

COMMUNICATE in ENGLISH

CBSE Communicative English (Code No. 101)

9

COMPANION

a complete resource for teachers



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SECTION A READING SKILLS

FACTUAL PASSAGES

- 1.1
1. The report was important because it helped in demonstrating how valuable birds are as indicators of all-round degradation in the environment.
 2. is the high use of pesticides in certain agricultural areas.
 3. Green areas are cut down to make concrete buildings, and this has further added to air pollution, thus leading to decrease in sparrow population.
 4. False
 5. c.
 6. a.
 7. d.
 8. b.
 9. c.
 10. a.
- 2.1
1. can cause death to marine life as well as to stray animals.
 2. The word which has the same meaning as 'buried' is 'entombed.'
 3. This is because of the terrible air, water and air pollution that plastic waste is adding to the environment, and making the earth an unhealthy planet.
 4. Delhi is referred to as thus because it tops in an area that is disreputable. It is the state which is far ahead of the other states with regard to the amount of plastic waste it generates.
 5. though it is extremely useful to humans in many ways, it is very hazardous to the environment.
 6. a.
 7. b.
 8. a.
 9. c.
 10. d.
- 3.1
1. The phrase 'millions and millions of people' has been used to stress the seriousness of the situation of the problem of malnutrition in the country.
 2. while 'Wasting' is low weight for height, 'Underweight' is low weight for age.
 3. Wasting, stunting and mortality in children under 5 years are the leading indicators which concern only children.
 4. 19 years, from 2000 to 2019.
 5. c.
 6. d.
 7. a.
 8. c.
 9. d.
 10. b.
- 4.1
1. a deep-rooted caste system and economic deprivation.
 2. Despite education, there is no job guarantee, and because it is an expensive proposition, people in rural areas hesitate to send their children to school.
 3. that there had been a gradual increase in literacy for both males and females in India in 60 years from 1951.
 4. The government has set up Anganwadi centers and policy of no-fail till class 8 to prevent children from dropping out. There is also provision of mid-day meals in all schools.
 5. c.
 6. d.
 7. a.
 8. c.
 9. c.
 10. a.
- 5.1
1. that almost 75% of Indian adolescents were not active. 73.9% of Indian children were placed under 'insufficient physical activity.'
 2. It is necessary to have well-developed open spaces in residential areas for children to play in such as urban forests and parks, as well as playgrounds in schools to encourage physical activity.
 3. certain social barriers and traditions prevent girls from participating in sports.

- 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.
 3. c.
 4. ordinary people placed in extraordinary situations.
 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.
 6. a.
 7. potential
 8. design the format of the show / control day-to-day activities / select participants / create a completely fabricated world / carefully design scenarios (Any two)
 9. The paragraph given here should ideally be placed between the paragraphs numbered 1 and 2.
 10. True
- 4.1
1. b.
 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. (Any one)
 3. confusion / misunderstandings
 4. c.
 5. The 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.
 7. to show one's appreciation of a sumptuous meal.
 8. True
 9. The paragraph given here should ideally be placed after the paragraph numbered 10.
 10. sumptuous
- 5.1
1. the rural population is increasing year by year, leading to the demand for food outpacing supply.
 2. b.
 3. a.
 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. True
 6. continue to perpetuate the hunger-poverty cycle.
 7. b.
 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. The paragraph given here should ideally be placed between the paragraphs numbered 5 and 6.
 10. debilitates

- 6.1
1. b.
 2. A dog does not consider itself to be its owner's slave. It expects its owner to treat it fairly and justly, and be loved and respected. 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.
 5. a.
 6. True
 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 more or less the same when it comes to their ability to love and remain faithful.
 8. the lifespan of a dog is very short.
 9. The paragraph given should ideally be placed after paragraph 3.
 10. worried

..... **LITERARY PASSAGES**

- 1.1
1. b.
 2. We find that Mr Chips is a punctual worker who arrived at the school daily at half-past ten in the morning. He is also a person who resolves problems regularly which shows his dedication towards the school.
 3. d.
 4. The paragraph given should ideally be placed after paragraph 3.
 5. reverberated
 6. Mr Chips decided to stay put indoors, along with the students, since they could not possibly step out during the air-raid. The ground floor of the School House at Brookfield was quite solidly built and comparable to a dugout.
 7. intention to keep the students' minds off the bombardment taking place outside the school.
 8. a.
 9. one had fallen just outside the school grounds and nine people had been killed.
 10. False
- 2.1
1. The author discovers that what had appeared to be a light brown fur coat was in fact a mass of tiny scorpion babies. He decides to keep them in his bedroom and watch them grow.
 2. curious nature and child-like surreptitiousness.
 3. a.
 4. False
 5. The author forgot about his new pets since lunch had been served in the dining room, and he had put the matchbox full of scorpions on the mantelpiece in the drawing room. He was distracted since he was sneakily feeding Roger, dawdling over his food, and listening to his family arguing.
 6. had carefully placed the matchbox on the mantelpiece in the drawing room so that they could get plenty of air.
 7. The paragraph given should ideally be placed after paragraph 3.
 8. strange

9. a.
10. c.
- 3.1
 1. The writer's friends appeared to impose their conviction that the former needed to consume meat and whisky, and smoke, to survive in England. They had even deceived the author into taking meat six or seven times, despite his clear desire to avoid it.
 2. he would try his best to avoid it, but he would be at a loss if he discovered that smoking was unavoidable.
 3. a.
 4. True
 5. The writer is convinced that he would not eat meat since his mother had made him promise not to do so. The writer claims that he was 'bound not to take [meat], if only for the sake of the promise', despite being pressurized to do otherwise.
 6. not appear to have any impact on the writer's decisions.
 7. The paragraph given should ideally be placed after paragraph 4.
 8. aversion to
 9. c.
 10. d.
- 4.1
 1. The speaker wants facts and facts alone to be taught to the students because he believes that that was the only way to form the minds of 'reasoning animals', and he had brought his own children up keeping in mind the same principle.
 2. gardening, i.e. planting and weeding.
 3. b.
 4. False
 5. The speaker's square forefinger that tapped the schoolmaster's sleeve every time he stated his observations, as well as his square wall of a forehead, are two of his features that help him in emphasizing his point about Facts.
 6. humorous.
 7. The paragraph given should ideally be placed after paragraph 3.
 8. dictatorial
 9. c.
 10. d.
- 5.1
 1. The writer has mentioned that he had tried to save a few of his many books (which included a few by James Thurber) as well as his old typewriter from the icy rainwater.
 2. The roof had survived several storms in the past and had held on for about four hours on the night of the cyclonic winds. This proves that the old roof had been a strong one.
 3. to that of characters inhabiting stories by James Thurber.
 4. a.
 5. True
 6. that the writer was well-loved.
 7. The paragraph given should ideally be placed after paragraph 5.
 8. precious
 9. d.
 10. c.

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 yourself.
7. John thinks he is infallible and one of these days he is 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 | 5. refusal |
| 2. agitation, uproar | 6. disobedient to authority |
| 3. aroused, angered, annoyed | 7. flourish, do well |
| 4. plentiful | 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 conjurer 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 maths 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 these troubled times.
5. He was such a facile speaker that the audience couldn't help but listen to him.
6. Even though Meera was somewhat incredulous of his story, she decided to remain silent.
7. The soldier was loathe leaving his young family but 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

..... **WORKSHEET 9**

1. magnificent, extravagant
2. great, outstanding
3. excessive, unrestrained
4. departure
5. irregular and unpredictable
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. As 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 into 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 I turn to when in doubt on 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, award

SECTION C

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 **this** land.
- e. The soil was enriched with silt which was good for **the** crops.
- f. The first settlers called **this** 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 BC.
 - 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**

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

..... **WORKSHEET 6 – VOICE**

- a. A b. A c. P d. P e. P f. P g. A h. A i. A j. P
- 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**

- 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 community 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.
- Nelson Mandela was a statesman who earned worldwide fame for the selfless work that he did 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.
- a. loses – lost b. having – had c. helped – help
d. lives – lived e. takes – take f. will be – were

..... **WORKSHEET 8 – PREPOSITIONS**

- a. in b. into c. out d. on
- Upwards, down, towards, in, out
- a. at – in b. upon – in c. through – in d. at – up
e. in – at f. into – among/on
- 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**

- a. that b. x c. that d. that e. x
- a. said b. told c. asked d. complained e. suggested/said f. exclaimed

3. 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 | b. (i) was | c. (iii) and | d. (iv) the |
| e. (iii) him | f. (iii) before | g. (i) making | h. (iv) have been |
| 2. a. (iii) to | b. (iv) by | c. (i) that | d. (iv) of |
| e. (iii) were | f. (iv) an | g. (ii) and | h. (iii) which |
| 3. a. (ii) was | b. (iii) for | c. (iv) many | d. (iv) Through |
| e. (i) of | f. (ii) He | g. (iv) his | h. (iii) and |
| 4. a. (ii) the | b. (iv) was | c. (ii) to | d. (iii) has |
| e. (iv) in | f. (iv) into | g. (ii) the | h. (iii) if |
| 5. a. (ii) where | b. (iii) can | c. (iv) where | d. (ii) from |
| e. (iv) the | f. (i) its | g. (ii) into | h. (iii) that |
| 6. a. (i) in | b. (iii) and | c. (iv) gave | d. (iii) her |
| e. (iv) to | f. (i) what | g. (iii) the | h. (iv) told |
| 7. a. (ii) are | b. (i) where | c. (iv) are | d. (iii) and |
| e. (ii) of | f. (iv) the | g. (ii) In | h. (iii) find |
| 8. a. (ii) the | b. (i) on | c. (iii) sailing | d. (iii) and |
| e. (iv) for | f. (iii) is | g. (i) it | h. (iii) the |
| 9. a. (ii) loves | b. (iii) the | c. (iv) that | d. (ii) have |
| e. (ii) in | f. (ii) are | g. (i) left | h. (iv) why |
| 10. a. (ii) invited | b. (iii) was | c. (iv) to | d. (iii) why |
| e. (iv) the | f. (i) that | g. (iv) its | h. (iii) got |
| 11. a. (ii) an | b. (iii) in | c. (iii) by | d. (iv) for |
| e. (iii) the | f. (iii) had | g. (iv) on | h. (ii) in |
| 12. a. (ii) most | b. (iii) from | c. (i) are | d. (iv) chasing |
| e. (ii) is | f. (i) by | g. (iii) with | h. (iv) their |
| 13. a. (ii) an | b. (i) most | c. (iii) is | d. (iv) has been |
| e. (iii) to | f. (ii) when | g. (iv) this | h. (iii) their |
| 14. a. (ii) in | b. (i) the | c. (iv) they | d. (iii) with |
| e. (iii) are | f. (ii) is | g. (iv) and | h. (i) to |

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

..... **EDITING**

B.

- | | | |
|--|--|--|
| 1. a. rain – rains
b. admired – admiring
c. was – were | d. a – the
e. increased – increasingly
f. from – at | g. fond – fondly
h. the – an |
| 2. a. an – a
b. a – the
c. stiffest – stiff | d. and – but
e. was – were
f. a – the | g. up – down
h. in – into |
| 3. a. grows – grow
b. island – islands
c. a – the | d. is – are
e. on – in
f. with – from | g. but – and
h. an – a |
| 4. a. an – a
b. a – the
c. on – in | d. an – the
e. her – his
f. study – studied | g. on – for
h. an – a |
| 5. a. have – has
b. resource – resources
c. or – and | d. discovers – discover
e. this – these
f. an – the | g. who – that
h. it's – its |
| 6. a. shift – shifted
b. into – to
c. governments – government | d. task to – task of
e. was – were
f. designed – designing | g. build – built
h. which – who |
| 7. a. has – have
b. acting – acted
c. to – in | d. country – countries
e. travel – travelled
f. traveller – travellers | g. countries – country
h. come – came |
| 8. a. is – was
b. a – the
c. on – under | d. ages – age
e. for – with
f. marching – marched | g. were – was
h. possessions – possession |
| 9. a. are – is
b. ocean – oceans
c. cover – covers | d. larger – largest
e. to – of
f. An – The | g. borders – bordered
h. by – on |

- | | | |
|------------------------------|----------------------------------|-------------------------|
| 10. a. a – the | d. or – and | g. on – in |
| b. is – was | e. at – in/during | h. famously – famous |
| c. and – also | f. them – him | |
| 11. a. were – was | d. a – the | g. for – of |
| b. student's – students | e. drifts – drifted | h. realizing – realized |
| c. in – at | f. where – when | |
| 12. a. They – It | d. at – of | g. points – point |
| b. destructive – destruction | e. on – across | h. are – is |
| c. but – and | f. moves – move | |
| 13. a. while – when | d. should – may/can/could | g. to – of |
| b. edge – edges | e. the – a | h. are – is |
| c. forms – form | f. at – in | |
| 14. a. a – the | d. in the waters – of the waters | g. speeds – speed |
| b. finding – found | e. little – few | h. who – that |
| c. preferred – prefer | f. is – are | |
| 15. a. it – them | d. because – and | g. from – of |
| b. by – on | e. is – are | h. enjoying – enjoy |
| c. but – and | f. spared – spare | |
| 16. a. inhabited – inhabit | d. to – for | g. but – and |
| b. this – these | e. an – a | h. bouncing – bounce |
| c. lays – lay | f. deeply – deep | |
| 17. a. while – and | d. do – does | g. for – to |
| b. were – are | e. ones – one's | h. at – in |
| c. Peoples – People | f. who – that | |
| 18. a. much – many | d. with – by | g. takes – took |
| b. for – in | e. greater – greatest | h. into – in |
| c. place – places | f. at – on | |
| 19. a. knows – known | d. interruption – interrupted | g. map – maps |
| b. an – a | e. while – when | h. in – to |
| c. for – of | f. when – where | |
| 20. a. birds – bird | d. in – of | g. At – In/During |
| b. into – in | e. It's – Its | h. find – found |
| c. taller – tallest | f. who – which | |

..... **OMISSION**

- | | | |
|--------------------------------------|-----------------------------|-------------------------------------|
| C. | | |
| 1. a. It <u>was</u> raining | d. verandah <u>with</u> one | g. we <u>saw</u> the |
| b. by <u>a</u> heavy | e. fallen <u>off</u> the | h. against <u>the</u> sky. |
| c. delayed <u>our</u> | f. shone <u>through</u> the | |
| 2. a. has <u>been</u> | d. vain <u>to</u> harvest | g. nephew <u>who</u> |
| b. written <u>by</u> William Saroyan | e. in <u>an</u> arid | h. imaginative found <u>for</u> his |
| c. of <u>the</u> narrator | f. brought <u>to</u> light | |
| 3. a. up <u>at</u> about | d. see <u>them</u> starve | g. he <u>was</u> sure |
| b. with <u>a</u> start | e. bag <u>he</u> started | h. outside <u>the</u> village |
| c. longingly <u>at</u> him. | f. want <u>to</u> steal | |

4. a. people of Mohenjo-Daro
b. deal of knowledge
c. People from distant
5. a. one of the
b. kingdoms in the
c. know about the
6. a. India achieved
b. country was to
c. constitution. The Constituent
7. a. middle of the
b. established a
c. large part of
8. a. flight and train
b. cities in the
c. in the scheduled
9. a. diversity in plants
b. the health of
c. land and all
10. a. one of the
b. birds. The Bar-tailed
c. It is also
11. a. born on November
b. was the fourth
c. suffered from financial
12. a. feat of travelling
b. been the result
c. astronomers and astronauts
13. a. around the earth
b. This is made
c. penetrate through these
14. a. made of plastic
b. give them the
c. for a healthy
15. a. has a major
b. human life but also
c. not get sufficient
16. a. areas that surround
b. North Pole and the
c. located in the
17. a. Pole is the
b. per cent of the
c. covered with ice
18. a. Tundra is an
b. is an area
c. tundra has been
- d. city to trade
e. travelled to far-off
f. news of different
- d. of the travellers
e. came to India
f. Fa Hein who spent
- d. Constitution of India
e. came into effect
f. architect of the
- d. areas which were
e. princes were indirectly
f. control. The Mughal
- d. trains caused the
e. Those who had
f. the worst affected
- d. kind of algae
e. storehouse of nutrients
f. living in coastal
- d. of the short
e. known for the
f. make from Alaska
- d. was a carefree
e. him in his
f. There were numerous
- d. flight into space
e. desire to discover
f. unknown that lay
- d. gases and reach
e. back into the
f. heat that travels
- d. walls of the
e. plants in the
f. form that it
- d. plants that grow best in dry
e. in a moist
f. rainfall at the
- d. called the Arctic
e. parts of North America
f. Arctic Ocean. The South Pole
- d. making the cold
e. even more unbearable
f. have been recorded
- d. tunturi which means
e. There are two
f. land in the
- g. ways of life.
h. bustling one.
- g. during the Gupta
h. what he observed.
- g. no error
h. form of government
- g. only in name.
h. territory nor power.
- g. Families with children
h. suffered in many
- g. very low incidence
h. food is rich
- g. cover an incredible
h. distance of 11,000 kilometres
- g. drowned, but nothing
h. from the river
- g. spirit to compete
h. no error
- g. there are some
h. present in the
- g. This is why
h. heat from the
- g. crop can/may/might fail
h. affected by the
- g. As a result
h. colder than the
- g. in the year
h. became the first
- g. area of land
h. along the Arctic circle

19. a. called the crust
 b. crust is the
 c. no error
 d. part of the
 e. earth is not
 f. up of many
 g. pieces called tectonic
 h. pieces are called
20. a. study of earthquakes
 b. scientists who study
 c. instrument that these
 d. instruments are located
 e. stations which are
 f. places across/in the
 g. that are moving
 h. also the ones

..... **SENTENCE REORDERING**

D.

