

# On Board!

## English Language and Literature

# COMPANION

a complete resource for teachers

Class  
**9**



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## SECTION A

### READING

#### FACTUAL PASSAGES

#### 1.1

1. sustainability, sensitive
2. c.
3. The sparrow was the most common bird seen around one's house, gardens and elsewhere, for many, many years. One was used to their cheerful and friendly sight, and now with their disappearance, one tends to miss them as one would a dear one.
4. a. 'Survival of the fittest' is prevalent in nature.
5. cheerful, perky nature and constant chattering.
6. One infers that it is referred to as 'humble' because of its ordinary dull, brown looks.
7. This has happened due to the changing face of the urban landscape, with high rises made of concrete and glass, and radiation from mobile towers. The cutting down of trees and the subsequent high pollution have also contributed to it.
8. The better survival instincts of pigeons and their high reproductive rates have helped push sparrows out of their own environment.
9. feisty, cheerful, perky.
10. Sparrows: Where have they gone?

#### 2.1

1. Plastic pollution is a serious issue of global concern because it affects the earth we live on. It has polluted not just our oceans, rivers, and water systems, but also the air and soil, and caused humans and animals to suffer.
2. generate, legacy
3. This is because there is also a dark side to the use of plastic.
4. a.
5. a. plastic bags of all kinds contribute the maximum to plastic waste.
6. will be a curse for the survival of future generations.
7. Plastic is versatile as well as durable, and this makes it an important material to use for technological products. (lightweight/ moisture-resistant/ inexpensive)
8. An environmentally conscious person should make it a policy not to use single-use plastic items and limit the usage of packaged water or food. Reusing and recycling and supporting all bans or policies regarding the use of plastics should be followed.
9. automobiles, computers, and heart valves
10. Looking at the pie chart one immediately notices that Delhi is the UT which generates the most amount of plastic waste in India.

#### 3.1

1. The author does this for dramatic effect – to immediately catch the reader's attention about a serious issue.
2. a.

3. they both are uncountable.
4. Children suffering from undernutrition would have low height for their age, while those who are underweight would have low weight according to their age. Then there would be overweight and obese children, as well as wasted ones having low weight for height.
5. A country is ranked on the number of children under 5 years who are wasted, and the number of children under 5 years who are stunted.
6. tool, calculated
7. Child stunting is the most serious issue in India's crisis of malnutrition.
8. India's dismal ranking on the GHI, its dubious distinction as the diabetes capital of the world, and as the third most obese nation globally has spurred the government to address the crisis of malnutrition urgently to have a nation of healthy citizens.
9. obese children.
10. Two parameters used to compare the health of children are child wasting and child stunting.

#### 4.1

1. The NLM aims to give an individual skill to improve one's conditions to live a better life by making them literate. It also seeks to create better citizens by making them imbibe values regarding patriotism, the environment, and respect for all individuals.
2. Female literacy in Pakistan is higher as compared to India.
3. to encourage poor parents to send their children to schools.
4. b.
5. entitled, formative
6. One reason is that this encourages poor students to complete their schooling. It also attracts them to study ahead and better their prospects.
7. Poor students often face discrimination based on caste and are denied admission or are harassed. They sometimes cannot afford textbooks, and later find it difficult to get jobs. All this discourages parents from sending their children to school.
8. Impoverished educated youngsters often fall back on the traditional profession of farming when they do not get employment elsewhere.
9. Improved Pace and Content Learning (IPCL) has been implemented.
10. One of the ways in which children from lower castes are discriminated against at school is that they are harassed when they attempt to attend school.

#### 5.1

1. One notices that one-fourth of Indian children are overweight, and that only a mere one percent is fit to play sports.
2. ill-health as he grows.
3. Lack of physical activity leads to many childhood diseases, which often progress into adulthood. Inactivity increases the chance of obesity in children, and the development of heart disease, diabetes, and various mental health problems, including depression.
4. On an average, 37% of both boys and girls are considered to be the most active.
5. commuting, intake
6. c.
7. This could be because according to conventional cultural norms, girls are expected to be helping at home rather than playing physical sports.
8. Besides making sure that sports is compulsory for all students in schools, it needs to ensure that every school has a playground. It also needs to increase the number of neighbourhood parks and make

broad pavements to encourage children to walk and play.

9. females of all ages generally have lower physical activity participation rates than males.
10. Insufficient physical activity increases the adolescents' chances of becoming obese, developing heart disease, diabetes, and mental health problems, including depression.

## 6.1

1. it is a shameful and embarrassing thing to be known for.
2. understanding/ global
3. Annual surveys help in collecting data that accurately reflects the real traffic situation. This data plays an important role in comparing past and present situations and helps the Ministry to make informed decisions about local, regional, and national traffic issues.
4. c. People travelling on two-wheelers were the major category killed in accidents.
5. This is mainly because of people driving on the wrong side of the road and banging head-on into an oncoming vehicle.
6. c.
7. One should not drive on the wrong side of the road, or drive under the influence of alcohol.
8. The government should implement strict fines and punishment for breaking traffic rules. There should be use of speed detection devices, cameras, better infrastructure and roads with adequate lighting, deterrents for underage driving and better awareness amongst the public.
9. over-speeding of vehicles.
10. Traffic accidents can be prevented by avoiding the use of mobile phones while driving, and not driving having consumed alcohol.

## DISCURSIVE PASSAGES

### 1.1

1. b. Our travelling should not create a problem for others.
2. b. adventure.
3. The writer advises one to be mindful of the comfort of other co-passengers and respect their privacy, and not start conversations without first knowing their willingness to converse. One's luggage, too, should not encroach upon their co-passengers' space but be stored overhead.
4. if done in a moving vehicle, it might inconvenience the traveller, or it may fall on a co-passenger and cause him/her injuries.
5. A traveller should be conscious that the place that he is visiting must be preserved for future travellers. Therefore, he must be eco-friendly because only sustainable tourism will help preserve the resources and the beauty of the earth.
6. d. He feels it is compulsory and wants everyone to be aware of it and practise it.
7. inform them in advance if you want to enjoy their hospitality and not drop in like a bolt from the blue.
8. b. Tidy up your room
9. one should be considerate towards their hosts and not trouble them.
10. One can be more eco-friendly by collecting one's waste so that it can be emptied in a dustbin later and practice sustainability.

### 2.1

1. a. always gets good grades
2. Both the students, despite their different genders, belong to the same age-group. They both skip

breakfast, do not have a proper lunch, snack during the day, and then skip dinner. They both get tired towards the evening, which impacts their behaviour.

3. b. Low levels of iron can lead to anaemia which affects concentration levels.
4. he expends a lot of energy while participating in sports, but his calorie intake is not enough.
5. The food that adolescents eat should provide them with nutrients for normal and healthy physical growth and prevent teenage-related problems like iron deficiency. It should also give them energy to concentrate and carry out their daily activities and participate in sports.
6. c. Junk food can inhibit the absorption of iron.
7. Protein, growth
8. have a sense of well-being and improved self-esteem.
9. consuming soyabeans, grains, cereals, nuts, and seeds.
10. Adolescents gain twenty-five percent of their adult height and fifty per cent of their ideal body weight.

### 3.1

1. Reality television presents programmes which are unscripted and deal with situations filled with drama or humour. They document actual events and unlike other shows, they feature ordinary people instead of professional actors. These programmes are often described as artificial documentaries.
2. c. Genre
3. a. Entertaining millions through heavily scripted shows
4. participants turning into national celebrities and reaching some degree of fame.
5. The 'reality television' shows often lack spontaneity since they are carefully plotted and modified post-production. Situations are abnormal or exotic, and the participants are sometimes coached to act in certain ways by trainers. Even the events shown on screen are often manipulated through editing.
6. a. Reality television and documentaries fall into the same category.
7. design the format of the show / control day-to-day activities/ select participants/ create a completely fabricated world/ carefully design scenarios
8. b. Reality television
9. ordinary people placed in extraordinary situations.
10. Producers specifically select the participants, and use carefully designed scenarios, challenges, events, and settings to encourage behaviours and conflicts.

### 4.1

1. b. restricted for people attending public ceremonies.
2. It is good manners that help each member of a community to get along with others, or else there would be chaos all around. Having rules of etiquette helps everyone to understand certain modes of behaviour in order to exist in social harmony.
3. confusion, misunderstandings
4. c. smudge
5. A European guest would greet his hosts politely by shaking hands. At dinner, he would engage in conversation with others, be careful not to talk while chewing his food, and not spill anything on the table. While leaving, he would say goodbye and thank his hosts.
6. a. Following etiquettes helps in building good social relations.
7. to show one's appreciation of a sumptuous meal.
8. a. Avoiding talking with food in the mouth
9. moist skin is taken as a sign of good health.

10. The word 'etiquette' originated from a French word which meant 'little ticket' since earlier French people attending a public ceremony were given little tickets with instructions regarding the role they were to play, i.e. behave in public.

### 5.1

1. of the demand outpacing supply despite the nation having enough foodgrains produced to feed all our people.
2. b. Because a lot of it is lost in transportation and storage.
3. a. ill-fed
4. India has the best software engineers in the world, yet ironically, a large percentage of the population sleeps hungry. It is also ironic that the people in rural areas who work to grow food are the ones who mainly go hungry.
5. a. they are the breadwinners.
6. continue to perpetuate the hunger-poverty cycle.
7. b. They become lazy and hence lead to low productivity.
8. Women do not get the same preference or access to food as men, and this affects not just their health, but also that of babies in their wombs, newborns, and young children who depend upon her for their nutritional needs.
9. of lethargy resulting from low energy intake, undernourishment, and behavioural adaptations to conserve energy.
10. World Food Day is meant to highlight the plight of the hungry, the undernourished and the malnourished of the world – particularly the plight of children of the poor, among whom the girl child, as usual is the worst off.

### 6.1

1. b. Unlike humans, dogs cannot speak and therefore cannot lie.
2. A dog does not consider itself to be its owner's slave. It expects its owner to treat it fairly and justly, and love and respect it in return. The owner may be its lord, but it still requires its own dignity to be maintained.
3. use friendly encouragement, patience, and a biscuit.
4. d. It is being beaten.
5. a. intuitive
6. c. The capacity to love its owner unconditionally.
7. When a dog dies, the loss is mourned by its owners. However, one should consider keeping another because one should not be deprived of the love of another dog. All dogs are the same when it comes to their ability to love and remain faithful.
8. the lifespan of a dog is very short.
9. when it reads its owner's thoughts, understands their vacillating nature, varying moods, and even foretells their decisions.
10. The dog has been described as saintly since it is honest and straightforward and willingly accepts its owner's superiority and subjects itself to their authority.

## WORD POWER

### WORKSHEET 1

1. The bird abandoned its nest and flew away with its chicks.
2. Sarla is adept at computers and with a little training she could have a great career in the field.
3. Movie stars have an indefinable charisma which sets them apart from other actors.
4. Mother took one look at Shiv's doleful face when he came home from school and gave him a big hug.
5. All these years of excessive eating and drinking have left him with a jaded palate.
6. Being indolent is a crime against oneself.
7. John thinks he is infallible and one of these days he will be in for a very rude shock.
8. The foreman tried to appease the angry workers by promising them that he would take their demands to the management.

### WORKSHEET 2

- |                              |                             |
|------------------------------|-----------------------------|
| 1. lively, stimulating       | 2. agitation, uproar        |
| 3. aroused, angered, annoyed | 4. plentiful                |
| 5. refusal                   | 6. disobedient to authority |
| 7. flourish, do well         | 8. restore to youth/health  |

### WORKSHEET 3

1. Mahesh is a prolific modern writer and his books are very popular with the readers.
2. The children watched with rapt attention as the conjuror performed his tricks.
3. Sheela can be very resolute when she makes up her mind about something.
4. That vase is placed precariously on the edge of the shelf; you should move it elsewhere.
5. The new cook we have hired produces such insipid food that I have lost my appetite.
6. Getting into an altercation with rude drivers on the road is both useless and dangerous.
7. The lack of rainfall for over three years has left the land arid and parched.
8. The managers acceded to the workers' demands in order to avoid a full-scale strike.

### WORKSHEET 4

1. Even though Maryam wrestled with her mathematics homework for over an hour, she was unable to solve the problems on her own.
2. My grandmother swears by the power of hot tea to sooth away all one's troubles.
3. If you idle away the days reading novels and daydreaming, you will find that the summer has slipped away without you achieving anything.
4. Let us leave aside your future plans at the moment and concentrate on the issues at hand.
5. I am very tired after preparing for the party all day and will deal with the clearing up in the morning.
6. I have put on so much weight that I can no longer fit into the clothes that I bought last year.
7. You must study every day or you will soon lag behind your classmates.
8. No matter how hard he tried, Arjun felt that he could not measure up to his father's expectations.



..... **WORKSHEET 5** .....

- |  |                           |
|--|---------------------------|
| 1. time is running out                                 | 2. in excess              |
| 3. feeling sad, depressed                              | 4. alone and without help |
| 5. one who is at a disadvantage/almost certain to fail |                           |
| 6. joke/humour using more than one meaning of a word   |                           |
| 7. promise/stake one's character                       | 8. very carefully         |

..... **WORKSHEET 6** .....

- |   |                             |
|---|-----------------------------|
| 1. spacious                                 | 2. self-confident, forceful |
| 3. admirable values                         | 4. energy and enthusiasm    |
| 5. violently disturbed or agitated          | 6. very high                |
| 7. that which cannot be erased or forgotten | 8. lukewarm, unenthusiastic |

..... **WORKSHEET 7** .....

1. Once you get to know Zubin, you will realize that he is an affable person.
2. It took the children several hours to cajole the frightened kitten out of the tree.
3. In order to show their dislike for him, the shop workers would cavil at every suggestion made by the new manager.
4. The leader beseeched the nation to remain calm and united in those troubled times.
5. He was such a facile speaker that the audience couldn't help but ignore him.
6. Even though Meera was somewhat tired of his incredulous story, she decided to remain silent.
7. The soldier loathed leaving his young family but he had to follow the call of duty.
8. Raman has a profuse variety of exotic plants growing in his garden.
9. The feast that my mother cooked tonight has finally satiated my longing for the familiar tastes of my childhood.

..... **WORKSHEET 8** .....

- |  |                                   |
|--|-----------------------------------|
| 1. without airs or pretensions, modest | 2. noisy, unruly                  |
| 3. very angry                          | 4. skill, ability                 |
| 5. called to mind                      | 6. of little value, insignificant |
| 7. slavery, bondage                    | 8. essential, inherent            |

..... **WORKSHEET 9** .....

- |                             |                          |
|-----------------------------|--------------------------|
| 1. magnificent, extravagant | 2. great, outstanding    |
| 3. excessive, unrestrained  | 4. departure             |
| 5. irregular                | 6. trickery              |
| 7. copy, reproduction       | 8. mouldable, changeable |

..... **WORKSHEET 10** .....

- |                                      |   |
|--------------------------------------|---|
| 1. think before you speak            | 2. change places with you                   |
| 3. ignore, pretend it does not exist | 4. switched loyalty                         |
| 5. common, practical sense           | 6. are very poor, have barely enough to eat |
| 7. other things to do                | 8. keep insisting and arguing               |

..... **WORKSHEET 11** .....

1. Since he is disappointed with his exam results, Mahesh needs us to bolster his confidence.
2. The secretary has apprised me of the change in plans.
3. Although Romen was born wealthy, sheer avarice led him to the path of dishonesty.
4. I found Arjun's friends to be a convivial group of people.
5. If you offer him money he will think you are belittling his efforts to stand on his own feet.
6. They spent forty years together in the greatest of felicity.
7. Tara displayed great fortitude after the tragedy.
8. My father's advice is always judicious, hence he is the first person I turn to when in doubt about any matter.

..... **WORKSHEET 12** .....

- |   |                                    |
|---|------------------------------------|
| 1. anxious, fearful about something in the future | 2. absorbed                        |
| 3. careful and persistent                         | 4. manner of walking               |
| 5. excess   | 6. flawless, perfect               |
| 7. boredom  | 8. praised, approved (by clapping) |

..... **WORKSHEET 13** .....

- |                                     |   |
|-------------------------------------|---|
| 1. cheerfully confident, optimistic | 2. generosity, unselfishness            |
| 3. extremely happy and excited      | 4. thorough                             |
| 5. trouble                          | 6. good understanding and communication |
| 7. give, present                    |   |

## SECTION B

### WRITING & GRAMMAR

#### WRITING

##### DESCRIPTIVE PARAGRAPH

To be solved by the students.

##### STORY WRITING

- As the sun set on the desert, the caravan driver said, "It is dangerous to travel in pitch darkness. We should spend the night here and leave by five o'clock tomorrow morning."

"But there is not enough space for everyone to sleep in the caravan!" exclaimed Rohan's mother.

"Rohan, would you mind sleeping outdoors?"

"Sure, Mummy," replied Rohan. As he rolled out his sleeping bag, he set his alarm clock for four-thirty. He then wished his parents good night and went to sleep.

When his eyes opened the next morning, the sun was high up in the sky and the caravan was nowhere to be seen! There was nothing but sand for miles around. Rohan jumped out of his sleeping bag in panic. He looked at his watch. Seven o'clock! Either the alarm hadn't rung, or he had ignored it in his sleep. And now, he was stranded! The rattlesnakes and poisonous cacti that he had seen on National Geographic sprang to his mind.

"Mummy! Papa! Aditi! Where are you?" But no one answered his frantic calls.

As he started to sob helplessly, Rohan saw a group of people on camels in the distance.

"Here! Here! Help me!" he waved in their direction. Five minutes later, he was riding on a camel with the police patrol. He told the policemen that his parents must be in Jaisalmer by now.

Half an hour later, he was at the Jaisalmer police station where his anxious parents were waiting for him.

"Rohan! Rohan!" His younger sister Aditi rushed out, followed by his parents. By now, Rohan was beaming. What a terrific story he had to narrate to his friends back home!
- Shreya's friends were teasing her on their way back home. "Why are you so quiet? Did your parents tell you not to speak with anyone today?"

But Shreya was not paying attention. She was preoccupied with matters of her own. When she had reached home and had her lunch, her mother asked, "How was school today? Did you get your Maths test back?"

"No Mummy, our teacher fell sick over the weekend and said she hadn't been able to check our tests."

"Oh, alright," her mother said, convinced.

The week went by without any further mention of the test. On Friday, their class teacher announced that a parent-teacher meeting would be held on Saturday. By this time, Shreya had forgotten all about the test. She went back home and told Mummy about the meeting. The next day, when her mother returned from the meeting, her face was a thundercloud.

“Shreya, where is your Maths test? Your teacher said she gave back the tests on Monday! She showed me your marks in her register. Why did you not show the test to me or Papa? You know that if there is one thing we will not tolerate, it is lying. What disappoints me more than your marks is that you attempted to hide them from us. You tell me – what should we do about this, Shreya?”

By now in tears, Shreya said, “I’m sorry, Mummy. I will never lie again.”

And she meant it. She had learnt her lesson – that honesty is indeed the best policy.

3. Shera felt trapped and humiliated. His depression knew no bounds.

But this had not always been the case. He was born in a jungle in northern Bihar, near the foothills of the Himalayas. He remembered roaming in the valley, hunting with his friends, Bhima the leopard and Kirti the lioness. Their parents never stopped them from going anywhere – except the village outside the jungle that they had heard was inhabited by humans. They had heard stories about their kinsfolk getting killed and their skin being used to make the clothing worn by these humans. But other than the village, Shera and his friends wandered wherever they pleased and spent their time playing with each other.

Over the years, Shera blossomed into a fully grown tiger with a beautiful shiny coat. He soon had a family of his own, as did Bhima and Kirti. One day, not realizing where he was going, Shera found himself on the outskirts of the forest. Before he knew what was happening, a big bag was placed around his head and his hands and paws tied with ropes. He was taken somewhere in a vehicle and when the bag was taken off his head, he found himself behind bars. He was in a zoo!

Shera the cub had been ferocious and fearless. More importantly, he had been free. Now, as his end neared, Shera grew more and more emaciated. A proud tiger like him, who had led such a full life, had become a mere showpiece, a ‘thing’ – like an artefact in a museum, that people paid to see!

4. Accept all relevant responses.

5. Accept all relevant responses.

6. Mrs Sethi, Ashish and Pooja got off at Kolkata station, pulling down their two suitcases. They dragged these along the platform when Mrs Sethi stopped. “Where is the blue bag with the sweets?” It was nowhere to be seen.

Mrs Sethi sighed, “I’ll check in the train.”

She was back in two minutes. “It’s gone!” Just then they saw man running towards them.

“Wait!” he shouted. “Here is your bag. I am a train attendant. I realized that you must have forgotten it . . .”

“Oh thank you!” Mrs Sethi beamed. “I spent a week preparing those snacks and sweets! You have been so kind. I must reward . . .”

Mrs Sethi put her hand in her purse but the man said, “I cannot take that. I only did my duty.”

Pooja said, “Then you must take this.” She pulled out five packets of sweets and snacks. “Mummy’s food is delicious! Give this to your children!”

Ashish brought out his camera, clicked and said, “And make sure you read tomorrow’s newspaper.”

7. Ankit opened his email and saw another letter from his new friend Steve who said he lived in Sweden. This summer Ankit had taken computer classes and learnt about the Internet – websites, email and chat rooms. But he hadn’t told anyone about his online friend yet. Steve wrote that he was coming to India the following day and would be in Ankit’s city! Steve suggested that they meet outside Rainbow Mall.

Two days later, as Ankit stepped out to go to Rainbow Mall, his father asked, “Where are you going?” Ankit told his father the whole story.

Ankit's father sighed and said, "There is no Steve."

"What?" asked Ankit.

"I pretended to be Steve and became friends with you. I wanted to teach you to be cautious when you use the Internet. It could be some kidnapper who was interacting with you. Didn't you wonder how Steve knew about Rainbow Mall? Look before you leap, son."

