

TEACHER'S HANDBOOK



English

Language & Literature

Section C Literature

9



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Section C

Literature

Textbook: Beehive

Prose

1. The Fun They Had

≡ Practice Questions ≡

(Page 10)

A. Read the extracts given below and answer the questions that follow. 5

1. "Our television screen must have had a million books on it and it's good for plenty more. I wouldn't throw it away."
- (a) Which of the following is the reason why Tommy preferred telebooks to real books?
- (i) Books could not last as long as those stored on their mechanical screens.
 - (ii) Their television screens had far more storage space than a book did.
 - (iii) Books took up much more physical space and hence had to be thrown away.
 - (iv) It was extremely tedious to read a real book but easier to read on a screen.
- Ans. (ii) Their television screens had far more storage space than a book did.
- (b) Give one reason why Tommy thought paper books were strange?
- Ans. Tommy found it strange to read words that stood still instead of moving on the screen, and therefore thought that books were a waste.

- (c) Fill in the blank with one word only.

Tommy thought paper books were a waste because they had usage.

Ans. limited

- (d) For what reason did Tommy prefer television screens for reading?
- (i) Telebooks were easier to read on a big screen.
 - (ii) It was easier to concentrate on reading a telebook.
 - (iii) There was a large variety of telebooks available.
 - (iv) One did not have to keep turning their head while reading.

Ans. (iii) There was a large variety of telebooks available.

- (e) Select the option that correctly captures the application of the word 'screen' as used in the extract.
- (i) The visitors to the mall were asked to get their bags screened.
 - (ii) The large room was divided into two by a beautiful Chinese screen.
 - (iii) The scientist stared at the screen of his computer with dismay.
 - (iv) The airport security has to screen all the luggage of the passengers.

Ans. (iii) The scientist stared at the screen of his computer with dismay.

2. He was a round little man with a red face and a whole box of tools with dials and wires. He smiled at Margie.

(a) Why had the County Inspector come to Margie's house?

- (i) To change the punch code process
- (ii) To fix the mechanical teacher
- (iii) To take the teacher altogether
- (iv) To remove the geography section

Ans. (ii) To fix the mechanical teacher

(b) For what reason had Margie's mother sent for the County Inspector?

Ans. She has sent for the County Inspector because she was worried about Margie's constant poor performance in the numerous Geography tests the teacher had been giving Margie.

(c) Fill in the blank with one word only.

The County Inspector was actually an incharge of maintaining the mechanical teachers.

Ans. engineer

(d) What did the County Inspector say to the mother before he left?

- (i) Margie's poor marks had not been her fault.
- (ii) Margie needed to learn her punch code better.
- (iii) Margie's progress in Geography was very good.
- (iv) Margie did not need to give any more tests.

Ans. (i) Margie's poor marks had not been her fault.

(e) Select the option that correctly captures the application of the word 'box' as used in the extract.

- (i) She ticked off the box at the bottom of the application.
- (ii) The soldiers decided to box in the enemy from all sides.
- (iii) The genie flew out of the magic box the minute it was opened.

- (iv) He told the boy that he would box his ears the next time he saw him.

Ans. (iii) The genie flew out of the magic box the minute it was opened.

3. Margie did so with a sigh. She was thinking about the old schools they had when her grandfather's grandfather was a little boy.

(a) Which of the following did Margie do with a sigh?

- (i) She began giving her geography test.
- (ii) She punched in her student code.
- (iii) She inserted her homework in its slot.
- (iv) She started a new arithmetic lesson.

Ans. (iii) She inserted her homework in its slot.

(b) Mention one thing that Margie was thinking about the old schools?

Ans. She was thinking how all the kids from the whole neighbourhood studied and played together in the same school building.

(c) Fill in the blank with one word only.

The one important thing that the schools of yesteryears had was the interaction.

Ans. human

(d) What would have appealed the most to Margie about the schools in the old days?

- (i) Easy learning
- (ii) Social interaction
- (iii) School building
- (iv) Paper books

Ans. (ii) Social interaction

(e) Select the option that correctly captures the application of the word 'sigh' as used in the extract.

- (i) She gave a sigh as she bit into the pastry with pleasure.
- (ii) The boy gave a sigh of relief once the exam was over.
- (iii) The woman gave a sigh when she saw her childhood picture.
- (iv) He let out a long sigh when his tiring day at the office was over.

Ans. (iii) The woman gave a sigh when she saw her childhood picture.

B. Answer the following questions in 40–50 words each. 3

1. Who were Tommy and Margie?

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

2. What did Tommy find and where?

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

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

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

4. What was Margie's mother like?

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

C. Answer the following questions in 100–120 words each. 6

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

Ans. Schools that existed hundreds of years ago were separate buildings where all the children of the neighbourhood went. They all sat together in the classroom and returned home together. As they were taught the same thing, they could help each other with homework.

The teachers were humans, who taught the children all that was there to learn. They gave them homework and asked them questions. The schools of the future, however, were at home. Each child was taught in a way they could learn best by a mechanical teacher. Lessons were taught on screen. Homework and test papers had to be written out in a punch code and submitted in a slot in the machine.

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

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

3. 'Homeschooling is when children's education is based at home with their parents' guidance rather than through enrollment in a public school or private school. That said, the insider joke is, "Homeschooling isn't much like school, and we're never home."

(Source: Homeschooling 101)

Trina is being home-schooled by her mother. Write a diary entry about what she feels she is missing out on by not attending a regular school.

Ans. 1st March 20XX

Dear Diary,

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

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

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

2. The Sound of Music

PART I: Evelyn Glennie Listens to Sound without Hearing It

≡ Practice Questions ≡ (Page 17)

A. Read the extracts given below and answer the questions that follow. 5

1. They called her name and she didn't move. I suddenly realised she hadn't heard," says Isabel Glennie.
- (a) At which of the following places did this incident take place?
 - (i) At a prize distribution at Evelyn's school.
 - (ii) Before a piano recital on the schoolstage.
 - (iii) In the playground before a race was to begin.

(iv) At a party when presents were being handed out.

Ans. (ii) Before a piano recital on the schoolstage.

(b) What were Evelyn's parents advised to do after this incident?

Ans. Her parents were urged to take her to a specialist, who discovered that her hearing was severely affected due to gradual nerve damage.

(c) Fill in the blank with one word only.

Evelyn's hearing had been severely impaired due to gradual damage.

Ans. nerve

(d) What did the doctor advise Evelyn's parents to do?

- (i) To get her operated
- (ii) To keep her at home
- (iii) To change her school
- (iv) To fit her with hearing aids

Ans. (iv) To fit her with hearing aids.

(e) Select the option that correctly captures the application of the word 'move' as used in the extract.

- (i) He asked her to move her belongings to another shelf.
- (ii) She admired the move he made while playing chess.
- (iii) He did not move from the spot he had been sitting in.
- (iv) It was a good idea to move from that dangerous area.

Ans. (iii) He did not move from the spot he had been sitting in.

2. "It is not just watching the lips, it's the whole face especially the eyes." She speaks flawlessly with a Scottish lilt.

(a) Which of the following is the reason why Evelyn spoke 'flawlessly with a Scottish lilt'?

- (i) She had been taught the language at school.

- (ii) She had grown up on a farm in Scotland.
- (iii) Her grandparents had belonged to Scotland.
- (iv) Her closest friends were from Scotland.

Ans. (ii) She had grown up on a farm in Scotland.

- (b) Why did the writer seem to find Evelyn intriguing during the interview?

Ans. The writer found it intriguing to watch Evelyn function effortlessly without hearing, as in their two-hour discussion, she did not miss a word.

- (c) Fill in the blank with one word only.

The writer was to think how Evelyn had learned French and Japanese.

Ans. mystified / puzzled

- (d) The speech of which people did Evelyn find difficult to understand?

- (i) People who did not sit directly in front of her.
- (ii) Women who had thin lips with lipstick on.
- (iii) Men who had bushy beards covering their face.
- (iv) Everyone who wore glasses covering their eyes.

Ans. (iii) Men who had bushy beards covering their face.

- (e) Select the option which uses a word that is closest in meaning to the word 'lilt' from the extract.

- (i) The little girl spoke with a pleasant rhythm in her voice.
- (ii) His soaring voice filled the cathedral with the song.
- (iii) The man spoke with a certain accent which showed he was a foreigner.
- (iv) The judge spoke in measured tones to the members of the jury.

Ans. (i) The little girl spoke with a pleasant rhythm in her voice.

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

3

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

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

- 2. When and how did Evelyn turn deaf?

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

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

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

- 4. Which awards did she win?

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

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

6

- 1. Why is Evelyn an inspiration?

Ans. Evelyn is an inspiration because despite being profoundly deaf, she is an extraordinary musician who can play many instruments. The onset of Evelyn's physical disability can be traced to when she was just eight. While waiting for her turn to play the piano, Evelyn could not hear her name being called. From then on, it was a gradual deterioration, till at the age of eleven, she was diagnosed as being profoundly deaf. But Evelyn refused

to give up music. Encouraged by the famous percussionist Ron Forbes, Evelyn learnt to feel music rather than listen to it. She learnt to sense different notes in different parts of her body. Thereafter, there was no stopping her. She graduated from the Royal Academy of Music with top honours, and today has become the world's most sought-after multi-percussionist, with mastery over numerous instruments.

2. How did Evelyn overcome her problems?

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

3. You have just watched a beautiful dance performance by Sudha Chandran, a dancer, who, in spite of having lost her leg in an accident, continued to pursue her dream of becoming a Bharat Natyam dancer. Sudha Chandran's performance and life story has left a deep impression on your mind. Write a letter to your friend telling him/her about your experience and the lesson you have learnt from her.

Ans. Dear Riya,

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

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

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

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

Do write back and let me know your thoughts.

Your friend,

ABC

PART II: The Shehnai of Bismillah Khan

≡ Practice Questions ≡

(Page 24)

A. Read the extracts given below and answer the questions that follow. 5

1. As a five-year old, Bismillah Khan played *gilli-danda* near a pond in the ancient estate of Dumraon in Bihar.
- (a) Which of the following was a remarkable thing was Bismillah doing as a five-year-old?
 - (i) He was playing the sitar along with his father.
 - (ii) He was improvising and inventing ragas.
 - (iii) He was singing at the Bihariji temple regularly.

- (iv) He was learning how to play the *shehnai* in school.

Ans. (iii) He was singing at the Bihariji temple regularly.

- (b) Why is it right to say that music was in Bismillah's blood?

Ans. Music was in Bismillah's blood from birth because his grandfather, father, maternal uncles, as well as his paternal ancestors were all known to be great *shehnai* players.

- (c) Fill in the blank with one word only.

Bismillah used to be with a big laddu by the local Maharaja for singing bhajans at the temple.

Ans. rewarded

- (d) How was Bismillah brought up from birth?

(i) He was taught music from the time he was born.

(ii) He was brought up in a secular environment.

(iii) He was forced to attend school and study hard.

(iv) He was made to live independently from his mother.

Ans. (iv) He was brought up in a secular environment.

- (e) Select the option that uses an antonym of the word 'near' from the extract.

(i) He lives in the immediate vicinity of his office.

(ii) A breakthrough for this terrible disease is now on hand.

(iii) The cinema house is a stone's throw away from the market.

(iv) His house is off the beaten track from the city limits.

Ans. (iv) His house is off the beaten track from the city limits.

2. The young boy took to music early in life. At the age of three when his mother took him to his maternal uncle's house in Benaras ...

- (a) Which of the following did the young Bismillah find fascinating at his uncle's house?

(i) The flurry of activities in the household.

(ii) His uncles practising playing the *shehnai*.

(iii) The coming and going of musicians in the house.

(iv) The music lessons that his uncle arranged for him.

Ans. (ii) His uncles' practising playing the *shehnai*.

- (b) For which reason can one say that Banaras was Bismillah's classroom?

Ans. It is here in Benaras that Bismillah started his music career, and spent all his time practising his music and inventing ragas.

- (c) Fill in the blank with one word only.

The flowing waters of the river Ganga were a source of for Bismillah.

Ans. inspiration

- (d) Why was his job with All India Radio an important milestone for Bismillah's music?

(i) It was his first job for which he was paid.

(ii) The station had just been inaugurated.

(iii) It helped reach his music to a wide audience.

(iv) It helped him get into the film industry.

Ans. (iii) It helped reach his music to a wide audience.

- (e) Select the option that correctly captures the application of the word 'age' as used in the extract.

(i) The tiredness grows as we age.

(ii) Age has nothing to do with this.

(iii) At what age did you start school?

(iv) May I know your age, please?

Ans. (iv) May I know your age, please?

B. Answer the following questions in 40–50 words each.**3**1. What is a *pungi*?

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

2. What is a *shehnai*?

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

3. How was the *shehnai* invented?

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

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

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

C. Answer the following questions in 100–120 words each.**6**

1. What has made Khan famous?

Ans. Khan brought the *shehnai*, an instrument played only in temples and at weddings, to the classical stage. In Benaras, where he learnt to play the *shehnai*, Khansaab improvised and invented ragas that were earlier considered to be beyond the range of the *shehnai*. With the opening of the All India Radio in Lucknow,

Khan became a fixture on the radio. In 1947, when India gained independence, Khan became the first Indian to greet the nation with Raag Kafi on his *shehnai*. He composed music for the film *Gunj Uthi Shehnai*, which was a hit. He was awarded the top honours of the country for his music. Despite his fame, Khan remained humble and down to earth. Whenever he was travelling out of the country, he missed Benaras and Dumraon, which remained for him the most wonderful towns of the world.

2. How is Khan a symbol of tolerance?

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

3. "God knows no religion. God belongs to mankind. I realized this while playing at the Balaji temple." With reference to this quote by Ustad Bismillah Khan, write an article on '*Music knows no Boundaries*.'

Ans. *Music knows no Boundaries*

Of the many gifts nature has given us, music too is one of them. The man was most probably inspired by the various sounds of nature and that is how the first notes of music

took form. It, therefore, stands to logic that since nature belongs to everyone, music too belongs to everyone. Music is a gift of the universe to mankind and therefore it is not restricted by any borders and boundaries.

Ustad Bismillah Khan, a Muslim, played the *shehnai* in the Balaji Temple. He played from his heart and his reward was the satisfaction that he felt after his rendition. The fact that he was from a different faith had nothing to do either with his service to God or with the sense of peace and contentment he felt once he had rendered that service. His talent was a gift from God, and the music from his *shehnai* was a heartfelt prayer by a human being to the Almighty and his fellow brethren.