1.
 - a. An island is an area of land that is surrounded by water from all sides.
 - b. It may be as small as a gigantic rock with a few plants and small animals.
 - c. It may also be as large as Greenland.
 - d. Small islands are called islets, cays or keys.
 - e. A group of islands lying close together is called an archipelago.
2.
 - a. Mountains are landforms that stand high and lofty above their surrounding area.
 - b. Mountain sides are steep and jagged.
 - c. The mountain peak may be sharp or a little rounded.
 - d. As one goes up a mountain, the climate and plant life changes.
 - e. The peak of a mountain has a climate that is quite different from that at the foot.
3.
 - a. The earth experiences a wide range of weather conditions.
 - b. The weather may be peaceful or turbulent.
 - c. The weather conditions depend on other weather conditions.
 - d. These conditions include temperatures over land and oceans, clouds and speed of wind.
 - e. These conditions do not remain steady, so often we experience unexpected storms.
4.
 - a. Many explorers came to India for various purposes.
 - b. Some came looking for the exotic land of elephants.
 - c. Some had heard about yogis and diamonds.
 - d. Travellers and traders crossed the sea to see India.
 - e. Almost every explorer was enchanted by the land he had discovered.
5.
 - a. A periscope contains two mirrors.
 - b. One of the mirrors is at the bottom and the other at the top.
 - c. Light is reflected down the periscope by the first mirror.
 - d. The observer sees it through the second mirror.
 - e. A periscope helps to make scientific observations.
6.
 - a. Each continent has many great rivers.
 - b. Rivers rise in the middle of the continent.
 - c. They flow across the land to the ocean.
 - d. Some rise in the mountains.
 - e. They are an important source of water for man.
7.
 - a. Marco Polo was born in Croatia.
 - b. Marco Polo was a citizen of Venice.
 - c. He was one of the greatest European travellers.
 - d. He journeyed by land to China in 1271.
 - e. He visited the court of the Mongol Emperor.
8.
 - a. The earthworm is the worm we know best.
 - b. An earthworm wriggles like most worms do.
 - c. They have no legs but some worms can swim.
 - d. Earthworms live in the ground.
 - e. They burrow in it by eating their way through the soil.

9.
 - a. Minerals are hard and they make up rocks.
 - b. Most rocks have two or three minerals.
 - c. Often minerals are in crystals.
 - d. Most of our minerals are under the ground.
 - e. Water may have minerals dissolved in it.
10.
 - a. Moths are insects like butterflies.
 - b. Moths also go through metamorphosis.
 - c. Most of them are nocturnal.
 - d. Grown-up moths do not eat much and have a short life.
 - e. They lay eggs which turn into caterpillars.
11.
 - a. This young generation is a bright one.
 - b. The students are a motivated lot.
 - c. They have high aspirations.
 - d. They are willing to work tirelessly to achieve their goals.
 - e. They know that for them the sky is the limit.
12.
 - a. Roughage is a carbohydrate that cannot be digested by our body.
 - b. Roughage forms an important part of our diet.
 - c. Roughage adds bulk to our food.
 - d. A high-fibre diet reduces the risk of heart diseases.
 - e. Plant foods such as fruits and vegetables contain roughage.
13.
 - a. Ivan Pavlov was a Russian physiologist.
 - b. He was born in 1849 and he died in 1936.
 - c. He worked on the response of living organisms to stimuli.
 - d. He found that animals could be taught to respond to new stimuli.
 - e. He was awarded the Nobel Prize for Physiology in 1904.
14.
 - a. The WHO was formed in 1948.
 - b. It has its headquarters in Paris.
 - c. It encourages medical research and campaigns against serious diseases.
 - d. It strives to improve the quality of life of people across the world.
 - e. It has Regional Offices in various cities all over the world.
15.
 - a. Bharatpur National Park is located in Rajasthan.
 - b. It is 29 sq km and is surrounded by vegetation.
 - c. Every year it attracts thousands of migratory birds.
 - d. This place is a haven for these birds.
 - e. The sanctuary has been declared a World Heritage Site.
16.
 - a. A deadly volcano erupted in Iceland in 1783.
 - b. This volcano killed nine thousand Icelanders.
 - c. It spewed out more than a thousand million tons of gases.
 - d. It created a climatic disaster across the Northern Hemisphere.
 - e. It also caused a famine that affected the population of the Nile River valley.
17.
 - a. The world environmentalists are concerned about the ozone hole.
 - b. The size of the hole wanes and waxes frequently.
 - c. This depends on the seasonal changes in temperature.
 - d. It also depends on the shifting levels of ozone-depleting pollutants.
 - e. CFCs found in items like sprays and refrigerants destroy the ozone layer.

18. a. Sandy beaches provide a variety of shells.
 b. Shells are also found on rocky coasts.
 c. The shells could be as tiny as the grains of sand.
 d. A large number of shells are destroyed by storms.
 e. Huge quantities of shells are eaten by animals like fishes and birds.
19. a. The Indian press grew in the nineteenth century AD.
 b. Some reformers started newspapers and journals.
 c. It became a medium for them to express their views regarding freedom.
 d. Many newspapers were in regional languages.
 e. Newspapers played an important role during the struggle for freedom.
20. a. There were many artists across the globe who gained fame.
 b. Many got recognition and became famous while they were alive.
 c. Some of them got fame only after their death.
 d. Each artist gave the world priceless pieces of art or sculpture.
 e. The hard work that must have gone into these pieces is unimaginable.

..... **SENTENCE TRANSFORMATION**

E.

- | | | | |
|---|--|------------------|-----------------------|
| 1. a. milk is heated in a | c. the milk is poured in a | | |
| b. is added to the chocolate | d. are sprinkled | | |
| 2. a. was added | c. was dipped into the | | |
| b. was sliced across | d. was made. | | |
| 3. a. should be sprinkled | c. till the milkshake becomes | | |
| b. should be churned together in | d. should be served | | |
| 4. a. it is shaped by | b. it is decorated by | c. is baked in a | d. it is painted. |
| 5. a. is boiled | b. is added to it. | c. is soaked | d. is taken |
| 6. a. should be cut | b. should be sprinkled | c. should be | d. should be cut into |
| 7. a. of ice cream should be put at the | | | |
| b. of chocolate sauce should be poured over the | | | |
| c. of soda should be poured over the chocolate sauce. | | | |
| d. a long spoon and a straw should be inserted into the drink | | | |
| 8. a. was made in the bottom of the | c. were placed on the soil | | |
| b. was put into the cup | d. was poured over the soil. | | |
| 9. a. on which twelve items are placed. | c. The handkerchief is removed for | | |
| b. are covered with a large | d. of items are recalled and written by | | |
| 10. a. was cut and folded to | c. water was mixed with the | | |
| b. poster colour was taken | d. was dipped into the paint | | |
| 11. a. should be cut into four | c. should be added according to taste. | | |
| b. should be grated and a little | d. should be spread on each bread square | | |
| 12. a. should be spread on a | c. should be rubbed on | | |
| b. should be taken | d. should be allowed to dry. | | |

F.

1. a. that he wanted to buy a birthday card for his father.
 b. whether/if he wanted to buy a big card or a small one.

- c. that he wanted any card that would show his father that he loved him
d. to make one himself and write some loving sentences
2. a. how his first day at school had been. c. that he had thought he
b. it had been very boring. d. that the teacher had not given them
3. a. if he would buy him a motorcycle. c. protested that his friend had one.
b. that he would wait till he turned nineteen. d. that was because his friend did not
4. a. how she was feeling then.
b. that she was feeling much better.
c. whether/if she would be able to attend Aruna's birthday party the following/next day.
d. that she did not want to miss her party.
5. a. Sheetal had left a gift for her. c. he was sure it was a body lotion.
b. that she must have got it from London. d. that she hoped it was a perfume.
6. a. where she was planning to go that summer. c. if she would spend
b. that she was hoping to go d. that she would be there only for a week.
7. a. that she wanted to order c. that it was the following/next day.
b. her when her birthday was. d. that she could collect it by noon.
8. a. if he was ready for the competition.
b. that he was ready to beat the best swimmer in that
c. that he expected him
d. that he would put in his best.
9. a. that his music system had stopped functioning. c. that he had bought it the previous month
b. where he had bought it from. d. to leave the bill and the music system with him.
10. a. what she would do with all that waste paper.
b. whether she was planning to
c. that she wanted to collect money to buy stationery
d. that she would be working for
11. a. that he would get very late for work that day.
b. that he forgot to set the alarm the previous
c. that he would set a permanent alarm on his mobile phone which would not
d. that that was a good idea.
12. a. that he wanted to go to
b. that it would cost him three hundred rupees.
c. he had to reach there on time as he had
d. that he could collect the balance from his house whenever he passed
13. a. that he was looking for his lost dog.
b. to describe his dog.
c. that he was a black Labrador and was wearing
d. that he would do his best to find his dog.
14. a. if she knew about any dramatics club that she could
b. that she didn't think there was any dramatics club in their
c. that they should start one in their school.
d. that it was a good idea and they could
15. a. if he would allow him to go for
b. in the negative and further added that they were going to
c. he might never get another chance to visit that place.
d. that he will go with the family because they don't get

SECTION D – LITERATURE TEXTBOOK

PROSE

1. How I Taught My Grandmother To Read

- A. 1. a. The people referred to above consisted of the twelve-year old narrator and other inhabitants of a village in north Karnataka where she lived with her grandparents.
- b. Besides being a source of transport for the village, the bus also carried letters, newspapers and magazines for the reading pleasure of the villagers.
- c. The irregular bus timings tell us that the transport service was not very good in those days, specially to a distant village.
- d. Every Wednesday, the bus brought the Kannada weekly magazine Karmaveera to the village. In it, a popular novel was published as a serial. This was most popular with the villagers, specially the women.
2. a. Triveni's stories were written in a simple but interesting style, and dealt with the psychological problems in the lives of ordinary people. Therefore, her stories appealed to her readers as they could relate to them.
- b. Triveni died at a very young age, and therefore Kannada literature lost a popular writer who could have enriched it further if she had lived longer. Therefore, her death is termed as 'unfortunate.'
- c. Although Triveni died young, even after her death people continue to enjoy reading her stories. This proves the popularity of her wonderful stories.
- d. Sudha Murthy wrote this when she was a young girl of about twelve years. This is the time she stayed with her grandparents in a village. This is the period of time she refers to in her narrative.
3. a. The story referred to here is Kashi Yatre by the Kannada writer, Triveni.
- b. An old lady, who is the protagonist in the story, had an ardent desire to travel to Kashi to worship Lord Vishweshwara. Like most Hindus she believed that this was the ultimate punya.
- c. In the end, the old woman gives away all the money she had saved for her pilgrimage to the young orphan girl for her marriage so that she could have a happy life.
- d. Through the kind, charitable action of the old woman, readers learn that doing good deeds and helping others is far more important than going on holy pilgrimages.
4. a. The grandmother too was an old lady and a devout Hindu like the protagonist. She too had never been to Kashi and ardently desired to do so and worship Lord Vishweshwara. Because she identified herself with the novel's protagonist, she was most interested in the story.
- b. While she read the serial out to her, the grandmother would forget all her housework and listen with the greatest concentration. Later, she could repeat the entire text from memory.
- c. It showed her deep desire for learning, as well as her excellent memory. It reveals her sensitive and religious nature, and an ability to focus with deep concentration.
- d. Every Wednesday, the women folk would meet in the temple courtyard. While the children played around, the women discussed and debated about the latest episode of the story. This added to the social life of the villagers.

5.
 - a. Sudha had gone there with her cousins for a wedding, where she had enjoyed herself thoroughly, playing and eating and enjoying the freedom without the adults supervising. To extend this enjoyment, she had stayed back for a week.
 - b. When Sudha saw her grandmother in tears, she was surprised and worried because she had never seen her cry even in the most difficult of situations.
 - c. With Sudha away, the grandmother had no one to read to her the new episode of *Kashi Yatre*. This made her feel frustrated. Her tears showed her helplessness.
 - d. When Sudha extended her stay, the grandmother felt dejected and helpless. In her desperation she had even thought of travelling to the next village just to ask Sudha to read to her.
6.
 - a. After losing her mother at a young age, young Krishtakka did not have anyone to look after or guide her. Neither did she go to school. She must have had a rather lonely and friendless childhood.
 - b. The narrator's grandmother enjoyed being a homemaker. She felt happiness in taking care of her family, of her children and grandchildren.
 - c. The grandmother regretted that she had not been given an education as a child. She realised its value later in life.
 - d. After the death of her mother, her father remarried. He was a busy man and needed someone to run the household.
7.
 - a. The grandmother is referring to the time when she was a young unmarried girl.
 - b. Krishtakka, like many other girls of her time, was married off at an early age. Therefore, she had children too when she was very young.
 - c. Young Sudha was given the benefits of education but young Krishtakka was never even sent to school. Though Sudha lived with her grandparents, she was deeply loved and had the company of her cousins, and had a special bond with her 'Avva.' This was unlike young Krishtakka who had a lonely childhood.
 - d. The women of the village used to gather in the temple courtyard to discuss and debate the latest episode of *Kashi Yatre*. Majority of them were probably educated and had read the novel by themselves.
8.
 - a. Since she had never been educated, the grandmother realised how difficult life could be without schooling. This shows that she held education in high esteem.
 - b. The grandmother had a close relationship with her granddaughter, Sudha, who too loved her immensely. Due to this closeness she must have thought Sudha would be able to understand what was troubling her, and so decided to unburden her heart to her.
 - c. The grandmother did not want her children to experience the regret that she had, and wanted them to have what she had not been given. She wanted them to become independent in life.
 - d. This term used by her tells us about her determination and steely resolve to not let her children deviate from getting a good education.
9.
 - a. Sudha had gone to a neighbouring village with her cousins to attend a wedding. She had stayed there for a week.
 - b. Since Sudha's grandmother was not able to read, she was unable to know what the new episode in the magazine was about. Therefore, she needed Sudha to read it to her.