8. Accept all relevant responses.

9. A Funny Scare

The young man seemed to be very helpful. He told us that he would help us to find our way out of the forest and then back home. We slowly trudged behind him towards the main road. However, to our shock we found that when the wind rustled his coat a pistol peeked out.

"Look!" Manu whispered.

Lost in the dense forest, we had trusted him innocently. However, suddenly his stride seemed menacing and we were scared.

"Let's fall behind gradually," I suggested. "Once we're far enough we can run!" Manu and I held hands and walked slower.

The man shouted, "Slow-coaches! There's the main road."

Through the trees we saw the main road. Some cars were whizzing by.

"Th . . . thank you," I muttered. "You've come a long way to help us."

"Actually I wanted to take the road to the city as also," he said. "My son's toy gun is broken. I need to get it repaired."

He removed the plastic gun from his belt and Manu and I burst out laughing.

10. Ram Prasad, the old caretaker of the house was tired. Though the forest house was empty, it needed to be swept and dusted every day. He had just finished when he heard the front door open. Afraid that a wild animal had stepped in, he hid in the kitchen, when he heard voices.

"The house is empty," one man said.

"Just what we need," another replied.

Ram Prasad peeped out and saw three men empty a bagful of elephant tusks on the floor.

"At least ten elephants must have been killed for these!" thought Ram Prasad to himself.

"This is illegal, I must tell the police!"

Ram Prasad scampered out of the backdoor and climbed down water pipe to reach the bedroom on the first floor. He frantically dialled the police station's number and then crouched beside the bed.

Fifteen minutes later he looked from the window, as three handcuffed men were led into a waiting police jeep.

11. Rehan Khan smiled as he wrapped a Christmas present. He was going to attend Jessica Pinto's Christmas party. His classmates Lalit Sharma, Bennaifer Modi, Harpeet Singh and Usha Ramakrishnan would also be there.

This year, the gang had already celebrated Holi, Eid, Onam, Baisakhi and Diwali together. Every festival was different, but they followed a common pattern. On the day before the festival, one person from the group would explain the story behind it – how it originated, what its significance is and the rituals surrounding it. Then on D-Day, everyone would gather at the house for celebrations.

Rehan chuckled as he thought of the weight they had put on thanks to the laddoos, mathai, sevaiyya and malpua they had stuffed themselves with.

He was shaken out of his thoughts with the honking of a car. Rehan rushed down and the gang sped away to one more festival that bound them together.

12. True Friendship

Atul and Himanshu revised the chemistry formulae in front of them. Their school had organized a competition and the winner would go to Japan for a week to interact with international students from various countries!

Atul and Himanshu were both aces at chemistry, while Himanshu was passionate about Chemistry, Atul's first love was photography. Atul came from a rich family and every few months brought back pictures taken at exotic foreign locations. Himanshu's parents worked in a bank and only last week Himanshu's father had applied for a passport for his son.

The boys shut their books, saying the last formula together – “silver permanganate,  $\text{AgMnO}_4$ ” and raced to the competition. They breezed through the questions and smiled at the last one – the formula for silver permanganate.

Two weeks later, the teacher announced, “And the winner is HIMANSHU! Atul came very close but he made a mistake in the formula of silver permanganate.”

Himanshu stared at his friend, while Atul winked and clicked a snap.

13. Aman, Feroze and Ganesh screamed, “Oh no!” as the car stopped. The jeep had finally broken down. Aman looked anxiously at the others while Ganesh desperately hoped a car would pass by. This was serious: it was 11 p.m. and they were on an isolated stretch of land. No car has passed them for over twenty minutes.

“It's useless!” Aman said.

“Hey come on, we'll find a way out,” said Feroze. He felt guilty because the jeep was his.

“Really?” challenged Aman. “What way?”

“Look there!” Feroze screamed triumphantly. Peeking out of the trees was a light from a hut.

The boys trekked to the hut and knocked. An old man opened the door and on listening to their story, nodded sympathetically. The boys pushed the jeep to a corner and the old man offered them a room for the night. The hurdle of the broken car could be handled in the morning. Aman, Feroze and Ganesh repeatedly expressed their gratitude before drifting off to a peaceful sleep.

14. Captain Farid Singh was travelling from Mirthal to Delhi with his troops. They had just retired to bed when they heard raised voices from the adjacent compartment. They immediately went to investigate when the train stopped with a jerk. Someone had pulled the chain.

“Thief! Thief!” a man shouted.

Captain Farid went up to him and the man explained, “We are going to Delhi for my niece's wedding carrying jewellery with us. The jewellery bag disappeared five minutes back! The man must be somewhere here!”

Captain Farid whispered to his troops, “Each one keep an eye on one man and notice any change in expression.”

He told the man, “We saw a man jump off the train. He must be the thief. The thief is not here.”

One officer then indicated towards a man at the back. A smile of relief had broken out on his face.

Captain Farid immediately arrested him and returned the jewellery to the old man.

15. Accept all relevant responses.

16. The farmers of Bhandarpur were distressed. Traders from the city kept demanding vegetables at lower prices saying, “That farmer over there will give potatoes at ₹ 12 a kilogram. Why should I buy from you for ₹ 15?”

Every time one farmer asked for a decent price, another one priced his vegetables lower, attracting buyers. Hence each farmer had to resort to selling the produce at ridiculous prices. They ended up with barely any money to make ends meet.

The oldest among them called a meeting. "We grow vegetables but have none to eat ourselves!" One farmer said, "But what can we do? If I do not lower the prices they will buy others!" "We will sell at fixed prices," said their leader. "We will work as a team. United."

The next day everyone sold vegetables at the same prices and did not lower them even when traders threatened to buy from the others. The traders realized that the farmers had become united. They had stopped competing with each other. That evening, the farmers went home with their pockets full. Unity had paid off where division had weakened them.

17. Rohan and Shreya's puppy Coffee ran onto the main road, unnoticed. A few lanes away, while crossing the road, he was hit by a bike. The rider sped away but old Mrs Hakim picked up the injured puppy.

She took him to the vet who put one paw in a cast and cleaned Coffee's wounds. Coffee brought a new life into old Mr and Mrs Hakim's house. They were not lonely any more.

In the meantime, Rohan and Shreya put an advertisement in the paper. The next morning Mr Hakim saw the advertisement with Coffee's photograph. He showed it to his wife. They both felt sad about giving him back, but they knew it was right. Mr and Mrs Hakim took Coffee to Rohan and Shreya and the children were overjoyed. Rohan and Shreya decided that they would visit the old couple every month as a gesture of gratitude.

18. On the morning of 26 December 2004, Venkat, the fisherman was going to work as usual. As he approached the dock, he heard a funny rumbling noise. Then he saw the waves rising higher than usual. He had a hunch that something calamitous was about to take place, and rushed back home. Just as he began describing to his wife Shanti what he had seen, his voice was drowned in a loud roar. Venkat shouted to her to take the children as far away from the coast as possible. She replied that she couldn't carry all three of them, and would take the two younger ones with her. However, just after Shanti and the children left, the water could be seen coming up their street. Venkat knew they had no time. He called for their eldest child, Sharda, but she did not come out. Hoping that somehow she would make it through this on her own, he ran out behind his wife and children.

The tsunami lasted barely ten minutes. Venkat and his incomplete family went back as soon as the worst was over. They called and called for Sharda, but she wouldn't come. Fearing the worst, Shanti and Venkat started sobbing.

Suddenly Toto, the street dog with whom the children often played, came hurtling towards them out of nowhere. She tugged at their clothes, as though she was trying to take them somewhere. They understood and followed her for fifteen minutes. As they rounded a turning, who should they see but four year-old Sharda sitting on the footpath, crying! They ran and picked her up, but she broke away, saying, "Amma, Appa! I was alone and scared, and Toto carried me here! She saved my life!"

Venkat and Shanti decided then and there to adopt Toto. She was a hero!

19. Unusual Delights

One day I went to the market with my mother. My mother was haggling with the mango vendor while I stood a little away.

Near me sat a man with a large wicker basket, selling bitter gourd. No one even glanced at his vegetable. I felt sorry for him; who would buy that bitter vegetable?

He muttered, "Everyone buys potatoes and cauliflower . . . they miss out on this wonderful vegetable."

He licked his lips as he spoke and smiled. I smiled back.

He had a faraway look in his eyes and continued, "First scrape off the skin and scoop out the inner flesh. Then cut large rounds and salt them. Apply chilli powder, coriander powder and gram flour . . ."

The recipe sounded so interesting that my stomach rumbled hungrily. “. . . then deep fry and eat hot.” Immediately, I bought half a kilo of bitter gourd from him. That evening, I followed his recipe and everyone loved it!

“Indeed,” I thought to myself. “Every offering of nature is wonderful in its own way.”

20. There was once a time when the tortoise had a plain, smooth shell. He lived on the edge of a lake, and his only friends were two swans who would hear the tortoise chatter about himself for hours on end – for he was very fond of talking.

One day, the tortoise arrived at the lakeside to find his friends looking very dismayed. They told him that winter was approaching, and they would have to fly to a warmer place.

The tortoise answered, “Oh no! What will I do without you to listen to my stories? Tell you what, you can carry a stick between your mouths, and I will hold on to it with my mouth. That way I can come with you both.”

“But you are so talkative! Will you be able to remain silent for such a long journey?”

“Of course!” said the tortoise, offended.

“Very well, then. We will leave in a week from now.”

A week later, the tortoise found itself in the sky with a stick in its mouth that was held up by the swans on either end. He felt elated and overjoyed at being airborne. Wanting to express his excitement, he opened his mouth. But as soon as he did this, he had a sinking feeling in the pit of his stomach as he realized he had let go of the stick and was falling! When he landed on earth, his shell cracked upon impact.

Ever since, tortoises have patterned shells.

#### DIARY ENTRY

1. Thursday, 28 October 20XX

I recently went to Coonoor, the second largest hill station in the Nilgiris. Coonoor is located at an altitude of 2,000 feet.

I was very impressed by the panoramic view it provides of the lush green Nilgiri Hills, with its ravines, valleys and waterfalls. Moreover, there were a variety of hotels and lodges to suit every pocket. We stayed at Nature’s Beauty Hotel.

We visited Sim’s Park, the Dolphin’s Nose Viewpoint and Laws Falls. The highlight of my trip were the tea plantations, that added immensely to the beauty of the sublime hill station. The enchanting woods were ideal for long strolls. Also, ayurveda and health resorts provided us with a perfect opportunity to rejuvenate ourselves.

Coonoor’s pristine beauty is truly mesmerizing.

2. Monday, 4 November 20XX

Yesterday we, the students of Class IX, were taken by our school on a trip to Purana Qila, Mehrauli Archaeological Park, Qutb Minar and Tughlaqabad Fort.

We were all naturally curious and excited. To think that these buildings have stood the test of time for centuries together is amazing. But we were in for a shock. Plastic bags, aerosol cans and packets of half-eaten chips were strewn everywhere. There was graffiti on the walls. Visitors paid no heed to signs banning littering and defacing public property. The worst of all was the attitude of the staff. We asked a group of guides about the significance of the Alai Minar, but they were very rude and said they were not paid to give free information.



I feel very ashamed that tourists, foreigners in particular, cover long distances in the hope of exploring the mystic beauty of India. Instead, they are faced with unkempt premises, belligerent staff members and callous, uncaring local tourists. They probably return home with a bad impression of our country. Oh, how I wish our government and citizens were more concerned about the preservation and maintenance of these historical marvels!

3. Wednesday, 23 May 20XX

I recently travelled to Telangana to stay with my uncle who lives there. On the train ride, I met an incredibly talented scientist who has left an indelible mark on me.

Born in Chennai in 1932, Ms Shalini Vijayaswamy was educated in Kendriya Vidyalaya in Anna Sarai. She passed out from there with top honours, and went to Maulana Azad Medical College, Delhi. After graduating with 83 per cent, an unheard-of feat in that college, she went on to do her PhD from the same college, and was recruited to work in the Akhil Lab of Medicine. She continued her research alongside, and was awarded the Nobel Prize in 2002 for her path breaking discovery of a possible cure for autism. Ms Vijayaswamy now intends to set up the Vijayaswamy Research Institute, Chennai, where medical aid will be provided at minimal costs to the underprivileged.

Her life is indeed to be emulated.

4. Tuesday, 16 March 20XX

At last! After weeks and weeks of preparation my drama team won the inter-state drama competition. I feel overwhelmed and ecstatic.

It all started two months ago, with the day I decided that I would sign up and become a member of the troupe. What a lucky day it was for me! We would practise on the roads, in restaurants, on sandy beaches and in hotel resorts – whenever and wherever we felt like. If I would be unable to attend a rehearsal, my team would be very understanding. They have been always supportive and encouraging of me. On the day of the dress rehearsal, it was heartening to see how, instead of belittling them, we encouraged those who forget their lines.

It was this team spirit that kept us going and gave us the strength to perform in front of twenty teams and three judges. Our labour paid off well. We were awarded the first prize! Today, I have realized what it means to have team members who are so committed and appreciative.

5. Monday, 14 July 20XX

I feel so down in the dumps. My iPod is lost. It was only two months old, having been gifted to me by my grandmother on my thirteenth birthday.

That iPod indicated that my family finally trusted me enough to take care of such an expensive possession. It was an Apple iPod, with 40 GB memory and a white body.

I lost it yesterday when I went shopping with my mother to the nearby mall. I took the earphones out and kept the iPod next to me on the bench where my mother had told me to wait until she returned. Later, I suddenly realized in the parking lot that my iPod was missing. I ran back inside, but there was no sign of it. I searched high and low, but did not find it anywhere.

I have put up a notice saying that whoever finds it should return it to me, and will be rewarded suitably. How I do reproach myself now for having left it on the bench!

6. Saturday, 4 May 20XX

I feel so lonely and distraught. My mother has been away from home for a week now. She was admitted to the hospital early in the morning on the 27 April, when she had complained of a severe pain in her knees.

The doctors have said that it may be arthritis. And what is even more disturbing is that her pain has still not vanished, despite the medication that she is on. What with my father out of town for some

official work, and my mother in hospital, I am alone at home with my grandmother throughout the day. When she used to be home, I did not realize what my mother's presence meant to me. But now that she has been absent for a week, I do miss her so.

Oh, mother, when will you be well again and come back home?

7. Monday, 3 September 20XX

I feel so overwhelmed with joy and gratitude. I have been nominated the School Pupil Leader by the school principal. This position is the same as that of Head Boy in other schools. It feels heartwarming to know that my hard work has not gone unnoticed, and that my achievements are valued to such a great extent.

This honour, of course, comes with a lot of responsibility. I have to set an example for the whole school to follow. I have to learn to conquer my hot temper in dealing with situations that may infuriate me in any manner. Also, some people have said that I am bossy and overbearing sometimes. I plan to give the others a chance to have their say, and not become dictatorial.

So, I have a lot on my plate. I hope I will be able to live up to everyone's high expectations of me, and am able to vindicate the school's stand.

8. Wednesday, 26 February 20XX

My heart is heavy and I feel disappointed on seeing the direction in which our society is heading. Emphasis is laid on encouraging children and workers. No one seems to realize the deplorable condition in which old people are living in this country.

I was taken to an old-age home by my school today. The inhabitants were not being looked after well. They told us tales of how their children who consider their old parents a liability, have abandoned them. Thus metaphysically, their lives are a mess. I feel sorry for the conditions these people are forced to live in. I also feel angry at the unfeeling sons and daughters of these old people, who have left them to rot in these homes, and do not even bother to visit them.

It is high time this attitude changed. When humans turn old, the least they can expect from their children, for whom they have sacrificed everything, is to be looked after.

9. Sunday, 9 October 20XX

A sense of gratitude and thankfulness has welled up inside me for my friend, Mansi, for having helped me so much.

I was on leave last week from school because I was down with viral fever. On the first day of my absence from school, I called up Mansi to tell her that I was ill. That evening, she came to my home and brought all her work photocopied for me. She stayed till 9 o'clock in the night with me, helping me with my science project. She would go back home after 9, do her homework, eat her dinner, go to bed late, and then wake up early in the morning for school. She followed this routine every day till I was well. By the end of the week, she had dark shadows beneath her eyes.

But she did not complain even once. It is all because of her that I have been able to catch up with my school work. She has shown herself as a true friend in need.

10. Tuesday, 14 August 20XX

Today, I feel so proud of the rich culture and heritage that India has to offer to its citizens. We were taken by our school to the National Museum of History, to honour the occasion of Independence Day which falls tomorrow.

From the age of Harappa and Mohenjo-Daro, to the Mauryas, Guptas and the slave dynasty, to the Mughals and British – our country possesses such a rich and glorious past. I had always perceived India as a country deep-rooted in poverty, lacking development and modernization, and backward in all senses. How wrong I was! India was the epicentre of trade – the Golden Nightingale of the past,

the country which every ruler in the world dreamed of conquering. It was a land of riches, of saints and traders, rulers and subjects, rich in natural resources and handicrafts.

Truly, India is a land to be proud of.

11. Saturday, 25 September 20XX

I am in the seventh heaven of delight!

Yesterday morning, very few people seemed to remember my birthday. My closest friends appeared to have conveniently forgotten. My own parents had wished me good morning and nothing else. I was feeling decidedly dejected and forlorn. When I came back home from school, I found my living room locked and my parents out of the house. I felt furious at the way things were turning out.

In the evening, as I came back after play, my mother held me by the arm and asked me to follow her. She unlocked my living room door, and I gasped in astonishment. The room was decorated and filled by my closest friends and relatives, who came one by one and wished me a happy birthday. What a lovely surprise! A beautiful, creamy cake lay on the table.

I had a most wonderful evening. To think that my parents did so much for me on my birthday!

12. Monday, 13 February 20XX

I have come to realize today the distinction between professional and personal.

My best friend, Neha, refuses to speak to me because I, as the school hockey team captain, have not selected her for the next match. She says she had been very excited about the match, and now she is very disappointed in me because I have dashed her hopes. How do I explain to her that she is not good enough? She must realize that her forte is playing the guitar. And if she practises playing hockey rigorously every day, there is no reason why I will not select her for a match in future.

Life is very lonely without her, and such petty issues should not be allowed to disrupt so strong a bond as friendship. I will tell her all this and hope she understands.

13. Saturday, 16 December 20XX

My mother went to a blood donation camp today. She came home very excited by what she had seen. She said she was overawed to see the number of patients who seemed to require blood. First, she got her medical examination done, including medical history, haemoglobin estimation and blood group determination. Then, her blood was checked for all chronic diseases. A syringe was injected in a vein in her elbow pit, and the blood was extracted. Finally, she was given a certificate that said that she had donated blood for a noble cause. She plans to go to the blood donation camp every four months. After all, blood donation is healthy as it helps blood renewal. The blood lost is compensated in a short period of time.

Today, I feel incredibly proud of my mother's humane deed. I will do it too once I am old enough. It is indeed true that every drop of blood helps save a life.

14. Thursday, 28 March 20XX

I feel very disheartened as I have suffered a dreadful setback. I got my report card today.

With my heart pounding away for all it was worth, I opened my report card. I had got above eighty per cent in all the other subjects, but the marks in History and Science were so low that I feel ashamed even writing them down. I knew that I hadn't studied well for these two examinations. The Science and History teachers expressed their extreme disappointment in me to my parents.

But I know that I have only reaped what I had sown. I am fully aware that had I really studied as hard for History and Science as I had for the other subjects I would have got decent marks in those, too. To improve my performance in future, I will put in an extra hour each for History and Science every day. It is well said that what goes around comes back around.

15. Friday, 13 May 20XX

I feel elated and overwhelmed. Today I won the inter-school debate competition!

Two weeks ago, when our class teacher picked me to be the school's representative in the competition, I was humbled that she thought me so capable, but was not sure if I could live up to her expectations. However, she promised to coach me, and we stayed back after school hours every day. Her final words of advice to me were, "Make sure your arguments are reasoned and logical. And remember – stay calm!"

Finally, the big day arrived. There were twenty representatives from different schools, three judges, and an audience of over a hundred students and teachers. The topic before the house was, 'Should Public Smoking be Made Illegal?'. I argued for the motion, stating that smoking was not only a menace to society, but was also responsible for increasing cases of lung cancer and premature deaths.

The judges awarded me the Best Speaker trophy for 'articulating with conviction and confidence'. It was a proud moment indeed. But I know it would not have been possible without my teacher's guidance, and I am very grateful to her for it.

16. Sunday, 22 February 20XX

I feel so shaken up. I can hardly write. I had the most dreadful shock yesterday.

My family had gone for a holiday to Nainital. We had a comfortable stay and as we were returning to Delhi, in Moradabad, we suddenly saw a roadways bus approaching. My father at the wheel almost jumped out of his skin. We all experienced a shiver running down our spines. It was a sharp bend, and we had not seen it coming towards us. Our car swerved sharply to avoid the oncoming vehicle, but there was no space. As a result, we were forced to leave the main road and enter the fields of corn that ran on both sides of the road. At that moment, my heart was in my mouth, and I felt so scared that I felt I would faint. It was as if I was witnessing a nightmare. Thank goodness nobody was hurt.

I experienced what it actually feels like to be in a life-threatening situation.

17. Wednesday, 29 November 20XX

Today, my misery knows no bounds. Everything has gone nightmarishly wrong.

To start with, I had a bad morning. I was reprimanded by my mother for having lost my watch. She was very angry with me. Then, I missed my school bus and my mother, who was already furious with me, grumbled about getting late for work because she had to go out of her way to drive me to school. At school, I quarrelled over a petty issue with my best friend, and was scolded by my teacher for not paying attention in class. Later, when our evaluated class tests were returned to us, I discovered to my horror that I had failed. It was the last straw. I burst into tears.

I am disturbed and angry. I have been misunderstood, and the world is not treating me fairly at all. Overall, it has been the worst day of my life.