3. The Little Girl

≡ Practice Questions ≡

(Page 30)

A. Read the extracts given below and answer the questions that follow. 5

1. "What's the matter? Why are you looking so wretched about? Mother, I wish you taught this child not to appear on the brink of suicide... Here, Kezia, carry my teacup back to the table carefully."

- (a) Which of the following is a reason why Kezia was looking 'so wretched'?

- (i) Because her father had asked her to carry his teacup.
- (ii) Because she was terrified whenever he spoke to her.
- (iii) Because she had not been a good girl that day.
- (iv) Because she had not been able to take off his boots.

Ans. (ii) Because she was terrified whenever he spoke to her.

- (b) Why were Sunday afternoons an ordeal for the little girl?

Ans. Kezia was miserable that day because her father used to be home that day, and she was forced to spend time with him.

- (c) Fill in the blank with one word only.

Kezia's father spoke to her in a very manner, and criticised her for everything.

Ans. insensitive/harsh

- (d) What did Kezia do wherever she had to answer her father?

- (i) She would concentrate on his big mouth.
- (ii) She would look down at the floor.
- (iii) She would start to stammer.
- (iv) She would imagine him as a giant.

Ans. (iii) She would start to stammer.

- (e) Select the option that correctly reflects the meaning of the word 'brink' as used in the extract.

- (i) The two roads meet at the corner of Green Wood Street.
- (ii) The election for the post of secretary was won by a thin margin.
- (iii) He is unhappy at his job and says he is on the verge of resigning.
- (iv) There was a rim of gold around the pattern on the silk garment.

Ans. (iii) He is unhappy at his job and says he is on the verge of resigning.

2. One day, when she was kept indoors with a cold, her grandmother told her that father's birthday was next week, and suggested she should make him a pin-cushion for a gift...

- (a) Which of the following is the reason why the grandmother wanted Kezia to make her father a gift?

- (i) She wanted him to praise Kezia's efforts.
- (ii) She wanted to train Kezia in household tasks.
- (iii) She wanted Kezia to develop a bond with him.

- (iv) She wanted him to know that Kezia knew how to stitch.

Ans. (iii) She wanted Kezia to develop a bond with him.

- (b) What was the importance of the grandmother in Kezia's life?

Ans. In the entire household, Kezia was closest to her grandmother, as she was the one who gave her the affection that a child needed.

- (c) Fill in the blank with one word only.

When Kezia was punished by her father, the grandmother was the one who her in her arms and rocked her.

Ans. comforted/held

- (d) How did the incident regarding the pin-cushion create a trauma for the little girl every night?

- (i) She could not sleep properly.
- (ii) She did not want to sleep alone.
- (iii) She had frightening nightmares.
- (iv) She woke up screaming and crying.

Ans. (iii) She had frightening nightmares.

- (e) Select the option that correctly reflects the usage of the word 'cold' as used in the extract.

- (i) She gave him a cold look and walked away.
- (ii) He shivered in the cold of the night.
- (iii) His cold kept him from meeting his friends.
- (iv) The professors gave him the cold shoulder.

Ans. (iii) His cold kept him from meeting his friends.

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

3

1. Why was Kezia scared of her father?

Ans. Kezia thought her father was big like a giant. He would look all over her in a way that terrified her. She stuttered when she spoke to

him. Her father was so unlike Mr MacDonald who played with his five children in the evenings and laughed all the while.

2. Did Kezia's father love her? Give reasons for your answer.

Ans. Kezia's father loved her. But she was too scared of him to notice it. She would go reluctantly in his presence, and stutter when she spoke to him. When her mother and grandmother were away at the hospital, Kezia had a nightmare. Her father comforted her and put her to sleep in his room. Kezia realized then that her father, too, loved her after all.

3. Why did Kezia depend on her grandmother so much?

Ans. Kezia depended on her grandmother because she often had nightmares at night. Then her grandmother would take her into her bed and comfort her. When Kezia was punished for tearing up her father's speech, it was her grandmother who wrapped her in a shawl and rocked her in the rocking chair.

4. Why did Kezia's father punish her and how?

Ans. Kezia's father punished her because she had torn up the speech he had written for the Port Authority, and had used the shreds to stuff the pin-cushion she was making for his birthday. He punished her by hitting her on the palms with a ruler.

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

6

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

Ans. Kezia was a very sensitive child. She was terrified of her father, so much so that she felt a sense of relief when he went to work in the mornings. In the evenings, when he came back from work, she would go to meet him reluctantly and stutter when she spoke to him. His big hands and neck, and especially his mouth when he yawned, reminded Kezia of a giant. Children often forget the punishment

they receive from their parents. But Kezia never forgot the beating she got from her father for tearing up his speech. When she saw him next, she instinctively put both her hands behind her back, for that was where her father had hit her with a ruler. She had recurrent nightmares, which shows that something was bothering her deeply. It was always about a butcher with a knife and a rope, who approached her with a dreadful smile.

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

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

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

Ans. Grandma: Kezia dear, today is Sunday and your Papa is at home. You can go down and have a nice chat with him.

Kezia: No...No... Grandma... I am very scared of him.

Grandma: Why are you scared of him? Remember he is your father. He loves you and is very fond of you. But he never shows it that way.

Kezia: No, he doesn't care for me. Not even love me. Only Mr Macdonald loves his children.

Grandma: That is not a fair thing to say, Kezia. All fathers are not the same. They have different ways to shower love and affection.

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

Grandma: Child, your father works very, very hard throughout the week. He holds an important position in his organization. He has to take care of a lot many things and he comes home so tired that he never has time to play with you. That's why he sleeps so much on Sundays. But always remember, in his heart, he loves you very much. Never forget that.

4. A Truly Beautiful Mind

≡ Practice Questions ≡

(Page 37)

A. Read the extracts given below and answer the questions that follow. 5

1. So the youngster played by himself much of the time. He especially loved mechanical toys.
- (a) Which of the following did Einstein's mother think he was?
 - (i) A monster, because he was very worrisome.
 - (ii) A mutant, because he was too intelligent.
 - (iii) A freak, because his head was much too large.
 - (iv) A lunatic, because he only liked mechanical toys.

Ans. (iii) A freak, because his head was much too large.

(b) Why did Einstein have to play by himself most of the time?

Ans. He did not know what to do with other children, and his playmates found him boring. Therefore, little Einstein was left to play all by himself.

(c) Fill in the blank with one word only.

Einstein's mechanical toys were a to his future because he studied Physics when he grew older.

Ans. hint

(d) Which special skill did Einstein develop with encouragement from his mother?

(i) Einstein learned to play the violin.

(ii) Einstein learned other languages.

(iii) Einstein learned to play the piano.

(iv) Einstein learned public speaking.

Ans. (i) Einstein learned to play the violin.

(e) Select the option that does not use an antonym of the word 'loved' from the extract.

(i) She despised him for the way he had treated her father.

(ii) His mother disliked the way he had spoken to the old man.

(iii) They avoided each other whenever they met on the street.

(iv) The two men loathed each other and stayed enemies forever.

Ans. (iii) They avoided each other whenever they met on the street.

2. This young Serb had come to Switzerland because the University in Zurich was one of the few in Europe where women could get degrees.

(a) Which of the following is a reason why Einstein was attracted to Mileva?

(i) He found her to be a very beautiful woman.

(ii) She shared his love for science.

(iii) Like him, she was extremely intelligent.

(iv) She too was at odds with the 'philistines' at the university.

Ans. (iv) She too was at odds with the 'philistines' at the university.

(b) Why was Einstein's mother against her son's relationship with Mileva?

Ans. Einstein's mother thought that Mileva was too old for her son, and was also bothered by the fact that Mileva was as intelligent as him.

(c) Fill in the blank with one word only.

Einstein regarded Mileva as an against those he was constantly at odds.

Ans. ally

(d) Which of the following quotes is how Einstein regarded Mileva?

(i) "clever creature."

(ii) "beautiful woman."

(iii) "dearest friend."

(iv) "good companion."

Ans. (i) "clever creature."

(e) Select the option that correctly uses the word 'degrees' in the same way as used in the extract.

(i) It was fifty degrees in the shade of the trees.

(ii) The rays diverge at an angle of forty degrees.

(iii) The students collected their graduation degrees.

(iv) Each of them had different degrees of success.

Ans. (iii) The students collected their graduation degrees.

B. Answer the following questions in 40–50 words each. 3

1. Who was Einstein? Where was he born and what is he famous for?

Ans. Albert Einstein was a scientific genius whose ground-breaking work changed forever our understanding of space, time and the entire cosmos. He was born in the German city of Ulm. He is famous for his Theory of Relativity and the formula $E = mc^2$, which describes the relationship between mass and energy.

2. Why did people find Einstein strange as a child?

Ans. Einstein did not speak until he was two and a half. When he finally learnt to speak, he uttered everything twice. He did not know how to interact with other children, so his playmates called him 'Brother Boring'. Much of the time Einstein played alone.

3. Which subjects interested Einstein? How do you know?

Ans. Physics and mathematics interested Einstein a lot. He was highly gifted in mathematics. His General and Special Theory of Relativity revolutionized the study of physics. He formulated the famous mathematical equation $E = mc^2$, which described the relationship between mass and energy.

C. Answer the following questions in 100–120 words each. 6

1. Why is Einstein considered a genius?

Ans. Einstein was a scientific genius whose discoveries revolutionized the world of science. After graduating from the university, he developed his ideas on theoretical physics. It culminated in the Special Theory of Relativity, which said that time and distance are not absolute. From this followed the world's most famous formula $E = mc^2$, which described the relationship between mass and energy. A decade later, Einstein presented his General Theory of Relativity which provided

a new interpretation of gravity. Einstein can also be considered a genius for his ideas for peace. He advocated the formation of a world government. He worked towards putting an end to arms buildup, and used his popularity to campaign for peace and democracy.

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

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

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

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

Evelyn too overcame huge obstacles to accomplish her dreams. When her hearing

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

5. The Snake and the Mirror

≡ Practice Questions ≡

(Page 44)

A. Read the extracts given below and answer the questions that follow. 5

1. Then another lovely thought struck me. I would marry. I would get married to a woman doctor who had plenty of money and a good medical practice.

- (a) Which of the following tells us what the doctor was doing while having these thoughts?
 - (i) He was reading a book.
 - (ii) He was admiring himself.
 - (iii) He was standing in the veranda.
 - (iv) He was pacing up and down.

Ans. (iv) He was pacing up and down.

- (b) Why did the doctor want his wife to be fat?

Ans. The doctor wanted a fat wife so that in case he made some mistake and needed to run away, she wouldn't be able to catch him.

- (c) Fill in the blank with one word only.

It was that the doctor married a lady who was thin and reedy with the speed of a sprinter.

Ans. ironic

- (d) Besides the above, what other requirement did the doctor want from his future wife?

- (i) She should be very forgiving.
- (ii) She should be a rich doctor.
- (iii) She should come from a rich family.

- (iv) She should be supportive of his mistakes.

Ans. (ii) She should be a rich doctor.

- (e) Select the option that does not use a synonym of the word 'struck' from the extract.

- (i) The arrow which hit him was actually meant for his brother.
- (ii) He was affected greatly by the loss of his business.
- (iii) The sleeping soldiers were attacked by the ferocious enemy.
- (iv) I finally found the library book I had been hunting for.

Ans. (iv) I finally found the library book I had been hunting for.

2. I was no mere image cut in granite. I was suddenly a man of flesh and blood. Still holding my breath, I got up from the chair.

- (a) When did the doctor stop being a statue cut in granite?

- (i) When the snake started unwinding itself from his arm.
- (ii) When the snake slithered onto his lap.
- (iii) When the snake crept onto the table.
- (iv) When the snake started moving towards the mirror.

Ans. (iv) When the snake started moving towards the mirror.

- (b) Mention two things one learns about the doctor while the snake was coiled around his arm?

Ans. The doctor had great presence of mind to sit absolutely still while the snake had coiled around his arm, and one also sees his spiritual side when he thinks about God.

- (c) Fill in the blank with one word only.

The doctor displayed a great sense of when he imagined the snake putting on makeup.

Ans. humour

(d) Which of the following questions of the doctor remained unanswered?

- (i) Where had the snake come from?
- (ii) What if the snake had killed him?
- (iii) Where had he kept the medicines?
- (iv) What was the gender of the snake?

Ans. (iv) What was the gender of the snake?

(e) Select the option that best reflects the meaning of the idiom 'holding my breath' from the extract.

- (i) I've been biding my time till I finally get to see her again.
- (ii) The minister kept him cooling his heels for at least two hours.
- (iii) They told him to sit tight and not bother them with more questions.
- (iv) Don't try to talk after the long run; just relax and catch your breath.

Ans. (i) I've been biding my time till I finally get to see her again.

B. Answer the following questions in 40–50 words each. 3

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

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

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

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

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

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

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

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

C. Answer the following questions in 100–120 words each. 6

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

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

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

Ans. It can be said that the mirror saves the doctor's life in the story. It also reflects more than just the image of the doctor – it reflects his character as well. The doctor is a young

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

3. The story brings to the fore man's preoccupation with vanity, and how a slight brush with death teaches man the fleeting nature of human existence.

Discuss the above with reference to the events in the story, 'The Snake and the Mirror.'

Ans. The doctor in the story had just opened his medical book on the table which also had a lamp and a mirror. A small mirror also lay beside the mirror. He was tempted to look into the mirror as he believed in making himself look handsome. Forgetting his study, he made an 'important' and 'earth-shaking decision' to look even more handsome by growing a moustache and keep smiling. He even began to dream of his future wife and how rich they would be.

It was while he was preening in front of the mirror, lost in his frivolous thoughts, when an actual 'earth-shattering' thing happened to him. A snake landed on the ground and slithered up the chair and finally coiled around his left arm. The snake was crushing his arm. To save his life, the doctor sat still as if turned to stone. With death just a few

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

4. Imagine a conversation between the snake and the doctor. Complete the set of dialogues in 120 words. You may begin like this...

Doctor: Is it alright if I leave? This is clearly not my cup of tea.

Snake: Shhhh... Wait till I'm done...

Doctor: Done looking at yourself in the mirror? You're a snake! Why do you need to admire and preen yourself?