- c. The grandmother had thought of going to the neighbouring village and asking Sudha to read to her. This shows that the grandmother was so desperate that she had even thought of something so extreme.
 - d. The grandmother was sixty-two years old, well-off, but uneducated. She felt ashamed about her inability to read, and so was embarrassed to ask anyone else for help.
10. a. The grandmother was completely dependent on her young grand-daughter to read to her. But then she decided that she should learn to read by herself. Thus, 'independence' to her was synonymous with 'learning to read.'
 - b. Sudha was young and immature, and thought that the strict regime her old grandmother had planned for herself was infeasible. She did not think her grandmother could achieve such an impossible task.
 - c. Sudha's grandmother was old, had weak eyesight and had to do a lot of work in the kitchen. Her deadline to read her first novel too seemed rather impractical. These are the obstacles she would have to face.
 - d. That day was Saraswati Pooja, a day when the Goddess of learning and wisdom is worshipped. Dassara is the period when the triumph of good is celebrated. For the grandmother this day was most auspicious to begin her independent journey into literacy.
11. a. It was the first day that her grandmother was starting to learn the Kannada alphabet from her granddaughter, Sudha.
 - b. Sudha's grandmother began her journey to literacy with a positive and determined attitude. She was willing to surmount all difficulties that would come in her way with boldness and hard work.
 - c. Avva was a wonderful and hard-working student. She did plenty of homework and would read, repeat, write and recite.
 - d. Teaching her grandmother was the first step for Sudha becoming a teacher later on in life. She became a teacher of Computer Science and taught hundreds of students.
- B.
1. story of an old lady, her strong desire to go to Kashi or Varanasi
 - her struggle to go there, young orphan girl who falls in love but there was no money for the wedding
 - old lady gives away all her savings without going to Kashi
 - says, 'The happiness of this orphan girl is more important than worshipping Lord Vishweshwara at Kashi.'
 2. lost her mother when she was young – had nobody to guide her – in those days people never considered education essential for girls – never went to school – could not read
 3. narrator went for the wedding with her cousins to the neighbouring village – stayed there for a week – in her absence her grandmother could not read the story of *Kashi Yatre*, could not understand anything that was written
 4. decided to learn the Kannada alphabet from next day – kept Saraswati Pooja day during Dassara as deadline – wished to be independent and capable of reading by herself at the age of sixty-two
 5. laughed and told grandmother that she was too old to study, her hair were grey and skin wrinkled and had no time, had lot of work in the kitchen
 6. she had been her teacher – tradition to touch one's teacher's feet

7. touched grandmother's feet – gave her gift – novel *Kashi Yatre* by Triveni
 8. Grandmother could read – *Kashi Yatre* by Triveni – her independent, quick reading ability showed she had excelled – narrator and grandmother's mission had been achieved
- C. 1. ◆ devoted and caring – cooked, took care of children, grandchildren, ensured they studied well
- ◆ social – enjoyed spending time with friends
 - ◆ had literary interests – enjoyed listening to the story *Kashi Yatre*
 - ◆ humble and respected teachers – touched her granddaughter's feet
 - ◆ determined and hard-working – learnt to read in a short span of time
 - ◆ religious – visited the temple regularly
2. Format – informal letter
- made a wonderful student
 - did tremendous amount of homework
 - would read, repeat, write and recite
 - delighted grandmother can read by herself
 - touched by grandmother's gesture of giving a gift and touching her feet
 - rewarded grandmother with her favourite novel
 - feel happy grandmother's hard work paid off and will enjoy her independence
3. – enjoyed the series of the story
- could relate to the main character of the story
 - became a topic of discussion among friends
 - inability to read in granddaughter's absence brought realization of the importance of independence and agony of not being literate
 - inspired to learn to read
 - grandmother educated herself and now could read independently
4. The story *Kashi Yatre* is about the sensitivity of the old lady towards the young girl who wished to get married but had no financial means to do so. The old lady had a deep desire to take a pilgrimage to Kashi. When the opportunity arose for her to take the Kashi Yatre, she chose to use the money for a humanitarian cause. She gave the money to the young girl to get married. Hence, she proved that she served God by helping one of His children – a deed that brought great happiness to an orphan girl.
5. The narrator lost her mother at a very young age, and her father remarried. Deprived of parental affection, she was brought up by her grandmother and she grew very close to her. As an adult, she would read out the story of *Kashi Yatre* to the old lady. When the grandmother realized that she was dependent on her granddaughter for the smallest pleasure of reading, she resolved to learn to read. The narrator worked very hard and so did her student, the grandmother. The deep gratitude that the narrator felt towards the old lady translated into making her literate – a skill that made the old lady self-reliant and the pleasure of being literate was immeasurable.

2. A Dog Named Duke

- A. 1. a. Hooper was considered to be favoured because he was lucky to have a good nature, athletic prowess, a good physique, a good job and was married.

- b. Hooper had a highly competitive nature, as well as a good physique with a height of six-feet-one. This made him apt for playing football.
 - c. Hooper's grin indicated his pleasant, happy-go-lucky nature. It reflected his agreeable and likeable personality.
 - d. Hooper was highly competitive which made him suitable for an aggressive salesman post. Also, he had a charming personality which would have been perfect to impress customers.
2. a. Despite vigorous medical treatment for many months in the hospital, Chuck was unable to walk and was confined to a wheelchair. Nothing more could be done to help him. Hence, the hospital decided to send him home.
- b. Chuck had been in hospital for months. He had been on the critical list, and then had spent every day following a strict medical regime to get his paralysed arm and leg to work. So leaving the confines of the hospital and returning home to familiar things excited him.
 - c. The presence of other injured people going through similar medical treatment as his, gave Chuck the mental and emotional strength to cope with his condition in the hospital.
 - d. With Marcy going on about her life, and Duke away in the kennel, Chuck would have felt cut-away from everyday life – as if a door had banged shut on his precious life and left him confined to loneliness and depression.
3. a. The 'they' here refers to Chuck's wife, Marcy, and probably some friends, relatives, or neighbours. The writer himself says in the introduction that he was there.
- b. Duke was paralysed on one side of his body, and, therefore, his companions could make him stand but with support. Therefore, he was able to stand and welcome Duke home.
 - c. When Duke returned home after four months, his nails were long and uncut. This shows that he had not been attended to very well at the kennel.
 - d. Duke was immensely happy to see his beloved Chuck after such a long period. He was a big dog, but he almost flew with joy across three metres to launch himself on Chuck.
4. a. Even though Duke took up his post right next to his master's bed around the clock, Chuck was indifferent to his loving presence. He was too wrapped up in his misery to pay any attention to his dog.
- b. Marcy was heart-broken to see her husband suffering but had to put up a brave front. She felt helpless and, therefore, shed tears only in private.
 - c. Along with his cheerful personality, Chuck's sportsman-like physique started to slack. His muscles began to lose strength and instead hung on his large frame.
 - d. Along with intense boredom, Chuck must have felt helpless, bitter and depressed while staring at the ceiling for hours.
5. a. Duke was fed-up of the boredom of sitting inactively next to Chuck for hours. When he sprung to his feet quivering with impatience for Chuck to take him for a walk, Chuck ordered Duke to lie down.
- b. Duke was an active, rough-playing dog and he wanted Chuck to get up and take him out of the house for a walk, like he used to do earlier.
 - c. Duke poked, nudged and needled Chuck, and snorted to try and get his master to move. He would lie down and look at him accusingly. He did not give up his efforts but would continue trying.

- d. Yes, Chuck knew that Duke wanted to play and run as he used to earlier. Therefore, he told him to go and run around the house, even though he knew that would not be enough for the energetic dog.
6. a. The neighbours must have been quite intrigued seeing the daily struggle between man and dog. They must have been silently cheering both of them on, but would not have interfered. They knew Chuck's story and would have wanted him to succeed.
- b. Duke was a large, strong dog and it is this strength he used to help support his master. He would pull his leash taut and then patiently stand and wait till Chuck had dragged himself abreast. This exercise was repeated till the pair had completed their daily goal.
- c. Chuck set a daily goal for himself, which was to increase one step a day. This he could achieve only with the help of his faithful Duke. They worked as a team to cross the fence posts down the road, one at a time.
- d. Duke and Chuck both displayed single minded perseverance – Chuck wanted to walk, and Duke wanted to help. Duke showed immense patience and intelligence in the way he conducted himself, and Chuck displayed immense courage in fighting all odds.
7. a. Marcy was impressed by Duke's intelligence and support for her husband, and the innovative method that both Duke and Chuck had devised to help him walk. She saw their daily struggles as well as their daily triumphs and decided to tell the doctor about it.
- b. The doctor too was impressed by the progress Chuck was making. He reinforced Chuck's treatment with a physiotherapy programme, whirlpool baths, as well as daily walks with Duke in a limited, gradual way.
- c. For about a month, neighbours had been watching Chuck and Duke struggling to cross their daily goals, step by step. They were all curious to see Chuck's progress on a daily basis, and therefore, kept track of his every step of progress.
- d. When Hooper and Duke achieved a major milestone in their daily struggles, this good news spread throughout the neighbourhood. His neighbours had watched him struggle and now must have rejoiced in his achievement.
8. a. For the first time in months, Hooper walked all by himself without the support of Duke. He walked to the office he had supervised before his accident.
- b. Nobody had expected Hooper to recover from the after-effects of the terrible accident he had had, and therefore the staff was amazed to see him walk in by himself.
- c. Hooper planned to return to work. He wanted to be brought up to date on all that he had missed. He had planned to initially work just for an hour for a while at an empty desk in the warehouse.
- d. At the company's headquarters, Chuck's decision to return to work created a dilemma. They did not have the confidence that he could handle his old job, but seeing his positive attitude, no one knew how to discourage him.
9. a. Chuck had decided that on March 1, he would put in a full day's work at his office. This was 'the target' he had planned in January itself.
- b. Once Chuck started work full time, he had no more time for physiotherapy. Instead he hastened the pace with Duke, who pulled him along at greater speed. This helped build up his stability and endurance.

- c. Now that Chuck was working full time, he did not have much time during the day. But he realized the importance of his walks with Duke and so, even if it were dark and difficult to see clearly, he still made it a point to go every day.
 - d. Whenever Chuck would trip and fall, Duke would stand completely still until his master stood up again. He did not strain his leash or show any kind of impatience. It was as if he knew it was his responsibility to get Chuck walking again.
- 10.
- a. 'They' were probably the people in the vehicle which had hit Duke, as well as other passersby.
 - b. Duke had shown a lot of stubbornness when he had refused to leave Chuck's side after his accident and instead had literally forced Chuck to stand on his feet.
 - c. Marcy had not been a dog-lover and had resented having the big Doberman in the house. But after Chuck's accident she grew to love and love Duke for what he had done for her husband.
 - d. Marcy knew Duke was dying. Carrying the big dog gently in her arms was her way of honouring him in his last moments with her love and gratitude.
- B.
1. Chuck wanted the lively and energetic Doberman Pinscher. Marcy was not very fond of dogs, preferred Pomeranian to Doberman – reluctant to accept Duke.
 2. Chuck had an athletic built, did well at office, progressive, led a happy life.
 3. Chuck stood to; Duke excited on seeing Chuck, let out a bellow, launched himself across three metres and joyfully landed his paws above Chuck's belt, Chuck struggled to keep balance.
 4. Chuck walked 200 metres without Duke from clinic to local branch of company
 - staff amazed
 - Chuck enthusiastic to work an hour a day
 5. At the headquarters there were apprehensions – feared Chuck wouldn't be able to cope with his work, what would the company do with a salesman who worked only an hour a day?
 6. On 12 October 1957 Hoopers had guests at home, heard screech of brakes, found Duke run over by a car, hospitalized.
 7. Everyone knew Duke's contribution in helping Chuck come back to work. The words ' . . . therefore, to advance our objectives step by step, Charles Hooper is appointed Assistant National Sales Manager' indicate the reference to Duke's efforts.
- C.
1. Motivated worker – diligent, worked well at office, even after accident
 Dog lover – loved dogs, great fondness for Duke, wished to stand to meet Duke after his accident
 Determined – was determined to walk and get back to work
 Courage – faced adversities of life bravely, struggled to walk despite paralysis of left side, not embarrassed by people watching him struggle with Duke
 2. Format – diary entry
 Include –
 - 4 January – Chuck walked 200 metres without Duke from clinic to local branch of company
 - staff amazed
 - Chuck enthusiastic to work an hour a day
 - 1 March – began working full day
 - Thirteen months later – promoted to post of regional manager

- Duke largely responsible for Chuck’s progress
 - appointed Assistant National Sales Manager, seems to be a special tribute to Duke
3. Marcy was very reluctant to accept Duke, it took her a while to be polite to him, the same dog endeared himself to her.
- Same dog helped Chuck to recover and begin working again.
- Marcy was filled with gratitude and affection for the dog.
- She wished to do something for him, help to save him.
4. Include –
- enchanted by Duke’s liveliness, bought him
 - accident changed life
 - Duke compelled me to walk, supported and guided me
 - progress each day, Duke’s sensitivity and intelligence was incredible
 - present physical improvement and working ability is due to Duke, I feel deeply indebted, he transformed my life
5. Duke was brought home as a pet, but with time he became an extremely essential part of Chuck’s life. A car accident left Chuck paralyzed, and it was not friends or relatives who helped him to begin walking, but it was Duke who coaxed him into activity. Duke, in his own way, took the responsibility of re-training Chuck to exercise and walk. It was this that brought Chuck back into the main stream of life. The ultimate promotions which came Chuck’s way were all because he could overcome the paralysis and this was due to the efforts of his pet, Duke. Duke had shown the patience, affection and strength that perhaps no human friend or relative would have shown.
6. Chuck had always been diligent and he worked well at office. Unfortunately an accident caused a major setback. Duke seemed to understand how to help Chuck and he began it all with a single step. Chuck was determined to walk and get back to work. He showed immense courage and faced adversities of life bravely. He struggled to walk despite the paralysis of his left side; not embarrassed by people watching him struggle with Duke. Step by step he’s reached where he is today – the regional manager of his company, covering more than four states.

3. The Man Who Knew Too Much

- A. 1. a. The Sergeant asked him this because during their first lesson in musketry, the Professor did not just check his senior’s knowledge, but was also able to correctly answer every question that was thrown at him.
- b. The Sergeant was annoyed at being corrected by a junior in front of all his men, but he continued his lecture, though without any enthusiasm. In the hope of getting his revenge, he threw question after question to the Professor.
- c. The Professor borrowed training manuals and stayed up at nights reading them. This ‘intelligent reading’ made him familiar with all kinds of army weaponry. Therefore, he was always able to answer the questions asked by the instructors.
- d. The phrase, ‘It’s all a matter of intelligent reading’ became familiar to his batchmates because the Professor used it in a superior way often to exhibit his knowledge.
2. a. The Professor’s batchmates must have been in awe of him when he was able to answer all of the Sergeant’s questions. But some may have also thought him to be brave but foolish to speak to a senior officer in that manner.

- b. The Professor was arrogant about his knowledge and regularly displayed it in a superior way. Each time anyone made a mistake, the Professor would publicly correct him. He was extremely condescending towards his batchmates.
 - c. Private Quelch was an ambitious man. He was confident that an intelligent man like him would quickly move up in the army. His first step was to become a soldier and then get promoted to an officer.
 - d. His batchmates gave him credit for his hard work but resented his annoying condescending attitude towards them. They soon were in terror of his approach and his droning lectures.
- 3.
- a. The Professor was keen on climbing through the ranks and hence wanted to impress his instructors. Therefore, he showed a keen spirit and energy even during drill time.
 - b. During the tough and tiring route marches, the Professor retained his energy and did not show any tiredness. They found his enthusiasm annoying, and were furious that his attitude made them seem inferior.
 - c. A route march was thirty miles long, and as it was part of the training of the soldiers, it must have been an extremely difficult one to complete. Therefore, it was a miracle that the Professor was still full of energy by the end of a route march.
 - d. When the Professor suggested that his exhausted batchmates sing at the end of a route march, they angrily abused him. They hated the idea that he made them look inferior in front of their instructor.
- 4.
- a. Each time any one of his mates made a mistake, the Professor would publicly correct him. This superior, condescending behaviour made his mates feel inferior.
 - b. The privates were expected to clean out their living quarters. Cleaning the huts was hard work which took up the entire morning. The huts were then inspected by the orderly officer, who praised the best one.
 - c. The others listened in silence to the orderly officer praising the Professor's efforts because they were filled with annoyance that the Professor had once again outshone them and made them look inferior.
 - d. The Professor tried to impress the officers by saluting perfectly at the pay table, and swinging his arms and marching to the canteen like a Guardsman.
- 5.
- a. The narrator and his batchmates prided themselves on flight recognition. They were able to identify different kinds of military aircraft.
 - b. Once when they were out for a walk, they heard the sound of a plane flying high overhead. But since none of them could even see it due to the glare of the sun, they were unable to identify it.
 - c. Without even glancing up at the sky, the Professor not only correctly identified the aircraft but also told his batchmates about its special feature.
 - d. To take revenge, the Professor's batchmates sometimes tried to hit back at him with sarcastic comments and practical jokes.
- 6.
- a. It was a lazy summer afternoon and the men were comfortably sprawled on the warm grass. Everyone was in a relaxed and contented mood.
 - b. Although Corporal Turnbull was a young man, he was not the kind one could joke round with. He had a formidable reputation as a fine, tough soldier and was considered to be a war hero. His men admired him.