18. Sunday, 2 January 20XX

Yesterday my sister left for the US to pursue her Master's degree. I feel wry and confused.

It was supposed to be a happy occasion, and it was for me at that time. I felt really happy for her for not only gaining admission to a prestigious university like Princeton, but also securing a very competitive scholarship. Moreover, she has passed her final year undergraduate examinations with flying colours. She has indeed done the family proud.

But in retrospect, I feel that it was not a happy occasion at all. It was the day that took my sister miles away from me. We had laughed, played, fought and cried together. We were given to understand that

even when would be alone in the world, we would still have each other. I feel nostalgic about such moments and will find it difficult getting used to her absence.

I will always cherish and miss the wonderful times that we spent together. But I sincerely hope that she will study and do as well there.

19. Wednesday, 17 September 20XX

I feel overwhelmed and ecstatic. Our school's Yoga Club, of which I am the leader, won the inter-school yoga competition!

It all started when we were informed by the principal of our school that the Yoga Club had two months to prepare for a major inter-school yoga competition. We practised after school hours regularly. If anyone would be unable to attend a practice session, she/he would make up by practising at home. The day before the competition, I said to the team, "No matter what happens, give it your best shot."

On the day of the competition, we felt strangely energized and confident, as if nothing could go wrong. As we went through asana after asana like clockwork, the audience gasped and cheered us on. By the time we had finished, everyone was yelling, "Encore! Encore!" The judges stated that our school had given the best performance, and they lauded us for our physical flexibility, rigour and discipline.

It was our hard work and team spirit that kept us going and eventually paid off so well.

20. Friday, 30 March 20XX

I recently stayed at my friend's house, and had the pleasure of interacting with a most wonderful lady – his mother, Mrs Mala Shah.

Born in Pune in 1968 to a family of conventional-minded shop owners, her family did not believe in educating her beyond primary school. As a result, she was barely literate. All she did was household chores. But after her marriage, her strength of character made her go on and educate herself by means of reading her son's school textbooks. She enrolled herself in a college and graduated in Fashion Designing summa cum laude. Today, she runs a successful textile factory. She is a warm, sensitive and caring person, an ideal wife, mother and businesswoman.

India is in dire need of self-made women like her. My friend says he is proud to have a mother like her.

## GRAMMAR

### WORKSHEET 1 – DETERMINERS

1. a. a            b. the            c. x            d. the            e. the
2. a. One of **the** earliest civilizations
- b. was **the** one that came up around Nile River in Africa.
- c. The land around **the** Nile was very fertile.
- d. Farmers could grow excellent crops on **that** land.
- e. The soil was enriched with silt which was good for **the** crops.
- f. The first settlers called **that** area Kemet, which means black lands.
- g. They gave the land **this** name because
- h. of **the** dark coloured, silt-enriched soil.

- i. The societies that lived here had **a** head whom they called chief or king.
  - j. Then, **many** societies got together to form larger societies
  - k. which led to **the** formation of various kingdoms.
3. a. **The** earliest known examples of writing in Egypt date back to 3400 BCE.
- b. The ancient Egyptians believed that writing was invented by **the** god Thoth.
  - c. They called **the** system of writing hieroglyphics.
  - d. Hieroglyphics involved **the** use of pictures which represented objects, actions, sounds, thoughts and ideas.
  - e. **The** word hieroglyphs
  - f. is **a** word derived from two Greek words.
  - g. **The** word *herios* means holy and *glyphe* means writing.
  - h. Hence, hieroglyph means holy writing. **The** writing was done on
  - i. stone, **the** walls of tombs and temples, and paper made of reeds of papyrus.

### ..... WORKSHEET 2 – CONNECTORS .....

1. Rudyard Kipling, an English poet, novelist **and** story writer was born on 30 December 1865 in Bombay (now called Mumbai), India. Rudyard's father was an artist **and** he taught art at the Bombay Art School. As a child, Rudyard intently watched the ways of life of **not only** his own family members **but also** the people on the roads, marketplace **and** his school. These observations helped in building his imagination. **Moreover**, the maidservants who were employed to look after him told him fascinating tales of dark forests **and** the animals that inhabited them. The stories were interesting **because** they gave vivid descriptions of colourful scenes. **Consequently**, these stories **as well as** his own imagination had a great impact on his writings.
2. a. It was in the Mesozoic Era that dinosaurs existed on earth.
- b. This Era had three periods.
  - c. The Triassic Period was the one in which the first dinosaurs appeared on earth.
  - d. In the Jurassic Period the dinosaur population multiplied manifold **or** The dinosaur population multiplied manifold in the Jurassic Period.
  - e. In the Cretaceous Period, the dinosaurs began getting extinct **or** The dinosaurs began getting extinct in the Cretaceous Period.
  - f. By the end of this period dinosaurs were completely wiped off the face of the earth.
3. a. and      b. and      c. also      d. and      e. and      f. Moreover      g. which

### ..... WORKSHEET 3 – SUBJECT-VERB AGREEMENT .....

1. a. has      b. are, is, is      c. is      d. is, is
2. a. is      b. is      c. are      d. is      e. are
3. a. have – has      b. are – is      c. has – have      d. have – has      e. is – are

### ..... WORKSHEET 4 – COMPARISON OF ADJECTIVES .....

1. largest, busy, deadly, well-known, fearful, most destructive, beautiful
2. a. second largest ocean      b. with wild aquatic      c. X      d. has tall mountains

- e. the longest mountain      f. so high      g. form large islands  
 3. a. largest      b. saltiest, warmest      c. dangerous      d. rich      e. close, better

..... **WORKSHEET 5 – MODALS AND THEIR USAGE** .....

1. a. Could/Can      b. can/may      c. must/ought to      d. will  
 e. shall      f. should      g. can/will  
 2. a. railways may/can be      b. steps should the **or** ought the government take  
 c. They should set      d. reserves ought to/should be  
 e. Ravi: Should the government      f. amount must/ought to be  
 g. x      h. People should also      i. films will help  
 3. a. can      b. must      c. ought to      d. should, should      e. will, will

..... **WORKSHEET 6 – VOICE** .....

1. a. A      b. A      c. P      d. P      e. P      f. P      g. A      h. A      i. A      j. P  
 2. a. No work was found to be menial or low by Florence.  
 b. The wounds of the soldiers were cleaned and dressed by her.  
 c. Any kind of work that the situation demanded was done by her.  
 d. Dignity was brought to the profession of nursing by Florence Nightingale.

..... **WORKSHEET 7 – FORMATION OF TENSES** .....

1. a. Many men and women across the world are struggling for one cause or the other.  
 b. Some are yearning to see their country free while some are dreaming of freeing their communities from the clutches of racism.  
 c. A large number of these people are resorting to violence while there are a few who are hoping that they will achieve their goals through non-violent means.  
 2. Nelson Mandela was a statesman who earned worldwide fame for the selfless work that he had done for his countrymen. He believed that equal human rights must be given to all citizens of South Africa. He was known for his efforts to end the system of apartheid. He wished that people would settle all disputes without causing any harm to any human life.  
 3. a. loses – lost      b. having – had      c. helped – help  
 d. lives – lived      e. takes – take      f. will be – was

..... **WORKSHEET 8 – PREPOSITIONS** .....

1. a. in      b. into      c. out      d. on  
 2. a. upwards      b. down, towards      c. in, out  
 3. a. at – in      b. upon – in      c. through – in      d. at – up  
 e. in – at      f. into – among/on  
 4. a. found in the open grasslands and eucalyptus forests of Australia.  
 b. live on a few  
 c. live in burrows and during the day they spend time in these underground homes.  
 d. emerge from their burrows at night  
 e. burrows in fields

## WORKSHEET 9 – SPEECH

1. a. that      b. x      c. that      d. that      e. x
2. a. said      b. told      c. asked      d. complained      e. suggested/said      f. exclaimed
4. a. either of them had received a mail from Bharti.  
b. replied in the negative and added that she must be busy sightseeing.  
c. said that he had heard that she was returning from Brussels  
d. exclaimed that she hoped that Bharti would bring her the dress she had asked for.  
e. that she mustn't expect her friends to shop for her while  
f. that she was her best friend and she could take that liberty with her.

## GRAMMAR PRACTICE

### GAP FILLING

A.

- |                                    |                               |                               |                                  |
|------------------------------------|-------------------------------|-------------------------------|----------------------------------|
| 1. a. (ii) with<br>e. (iii) him    | b. (i) was<br>f. (iii) before | c. (iii) and<br>g. (i) making | d. (iv) the<br>h. (iv) have been |
| 2. a. (iii) to<br>e. (iii) were    | b. (iv) by<br>f. (iv) an      | c. (i) that<br>g. (ii) and    | d. (iii) from<br>h. (iii) which  |
| 3. a. (ii) was<br>e. (i) of        | b. (iii) for<br>f. (ii) He    | c. (iv) many<br>g. (iv) his   | d. (iv) Through<br>h. (iii) and  |
| 4. a. (ii) the<br>e. (iv) in       | b. (iv) was<br>f. (i) toward  | c. (ii) to<br>g. (ii) the     | d. (iii) has<br>h. (iii) if      |
| 5. a. (ii) where<br>e. (iv) the    | b. (iii) can<br>f. (i) its    | c. (iii) when<br>g. (ii) into | d. (ii) from<br>h. (iii) that    |
| 6. a. (i) in<br>e. (iv) to         | b. (iii) and<br>f. (i) what   | c. (iv) gave<br>g. (iii) the  | d. (iii) her<br>h. (iv) told     |
| 7. a. (ii) are<br>e. (ii) of       | b. (i) where<br>f. (iv) the   | c. (iv) are<br>g. (ii) In     | d. (iii) and<br>h. (iii) find    |
| 8. a. (ii) the<br>e. (iv) for      | b. (i) on<br>f. (iii) is      | c. (iii) sailing<br>g. (i) it | d. (iii) and<br>h. (iii) the     |
| 9. a. (ii) loves<br>e. (ii) in     | b. (iii) the<br>f. (ii) are   | c. (iv) that<br>g. (i) left   | d. (ii) have<br>h. (iv) why      |
| 10. a. (ii) invited<br>e. (iv) the | b. (iii) was<br>f. (i) that   | c. (iv) to<br>g. (iv) its     | d. (iii) why<br>h. (iii) got     |
| 11. a. (ii) an<br>e. (iii) the     | b. (iii) in<br>f. (iii) had   | c. (iii) by<br>g. (iv) on     | d. (iv) for<br>h. (ii) in        |
| 12. a. (ii) most<br>e. (ii) is     | b. (iii) from<br>f. (i) by    | c. (i) are<br>g. (iii) with   | d. (iv) chasing<br>h. (iv) their |



- |                                    |                                  |                               |                                    |
|------------------------------------|----------------------------------|-------------------------------|------------------------------------|
| 13. a. (ii) an<br>e. (iii) to      | b. (i) most<br>f. (ii) when      | c. (iii) is<br>g. (iv) this   | d. (iv) has been<br>h. (iii) their |
| 14. a. (ii) in<br>e. (iii) are     | b. (i) the<br>f. (ii) is         | c. (iv) they<br>g. (iv) and   | d. (iii) with<br>h. (i) to         |
| 15. a. (ii) and<br>e. (ii) in      | b. (iv) the<br>f. (iv) that      | c. (iii) many<br>g. (iii) but | d. (i) at<br>h. (iii) of           |
| 16. a. (ii) between<br>e. (ii) and | b. (iv) reduce<br>f. (iii) stays | c. (i) a<br>g. (iv) is        | d. (iii) of<br>h. (i) from         |
| 17. a. (ii) an<br>e. (iv) with     | b. (iii) for<br>f. (i) had       | c. (iv) in<br>g. (iii) were   | d. (ii) could<br>h. (iv) of        |
| 18. a. (ii) along<br>e. (ii) at    | b. (iii) to<br>f. (iii) went     | c. (iv) bought<br>g. (iv) the | d. (ii) for<br>h. (iii) for        |
| 19. a. (ii) if<br>e. (iii) warn    | b. (iii) to<br>f. (ii) about     | c. (i) the<br>g. (i) while    | d. (iv) is<br>h. (ii) is           |
| 20. a. (ii) of<br>e. (iv) where    | b. (iv) in<br>f. (i) is          | c. (i) from<br>g. (ii) make   | d. (iii) the<br>h. (iii) as        |

### EDITING

B.

- |   |   |  |
|---|---|--|
| 1. a. rain – rains<br>d. a – the<br>g. fond – fondly              | b. admired – admiring<br>e. increased – increasingly<br>h. the – an | c. was – were<br>f. from – at                          |
| 2. a. an – a<br>d. and – but<br>g. up – down                      | b. a – the<br>e. was – were<br>h. in – into                         | c. stiffest – stiff<br>f. a – the                      |
| 3. a. grows – grow<br>d. is – are<br>g. but – and                 | b. island – islands<br>e. on – in<br>h. an – a                      | c. a – the<br>f. with – by                             |
| 4. a. an – a<br>d. an – the<br>g. on – for                        | b. a – the<br>e. her – his<br>h. an – a                             | c. on – in<br>f. study – studied                       |
| 5. a. have – has<br>d. discovers – discover<br>g. who – that      | b. resource – resources<br>e. this – these<br>h. it's – its         | c. or – and<br>f. an – the                             |
| 6. a. shift – shifted<br>d. task to – task of<br>g. build – built | b. into – to<br>e. was – were<br>h. which – who                     | c. governments – government<br>f. designed – designing |

7. a. has – have  
d. country – countries  
g. countries – country
8. a. is – was  
d. ages – age  
g. were – was
9. a. are – is  
d. larger – largest  
g. borders – bordered
10. a. a – the  
d. or – and  
g. on – in
11. a. were – was  
d. a – the  
g. for – of
12. a. They – It  
d. at – of  
g. points – point
13. a. while – when  
d. should – may/can/could  
g. to – of
14. a. a – the  
d. in the waters – of the waters  
g. speeds – speed
15. a. it – them  
d. because – and  
g. from – of
16. a. inhabited – inhabit  
d. to – for  
g. but – and/to
17. a. while – and  
d. one – ones  
g. for – to
18. a. much – many  
d. with – by  
g. takes – took
19. a. knows – known  
d. interruption – interrupted  
g. map – maps
20. a. birds – bird  
d. in – of  
g. At – In/During
- b. acting – acted  
e. travel – travelled  
h. come – came
- b. a – the  
e. for – with  
h. possessions – possession
- b. ocean – oceans  
e. to – of  
h. by – on
- b. is – was  
e. at – in/during  
h. famously – famous
- b. student's – students  
e. drifts – drifted  
h. realizing – realized
- b. destructive – destruction  
e. on – across  
h. are – is
- b. edge – edges  
e. upon – upto  
h. are – is
- b. finding – found  
e. little – few  
h. who – that
- b. by – on  
e. is – are  
h. enjoying – enjoy
- b. this – these  
e. an – a  
h. bouncing – bounce
- b. were – are  
e. ones – one's  
h. at – in/during
- b. for – in  
e. greater – greatest  
h. into – in
- b. an – a  
e. while – when  
h. in – to
- b. into – in  
e. It's – Its  
h. find – found
- c. to – in  
f. traveller – travellers
- c. on – under  
f. marching – marched
- c. cover – covers  
f. An – The
- c. and – also  
f. them – him
- c. in – at  
f. where – when
- c. but – and  
f. moves – move
- c. forms – form  
f. at – in
- c. that preferred – prefer  
f. is – are
- c. but – and  
f. spared – spare
- c. lays – lay  
f. deeply – deep
- c. Peoples – People  
f. who – that
- c. place – places  
f. at – on
- c. for – of  
f. when – where
- c. taller – tallest  
f. who – which

..... OMISSION .....

C.

- |                                     |   |   |
|-------------------------------------|---|---|
| 1. a. It <u>was</u> raining         | b. by <u>a</u> heavy                    | c. delayed <u>our</u>                   |
| d. verandah <u>with</u> one         | e. fallen <u>off</u> the                | f. shone <u>through</u> the             |
| g. we <u>saw</u> the                | h. against <u>the</u> sky.              |   |
| 2. a. has <u>been</u>               | b. written <u>by</u> William Saroyan    | c. of <u>the</u> narrator               |
| d. vain <u>to</u> harvest           | e. in <u>an</u> arid                    | f. brought <u>to</u> light              |
| g. nephew <u>who</u>                | h. imaginative found <u>for</u> his     |   |
| 3. a. up <u>at</u> about            | b. with <u>a</u> start                  | c. longingly <u>at</u> him.             |
| d. see <u>them</u> starve           | e. bag <u>he</u> started                | f. want <u>to</u> steal                 |
| g. he <u>was</u> sure               | h. outside <u>the</u> village           |   |
| 4. a. people <u>of</u> Mohenjo-Daro | b. deal <u>of</u> knowledge             | c. People <u>from</u> distant           |
| d. city <u>to</u> trade             | e. travelled <u>to</u> far-off          | f. news <u>of</u> different             |
| g. ways <u>of</u> life.             | h. bustling <u>one</u> .                |   |
| 5. a. one <u>of</u> the             | b. kingdoms <u>in</u> the               | c. know <u>about</u> of the             |
| d. of <u>the</u> travellers         | e. came <u>to</u> India                 | f. Fa Hein <u>who</u> spent             |
| g. during <u>the</u> Gupta          | h. what <u>he</u> observed.             |   |
| 6. a. India <u>achieved</u>         | b. country <u>was</u> to                | c. constitution. <u>The</u> Constituent |
| d. Constitution <u>of</u> India     | e. came <u>into</u> effect              | f. architect <u>of</u> the              |
| g. no error                         | h. form <u>of</u> government            |   |
| 7. a. middle <u>of</u> the          | b. <u>had</u> established               | c. large <u>part</u> of                 |
| d. areas <u>which</u> were          | e. princes <u>were</u> indirectly       | f. control. <u>The</u> Mughal           |
| g. only <u>in</u> name.             | h. territory <u>nor</u> power.          |   |
| 8. a. flight <u>and</u> train       | b. cities <u>in</u> the                 | c. in <u>the</u> scheduled              |
| d. trains <u>caused</u> the         | e. Those <u>who</u> had                 | f. the <u>worst</u> affected            |
| g. Families <u>with</u> children    | h. suffered <u>in</u> many              |   |
| 9. a. diversity <u>of</u> plants    | b. the <u>health</u> of                 | c. land <u>and</u> all                  |
| d. kind <u>of</u> algae             | e. storehouse <u>of</u> nutrients       | f. living <u>in</u> coastal             |
| g. very <u>low</u> incidence        | h. food <u>is</u> rich                  |   |
| 10. a. one <u>of</u> the            | b. birds. <u>The</u> Bar-tailed         | c. It <u>is</u> also                    |
| d. of <u>the</u> short              | e. known <u>for</u> the                 | f. make <u>from</u> Alaska              |
| g. cover <u>an</u> incredible       | h. distance <u>of</u> 11,000 kilometres |   |
| 11. a. born <u>on</u> November      | b. was <u>the</u> fourth                | c. suffered <u>from</u> financial       |
| d. was <u>a</u> carefree            | e. him <u>in</u> his                    | f. There <u>were</u> numerous           |
| g. drowned, <u>but</u> nothing      | h. from <u>the</u> river                |   |
| 12. a. feat <u>of</u> travelling    | b. been <u>the</u> result               | c. astronomers <u>and</u> astronauts    |
| d. flight <u>into</u> space         | e. desire <u>to</u> discover            | f. unknown <u>that</u> lay              |
| g. spirit <u>to</u> compete         | h. exploration <u>of</u> space          |   |
| 13. a. around <u>the</u> earth      | b. This <u>is</u> made                  | c. penetrate <u>through</u> these       |
| d. gases <u>and</u> reach           | e. back <u>into</u> the                 | f. heat <u>that</u> travels             |
| g. there <u>are</u> some            | h. present <u>in</u> the                |   |
| 14. a. made <u>of</u> plastic       | b. give <u>them</u> the                 | c. no error                             |
| d. walls <u>of</u> the              | e. plants <u>in</u> the                 | f. form <u>that</u> it                  |
| g. This <u>is</u> why               | h. heat <u>from</u> the                 |   |

- |  |                                   |  |
|--|-----------------------------------|--|
| 15. a. has <u>a</u> major              | b. human life <u>but</u> also     | c. not <u>get</u> sufficient           |
| d. plants <u>that</u> grow best in dry | e. in <u>a</u> moist              | f. rainfall <u>at</u> the              |
| g. crop <u>can/may/might</u> fail      | h. affected <u>by</u> the         |  |
| 16. a. areas <u>that</u> surround      | b. North Pole <u>and</u> the      | c. located <u>in</u> the               |
| d. called <u>the</u> Arctic            | e. parts <u>of</u> North America  | f. Arctic Ocean. <u>The</u> South Pole |
| g. As <u>a</u> result                  | h. colder <u>than</u> the         |  |
| 17. a. Pole <u>is</u> the              | b. per cent <u>of</u> the         | c. covered <u>in</u> ice               |
| d. making <u>the</u> cold              | e. even <u>more</u> unbearable    | f. have <u>been</u> recorded           |
| g. in <u>the</u> year                  | h. became <u>the</u> first        |  |
| 18. a. Tundra <u>is</u> an             | b. is <u>an</u> area              | c. tundra has <u>been</u> derived      |
| d. tundra <u>which</u> means           | e. There <u>are</u> two           | f. land <u>in</u> the                  |
| g. area <u>of</u> land                 | h. along <u>the</u> Arctic circle |  |
| 19. a. called <u>the</u> crust         | b. crust <u>is</u> the            | c. under <u>which</u> lies             |
| d. part <u>of</u> the                  | e. earth <u>is</u> not            | f. up <u>of</u> many                   |
| g. pieces <u>called</u> tectonic       | h. pieces <u>are</u> called       |  |
| 20. a. study <u>of</u> earthquakes     | b. scientists <u>who</u> study    | c. instrument <u>that</u> these        |
| d. instruments <u>are</u> located      | e. stations <u>which</u> are      | f. places <u>across/in</u> the         |
| g. that <u>are</u> moving              | h. also <u>the</u> ones           |  |

..... SENTENCE TRANSFORMATION .....