Ans. Doctor: Is it alright if I leave? This is clearly not my cup of tea.

Snake: Shhhh... Wait till I'm done...

Doctor: Done looking at yourself in the mirror? You're a snake! Why do you need to admire and preen yourself?

Snake: Why not? I've seen you obsessing over your jaws in the mirror; why shouldn't I look at how wide my jaws can open?

Doctor: Who are you trying to impress, anyway? Reptiles are definitely not that gorgeous anyway.

Snake: To each their own. After all, apes and their descendants can hardly pop poison.

Doctor: Is that a threat? Where's your rattle? Venomous verbosity is rather dull and done to death.

Snake: Come now! That was rather low blow.

Doctor: Fine. I off.

6. My Childhood

≡ Practice Questions ≡

(Page 51)

- A. Read the extracts given below and answer the questions that follow. 5**

1. My father, Jainulabdeen, had neither much formal education nor much wealth; despite

these disadvantages, he possessed great innate wisdom and a true generosity of spirit.

- (a) Who amongst the following supported Kalam's father in his charitable endeavours?

- (i) Kalam's elder brothers
- (ii) Devotees from the mosque
- (iii) Kalam's mother, Ashiamma
- (iv) Their neighbours next door

Ans. (iii) Kalam's mother, Ashiamma.

- (b) What kind of father was Jainulabdeen?

Ans. Kalam's father provided well for his family, and gave his children security both materially and emotionally. Kalam mentions his childhood as being very secure.

- (c) Fill in the blank with one word only.

Though Kalam's father avoided luxuries for himself and lived an life, he fed many outsiders everyday.

Ans. austere

- (d) When does one get a glimpse of Kalam's father's wisdom in the text?

- (i) In his feeding many outsiders every day.
- (ii) In his relationship with his wife and children.
- (iii) As a provider for the numerous needs of his family.
- (iv) When he comforts his wife at Kalam's departure.

Ans. (iv) When he comforts his wife at Kalam's departure.

- (e) Select the option that correctly reflects the meaning of the word 'spirit' as used in the extract.

- (i) It is said that the spirit of a young girl haunts this forest.
- (ii) The players were full of high spirits after winning the match.
- (iii) She was a brave girl and everybody admired her spirit to live.
- (iv) He cleaned the counter with some spirit to remove the stains.

Ans. (iii) She was a brave girl and everybody admired her spirit to live.

2. I was one of many children – a short boy with rather undistinguished looks, born to tall and handsome parents. We lived in our ancestral house which was built in the middle of the nineteenth century.

- (a) Which of the following describes the place where Kalam was born?

- (i) An island town
- (ii) A coastal town
- (iii) A temple town
- (iv) A religious town

Ans. (i) An island town

- (b) In what way did Kalam's family reflect the secular attitude of the village?

Ans. During an annual Hindu festival, their family used to arrange boats with a special platform for carrying the holy statue. For bedtime stories, the children of the house were told about events from the Ramayana by Kalam's mother and grandmother.

- (c) Fill in the blank with one word only.

The secular attitude of the various families was also seen in the of Kalam and his friends.

Ans. friendship

- (d) What traits from his father did Kalam say he had inherited?

- (i) Honesty and self-discipline
- (ii) Faith in goodness
- (iii) Sense of austerity
- (iv) Charitable nature

Ans. (i) Honesty and self-discipline.

- (e) Select the option that does not use a synonym of the word 'middle' from the extract.

- (i) Our new office is very central as it is just a short walk from the metro station.
- (ii) The farmer's house was situated at the the brink of the forest, near the road.

- (iii) He was a stout man of medium height, wearing a black coat and brown hat.
- (iv) Midway through the film, the projector stopped working and we had to leave.

Ans. (ii) The farmer's house was situated at the brink of the forest, near the road.

3. ... and something like a state of emergency was declared. The first casualty came in the form of the suspension of the train halt at Rameswaram station.

(a) Which of the following tells us why 'something like a state of emergency was declared?'

- (i) The Second World War had broken out.
- (ii) India's freedom struggle had started.
- (iii) The First World War broke out.
- (iv) India had joined the Axis Forces.

Ans. (i) The Second World War had broken out.

(b) What problem did the 'first casualty' cause for Kalam's cousin?

Ans. The train did not halt at Rameswaram station, the newspapers now had to be bundled and thrown out from the moving train. This forced Kalam's cousin, who distributed newspapers in Rameswaram to look for someone to catch the bundles.

(c) Fill in the blank with one word only.

A reason why Kalam's area had initially remained isolated and unaffected by the War was because it was an town.

Ans. island

(d) Why was this 'casualty' a source of pride for Kalam?

- (i) It gave him a chance to help his dear cousin.
- (ii) He was able to contribute to the family's income.

(iii) He felt he was doing something for the country.

(iv) It was the first time he earned his own money.

Ans. (iv) It was the first time he earned his own money.

(e) Select the option that best reflects the meaning of the word 'suspension' from the extract.

- (i) Modifications have been made to the car's suspension in order to improve its performance.
- (ii) The liquid lying in a bottle in the Chemistry lab is the suspension you need for the experiment.
- (iii) The recent violent incidents have led to a suspension in the talks between the two countries.
- (iv) The suspension bridge built over the river last year is an engineering marvel.

Ans. (iii) The recent violent incidents have led to a suspension in the talks between the two countries.

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

3

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

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

2. Write about some pleasant memories that Kalam shares.

Ans. When Kalam helped his cousin to catch the bundles of newspaper that were thrown out

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

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

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

4. What were Kalam's parents like?

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

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

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

C. Answer the following questions in 100–120 words each. **6**

1. Give examples from the text to show that the young Abdul Kalam had to deal with people who were orthodox.

Ans. The instances where young Abdul Kalam had to deal with people who were orthodox are as follows:

(i) Once when he was in fifth grade, his teacher made him sit on the back bench because he was a Muslim. The teacher found it awkward that Abdul should sit beside a Hindu priest's son.

(ii) Next when his science teacher Sivasubramania Iyer, an orthodox Brahmin, invited him for a meal, and his wife refused to serve Abdul food in the kitchen.

2. Teachers and the elders of society carry the responsibility of imparting the values of tolerance and brotherhood which are the hallmark of a great nation.

Write an argument for a debate supporting the statement, with reference to the chapter 'My Childhood.'

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

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

3. India's societal harmony is thoroughly reflected in the way in which our greats were raised and nurtured. Symbiotic living in a pluralistic community is central to the growth and well-being of citizens. In the light of this, compare the lives of any two Indian personalities explored in the syllabus.

Ans. In the extract from Kalam's autobiography, we find him ruminating about his childhood. He reflects upon one particular instance when a teacher had tried to sow the seeds of animosity between him and his friend, because of differences in their religion. That teacher had been adequately dealt with by the student's parent, Lakshmana Sastry. Kalam had witnessed how people from both the religions had been coexisting in harmony and maintaining symbiotic relationships during festivities and otherwise.

7. Reach for the Top

PART I: Santosh Yadav

≡ Practice Questions ≡

(Page 59)

A. Read the extracts given below and answer the questions that follow. 5

1. The culmination of her hard work and sincerity came in 1992, just four years after she had shyly asked the Aravalli mountaineers if she could join them.
- (a) Which of the following tells us how the Aravalli mountaineers inspired Santosh?
 - (i) They permitted her to follow them up every day.
 - (ii) They motivated her to develop her climbing skills.
 - (iii) They guided her to enroll in a mountaineering institute.
 - (iv) They advised her to give up her studies and follow her dream.

Ans. (ii) They motivated her to develop her climbing skills.

- (b) Mention two examples of the 'hard work and sincerity' that helped Santosh achieve her dream.

Ans. Santosh saved money and enrolled in a course in a mountaineering institute. She also went on an expedition every year in order to improve her climbing skills.

- (c) Fill in the blank with one word only.

Santosh showed focus and a to succeed in order to achieve her ambition of becoming a professional mountaineer.

Ans. determination/will

- (d) What made Santosh decide to climb the Aravalli Hills near her college?

- (i) Her curiosity to know where the villagers used to go.
- (ii) Her interest in the hills that faced her hostel room.
- (iii) Her keenness to meet the mountaineers she used to see.
- (iv) Her eagerness to take up a challenging and exciting sport.

Ans. (i) Her curiosity to know where the villagers used to go.

- (e) Select the option that does not use a synonym of the word 'shyly' from the extract.

- (i) The little girls mostly just giggled bashfully at each other.
- (ii) The young lady modestly looked down when she was complimented.
- (iii) The child looked fearfully around, in case the man was hiding close by.
- (iv) The boy hesitated, blushed, and then timidly took hold of her hand.

Ans. (iii) The child looked fearfully around, in case the man was hiding close by.

2. The girl was given the name 'Santosh', which means contentment.

(a) Which of the following tells us how Santosh lived her life?

- (i) She was a rebel and lived by her own terms.
- (ii) She followed the traditional way of life.
- (iii) She was a victim of patriarchy.
- (iv) She lived according to the norms of the village.

Ans. (i) She was a rebel and lived by her own terms.

(b) In which ways was Santosh different from the girls in her village?

Ans. Santosh did not dress in the traditional dresses like the other girls, but preferred to wear shorts. She also refused to get married when she turned sixteen, and instead wanted to continue her studies.

(c) Fill in the blank with one word only.

Santosh could be described as a for her acts of defying what society expected her to be or do.

Ans. rebel

(d) What can Santosh's name be termed as?

- (i) Symbolic
- (ii) Ironical
- (iii) Contradictory
- (iv) Satirical

Ans. (ii) Ironical

(e) Select the option that best reflects the meaning of the word 'contentment' from the extract.

- (i) The young man was happy to return to live in his own village.
- (ii) She sighed with pleasure as she finished off the delicious meal.
- (iii) The cheerfulness she displayed was because of her friendly nature.
- (iv) I take comfort from the fact that I will never have to work here again.

Ans. (ii) She sighed with pleasure as she finished off the delicious meal.

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

3

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

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

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

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

3. Where did Santosh study?

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

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

6

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

Ans. Kasturba Hostel in Jaipur faced the Aravalli Hills. From her room, Santosh used to see villagers going up the hill and suddenly vanishing from sight. One day she decided to go there and find out what was happening. However, when she reached there, she only saw a few mountaineers. She asked if she could join them, and they agreed. This got Santosh interested in mountaineering. She wanted to train herself in this sport. So she saved money and enrolled in a course at Uttarkashi's Nehru Institute of Mountaineering.

2. What shows you that Santosh is a kind person?

Ans. Santosh Yadav proved herself to be excellent mountaineer. While her climbing skills, physical endurance, and iron will impressed her seniors, her concern for others and ability to work as a team earned her a special place in the hearts of fellow climbers. During the 1992 Everest mission, Santosh Yadav provided care to a climber who lay dying at the South Col. Unfortunately, she could not save him. However, she managed to save another climber, Mohan Singh. She shared her oxygen with him, and thereby saved him from death.

3. What is Santosh Yadav famous for?

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

4. 'Once you decide to change the system, such problems have to be confronted.'

(Sivasubramania Iyer - 'My Childhood')

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

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

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

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

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

PART II: Maria Sharapova

≡ Practice Questions ≡

(Page 65)

A. Read the extracts given below and answer the questions that follow. 5

1. It was the key to her bagging the women's singles crown at Wimbledon in 2004 and to her meteoric rise to the world number one spot the following year.
- (a) Which of the following refers to 'the key' mentioned in the extract?
 - (i) The toughness she acquired during her training
 - (ii) The talent she was born with
 - (iii) The encouragement she got from her fans

(iv) The support she got from her parents

Ans. (i) The toughness she acquired during her training.

(b) What problems did young Maria face after she came to the US for training?

Ans. Nine-year-old Maria had to stay without her mother for two years, and she missed her terribly. Besides this, she had to put up with the bullying of the other tennis pupils at the academy.

(c) Fill in the blank with one word only.

According to Maria, her mantra for is hard work and a spirit of competitiveness.

Ans. success

(d) What did Maria view her problems as?

(i) Depression to be handled

(ii) Lessons to be learnt

(iii) Challenges to be faced

(iv) Part of life

Ans. (iii) Challenges to be faced

(e) Select the option that correctly uses the word 'spot' in the same way as used in the extract.

(i) This is a nice, quiet spot for the travellers to rest for a short while.

(ii) His shirt had a spot of paint on the sleeve which he had not noticed.

(iii) He is easy to spot from a distance because of his red hair.

(iv) I wonder if you will be able to spot him from the window of your room.

Ans. (i) This is a nice, quiet spot for the travellers to rest for a short while.

2. Few would grudge her the riches she is now reaping.

(a) Which of the following is the reason why not many grudged Maria the money she made?

(i) She had earned it with her own hard work.

(ii) She was not making as much money as they did.

(iii) She needed it to support her large family.

(iv) She was a young girl and needed money to live.

Ans. (i) She had earned it with her own hard work.

(b) What were Maria's views about the money she made from playing professional tennis?

Ans. Since Maria had started with nothing, it had made her hungry and determined. Besides her love for the game, Maria admitted that money was a motivation as tennis was both a business and a sport.

(c) Fill in the blank with one word only.

It was Maria's to become number one in the world, and the only thing that kept her going.

Ans. dream

(d) What did Maria show by displaying her Russian nationality?

(i) Her disloyalty to the US.

(ii) Her pride in her roots.

(iii) Her global citizenship.

(iv) Her sportsman spirit.

Ans. (ii) Her pride in her roots.

(e) Select the option that does not use the word 'grudge' in the same way as used in the extract.

(i) He held a grudge against his brother ever since he was a young boy.

(ii) Don't grudge the teacher for what she said as she was right about it.

(iii) I grudge him his victory as I know he cheated to achieve the prize.

(iv) I don't grudge the money I paid for this machine as it is very helpful.

Ans. (iv) I don't grudge the money I paid for this machine as it is very helpful.

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

3

1. Who is Maria Sharapova?

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

2. Why did Maria leave her country?

Ans. Maria left her country to receive training in tennis in the United States. The world of tennis is competitive one and Sharapova left Siberia to train and excel as a professional.