- c. The Corporal said nothing but his brow tightened, signifying that he was hanging on to his temper and controlling himself. He ignored the Professor and had just opened his mouth to resume his lecture, when he was interrupted again.
 - d. After this incident, the lives of the other privates at the training depot must have changed without the constant competition from the Professor. Everyone would have got a chance to shine, and not be humiliated by the condescending Professor.
7. a. Corporal Turnbull was one of the soldiers who had returned alive from one of the deadliest battles of World War II. Therefore, he was considered a hero in the army.
- b. This means that Corporal Turnbull had returned from Dunkirk safe and sound, and had even brought more laurels for himself by his bravery.
 - c. It was said that Corporal Turnbull was such a tough man physically and mentally that he would not even notice if nails were hammered into him.
 - d. Even when he was rudely interrupted by the Professor at the beginning of his lecture, the Corporal gave no sign of being perturbed. He remained impassive, and did not lose his temper. He handled the situation with remarkable control.
8. a. The Professor had interrupted the tough Corporal Turnbull just when he had begun his lecture, much to everyone's shock. The Professor then criticized the instructor's method of teaching. This led to a horrified silence.
- b. The Corporal was a tough soldier, and his skin was tanned due to his outdoor activities. When he was embarrassed and furious by the Professor's remarks, though he did not say anything, his darkened skin became even darker with the rush of blood.
 - c. The Corporal was a respected army man, a 'hero' to his men who admired and looked up to him. If he had lost his temper and reacted to the Professor's audacity, it would have shown that he could not control himself. He may have gotten violent with his junior. Therefore, he did not say much.
 - d. This means that the Professor behaved and delivered his lecture as if he was born for this – to be a leader and exhibit his vast store of knowledge to everyone.
9. a. The men sitting were scared as well as fascinated by the exchange between their tough leader and their audacious batchmate. They were well aware that there would be repercussions, and the Professor would be in trouble. Therefore, they were subdued.
- b. The Corporal did not let his anger reflect on his face. He was expressionless except for a stony look. Instead, he very politely thanked the private for giving a lecture to the squad.
 - c. The Professor was not just rude, but had also shown disrespect to his senior officer. In an army, soldiers are expected to show discipline and follow rules. He was insensitive to the anger building up in the Corporal and instead just wanted to show-off.
 - d. The men were sprawled on the grass while the lecture was on. Now that it was over, the Corporal wanted them to get into position and ordered the Professor to join them as he wanted to address them.
- B. 1. lanky, stooping, frowning through horn-rimmed spectacles, he knew much more than his mates and at times even instructors on almost every aspect of human knowledge
2. – a sergeant gave lecture on musketry, explained that the muzzle velocity, or speed at which the bullet leaves the rifle is well over two thousand feet per second.

- Quelch specified that it is two thousand, four hundred and forty feet per second.
 - Quelch exhibited knowledge about technical definitions, the parts of the rifle, its use and care.
3. Private Quelch was ambitious, wished to get a stripe and then a commission: for this he worked tirelessly, borrowed manuals, read till late at night, asked instructors numerous questions to gain more knowledge
 4. Soldiers took pride in recognition of aircraft, heard drone of plane but couldn't see it in the glare of the sun, Quelch identified it without looking at it, by the note of the engine
 5. interrupted Turnbull when he began describing the grenade, first gave him specific details of the fragments of the grenade and then told him how he should have begun the lecture with the characteristics of the grenade
 6. Yes –
 - Private Quelch added information to Corporal Turnbull's lecture on the hand grenade, the latter was irritated, asked Quelch to give the lecture
 - After hearing the extraordinary lecture by Quelch, instead of rewarding him, nominated him for duties in the cookhouse

OR

No –

- Private Quelch had to be taught a lesson
 - Quelch had a terrible habit of dominating others and showing his brilliance. He neither respected anyone's feelings nor gave the others a chance to enjoy their knowledge
7. – each time one of the soldiers made a mistake the Professor would publicly correct him whenever one of them shone, the Professor outshone him, even little joys of knowing about aircraft recognition was taken away from them by his skill in identifying engine notes
 8. – No. He also knew a lot about vegetables and their nutritional values. Quelch lectured the other cooks on how they should peel potatoes and consider the nutritional value lost by the way they peeled them

C. 1. Private Quelch – a soldier

- popularly nicknamed Professor, lanky, stooping, frowning through horn-rimmed spectacles, knew much more than his mates and at times even instructors on almost every aspect of human knowledge
 - perfectionist, even his salute was worthy of being a model
 - energetic and hearty, on route marches he was tireless and had the energy to sing even after a thirty miles march
 - ambitious, wished to get a stripe and then a commission: for this worked tirelessly, read till late at night, asked instructors numerous questions to gain more knowledge
 - condescending, ever ready to help or show his mates that they did not know enough
 - each time a mate made an error, he would publicly check him which annoyed others – made others feel inferior
 - bold, had the courage to check his seniors and show he had more knowledge than they had
2. Use format for informal letter Include –
 - Quelch showed immense knowledge on various subjects he had gained through reading, inquiring from instructors, impressed all – perfectionist, even his salute was worthy of being model

- energetic and hearty, on route marches he was tireless and had the energy to sing even after a thirty miles march
 - later, found him – condescending, ever ready to help or show his mates that they do not know enough each time a mate makes an error, he publicly checks him which annoys all of us
3. Use format of diary entry Include –
 - was giving lecture on the hand grenade, Private Quelch added information without being asked, found him condescending, was infuriated, asked Quelch to give the lecture
 - after hearing the extraordinary lecture, felt he needed to be put in his place, instead of rewarding him, nominated him for duties in the cookhouse
 - this new duty might help to curb his tendency to dominate the others and give the other soldiers a chance to enjoy their own little achievements – even instructors can give their lectures without unnecessary interruptions
 4. Quelch showed immense knowledge on various subjects he had gained through reading and inquiring from instructors. He impressed all, he was a perfectionist and even his salute was worthy of being model. Energetic and hearty, on route marches he was tireless and had the energy to sing even after a thirty miles march. Later, his comrades found him condescending, and when any mate made an error, he should not have publicly checked – a habit of his that annoyed others. He should not have shown his own instructor in poor light and his desire to impress others should have been subtle and not overwhelming. His feeling of superiority should have been toned down to humility and helpfulness that did not boast of his exceptional skills.
 5. Private Quelch was too full of himself and his own skills. He did not hesitate to check his instructor, Corporal Turnbull in public. He even willingly took the challenge of delivering the lecture on his behalf. Private Quelch should have waited patiently for the instructor to complete the lecture, and perhaps later asked him for clarification of certain doubts. Public humiliation of a senior or even a junior is immensely rude and can leave an indelible mark on the mind of the receiver. Private Quelch, no doubt was a knowledgeable man, but his pompous nature brought him disrepute.

4. Keeping It From Harold

- A. 1. a. The author, P.G. Woodhouse, has written this story in prose but in many parts it reads like a play, often with complete stage-settings.
- b. Mrs Bramble has been described as a good-natured woman. She was totally devoted to her household chores, her husband, and her son.
- c. Harold wore thick spectacles, which were the reason for his eyes appearing to be a bit cloudy. He was also reading a book, and his powerful brain was clearly active in processing what he had learned.
- d. Pursed lips are a gesture one makes when someone is thinking. Here Harold is processing the poem he has just read. Therefore, his lips were ‘pursed.’
2. a. The drawback that Harold had was, ironically, also what made him a prodigy. This was his ‘perfection.’
- b. Harold was different from other children. He was devoted to his books, and was a model of perfect behaviour, goodness and intelligence.
- c. The truth concerning Mr Bramble’s actual profession had to be kept a secret from Harold. Harold was told a lie that his father was a commercial traveller.

- d. The senior Brambles found telling lies or being evasive morally wrong as they were both truthful by nature. But for the betterment of their child, they agreed to tell a falsehood rather than expose him to the bitter truth.
3.
 - a. The fact that Mr Bramble earned a living as a professional boxer did not matter much when Harold was a baby as he was too young to be aware of such things.
 - b. When Harold was a young child, he displayed remarkable signs of goodness and intelligence. He had also won two prizes at the Sunday-school.
 - c. The Brambles were simple and good people. Being regular church-goers, the words of the senior parish priest carried a lot of weight, and therefore they took his words seriously.
 - d. The parish priest was responsible for the spiritual well-being of the church-goers. Mr Bramble's profession was not considered to be respectable, and the priest thought that young Harold could be influenced and use violence in his daily life.
 4.
 - a. The senior curate of the parish church which the Brambles attended every Sunday had also advised them to do the same thing.
 - b. The Major used this Biblical term to show his contempt for men who used violence, namely his brother-in-law. He tried various ways to persuade Mr Bramble to see the error of his ways and give up boxing, which he felt was a shameful way to earn money.
 - c. Sitting in Mr Bramble's house and eating his food, while passing harsh remarks about his host, was definitely in poor taste.
 - d. The Major was very judgemental and outspoken, as is seen from his remarks about 'men of wrath.' He was also hypocritical as he had no qualms in enjoying the hospitality of his host. The fact that he has enemies shows that he is not a very liked person.
 5.
 - a. If it were a boy, Mr Bramble had wanted to name him John after an American boxing legend. If it were a girl, he was keen to name her Marie, a Music hall artist. They were definitely people he admired for their respective talents.
 - b. Mr Bramble showed that he was a very obliging man, who always gave in easily to others' demands. He was ready to sacrifice his desires to keep others happy. Everybody liked this 'excellent' man.
 - c. No, Mr Bramble was a different man in the boxing ring. There he never yielded to his opponent and fought hard to emerge as the winner. During a match, a very cold and violent side of him was exposed.
 - d. Despite being a wonderful man and a successful boxer, in those days boxing as a means of earning a livelihood was looked down on. It was only men from the lower crust of society who took it up. Others looked down upon it as something that Mr Bramble should be ashamed about.
 6.
 - a. Mr Bramble had been proud of the fact that there was no other boxer in London as good as him. He had a left hook for which he was well-known and was praised by the newspapers.
 - b. Mr Bramble had enjoyed a lot of popularity as a boxer, and was considered to be unbeatable. Even the newspapers wrote about him and his fighting style.
 - c. Mr Bramble had enjoyed this kind of life before Harold was born. He had been proud of being a professional boxer.
 - d. He had the ability to be looking at some part of his opponent's body, but handing an attack on some other part. This made him feel good about himself.

7.
 - a. The 'it' refers to the fact of Mr Bramble's profession as a boxer.
 - b. If Harold had not exhibited special traits, his parents would not have treated Bill's profession as a secret. They wanted him to shine in every way, and give him the best. They would not have bothered if Harold was just an ordinary child.
 - c. The Brambles considered Harold to be extraordinary. There had been no one like Harold before in their simple family, and they regarded him as someone much superior than them in intelligence as well as class. They were very much in awe of him.
 - d. Harold had learned to read and write very quickly, and at a young age had won a prize for spelling and dictation.
8.
 - a. Mr Bramble wanted to try for a job as a boxing instructor in some big school or college. Many of his friends were in similar posts and said that the job was easy.
 - b. Besides the above mentioned qualities, Mr Bramble was also good-natured. He was also very obliging and always yielded to everybody. These qualities would have made him a good instructor for young students.
 - c. What is ironic is that Mr Bramble's son, Harold, was studying in a local, expensive private school like the one Mr Bramble wanted to apply for a job, so that he could continue to pay Harold's fees.
 - d. The difference was because of society's attitude towards people of a different class. The 'young gentlemen' from genteel families could learn how to box as a sport, but boxing as a profession to earn money was considered as something to be ashamed of.
9.
 - a. Mrs Bramble is referring to the money that Mr Bramble was going to get by fighting his last match with an American boxer.
 - b. The five hundred pounds that Mr Bramble would have got from fighting this match would have been a blessing as it would have helped them pay for Harold's complete education and given him a better start in life.
 - c. Mrs Bramble was an extremely practical woman. Even though she did not like her husband's profession, she did not make him give it up. She appreciated the money he made from it, and used it to make their lives comfortable, as well as to give their son an excellent education.
 - d. Mrs Bramble was angry with her husband because he had been persuaded by her brother Percy to walk out of his training and give up boxing, including fighting his last match. She didn't know what would happen next and this made her worried.
10.
 - a. Jerry Fisher, Bill's trainer and manager, was furious at Percy. He wanted to hit Percy when he saw him. He admitted that it was difficult to control himself from not breaking his neck.
 - b. When Mrs Bramble rebuked Jerry for his wild behaviour and reminded him that a lady was present, his respect for social decencies stopped him from hitting Percy.
 - c. Bill had been a popular professional boxer, and he and his manager had enjoyed a good relationship. Therefore, Jerry was surprised at Bill walking off at the eleventh hour from an upcoming match, as this was most unprofessional.
 - d. Jerry blamed Percy for influencing Bill to have a change of heart and committing a professional blunder. Therefore, he calls Percy a 'bad' companion.
11.
 - a. In a fit of anger and spite at how Bill had let him down, Jerry blurted out the truth about Bill's real profession to Harold. He did this to take revenge.