D. (I)

- |   |  |
|---|--|
| 1. a. (ii) milk is heated in a                                    | b. (iii) is added to the chocolate           |
| c. (iv) the milk is poured in a                                   | d. (iii) are sprinkled                       |
| 2. a. (ii) was added  | b. (i) was sliced across                     |
| c. (iv) was dipped into the                                       | d. (iii) was made.                           |
| 3. a. (i) should be sprinkled                                     | b. (iii) should be churned together in       |
| c. (iv) till the milkshake becomes                                | d. (i) should be served                      |
| 4. a. (i) it is shaped by   | b. (iii) it is decorated by                  |
| c. (iv) is baked in a   | d. (iii) it is painted.                      |
| 5. a. (i) is boiled   | b. (iii) is added to it.                     |
| c. (iv) is soaked   | d. (ii) is taken                             |
| 6. a. (iii) should be cut   | b. (ii) should be sprinkled                  |
| c. (i) should be  | d. (ii) should be cut into                   |
| 7. a. (ii) of ice cream should be put at the                      |  |
| b. (iii) of chocolate sauce should be poured over the             |  |
| c. (ii) of soda should be poured over the chocolate sauce.        |  |
| d. (i) a long spoon and a straw should be inserted into the drink |  |
| 8. a. (iii) was made in the bottom of the                         | b. (i) was put into the cup                  |
| c. (iv) were placed on the soil                                   | d. (ii) was poured over the soil.            |
| 9. a. (ii) on which twelve items are placed.                      | b. (iv) are covered with a large             |
| c. (i) The handkerchief is removed for                            | d. (ii) of items are recalled and written by |

10. a. (ii) was cut and folded to  
c. (i) water was mixed with the
11. a. (ii) should be cut into four  
c. (iii) should be added according to taste.
12. a. (ii) should be spread on a  
c. (i) should be rubbed on
- b. (ii) poster colour was taken  
d. (iii) was dipped into the paint
- b. (iv) should be grated and a little  
d. (ii) should be spread on each bread square
- b. (iv) should be taken  
d. (iii) should be allowed to dry.

D. (II)

1. a. (ii) that he wanted to buy a birthday card for his father.  
b. (iii) whether/if he wanted to buy a big card or a small one.  
c. (i) that he wanted any card that would show his father that he loved him  
d. (ii) to make one himself and write some loving sentences
2. a. (iv) how his first day at school had been.  
c. (ii) that he had thought he
3. a. (iv) if he would buy him a motorcycle.  
c. (ii) protested that his friend had one.
4. a. (ii) how she was feeling then.  
b. (i) that she was feeling much better.  
c. (iv) whether/if she would be able to attend Aruna's birthday party the following/next day.  
d. (iii) that she did not want to miss her party.
5. a. (iv) Sheetal had left a gift for her.  
c. (ii) he was sure it was a body lotion.
6. a. (i) where she was planning to go that summer.  
c. (ii) if she would spend
7. a. (iii) that she wanted to order  
c. (iv) that it was following/next day.
8. a. (iii) if he was ready for the competition.  
b. (iv) that he was ready to beat the best swimmer in that  
c. (ii) that he expected him  
d. (i) that he would put in his best.
9. a. (ii) that his music system had stopped functioning.  
b. (iv) where he had bought it from.  
c. (ii) that he had bought it the previous month  
d. (i) to leave the bill and the music system with him.
10. a. (i) what she would do with all that waste paper.  
b. (iv) whether she was planning to  
c. (ii) that she wanted to collect money to buy stationery  
d. (iii) that she would be working for
11. a. (iii) that he would get very late for work that day.  
b. (iii) that he had forgotten to set the alarm the previous  
c. (iv) that he would set a permanent alarm on his mobile phone which would not  
d. (i) that that was a good idea.

12. a. (iv) that he wanted to go to  
 b. (ii) that it would cost him three hundred rupees.  
 c. (i) he had to reach there on time as he had  
 d. (iii) that he could collect the balance from his house whenever he passed
13. a. (ii) that he was looking for his lost dog.  
 b. (i) to describe his dog.  
 c. (iv) that he was a black Labrador and was wearing  
 d. (ii) that he would do his best to find his dog.
14. a. (iii) if she knew about any dramatics club that she could  
 b. (i) that she did not think there was any dramatics club in their  
 c. (ii) that they start one in their school  
 d. (ii) that it was a good idea and they could
15. a. (i) if he would allow him to go for  
 b. (iv) in the negative and further added that they were going to  
 c. (iii) he might never get another chance to visit that place.  
 d. (i) that he would go with the family because they do not get

## SECTION C – LITERATURE

### Textbook: BEEHIVE

#### PROSE

#### 1. THE FUN THEY HAD

- A. 1. a. (iii)                      b. iii.                      c. printed pages      d. (iii)  
 e. 'The Fun They Had' would probably be found in the 'Science Fiction' section in the library.
2. a. (ii)                      b. change/move.      c. (iv)                      d. (ii)  
 e. The 'mechanical teachers' are not flawless as evidenced by Tommy and Margie's 'mechanical teachers' failing to provide the lessons and tests expected of them.
3. a. (i)                      b. (iv)                      c. teacher  
 d. The most important aspect of the teaching-learning process that is missing in the kind of education discussed in 'The Fun They Had' is human interaction.  
 e. (ii)
4. a. mechanical  
 b. The presence of the County Inspector indicates that 'mechanical teachers' were not free of problems and broke down often enough for each county to need a County Inspector.  
 c. (i)                      d. (iii)                      e. (iv)
5. a. (i)                      b. (ii)                      c. (iv)  
 d. Margie's 'mechanical teacher' was waiting for her in the schoolroom to teach her about fractions.  
 e. (iii)

6. a. (iii)                      b. punch                      c. (iii)                      d. (i)
- e. This story warns us that education provided through purely mechanical or technological method might lead to social isolation.
- B. 1. Margie's grandfather once told her that when he was a little boy his grandfather had told him about the time when all the stories were printed on paper. She remembered this because Tommy had found a real book.
2. 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.
3. Margie hated school because she did not like the mechanical teacher. It was large, black and ugly. The part she hated the most was the slot where she had to put her homework and test papers in. She had to write it in a punch code which she had learnt when she was six years old.
4. The County Inspector was a round, little man with a red face. He took the mechanical teacher apart and after an hour assembled it again. He explained to Margie's mother that the geography sector had become too quick and he had slowed it down to the level of a ten-year old.
5. 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.
6. 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.
7. Tommy laughed when Margie said that she did not want a strange man coming to the house to teach her. Tommy explained that the teacher did not live in the house with them. They had a special building where all the children went and were taught by the teachers.
8. 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.
- C. 1. Schools of the past were more fun as all the children of the neighbourhood went laughing and shouting to school which was in a special building. They all sat together in the schoolroom and returned home together. They could even help each other with homework. The teachers were humans, who spoke to the children while telling them things. They gave them homework and asked them questions. The schoolrooms of the future, however, were at home, one child had one mechanical teacher, and lessons were taught on screen. Homework and test papers had to be put in a slot in a punch code.
2. The difference between reading a book with pages and reading it on a television screen is that when we read a book which has been printed on paper, the words stand still instead of moving the way they do on a screen. And then when one turns to the page before it has the same words on it that it had when one read it the first time. This is not so on screen as one can choose some other book to read after finishing one.
3. The very old book probably belonged to Tommy's grandfather's grandfather. The book was printed on paper and it had yellow and crinkly pages. The words on the page stood still instead of moving the way they were supposed to — on a screen. Tommy had found the book in the attic of his house.

4. 1st March 2030

Today morning when I watched the children from across the road running with delight towards their school bus, I felt a crushing sense of envy.

I hate homeschooling. When I meet other children, I feel they are far smarter and confident than me. Dad says it does not matter because I learn things in interesting ways – Mom taught me about the First Independence War of 1857 while strolling along the Red Fort! But having my mother as my teacher and my house as my school, gets rather boring and monotonous for me.

How I wish I could attend school with other children! I want to play football with a team, wear a uniform, take part in a play, have friends to laugh or share things with – even get scolded by a teacher! My grandparents say I'm too shy and lonely and I need the company of other children. I think I will speak to my parents again tomorrow about admitting me into a school.

5. In today's world of technological advancement, the humble paper book is slowly losing the race to the more convenient e-books. This is because e-books are far more accessible than physical books. Sometimes bookstores may not have a particular book, and so as long as one has an internet connection, an e-book can be read at any time and at any place. Even if the software crashes, they can be retrieved from back-up drives.

Paper books can be heavy and harmful to the physical health of school children. This is why educators and doctors in India have advocated that the amount of weight of a school bag should be only 10% of the body weight of the student. It is also difficult to read a paper book in poor or no lighting. Books can also take up a lot of space, and environmentalists also protest against the cutting of trees to produce paper as disadvantageous to our fragile ecosystems.

## 2. THE SOUND OF MUSIC

### PART I: Evelyn Glennie Listens to Sound without Hearing It

- A. 1. a. (iii)                      b. The biggest challenge faced by Evelyn was that she was deaf.  
c. Scotland.                  d. (ii)                      e. (iv)
2. a. (iv)  
b. By the time Evelyn turned eleven years old, her hearing had become severely impaired – which had impacted her marks at school.  
c. (i)                          d. (ii)                      e. (iii)
3. a. (iv)                          b. (ii)                      c. (i)  
d. At the end of her three-year course at the Royal Academy of Music, Evelyn had won most of the top awards.  
e. At the end of her three-year course at the Royal Academy of Music, Evelyn had won most of the top awards.
4. a. (ii)  
b. When Evelyn plays the xylophone, she can sense the sound passing up the stick into her fingertips.  
c. quiver                      d. (i)                      e. (iii)
5. a. (ii)                          b. (i)  
c. Evelyn has performed free of charge in prisons and hospitals.  
d. deaf/ hearing-impaired                      e. (iii)



6. a. (i)
    - b. Evelyn wanted to pursue a form of art that is heavily dependent upon hearing, despite her deafness. This shows her determination and dedication.
    - c. (iv)
    - d. (ii)
    - e. (iii)
- B.
1. Evelyn waited for the train to London feeling nervous and excited. She was going to train at the Royal Academy of Music which was challenging in itself for anyone as young as her. It was all the more challenging for Evelyn as she was deaf.
  2. When the doctor found that Evelyn's hearing had been affected by nerve damage and she would be deaf, she felt despair and hopelessness. But she soon determined to lead a normal life and follow her interest in music.
  3. When Ron Forbes saw Evelyn's potential, he encouraged her to listen not through her ears but rather to sense the music some other way. He tunes two large drums to different notes. Evelyn found she could feel the higher notes from the waist up and lower notes from the waist down.
  4. Once Evelyn learned 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.
  5. Evelyn could speak clearly as she could hear till she was eleven. She used to not only read the speaker's lips but also the whole face and especially the eyes. So she was able to understand what others were saying. She admitted that men with bushy beards were difficult to understand.
  6. 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.
  7. James Blades, the percussionist, said that even though God had taken away her hearing, he had given her something extraordinary. While people can hear music Evelyn could feel the music. That was the reason why she was able to play so beautifully.
  8. 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.
  9. Despite being deaf, Evelyn could through hard work and determination, achieve more than people twice her age had done. She showed how percussion could be full of emotions and brought it to the front of the orchestra. She became the source of inspiration to handicapped people and gave pleasure to millions who heard her play.
- C.
1. The unusual thing about Evelyn's early life was that she lost her hearing gradually. Her mother had noticed something being wrong when she was eight. For quite some time, Evelyn had managed to conceal her growing deafness from friends and teachers. But by the time, she was eleven her marks had deteriorated and her headmistress urged her parents to take her to a specialist. It was then discovered that her hearing was severely impaired as a result of gradual nerve damage.
  2. Evelyn was a multi-percussionist and could play some thousand instruments. When she wanted to play the xylophone, most teachers discouraged her. But percussionist Ron Forbes spotted her potential. He trained her to feel music through other parts of her body. Soon, she discovered that she could sense certain notes in different parts of her body. She learnt to open her mind and body to sounds and vibrations. The rest was sheer determination and hard work.

3. Some of her achievements are as follows:
  - a. When she was sixteen, she auditioned for the Royal Academy of Music and scored one of the highest marks in the history of the academy. She gradually moved from orchestral work to solo performances. At the end of her three-year course, she had captured most of the top awards.
  - b. She became the world's most sought-after multi-percussionist with a mastery of some thousand instruments, and hectic international schedule.
  - c. She managed to learn French and master basic Japanese.
  - d. In 1991, she was presented with the Royal Philharmonic Society's prestigious Soloist of the Year Award.
  - e. She became an inspiration for deaf children and the handicapped.

4. Dear Riya,

I want to share with you a most extraordinary experience. Today I attended a live performance by the famous dancer, Sudha Chandran.

It is amazing that sixteen-year-old girl fought such odds to come back to realise her dream of dancing! I have to confess that ever since I saw her performance, I have realised that I have no business complaining about not being able to wake up early in the morning to go for my basketball practice. If basketball is my passion and I want to make a mark in the game, I have to overcome my laziness and wake up early and give it my very best. Right?

Do you remember the story we read in our English reader about Evelyn Glennie? She said, 'If you work hard and know where you are going, you'll get there.'

I am always so inspired when I learn of such wonderful, courageous people. I am sure you feel the same way.

Do write back and let me know your thoughts.

Your friend,

ABC

5. 15 July, 1982

Aberdeenshire, Scotland

It has been such an extraordinary day!

Watching ace musicians perform on various instruments at the Academy filled me with awe and when it was my turn to play on the drums, I was very nervous. I sat down to play but I faltered after a few beats. I broke out into cold sweat. I sensed there was something wrong. And then I realised that in my excitement, I had forgotten to take off my shoes and so was unable to 'feel' the vibrations! I took a deep breath and got up from my seat, smiled an apology to the audience, removed my shoes and sat down to play. The people in the audience somehow understood why I had removed my shoes and they gave a loud cheer and that helped me get back my confidence. I put my heart and soul into the performance and by the time I finished, the applause was deafening.

Thank you, God! Thank you, dear teachers and friends for your love and appreciation.

### Part II: The Shehnai of Bismillah Khan

- A. 1. a. Aurangzeb banned the pungi because of its shrill, unpleasant sound. b. (iii)  
 c. wind d. (iii) e. (iii)

2. a. As a five-year old child, Bismillah Khan sang the Bhojpuri 'Chaita' at the Biharji temple near the Dumraon estate in Bihar.
- b. (ii)                      c. (iii)                      d. ancient                      e. (i)
3. a. (iii)                      b. his maternal uncle's house in Benaras                      c. (iv)
- d. While his uncle played the shehnai in the Vishnu temple, young Bismillah Khan would initially sit captivated. Later, he started learning and practicing the shehnai throughout the day.
- e. (ii)
4. a. maternal uncle.
- b. Bismillah got his big break when All India Radio started services in Lucknow in 1938 and he became an often-heard shehnai player on the radio.
- c. (ii)                      d. (iv)                      e. (iv)
5. a. The occasion referred to in the extract is India's first Independence Day.
- b. Bharat Ratna                      c. (ii)                      d. (iv)                      e. (ii)
6. a. (i)                      b. Afghanistan
- c. Bismillah claimed that he refused to continue with the world of cinema because he couldn't come to terms with its artificiality and glamour.
- d. (ii)                      e. (iii)
- B. 1. The barber decided to modify the "pungi" by taking a hollow stem longer than the usual one. He then made seven holes in the pipe. When he played this by closing and opening the holes, the sounds that emerged were softer and melodious. It was called the "shehnai".
2. 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.
3. Bismillah as a young child became fascinated with the shehnai by watching his uncles, practice playing the instrument. He then began going to the temple where his uncle was employed to play. His uncle began to give him lessons and he would practice all day long.
4. For many years the banks of the Ganga provided the young learner a 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.
5. After giving many memorable performances in India, Ustad Bismillah Khan's first performance abroad was in Afghanistan. His performance was so greatly appreciated by the Afghan King Zahir Shah that he gifted him expensive Persian carpets and other souvenirs.
6. Bismillah Khan successfully composed the music for "Gunj Uthi Shehnai" 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.
7. Bismillah Khan's talent was given recognition in India and abroad. He was the first Indian to be invited to perform at the prestigious Lincoln Centre Hall in America. He took part in international festivals and also had an auditorium named after him in Tehran – Tahar Mosiquee Ustaad Bismillah Khan.
8. Ustad 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.

- C. 1. Ustad Bismillah Khan took to music early in life. At the age of three when his mother took him to his maternal uncle's house in Benaras (now Varanasi), Bismillah was fascinated watching his uncle's practise the shehnai. Soon Bismillah started accompanying his uncle, Ali Bux, to the Vishnu temple of Benaras where Bux was employed to play the shehnai. Ali Bux would play the shehnai and Bismillah would sit captivated for hours on end. Slowly, he started getting lessons in playing the instrument and would sit practising throughout the day.
2. Some of the achievements of Ustad Bismillah Khan were as follows:  
Bismillah Khan became the first Indian to be invited to perform at the prestigious Lincoln Centre Hall in the United States of America. He also took part in the World Exposition in Montreal, in the Cannes Art Festival and in the Osaka Trade Fair. So well known did he become internationally that an auditorium in Teheran was named after him — Tahar Mosiquee Ustaad Bismillah Khan. National awards like the Padmashri, the Padma Bhushan and the Padma Vibhushan were conferred on him. In 2001, Ustad Bismillah Khan was awarded India's highest civilian award, the Bharat Ratna.
3. Some of the qualities that show he was determined, hardworking and down-to-earth, are as follows:  
From an early age he sang in a temple and earned the prize of a big laddu from the local Maharaja. He also practised the shehnai regularly. In spite of his success in the film world, he stayed away from it because of its artificiality and glamour. He was not interested in settling down abroad because he believed in plain and simple living which was to be found only in India.
4. 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.
5. Of the many gifts nature has given us, music too is one of them. The man was most probably inspired by the various sounds of nature and that is how the first notes of music took form. It, therefore, stands to logic that since nature belongs to everyone, music too belongs to everyone. Music is a gift of the universe to mankind and therefore it is not restricted by any borders and boundaries.  
Ustad Bismillah Khan, a Muslim, played the flute in the Balaji Temple. He played from his heart and his reward was the satisfaction that he felt after his rendition. The fact that he was from a different faith had nothing to do either with his service to God or with the sense of peace and contentment he felt once he had rendered that service. His talent was a gift from God, and the music from his flute was a heartfelt prayer by a human being to the Almighty and his fellow brethren.

### 3. THE LITTLE GIRL

- A. 1. a. Kezia's father was going to his workplace in the carriage.      b. (iii)      c. (i)  
d. (iv)      e. feared and avoided.
2. a. miserable and pathetic.      b. (iii)  
c. Kezia's father interacts with her in an insensitive and dismissive manner.  
d. (iii)      e. (i)

3. a. Kezia was stitching a pin-cushion to be given as birthday-gift to her father.  
 b. (iv)                      c. notes her father had composed.                      d. (ii)                      e. (i)
4. a. There had been a hue and cry in the house that night because the father's important notes for a speech had gone missing.  
 b. agitated.                      c. (ii)                      d. (ii)                      e. (iv)
5. a. (iv)  
 b. Kezia was consoled by her grandmother who wrapped her in a shawl and rocked her in a rocking chair.  
 c. God                      d. (ii)                      e. (iv)
6. a. scared.  
 b. Kezia used to have a recurring nightmare about a smiling butcher with a knife and a rope.  
 c. (i)                      d. (iii)                      e. (iii)
- B. 1. Kezia's father is strict with Kezia to the point of harshness. He never displays any soft corner for his daughter. He also never pets her. All he does is give her a casual kiss every morning before going to work. His mere presence at home frightens Kezia. She is relieved when he goes off to work.
2. Kezia fears his father and tries to avoid him. Even answering his normal queries she stutters. She is normal while talking to other people. It is only his sternness that she finds so frightening that she is unable to speak properly in his presence.
3. One day, Kezia's grandmother suggests that she should make a pin-cushion to present to her father on his birthday. Kezia gets a yellow silk piece and stitches it on three sides. She takes some very fine papers that she finds in her Mother's room and tears these papers into tiny bits to stuff it with. But these were her father's important papers.
4. 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.
5. Kezia's mother is not a very loving mother and does not notice that Kezia is so frightened of her father that she stutters when talking to her. She ignores her when Kezia comes to sit with them in the drawing room on Sunday afternoons but continues to read. She makes no attempt to reassure Kezia about her father's strict appearance.
6. 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.
7. Kezia is very fond of her grandmother and not scared of her. Her grandmother is the one who tries to bridge the gap between Kezia and her parents. It is her grandmother who comforts her after she is beaten by her father.
8. When Kezia's mother and grandmother go to the 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 heartbeat. She realizes that her father does care for her.
9. Let students bring their own perspective to answer.