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

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

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

6

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

Ans. At the young age of nine, Maria had to leave her mother in Siberia and travel to Florida in the US to train for tennis. She was separated from her mother for two years and would miss her terribly. Her father had to work to pay for her training, and so she did not see much of him either. At the hostel, she would be bullied and mistreated by the other pupils. But Maria did not let that depress her. If anything, it made her more gritty and competitive. She had a dream, and she would have put up with much more humiliation to pursue it. Her grit and determination paid off when in 2004 she bagged the women's singles crown

at Wimbledon, and rose to the number one spot the next year. The hardships Maria had to endure as a child and the sacrifices she had to make is ample proof of Maria's toughness.

2. What does Maria feel about her Russian identity?

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

3. Which dream has kept Maria going?

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

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

— Santosh Yadav

“I’m Russian. It’s true that the U.S. is a big part of my life. But I have Russian citizenship. My blood is totally Russian.” — *Maria Sharapova*

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

- Ans. When Santosh Yadav scaled Mt Everest a second time, she set a record as the only woman to have scaled it twice. With her national flag flying on the highest peak of the world, she felt immense pride and awe. Because of her efforts and determination, India had been placed in the annals of mountaineering. In recognition of her achievements, the Indian government bestowed upon her one of the nation’s top honours, the Padmashri.
- Maria Sharapova had an attitude of never giving up. Despite having lived and trained in the U.S. since she was a child, she never gave up her Russian citizenship. She stayed loyal to her cultural roots and was never tempted to take up American citizenship. Perhaps it was the toughness of the Siberian landscape that influenced her character and made her strong to withstand all the difficulties that came her way.
- In their own respective fields, both sportswomen have made their country proud.

8. Kathmandu

≡ Practice Questions ≡ (Page 72)

A. Read the extracts given below and answer the questions that follow. 5

- One chases the other, who jumps onto a *shivalinga*, then runs screaming around the temples and down to the river, the holy Bagmati.
- Which of the following tells us who is chasing whom in the above-mentioned scene?
 - A policeman is chasing a tourist
 - A monkey is chasing another monkey
 - A little boy is chasing a stray dog

(iv) A priest is chasing a devotee

Ans. (ii) A monkey is chasing another monkey.

- (b) What does the writer see happening in and around the river?

Ans. The writer sees a corpse being cremated on the banks of the river, as well as some washerwomen at their work, and children bathing. He also sees a basket of old wilted offerings of flowers and leaves being disposed of in the river.

- (c) Fill in the blank with one word only.

According to an ancient _____, when the goddess inside the temple will escape, the evil period on earth will end.

Ans. legend

- (d) How would the writer be watching the scene of the chase?

- With surprise
- With horror
- With fear
- With amusement

Ans. (iv) With amusement

- (e) Select the option that does not use a synonym of the word ‘down’ from the extract.

- The crow saw some water at the bottom of the pitcher.
- We trekked to the bottom of the beautiful valley.
- The train went through the tunnel and out onwards.
- He was feeling rather depressed after his son left.

Ans. (iii) The train went through the tunnel and out onwards.

2. There are no crowds: this is a haven of quietness in the busy streets around.

- (a) Which of the following is the above a description of?
- A small shrine on the banks of the Bagmati

- (ii) A square near the hotel of the writer
- (iii) A Buddhist shrine known as the Baudhnath stupa
- (iv) A small area with shops owned by Tibetan refugees

Ans. (iii) A Buddhist shrine known as the Baudhnath stupa.

- (b) In what ways did the writer witness a mingling of different cultures in Kathmandu?

Ans. Pashupatinath, a Hindu temple, was situated in Kathmandu, which was visited by pilgrims from all over the world. It also had the Baudhnath stupa, a Buddhist shrine. Besides these, Tibetan immigrants had also settled there.

- (c) Fill in the blank with one word only.

The small Tibetan shops sold all kinds of such as prints and jewellery.

Ans. knickknacks

- (d) How would the writer have felt in this 'haven of quietness' after visiting the Pashupatinath temple?

- (i) Surprised
- (ii) Relieved
- (iii) Astounded
- (iv) Spiritual

Ans. (ii) Relieved

- (e) Select the option that best reflects the meaning of the word 'haven' from the extract.

- (i) After the miserable life on the streets, the orphanage was a haven for the little boy.
- (ii) The businessman sought a safe haven for the ill-got money he had collected.
- (iii) The ship with the sick passengers haboured in a solitary haven off the shore.
- (iv) For me, my grandparents house is a haven whenever I get into trouble at home.

Ans. (i) After the miserable life on the streets, the orphanage was a haven for the little boy.

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

3

- 1. Whom does the author explore Kathmandu with?

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

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

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

- 3. Why does the author wish to go home?

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

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

6

- 1. Why do flutes fascinate the author?

Ans. The author finds it very difficult to tear himself away from any place where flute music is being played. He feels that the music of the flute is at once the most universal and the most particular of sounds. There is no culture that does not have its flute—the reed neh, the recorder, the Japanese shakuhachi, the bansuri of Hindustani classical music, the clear or breathy flutes of South America, and the high-pitched flutes of China. Each flute produces its own music. Yet, to hear any flute is to appreciate the commonality of mankind.

The notes of the flute are the closest to the human voice. Its driving force, too, is the living breath – it too needs to pause, breathe and then carry on.

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

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

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

Ans. The author visits Pashupatinath Temple and the Baudhnath Stupa in Kathmandu. They are very different from each other. At Pashupatinath, there is an atmosphere of chaos and confusion. By contrast, at Baudhnath Stupa, a sense of stillness prevails. Priests, hawkers, devotees, tourists, cows, monkeys, pigeons and dogs roam through the grounds of Pashupatinath. Worshippers jostle and elbow one another to catch the attention of the priest. Saffron-clad Westerners struggle for permission to enter the temple. Monkeys fight and jump all over the place. On the

banks of the holy Bagmati, corpses burn, washerwomen wash clothes and children bathe. Baudhnath Stupa is peaceful and quiet. Its immense white dome is ringed by a road. Small shops stand on its outer edge, many of them owned by Tibetan immigrants. There are no crowds here – it is a haven of quiet in the midst of busy streets.

4. “Travel opens your heart, broadens your mind and fills your life with stories to tell.”

— Paula Bendfeldt.

With reference to the quote, how do you think this visit to Kathmandu would have affected the writer?

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

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

5. You have been chosen to address a group of youngsters on how interacting with cultures that are different from ours can broaden our horizons. Prepare the speech draft, with reference to the extract from Seth’s travel writing.

You may begin this way:

Good afternoon, everyone.

Today, I would like to discuss sections how interacting with cultures that are different from ours can broaden our horizons. There are several travelogues that that underscore the importance of cultural exposure. One of my favourites is Seth's From Heaven's Lake.

You may end this way:

To conclude Thank you for listening patiently.

Ans. Good afternoon, everyone.

Today, I would like to discuss sections on how interacting with cultures that are different from ours can broaden our horizons. There are several travelogues that that underscore the importance of cultural exposure. One of my favourites is Seth's From Heaven's Lake.

Seth looks at how many people of different faiths coexist in Kathmandu, and how people who have identifiably different ethnic origins, also live together in harmony. As a traveller, Seth is well-informed about cultural similarities and differences. This knowledge allows him to write astutely about the keen observations he makes on all that he experiences. Cultural exposure helps Seth position himself better amongst his fellow beings and understanding how far he was from home. He comments on others from a place of respect and deep interest.

To conclude, interacting with cultures that are different from ours can broaden our horizons and help us arrive at conclusions about ourselves. It should be ideally done by interacting with other cultures in person, even though one might want to explore through travelogues.

Thank you for listening patiently.

9. If I Were You

≡ Practice Questions ≡

(Page 78)

A. Read the extracts given below and answer the questions that follow. 5

1. Intruder: I'm glad you're pleased to see me. I don't think you'll be pleased for long. Put those paws up!

Gerrard: This is all very melodramatic, not very original, perhaps, but...

- (a) Which of the following did Gerrard want to do before the intruder could proceed with his questions?
- (i) He wanted to sit down as he was tired from packing.
 - (ii) He wanted to wear his coat as it was cold inside the house.
 - (iii) He wanted to remove his hat as he wasn't going out.
 - (iv) He wanted to change his position as he wasn't comfortable.

Ans. (iv) He wanted to change his position as he wasn't comfortable.

- (b) For what reasons had the intruder chosen Gerrard's cottage?

Ans. The intruder needed a safe place to hide from the police. Gerrard's cottage seemed to be the ideal place because it was isolated and no one, except for a tradesman or two, visited him.

- (c) Fill in the blank with one word only.
The intruder would be talking in a tone to intimidate Gerrard.

Ans. threatening

- (d) 'Put those paws up!' What does this tell us about the intruder?
- (i) He was an uncultured man.
 - (ii) He was trying to be humorous.
 - (iii) He was insulting Gerrard.

(iv) He was being disrespectful.

Ans. (iv) He was being disrespectful.

(e) Select the option that least reflects the meaning of the word 'melodramatic' as used in the extract.

(i) She tapped her feet with a melodramatic look at the sky.

(ii) Father flung the door open with a melodramatic flourish.

(iii) She is known for her comic melodramatic roles on stage.

(iv) The chef smashed the pots and pans in a melodramatic way.

Ans. (i) She tapped her feet with a melodramatic look at the sky.

2. Gerrard: Tonight I'm expecting trouble. My bag's packed ready to clear off. There it is.

Intruder: It's a bag all right and this is a gun all right. What's all this?

(a) Which of the following tells us what 'trouble' Gerrard was expecting?

(i) One of his enemies to come and kill him.

(ii) The police to arrive any moment to arrest him.

(iii) A shootout with another gang member.

(iv) A trap laid on the way for him to be caught.

Ans. (ii) The police to arrive any moment to arrest him.

(b) What skills of his profession did Gerrard use in order to save his life?

Ans. As a playwright, Gerrard had a fertile imagination, which he used to build a credible story. His experience in theatre had honed his acting skills, and he also used it to make his narrative more convincing.

(c) Fill in the blank with one word only.

When Gerrard suddenly showed impatience and confidence, the intruder would have felt

Ans. confused

(d) Identify which term corresponds to the given extract.

(i) A twist-in-the-tail

(ii) A climax

(iii) A punchline

(iv) A mystery

Ans. (iv) A mystery

(e) Select the option that correctly uses the word 'clear' in the same way as used in the extract.

(i) It was a clear, bright summer morning.

(ii) Hope the lesson is clear to you all.

(iii) She has to clear the test next week.

(iv) He served us clear soup for dinner.

Ans. (iii) She has to clear the test next week.

B. Answer the following questions in 40–50 words each. 3

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

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

2. Who enters the cottage and why?

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

3. How does Gerrard react to the intruder?

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

4. How does Gerrard trick the intruder?

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

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

6

1. The intruder was an unscrupulous man. Comment.

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

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

Ans. The intruder had chanced upon Gerrard and come up with the perfect plan to escape the police. He would kill Gerrard, take on his identity, and live the isolated life that Gerrard led. He considered himself very smart, and at the top of his game. However, Gerrard proved to be the smarter of the two. He

tricked the intruder into believing that he too was a crook like him. The police could come to catch him that night, which was why he had his suitcase packed and was ready to leave. He said that he had a man posted on the main road to ring him up if the police was coming. When the call he was expecting came, Gerrard pretended that it was the call to alert him. He hurried the intruder through the door of a cupboard, saying that it led to the garage where his car was waiting. When the intruder looked in to inspect, Gerrard pushed him inside and locked the door.

3. Justify the title of the story.

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

4. Intruder: You think you're smart, but I'm the top of the class round here. I've got brains and I use them. That's how I've got where I have.

Do you think the intruder was right about what he said? Justify your answer.

Ans. Yes, the intruder did have brains but he used them for devious criminal activities. He had been a jewel thief which means he was a good planner and risk-taker. But in a botched-up robbery, he had killed a cop, and was now 'a poor hunted rat.' When he was in Essex, he had overheard two people talking about Gerrard. What he heard interested him, and

made him hatch a brilliant plan. He refers to this as one of his “luckiest breaks.” He learned that Gerrard was a bit of a mystery man – he lived in isolation in a lonely cottage, and a careful study showed that he could easily take on Gerrard’s identity after killing him. He plans to extract the maximum information from Gerrard before shooting him. For a criminal, it was a good plan and showed careful thought.

But he was wrong about being smarter than Gerrard, because in the end he proves to be no match for Gerrard, and instead lands up in prison.

5. Gerrard shows great presence of mind in his handling of the dangerous intruder. He does not flinch or hesitate to spin a web. Can you think of any other character who exhibited

similar qualities? How is Gerrard’s situation in any way different from that of the other character?

- Ans. The doctor in Basheer’s ‘The Snake and the Mirror’ comes to mind when one thinks of how Gerrard had handled a difficult situation. While Gerrard had thought on his feet and swiftly manipulated the intruder, the doctor’s ‘intruder’ could not have been manipulated in a similar fashion. Instead of panicking, the doctor waited for the right opportunity of escape from a situation that could have turned ugly. Like Gerrard, he acted with great presence of mind and took appropriate action. Verbal sparring would not have helped with the doctor’s non-human ‘intruder’ and therefore, one can assert that his action had been appropriate.

Poetry

1. The Road Not Taken

≡ Practice Questions ≡ (Page 84)

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

5

1. Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

- (a) Complete the sentence appropriately.

The poet has used a metaphor as a poetic device for the two roads because

Ans. it is an apt comparison for the choices one makes in life.

- (b) Which of the following best describes the poet’s attitude towards the roads ahead?

- (i) Excitement (ii) Curiosity
(iii) Nervousness (iv) Uneasiness

Ans. (ii) Curiosity

- (c) State whether the following statement is True or False.

The poet feels sorry years later about the decision he had made much earlier.

Ans. False

- (d) Select the appropriate option to complete the sentence, according to the extract.

The metaphorical meaning of ‘I doubted if I should ever come back’ is

- (i) Once a decision is made, one has to face the results of that action.
(ii) One should never doubt the positive possibilities of a decision taken.
(iii) If one is full of doubts, then the decision taken rarely turns out well.
(iv) Every decision is final and can never be reversed if it were wrong.

Ans. (i) Once a decision is made, one has to face the results of that action.

(e) What is the use of the rhyme scheme in the poem?

- (i) To create a particular atmosphere in the poem.
- (ii) To give pleasure and evoke emotions in the reader.
- (iii) To give clarity to the thoughts and ideas of the poet.
- (iv) To condense the words of the poet into simple lines.