- b. Percy didn't want Harold to feel ashamed of his father. He explained that his father had realised his wrong-doing and had given boxing up forever. He expected Harold to forgive Bill.
 - c. According to Percy, Bill was a man of wrath because he was in the world of boxing. He credited himself for his efforts in persuading Bill to give it up and return to a civilized world. This was the 'bright light' Percy alluded to.
 - d. They here would be his manager, trainers, newspaper reporters, admirers, betters, and other boxers. They were all people, who, in some way were connected to Bill's world of boxing.
- 12.
- a. Harold had weak eyesight and wore thick spectacles, which made his eyes look a bit cloudy. Therefore, the boys at his school teased him by calling him Goggles, a nickname which he hated.
 - b. Harold reacted in a most unexpected way when he heard that his father was a famous boxer. He was angry at his parents for hiding it from him, and upset that the decision made by his father would make him lose the money he had bet on him.
 - c. Harold had been the victim of bullying in school due to his thick spectacles. According to him, if his classmates had known who his father was, they would have stopped the teasing and instead shown him respect.
 - d. Harold had saved up his pocket-money and had placed a bet on Young Porky, without realising that this boxer was his father. He knew Young Porky would win, but felt terribly let down when he got to know that his father had actually backed out from the fight, and that he would lose his money.
- B.
1. brilliant, talented, won prizes at school, highly appreciated at Sunday-school, recited poetry, model of good behaviour, different from other children
 2. She referred to herself in the third person and treated Harold as if he were a baby
 3. Mr Bramble was a pugilist, they felt Harold was a class above them and would be ashamed to know that his father was a pugilist.
 4.
 - gave in to wife's desire to name son Harold
 - agreed to hide his real profession from Harold
 - agreed not to fight the fight at the National Sporting Club
 - agreed to fight when asked by Harold to continue with his profession
 5. Wished to fight with Percy, tried to lure Bill and finally told Harold the truth about his father's profession
 6. Felt cheated, wished he would continue boxing and win the match at the National Sporting Club, he would feel proud to be called Young Porky's son
 7. They were not well off and Bill would not get the money they needed for Harold's education, he would get five hundred pounds if he won and hundred and twenty even if he lost
 8.
 - persuades Bill to conceal his profession from Harold
 - ensures that Bill does not fight at the National Sporting Club
- C.
1. Mr and Mrs Bramble were simpletons, with limited intelligence, Bill was a pugilist, Jane a simple housewife with no experience or exposure to intellect
 - Surprisingly their son, Harold was brilliant, talented, won prizes at school, was highly appreciated at Sunday-school, recited poetry, model of good behaviour, different from other children
 2. Mr and Mrs Bramble held truth as a principle of life but sensitive to Harold's feelings – told a lie about Mr Bramble's profession, felt their son would be embarrassed to know his father was a pugilist

- But on knowing the truth, Harold felt cheated, wished his father would continue boxing and win the match at the National Sporting Club, he would feel proud to be called Young Porky's son
3. – use format of informal letter Include –
 - wished to take revenge for backing out from the boxing match
 - told Harold about his father's real profession
 - but surprisingly, Harold felt his father should not give up boxing and should fight the match
 - now, was training Bill for the match
 4. – Use format of diary entry Include –
 - decision to keep fact of being a pugilist secret from son to save him from embarrassment
 - pretend to be a commercial traveller
 - would miss fame and popularity
 - hope to give up boxing one day and become an instructor
 5. Yes, uprightness in one's profession is one of the most important factors. Each profession has its own dignity and importance. Mr and Mrs Bramble held truth as a principle of life but were sensitive to Harold's feelings – told a lie about Mr Bramble's profession. They felt their son would be embarrassed to know his father was a pugilist. But on knowing the truth, Harold felt cheated and he wished his father would continue boxing and win the match at the National Sporting Club. Rather, he would feel proud to be called Young Porky's son. For him there was no concept of a status – but just the upright profession of his father is what mattered to him.
 6. Most parents end up making numerous sacrifices that would benefit their children. At times, the desire is so deep to give the child the best, that the parents' own life undergoes a major transformation and the original plan or goal is abandoned. Bill Bramble, the skilful pugilist hid his profession from his son, Harold, as he was convinced by others that it would embarrass him. Had Harold not learnt the truth and not insisted his father continue with his profession, Bill would have lost the opportunity to fight at the National Sporting Club and perhaps given up his passion for life.

5. Best Seller

- A. 1. a. The narrator could see only the top of the head of the occupant of chair No 9. He noticed that it was a small, black, bald-spotted head.
- b. The reader's hurling of the book on the floor showed his displeasure, disgust and annoyance at what he had read in it.
- c. When the man sitting in chair No 9 swung it towards the window, the narrator got a look at his face and knew him at once.
- d. The two men used to meet at various work-related conventions and meetings. Though they were not friends, they were familiar with each other.
2. a. Yes, the two men were happy to see each other. The narrator refers to certain traits about Pescud which he knew from earlier, and the fact that they continued their conversation till Pescud's station arrived, shows that they were comfortable with each other.
- b. The weather, one's occupation, health, and destination are usually general topics to talk about when meeting someone casually. Since the two men met coincidentally on a train, it was the natural course for a conversation to take.
- c. Airing one's views while discussing politics can easily make a conversation become argumentative. Therefore, the narrator felt lucky that Pescud and he did not touch on politics as a topic during their casual conversation.

- d. Prior to their meeting, the narrator had been idly observing his fellow passengers, and Pescud had been reading a romantic novel.
3.
 - a. Pescud here is narrating the plot of the romantic best seller 'The Rose Lady and Trevelyan' to the narrator.
 - b. A fictitious royal princess from Europe is being referred to here. She is a 'chair-warmer' because she is the heir to the royal 'chair'— the throne.
 - c. The 'this fellow' referred to is the hero of the story of the romantic best seller which is being narrated by Pescud. The hero is a wealthy American who falls in love with a royal European princess.
 - d. America's 'uncrowned sovereigns' are the men from the wealthy and high rank section of society. They are untitled but possess great wealth.
 4.
 - a. A romantic hero is unrealistically portrayed as a skilled warrior, who can single-handedly defeat the best trained soldiers with slaps and a fencing sword.
 - b. Despite being a busy travelling salesman for a plate-glass company, Pescud took time out for reading. He had an opinion on the books he read, especially about the current best sellers, and therefore felt he had some authority to judge their content.
 - c. Pescud had a rather poor opinion about romantic best sellers. He felt they were far removed from reality. They had almost the same plots, which he considered as weak and unbelievable.
 - d. Pescud believed that one should marry within their own social circle. One should find someone who had common interests or was familiar, such as a classmate or someone who shared the same interests.
 5.
 - a. Pescud had been talking about the illogical plot of a romantic best seller, and how they were unbelievable and far removed from real life. He asked the narrator to imagine a modern American man talking like a hero from a book, and the narrator understood the point Pescud was trying to make.
 - b. Pescud expected writers of fiction to keep their characters and the situations of the plot as close to real-life as possible. Being contrary could lead to the story becoming ridiculous and unbelievable.
 - c. Pescud believed people from different countries or social standings should not be mixed. It was difficult to imagine a person from an aristocratic royal background socializing with an American farmer, or a food-hunter or a business agent.
 - d. Pescud wondered why people spent hard-earned money on buying such books and making them into best sellers. To him it was strange that people wanted to read about things that did not happen in real life.
 6.
 - a. Pescud and the narrator had talked about various topics since they had met, but Pescud had not yet mentioned that he had got married. It was only when he was asked if he had met his 'affinity', did he finally tell the narrator his love story.
 - b. The narrator teased him about his romance because Pescud had been totally devoted to his business of selling plate-glass, and used to be busy only with work.
 - c. Pescud did not think himself to be a romantic figure, but his love story was definitely full of romance. He fell in love with a stranger at first sight, wooed not just her but also her father, and then married her.

- d. The girl who attracted Pescud was a complete stranger. He thought she was the best looking girl he had ever seen. Even though she was not an outstanding beauty, something about her attracted him and he decided that he wanted to marry her.
7. a. This means that the unexpected sight of the huge house and the beautiful garden at the top of the hill struck Pescud with awe and admiration. He did not expect to see such a beautiful sight.
- b. Pescud first mistook the house to be The Governor's mansion or the Agricultural Building.
- c. The huge house was majestic with pillars about a thousand feet high. The garden was full of and ablaze with multi-hued flowers. This beautiful sight mesmerised Pescud.
- d. Seeing the size of the house, Pescud assumed that the inhabitants of the house were fairly well-off.
8. a. Pescud met the young lady on the third day after checking into the hotel. At that time, she was taking a walk in the front yard of the hotel.
- b. Pescud behaved like a thorough gentleman, and was honest of his intentions right from the beginning. He truthfully told her everything about himself.
- c. Even though the young lady is flattered a bit by Pescud's words, her mind is clear. Her gaze was direct, which shows that she was not influenced by emotions.
- d. The surprising thing Pescud learned that she had been well aware of him following her all the way from Cincinnati. She even knew which train he had almost missed and when he had dozed off.
9. a. Pescud was a decent, conventional man who believed in following proper social norms. Therefore, in order to woo the young lady in the correct manner, he wanted to first meet her father and take his permission to call on her.
- b. We learn that Pescud was very decisive and clear about what he wanted. He knew that he wanted to marry the young lady and the exact path he was to take to achieve his goal. We also learn that he had a sense of humour as seen when he jokes about the fox-hounds.
- c. According to social conventions of those times, unmarried men and women did not talk amongst themselves unless they had been introduced. It was considered improper. The young lady was from an aristocratic background and so very much aware of social etiquette, and hence said this.
- d. The young lady presumed that after she had made it clear that her father would not approve of Pescud because of the discrepancies in their social standing, he would not waste his time over her and would return home.
10. a. The Colonel would have been impressed by Pescud's honesty about his intention towards his daughter.
- b. Pescud was a gentleman and believed that one should live as a good citizen, and display good conduct. He believed in living within the norms of society.
- c. The fact that Pescud followed the Colonel's daughter all the way from Cincinnati to Virginia could have angered any father. This is why Pescud thought he could be thrown out.
- d. Pescud was a successful salesman, and convincing people with his talk was his positive feature. Therefore, he continued talking in order to impress the Colonel about his sincerity of purpose.

11. a. It tells us that the Colonel was very knowledgeable about all the branches of British aristocratic families, right down till the seventeenth century. It could also be because he was trying to find out if Pescud had any royal blood in him.
 - b. Pescud treats the Colonel's statement in a very dismissive manner as he knows well that there was no royal blood in his family. He is very honest and open about his middle-class family members.
 - c. This meant that Pescud had an uncle who was probably on the wrong side of the law or maybe in prison. His whereabouts were not too clear to Pescud.
 - d. Pescud had a family consisting of ordinary individuals in everyday jobs. Having lived in the same area for years, the family was well-known and had a good reputation in society.
 12. a. This conversation took place two evenings after Pescud's visit to the house of the Allyns. They met alone on the porch while the Colonel was thinking up another story.
 - b. Jessie had a very close relationship with her father and she knew him very well. She even knew the sequence of the stories he used to tell people.
 - c. First, Jessie joked with Pescud about her father's peculiar habit. Then she brought up a memory of Pescud nearly getting left behind at a station. She admitted that she had been afraid that he had fallen off. This showed that she had developed feelings for him.
 - d. Earlier, Jessie had reminded Pescud about how he had fallen off to sleep on a bench at the Shelbyville station, and had only just managed to wake up in time to catch the train she had taken.
 13. a. Coketown was nothing more than an uneven rough hillside with shabby huts and mounds of stones and coal residue. It rained heavily and continuously there and created black mud all over. It was a gloomy and rough place, and therefore the narrator referred to it as such.
 - b. Coketown was a shabby, poor, broken place where coal miners lived. Plate-glass was used for fancy doors and windows, and it was obvious there would be no buyers for it in Coketown. Therefore, the narrator warned Pescud about it.
 - c. A few days earlier, Jessie had seen some petunias in one of the windows in Coketown while they were passing through, similar to the ones she used to grow in her old home. Pescud thought he would stay there at night and see if he could get some cuttings of petunias or blossoms for his wife.
 - d. Pescud showed his love for Jessie by taking her to Philadelphia for a little trip. He also noted her delight at the petunias she had spotted. To make her happy, he was even willing to stay the night in a miserable town just to get her a bunch or some cuttings of her favourite flowers.
- B. 1. Chair-car had fussy ladies from well-to-do homes, wore silk dresses, refused to have the windows raised, men seemed to be travelling on business
2. Saw small, black, bald-spotted head, the man hurled a book to the floor between his chair and the window – *The Rose Lady and Trevelyan*, one of the best-selling novels and veered his chair – identified – John A Pescud, of Pittsburgh, travelling salesman for a plate-glass company – an old acquaintance whom author had not seen in two years
 3. They were unrealistic, dealt with men falling in love with women of very different class, in real life people stuck to their own class – wondered why people bought numerous books of that kind

4. Salary had been raised twice since he saw the author last – had got a commission, too, bought a neat slice of real estate in the East End – built a house on it – the firm was going to sell him some shares of stock
 5. – a proud family, mansion had fifty rooms, the pillars were magnificent, the ceilings in the reception rooms and the ballroom were twenty-eight feet high, her father was a lineal descendant of belted earl
 6. – initially petrified, then got his nerves back and told the Colonel he followed his daughter from Cincinnati, and what he did it for, and all about his salary and prospects
 - amused the Colonel with a story and the Colonel too had a story to tell
 7. Said wished to find some petunias for Jessie she had earlier seen in one of the windows of the houses in Coketown
 8. He had acted in a manner similar to the hero of the best-seller *The Rose Lady and Trevelyan*, had married a woman of a much higher status.
 9. Yes. He projects a very poor opinion of novels in which men pursue women of a very different class and status, calls them unrealistic and he himself marries the daughter of a belted earl.
- C. 1. Usually, the hero is an American who falls in love with a royal princess from Europe who is travelling under an alias, the American follows her to her father's kingdom or principality. He meets her and she reminds him of the difference in their stations. In the princess' kingdom, exhibits amazing courage and skill in fencing. Romance grows with the princess Pescud's opinion of best-sellers – they were unrealistic, in real life people stuck to their own class; wondered why people bought numerous books of that kind.
2. Include –
 - Author's interest in Pescud grows when he sees him put away the best-seller *The Rose Lady and Trevelyan*
 - Pescud gives his opinion on best-sellers – condemns them – Pescud's own romance was similar to the one in best-sellers
 3. Include –
 - John followed her to Virginia despite so many changes of trains and long distance covered
 - followed her and father to the mansion
 - took trouble of finding out about her and her family
 - was not deterred by her warning
 - had the courage to face father
 - managed to charm father and her
 - love John and father too enjoys his company
 4. John A Pescud projects a very poor opinion of novels in which men pursue women of a very different class and status, calls them unrealistic but he himself pursues Jessie, the daughter of the Colonel – a descendant of a belted earl. He makes all efforts to impress the Colonel and finally succeeds in doing so. Finally, he marries Jessie, a girl who belonged to a family that was known for its royal lineage and lived in a magnificent mansion. It was a family of a status far higher than Pescud's – he certainly did not practise what he preached – rather he did what he condemned.
 5. The author meets Pescud while travelling on a train to Pittsburgh. Pescud is full of himself. He talks about his prosperity. He brags about his successful career, and the property and wealth he

had amassed over the past few years. He does not give the author an opportunity to talk about himself. Pescud only preaches philosophical thoughts and he does not realize that he narrates facts about his own life that are completely contradictory to his thoughts. He sounds pompous and proud, leaving a poor impression of himself on the author, his old acquaintance.

POETRY

1. The Brook

- A. 1. a. The brook emerges high up in the mountains which is the home of duck-like water birds like the coot and the long-legged wading heron.
- b. 'I come...' is an example of Personification, and 'sudden sally' is an example of Alliteration.
- c. The sudden emergence of the fresh, white water of the brook among the green ferns gives it a sparkling look.
- d. As the brook flows down the valley, its speed increases and therefore it starts to make noise. This makes it sound as if the brook is squabbling.
2. a. The reader gets the impression that the brook is flowing at a great speed. It seems as if it is in a hurry to reach somewhere.
- b. It seems that the brook is paying attention to everything because it knows the number of villages and bridges it passes by.
- c. The brook mentions slipping under fifty bridges. This means that people had built bridges to cross over it because it was almost like a small river.
- d. When the brook passes through the mountain ridges, it slips away from sight for a while and reappears at a different point. Hence it says, 'I slip between the ridges.'
3. a. After its long journey, the brook finally reaches its destination, which is the river just after Philip's farm. Therefore, it is an important milestone in the brook's journey.
- b. They imply the mortal, transitory nature of human existence. Humans come on this earth at birth and depart upon dying.
- c. The brook ends its journey when it enters the sea. However, since it is made up of water, it is reborn after the process of evaporation and condensation and it continues to flow as water.
- d. The word 'brimming' creates an image of a water body which is filled with water to the brim and is on the point of overflowing.
4. a. The brook appears to chatter because when its water passes over stones and pebbles, it produces a sound akin to the sound of human chatter.
- b. Sharps and trebles are notes of varying pitch in music. The poet has used the words 'sharps' and 'trebles' to lend a musical touch to the sound of the flowing water of the brook.
- c. The brook gives the impression of high energy here. It chatters, it sings, it creates bubbling eddies and talks gaily while enjoying its journey.
- d. The brook is flowing over an irregular stony terrain, full of pebbles.
5. a. As the brook descends from a height and enters the flat land, it begins to meander, twist and turn. This meandering is referred to as 'many a curve'.
- b. Since the river is taking so many curves, it appears to be bothering its bank by eroding its sides with its constant turning and meandering.