- C. 1. The instances that show that the girl was afraid of her father are that she would be relieved when he left for office. The girl was reluctant to meet him in the evening. When her mother sent her to take his boots, Kezia would walk slowly on the stairs and across the hall as if delaying meeting him. She did not stutter with anyone but him. When he beat her with a ruler on her hand she would hide her hands every time she would see him.
2. The Macdonald family was different from her family as the father in the family seemed friendlier. There were five children in the Macdonald family. The father would play and laugh with his children. Once his boys turned the hose on him and he tried to catch them laughing all the time. On the other hand the little girl's father was very strict with her and never played or laughed with her. He would give her a casual kiss when he left for office and when he returned, Kezia was sent to take off his boots and he would ask her if she had been a good girl. Her father would hit her with a ruler for any mistake she made. For the little girl he was a figure to be feared and avoided.
3. Yes, the girl's relationship with her father changed. One day when the mother fell ill she and Grandma had to go to the hospital. The girl was left alone in the house with Alice the cook. Though the cook was there to take care of her in the day time but at night the girl was completely alone. That night she had a nightmare and screamed. When she got up she saw her father standing near her bed. He carried her to his room and tucked up the girl on bed. Then he lay down beside her. The little girl crept close to him, snuggled her head under his arm, and held tightly to his shirt. Her father told her to rub her feet against his legs to keep warm. The girl was not afraid anymore and she realized that her father was not that big either.
4. Grandma: Kezia dear, today is Sunday and your Papa is at home. You can go down and have a nice chat with him.
- Kezia: No...No... Grandma... I am very scared of him.
- Grandma: Why are you scared of him? Remember he is your father. He loves you and is very fond of you. But he never shows it that way.
- Kezia: No, he doesn't care for me. Not even love me. Only Mr Macdonald loves his children.
- Grandma: That is not a fair thing to say, Kezia. All fathers are not the same. They have different ways to shower love and affection.
- Kezia: But Grandma 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 holds an important position in his organization. He has to take care of a lot many things and he comes home so tired that he 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.
5. Alice was the cook in the household and therefore knew the family well. She must have talked to her friend about Kezia being an only child, with just her grandmother and mother as companions. She would have understood Kezia's need for the companionship and friendship of other children in that gloomy house. Perhaps she had seen Kezia wistfully watching the family playing together next door and wishing her father would play with her too. Alice may have wiped a tear when the little girl was physically punished by her angry father for innocently tearing up his important speech. They may have discussed how petrified Kezia was of her father and how he never gave her any attention, and the fact that her recurring frightening nightmares were a cause of her fear of her father. Together they must have hoped that the little girl and her father would build a loving relationship.

#### 4. A TRULY BEAUTIFUL MIND

- A. 1. a. Einstein's mother thought he was a freak because he had a rather large head.  
b. (iv)                      c. (iii)                      d. Brother                      e. (iii)
2. a. (iii)  
b. Einstein wanted to study in Switzerland because it was a more liberal city than Munich.  
c. Mileva Maric              d. (ii)                      e. (i)
3. a. (i)  
b. When Einstein was unemployed after his graduation, he started working as a teaching assistant.  
c. (i)                      d. (iii)                      e. (iii)
4. a. Einstein's Special Theory of Relativity suggests that time and distance are not absolute.  
b. (iii)                      c. gravity                      d. (ii)                      e. (iv)
5. a. (ii)                      b. (iii)                      c. breakthrough              d. (ii)  
e. Einstein emigrated to the United States to escape the Nazis who had come to power in Germany in 1933.
6. a. (i)                      b. (i)  
c. The destruction caused by the dropping of atomic bombs on Japan by the USA.  
d. world                      e. (iii)
- B. 1. 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.
2. Einstein was an intelligent student who did well in every subject. However, he did not like the strict atmosphere of the school. This made him clash with the teachers. So at the age of 15, he left the school in Munich and went to Switzerland to complete his schooling. He was independent in his thinking and actions.
3. 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.
4. In 1902, Einstein found a job as a technical expert in the patent office in Bern. His job was to assess other people's inventions. But Einstein was actually developing his own ideas without anyone's knowledge. He used to keep all his papers in a drawer which he called "bureau of theoretical physics".
5. 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 few years of constant fighting. He did not have a happy marriage with her.
6. In 1915 Einstein published his General Theory of Relativity. This resulted in a new understanding of gravity. A solar eclipse of 1919 gave proof of its accuracy as he had correctly calculated the deflection of light from stars through the sun's gravitational field. The newspapers then announced his work as "a scientific revolution".
7. Einstein wrote to American President Franklin D. Roosevelt in 1939. The previous year scientists in Berlin had discovered nuclear fission. Einstein warned that a bomb of that kind had the potential of destroying a whole part as well as the surrounding areas. The effect of this was that the Americans made the atomic bombs that were dropped on Japan.



8. After the atomic bombing of Hiroshima and Nagasaki Einstein was deeply upset by the extent of the destruction. He then wrote a public letter to the United Nations seeking the formation of a world government. He became more involved in politics and campaigned for peace and the abolition of nuclear weapons.
  9. Yes, Einstein was truly a world citizen. Not only did the world benefit from his scientific genius, but 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.
- C.
1. Einstein was deeply shaken by the extent of the destruction in Hiroshima and Nagasaki when an atomic bomb was dropped on them by America in August 1945. This led him to write a letter to the United Nations. He had hoped that this letter would have a greater impact than his letter written earlier to the American President Roosevelt. Einstein had tried to warn him about the great destruction an atomic bomb could cause.
  2. Discoveries made by Einstein are as follows:
    - a. He discovered that time and distance are not absolute. He developed the Special Theory of Relativity, from which followed the world's most famous formula which describes the relationship between mass and energy,  $E = mc^2$ .
    - b. His next discovery was the interpretation of gravity. In 1915, he had published his General Theory of Relativity, which provided a new interpretation of gravity. An eclipse of the sun in 1919 brought proof that it was accurate. Einstein had correctly calculated in advance the extent to which the light from fixed stars would be deflected through the sun's gravitational field. The newspapers proclaimed his work as "a scientific revolution."
  3. Einstein discovered the Special Theory of Relativity, according to which time and distance are absolute. He stated that two perfectly accurate clocks will not continue to show the same time if they come together again after a journey if one of them has been moving very fast relative to the other. From this followed the world's most famous formula which describes the relationship between mass and energy:

$$E = mc^2$$

Here,  $E$  stands for energy,  $m$  for mass and  $c$  for the speed of the light in a vacuum (about 300,000 km/s).

4. April 15, 1894

Munich

Today it is one month since my mother and father moved to Milan leaving me here with my uncle and aunt. Even though they are nice to me, I don't like being here.

That's because I hate the school here in Munich. It is so regimental, and not a day goes by when I get into trouble with my teachers for arguing with them. Even though I get excellent marks, I feel stifled here.

I want to go to school where I can experiment and learn and discover new things. I want to tell them about my dream of going to school in Switzerland. I have heard that it is a modern country and the people are more liberal-minded. Language should not be a problem as German is spoken extensively there.

I need to discuss this with my mother and father. I will assure them I will work hard and do well and make them proud.

5. 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 musical ambitions. Evelyn, however, proved them wrong and with the encouragement of just one teacher, she achieved the impossible. Today her name is among the topmost percussionists in the world of music.

### 5. The Snake and the Mirror

- A. 1. a. rats.                      b. (iii)                      c. (i)  
d. The doctor lit a kerosene lamp because small his rented room was not electrified.      e. (iii)
2. a. (iii)                      b. medical  
c. The doctor was tempted to admire himself in the mirror.                      d. (iii)                      e. (iv)
3. a. He was practising his smile to look more attractive.  
b. (i)                      c. moustache                      d. (i)                      e. (iv)
4. a. snake                      b. (i)                      c. (iv)                      d. (iii)  
e. The doctor sat there like 'a stone image in the flesh' because he was paralyzed with fear.
5. a. (ii)                      b. (iii)                      c. miracle  
d. The doctor made his escape when the snake unwound itself from his arm. He held his breath, quietly went out through the door to the verandah, leapt into the yard, and ran away from the house.  
e. (iii)
6. a. (ii)  
b. The homeopath had married a reed-thin woman who could sprint quite well. She was nothing like what he had once desired in his future wife.  
c. (iv)                      d. vest                      e. (iii)
- B. 1. The doctor was a poor man with few possessions. He had just started his practice hence his earnings were meagre. He lived in a small rented room with no electricity and which was infested with rats. He had only sixty rupees and very few clothes.
2. 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 good practice came to his mind.
3. The doctor compares the snake to a rubber tube because of the sound the snake made as it fell to the ground from the roof. Next, he compares it to a leaden rod as it exerted pressure on the arm it had coiled around. Finally, he compares it to a human for the way it admired its reflection in the mirror.
4. The doctor when faced with the imminent danger of being bitten by the snake 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 someday and kept with him some antidote for snake poison.
5. When the snake climbed up on the doctor and coiled itself around his arm, the doctor became as still as stone. The snake turned its head and saw its reflection in the mirror and slithered off the doctor to go near the mirror. It was then the doctor got up and ran.

6. The writer has made use of certain striking contrasts in the story to bring about humour. He wants to marry a lady doctor with money and also good practice. He wants her to be fat so that she does not catch up with him if he makes a mistake and wants to run away.
  7. 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.
  8. The doctor was frightened at the sight of the snake slithering down his shoulder and coiling itself around his arm. He could not breathe for a while. He was frightened, yet he didn't jump, didn't shudder, didn't cry out as he did not wish to make any sudden movement that would provoke the snake.
  9. When the snake saw its reflection in the mirror, it unwound itself from the doctor's arm. Then it crept onto the table and moved towards the mirror. It seemed as though it wanted to admire its reflection closely. It seemed it was quite taken by its own beauty.
- C.
1. The place where the doctor lived was a small rented room which had not been electrified. It was an outer room with one wall facing the open yard. It had a tiled roof with long supporting gables that rested on the beam over the wall. There was no ceiling. Several rats seemed to share the room with him. There was a regular traffic of rats to and from the beam.
  2. After the snake landed in his room, the snake slithered along the doctor's shoulder and coiled around his arm. The doctor remained very quiet and still. The doctor held his breath and sat like a stone image in flesh. Then, the snake turned its head and looked into the mirror. It appeared, he was looking into the mirror and admiring itself or trying to make a decision about something. Next the snake unwound itself from the doctor's arm and slithered into his lap. From there it crept onto the table and moved towards the mirror. The doctor then slowly went out and leapt into the yard and ran for his life.
  3. The next day when the doctor returned to pick up his belongings, he discovered that some thief had removed most of the things. The room had been cleaned out. The only thing that the thief had not taken was the dirty vest, due to perhaps the thief's staunch sense of cleanliness.
  4. 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 life-threatening experiences is to try and keep a cool head and think deeply about how to save 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 a shabby room without an electricity supply that was infested with rats. Thrice he heard a strange sound, but did not pay much attention, and did not realise 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.
  5. The doctor in the story had just opened his medical book on the table which also had a lamp and a mirror. A small mirror also lay beside the mirror. He was tempted to look into the mirror as he believed in making himself look handsome. Forgetting his study, he made an 'important' and 'earth-shaking decision' to look even more handsome by growing a moustache and keep smiling. He even began to dream of his future wife and how rich they would be.
- It was while he was preening in front of the mirror, lost in his frivolous thoughts, when an actual 'earth-shattering' thing happened to him. A snake landed on his shoulder and slithered along the shoulder and finally coiled around his left arm. The snake was crushing his arm. To save his life,

the doctor sat still as if turned to stone. With death just a few inches away from him, it is then that he felt the Creator's presence. In his mind, he called out to Him, and then miraculously the snake began to move away, as fascinated by its own reflection as the doctor was by his just a few minutes back.

## 6. MY CHILDHOOD

- A. 1. a. The name of the book is *Wings of Fire* and it is an autobiography.  
 b. (ii)                      c. (i)                      d. (ii)                      e. (i)
2. a. (ii)                      b. (iv)  
 c. The area where Abdul Kalam lived was initially unaffected by the war because it was isolated, and India had not been forced to join the Allied Forces.  
 d. (iii)                      e. (iii)
3. a. Abdul Kalam inherited a sense of honesty and self-discipline from his father.  
 b. (iii)                      c. three                      d. (iii)                      e. (iv)
4. a. (ii)                      b. teacher                      c. (iii)  
 d. Lakshmana Sastry's words made the young teacher regret his behaviour and he was ultimately reformed by Sastry's strong sense of conviction.  
 e. (i)
5. a. (i)                      b. science                      c. (ii)                      d. (iv)  
 e. The second time Kalam visited Sivasubramania's house for dinner, he was surprised because unlike the first time, Sivasubramania's wife had taken him inside her kitchen and served Kalam food with her own hands.
6. a. study                      b. (iii)  
 c. Kalam's father quoted Khalil Gibran to his wife to calm her worries about her son leaving home.  
 d. (iii)                      e. (iii)
- B. 1. Kalam's mother, Ashiamma, was tall, good looking and very attached to her children. Like her husband, she was very generous and fed several people daily. She had faith in goodness and was very kind. Kalam inherited the values of kindness and generosity from her.
2. Kalam called his childhood a secure one because he had loving and caring parents who gave love and guidance to their children and took care of their emotional and physical needs. They provided their children with all necessities, in terms of food, medicine or clothes.
3. 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.
4. A new teacher at the Rameswaram Elementary School could not accept that Kalam, a Muslim, sat with Ramanadha Sastry, a Hindu wearing the sacred thread. So, he ordered Kalam to sit on the back bench. Left unresolved this had the potential to create differences in the minds of young children.
5. Yes. The teacher was spreading the poison of social inequality and communal intolerance in the minds of innocent children. Giving seed to creating differences is a serious crime. If a teacher indulges in such a damaging act he deserves to be reprimanded.

6. The science teacher was a man with liberal views, he wanted to change the society that was rigid in terms of segregation of different social groups. He invited Kalam to his home for a meal. His wife, an orthodox Brahmin, refused to serve food to a Muslim boy in her so called “ritually pure kitchen”.
  7. When his wife refused to serve Kalam, Sivasubramania Iyer served him with his own hands, and invited him again. This not only changed his wife’s attitude, it also had a profound influence on young Kalam. Sivasubramania Iyer taught Kalam to confront prejudice.
  8. Subjective
- C.
1. Abdul Kalam would work hard even as a child. When he was eight, the second World War broke out and demand for tamarind seeds increased. Kalam would collect tamarind seeds and sell them to a provision shop. He also helped his cousin in newspaper distribution. He would catch newspaper bundles that were thrown from a moving train when the halting of trains at Rameswaram station was banned.
  2. We know that Abdul Kalam had a loving family because Kalam states that he had a very secure childhood, both materially and emotionally. His family was very warm socially and Kalam seems to remember that far more outsiders ate with them than all the members of the family put together. Abdul Kalam also says that he and his siblings inherited honesty and self discipline from their father, and from their mother they inherited faith in goodness and deep kindness.
  3. The instances where young Abdul Kalam had to deal with people who were orthodox are as follows:
    - a. Once when he was in fifth grade, his teacher made him sit on the back bench because he was a Muslim. The teacher found it awkward that Abdul should sit beside a Hindu priest’s son.
    - b. Next when his science teacher Sivasubramania Iyer, an orthodox Brahmin, invited him for a meal, and his wife refused to serve Abdul food in the kitchen.
  4. Children learn their first lessons of social behaviour from their families. 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 Shastry, 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.
  5. Abdul Kalam was a renowned scientist as well as a statesman. The credit for all this goes to his parents and elders who influenced him in his early years. Abdul Kalam grew up under the guidance of his father from whom he learnt valuable lessons of honesty, generosity and austerity. Watching his mother prepare food and feeding so many people he imbibed qualities of goodness, love and compassion.
 

Working as a newspaper boy to help his family taught him the dignity of labour. Even after many years, he could feel the surge of pride at being able to earn his own money.

His teachers taught him brotherhood and tolerance. Abdul Kalam may have grown up in humble

surroundings but he says that he had a very secure childhood both “emotionally as well as materially”. It is little wonder then that Abdul Kalam grew up to be a great personality who is loved and respected till date by all ages.

## 7. REACH FOR THE TOP

### Part I: Santosh Yadav

- A. 1. a. (ii)                      b. (iii)  
c. Santosh was born in a small village of the Rewari District in Haryana.  
d. (i)                      e. (iii)
2. a. Santosh had to make do with the local village school since it was in line with the prevailing custom of the family.  
b. (iii)                      c. (iv)                      d. (iv)                      e. (i)
3. a. (iv)                      b. (iii)                      c. (i)  
d. The mountaineers Santosh met agreed to let her join them and motivated her to take to climbing.  
e. (iii)
4. a. (i)                      b. (iv)                      c. (ii)  
d. Santosh wrote a letter of apology to her father because she had enrolled in a training program at Uttarkashi without his permission and had headed straight to Uttarkashi instead of returning home.  
e. (iv)
5. a. (iii)                      b. (iii)                      c. (ii)  
d. In 1992, Santosh had successfully scaled Mt Everest, becoming the youngest woman in the world to achieve the feat.  
e. (iv)
6. a. (iii)                      b. (ii)  
c. Santosh described the feeling she had when unfurled the Indian flag on Mt Everest as an indescribable one, akin to a spiritual moment.  
d. (ii)                      e. (iii)
- B. 1. Santosh was born in a society that regarded the birth of a son as a blessing. The birth of a daughter generally was not welcome. She has the distinction of being the only woman in the world who has scaled Mt Everest twice. For her achievements, she was bestowed with Padmashri by the Indian government. She clearly managed to make her parents proud of her achievements.
2. Unlike other girls in her village, Santosh was not content with the traditional way of life. She used to wear shorts and went on to study further in Delhi. She did not get married at sixteen as most of the girls of her village did instead she went to Jaipur to study in a college.
3. Santosh took to climbing while she was at college. She enrolled in a mountaineering course in Uttarkashi and trained hard. Her single-minded determination and dedication helped her overcome all obstacles to emerge as a winner. She became the youngest woman to scale Mt Everest at the age of twenty.

4. 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.
  5. Santosh's concern for others and her team spirit found her a special place in the hearts of fellow climbers. She provided special care to a couple of fellow climbers and managed to save one of them by sharing her oxygen supply with him.
- C. 1. 'Santosh was quite a rebel', yes I agree with that statement. She lived life on her own terms. Where other girls wore traditional Indian dresses, Santosh preferred shorts. At the age of sixteen, when most girls in the village would get married, Santosh left home to get herself enrolled in a school in Delhi. When her parents refused to pay for her education, she informed them of her plans to earn money by working part time. Her parents then agreed to pay for her education. She got herself enrolled at the Nehru Institute of Mountaineering in Uttarkashi, without her father's permission.
2. Santosh went on an expedition every year. Her climbing skills matured rapidly. She also developed a remarkable resistance to cold and altitude. In 1992, at barely twenty years of age, she climbed the Mt Everest becoming the youngest woman in the world to achieve the feat.  
 During the mission she provided special care to a climber who lay dying at the South Col. But could not save him. However, she was successful in saving another climber, Mohan Singh, by sharing her oxygen with him. Within twelve months, Santosh found herself a member of an Indo-Nepalese Women's Expedition that invited her to join them. She then scaled the Everest a second time, thus setting a record as the only woman to have scaled the Everest twice.
  3. Santosh's qualities of iron will, physical endurance and mental toughness are evident from the kind of life she led and the decisions she made. She lived life on her own terms, refusing to wear traditional Indian clothes, not getting married on turning sixteen like the other village girls, insisting on getting proper education and willing to work to pay her fees. She succeeded in convincing her father that she wanted to study 'a bit more', and joined a College in Jaipur after high school. While living in the hostel there, she came to know about mountain climbing by coming in contact with some villagers who were mountaineers. Being keen on becoming a trained mountaineer, and unsure of her father's attitude, she saved money and enrolled in the Nehru Institute of Mountaineering at Uttarkashi without taking his permission. On completing her training, she went on expeditions every year, her climbing skills matured rapidly, and she developed a remarkable resistance to cold and altitude.
  4. 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 mind 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 of 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.

5. 15 July, 1988

Joniawas, Rewari

Today I overheard Mother and Father talking about getting me married as soon as possible. As the normal custom prevailing in the village, my parents also want me to get married as I have just turned sixteen. But I want to study further and do things as per my wish. I can only make a conscientious decision once I complete my education.

To convince my parents, would be a difficult task. My parents are used to the normal custom prevailing in the village for generations. But I know my father will understand my position and will not stop me from pursuing further studies. But I have to remain determined and steadfast in my decision. I will try to convince them.

### Part II: Maria Sharapova

- A. 1. a. (iii)                      b. (iv)  
c. The interviewer found Maria's ready smile and glamorous attire attractive.  
d. (iii)                      e. (ii)
2. a. Maria was nine years old when she joined the tennis academy.  
b. (iii)                      c. (iv)                      d. (ii)                      e. (iii)
3. a. (iii)  
b. The year after Maria bagged the crown at Wimbledon in 2004, she rose to the world number one spot.  
c. (i)                      d. (iv)                      e. (iii)
4. a. (iv)                      b. (iii)                      c. (ii)  
d. Sharapova consider the US 'a big part' of her life because she trained and achieved her stardom in the USA.  
e. (iv)
5. a. (iii)  
b. Sharapova cannot be pigeon-holed since she is a person with varied interests and talents.  
c. (iii)                      d. (ii)                      e. (ii)
- B. 1. Maria was quite different from other children of her age. She also had an 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. Maria was clear in her objectives. She was prepared to stay away from her mother. Though she felt lonely she was able to cope with it. Her fellow tennis people would harass her by waking up at night and asking her to tidy the room. Instead of getting depressed, these incidents made her more determined and mentally tough.
3. Instead of letting the harassment by her seniors discourage her and make her quit, she became more quietly determined and mentally tough. Her hunger for success and determination motivated her to put up with the humiliation and insults in order to unwaveringly pursue her dream.