Ans. (ii) To give pleasure and evoke emotions in the reader.

2. And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

(a) The poetic persona had discovered that there were freshly fallen leaves that had not been trodden on. One can conclude that

- (i) leaves were falling right then.
- (ii) people had not been clearing the forest.
- (iii) travellers had not been taking the route through there.
- (iv) leaves were being blown away by the wind.

Ans. (iii) travellers had not been taking the route through there.

(b) Why does the poet say, 'I doubted if I should ever come back?'

Ans. The poet understood that once he chose a path in life, returning would be impossible, and he would have to live according to his decision.

(c) What do we learn about the poet through his act of making a decision?

- (i) He was not an impulsive or rash man.
- (ii) He made all decisions independently.
- (iii) He stuck to the decision he had made.
- (iv) He believed he always made the right choice.

Ans. (i) He was not an impulsive or rash man.

(d) Complete the analogy used in the poem.
wood : trees :: poet :

Ans. thoughts

(e) Select the sentence in which the word 'leaves' is used in the similar manner as in the extract.

- (i) After he leaves, you may shut the office.
- (ii) The leaves of the book were old and yellow.
- (iii) I need to clear up the leaves from the garden.
- (iv) He leaves behind his children and wife.

Ans. (iii) I need to clear up the leaves from the garden.

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

3

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

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

2. What does the poet choose?

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

3. How does the poet describe the roads?

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

4. What influences the poet's choice?

Ans. The poet decides to take the road that is less travelled. It is not clear what influences the poet's choice. But he says that the road had a 'better claim' to being chosen because it was

still grassy and not worn out by the footsteps of travellers. For the poet, the road and its destination could have held attraction because not many had dared to explore it.

C. Answer the following questions in 100–120 words each. 6

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

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

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

Ans. The theme of the poem 'The Road Not Taken' is about the choices that one has to make in life and the acceptance of what these choices lead us to. When faced with two diverging paths in the forest, the poet chooses the one that few travellers have taken. He wants to

keep the other path for another day, but knows that he may never come back to take it. The path he has chosen will branch out into many more paths, which will take him further and further away from the other road. The same is with life. Once we make a decision and carry it out, it is not possible to reverse it. Life rarely gives us a second chance. But the poet is hopeful. He believes that many years later, he will be able to tell others that he was faced with a choice once. He chose the one that had few takers, but it is that choice that made all the difference in his life.

2. Wind

≡ Practice Questions ≡

(Page 89)

A. Read the extracts given below and answer the questions that follow. 5

1. Don't break the shutters of the windows.
Don't scatter the papers.
Don't throw down the books on the shelf.
There, look what you did ...

- (a) Complete the sentence appropriately.

It is clear that personification is the poetic device used because

Ans. the poet refers to the wind as a living person.

- (b) What was the reason for the poet to get upset at the wind creating havoc with the books and papers?

- (i) It would have created a big mess to clean up.
- (ii) Books are revered for their knowledge.
- (iii) He was a writer and they were important to him.
- (iv) It would have meant a great financial loss for him.

Ans. (i) It would have created a big mess to clean up.

- (c) State whether the following statement is True or False.

The extract displays the strong-willed nature of the wind.

Ans. False

- (d) Select the appropriate option to complete the sentence, according to the extract.

While scolding the wind, the poet

- (i) adopts a tone of admonishment.
- (ii) realises that the wind cannot hear.
- (iii) appeals to it to stop blowing so hard.
- (iv) shows its anger towards its power.

Ans. (i) adopts a tone of admonishment.

- (e) Which of the following best describes how the poet addresses the wind?

- (i) With fearsome respect
- (ii) As a spoilt, wilful child
- (iii) With irritation and anger
- (iv) As something to be feared

Ans. (ii) As a spoilt, wilful child

2. Do this, and the wind will be friends with us.

The wind blows out weak fires.

He makes strong fires roar and flourish.

- (a) In what way does the lack of rhyme scheme used in this poem affect the tone of the poem?

- (i) Makes it dull to read
- (ii) Brings a seriousness to it
- (iii) Makes it lyrical to recite
- (iv) Explains the theme well

Ans. (ii) Brings a seriousness to it

- (b) For what reason does the poet want people to 'Do this?'

Ans. The poet wants people to make their hearts and minds strong, so that strong negative influences would not be able to affect them.

- (c) Select the appropriate option to complete the sentence, according to the extract.

The last two lines from the poem tell us that people who show of character are successful in life.

- (i) courage
- (ii) power
- (iii) strength
- (iv) boldness

Ans. (iii) strength

- (d) Complete the analogy about the fires.

strong fires : flourish :: weak fires :

Ans. die

- (e) Select the sentence in which a synonym of the word 'strong' is not used in the similar manner as in the extract.

- (i) You need powerful arms and legs to attempt that swimming marathon.
- (ii) The old soldier was still as tough as he had been when he was younger.
- (iii) Most of the cases the doctor had last week were forms of muscular pain.
- (iv) The gardener needed robust plants which could withstand heavy storms.

Ans. (i) You need powerful arms and legs to attempt that swimming marathon.

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

3

1. What does the poet say to the wind?

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

2. What does the wind do?

Ans. The wind breaks shutters, scatters the papers, throws books from the shelf, tears the pages of the books and brings the rain. It pokes fun at the weak, but helps the strong. So it crushes crumbling houses and those faint of heart. But strong fires roar and flourish in the wind as do those with a steadfast heart.

3. How does the wind treat the weak?

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

4. What does the poet ask people to do?

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

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

6

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

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

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

Ans. The message that the poet conveys through the poem can be summarized in the adage:

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

3. Rain on the Roof

≡ Practice Questions ≡

(Page 95)

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

5

1. What a bliss to press the pillow
Of a cottage-chamber bed
And lie listening to the patter
Of the soft rain overhead!

(a) Complete the sentence appropriately.

It is clear that alliteration is the poetic device used in 'press the pillow' because

.....

Ans. the first letter of both 'press' and 'pillow' have the same sound.

(b) Which of the following best describes the falling rain?

- (i) Gentle rain
- (ii) Heavy downpour
- (iii) Stormy weather
- (iv) Torrential rain

Ans. (i) Gentle rain

- (c) State whether the following statement is True or False.

The mood of the poet had earlier been rather nostalgic, but now it is cheerful.

Ans. False

- (d) Select the appropriate option to complete the sentence, according to the extract.

The atmosphere outside the cottage is

- (i) dark and gloomy.
- (ii) rainy and hot.
- (iii) humid and dark.
- (iv) cloudy and humid.

Ans. (i) dark and gloomy.

- (e) What is the importance of the imagery given in this extract?

- (i) It gives a visual picture of the poet lying in bed.
- (ii) It describes the kind of rain falling on the shingles.
- (iii) It gives the reader a context of the setting of the poem.
- (iv) It allows the reader to imagine the mood of the poet.

Ans. (iv) It allows the reader to imagine the mood of the poet.

2. To regard the darling dreamers
Ere she left them till the dawn:
O! I feel her fond look on me
As I list to this refrain

- (a) What is the poet's tone in the extract?

- (i) Unhappy (ii) Regretful
- (iii) Loving (iv) Sentimental

Ans. (iv) Sentimental

- (b) What does the term 'darling dreamers' tell us about the relationship of the poet with his mother?

Ans. The poet remembers with tenderness how his loving mother would watch her small, innocent, darling children as they slept. Even though she is dead, he remembers her love for him.

- (c) Identify what the word 'fond' could be best described as.

- (i) Tender (ii) Gentle
- (iii) Loving (iv) Maternal

Ans. (iii) Loving

- (d) Complete the analogy about the language used by the poet.

ere : before :: list :

Ans. listen

- (e) Select the sentence in which the word 'left' is used with the same meaning as in the extract.

- (i) Her left hand was broken when she fell off the horse.
- (ii) I don't know if there is any food left over from the party.
- (iii) She left the office with the bag containing the documents.
- (iv) That young boy inherited everything his uncle had left him.

Ans. (iii) She left the office with the bag containing the documents.

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

3

1. Why does the poet like the rain?

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

2. What all does he do when it rains?

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

3. How does the poet describe his mother?

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

C. Answer the following questions in 100–120 words each. 6

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

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

2. How does the rain affect the poet?

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

4. The Lake Isle of Innisfree

≡ Practice Questions ≡

(Page 100)

A. Read the extracts given below and answer the questions that follow. 5

1. Nine bean-rows will I have there, a hive for the honeybee,
And live alone in the bee-loud glade.

- (a) What is the poet's tone in the extract?
- | | |
|-----------|-------------------|
| (i) Hope | (ii) Anticipation |
| (iii) Joy | (iv) Optimism |

Ans. (i) Hope

(b) What does one understand by the poet specifically mentioning the number of bean rows he would plant?

Ans. The poet is clear that he would grow only the amount of food he would need.

(c) Identify the sentence which is an example of auditory imagery in the extract.

- | |
|----------------------------|
| (i) Rows of bean plants |
| (ii) Hives full of honey |
| (iii) The bee-loud glade |
| (iv) The poet living alone |

Ans. (iii) The bee-loud glade.

(d) Complete the analogy about the habitats of those who live at Innisfree.

hive : bees :: : poet

Ans. cabin

(e) Select the sentence in which the word 'live' is used as a homograph.

- | |
|---|
| (i) I used to live there as a young girl. |
| (ii) His motto is to live and let live. |
| (iii) She went live on national television. |
| (iv) She hopes to live till she's ninety. |

Ans. (iii) She went live on national television.

2. And I shall have some peace there, for peace comes dropping slow
Dropping from the veils of the morning to where the cricket sings;

- (a) Complete the sentence appropriately.

One identifies 'veils of the morning' as personification as the poetic device used because

Ans. it describes the morning to be wearing veils, like a woman would.

- (b) Which image would one associate with the term 'veils of the morning?'

- (i) A thick blanket of snow
- (ii) Droplets of dewdrops
- (iii) A blanket of white fog
- (iv) Melting slushy snow

Ans. (iii) A blanket of white fog

- (c) State whether the following statement is True or False.

The overall tone and mood of these lines convey a sense of an unhurried pace of life.

Ans. True

- (d) Select the appropriate option to complete the sentence, according to the extract.

What the poet does not get in the life he leads, and which he knows he will get in Innisfree is

- (i) love. (ii) company.
- (iii) peace. (iv) beauty.

Ans. (iii) peace.

- (e) What does the overall tone and mood of the given lines convey to the reader due to the language used by the poet?

- (i) A sense of belonging to a place
- (ii) A sense of the beauty of nature
- (iii) A sense of calm and tranquillity
- (iv) A sense of wonderment and grace

Ans. (iii) A sense of calm and tranquillity

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

3

1. Why does the poet wish to go to Innisfree?

Ans. The poet wishes to go to Innisfree because he longs for the peace and quiet of the place. He is sick of the dreariness of city life. Night

or day, whether he is on the road or on the pavement, he hears the soft sounds of the lake water lapping the shore. It makes him want to wait no more, but arise and go to Innisfree.

2. What sounds does the poet hear in Innisfree?

Ans. The poet hears the buzzing of bees all day and the song of the cricket at night. In the evenings, he hears the flapping of wings of flying linnets.

3. Describe the sights the poet sees in Innisfree.

Ans. In Innisfree, the mornings are misty. The afternoons have a reddish glow, and the night sky is full of stars that glimmer. In the evenings, the poet sees linnets flying around in the sky.

4. Why does the poet like Innisfree?

Ans. The poet likes Innisfree because of the peace and tranquility of the place. It is an island surrounded by a lake, and is far from the madding crowd. In such a place as Innisfree, the poet can live the kind of life he loves – close to nature, in a small cottage made of clay and wattles.

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

6

1. The poet thinks of Innisfree as an escape. Comment.

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

This implies that the city lacks the quality of peace that the poet seeks.

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

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

5. A Legend of the Northland

≡ Practice Questions ≡

(Page 106)

A. Read the extract given below and answer the questions that follow. 5

1. Then she took a tiny scrap of dough,
And rolled and rolled it flat;
And baked it thin as a wafer —
But she couldn't part with that.

- (a) Complete the sentence appropriately.

A simile is identified to be the poetic device used in the third line because

Ans. it compares the thinness of the cake to a wafer using 'as.'

- (b) Which of the following best describes the response of Saint Peter towards the woman's behaviour?

- (i) Horrified
- (ii) Disappointed

(iii) Furious

(iv) Startled

Ans. (iii) Furious

- (c) State whether the following statement is True or False.

The last line of the stanza tells us that the little woman was an uncharitable and selfish person.

Ans. True

- (d) Select the appropriate option to complete the sentence, according to the extract.

The repetition of the word 'And' is used to

- (i) humourously emphasise the efforts of the woman to make the cake the thinnest possible.
- (ii) show how mean-spirited the woman was to strangers who came to her house.
- (iii) give stress on the humour of the efforts the woman made for something so small.
- (iv) point out that though she was uncharitable, she was a hard-working housewife.

Ans. (i) humourously emphasise the efforts of the woman to make the cake the thinnest possible.

- (e) What do the phrases 'tiny scrap' and 'thin as wafer' suggest about the woman's attitude towards her fellow creatures?

- (i) Her indifference
- (ii) Her selfishness
- (iii) Her coldness
- (iv) Her envy

Ans. (ii) Her selfishness

B. Answer the following questions in 40–50 words each. 3

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

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

2. What did Saint Peter see in the house?

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

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

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

4. Describe the cakes the woman baked.

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

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

6

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

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

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

Ans. The woman's selfish behaviour was enough to anger even a saint. Saint Peter was enraged at the woman's lack of sympathy. He decided that she was far too selfish to dwell in the human form and enjoy all the comforts of food, shelter and fire. He cursed her that henceforth she would live the difficult life

of a bird. She would have to bore all day into hard, dry wood to get her meagre food. And just as he had said, the woman went up through the chimney, but came out as a bird. She had a scarlet head and a black body, and she lived on trees and bored for food all day.

6. No Men Are Foreign

≡ Practice Questions ≡

(Page 111)

A. Read the extracts given below and answer the questions that follow. 5

1. Remember, no men are strange, no countries foreign

Beneath all uniforms, a single body breathes
Like ours: the land our brothers walk upon
Is earth like this, in which we all shall lie.

- (a) What is the poet's tone in the extract?