- c. The poetic device Alliteration is seen in 'fairy foreland' and 'willow weed.'
 - d. While flowing, the brook sees fertile as well as uncultivated fields. Some areas look like a fairyland with pretty weeds and wildflowers like mallow.
- 6.
- a. The brook never stops. It is busy, constantly on the move, surging ahead in its journey to the sea.
 - b. At this stage, the brook has blossoms sailing on it and it also has an abundance of well-fed plump fishes.
 - c. This stage of the brook corresponds to the period in a human being's life when one is busy raising and supporting a family.
 - d. This tells us that the brook is a generous source of life to many living creatures and plants.
- 7.
- a. The constant rapid movement of water whips up froth which breaks into flakes of foam on the surface of the water.
 - b. The literary device used here is imagery.
 - c. As the water travels over rocks and pebbles, it appears to break. And when it catches the light of the sun, it appears silvery and broken.
 - d. As it travels, the brook carries along blossoms, fish, small pebbles and gravel.
- 8.
- a. It indicates the silent, almost quiet movement of the brook, as if it doesn't want to be noticed or disturb anyone.
 - b. The scene on the banks of the brook could be described as one of beauty, calm and serenity.
 - c. Lawns and grassy plots, and flowers like forget-me-nots and hazel are seen on the banks of the brook. One can also see lovers sitting by the banks of the brook.
 - d. The gentle movement of the water makes the flowers growing on the banks sway.
- 9.
- a. The rhyme scheme used by Tennyson in the poem is abab.
 - b. They are the birds called swallows which dive down from the sky and skim the water surface to catch fish and worms. To them, the brook is a source of food which keeps them alive.
 - c. The rays of the sun filter through the branches of trees and their light falls on the moving water. This gives an appearance of sunbeams dancing.
 - d. The sand on the bed of the brook is clearly visible in places where the brook is not so deep, and because of the clear water of the brook.
- B.
- 1. – blossoms that have fallen on the brook, fishes like the trout and grayling, foamy flake, golden gravel
 - 2. – infused sound through alliteration at various points –
For example – I make a sudden sally
By many a field and fallow
– added colour by using phrases and words like golden gravel, silvery water break, grassy plots
 - 3. – the poet has mentioned sand, grass, trees, flowers, fish, hills, moon and stars, pebbles, small plants
– added colour and imagery to the poem
- C.
- 1. Originates from a place visited by water birds like the coot and heron; emerges from ferns; flows through hills, ridges, villages, towns; reaches Philip's farm and then joins the river; some paths allow swift flowing, some have hurdles

2. Its movements are varying; after a sudden emergence, it rushes down hills, slips between ridges with great noise; its movements are winding; at times the movements are slow and quiet; the journey is a continuous one
3. The brook's journey of life has been described and it can be compared and contrasted to human life; its life begins from where it originates and it flows into the river but unlike men, who take birth and then ultimately die, it is immortal; like men, it goes through stages of life with varying energy and pace – energetic and noisy in the early stages but slow and quiet in the later stages; like men support others, the brook also supports life like the fish; like men do, the brook also goes through ups and downs – it passes through easy paths and at times the path is full of hurdles
4. The brook's journey of life has been described and it can be compared to that of a selfless human being; its life begins from where it originates and it flows into the river; it goes through stages of life with varying energy and pace – energetic and noisy in the early stages but slow and quiet in the later stages. The brook faces hurdles but overcomes them with its nature of perseverance and patience. It gives life to many creatures and finally merges with the river, without asking for any appreciation or gratitude.
5. The journey of the brook reflects the phases of man's life. There are ups and downs in every man's life, just like the flow of the brook. At times the brook struggles its way through rocks, hurdles and winding paths, while at times it flows smoothly and effortlessly. Man has dark phases of life when he struggles against odds and there are times that are abound with prosperity and joy.

2. The Road Not Taken

- A. 1. a. The setting of this particular incident is in a forest, full of yellow trees as it is autumn. It is early morning, and the poet is all alone there.
 - b. The poet wants to experience walking on both the paths, and regrets that he is unable to do so.
 - c. The poet stands for a long time contemplating which path he should take. He does not want to make a hasty decision.
 - d. Each of the paths curved further ahead and disappeared out of view. The thick bushes also made it difficult for the poet to see the paths clearly.
2. a. The poet felt both the roads were equally attractive. To him, they did not look very different.
 - b. The 'other' road had more of an effect on him because it was grassy and looked like it was not used much.
 - c. Almost every individual faces a dilemma and needs to make a choice in life at some time or the other. The choice that she/ he makes is the 'road' they have to take.
 - d. The road that the poet would have walked on must have been unkept and grassy, with stones and gravel which would have made walking difficult. It may have been winding and long too.
3. a. That particular morning when the poet reached the fork in the road, no other traveller had yet walked along either of the two paths as the leaves were not trodden black.
 - b. When people walked on the paths covered with the fallen leaves, their walking crushed the leaves so that they began to rot and become black.
 - c. In life, there will always be times when one has to make choices. The decision made will then take one onto other situations where again choices will have to be made.
 - d. In life, once a decision is made, one has to face the result or consequences of that action. There is no going back

4. a. The poet could have heaved a sigh of relief because the path he chose turned out to be beneficial for him. Or he could have sighed with regret at making a mistake in selecting that path.
 - b. It refers to the future when the poet would be older. At the time of talking, he has no idea where he would be then as he uses 'somewhere' instead of naming a definite place.
 - c. One presumes his audience would consist of his family, friends or his admirers who would want to know the genesis of the poem, or anyone else he would like to share his experience with.
 - d. The choice of the path the poet had chosen was extremely beneficial to him in his future.
- B. 1. Had to choose between two paths/directions in life; he was unhappy that he could not choose both; he examined the two paths in front of him; decided to choose the one less travelled with a hope that it would be more rewarding
2. He hoped to travel on the path he had left, i.e., the first, more travelled path, he was apprehensive if he would ever be able to walk on the path he had left because one path leads to another making it impossible to return
- C. 1. The poet was standing in a wood where he saw two paths leading to different destinations, could not walk on both, hence, it was imperative that he chose one. Similarly, he had to choose one direction/profession in life – he could not choose two, although he wished to work on the second sometime later in life.
2. The poet has presented the dilemma that one goes through while taking a decision regarding one's future, carefully examined the two paths, the first path was more used while the second one was less travelled, decided to choose the path less travelled.
- He predicted that years later he would be expressing his regret over the fact that he left the first path and could not travel on both the paths proves his dissatisfaction to some extent.
3. The poet comes to a cross road in life. He wonders which of the two paths he should tread. Finally, he chooses the path that had been less tried and used. He judged that it would give him a better life than the one that the regular, common path would. The poet's decision is taken after some thought and reflection. While taking such decisions one must keep in mind one's goal and possibilities of opportunities or hurdles in the chosen path. After considering factors that would influence the person's future, one should be decisive about one's choice.
4. Like most people, the poet regrets having chosen the less used path over the more used one. He recalls how he made his decision, one fine day. He recalls how he decided to take the less travelled path with the hope it would help him reach his goal, but at a certain point in life, he is disappointed. Perhaps, if people take decisions after pondering more over the pros and cons of the choices given to them, their experiences would be more rewarding and they would lead more contented lives.

3. The Solitary Reaper

- A. 1. a. At this time, the poet is in the highlands of Scotland. He is standing on a hill overlooking a valley.
- b. A young solitary reaper in the valley catches the poet's attention. She is singing while she is working.
- c. The poet wants other passersby on the hillside to also stop and listen to her song, or else continue on their way without disturbing the reaper.

- d. The poet is a nature lover, and this scene of the solitary reaper in a field of grain appeals to him. The effect of her singing touches a sensitive side of him.
2.
 - a. The poet admires the fact that the reaper works all by herself doing the strenuous task of cutting and binding the grain, and also seems to enjoy doing it as reflected by her singing.
 - b. The reaper sings a song which sounds like it is full of sorrow. Her voice is so melodious that it fascinates the poet.
 - c. The reaper is singing in a field in a valley. Her voice resonates in the entire valley around, and this adds to the beauty of the song.
 - d. The reaper seems to enjoy her solitude and is totally engrossed in her work and song. She does not seem to be disturbed by the passersby.
 3.
 - a. The poet makes a reference to a nightingale to compare its singing with that of the reaper's. He finds that the quality of their singing is the same.
 - b. The reaper is all alone in the field, and a nightingale too is a solitary bird. It is known for its melodious singing, and the reaper too stops the poet in his tracks with her powerful, soulful voice.
 - c. The nightingale sings amongst the trees of an oasis in desert lands, but the reaper is singing while working in a field in the highlands of Scotland.
 - d. The travellers are weary after the long trek in the hot, arid desert. Therefore, when they reach an oasis and hear the sweet song of the nightingale, they feel welcomed and refreshed.
 4.
 - a. The poet finds the voice of the cuckoo bird exciting and fascinating. But he feels that the voice of the reaper was superior.
 - b. When people hear the cuckoo bird sing its first song after a bleak winter, they know it is the coming of spring. This brings hope and new beginnings.
 - c. The song of the cuckoo breaks the silence of the cold, bleak winter, and travels far to announce the coming of spring. In the same way, the song of the reaper echoes in the valley and brings joy to those who hear it, like the poet.
 - d. The cuckoo bird is more or less a solitary bird, like the reaper who was all alone in the field. Besides this, the songs of both brought joy to their listeners.
 5.
 - a. The poet, William Wordsworth, was an Englishman listening to a Scottish song. Therefore, he could not understand the dialect the reaper was singing in.
 - b. The poet feels almost frustrated at not understanding the theme of the song. Besides, no other passerby stops to explain it to him which upsets him further.
 - c. The poet feels the song could be about some event which had happened in the past, like something personal or a historical event.
 - d. The poet refers to the reaper's song as 'plaintive', which means sad or melancholy. Her expressive tone of voice must have also conveyed the emotions of the subject matter of her song.
 6.
 - a. Earlier, the poet had thought the reaper's song was about some old, unhappy things, or some ancient battle.
 - b. The poet now thinks the song could be just an ordinary song about something inconsequential. Or it could be of some regular pain or loss experienced in life.
 - c. The poet is probably referring to sorrow caused by love or death here. These are the eternal causes of pain experienced by all human beings.

- d. The fact that the poet cannot understand or decipher the theme of her song gives the song a sense of mystery. It is something which is never solved.
7.
 - a. The poet accepts the fact that he would never know what the song of the reaper was about. He appreciates it for the pleasure it brought him.
 - b. The reaper's song felt as if it would have no ending because it filled the valley and echoed all around.
 - c. The word 'maiden' tells us that the reaper was a young girl. Elsewhere she has also been referred to as a 'lass.'
 - d. The reaper used a sickle to do strenuous physical work, which hinted that she was probably a poor farm hand. But she was happy and sang while working.
- B.
 1. Simple highland lass, reaping crops, lonely, singing a sad song, lost in work, does not notice passers-by
 2. Stood motionless for long time, did not wish to see her disturbed, tried to guess the theme of the song, remained enchanted for long after he left the valley
 3. Used descriptive words and phrases like – shady haunt, weary bands, melancholy strain, overflowing with the sound
 - C.
 1. Compared it to the songs of the nightingale and cuckoo and it was better than theirs; the song had a long lasting impact, the poet thought of it even after he had left the valley; the poet did not want the singer to be disturbed
 2. Sad song about battles, unhappy situations, about day-to-day life, some natural loss, pain that was felt in the past or is expected in the future
 3. Nature is one of the most pacifying sources in one's life. Most people who are anxious or are going through troubled times, resort to activities like a walk, or a jog in natural surroundings. A holiday near the sea or in the hills is known to heal many injured hearts and minds. The solitary reaper, who is apparently experiencing some kind of sadness seems to find solace in the fields in the hills, singing to herself. Nature around her seems to offer her the much needed solace.
 4. The poet is sensitive to the emotions of the highland lass, reaping the crops in a field in a valley; to him she appears to be lonely and sad; she is singing a melancholy/sad song that enchants the poet; the song is resounding in the valley; the sad song could be about battles, unhappy situations, about day-to-day life, some natural loss, pain that was felt in the past or is expected in the future; the song has a long lasting impact on the poet.

4. The Seven Ages

- A.
 1.
 - a. Shakespeare was a playwright and dramatist, and to him the choice of a stage must have been an obvious choice to compare life with. It was natural of him to think of it as an extended metaphor.
 - b. Men and women are the actors who have to play their role in all the different chronological parts of life, right from birth to death.
 - c. A player left the stage of life through the exit only once he had completed playing all his seven acts.
 - d. Man enters the world as a crying infant and exits as a dead old man.
 2.
 - a. The infant is completely dependent on his nurse for care and nourishment. He cries and whines, and vomits up his food constantly as all babies do.

- b. When the infant grows into an old man, and loses the use of his faculties, he again becomes dependent on others. That's when he once again needs the services of a nurse to take care of him.
 - c. The little boy hates to be dragged out of bed early in the morning and leave the cozy environment of his home to go to school. Besides this, the child also is forced to learn to read and read at a tender age instead of having the freedom to play.
 - d. The school-boy shows his unhappiness at going to school by whining and moving very slowly. He understands that his carefree days of infancy are over.
3. a. The lover draws deep breaths of longing at the thought of his beloved. His passion rises in him like flames in a furnace. They could also be sighs of sadness because of unrequited love.
 - b. The lover sings a sad song because his beloved doesn't return his love. He pours his emotions of longing and pain into a 'woeful ballad.'
 - c. The poet is actually making fun of the obsessed lover. He finds it ridiculous that the lover can make up an entire ballad just about something as insignificant as an eyebrow.
 - d. The lover is sentimental and emotional and spends his time dreaming of his beloved. She inspires him to write poetry. He feels broken-hearted when his love is not returned.
4. a. The 'strange oaths' that a soldier makes is in reference to the various allegiances required in his profession, such as oaths of patriotism and honour, which an ordinary man cannot understand.
 - b. The role the soldier was playing before was of a lover. Then he was sensitive and poetic, but now he is rough and foul-mouthed.
 - c. The soldier is very conscious of his honour and reputation, and being quick to temper, picks quarrels over the flimsiest of reasons. This is how he displays his aggressive side.
 - d. To the soldier, his honour is of utmost importance. For this, he is even willing to display brash courage by standing in front of a cannon and dying for momentary glory.
5. a. The man has progressed professionally and become a wealthy man. He is socially well-accepted, and his views are respected by others.
 - b. He has a 'fair round belly' which is a sign of prosperity. He eats the best of food which has been got with illegal money or as a bribe in return for favours.
 - c. The judge has a round belly, and has a grave, serious look in his eyes. He is fashionable and so keeps his beard well-trimmed. Overall he presents a dignified figure.
 - d. Others respect the judge and listen to his words of wisdom on current topics with interest.
6. a. Instead of a fair round belly, the man now is thin and bent due to old age. He wears spectacles for eyes which used to be 'severe', and his once well-fitting clothes hang loosely on his shrunken frame.
 - b. One feels saddened to see a man at this stage of his life. There is a certain pathos attached to a weak, shabbily-dressed figure who was once full of life and vitality.
 - c. The man had saved his fashionable well-fitting stockings to wear in his later years. But they now hung loosely on his shrunken legs.
 - d. Due to a weakened body, the old man loses his manly voice. It begins to become high-pitched like a child's again. There is also some whistling in his voice brought about by gaps caused by broken teeth.