4. Students to write on their own,
- C. 1. In her journey to becoming a tennis sensation, Maria proves what she said in these lines. On being bullied by the tennis seniors to wake up, and clean and tidy up the room, Maria did not allow depression to take hold of her. Instead she became even more strongly determined to steadfastly pursue her dream. Her strong determination and toughness led to her bagging the women's singles crown at Wimbledon in 2004, and to her meteoric rise to the world number one spot the following year.
2. Maria Sharapova became a tennis star due to her several inherent qualities. Her talent, unwavering ambition and readiness to sacrifice, have lifted her to the top of the world. As a nine-year-old, when her father took her to Florida for tennis-training, she had to be separated from her mother for two long years; her father too could not see her much because he had to work very hard to pay for the training; as a result, Maria was very lonely, but she knew that a price had to be paid for excellence in tennis. At the training centre, Maria was bullied by the tennis seniors who would wake her at 11 pm and order her to tidy up and clean the room. Instead of becoming depressed, Maria became more determined to pursue her dream; she never considered quitting because she knew what she wanted and steadfastly worked towards it; she learnt to take care of herself.
3. 4th September, 1998
- How much I miss Mama! It has been almost two years since I saw her. I cry every night for her. But Papa tells me that to gain something, one has to lose something. I don't think that is fair, but he is an adult and I'm sure he knows better. So to become a tennis champ, I have to stay without my mother for some more time till she gets her visa.
- I feel so lonely. I rarely see Papa as he is busy working to earn money for my coaching. The other students at the academy are so mean to me – they come in late and wake me up to clean the room. They also make fun of me. I think they want to see me cry.
- But I have decided that I will keep quiet and direct all my energies toward my sport. I am determined that nothing will break my spirit.
4. 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 U.S. 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.

## 8. KATHMANDU

- A. 1. a. This kind of an account of a visit to a place is called a travelogue.  
 b. (iv)                      c. (i)                      d. (iv)                      e. (iv)
2. a. The notice put up outside the Pashupatinath temple highlighted that only Hindus would be allowed to enter the temple premises.



- b. (iii)                      c. (i)                      d. (iii)                      e. (iii)
3. a. (ii)
- b. Many of the shopkeepers the writer encountered at the Baudhnath stupa were Tibetan immigrants.
- c. (i)                      d. (ii)                      e. (iii)
4. a. When the narrator says Kathmandu is mercenary, he means that the people there are primarily concerned with making money.
- b. (iii)                      c. (ii)                      d. (iv)                      e. (i)
5. a. The narrator compares the sight of the protruding *bansuries* to the quills of a porcupine.
- b. (ii)                      c. (i)                      d. (iii)                      e. (ii)
6. a. The narrator found it difficult to tear himself away because he was moved by the sound of the flute.
- b. (ii)                      c. (iv)                      d. (ii)                      e. (iii)
- B. 1. The author makes this remark to imply there is utter confusion around the temple. There are priests, devotees, hawkers, tourists, cows, monkeys, and pigeons roaming through the grounds. Inside the temple, there are a large number of worshippers who shove and elbow others aside to move closer to the priest.
2. 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 Tibetan immigrants.
3. The author finds the streets in Kathmandu are 'vivid, mercenary and religious'. Many small shrines line the narrow and busy streets. There are fruit sellers along with hawkers and shops selling a variety of things for tourists. Stray cows roam about mooing adding to the general noise of traffic and shouting vendors.
4. 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 the Yamuna to Delhi. But he is feeling homesick and tired so he books a flight back to Delhi.
5. The author regards the sound of the flute as being closest to the human voice. It uses the human breath to produce the sound and hence needs to pause and breathe before it can go on. This is what the author means by "commonality of all mankind" which is breathing.
6. 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)
7. The account of Kathmandu by the author is filled with a graphic description of the city in a manner that has brought the city alive. One can actually hear the cacophony around the Pashupatinath Temple and the streets of Kathmandu. So yes I would like to read the rest of the book.
- C. 1. The atmosphere at the Pashupatinath temple is that of 'febrile confusion'. It is a very crowded place with different kinds of people and creatures thronging it. Priests, hawkers, devotees, tourists, cows, monkeys, pigeons and dogs roam through the grounds. There is pushing and jostling among the large crowd of worshippers. Some Westerners struggle at the gate to gain entry, but as the policeman is not convinced they are Hindus, they are not allowed to enter. Monkeys are seen quarrelling, cremation of a corpse is being done on the river banks, washerwomen are washing clothes and children are bathing. There is a lot of chaos and activity all around.

2. The author describes Kathmandu as vivid, mercenary, religious, with small shrines to flower-adorned deities along the narrowest and busiest streets; with flute sellers, fruit sellers, hawkers of postcards; shops selling Western cosmetics, film rolls and chocolate; or copper utensils and Nepalese antiques. Film songs blare out from the radios, car horns sound, bicycle bells ring, stray cows low questioningly at motorcycles, vendors shout out their wares.
3. The flute binds all cultures because it is at once the most universal and most particular of sounds. There is no culture that does not have its flute – the reed *neh*, the recorder, the Japanese *shakuhachi*, the deep *bansuri* of Hindustani classical music, the clear or breathy flutes of South America, the high-pitched Chinese flutes. Each has its specific fingering and compass. It weaves its own associations. Yet to hear any flute is to be drawn into the commonality of all mankind, to be moved by music closest in its phrases and sentences to the human voice. Its motive force too is the living breath: it too needs to pause and breathe before it can go on.
4. The author has created a vivid picture of the 'sea of human activity' outside the Pashupatinath Temple. He saw an endless stream of people streaming towards the Temple all jostling for a glimpse of the deity within. There are so many worshippers that some people are elbowed aside by others pushing their way to the front.

For an onlooker, it is an entertaining drama of humanity. Priests, hawkers, monkeys, devotees, cows, pigeons, and dogs roam around freely. Undeterred by this motley crowd, a Princess also makes a royal appearance. The picture of a policeman attempting to restrict entry to a 'party of saffron-clad Westerners' who are evidently non-Hindus, adds to the incongruity of the human landscape. Down at the river, corpses are being burnt, clothes are being washed and children are bathed. All in all, for a visitor the whole scene offers quite an entertaining sight – a vibrant, 'entertaining mess', chaotic yet not out of control.

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

## 9. IF I WERE YOU

- A. 1. a. (ii)  
b. The playwright who created If I Were You is Douglas James.  
c. (iii)                      d. (iv)                      e. (ii)
2. a. (i)                      b. (iii)  
c. The fictitious story about his childhood that Gerrard started telling the intruder was of how he had been stolen by gypsies.  
d. (ii)                      e. (iii)

3. a. The unpleasant surprise mentioned by the intruder is that he would kill Gerrard.  
 b. (iv)                      c. (i)                      d. (ii)                      e. (iii)
4. a. Gerrard's death would allow the intruder to acquire his identity and gain freedom.  
 b. (iv)                      c. (i)                      d. (ii)                      e. (iv)
5. a. (ii)                      b. (i)                      c. (iv)                      d. (iii)  
 e. As a part of the plan to save his own life, Gerrard attempts to fool the intruder into believing that he is a man who has mysterious goings-on.
6. a. Gerrard's 'big surprise' for the intruder was that he, too, was a criminal wanted by the police.  
 b. (iii)                      c. (iv)                      d. (i)                      e. (iii)
- B. 1. Gerrard kept his cool and remained absolutely unperturbed when he saw the stranger in his cottage, even though the stranger held a gun in his hand. There was no change in his behaviour or attitude which could show his nervousness or panic. He talked in a normal tone as if nothing has changed.
2. The intruder is a wanted criminal who has murdered a cop and is evading the police. The intruder intends to kill Gerrard and take on his identity in order to evade arrest by the police. By doing so he can lead a peaceful life without any fear of being arrested.
3. The intruder did not immediately shoot Gerrard as he wanted to take on Gerrard's identity. He, therefore, was required to gain as much information from Gerrard as he could so that he could easily get away by pretending to be Gerrard.
4. 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 entering his house and threatening him. He started to get angry and threatened to hurt Gerrard before killing him.
5. The Intruder said this because he was already wanted for having murdered a cop. If he killed Gerrard, as per his plan, and was later arrested, it would not matter as the punishment for this murder, too, would be hanging. They could after all only hang him once.
6. 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.
7. Yes, Gerrard was able to convince the intruder about his own criminal record and that he was planning an escape. Gerrard advised the Intruder to escape in his car. He then managed to lock the intruder in the cupboard and was thus able to save his life.
8. 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.
- C. 1. The intruder's intention was to kill Mr Gerrard and take on his identity. He would live in Gerrard's cottage for some time so as not to be caught by the police. He had killed a cop in town when things went wrong while committing a crime. He was now wanted by the police. Gerrard's cottage was in a secluded place, not many people visited him, and he lived alone. All these conditions made the cottage an ideal place for a fugitive to hide in. He planned to use Gerrard's car as a getaway vehicle after committing a robbery.
2. Mr Gerrard was finally able to outwit the intruder by tricking him. He told the intruder that he was expecting trouble as one of his men had been caught on a job gone wrong, and evidence which

should have been burnt, had fallen into the wrong hands; he had to make his escape quickly to which end he had already packed his bag with a disguise outfit, false moustaches and what not. Gerrard told the intruder to accompany him in the car, without wasting any time. He then tricked him into entering a doorway which Gerrard pretended led into the garage. The door actually opened into a cupboard. When the intruder leaned forward to inspect it, Gerrard pushed him into the cupboard, knocked the revolver out of his hand, and after slamming the door, locked it.

3. Mr Gerrard's profession seems to be connected with the world of theatre. We can deduce this from certain facts mentioned in the text. In the conclusion, while speaking to someone on the phone, Gerrard apologises for the inevitable delay in supplying the props in time for the rehearsal; he adds further that he had a spot of bother, which was quite amusing too, and which he might include in his next play. After this it becomes clear that the disguise outfit and false moustaches, etc. were part of a costume to be worn by an actor.
4. 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 displayed a great sense of humour and his casual way of conversation camouflaged his inner thoughts and his planning. 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.
5. Yes, the intruder did have brains but he used them for devious criminal activities. He had been a jewel thief which means he was a good planner and risk-taker. But in a botched-up robbery, he had killed a cop, and was now 'a poor hunted rat.' When he was in Essex, he had overheard two people talking about Gerrard. What he heard interested him, and made him hatch a brilliant plan. He refers to this as one of his "luckiest breaks." He learned that Gerrard was a bit of a mystery man – he lived in isolation in a lonely cottage, and a careful study showed that he could easily take on Gerrard's identity after killing him. He plans to extract the maximum information from Gerrard before shooting him. For a criminal, it was a good plan and showed careful thought. But he was wrong about being smarter than Gerrard, because in the end he proves to be no match for Gerrard, and instead lands up in prison.

### 1. THE ROAD NOT TAKEN

- A. 1. a. False  
 b. The 'I' refers to the traveller who is also the (poetic persona) speaker in the poem.  
 c. (i)                      d. (ii)                      e. (ii)
2. a. (ii)                      b. (iv)                      c. (iv)  
 d. By 'it bent in the undergrowth', the author means that the one of the roads curved into the dense vegetation and shrubbery in the woods.  
 e. challenges/obstacles
3. a. (iv)  
 b. By "Then took the other just as fair" the poet appears to suggest that the second road had seemed as good and acceptable as the first one. Nevertheless, the poet takes the second road.  
 c. (ii)                      d. inviting/good or bad                      e. (ii)
4. a. (iii)                      b. never                      c. (iii)  
 d. The speaker keeps the 'first for another day' because he could not have possibly travelled both the roads simultaneously, or on the same. The first road remains a possibility in his mind for the future.  
 e. (ii)
5. a. (iii)  
 b. The poetic persona doubtful whether he would ever have the opportunity to travel the first road. Each path always leads to another one which could mean that the second path, the one the poetic persona had selected, would lead him away from the first one forever.  
 c. The speaker's doubt reveals that he is self-reflexive and truthful enough to acknowledge the possibility of him ever returning to that point of divergence in the future.  
 d. (ii)                      e. (ii)
6. a. (ii)  
 b. The interpretation of the speaker's feelings depends on whether the 'sigh' at the beginning of the stanza is a 'sigh' of relief or remorse. If relief, then the speaker's feeling could be seen as a positive sentiment: if remorse, the sentiment would be an unfavorable one.  
 c. (iii)                      d. (iv)  
 e. it discusses the universal theme of indecision over a stretch of four stanzas, using the metaphor of a traveller choosing a path throughout the text.
- B. 1. The poem takes place in a forest in autumn when the leaves begin to turn yellow. It is set at a spot in the woods where the road divides into two. The two roads continue from the fork but pass out of sight and appear to bend in the undergrowth of the forest.
2. The two themes of the poem are *choices* and *uncertainty*. The poem reveals the choices people must make in life. The poem also makes clear that every choice involves the loss of opportunity and that they have to be made with incomplete information. There is no way of knowing which is the correct path.

3. The poem is about the choices one makes in one's life. It symbolizes the choices that one has to make in life and the acceptance of what these choices lead us to. Once we make a decision and carry it out, it is not possible to reverse it. Life rarely gives us a second chance.
- C.
1. The poem The Road Not Taken is about the choices one makes in one's life as the poet symbolically refers to the choices we make in life, that is, the roads or ways that we choose. There might be two or more choices but we need to select one.
  2. No, the poet does not regret his choice as he feels that his choice made all the difference to his life. He is quite contented that he took the road less travelled.
  3. The 'sigh' in the last stanza is about the other road which the poet did not take and he did not experience the journey on that way. The poet feels that he might regret that he did not try taking the other road. It was not possible for him to travel on both roads as he could take only the one; also he doubts if he can ever return and go on the other road because the one he has chosen will take him onto other roads and coming back to the divergence would not be possible.

## 2. WIND

- A.
1. a. (i)                                      b. personification      c. (ii)                                      d. (iv)
    - e. The poetic persona is prohibitive since the wind can break the shutters of the windows, scatter the papers, and throw down books from the shelves – all detrimental to order.
  2. a. heart                                      b. face challenges.      c. (iv)                                      d. (iii)                                      e. (iv)
  3. a. In this poem, the house is metaphor for the human heart that needs to remain constant and courageous.
    - b. (ii)                                      c. (iii)                                      d. (iii)
    - e. remain fearless and toughen oneself.
  4. a. (iv)
    - b. Weak fires die out because of the wind while strong fires are made fiercer by it.
    - c. (i)                                      d. (iv)                                      e. (iv)
- B.
1. The wind pokes fun at weaklings by destroying crumbling houses, crumbling doors, crumbling rafters, crumbling wood, crumbling bodies, crumbling lives and crumbling hearts. The wind winnows and crushes them all.
  2. The wind does not do as you ask. It does what it likes. A strong wind causes great destruction – it breaks shutters of windows, scatters papers, makes books fall and tears their pages. It crushes all things weak – houses, doors, rafters, wood, bodies, lives and hearts. It can bring rain too.
  3. The poet requests the wind to come softly. He asks the wind not to break the shutters of the windows or scatter things around. He wants the wind to not destroy what it finds on its path.
  4. The poet describes many destructive actions of the wind. The wind throws the books down and tears the pages. It brings rain and seems to poke fun at weaker beings and things that are not strong. The wind seems to crush anything that is not strong.
  5. The poet realizes that the wind will not obey anyone. So the poet advises the readers to strengthen the body and mind. Secondly, he asks them to build strong houses and strong doors. He also mentions how the wind puts out weak fires but supports strong and large fires.

6. The main theme of the poem is to portray the power of nature. A strong wind destroys everything weak in its path but makes stronger what is already strong, for example, fire. Similarly, if our bodies and hearts are strong, difficulties only make them stronger, whereas weak bodies and hearts become weaker in adverse conditions. So one needs to strengthen the body and mind.
  7. 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.
- C.
1. The poet does not want the wind to blow strongly, but gently. He does not want the wind to break the shutters of the windows, or scatter papers, or throw down books and tear pages. The poet requests the wind to come softly.
  2. We should make friends with the wind because his friendship is good. Just as the wind strengthens strong fires and blows out weak ones, in the same way, he makes strong people stronger. We can be friends with the wind by building stronger homes, joining the doors firmly, practising to firm the body, and making the heart steadfast. Then we can praise the wind everyday instead of being afraid when he blows strongly.
  3. The wind pokes fun at weak people by crushing them further. It destroys crumbling houses, doors, rafters, wood, as well as crumbling bodies, lives and hearts. The wind destroys anything that is weak and cannot endure its strength.

### 3. RAIN ON THE ROOF

- A.
1. a. weeps                      b. (i)  
c. The poetic devices used in this stanza are alliteration and personification.  
d. (iii)                      e. (iv)
  2. a. The tone of the lines given above is calm and peaceful.  
b. (iv)                      c. (iii)                      d. (ii)                      e. rural/idyllic/rustic/bucolic
  3. a. (iii)  
b. The sound of the raindrops on the wooden roof causes 'an echo in the heart.'  
c. (iii)                      d. (iii)  
e. The sound of raindrops causes an echo in the heart of the poetic persona, suddenly overwhelming him with the memories of the reassuring but hazy past.
  4. a. nostalgic                      b. (iii)                      c. (iv)  
d. The lines given convey the profound relationship between human beings and nature. Nature's power to evoke memories and emotions is highlighted in these lines.  
e. (ii)
  5. a. The poetic persona remembers his mother fondly which is apparent in the way he recollects her presence during his childhood.  
b. (iii)                      c. alliteration                      d. (iii)                      e. (ii)
  6. a. (iv)                      b. (iii)                      c. (iv)  
d. Sounds have the power to revive memories as seen in 'Rain on the Roof' where the sound of rain reminds the poet about his mother's presence during his childhood.  
e. the falling rain appeared to be playing on the roof's shingles.

- B. 1. Before the rains come the weather can be humid. Finally, the rain begins to fall and when one is lying in the comfort of their bed the feeling can be one of delight or bliss. It is because one is safe and can also enjoy the sound of nature as the raindrops fall on the roof.
2. The falling rain makes a tinkling sound and with each tinkle, the poet remembers incidents from the past which remain as a memory in his heart. The poet recalls the dreams and hopes he once had as a child.
3. The rain brings a lot of memories to the poet including those of his mother. He recalls how his mother would look upon him and his siblings while they slept calling them “darling dreamers”. The poet while listening to the patter of the raindrops feels his mother looking at him.
4. Students to do it themselves.
- C. 1. The rain affects the poet greatly. At night he finds it blissful to put his head on the pillow of his chamber-cottage bed and listen to the patter of the soft rain falling overhead on the tiles of the roof. The sound of the raindrops finds an echo in his heart and innumerable memories come alive. As he listens to the tinkle of the rain falling on the shingles of the roof he remembers his mother from the days of his childhood; she would lovingly and caringly look at the children at bedtime. While listening to the rain the poet feels that his mother is looking at him fondly.
2. The poet associates the sound of the rain with a sense of security because he recalls various memories. In particular he remembers his mother of his childhood days; she would look at the children lovingly while putting them to bed; also while he listens to the repeated sound of the rain falling on the shingles of the roof it seems to him he can feel his mother looking at him; her presence gives him a sense of security.

#### 4. THE LAKE ISLE OF INNISFREE

- A. 1. a. The use of the word ‘now’ conveys the urgency of the poet’s desire to head to Innisfree.  
b. (i) c. (iv)  
d. a unique home (small cabin) at Innisfree. e. (iii)
2. a. (ii) b. (ii)  
c. From the tone of the lines given, we can glean that the poetic persona is quite determined to go through with his plans. His clarity of thought and intention to lead a solitary life underscores his determination.  
d. honeybee e. (i)
3. a. (iv) b. (iv) c. (iii) d. False e. idyllic
4. a. (i) b. (ii) c. cloudy afternoons at Innisfree.  
d. False e. (ii)
5. a. This conveys that the poet reasserting his decision to leave for Innisfree.  
b. (iv) c. (iii)  
d. lake water lapping by the shore, apart from bees and crickets.  
e. (ii)
- B. 1. The poet lives in the city and he is weary of the city, with its roadways and dull grey pavements. He loves nature and decides to go to Innisfree, an idyllic place where he will build a small cabin of clay and wattles for himself.
2. At the very beginning of the poem, the poet tells the readers that he will, “arise and go now,” to the isle of Innisfree. He wants to get rid of all the noise and bustle of the city. The repetition of the



phrase again in the third stanza tells us he is determined to go as such is the pull of the place on him that even in the city, he hears the gentle sounds of the lake water lapping the shore.

3. 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 weather 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.
- C. 1. The poet is planning to live alone on the island; he plans to build a cabin of clay and wattles, and keep a hive for honeybees; he plans to have a vegetable patch in which he will grow beans; he wishes to live in a glade where the buzzing of bees will be heard. He hopes to find peace there because it is a secluded, quiet place in the lap of nature, where peace will be found all day from morning till night. There the midnight is bright, all a glimmer, and the noon has a purple glow. In the evenings the flapping wings of flying linnets will be heard. The low sound of water lapping by the shore will be heard at all times.
2. He gets peace of mind when remembering Innisfree because that place is calm and quiet and peace is to be found there at all times whether night or day. There the surroundings are natural; the cricket's singing, the buzzing of bees, the flapping of wings of flying linnets, and the gentle sounds of water lapping by the shore are the only sounds to be heard. While recalling the life in Innisfree he is mentally transported to Innisfree, and as he remembers the quiet of the place, he gets peace of mind even when he is not present there bodily.
3. Life for the poet in Innisfree will differ greatly from the one in the city. In Innisfree, he will live alone in a cabin built from clay and wattles; the sounds heard there will all be natural — the singing of crickets, the buzzing of bees, the flapping of linnet's wings, and the gentle sound of water lapping by the shore; there one will be close to nature. In the city, on the other hand, life is full of noise, there are crowds of people and much vehicular traffic; buildings are made of concrete; due to urbanization, nature does not play a significant role in the city; both flora and fauna are affected by urbanization. There is hardly any peace or solitude to be found.