- | | |
|------------|-------------|
| 1. Angry | 2. Warning |
| 3. Grim | 4. Defeated |
| 5. Warlike | |

Select the appropriate option.

- | | |
|---------------|--------------|
| (i) 1 and 4 | (ii) 2 and 3 |
| (iii) 1 and 3 | (iv) 2 and 4 |

Ans. (ii) 2 and 3

- (b) What do the poet's beliefs suggest about the kind of world he wants to live in?

Ans. The poet wants a world where there is peace and no war, and everyone lives with the spirit of brotherhood.

- (c) Which of the following best symbolises the word 'uniforms?'

- | | |
|----------------|-----------------|
| (i) Identity | (ii) Patriotism |
| (iii) Equality | (iv) Freedom |

Ans. (i) Identity

- (d) Complete the analogy about the literary devices used.

Body breathes : alliteration :: our brothers :

.....

Ans. metonym

(e) Select the sentence in which the word 'lie' is used as a homonym.

- (i) Lie still while I bandage your leg.
- (ii) Don't lie in the sun for too long.
- (iii) It is a lie that he stole the money.
- (iv) I need to lie down as I'm not well.

Ans. (iii) It is a lie that he stole the money.

2. Remember they have eyes like ours that wake
Or sleep, and strength that can be won
By love. In every land is common life
That all can recognise and understand.

(a) Complete the sentence appropriately.

It is clear that repetition is the poetic device used in the first line because

Ans. the word 'Remember' has been used often in the entire poem.

(b) The lines from the stanza tell us that is stronger than any other emotion.

- (i) love (ii) equality
- (iii) courage (iv) empathy

Ans. (i) love

(c) State whether the following statement is True or False.

The literary device which is used in the poem is a rhyme scheme.

Ans. False

(d) Select the appropriate option according to the extract.

Why does one recognise 'common life' in other lands?

- (i) Because one has heard about it from others.
- (ii) Because it is the same kind of life everyone leads.
- (iii) Because one sees it after conquering that land.
- (iv) Because it is the life all common people lead.

Ans. (ii) Because it is the same kind of life everyone leads.

(e) According to the poet, what is the one thing that differentiates people all over the world?

- (i) Food
- (ii) Uniforms
- (iii) Air
- (iv) Death

Ans. (ii) Uniforms

B. Answer the following questions in 40–50 words each. 3

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

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

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

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

3. How do people hurt each other?

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

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

Ans. The poet wants us to remember that when we are told to hate others, it is to ourselves that we do harm. We dispossess ourselves of grace and mercy; we betray and condemn ourselves to a life of violence and hatred. When we take up arms against one another,

we defile the earth and air that belongs to us
as much as those whom we seek to destroy.

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

6

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

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

2. Justify the title of the poem.

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

7. On Killing a Tree

≡ Practice Questions ≡

(Page 116)

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

5

1. The bleeding bark will heal
And from close to the ground
Will rise curled green twigs,
Miniature boughs

- (a) Complete the sentence appropriately.

The term 'bleeding bark' is unusual because it is an example of three poetic devices such as

Ans. metaphor, personification, and alliteration.

- (b) Which quality of the tree does the poet admire as shown in this stanza?
 - (i) Ability to not die instantly
 - (ii) Ability to rejuvenate itself
 - (iii) Ability to withstand pain
 - (iv) Ability to give birth

Ans. (ii) Ability to rejuvenate itself

- (c) State whether the following statement is True or False.

A lesson one learns is that the evil in a person, even after attempts to kill it, comes back stronger in a different form.

Ans. False

- (d) Select the appropriate option to complete the sentence, according to the extract.

As suggested by the poet, the bark heals because of the

- (i) warm sunshine.
- (ii) sap stored in the trunk.
- (iii) nutrients sent by the roots.
- (iv) tissue of the bark.

Ans. (iii) the nutrients sent by the roots.

- (e) Which of the following best describes the term 'miniature boughs'?

- (i) Tiny branches
- (ii) Little twigs

- (iii) Small sprigs (iv) New leaves

Ans. (i) Tiny branches.

2. It is to be roped, tied,
And pulled out – snapped out
Or pulled out entirely,
Out from the earth-cave

(a) What is the poet's tone in the extract? Select the appropriate option.

- (i) Gloomy (ii) Dry
(iii) Sober (iv) Critical

Ans. (ii) Dry

(b) What is the message the poet wishes to convey through this poem?

Ans. The poet wishes to sensitize others to the fact that trees are living creatures and should not be destroyed. He equates killing a tree to the act of killing a man.

(c) How does the poet describe the end of the tree, according to the extract?

- (i) As a death brought about by neglect.
(ii) As a death due to cutting off its food supply.
(iii) As a murder done swiftly and painlessly.
(iv) As a murder executed after painful torturing.

Ans. (iv) As a murder executed after painful torturing.

(d) Complete the analogy about how the tree is treated.

prisoner : handcuffs :: tree :

Ans. roped/ tied

(e) Select the sentence in which an idiom gives the same meaning as what the 'pulled out' from the extract does.

- (i) She pulled a face when I scolded her about what she had done.
(ii) He pulled himself together before going back to the room to confront them.

(iii) The doctors pulled the plug on that patient because they could not do anything more.

(iv) The dishonest employee pulled the wool over his trustful boss' eyes, and cheated him.

Ans. (iii) The doctors pulled the plug on that patient because they could not do anything more.

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

3

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

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

2. What consumes the earth and how?

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

3. What makes the tree bleed?

Ans. Hacking and chopping makes the tree bleed.

4. What happens when the boughs are left unchecked?

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

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

6

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

Ans. The tree can be said to symbolize all of Mother Nature which humans systematically work to defile and destroy. However, the poem is ultimately a very intense and graphic account of how a tree is 'killed'. The matter-of-fact, practical tone of the poet makes the act appear more terrible and cold-blooded. When we talk of cutting a tree, we do not

think of it in terms of a living being that is being killed. But this is how the poet wants us to think. His use of words such as 'kill', 'pain' and 'bleeding' achieves this purpose. He describes the process of cutting a tree in human terms, and thereby drives home the reprehensibility of the act. All other gifts of Mother Nature that humans kill for profit or pleasure can be described in much the same way.

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

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

8. A Slumber Did My Spirit Seal

≡ Practice Questions ≡

(Page 120)

A. Read the extracts given below and answer the questions that follow. 5

1. She seemed a thing that could not feel
The touch of earthly years.
No motion has she now, no force—
She neither hears nor sees

(a) Complete the sentence appropriately.
It is clear that the poem's title has the poetic device

Ans. alliteration, because the closely connected words begin with the same sound.

- (b) Since the loved one would never experience 'the touch of earthly years,' how would she be, eternally?

- | | |
|-------------|----------------|
| (i) Frozen | (ii) Decayed |
| (iii) Young | (iv) Forgotten |

Ans. (iii) Young

- (c) State whether the following statement is True or False.

In the poem, motion and force are best described as 'life.'

Ans. True

- (d) Select the appropriate option to complete the sentence, according to the extract.

The poet, while narrating the given lines, seems to be

- (i) pondering about the mystery of death.
- (ii) bemoaning about the unexpectedness of death.
- (iii) wondering how his beloved would be after death.
- (iv) grieving, and in a state of shock over the death.

Ans. (iv) grieving, and in a state of shock over the death.

- (e) How has the poet's use of language in these lines brought out the finality of his loved one's death? Select the incorrect option.

- (i) His loved one is referred to as 'She' and 'a thing' as she has no worldly identity any more.
- (ii) Harsh words like 'earthly' which reflect the harshness of his loved one's death have been used.
- (iii) The repetition of 'No' in the third line, shows the finality of his loved one's death.
- (iv) The realization of what she does 'not' do and 'neither' will do again is mentioned.

Ans. (ii) Harsh words like 'earthly' which reflect the harshness of his loved one's death have been used.

2. Rolled round in earth's diurnal course
With rocks and stones and trees.

(a) What is the poet's tone in the extract?

- (i) One of acceptance
- (ii) One of bewilderment
- (iii) One of sheer grief
- (iv) One of sorrow

Ans. (i) One of acceptance

(b) Why are these lines contrary to the descriptions given earlier of the state of the poet's loved one?

Ans. Earlier, the poet's loved one was described as being in 'slumber,' a period of rest and quiet, and immobility. However, the image of her as a part of earth while it rotates gives a feeling of her also being in motion.

(c) The 'rocks and stones and trees' represent the

- (i) harsh side of nature.
- (ii) spiritual aspects of nature.
- (iii) immortal aspects of nature.
- (iv) changing face of nature.

Ans. (iii) immortal aspects of nature.

(d) Complete the analogy.

Rotation : eternal :: humanity :

Ans. temporary/transient

(e) Select the sentence in which the word 'round' is used in the similar manner as in the extract.

- (i) She was seated at a large, round table.
- (ii) Cut the cardboard into small rounds.
- (iii) He swung round to face her again.
- (iv) He wrapped the sheet round him.

Ans. (iii) He swung round to face her again.

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

3

1. What had slumber done to the poet?

Ans. Slumber made the poet oblivious to human

fears about mortality. He thinks of his beloved as something that could not feel the effect of passing years. Her youth seemed eternal, and her death never crossed the poet's mind.

2. What had the poet imagined about the person he loved? What fears do humans have?

Ans. The poet imagined that his beloved would be untouched by the passing of years. She would never age, nor die. She would remain youthful forever. The fears that humans have are of becoming old and dying.

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

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

C. Answer the following question in 100–120 words.

6

1. Justify the title of the poem.

Ans. The title of the poem is its first line: A slumber did my spirit seal. The poem talks about the death of a loved one. For the poet, she symbolized eternal beauty and youth. Human fears of old age and death never assailed the poet. Yet when she died, the poet realized, albeit a little late, that he had been put in some kind of slumber. It had made him oblivious to fears. What had seemed untouched by time was now without any force and motionless. Yet, the poet gains peace and solace from the understanding that she is one with nature now. She is part of earth, as are the rocks, stones and trees, and is rolling along with earth in its diurnal course.

Supplementary Reader: Moments

1. The Lost Child

≡ Practice Questions ≡

(Page 128)

A. Read the extracts given below and answer the questions that follow. 5

1. His father looked at him red-eyed, in his familiar tyrant's way. His mother, melted by the free spirit of the day, was tender and, giving him her finger to hold, said, "Look, child, what is before you!"

It was a flowering mustard-field, pale like melting gold as it swept across miles and miles of even land.

- (a) Select the option that correctly captures the usage of the term 'melted by the free spirit' in the given extract.

- (i) to have a blast
- (ii) to party hard
- (iii) to unwind
- (iv) to hang-out with

Ans. (iii) To unwind

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

soap : dissolving :: candle : _____

Ans. melting

- (c) Select the option that displays the reason why the father eyes were red-eyed.

- (i) He was feeling sleepy as it was nap time.
- (ii) He was tired with all the walking they had done.
- (iii) He was feeling hot as it was peak afternoon.
- (iv) He was angry because the boy wanted a toy.

Ans. (iv) He was angry because the boy wanted a toy.

- (d) In the extract, which one of the qualities of the father made him appear to be a 'tyrant' in the child's eyes?

- 1. He was powerful.
- 2. He was arrogant.
- 3. He was authoritarian.
- 4. He was temperamental.
- 5. He was insensitive.

Select the correct option.

- (i) 1 and 4
- (ii) 2 and 5
- (iii) Only 3
- (iv) Only 4

Ans. (iii) Only 3

- (e) List two ways the parents reacted to their child's demand.

Ans. (i) The father looked at him in an angry way.
(ii) The mother tried to divert his attention.

2. "Come, child, come!" his parents called from the shade of a grove where they had seated themselves on the edge of a well. He ran towards them.

A shower of young flowers fell upon the child as he entered the grove, and, forgetting his parents, he began to gather the raining petals in his hands. But lo! he heard the cooing of doves and ran towards his parents, shouting, "The dove! The dove!" The raining petals dropped from his forgotten hands.

- (a) Select the option that correctly depicts the term 'But lo!' from the extract.

- (i) But loony!
- (ii) But low!
- (iii) But look!
- (iv) But lolly!

Ans. (iii) But look!

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

orchard : fruits :: garden : _____

Ans. flowers

(c) Select the option that displays the reason why the parents had seated themselves there.

- (i) It was a place where the child could play.
- (ii) They wanted to drink water from the well.
- (iii) It was close to the fair they were attending.
- (iv) The trees provided them with cool shade.

Ans. (iv) The trees provided them with cool shade.

(d) With reference to the extract, what did the behaviour of the little child show?

- (i) He was a nature lover.
- (ii) He got distracted easily.
- (iii) He was quite disobedient.
- (iv) He was extremely forgetful.

Ans. (ii) He got distracted easily.

(e) List any two things that the child enjoyed while his parents rested.

Ans. (i) He loved playing with the falling petals.
(ii) He was excited when he heard the cooing of doves.

3. The child stared open-eyed and his mouth watered for the burfi that was his favourite sweet. "I want that *burfi*," he slowly murmured. But he half knew as he begged that his plea would not be heeded because his parents would say he was greedy. So without waiting for an answer he moved on.

(a) Select the option that correctly describes the phrase 'stared open-eyed' from line 1 of the extract.

- (i) happiness (ii) wonderment
- (iii) bafflement (iv) greed

Ans. (ii) wonderment

(b) Complete the analogy by selecting the suitable word from the text.

disliked : special :: despised :

Ans. favourite

(c) Select the option that displays the reason why the little boy did not repeatedly ask his parents to buy him sweetmeats.

- (i) He was afraid they would get angry at him.
- (ii) He was familiar with his parents' behaviour patterns.
- (iii) He knew his parents didn't care for his happiness.
- (iv) He knew that they were poor and could not afford it.

Ans. (ii) He was familiar with his parents' behaviour patterns.

(d) According to the extract, the boy moved on without waiting for an answer because

1. it was not the first time he had pleaded for something.
2. he was aware of what his parents would say if he asked.
3. he did not have a close relationship with his parents.
4. he knew it was pointless to ask them for anything.
5. he knew they would buy him something they could afford.

Select the correct option.

- (i) 1 and 5 (ii) 2 and 3
- (iii) 1 and 3 (iv) 2 and 4

Ans. (iv) 2 and 4

(e) List any two qualities one notices in the child which seem to be much beyond in someone his age.