7. a. In the last scene of man's life, he lapses into a second childhood. After this, the curtain draws shut as he makes his exit from the stage of life.
 - b. Life is strange because it is a mystery full of experiences and events. All that is left of man after he dies is only his history.
 - c. In the last stage of life, man lapses into a stage which is similar to his childhood. In his weakened state, he once again is completely dependent on someone to care for him.
 - d. In the last stage of life, man loses not just his teeth but also his enjoyment of food. He goes almost blind, and physically cannot do anything for himself. Sadly, he even gets amnesia and forgets everything that had happened in his life.
- B.
1. The stage of being youthful and passionate – the soldier
Willing to take risks and face death for temporary, short lived glory and fame
 2. The fifth stage, round belly, has severe eyes, formal cut of beard, in this stage man gives advice to others quoting instances and referring to sayings of wisdom
 3. The poet has made a metaphorical comparison of the world to a stage and of men to players on the stage, an exit from the stage implies death and entrance means birth, the seven stages of life have been compared to seven parts played by an actor on a stage.
- C.
1. It is a metaphorical comparison; the world has been compared to a stage and men to players on the stage; exit from the stage means death and entrance means birth; the seven stages of life have been compared to seven parts played an actor.
 2. Infancy – the infant is mewling and puking in the nurse's arms; childhood – a school-going stage and the child is unwilling to go to school; a young lover – emotional and sensitive to rejections by the mistress he loves.
 3. In this stage man is without teeth, oblivious to what is happening around him; becomes dependent and helpless like an infant/a child.
 4. The poet has made a metaphorical comparison; the world has been compared to a stage and men to players on the stage; exit from the stage means death and entrance means birth; the seven stages of life make it clear that no one can remain young and energetic forever. People are so engrossed in their youthful life that they don't even get to know when they enter the next stage and then the next. As man grows older his body gets weaker and closer to senility. In the last stage he seems to relive his childhood – a stage when he becomes dependant on his own children – dependent for his physical and emotion needs. These are the stages of life none can escape, Care given to the elderly is what the young themselves would need one day.
 5. Life begins with infancy, followed by childhood. Ironically, the child ultimately grows into an adult, only to become old and dependent on his own children. It is extremely essential for family members to give immense thought and care to children and the elderly who depend on them for their basic requirements. Equally important is the emotional support in the form of care and affection. Deprived of these, childhood and the last stage of a man's life, can become tormenting.

5. Oh, I Wish I'd Looked After Me Teeth

- A. 1. a. The opening line of the poem is like a refrain to emphasize the speaker's regret at making a grave mistake early in her life and which worries her constantly.

- b. The speaker did not worry when she was a child because at that time her teeth looked healthy. But she did not realise that the rot had already started to set in the layers beneath.
 - c. The speaker at that time was a child, ignorant about the importance of oral hygiene. She also had a great craving for sweets and indulged herself without caring about the consequences.
 - d. The speaker, as a child, was inordinately fond of sweets. Unfortunately, all the sugar and chemicals in the sweets she ate affected the quality of her teeth. This was compounded by her bad habit of not brushing her teeth properly and further increasing their decay.
2. a. The speaker wishes she had had more self-control and had stopped herself from eating too many sweets.
 - b. She completely ignored the fact that she was damaging her own teeth by indulging in her love for sweets. This way her molars got spoilt.
 - c. The choppers or molars were important because they helped in chewing and grinding food. Once they got spoilt, eating would be a problem for her.
 - d. The speaker's teeth have decayed, and the majority of teeth in her mouth have fillings in the cavities that had developed.
3. a. The poem is written in a humorous note. It deals with a painful subject in a light manner.
 - b. She mentions a long list of all the different kinds of sweets she had wasted her money on to show how foolish she had been. She realizes she could have used that money for other purposes.
 - c. The speaker had overindulged in her fondness for sweets. But this, coupled with bad oral hygiene resulted in the decay of her teeth. The pain and discomfort she experiences because of this now only makes her miserable.
 - d. This means that the speaker feels very guilty about how she had made wrong choices and harmed herself. She is filled with remorse and repentance.
4. a. The speaker's mother was perturbed about her child's bad habit of eating too many sweets and not taking proper care of her teeth. As a parent, she wanted to protect her child from future pain and misery.
 - b. The speaker explains that at that time she had been young and therefore careless about any well-meaning advice. She also mentions that she had been too busy with other pursuits rather than wasting her time in brushing her teeth properly.
 - c. A good set of teeth last almost throughout life, and make eating a pleasurable activity. In the same way, a good friend is an asset throughout life, and adds to the quality of one's life.
 - d. The bristles of a well-used toothbrush are usually worn out, but the speaker's toothbrush looked almost new. This is because it had hardly been used. It reflects the indifference of the speaker towards her oral health.
5. a. The speaker had not made much effort to take care of her teeth. She barely used any toothpaste, and did some customary brushing at night.
 - b. She did not diligently brush up and down, or try to clean the difficult areas of her mouth. Neither did she follow any other method for good oral health.
 - c. The speaker felt she was wasting her time in brushing her teeth when she could have been doing something interesting or enjoyable.
 - d. According to the speaker's logic, as long as she could bite and chew her food, she did not think anything was wrong with her teeth. She did not feel the need to make a fuss over them.

6. a. She becomes aware of the fact that she had been very foolish and careless about taking care of her precious teeth.
- b. According to the speaker, if she had known that her bad habits would be a cause of dental problems in the future, she would have avoided eating so many sweets.
- c. The consequences of her wrong decisions were painful cavities, capping's, tooth decay, and dental procedures such as fillings, injections and drillings.
- d. The dental procedures which the speaker had to undergo to set her teeth alright were very painful and traumatic. She felt as if she were dying when the dentist worked, and therefore compares it to 'murder.'
7. a. At this time, the speaker is sitting in the dentist's chair getting fillings for the cavities in her molars.
- b. The dentist has been referred to as 'old,' which means that the speaker had been coming to him since she was very young. She also knew beforehand the joke he would crack while doing her filling, which shows that she was familiar with him.
- c. The speaker is dejected at being in the old dentist's chair.
- d. The dentist was peering into her mouth and therefore his nose was close to her line of vision. She felt despair because she hated being there undergoing yet another procedure.
- B. 1. She was not aware of the damage the toffees would cause to her teeth, the toffees were delicious but how dangerous they are was not visible.
2. On toffees, candies, liquorice, sherbet dabs, peanut brittle and other sweet things that she enjoyed eating, led to tooth decay, painful dental treatment and now would get false teeth.
3. She was young, her teeth were strong enough to bite the hardest candy and did not realize that she would ever suffer from dental problems that would make her life miserable.
4. Would have spent money on better things than candies and sweet things, would have brushed her teeth every night.
5. Tooth decay and cavities call for painful treatment, would soon need false teeth like her mother's, could have avoided all this had she taken care of her teeth when she was young.
- C. 1. Happy childhood, enjoyed eating plenty of toffees, candies and other sweet things, played truant by pretending to brush her teeth, too lazy to brush teeth, careless about dental care, oblivious of the damage being caused to her teeth
2. Format – informal letter Include –
 - getting painful dental treatment, cavities filled, crowns fitted, advised false teeth
 - regret having had sweet things in childhood,
 - wish had spent money on better things, brushed teeth regularly
 - did not realize time spent on brushing teeth was not waste of time but time well spent
 - should have paid heed to mother's warning, "If you got a tooth, you got a friend."
3. – describe the poet's joyous moments of having toffees, sherbets, etc.
 - the same sweet things caused cavities and now she has to go through painful treatment to get fillings, crowns and has been advised to wear false teeth
4. God has gifted us with an able body and mind. Each organ of our body has its own vital role to play. One of the parts of the body that is taken for granted is the teeth. In the poem, Oh, I Wish I'd

Looked After Me Teeth, the narrator, like any other child, takes her teeth for granted. She does not realize that neglect can lead to their early decay. It's only with care and attention that she could have saved herself from agonizing dental treatments and the need to wear false teeth. It is the duty of man to take care of the body.

5. As children, we are often given advice which are related to our physical and mental growth. And, most of the time, this advice is ignored. The poet recalls how she was advised by her mother to take care of her teeth. The mother explains that her teeth are like friends who would be with her till the end, but the child takes her healthy strong teeth for granted. Later in life, like most of us do, she regrets not having heeded the advice given by her mother. The painful dental treatments and the ultimate and only choice left of wearing false teeth are an example of the result of disregarding important advice.

6. Song Of The Rain

- A.
 1.
 - a. The rain refers to its value and beauty as 'silver threads.' It also attributes the quality of divinity to itself because it is dropped by the gods directly from heaven to bless those on earth.
 - b. Once the rain falls, nature plays its role in distributing its precious waters to different areas, such as fields and valleys. They then bloom with flowers, fruits, trees, and other forms of vegetation which add beauty to the earth.
 - c. Each raindrop which falls has the lustre of a pearl and is equally precious. It also adds beauty to the wearer. In the same way, each drop of rain is important to the life that abounds on earth, and adds beauty to it.
 - d. According to ancient Mesopotamian mythology, Ishtar was the goddess of love and fertility. The rain, therefore, says that it is because it was taken from Ishtar that it has got so much love for the earth, as well as powers to spread fertility wherever it falls.
 2.
 - a. The parched earth anxiously waits for the coming of the cloud, and the cloud pours all its love onto her waiting lover. It is for this reason that they both have been termed as lovers.
 - b. The two lovers, the field and the cloud, can never physically meet, but the rain takes on the role of uniting them both when it falls from one onto the other.
 - c. The cloud is filled with rain, and so is heavy and swollen. It gets relief only when it lets down its rain onto the earth and becomes light again.
 - d. In the lines given, the rain, field and cloud have been personified. A metaphor used is 'I am a messenger of peace.'
 3.
 - a. Just like there are trumpets to announce the coming of a king, the coming of the rain is also announced to the world by the roll of thunder.
 - b. A rainbow is seen in the sky only after the rain has stopped. It magnifies the beauty of the newly-washed earth and fills all with gratitude for the rain.
 - c. Like man, rain is born due to a mix of natural elements. It too has a short life. It takes birth, creates new life and finally ends with death.
 - d. The Song of the Rain can be compared to the poem The Brook. A brook too is born in the lap of nature, and like a rain-filled cloud, travels on life's journey giving life and joy to others till it reaches its death.
 4.
 - a. Physical reactions between the waters of the sea and the heat create water vapour, which is then carried by breezes to different parts of the earth. Therefore, the rain says it emerges from the sea.

- b. The rain also has a large heart in which it carries qualities of mercy, love, concern, and compassion for all on earth.
 - c. The field is lying parched and dry, and is badly in need of rain. When the rain-laden cloud above sees this, it descends and pours its water over it like a blessing.
 - d. Every drop of the millions of raindrops that fall lovingly, cover the numerous flowers and trees growing in the field. This leads to the blossoming of uncountable types of vegetation. This 'embrace' of the raindrops is filled with love and life.
- 5.
- a. The rain here is falling gently and drumming softly on the windows of houses, as if announcing its arrival to their inmates.
 - b. Like the farms, fields and forests, the rain here too is welcomed with joy by all human beings. They look forward to new life and freshness.
 - c. All people would see the rain, but only those who are empathetic and intuitive would understand the song of the rain. They are the ones who would appreciate and value the blessings the rain brings to all on earth.
 - d. The rain falls from clouds as happy tears to bless those on earth with life. These tears - or raindrops - are filled with mercy, compassion and love.
- B.
- 1. – compared to silver threads, pearls plucked from Crown of Ishtar
 - 2. – begins life on earth – sea – and ends in heaven – cloud – natural water cycle, compared to earthly beings that are taken to heaven once life is over
 - 3. – like a woman combats and overcomes the man she draws strength from, the rain kills the heat that gives birth to it
 - 4. – hills laugh, flowers rejoice, sound on windowpanes treated as welcome song, laughter from the field
 - 5. Love leads to sighs, laughter and tears. The sighs are expression of disappointments and expectations due to affection for loved ones. Love also gives rise to spirited, joyous moments that are filled with laughter. Endless, sad and happy memories lead to tears of sadness or joy. Thus rain is a messenger of mercy.
- C.
- 1. Heat in the air, breeze takes it up from the sea, clouds soar, see a field or earthly things in need, bows to fall over fields, hills and flowers – joyous.
 - 2. Personification – When I cry, When I bow, I descend and embrace the flowers
Metaphor – beautiful pearls from the Crown of Ishtar
Simile – I am like earthly life
Alliteration – I touch gently at the window.
 - 3. The poet has compared raindrops to the pearls in the crown of Ishtar, the Great Goddess of Love and War
 - reference has also been made to the daughter of Dawn, Harpyiai. (The goddess of Dawn heralded the rising of the sun with her rosy brilliance). Harpyiai was the Daemones of whirlwinds and storm gusts which were known as the hounds of Zeus and blamed for the disappearance of people without a trace.

- reference has been made to the four elements of earth, fire, earth, air and water which lead to worldly pleasures and end at death.
 - Azrael is the traditional name of the winged Archangel of death, who resides in the Third Heaven. He takes the dead to heaven.
4. Nature is truly selfless. It gives itself up for the life of others. What better example can there be than that of Rain. Rain rises to form clouds and falls again to infuse life into the plants in the fields and men and animals on land. It delights the hills and the fields with its downpour. It becomes the messenger of mercy, quenches the thirst of millions of creatures on earth and relieves the farmer of his anxiety. It rises only to fall for creatures on earth.
 5. Water is life. There can be no life on earth without water. It is rain that brings us this much required water. Rainwater flows through rivers and streams. The sea is the home for numerous creatures. Rain quenches the thirst of all living things. The farmer depends on rainwater for a healthy crop. Our planet is teeming with life because of water – water which falls in the form of rain. Hence, water is truly the very essence of life on earth.

DRAMA

1. Villa for Sale

- A. 1. a. The sign that Juliette is referring to is the 'For Sale' sign which she had put up outside her villa. It had been put there over a month ago.
- b. Although the villa had been on sale for over a month, no one had bought it. Even the few who had liked it had backed out at the last minute. Juliette was now beginning to think that she had been a fool to have bought it in the first place.
- c. Juliette needed the money as she was rather hard up and business was bad. Therefore, she was desperate to sell the villa.
- d. Juliette did not hang the sign immediately when it was given to her. She wanted the house to belong to her for one more night as she thought it would be sold immediately the next day. She loved her villa and was attached to it.
2. a. Since the village was a stone's throw from the film studios, agents were constantly recruiting the locals for small roles in movies. The maid too had been offered a role by them.
- b. The part-time actors recruited from the local community were extremely well paid. They all earned extra money besides doing their regular jobs.
- c. The selection agents preferred to hire people to play roles according to their real-life professions. This way the actors seemed authentic on screen and did not need to be trained. Hence a maid played the role of a maid, a beggar of a beggar, and a policeman of a policeman.
- d. Since the maid knew her mistress was in need of money, she offered to get her the role of a cook in a movie as the agents were looking for one. She even tempted her with the money she would earn, and offered to teach her how to peel potatoes and make an omelette.
3. a. The maid wants her mistress to meet the recruiting agents of movie studios from the neighbouring town of Joinville where the French Hollywood was situated. She felt her mistress was ideal for the part of a cook in a movie due to her comical looks.

- b. Even though her maid's suggestion borders on insolence, Juliette does not take offense. She thanks her, perhaps because she understands that her maid was only trying to help.
 - c. The bell was not rung by the American lady who was to come and inspect the villa for sale. It was, in fact, a couple who had stopped while passing by. Due to circumstantial twists, the story takes on a different course from here.
 - d. Greta Garbo was a Hollywood actress who had risen from poverty to become a famous star. The maid inspires to be like her one day and rise up in the social hierarchy. Her ambition gets fuelled by the small roles she plays in movies to earn some extra money.
- 4.
- a. Gaston liked nothing about the house. He thought the garden was only a patch of grass, and the salon and study were too tiny. Neither did he like the furnishings. He did not even want to see the rest of the house.
 - b. Jeanne was keen to buy a villa for her parents to live in. Since Gaston was not willing to pay for it, she suggested that he buy it using the money she had got in dowry.
 - c. Gaston was against the idea because he knew that the villa would not be for them but for others to use. Though they could spend August in the villa, Jeanne's parents would take possession of it from the beginning of April until the end of September. Besides this, they would bring all her sister's children along with them.
 - d. Gaston was a rather domineering man and was quite short-tempered and impatient with Jeanne. He knew his wife well and understood immediately the reason for her wanting to buy a villa. Though he loved her family, he had no intention of spending his money on them, including her dowry which he had used up.
- 5.
- a. Gaston had been extremely taken aback when Juliette had called them 'exceptional people' for whom she was willing to give up her lovely house. He knew she was just flattering them to get them to buy the villa.
 - b. Juliette quoted a price of two hundred and fifty thousand francs, which was much higher than the price she had mentioned earlier in the play. Gaston instead said he wouldn't pay more than sixty thousand francs as the value of the villa did not seem more than that to him.
 - c. The advantages possessed were a great many. Besides the proximity to the movie studios, it had electricity, gas, water, telephone and drainage. The bathroom was also beautifully fitted and the roof had been repaired the previous year.
 - d. Juliette loved the 'little picture' because of its colours. She had no idea about its actual value, and the fact that the artist who had painted it was, in fact, very famous. Gaston recognised its worth and managed to cheat her out of it.
- 6.
- a. Mrs Al Smith was a big American star who was in France to shoot some films. She was also the lady who was originally supposed to be at the villa instead of the Gastons.
 - b. Gaston had a sense of humour and played along with the misunderstanding for amusement. Mrs Al Smith's bizarre behaviour when she entered must have greatly entertained him, especially since he kept giving truthful answers to her questions.
 - c. Mrs Al Smith called Europeans queer because they thought about the past and not the future. She also felt that it was a pity that the Europeans did not copy the Americans more. She considered the Americans much superior than the Europeans.
 - d. Mrs Al Smith is rather abrupt and impolite in her speech, and has no time for social niceties. She has an inflated opinion about herself and passes rather personal remarks about the

French gentleman she has just met. She shows insensitivity and rudeness while talking about the unseen wife.