### 5. A LEGEND OF THE NORTHLAND

- A. 1. a. (iv)                      b. (iii)                      c. (i)                      d. False                      e. (iv)
2. a. (ii)
- b. The poet's intention in narrating this story is to amuse readers while imparting a lesson through a provincial, religious tale.
- c. (i)                      d. (iv)                      e. (iii)
3. a. (ii)                      b. (iii)                      c. False                      d. (iii)                      e. (ii)
4. a. (iv)                      b. (iii)                      c. False                      d. (ii)                      e. (iv)
5. a. (iv)
- b. Saint Peter decided to punish the woman for her selfishness.
- c. (iii)                      d. False                      e. (iii)
- B. 1. 'A Legend of the Northland' describes what 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. The saint asked the woman for a single cake from her store of cakes. He asked for it because he was feeling faint with fasting and from hunger. It was the end of the day during which he had worked travelling and preaching.

3. The woman made a very small cake for him but while baking it she felt it was too large to be given away. She did this twice more with even smaller scraps of dough; but since she felt they were too big to be given away she did not give the saint any cake and put them on the shelf.
  4. The greed and selfishness of the woman made him very angry; also he was hungry and felt faint. The woman's attitude provoked him greatly. He said she was too selfish to continue living as a human being, and he punished her by changing her into a woodpecker.
  5. A ballad is a song narrating a story in short stanzas. The authors of traditional ballads are anonymous. Ballads belong to folklore or popular culture and are passed on orally from generation to generation. The poem, 'A Legend of Northland' can be categorized as a ballad.
  6. 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.
  7. 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.
  8. 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.
- C. 1. The people in Northland tell their children the curious story of a greedy and selfish woman. Once Saint Peter lived on earth and travelled far and wide preaching to people. In the evening he was feeling faint and hungry from fasting and working hard the whole day. He came to the door of a cottage where a little woman was baking cakes on the hearth. Saint Peter asked her for a single cake from her store of cakes. She made a cake three times each one smaller than the previous one but she did not give him any because she thought they were too big to be given away. He became angry and said that she was too selfish to live in human form with the comforts of food, shelter and a warm fire. He punished her by turning her into a woodpecker so that she would have to work hard to build her nest and to keep boring repeatedly into the hard, dry wood for food as woodpeckers do.
2. The poem teaches the lesson that one must not be greedy and selfish. If a hungry person comes to the door one should try to feed him and not turn him away hungry. Each cake the woman made three times for Saint Peter were increasingly smaller in size; but each cake, the last one as thin as a wafer, appeared to her to be too large to be given away. She too is puzzled that when she needed to eat them herself they appeared to be too small in size. Unable to part with a cake for the saint the woman did not give him any. Consequently Saint Peter punished her by turning her into a woodpecker so that she would have to work hard for food, shelter and warmth. We thus learn the lesson that for being selfish and greedy we can be punished.
  3. The saint punished the woman by turning her into a woodpecker. He said to her that she was too selfish to live in human form with all the human comforts of food, shelter and a warm fire. She needed to be punished. As a woodpecker she would have to build her nest for shelter and warmth, and all day repeatedly bore into the hard, dry wood with her beak for food as do woodpeckers. Then she wordlessly went through the chimney, and out of the top flew a woodpecker. Of the clothes she had been wearing, only her scarlet cap remained as the red top of her head, whereas the rest of her clothes were burnt black as coal. She lives in the trees even today and is seen boring repeatedly for food by every country schoolboy.

## 6. NO MEN ARE FOREIGN

- A. 1. a. (i)  
b. that all humans are as mortal as the next, and that everyone belongs to someplace they call home. Their countries cannot be called 'foreign' since they belong there.  
c. The first line of the stanza implies that nobody is bizarre or odd, nor are countries alien.  
d. (iii) e. (iv)
2. a. brethren from different nations, belonging to the same global community of human beings.  
b. (iii) c. False d. (iv) e. (iii)
3. a. False b. (i) c. by love and recognition of common humanity.  
d. (i) e. (iii)
4. a. (iii) b. (i) c. (iv)  
d. dispossess, betray, condemn e. (iii)
5. a. (ii) b. (iv) c. False d. (iv) e. (iii)
- B. 1. '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 the same everywhere and its commonality can be understood by everyone.
2. The poet is trying to highlight the hardships faced by people whenever there is a war. In earlier times, wars would last for many years. Every able-bodied person would be sent to the battlefield and there would be no one to farm the land leading to a shortage of food.
3. 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.
4. The fourth stanza of 'No Men Are Foreign' reveals the central idea of the poem. We are told to hate our brothers when our country is at war with another country. The leaders of the nations and those who wish to remain powerful by dividing people ask us to do so. However, people must be careful and not fall prey to the ideas of such people. We should all work for world peace. The poet says that when we hate our brothers, we only dispossess, betray and condemn ourselves.
- C. 1. 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. When we are told to hate our brothers we are really condemning ourselves; when we deprive others of their belongings we are destroying our own possessions because war causes destruction and its fire and dust pollute the air and violate the earth's purity. The hearts of men and their strength can be won over by love alone and not by hatred or military strength. This is why it is important to love everyone even those living in other countries.

## 7. ON KILLING A TREE

- A. 1. a. 'A simple jab' will not have any impact on the life of a tree because it grows slowly, consuming the earth it rises from.
- b. (ii)                      c. (iv)                      d. (iv)                      e. (ii)
2. a. (ii)                      b. (iii)                      c. (i)                      d. (iii)                      e. False
3. a. (iv)                      b. (iv)
- c. When the tree is completely uprooted, the strength of the tree is exposed. The wet, white, and sensitive source, hidden throughout the life of the tree, is made visible.
- d. (iii)                      e. (i)
4. a. (iv)                      b. (iv)                      c. (i)                      d. True                      e. (i)
- B. 1. A 'simple jab' is not enough to kill a tree. It will cause some pain and wound the bark, and the bark will heal after some time. Close to the ground, curled green twigs which are miniature branches will grow to their former size.
2. The root is to be pulled out entirely from the anchoring earth, after the tree is roped and tied, and finally snapped. Once the root is exposed, the tree gradually dies after becoming brown, hard, twisted and withered.
3. The tree needs to feed on the earth's crust for nutrition. It requires several years of sunlight, air and water to grow and reach its full size. The tree is a gigantic life with complex body functions that work together to make it grow. It takes time – the tree grows 'slowly', feeding on the earth and absorbing sunlight, air and water for years.
4. Cutting a tree and killing it are two different things. The poem stresses the tree's tenacity – it may grow slowly but it grows surely. Hacking and chopping may make it bleed, but tiny shoots soon appear which grow into large branches if left unchecked. In due course of time, the tree will regrow to its original size.
5. 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.
6. The poet treats the tree as a living being and refers to hurting the tree causing it to bleed. His graphic description of the process of killing a tree underscores the heinous nature of the act. Words like 'consuming', 'bleeding', 'choking', and 'pain' drive home the notion of the tree as a vital living being. The tree is man's friend and killing trees is bad for the environment.
- C. 1. The tree needs to feed on the earth's crust and it requires several years of sunlight, air and water to reach its full size.
2. The root is to be pulled out entirely from the anchoring earth, after the tree is roped and tied, and finally snapped. Once the root is exposed, the tree gradually dies after becoming brown, hard, twisted and withered.
3. The poet believes that it is wrong to kill a tree. A tree reaches its full size after several years; it does not die easily; in order to kill it one has to make a lot of effort. A simple jab of the knife does not kill it because only the bark is wounded and it heals after some time; close to the ground curled green twigs which are miniature boughs will grow and if not checked, will expand to their former size. In order to kill a tree its root has to be pulled out entirely from below the earth where it has remained hidden for many years. Then the tree becomes brown, hard, twisted and withered. The

poet seems to be sympathetic towards trees. The tree is man's friend and killing trees is bad for the environment.

### 8. A SLUMBER DID MY SPIRIT SEAL

- A. 1. a. The bereaved poetic persona's beloved is referred to as 'she' in this poem.  
b. (i)                      c. (ii)                      d. (iii)                      e. (iv)
2. a. (iv)                      b. (i)                      c. (iv)  
d. The 'thing' could not feel the constant and unrelenting passing of time.  
e. (i)
3. a. (i)                      b. (i)                      c. (i)  
d. The tone of the lines given is one of helplessness since the deceased beloved cannot feel anything any longer.  
e. (ii)
4. a. (iii)                      b. (iv)                      c. (iv)  
d. This poem conveys the acute sense of loss one experiences when a loved one dies.  
e. (iii)
- B. 1. The poet had no human fears because he was certain that his beloved would not be affected by the passage of time; she would not grow old and she would not die. That part of the mind which feels these fears had gone to sleep or become inactive.
2. The poet felt that she could not feel the touch of earthly years because she was so very young and lively that it seemed unlikely she would be affected by the passage of time. Unlike other humans she would never grow old or die.
3. The present state of the person, the poet is talking about, is that she is dead and in her grave. She is now a part of nature, imperishable and immortal as rocks, stones and trees. She moves along with the earth on its daily course of rotation.
4. The poet feels that the protagonist of the poem is now a part of nature and has become immortal. Nothing can affect her now. Although she is dead in the physical sense, she will live forever as a part of nature.
5. The poet says that his soul is 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 that humans are normally subjected to.
6. The poet had no human fears because he was certain that his beloved would not be affected by the passage of time; she would not grow old and die. He seemed to have been lulled into a state of complacency regarding his loved one.
7. In the poem, the poet is not grieving or mourning 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.
- C. 1. The poet believed that the protagonist would never be affected by the passage of years, and would remain young and alive forever. He had no human or earthly fears about her growing old or dying. Lines three and four of the poem tell us so; in these lines the poet says that 'she seemed a thing that could not feel the touch of earthly years'. The second line of the poem in which the

poet declares he had no human fears, also refers to what he believed about the protagonist's immortality.

2. The protagonist of the poem was dead and in her grave at the time of writing of the poem. Although she is physically dead, and has no movement, and no sense of sight or hearing, she is alive in another sense. After her death she has become immortal having become a part of nature; along with the rocks, stones and trees, she rolls round with the earth on its course of daily rotation. The last four lines of the poem prove this:

'No motion has she now, no force —  
She neither hears nor sees,  
Rolled round in earth's diurnal course  
With rocks and stones and trees.'

## Supplementary Reader: MOMENTS

### 1. THE LOST CHILD

- A. 1. a. iii.                      b. melting                      c. iv.                      d. iii.  
e. The father reacted to their child's demand looking at him in angrily, and the mother tried to divert the child's attention.
2. a. i.                      b. converging                      c. iv.                      d. ii.  
e. decorating his sweets with gold and silver/ making them colourful. / arranging them in a large formation.
3. a. iii.                      b. throat                      c. i.                      d. ii.  
e. The boy's throat went dry, and his body suddenly jerked.
4. a. ii.                      b. surging                      c. iv.                      d. ii.  
e. The child's dependence on the parents and the natural emotional bond between them can be seen in this text.
- B. 1. The child's father appears to be a strict parent. When the child wanted a toy, his father looked at him red-eyed, which was his familiar tyrant way. He would not accede to his child's request.
2. When the child realized he could not find his parents, he lost all interest in the things that he had wanted earlier, the toys, the balloons or the sweets. He felt scared and insecure at being separated from his parents and all he wanted was to be reunited with them.
3. When the child sees the roundabout in full swing with men and women shrieking, crying and laughing out loud in excitement, he could not stop himself from asking his parents to be permitted to ride the roundabout. It was then he realized his parents are not there.
4. The child is crying out loudly for his father and mother trying to get near the shrine. He is nearly trampled upon by the jostling crowd when a stranger picks him in his arms. The stranger then take him away from the crowd.
5. The stranger who picks up the crying child tries his best to make him stop crying. He takes him to the roundabout offering him a ride which the child refuses. He then tries to soothe the child by offering anything he would like from the fair. The stranger is a kind and patient man.

6. The author has deliberately let the story end without giving the end to let the reader imagine what might have happened. Maybe the parents also searching for him, find him and the child is happy to be with them. Or the stranger could have adopted him and brought him up.
  7. The child was offered a ride on the horse, balloons, garland, and sweets by the kind man but he wanted his mother and father. For him his parents were important. The better ending would have been reunited with his parents. The story would then end on a happy note fulfilling the desire of the child.
- C. 1. The child was curious and playful because in the very beginning he was shown to be running between his father's legs brimming with life and laughter. At the toy shop on the way, he looked curiously at the toys. He gazed at the dragonflies, bees and butterflies following their movements, tried to catch one during their moment of rest. He ran gaily, sometimes ahead and sometimes lagging behind his parents as he stay back to watch something interesting, as little worms and insects along the footpath. When his parents were sitting in the grove, he began to gather the raining petals from the shower of young flowers falling from above. Soon on hearing the cooing of doves, he dropped the petals from his hands and ran towards his parents, shouting 'The dove! The dove!'. He next ran in wild capers round a banyan tree.
2. There was a roundabout in full swing, and men, women and children, carried away in a whirling motion, shrieked and cried with dizzy laughter; the child became engrossed in watching them intently. He boldly requested his parents to be given a ride. When there was no reply he turned to look at his parents, but they were not there. He looked ahead of him, and on either side. They were not there. He looked behind. There was no sign of them. A full deep cry rose within his dry throat, and he ran jerkily, crying in real fear, 'Mother, Father'. Hot and fierce tears rolled down from his eyes, his flushed face was convulsed with fear; panic-stricken, he ran about in different directions not knowing where to go. He searched for them everywhere, among the crowds, and at a shrine, but in vain. He was truly lost.
  3. The boy refused the help offered by the man because his only desire was to be re-united with his parents. Although the various things the man offered to him, held great fascination for him as shown earlier in the text, the child refused every one of them. Earlier he had been attracted to the roundabout, the snake-charmer's music, colourful balloons, and sweets; he had wanted the burfi at the sweet shop, wished to buy the balloons, wanted to hear the snake-charmer's music, and wished to take a ride on the roundabout, when his parents had been with him. But on realizing that he was lost, he lost interest in all the things offered by the man. The child was very attached to his parents, and had a strong determination to do what needed to be done, which, at that time was, how to find his parents. The child did not get distracted by other things.

## 2. THE ADVENTURES OF TOTO

- A. 1. a. i.                                      b. private                                      c. iv.                                      d. iii.
- e. The grandfather really loved animals since he rescued animals that were suffering in captivity, and he maintained a private zoo for them.
2. a. iii.                                      b. secret                                      c. ii                                      d. ii.
- e. In order to keep Toto's presence a secret, Grandfather kept initially kept him tied to a peg in the closet, and later Toto's cage in the servant quarters.
3. a. iv.                                      b. warm                                      c. ii.                                      d. iv.
- e. inquisitive / childlike

4. a. i.                                    b. well-to-do                                    c. iii.                                    d. ii.
  - e. Toto was not the kind of pet they could keep for long because he was destructive and caused a lot of damage in the house. Additionally, keeping Toto as a pet was an expensive affair which they could not afford.
- B. 1. Toto had bright eyes and his teeth were pearly white. His tail added to his good looks and also served as his third hand. Therefore, the narrator calls Toto a pretty monkey.
2. Grandmother was not as fond of animals as Grandfather was. She would always make a fuss whenever Grandfather brought home some bird or animal. So when Grandfather got Toto home, he had to keep the fact that he had bought a monkey a secret from her.
3. Grandfather had tied Toto securely to a peg in the wall in the narrator's bedroom. A few hours later they found Toto had freed himself by wrenching the peg out of the wall and had torn the narrator's blazer to shreds. Grandfather was impressed by the monkey's antics.
4. Grandfather had to take Toto along as he wouldn't let the other animals in the cage sleep. He put the monkey in a big black canvas kit-bag with some straw at the bottom and later paid three rupees as the fare for him.
5. Toto has many human-like qualities. When warm water is put in a bowl for him to take a bath during winter evenings, he first tests the water with his hand just like a human would do. Then he gradually steps into the bath, first one foot and then the other, just as he has seen the narrator do. This shows that Toto was very intelligent.
6. The narrator has told the reader about many things about Toto. He then says that Toto's brain was totally devoted to mischief. He was always tearing things to pieces. He would tear the wallpaper, and curtains and break dishes. Even Grandfather realized that a pet like Toto could not be kept at home.
- C. 1. Yes, Grandfather was very patient with Toto. When Toto removed the wall paper, wrenched the peg from its socket, and tore the writer's school blazer into shreds, the writer wondered what Grandmother would have said if she knew about it; but Grandfather, instead of worrying, was pleased with Toto's performance praising his cleverness. When Toto was in the stable with Nana, Grandfather saw Nana pulling at her halter without apparent cause; Grandfather slapped her across the haunches, not realizing she was restless because Toto had fastened on to her long ears with his sharp little teeth; since he was patient with Toto and thought he could do no wrong, it had not occurred to him to check if Nana was restless due to some mischief done by Toto. During the pullao incident, it was Grandmother, and not Grandfather, who screamed at Toto. Grandfather was willing to overlook all Toto's faults.
2. At lunch-time, a large dish of pullao stood in the centre of the dining table. When Toto began stuffing himself with the rice Grandmother screamed at him. Toto threw a plate at her. When one of the writer's aunts rushed forward, Toto threw a glass of water in her face. On Grandfather's arrival, Toto picked up the dish of pullao and made his exit through a window. He was found in the branches of the jackfruit tree, the dish still in his arms. He remained there all afternoon, eating slowly through the rice, determined on finishing every grain. Finally, in order to spite Grandmother, who had screamed at him, he threw the dish down from the tree, and chattered with delight when it broke into a hundred pieces.
3. Toto, being very mischievous, was not the sort of pet the writer's family could keep for long and eventually Grandfather also realized this. They were not well-to-do, and could not afford the frequent loss of essential items such as dishes, clothes, curtains and wallpaper. Naughty Toto had damaged the wall-paper, wrenched the peg from its socket, and torn to shreds the writer's school



blazer when he had been placed in the little closet on his arrival. In the stable, Toto had fastened on to Nana's long ears with his sharp little teeth. He was always tearing things to pieces. He would try to tear holes in the dresses worn by his aunts. When caught eating pullao, he not only threw about plates and glasses of water, he ate all the rice and finally broke the dish as well.

### 3. ISWARAN THE STORYTELLER

- A. 1. a. iv.                      b. leisurely                      c. i.                      d. iii.  
 e. Reading helped Ishwaran pass his time and develop his imagination.
2. a. i.                      b. prologue                      c. iii.                      d. iv.  
 e. Iswaran made his stories interesting by giving an introduction and including good descriptions.
3. a. iv.                      b. suspense                      c. i.                      d. iii.  
 e. entertaining him with his stories / cooking good food for him
4. a. iv.                      b. feline                      c. ii.                      d. ii.  
 e. During the night, Mahendra heard what he initially believed was a cat moaning, as well as loud wailing which he attributed to the supernatural.
- B. 1. Iswaran is an asset because he cooks delicious meals for Mahendra and also follows him around uncomplainingly to his various postings. He washes his clothes, tidies up his shed and entertains him with stories and anecdotes on varied subjects.
2. Iswaran was fond of popular Tamil thrillers which he would read in the afternoon. The imaginative descriptions intrigued him. His own descriptions were thus influenced by these books. He would narrate even the smallest incident in a manner that created suspense for the listener.
3. Iswaran narrates the incident involving the mad elephant with a lot of drama and action. However, given the fact that Iswaran was a junior student at the time, it is difficult to believe that he could have hit the elephant's toenail to stun him and make him collapse.
4. Everyday when Mahendra returned from work and ate his dinner, he would be entertained by Iswaran's narration of a story packed with suspense, adventure and horror. Mahendra enjoyed listening to Iswaran's stories regardless of whether the story was credible or not. Hence he did not miss having a TV.
5. Iswaran asked Mahendra if he could make something special because according to him it was an auspicious day, a day on which, according to tradition, various delicacies were prepared to feed the spirits of one's ancestors.
6. Yes. Iswaran deliberately broached the subject of spirits that day as he intended to narrate a story involving ghosts that night. After feeding Mahendra the most delicious dinner, he launched into an account involving the supernatural or ghosts.
7. Before beginning his narration about the ghost story, Iswaran tells Mahendra that the entire factory area was once a burial ground. He said he knew it the day they arrived as he had seen a human skull lying around. He still came across a number of skulls and bones.
8. After telling Mahendra that the factory area was once a burial ground, Iswaran narrates how he sometimes saw ghosts at night. He said there was one horrible ghost of a woman with matted hair and a shriveled face holding a baby in its arms which appeared on full moon nights. This caused Mahendra to stop and scold him.
9. After hearing Iswaran's stories of ghosts, Mahendra becomes uneasy while going to bed at night. Every night he would look outside to make sure there was no one around. But on full-moon nights

he avoided looking out altogether as Iswaran had told him about the woman and her baby coming during the full moon.

10. Yes, it appears to have been staged, because the next morning Iswaran was grinning at Mahendra and told him how he had seen the ghost for himself. He probably wanted to teach Mahendra a lesson for having scolded him for making up the story about the woman and the ghosts the other night.
- C.
1. Instead of saying that he had come across an uprooted tree on the highway, Iswaran deliberately introduced an element of suspense; with eyebrows suitably arched and hands held out in a dramatic gesture, he would recount how he was all alone on a deserted road. He would say further that he suddenly spotted something that looked like an enormous bushy beast lying sprawled across the road. He at first thought of turning and going back, but on his going closer, he saw that it was a fallen tree, with its dry branches spread out. His way of narrating anecdotes was influenced by the Tamil authors that he read; he was held in thrall by their imaginative descriptions and narrative flourishes.
  2. Iswaran told Mahendra a story about an elephant which had escaped from the timber yard. He began to roam about, stamping on bushes, tearing up wild creepers and breaking branches. The elephant broke the fences like matchsticks. It smashed stalls selling fruit, mud pots and clothes, causing people to run about in panic. It then entered the school ground after breaking through the brick wall, resulting in the boys running into their classrooms and teachers climbing up to the terrace. The elephant pulled out the football goalpost, tore down the volleyball net, flattened the water drum and uprooted the shrubs. Iswaran, a student of the junior class, grabbed a cane, confronted the elephant, and whacked its third toenail on the quick, causing it to collapse. He concluded the tale by saying that after being revived by a veterinary doctor, the animal was led away into the jungle by its mahout.
  3. Iswaran told Mahendra that he sometimes saw ghosts at night. He mentioned one horrible ghost of a woman which appeared on and off at midnight during the full moon...an ugly creature with matted hair and a shrivelled face, like a skeleton holding a foetus in its arms. Mahendra shivered at the description but did not believe it. He even told Iswaran that he was talking nonsense.
  4. One night Mahendra was woken up by a low guttural moaning sound, and to his horror, on looking outside he thought he saw a dark cloudy form clutching a bundle. He reasoned with himself that what he had seen was not real but a sort of auto-suggestion; in the morning after his bath the horror of the previous night had faded from his memory. Just then Iswaran greeted him grinning, and reminded him of the story of the female ghost and how Mahendra had been angry with him for imagining things; he said that he had heard the sound of moaning from Mahendra's room at night and had come running to investigate it; he added finally that Mahendra too had seen the ghost... A chill went down Mahendra's spine and he began to believe that the place was haunted.