Ans. (i) self-control
(ii) reasoning

4. There was no reply. He turned to look at his parents. They were not there, ahead of him. He turned to look on either side. They were not there. He looked behind. There was no sign of them.

A full, deep cry rose within his dry throat and with a sudden jerk of his body he ran from where he stood, crying in real fear, "Mother, Father."

- (a) Select the option that correctly describes the fear of the child.

- (i) A big fright (ii) A real worry
(iii) Sheer terror (iv) Complete dismay

Ans. (iii) Sheer terror

- (b) Complete the analogy by selecting the suitable word from the extract.

sudden twitch : eyes :: loud scream :

Ans. throat

- (c) Select the option that displays what the child was doing when he realised his parents were missing.

- (i) He was watching the roundabout in full swing.
(ii) He was listening to the music of the snake charmer.
(iii) He was looking at the colourful balloons being sold.
(iv) He was standing near the basket of a flower seller.

Ans. (i) He was watching the roundabout in full swing.

- (d) What factors were responsible for the little child getting lost?

1. The carelessness of the parents
2. The child's disobedience
3. The numerous distractions
4. The milling crowds
5. The sweetmeat seller

Select the correct option.

- (i) 2, 4 and 5
(ii) 1, 3 and 4
(iii) Only 1 and 3
(iv) All of the above

Ans. (ii) 1, 3 and 4

- (e) Mention two ways how the child's body reacted when he realised his parents were missing.

Ans. (i) His throat went dry.
(ii) His body suddenly jerked.

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

3

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

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

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

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

3. How did the child almost get trampled?

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

4. How was the child saved from being trampled?

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

5. Why did the child refuse a ride in the roundabout?

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

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

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

7. What is the theme or central idea of the story?

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

C. Answer the following questions in 100–120 words each. 6

1. What is the turning point in the story?

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

refused to buy him, and for which he may have nurtured a small grudge, are meaningless to him now.

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

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

3. Describe the spring festival.

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

4. How did the man who saved the child try to soothe and comfort him? Were the man's attempts successful? Elaborate.

Ans. The man tried to soothe and comfort the child by trying to divert his attention. He took the child to the roundabout and showed

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

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

Ans. The child was fascinated by the fair. He wanted the many attractive things on display – *burfi*, garlands, balloons, the show put on by the snake charmer and a ride on the roundabout. But he also knew that his parents would refuse his request. Their reasons would be various – either he was being greedy to ask for the *burfi* or too old to play with balloons; the flowers were cheap and the music of the snake charmer was coarse. Yet, the boy was happy. Though he regarded his father's ways as that of a 'tyrant', he was safe and secure in his company. At every stall that he wished to buy things, he did not wait for his parents' answer. He knew what it would be. Still, he did not grudge their refusal; he simply moved on till something else tempted him and made him stop. When he got lost, his fear and anguish knew no bounds. The offer of the very same things that his parents had refused to buy for him could not quieten him or make him happy.

2. The Adventures of Toto

≡ Practice Questions ≡

(Page 138)

A. Read the extracts given below and answer the questions that follow. 5

1. Grandfather bought Toto from a tonga-driver for the sum of five rupees. The tonga-driver used to keep the little red monkey tied to a feeding-trough, and the monkey looked so out of place there that Grandfather decided he would add the little fellow to his private zoo.

- (a) Select the option that correctly captures the usage of the phrase 'out of place' from the extract.

- (i) odd one out
- (ii) fish out of water
- (iii) on the outside
- (iv) out of steam

Ans. (i) odd one out

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

multiple : public :: individual :

Ans. private

- (c) Select the option that displays the reason why the tonga-driver kept the monkey tied up to the feeding trough.

- (i) Because he wanted Toto to have enough to eat.
- (ii) Because he did not want Toto to worry the horse.
- (iii) Because he wanted to teach Toto how to sit still.
- (iv) Because he had no other option how to contain Toto.

Ans. (iv) Because he had no other option how to contain Toto.

- (d) According to the extract, which qualities of the grandfather are evident through his act of buying a monkey?

1. His love for animals
2. His impulsiveness
3. His kindness towards humanity
4. His headstrong nature
5. His sharp business mind

Select the correct option.

- (i) 1, 3 and 5
- (ii) 2, 3 and 4
- (iii) 1 and 2
- (iv) 4 and 5

Ans. (iii) 1 and 2

- (e) Give two points to show that Grandfather really loved animals.

Ans. (i) He rescued animals who were suffering in captivity.

(ii) He had his own private zoo at home.

2. Grandmother always fussed when Grandfather brought home some new bird or animal. So it was decided that Toto's presence should be kept a secret from her until she was in a particularly good mood. Grandfather and I put him away in a little closet opening into my bedroom wall, where he was tied securely — or so we thought — to a peg fastened into the wall.

- (a) Select the option that correctly captures the meaning of the word 'closet' from the given extract.

- (i) The girl lined the books neatly on a shelf.
- (ii) The clothes were kept neatly in the cupboard.
- (iii) The stationery was lying inside a drawer of the desk.
- (iv) The man put the money safely into a locker.

Ans. (ii) The clothes were kept neatly in the cupboard.

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

late : timely :: never :

Ans. always

- (c) Select the correct option which tells you why the monkey had to be kept a secret.

- (i) Grandmother would have thrown the monkey out of the house.
- (ii) There was no place for any more animals in the house.
- (iii) They knew that Grandmother would not take too kindly to another pet.
- (iv) Grandmother was not in a good mood at all at that time.

Ans. (iii) They knew that Grandmother would not take too kindly to another pet.

- (d) According to the extract, what did Grandma actually do when she 'fussed' about Grandfather bringing home some animal?

1. cried
2. mourned
3. grumbled
4. shouted
5. rejoiced

Select the correct option.

- (i) 1 and 4
- (ii) 2 and 5
- (iii) Only 1
- (iv) Only 3

Ans. (iv) Only 3

- (e) List any two characteristics of the relationship between the grandparents.

Ans. (i) The Grandmother was tolerant about her husband bringing animals home.

(ii) The Grandfather was quite nervous around her.

3. Toto remained in the bag as far as Saharanpur, but while Grandfather was producing his ticket at the railway turnstile, Toto suddenly poked his head out of the bag and gave the ticket-collector a wide grin.

The poor man was taken aback; but, with great presence of mind and much to Grandfather's annoyance, he said, "Sir, you have a dog with you. You'll have to pay for it accordingly."

In vain did Grandfather take Toto out of

the bag; in vain did he try to prove that a monkey did not qualify as a dog, or even as a quadruped. Toto was classified a dog by the ticket-collector; and three rupees was the sum handed over as his fare.

- (a) Select the option that correctly captures the meaning of the phrase 'in vain' as used in the extract.

- (i) regardless (ii) ineffective
(iii) useless (iv) unprofitable

Ans. (ii) ineffective

- (b) Complete the analogy by selecting the suitable word from the text.

two : biped :: four :

Ans. quadruped

- (c) Select the option that displays the reason why the 'poor man' must have been 'taken aback.'

- (i) A monkey had suddenly poked its head out of a bag.
(ii) He had got frightened by Toto's wide grin.
(iii) Grandfather had not bought a ticket for Toto.
(iv) Animals were not allowed to travel on the train.

Ans. (i) A monkey had suddenly poked its head out of a bag.

- (d) According to the extract, for what probable reason did the collector classify Toto as a dog?

1. Toto had a tail, four legs, and resembled a dog more than any other animal in his knowledge.
2. Like a dog, Toto was a friendly creature, and had even grinned at him from the bag.
3. He was not very familiar with different kinds of animals and clubbed all species as canines.
4. Because of convenience as no other

animal, except dogs, were mentioned in the railway rule book.

5. He was annoyed with the grandfather and just wanted to argue with him.

Select the correct option.

- (i) 1 and 4
(ii) 2 and 5
(iii) Only 3
(iv) Only 4

Ans. (iv) Only 4

- (e) List any two reasons as to why Grandfather was annoyed.

Ans. (i) He had been caught for doing something wrong.

(ii) He then had to pay for Toto to travel on the train.

4. A large kitchen kettle had been left on the fire to boil for tea and Toto, finding himself with nothing better to do, decided to remove the lid. Finding the water just warm enough for a bath, he got in, with his head sticking out from the open kettle. This was just fine for a while, until the water began to boil. Toto then raised himself a little; but, finding it cold outside, sat down again. He continued hopping up and down for some time, until Grandmother arrived and hauled him, half-boiled, out of the kettle.

- (a) Select the option that correctly captures the usage of the word 'fine' as used in the extract.

- (i) Please do not fine him if he does not come today.
(ii) He had to pay a hefty fine for overspeeding.
(iii) There is a fine for returning books late to the library.
(iv) A fine dinner was prepared in honour of the guest.

Ans. (iv) A fine dinner was prepared in honour of the guest.

- (b) Complete the analogy by selecting the suitable word from the text.

huge : large :: hot :

Ans. warm

- (c) Select the option that displays the reason why Grandmother came into the kitchen?

- (i) Because she heard Toto jumping in the kettle.
- (ii) Because she had left the tea kettle on the fire.
- (iii) Because Toto had been in the kettle for a while.
- (iv) Because she was worried about Toto getting burnt.

Ans. (ii) Because she had left the tea kettle on the fire.

- (d) According to the extract, what led to Toto deciding to get into the kettle?

- 1. It was a cold day.
- 2. He had nothing else to do.
- 3. The warm water tempted him.
- 4. It was something he enjoyed.
- 5. There was no one around.

Select the correct option.

- (i) 1, 2 and 5
- (ii) 2, 3 and 4
- (iii) Only 2 and 5
- (iv) All of the above

Ans. (iv) All of the above

- (e) List any two qualities of Toto as seen in this incident.

Toto was as well as

Ans. (i) inquisitive (ii) childlike

B. Answer the following questions in 40–50 words each. 3

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

Ans. Grandfather had to go to Saharanpur to collect his pension. Toto had been kept in

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

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

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

3. What attracted onlookers at Dehra Dun railway station?

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

4. What tells us that Toto loved good food?

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

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

Ans. Nana was the family donkey. When Toto was accepted by Grandmother, he was made to stay in the stable with Nana. However, on

the very first night, he bit Nana's long ears with his sharp little teeth. Thereafter, Nana and Toto could never become friends.

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

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

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

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

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

6

1. What kind of trouble did Toto cause? What entertainment did Toto provide for the family?

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

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

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

Or

Do you think Toto was an ideal pet? Give a reasoned answer.

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

3. Describe how Toto almost boiled himself alive.

Ans. One day, a large kitchen kettle had been left on the fire to boil for tea. Toto removed the lid to see what was inside. When he found that it was water, and just warm enough to take a bath in, he got into the kettle with

the intention of taking a bath. This was fine for a while, but then the water began to be uncomfortably hot. Toto then raised himself a little, but, finding it cold outside, sat down in the kettle again. He continued in this manner, hopping up and down for some time, until Grandmother came and hauled him out of the kettle.

4. Describe how Toto took a bath.

Ans. A great treat for Toto during cold winter evenings was the large bowl of warm water given to him by Grandmother for his bath. He would test the temperature with his hand, then gingerly step into the bath, first one foot, then the other as he had seen the narrator doing. When he was in the water up to his neck and comfortable, he would take the soap in his hands or feet, and rub himself with it all over. When the water became cold, he would get out and run as quickly as he could to the kitchen-fire to dry himself. If anyone laughed at him during this time, he would be hurt and would refuse to go on with his bath.

5. Why could Toto not be kept as a pet for long?

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

6. How did Toto behave in the stable?

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

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

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

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

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

seen the author doing. Then he would take the soap and rub himself all over. When the water became cold, he would get out and run as quickly as he could to the kitchen-fire in order to dry himself. If anyone laughed at him, he would sulk and refuse to go on with his bath.

9. Grandfather was a rather impractical person. Elaborate.

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

10. Give a character sketch of Grandfather.

Ans. The narrator's Grandfather was very fond of keeping pets and he had a private zoo of his own. Grandfather and the narrator shared a close bond, and when he impulsively bought a little red monkey – Toto – from a tonga-driver, the narrator was the only person privy to it. As Grandmother always fussed whenever he brought home some new bird or animal, he was smart enough to wait till she was in a good mood before

telling her about the monkey. Grandfather is somewhat impractical too. Even after seeing the havoc created by Toto when he hid him in the closet, he looked pleased with Toto's performance and declared that Toto was a clever monkey. Grandfather was very patient, almost indulgent, towards Toto and tolerated his mischief till it was clear that he could not be kept in the house anymore. Then he found the tonga-driver and sold Toto back to him – for three rupees, suffering a clear loss of two rupees, not to mention the many dishes, curtains and clothes that Toto had destroyed.

3. Iswaran the Storyteller

≡ Practice Questions ≡

(Page 149)

A. Read the extracts given below and answer the questions that follow. 5

1. The story was narrated to Ganesh by a young man, Mahendra by name. He was a junior supervisor in a firm which offered on hire supervisors at various types of construction sites: factories, bridges, dams, and so on. Mahendra's job was to keep an eye on the activities at the work site. He had to keep moving from place to place every now and then as ordered by his head office: from a coal mining area to a railway bridge construction site, from there after a few months to a chemical plant which was coming up somewhere.

- (a) Select the option that correctly captures the usage of the word 'narrated' as used in the extract.

- | | |
|-----------------|----------------|
| (i) detailed | (ii) recounted |
| (iii) portrayed | (iv) reported |

Ans. (ii) recounted.

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

sonnet : poem :: fable :

Ans. story

(c) Select the option that displays the requirements of Mahendra's job.

- (i) Supervising work at different construction sites.
- (ii) Checking the work of all the senior managers on the sites.
- (iii) Working for long periods of time at a construction site.
- (iv) Designing the plans for factories, bridges and dams.

Ans. (i) Supervising work at different construction sites.

(d) According to the extract, which of the following professional qualities would be demanded of Mahendra?

- 1. Vivid imagination
- 2. Responsible nature
- 3. Keen observation skills
- 4. Technical skills
- 5. Friendly nature

Select the correct option.

- (i) 1 and 3 (ii) 2 and 4
- (iii) 3 and 4 (iv) 2, 3 and 4

Ans. (iv) 2, 3 and 4

(e) List any two things we learn about Mahendra's life from this extract.

Ans. (i) He lived a nomadic life.
(ii) He worked hard.