7.
 - a. Mrs Al Smith was in a hurry and had no time to waste discussing a house she in any case was going to break down. Hence, she was not the least bit interested in the amenities the house provided.
 - b. Gaston was pretending to be the owner of the villa here. Once he realised Mrs Al Smith was a victim of mistaken identity, he saw the opportunity to make a quick profit by deceiving her into thinking she was dealing with the owner.
 - c. One of the advantages of the villa was that it was in an area a stone's throw from Joinville, the French Hollywood. Since she was an actress, she wanted to be close to the film studios where she was shooting some films. Therefore, the villa suited her perfectly.
 - d. Gaston was an opportunist and a quick thinker. The minute he saw an opportunity to make some money, he had no scruples in tricking Mrs Al Smith. This also shows he was a shrewd businessman.
 8.
 - a. Mrs Al Smith was in a hurry to start work on the house she had just bought. Since the villa had been sold with all fixtures, there was no need for the owners to stay on.
 - b. Mrs Al Smith was delighted by her purchase of the villa which was just perfect for her needs. She was also delighted at the speed at which the transaction took place and that the owners could move out the very next day.
 - c. Gaston would deposit this into his bank, and the money that would come into his account would cover the amount he had issued to Juliette as payment for the villa. This way he did not spend a single franc of his own money to buy the villa.
 - d. Gaston was delighted with the profit he had made, Jeanne was delighted that she had got a house for her parents, Juliette was delighted that she had sold off her villa at a profit, and Mrs Al Smith was delighted at the ease at which she had got a villa at a perfect location.
- B.
1. She felt the villa would be sold the next morning and she could possess it for another night
 2. She had been offered the role of a maid in a film at the Joinville Studio, she would be paid a hundred francs a morning
 3. Rejects it, finds the lawn a mere patch, the salon is too small
 4. He is selfish, does not wish to spend any money for a villa which would be used by Jeanne's parents for six months every year
- C.
1. Pretends he is taking it as a mere souvenir, does not show that he knows its true value
 2. Has no patience to hear out Gaston, is irritated with the delay in telling her the price, demands an immediate transaction and gives instructions to Gaston to vacate the villa the following day
 3. He had taken a cheque dated twenty-fourth from Mrs Al Smith and he had to show the villa's purchase on the twenty-third
 4. Said he had thought deeply, was quite unselfish, wished to help Jeanne's parents and her sister's children, he had thought of their own old age, he wished to please Jeanne
 5. Neither Mrs Smith nor Juliette is aware of the value of the Corot painting that hung on the wall in the villa. Gaston pretends he is taking it as a mere souvenir, does not show that he knows the true value of a Corot painting. Mrs Smith has no patience to hear out Gaston, is irritated with the delay in telling her the price, demands an immediate transaction and gives instructions to Gaston

to vacate the villa the following day. Gaston takes a cheque dated twenty-fourth from Mrs Al Smith and gets ready to make a deal with Juliette.

6. It is true that people who are manipulative and opportunistic are usually quite unscrupulous in their behaviour. Gaston is one such person. In the play, Villa for Sale, he takes advantage of the situation when Mrs Smith mistakes him to be the owner of the villa which is actually owned by Juliette. He strikes a deal with Mrs Smith and then with Juliette, managing to make a profit of a thousand francs – a profit which none except he himself is aware of. He takes advantage of the fact that the value of the Corot painting is not known to the two ladies. He also gets to keep the painting for himself.

2. The Bishop's Candlesticks

- A.
 1.
 - a. Marie's quick retort to Persome's comment about Marie not having tended the fire properly prompted her to make this remark. It shows that she is a stern mistress and does not like backchatting.
 - b. It was not fair of Persome to blame Marie because Persome herself was responsible for making the fire in the first place. It is unfair to blame someone else for one's own fault.
 - c. Marie does heed Persome's rebuke because before the rebuke Marie was answering boldly but after being chided by Persome she begins to give subdued answers with simple yes or no.
 - d. Persome was in a distracted state of mind. She was distracted because she was worried and preoccupied with the thought of what could have kept her brother from returning home at the usual time.
 2.
 - a. The Bishop was not in the habit of leaving without informing anyone and staying out late because if that had been the case, Persome would not have been so anxious about his return. In fact, he had informed Marie.
 - b. Persome had already ticked off Marie for her impunity and that put Marie on the guard. She thought it was in the best of self-interest not to speak more than she had been asked and hence she did not say anything until Persome asked her pointedly.
 - c. It is not normal to address someone in the third person. In a conversation, one generally addresses one another in the first person. Marie does it as a mark of respect for her mistress so as to not sound rude.
 - d. Persome was already anxious about her brother and this was further aggravated by Marie's curt responses. When Marie reminded Persome that she had told Marie that morning not to chatter, Persome was considerably exasperated.
 3.
 - a. Persome is extremely intolerant towards the servants and she makes them out to be quite dim-witted. She continually finds fault with Marie and speaks to her in a derogatory manner.
 - b. The Bishop had gone to meet Marie's sick mother and offer prayers for her good health. He had gone there as Marie had told him that her mother was feeling 'poorly'.
 - c. Persome feels that Marie should be obliged towards her employers for providing for her and should show her gratitude by serving them well. But Marie, on the contrary, had put the Bishop in the service of her mother.
 - d. When Persome tells Marie to get the silver salt-cellars to the table, Marie tells her that they had been sold. This fills Persome with horror and makes her very upset.

4.
 - a. Monseigneur Gervais had often admired the silver salt-cellars whenever he visited the Bishop's house. Therefore, the Bishop told Marie to go to him because he presumed that he would give a good price for them.
 - b. Marie sounds awestruck because she respected the Bishop as the sole authority in the Parish and it sounded unbelievable to her that Persome wanted to supersede that authority.
 - c. Persome was angry at her brother and was about to say something bad about him. But she stops short at completing the sentence because she knows that the Bishop was highly respected and she should not say anything disrespectful in front of Marie.
 - d. In Persome's opinion Mere Gringoire was a lazy, wicked witch who was always on the lookout for sympathy and charity. In reality she was a sick, old woman. She was threatened with eviction as she was too poor to pay her rent.
5.
 - a. This tells us that Persome was more concerned about materialistic things and felt that her brother was too generous with his money. But it also shows how worried she was about their financial situation.
 - b. Marie feels overwhelmed on seeing Persome wail so loudly. She makes an attempt to apologise for causing so much sorrow to Persome as she was the one who had taken the silver salt-cellars to sell.
 - c. Persome did not want to appear helpless in front of a servant, and she also wanted to uphold the Bishop's exalted position in front of Marie. Therefore, she does not allow Marie to console her.
 - d. The Bishop had sold off his estate and his savings had finished. Even his furniture had gone. They were now surviving on Persome's dowry money for household expenses.
6.
 - a. The Bishop has just returned from Marie's house after attending to her sick mother. He thanks Persome for helping him take off his heavy overcoat.
 - b. The Bishop immediately understood that his sister had been crying. But in his innocence he thought it was because she had been irked by Marie's behaviour. He did not realize that he was the cause of her tears.
 - c. Persome is too overwhelmed with all the events which Marie has told her about. She is also very upset about the silver salt-cellars and hence cannot speak more due to her emotional state.
 - d. The Bishop cautions Marie to enter her house quietly as he is concerned about her sick mother being disturbed in her sleep. This tells us that the Bishop is an empathetic and thoughtful person.
7.
 - a. The Bishop is referring to the people who give him a chance to be of help to them. He thinks it is his good fortune that he can serve people who are needy.
 - b. Persome sarcastically remarks about all the money that the Bishop gives away in charity in order to help the poor, sick and needy. She says that the Bishop should actually show some of his charity towards her instead of always being concerned about outsiders.
 - c. Persome believes that people simply pretend to be sick and poor just to get the Bishop's attention and money. She feels that they are cheating him and therefore calls him 'the dupe.'
 - d. This shows that the Bishop is a deeply spiritual person who believes that all humans are good and truthful. However, if they choose to lie, they are the ones who become poorer spiritually, not him.

8.
 - a. The convict had escaped from prison and he broke into the Bishop's house in order to evade the police. He threatened to stab the Bishop with his sharp knife if he raised an alarm.
 - b. The Bishop is a believer in God and that makes him fearless. Hence he smiles fearlessly even in the face of threat.
 - c. The convict was consumed by hatred towards all people for what society had done to him. He was also frightened of being caught, and his terrible hunger made him desperate enough to kill.
 - d. Persome was unaware that the 'traveller' was actually an escaped convict. She was very annoyed at being asked to get out of bed, and asked her brother if they were expected to be at the service of any useless person who happened to pass by.
9.
 - a. The Bishop treats the convict with a lot of respect. He calls him a 'gentleman' and refers to him as 'my friend.' He shows him courtesy and kindness.
 - b. The Bishop holds morality as the single most important virtue for mankind. Anyone who does not live a virtuous life is wasting his life and so is only deserving of the Bishop's pity.
 - c. The Bishop wanted Persome to go back to her room so that he could talk more freely with the convict. Besides, she was already frightened and the Bishop did not want her upset even more.
 - d. The Bishop stands up as the convict's friend when the police catch him and bring him to the Bishop. This claim makes the Sergeant release the convict, who then gets a chance to start a new life.
10.
 - a. The convict was devoid of many human emotions. He had suffered so much in prison that it had become a way of life with him as he knew no other. Therefore, he had even forgotten that such a word existed.
 - b. In prison, nobody addressed him any more by his name which had been his identity in the world, but only by the number on prison records. Losing his name was like losing an essential part of his humanity. He himself had forgotten his own name.
 - c. The convict remembered the pretty little cottage he lived in with his wife, Jeanne. He also remembered how he had stolen money to buy food for her when she was seriously ill and he had no job.
 - d. The night the convict was sentenced, the gaoler told him his wife had died. He must have felt absolutely heart-broken and hopeless, and guilty about not being able to save her.
11.
 - a. Persome had said that the police must be informed of the theft of the silver candlesticks. The convict couldn't have gone far and the police would catch him, and they would get the candlesticks back again.
 - b. The Bishop was only filled with anguish and compassion for the miseries the convict had suffered. He did not want to send the poor man back to the Hell he had escaped from.
 - c. The Bishop felt that as a man of God he should not have had any attachment to materialist things. But because his mother had given them to him on her death-bed, he had given them too much importance. Therefore, their loss was a 'just punishment' for him.
 - d. Giving a harsh ten-year prison sentence to a poor man who stole to buy food for his sick wife did not constitute 'just punishment.' The punishment was too extreme for a small theft.
12.
 - a. The treatment that the convict received in prison was so 'hellish' that it robbed him of all human sentiment. He was treated only with cruelty, which turned him into a wild animal. Therefore, the convict was disillusioned with the world.

- b. The convict is ashamed because he realised that the very man whom he had robbed was the one who saved his life. He felt sorry for the way he had behaved with the Bishop.
 - c. The convict wanted to be blessed by an extraordinary man like the Bishop, in whose love he had experienced the presence of God. He feels that with his blessings, he could make a success of his new life.
 - d. The convict was a hardened and bitter man, disillusioned by the world. But the love, kindness and mercy shown by the Bishop overwhelms him and gives him a glimpse of goodness and God.
- B.
1. He is always out to help the poor or needy; does not worry about his own meals, health; has been selling things to help the needy, would soon be left with nothing; feels the people pretend to be helpless and miserable to gain his sympathy and monetary help
 2. Goes to look up Marie's mother; offers Marie his own comforter to protect her against the cold; sells the silver salt-cellars to pay the rent for Mere Gringoire; gives away his silver candlesticks to help the convict to begin a new life (any two)
 3. The convict was poor, lived with his wife who fell ill; had no means to earn a living; stole to feed his sick wife; arrested and imprisoned in the prison hulks for ten years
 4. Led a life filled with misery and humiliation in the prison hulks; beaten like a hound; chained and fed on filth, covered with vermin; was treated like a number not a human being; unimaginable cruelty and suffering turned him into a beast; now he feels like an enraged animal
 5. Asks Persome to give him some supper; offers him some cold pie and bread and wine; gives him a comfortable couch to sleep; assures him he is safe in the house, there is no fear of an arrest in the Bishop's house
 6. Found him moving stealthily along the road, found suspicious, candlesticks fell out of his pocket, thought them to be the Bishop's
 7. Regrets, asks for the Bishop's blessings, wishes to leave for Paris hoping to start a new life, he feels like a man and not a beast
- C.
1. Does not care about his meals, grateful for the meals his sister prepares for him; has no materialistic desires; keeps away from home to help and pray for the sick, arranged doctor for Marie's mother; no desire to keep valuables, happy to be able to help the needy, sells salt-cellars to help Mere Gringoire; does not care about his own comfort, gives away his comforter to Marie; is attached to the candlesticks but gives them away to help the convict to begin a new life
 2. Format – Informal lettee Include –
 - the sergeant brought the convict with the stolen candlesticks; insisted that the convict is a friend and the candlesticks had been gifted to him; did not want the convict to return to hell
 - the prison; wanted the convict to begin a new, clean life; wanted to reform the convict and rebuild his faith in God and the church
 - am sure my efforts will not go waste and he will reform himself
 3. Convict is tempted to steal the candlesticks but is initially reluctant to steal them as the Bishop is emotionally attached to them; he has to remind himself of the inhumane treatment he had got in prison before stealing them; deeply touched when the Bishop saves him from a second arrest, gets choked with emotion; sobs when the Bishop gives him the candlesticks to begin a new life; admits he has begun feeling like a man; promises to remember that the body is The Temple of the Living God

4. – insensitive towards the needy – unlike the Bishop, feels the poor exploit the Bishop and harass him unnecessarily
 - respects her brother's wishes, agrees to help the convict
 - a concerned sister
 - ensures her brother has his meals, is angry that the poor keep him away from his comfort and home
 - impatient and irritable
 - loses patience with Marie
 - irritated that the Bishop thinks only of helping and being charitable towards the needy
5. The convict is tempted to steal the candlesticks but is initially reluctant to steal them as the Bishop is emotionally attached to them; he has to remind himself of the inhumane treatment he had got in prison before stealing them; deeply touched when the Bishop saves him from a second arrest, gets choked with emotion; sobs when the Bishop gives him the candlesticks to begin a new life; admits he has begun feeling like a man; promises to remember that the body is The Temple of the Living God.
6. The Bishop made numerous endeavours to help the convict change – change from a self-centred man to a more sensitive and caring one. He helped to transform him from a dishonest man to one who wished to live his life with dignity and honesty. Having done so much, the least the convict would have done is lead the kind of life the Bishop expected him to live – a life where he would work hard and earn an honest living.