#### 4. IN THE KINGDOM OF FOOLS

- A
1. a. iii                      b. fool                      c. iv.                      d. ii.  
e. greed / foolishness
  2. a. ii.                      b. worry                      c. iv.                      d. iii  
e. had not built the wall / the fault of the man who had built the wall.
  3. a. iii.                      b. root                      c. ii.                      d. ii.  
e. The merchant was awarded the death penalty by the king, and he was to die by impalement.

4. a. iii.                      b. in deep thought    c. iii.                      d. iv.  
e. foolish / gullible
- B. 1. The king and his minister are called idiots as they imposed very foolish laws on the kingdom, just so they could be different from others. They turned night into day and day into night, making people till their fields and run their businesses when it became dark, and making them go to bed at sunrise.
2. The king and his minister were idiots and imposed foolish and impractical laws that the people had to follow for fear of punishment by death. People had to stay awake at night and go to bed as soon as the sun came up. They had to change their routine, work at night and sleep during the daytime.
3. The guru realized at once that there was something wrong in the Kingdom of Fools where people slept during the day and worked by night, and where everything cost the same. He realized that the place was run by idiots and it was not safe to stay. Therefore, the guru was justified in thinking that the kingdom was not a good place to stay.
4. The plea made by the thief's brother was a strange one. For him stealing was an ancient trade of his brother. The merchant was to be blamed for his brother's death when a wall fell on him. The merchant should have built a strong wall. So, the merchant should compensate for the death of his brother.
5. The blame once again came to the rich merchant. The dancing girl had given some gold to the goldsmith to make jewellery for her. The goldsmith when summoned by the king said that he was not able to finish the dancing girl's jewellery as he had to finish the merchant's order first. The king did not accept the merchant's defence this time because he believed that as the rich merchant's son, he had not only inherited his father's riches, he had also inherited his sins.
6. The guru pretended to fight with his disciple as to who should be put to death first. On being asked why he wanted to die, the guru said that if he was the first person to die at the new stake, he would be reborn as the next king of the kingdom. The king and his minister were fooled into taking the place of the disciple at the stake.
- C. 1. Yes, the king of the Kingdom of Fools was the greatest fool of all, because he made many foolish decisions, guided by his equally foolish minister, without considering their suitability. They changed night into day and day into night; they ordered the people to do all their work at night and go to bed at sunrise. When the case of the wall collapse was brought before him, he decided to punish, in turn, the merchant, the bricklayer, the dancing girl, the goldsmith, and finally the same merchant into whose house the thief had broken into and got killed. When the minister thought that the merchant was too thin to be executed on the stake, the king ordered a search for a man fat enough to be executed in the merchant's place. It was the king's foolishness which made him believe whatever the guru said, and which led ultimately to his own death and that of his minister.
2. When the guru's disciple was brought for execution in place of the merchant, his guru got to know about it through his magical powers. He arrived at once to save his disciple. He whispered something in the disciple's ear and then asked the king whether the guru or the disciple was greater. The king answered that the guru was greater. The guru demanded to be put to death before the disciple, and the latter, taking the hint, insisted that he should be executed first. The two began to fight each staking their claim to die first. When the puzzled king asked the guru the reason for wanting to die first, he told him that the first person to die would be reborn as the next king, and the next one as minister. The foolish king was tricked into believing it and decided to be executed himself along with his minister.

3. The wisest person in the story was the guru. On realizing that the kingdom was that of fools, he decided to leave. He advised his disciple to do the same, but the disciple refused to leave. Later when the disciple got into trouble and was about to be executed, and the guru became aware of it through his magical powers, he arrived at once to rescue him. He thought of a clever plan; claiming to be greater than his disciple, he asked to be executed first; his disciple demanded his own death first, and they both argued over it rousing the king's curiosity. The guru then convinced the king that the first person to die would be reborn as the next king, and the second one to die would become minister. The king and his minister were tricked into being executed, and later, the guru and his disciple became the new king and minister.

### 5. The Happy Prince

- A. 1. a. ii.                      b. Irony                      c. iii.                      d. iii.  
e. The Happy Prince was sensitive and generous. (kind/ charitable/ soft-hearted/ compassionate)
2. a. iv.                      b. gutter                      c. iii.                      d. iv.  
e. domestic abuse / child labour.
3. a. ii.                      b. leaf after leaf                      c. iv.                      d. i.  
e. healthy, play outdoors.
4. a. iii.                      b. Paradise                      c. iii.                      d. ii.  
e. sing for eternity in the garden of Paradise/ live and praise God for eternity in His city of gold.
- B. 1. When the Prince was alive and had a human heart, he was not aware of human suffering and sorrow. He lived in a palace devoid of any sorrow. But while standing on a tall column, he could see the sorrow and sufferings of the poor people of the city. This caused him to weep.
2. The Prince asked the swallow to take the ruby out of his sword hilt and deliver it to a seamstress. The little boy of the seamstress was ill and asking for oranges. But his mother has nothing to give her except river water. So the swallow took the ruby to the poor woman's house.
3. The swallow took the ruby to the poor woman's house and kept it on the table. Then he flew gently round the boy's bed and fanned the boy's forehead. The boy felt better and went to sleep. He told the Happy Prince about the good he had done and that was why he felt warm from inside.
4. The Prince asked the swallow to stay another night because he wanted to help a playwright in a garret who was trying to finish a play for the Director of the theatre. He was hungry and it was too cold to write any more. He asked the swallow to deliver one of his sapphire eyes to him.
5. The Prince asked the swallow to pluck out his other eye and give it to the little matchgirl whose matches had fallen in the gutter. If she took the sapphire home, her father would not beat her. As the Happy Prince was now blind, therefore the swallow decided to stay with him.
6. The swallow flew over the city and told the Prince all that he saw. He saw the rich making merry in their beautiful homes, while the beggars sat at their gates. He saw the starving children and two little hungry boys hugging each other to keep warm.
7. The Prince told the swallow that he was covered with fine gold leaves. He asked the swallow to take off all the leaves one by one and give it to the poor people as the people always thought that gold would make them happy.
8. The swallow obeyed the prince. When the prince gives away his sapphire eyes and becomes blind, the swallow decides to stay with him forever, even through the snow and frost. Finally, the swallow dies of cold and hunger. He gives up his life to be with the prince whom he had grown to

love. The swallow was a true friend of the Happy Prince.

9. The statue of Happy Prince was considered beautiful when it was gilded with thin leaves of gold and had sapphires for eyes and ruby on his sword hilt. But when it was stripped of gold leaves and precious stones, it was considered shabby by the Mayor and the Town Councillors. Thus, people mostly like a thing when it is beautiful.
  10. The title "The Happy Prince" matches the story. When the Prince was alive he was happy as he was kept aloof from all human suffering and sorrow. But when he was placed on a high column overlooking the city, he could see the misery and sufferings of the poor in his city. Helping them made him happy.
- C.
1. The Prince was very kind because he wept when he saw the suffering of his people, and tried to help them. He sent the ruby from his sword hilt to the poor seamstress whose son was lying ill with fever, and who could give him nothing but river water when he wanted oranges. He sent one eye of sapphire to a poor playwright who could not afford a fire and was too cold to finish writing his play. He sent his second eye of sapphire to a poor little match girl who let fall her matches in the gutter; if she went home without money, her father would beat her. Finally, he gave away the leaves of gold gilding his body to the poor of the city for food and clothes. He made sacrifices to lessen the misery of others. He became totally blind, and began to look dull, grey and shabby.
  2. After the Prince had given his ruby, sapphires and leaves of gold to the poor people of his city with the help of the swallow, the latter was free to go to Egypt. The swallow, however, had become colder and colder during the winter and had tried somehow to keep himself warm and alive. He loved the Prince too well and would not leave him. As the time of death approached, the swallow asked the Prince if he could kiss his hand. When the Prince asked for a kiss on the lips before the swallow left for Egypt, the swallow said that he was going to the House of Death and not to Egypt. The swallow then kissed the Prince on the lips and fell down dead at his feet. Just then a curious crack sounded inside the statue, the Prince's heart had broken into two. The shock of the swallow's death broke his heart.
  3. Yes the Prince and the swallow were best friends. The swallow kept postponing his departure to Egypt because the Prince requested him to stay to help him. The swallow did as he was told each day. He took the ruby to the poor seamstress, gave one sapphire to the poor playwright, another to the poor little matchgirl, and distributed the leaves of gold among the poor of the city according to the Prince's wishes. The grateful Prince thought that the swallow would leave at last for Egypt, but the swallow endured the cold winter and would not leave the Prince because he loved the Prince too well. He finally fell dead at the Prince's feet, and the shock of his dear friend's death broke the Prince's heart into two.
  4. The swallow decided to stay on with the Prince and serve him because he loved him too well and did not want to leave him. He was sympathetic towards the Prince who had become blind by giving away both his eyes of sapphire to help the poor. When the Prince became blind the swallow decided to stay with him always and told him so. The swallow continued to live with the Prince even in extreme winter and became cold and weak, but he did not leave him to go to Egypt where it would have been warm.
  5. God says that the leaden heart and the dead bird were the two most precious things in the city, because the Prince and the swallow were very kindhearted and were willing to make sacrifices for others. The Prince loved his people, and wept when he saw anyone suffering. He gave away his ruby, both eyes of sapphire, and leaves of gold to the poor to reduce their suffering; he became blind and looked dull, grey and shabby. The swallow gave up his life for the Prince because he loved him.

He obeyed the Prince's instructions and gave to the poor whatever the Prince said. The swallow did not fly to Egypt, a warmer place, because he did not want to leave his dear blind friend. He finally fell dead at the Prince's feet. The shock of the bird's death broke the Prince's heart.

## 6. THE LAST LEAF

- A. 1. a. ii.                      b. artist                      c. iv.                      d. iii.  
e. pneumonia/depression
2. a. iii.                      b. poured                      c. iv.                      d. ii.  
e. Behram showed annoyance at Johnsy's way of thinking and wanted to see her since he was concerned about her.
3. a. ii.                      b. fallen                      c. ii.                      d. iii.  
e. love/ attachment
4. a. i.                      b. masterpiece                      c. iii.                      d. i.  
e. sadness/ surprise
- B. 1. Sue worries a lot about her sick friend. She ensures daily visits by the doctor. Sue tries her best to make Johnsy take an interest in things and talks to her about clothes and fashion.
2. From her bed, Johnsy could see an old ivy creeper climbing halfway up the brick wall opposite her window climbing on the wall. In the strong wind blowing outside the leaves were falling off the creeper. In her weakened state, Johnsy somehow equated the falling leaves with her failing health and convinced herself that when the last leaf falls she too will die.
3. For Johnsy the ivy leaves are a symbol of life. Johnsy was somehow linking her fate with the falling, and she comes to believe that she will die when the last leaf falls. But when the last leaf remains attached, Johnsy interprets the leaf to be a sign that she should live.
4. Sue rightly calls the painting Behrman's masterpiece because it saves Johnsy's life. The leaf looks so real that Johnsy believes it is the last leaf of the ivy creeper. Since the last leaf does not fall off, she thinks that she too can survive her illness. The leaf gives her new hope and fills her with a desire to live.
5. Behrman was a sixty-year-old painter whose lifelong dream was to paint a masterpiece but that had not yet been realized. He sacrificed his own life by venturing out in the stormy night to paint a leaf that saved Johnsy's life. That makes him a great human being.
6. The story explores the theme of willpower through Johnsy's will to die. Because she believes she will die when the last leaf falls, the doctor says no medicine will cure her. The doctor has learned that the strength of a patient's will to live very much determines the effectiveness of medical treatment.
- C. 1. Sue was a very good friend to Johnsy. She loved her and cared for her during her illness; even Johnsy realizes how well Sue had looked after her. Sue went for the doctor when she became very worried on seeing Johnsy's condition. She tried her best to make Johnsy take an interest in things around her; she talked about fashion and clothes. When Johnsy lost interest in everything, Sue brought her drawing-board into Johnsy's room and started painting there. Sue tried to convince Johnsy that ivy leaves had nothing to do with her getting better because Johnsy believed she would die when the last leaf fell. It was because of Sue that Behrman learnt about Johnsy's belief in the last leaf; he painted it and Johnsy became better because the leaf did not fall.

2. Behrman was a sixty-year-old painter whose life-long dream was to paint a masterpiece. He lived on the ground floor of the building in which Sue and Johnsy lived on the third floor. He was a very kind-hearted man. On learning from Sue that Johnsy believed, she would die when the last leaf fell, he decided to paint a leaf the night the last leaf fell. It was a stormy night and he became cold and wet while he painted the leaf. He caught pneumonia and was ill for two days after which he died. He sacrificed himself to save Johnsy's life, because when the last leaf, being artificial, did not fall but remained healthy and green, Johnsy started getting better.
3. When one is ill one needs other things besides medicines. Moral support from friends and well-wishers, and the will to live with a positive outlook, are very essential for a speedy recovery. One needs to have a scientific attitude and not believe in superstitions. In this story, Johnsy begins to believe superstitiously that she would die when the last leaf fell. She loses the will to live, and the doctor says that for this reason medicines would not help. She, however, gets plenty of love and care from her good friend Sue. Behrman also helps her by painting a leaf for her in the middle of a stormy night and thus he saves her life.

### 7. A HOUSE IS NOT A HOME

- A. 1. a. iii.                      b. isolated                      c. ii.                      d. ii.  
     e. isolated / friendless (lonely, lost)
2. a. i.                      b. street                      c. iii.                      d. ii.  
     e. traumatic / difficult / life-changing
3. a. ii.                      b. quickly                      c. ii.                      d. iii.  
     e. self-pity/ bitterness (anger/ frustration)
4. a. i.                      b. loss and tragedy      c. iii.                      d. i.  
     e. lifeless structure/ friends in our lives (building made of bricks/people)
- B. 1. The narrator has passed out of junior high and moved to another school. He felt strange starting as a junior student. This school was twice as big as his old school and all his friends had gone to a different high school leaving him feeling very lonely.
2. The old teachers would encourage the narrator to get involved in school activities as it provided an opportunity to meet new people. They also told the narrator that in due course of time he would adjust to the new school and end up loving the new school.
3. The narrator had rescued his pet cat when she was a kitten. The cat was never far from his side and both shared a close bond. The cat would usually be near him when he was doing homework. She would purr loudly and occasionally swat at the narrator's pen for the sake of entertainment.
4. The narrator saw his mother running back into the house to salvage her husband's pictures and letters. He even hated his mother vanishing into the house. He was very close to his mother and did not want to lose her. On seeing his mother, he hugged her.
5. The writer was feeling very embarrassed by everything, he was still wearing the clothes from the previous day and had no books or backpack. He felt insecure and that all his belongings including his cat had been taken away from him.
6. The school rallied around the writer and gave him great support. One day the writer was surprised when it appeared that he was almost being pushed into the gym. In the gym, he saw a big table on which was kept an assortment of articles just for him. The school had taken up a collection and bought him school supplies, notebooks, all kinds of clothes – jeans, tops, sweat-suits. To the



writer, the day seemed like Christmas when one is loaded with presents and he was overcome with emotion.

7. The writer was watching his house being rebuilt. Now, the situation was entirely different. He was not alone. He was with two of his new friends from school. The fire made him stop focusing on his feelings of insecurity and instead open up to all the wonderful people around him. He realized he could rebuild his life.
  8. Students to answer themselves.
  9. "My cat was back and so was I" means that the author had got his cat back, and he too had rebuilt his life with new friends. His house was also being rebuilt. The sense of loss that had been plaguing him for a long time vanishes completely, and he feels he has returned to his former self.
- C. 1. The author felt very awkward about joining high school. In junior high at the head of his class with all the seniority the upper grade level could afford him, it felt strange starting over as a freshman. The high school was twice as big as the old school, and to make matters worse, his closest friends had all been sent to a different high school. He sought out his old teachers because he missed them so much. He visited them to seek their advice.
2. After the fire, the author realized that everything felt surreal. The fire had caused extensive damage to his possessions, and whatever had survived it, was destroyed by water and chemicals used to put the fire out. Only the things rescued by his mother escaped destruction. His backpack, which was as precious for him as his life, his clothes, books, shoes, his cat, were all gone. While attending school on Monday, he was so embarrassed by everything that he walked around like a zombie. All the security he had known from his old school, his friends, his house and his cat had all been ripped away. He did not want to grow up, change or have to handle life if it was going to be this way. He just wanted to curl up and die.
  3. Once their house was rebuilt, the biggest surprise for the author came when his lost cat was returned to him. He had given her up for dead. A month after the fire incident, the cat was brought to him by a woman. The author could not believe his eyes. He leapt up and grabbed her out of the woman's arms. He held her close and cried into her beautiful orange fur. Apparently the cat had been so freaked by the fire that she ran over a mile away. Her collar had the author's family's phone number on it, but the phones had been destroyed and disconnected. The woman who found her took her in and worked hard to find out whose cat it was. Then she came to return the cat.

## 8. THE BEGGAR

- A. 1. a. ii.                      b. kind                      c. ii.                      d. iii.                      e. food / alcohol
2. a. iii.                      b. neither                      c. i.                      d. iii.
- e. The beggar, Lushkoff, needed to lie to gain sympathy from others, and make a living and feed his addiction.
3. a. ii.                      b. snow                      c. iii.                      d. i.
- e. could barely stand on his legs/ strong enough to beat
4. a. iii.                      b. i.                      c. iv.                      d. iii.                      e. ii.
- B. 1. Sergei turned away from the beggar in disgust due to his dishonesty. Earlier a couple of days back, the beggar had told him that he was a student who had been expelled. Now he claimed that he had been a school teacher for eight years and lost his job through intrigues.
2. The writer has shown Lushkoff to be a desperate man begging for money. Lushkoff due to his alcoholism is no longer able to work and has to resort to begging in order to survive. His fondness



for alcohol is responsible for his desperate situation.

3. Lushkoff also begins to lie about his misfortune hoping that the story he creates – fired school teacher or expelled student, will help him to get money from strangers. He hopes they will take pity on him. He knew that no one would give him any money if he told the truth about himself as they would regard him as a useless drunkard.
  4. Sergei was furious with Lushkoff for being dishonest and lying to beg for money. He told Lushkoff to find work and when Lushkoff says he is unable to find any work, Sergei asks him to chop wood for him and takes him to his home.
  5. Sergei asked Lushkoff to chop wood for him. When Olga confirmed that Lushkoff had done his job, Sergei asked her to give him a rouble. Sergei also assured Lushkoff that he could come back and cut wood on the first day of each month. They would always find some work for him. Sometimes he would shovel snow, or put the wood-shed in order, or beat the dust out of rugs and mattresses. For all this work, he would receive twenty to forty copecks. Once he was given a pair of old trousers.
  6. Lushkoff professes his gratitude to Sergei for helping him drag himself out of the pit and says he would be indebted to him till his dying day for the same. But he credits Sergei's cook, Olga, for the transformation he underwent.
  7. Olga used to scold Lushkoff and would lament his condition. She would cry for him. Lushkoff never chopped the wood, it was Olga who used to chop wood for him. Through her words and noble deeds, she was able to transform Lushkoff. Lushkoff stopped drinking and worked hard which changed his life.
  8. It is true that Sergei provided work for Lushkoff and look after him financially. But it was Olga who brought about transformation in Lushkoff. She suffered for him and her help changed Lushkoff's heart. He stopped drinking and worked hard to transform himself. It was Olga's motivation and compassion that changed Lushkoff for ever.
- C. 1. After he stopped coming to Sergei's home, Lushkoff became a notary and got paid thirty-five roubles a month. His appearance was totally different from what it had been earlier. When Sergei saw a little man beside him with a coat collar of curly fur and a worn sealskin cap buying a ticket at a theatre, he found him so changed that he wondered if it was indeed Lushkoff standing there.
2. The credit for changing Lushkoff should be shared by both Sergei and Olga. Although Olga contributed greatly towards bringing about the change through her words and noble deeds, had it not been for Sergei, Lushkoff would probably never have met Olga. Sergei too deserves credit for changing Lushkoff. Sergei shamed and humiliated Lushkoff into doing some work. It was his offer to Lushkoff to chop wood for him that brought Lushkoff face to face with Olga.
  3. Lushkoff gave all the credit to Olga because according to him it was she who saved him. On his visits to the advocate's house she would call him a sot and a miserable creature. Then she would sit down opposite him, and weeping sadly address him as an unlucky man; she said there was no pleasure for him in this world or the next; she called him a drunkard, and an unhappy man, and said that he would burn in hell. She suffered much misery and shed many tears for his sake. But the chief thing that she did was to chop the wood on his behalf; he did not chop a single stick of wood for the advocate, it was Olga who did it all. Although Lushkoff could not explain why he changed and stopped drinking at the sight of her, he confesses that owing to her words and noble deeds, a change took place in his heart; Olga set him right and he would never forget it.