2. Mahendra would be up early in the morning and leave for work after breakfast, carrying some prepared food with him. Meanwhile Iswaran would tidy up the shed, wash the clothes, and have a leisurely bath, pouring several buckets of water over his head, muttering a prayer all the while. It would be lunchtime by then. After eating, he would read for a while before dozing off.

(a) Select the option that correctly captures the meaning of the word 'muttering' as used in

the extract.

- (i) whispering (ii) chanting
- (iii) babbling (iv) mumbling

Ans. (iv) mumbling

(b) Complete the analogy by selecting the suitable word/phrase from the text.

languid : energetic :: brisk :

Ans. leisurely

(c) Select the option that displays the reason why Iswaran poured several buckets of water over himself while bathing.

- (i) It was a religious practice.
- (ii) He was dirty after working.
- (iii) He did not care about conservation.
- (iv) There was no shortage of water.

Ans. (i) It was a religious practice.

(d) What does one learn about Iswaran from the extract?

Iswaran was

- 1. efficient.
- 2. loyal.
- 3. hard-working.
- 4. religious.
- 5. lethargic.

Select the correct option.

- (i) 1, 2 and 4 (ii) 2, 3 and 5
- (iii) 1, 3 and 4 (iv) 2, 4 and 5

Ans. (iii) 1, 3 and 4

(e) List any two ways in which reading would have affected Iswaran.

Ans. (i) It helped him to pass his time.

(ii) It developed his imagination.

3. "The place I come from is famous for timber," Iswaran would begin. "There is a richly wooded forest all around. The logs are hauled on to the lorries by elephants. They are huge well-fed beasts. When they turn wild even the most experienced mahout is not able to control them." After this prologue Iswaran

would launch into an elaborate anecdote involving an elephant.

- (a) Select the option that correctly captures the meaning of the word 'anecdote' as used in the extract.

- (i) Grandfather narrated to us an incident from his childhood.
- (ii) The child slept only after his mother read out a story from the fairy tale book.
- (iii) She makes a living by writing short stories for magazines.
- (iv) The newspaper publishes a new episode of the series every Sunday.

Ans. (i) Grandfather narrated to us an incident from his childhood.

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

start : beginning :: introduction :

Ans. prologue

- (c) Select the option that displays the reason why the elephants were important in that area.

- (i) The area was famous for its timber.
- (ii) They were found in the forests of that area.
- (iii) They could lift the heavy logs for loading.
- (iv) They could be trained by mahouts.

Ans. (iii) They could lift the heavy logs for loading.

- (d) In the extract, it is mentioned that the elephants were well-fed. Why was this so?

- 1. So that they were easy to tame.
- 2. So that they did not revolt.
- 3. So that they could work well.
- 4. So that they remained healthy.
- 5. So that they did not harm their mahouts.

Select the correct option.

- (i) 1, 3 and 4
- (ii) 2, 4 and 5
- (iii) Only 5
- (iv) All of these

Ans. (i) 1, 3 and 4

- (e) List any two ways Iswaran made his stories interesting.

Ans. (i) by good descriptions.
(ii) by giving an introduction

4. He went on to narrate how he sometimes saw ghosts at night. "I am not easily frightened by these things, sir. I am a brave fellow. But one horrible ghost of a woman which appears off and on at midnight during the full moon... It is an ugly creature with matted hair and a shrivelled face, like a skeleton holding a foetus in its arms."

Mahendra shivered at the description and interrupted rather sharply, "You are crazy, Iswaran. There are no such things as ghosts or spirits. It is all a figment of your imagination. Get your digestive system examined — and maybe your head as well. You are talking nonsense."

- (a) Select the option that correctly captures the meaning of the phrase 'matted hair' as used in the extract.

- (i) unwashed hair
- (ii) tangled hair
- (iii) uncombed hair
- (iv) messy hair

Ans. (ii) tangled hair

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

pleasant : pleasing :: frightful :

Ans. dreadful

- (c) Select the option that displays the 'things' which Iswaran said frightened him.

- (i) The human skulls lying around
- (ii) The sight of a ghost walking around
- (iii) The dreadful sounds of howling
- (iv) The eerie sounds of the wind

Ans. (ii) The sight of a ghost walking around.

- (d) According to the extract, what led credence to Iswaran's story?

1. Their house was situated in a very lonely place.
2. Doors and windows often slammed on their own.
3. Strange ghostly figures had been seen floating around.
4. They both lived alone in the huge house.
5. The entire factory area was built on an old burial ground.

Select the correct option.

- (i) 1 and 5
- (ii) 3 and 4
- (iii) 2 and 3
- (iv) 4 and 5

Ans. (i) 1 and 5

- (e) Mention Mahendra's two responses.

Mahendra responded to Iswaran's story by saying that and that he

- Ans. (i) there were no such things as ghosts
(ii) should get his head examined

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

3

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

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

2. What happened when the escaped elephant enter the school premises?

Ans. The elephant entered a school premises by breaking through the brick wall. All the boys

who were playing in the playground ran into the classrooms and quickly shut the doors. The elephant grunted and wandered about, pulling out the football goal-post, tearing down the volleyball net, kicking and flattening the water drum, and uprooting the shrubs.

3. How did Iswaran control the elephant?

Ans. Iswaran grabbed a cane from the hands of one of the teachers and ran down the stairs and into the open where the elephant was grunting menacingly. The elephant looked at him with red eyes, and seemed ready to rush towards him. It lifted its trunk and trumpeted loudly. At that moment, Iswaran moved forward and, mustering all his force, whacked on the quick of the third toenail of the elephant. The elephant looked stunned for a moment; then it shivered from head to foot and collapsed.

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

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

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

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

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

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

7. Describe the ghost that Iswaran saw.

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

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

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

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

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

10. Why did Mahendra hand in his papers at his office?

Ans. Mahendra handed in his papers at the office because he was convinced that the factory area was haunted. Iswaran, his cook, loved to tell stories. One day he told Mahendra that the factory premises had once been a burial ground. He often saw skulls and bones lying around, and even saw ghosts, especially that of a woman carrying a foetus. When Mahendra chided Iswaran for spinning crazy tales, Iswaran impersonated the ghost to make Mahendra believe his story. Mahendra did, and was too scared to continue living in that place.

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

6

1. What kind of a person was Mahendra?

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

straight to his office to hand in his papers, resolving to leave the haunted place the very next day.

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

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

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

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

he peered into the darkness outside through the window next to his bed, trying to make sure that there was no movement of dark shapes in the vicinity. He had always liked to admire the milk-white landscape on full-moon nights. But after hearing Iswaran's story of the female ghost, he avoided looking out of his window altogether when the moon was full.

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

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

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

Ans. Iswaran was the reason that Mahendra had to hand in his papers. It may be argued though that Mahendra was faint of heart. Had he not panicked on seeing what he believed to be a ghost, things would not have come to such a pass. But to argue that would be to undermine Iswaran's mastery in storytelling. In his story about the ghost of a woman, Iswaran went a step further. He impersonated the ghost so

that Mahendra would have no doubt that he had indeed seen the ghost. Ever since Mahendra heard the story from Iswaran, he had been on the edge. He would go to sleep with a sense of unease and avoid looking out of his window on full-moon nights. So Iswaran had managed to sow the seeds of fear in Mahendra. When Mahendra sees the dark cloudy form clutching the bundle, he thinks it is the ghost of the woman and becomes terrified. By the time he gets up the next morning and takes his bath, the horror of the previous night had faded from his memory. But Iswaran reminded him of it, confirming that the figure was indeed that of the ghost. Mahendra does not wait for Iswaran to complete whatever he was saying. He hurries to his office and hands in his papers, deciding to leave the haunted place the very next day.

4. In the Kingdom of Fools

≡ Practice Questions ≡

(Page 161)

A. Read the extracts given below and answer the questions that follow. 5

1. 'In the Kingdom of Fools', both the king and the minister were idiots. They didn't want to run things like other kings, so they decided to change night into day and day into night. They ordered that everyone should be awake at night, till their fields and run their businesses only after dark, and go to bed as soon as the sun came up. Anyone who disobeyed would be punished with death.
- (a) Select the option that correctly captures the usage of the word 'till' as used in the passage.
 - (i) I will wait for you till eight o'clock.
 - (ii) She was suspected for stealing from the till of the bank.
 - (iii) He will have to wait to till the land as it is flooded right now.

- (iv) He lay quite still till the animal had left the area.

Ans. (iii) He will have to wait to till the land as it is flooded right now.

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

learned : wise :: imbecile :

Ans. idiot

- (c) Select the option that displays the result of the decision of the king to change night into day and vice versa.
 - (i) He made a laughing stock of himself.
 - (ii) He went against the natural order of things.
 - (iii) He was able to change how nature functioned.
 - (iv) He brought everything to a standstill in the kingdom.

Ans. (iv) He brought everything to a standstill in the kingdom.

- (d) According to the extract, why did the king and his ministers pass the proclamation?
 1. They wanted their reign to be exceptionally different from other rulers.
 2. They wanted to do something for which they would be remembered.
 3. They wanted to do the best for the people of the kingdom.
 4. They wanted to give the public a different and peaceful life.
 5. They were idiots and had no one to guide them in making decisions.

Select the correct option.

- (i) 1 and 4
- (ii) 2 and 5
- (iii) Only 1
- (iv) Only 3

Ans. (iii) Only 1

- (e) Complete the following sentence.

The atmosphere in the kingdom was and filled with

Ans. (i) unnatural/ abnormal

(ii) fear

2. The king said, "Justice will be done. Don't worry," and at once summoned the owner of the house.

When the merchant arrived, the king questioned him. "What's your name?"

"Such and Such, Your Highness."

"Were you at home when the dead man burgled your house?"

"Yes, My Lord. He broke in and the wall was weak. It fell on him."

"The accused pleads guilty. Your wall killed this man's brother. You have murdered a man. We have to punish you."

"Lord," said the helpless merchant, "I didn't put up the wall. It's really the fault of the man who built the wall. He didn't build it right. You should punish him."

- (a) Select the option that correctly captures the usage of the word 'summoned' as used in the extract.

- (i) The woman called out to her child to come inside the house.
- (ii) The naughty student was told to go at once to the principal's office.
- (iii) She asked him to come for the party at 8 p.m. on Saturday.
- (iv) The poor old woman asked him to help her son find a job.

Ans. (ii) The naughty student was told to go at once to the principal's office.

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

peace : relax :: problem :

Ans. worry

- (c) Select the option that displayed the proof of the merchant's guilt according to the king.

- (i) the death of the thief
- (ii) the stolen goods found on the thief
- (iii) the hole in the wall
- (iv) the falling of the wall

Ans. (iv) the falling of the wall

- (d) According to the extract, what does the statement 'Justice will be done' tell us about the king?

- 1. his foolish thinking
- 2. his sense of fair play
- 3. his concern for his subjects
- 4. his ignorance of law
- 5. his desire for popularity

Select the correct option.

- (i) 1, 3 and 4 (ii) 2, 3 and 5
- (iii) Only 1 and 4 (iv) All except 2

Ans. (iii) Only 1 and 4

- (e) List two things the merchant pleads in his defence.

The merchant said that he and it was

Ans. (i) had not built the wall

(ii) the fault of the man who had built the wall.

3. But the king consulted his minister and ruled decisively: "It's true your father is the true murderer. He's dead, but somebody must be punished in his place. You've inherited everything from that criminal father of yours, his riches as well as his sins. I knew at once, even when I first set eyes on you, that you were at the root of this horrible crime. You must die."

And he ordered a new stake to be made ready for the execution. As the servants sharpened the stake and got it ready for the final impaling of the criminal, it occurred to the minister that the rich merchant was

somehow too thin to be properly executed on the stake.

- (a) Select the option in which the word 'stake' has been used in the same way as in the extract.

- (i) She decided to stake all her money on the upcoming cricket match.
- (ii) The board of stake-holders have asked for an urgent meeting today.
- (iii) A stake was driven into the ground to help the plant climb up the wall.
- (iv) Employers should have a stake in the training of their staff for good results.

Ans. (iii) A stake was driven into the ground to help the plant climb up the wall.

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

growth : leaf :: foundation :

Ans. root

- (c) Select the option that was the real reason for declaring the merchant as the murderer.

- (i) the merchant's guilty looks
- (ii) as a replacement for his father
- (iii) the merchant's inherited wealth
- (iv) the old, broken wall of the house

Ans. (ii) as a replacement for his father

- (d) According to the extract, how could the ruling of the king best be described as?

- 1. Wicked and silly
- 2. Cruel and absurd
- 3. Illogical and outrageous
- 4. Stupid and laughable
- 5. Immature and petty

Select the correct option.

- (i) 1 and 4
- (ii) 2 and 3
- (iii) 3 and 5
- (iv) 1 and 2

Ans. (ii) 2 and 3

- (e) Mention two aspects of the punishment the king ruled in regard to the death of the thief.

Ans. (i) The merchant was given the death penalty.

- (ii) He was to die by having a stake impaled in him.

4. The guru and the disciple now got into a fight about who should go first. The king was puzzled by this behaviour. He asked the guru, "Why do you want to die? We chose him because we needed a fat man for the stake."

"You shouldn't ask me such questions. Put me to death first," replied the guru.

"Why? There's some mystery here. As a wise man you must make me understand."

"Will you promise to put me to death if I tell you?" asked the guru. The king gave him his solemn word.

- (a) Select the option that correctly be substituted for the word 'solemn' given in the extract.

- (i) dignified
- (ii) unconditional
- (iii) heartfelt
- (iv) sincere

Ans. (iv) sincere

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

king : foolish :: guru :

Ans. wise

- (c) Select the option that displays the reason why the disciple and guru pretended to fight.

- (i) It was part of a plan to save the disciple's life.
- (ii) It was a ploy to have the king killed.
- (iii) It was for a plan to save the people from the foolish king.
- (iv) It was an attempt to try and get the disciple to escape.

Ans. (i) It was part of a plan to save the disciple's life.

- (d) According to the extract, why did the guru tell the king that he shouldn't ask him 'such questions?'

1. He wanted to keep the king puzzled and confused.
2. He wanted to add credibility to his future story.
3. He hadn't yet planned the entire thing through.
4. He didn't want the king to question him further.
5. He wanted the king's interest in his story to build up.

Select the correct option.

- (i) 1, 4 and 5 (ii) 2, 3 and 4
(iii) 1, 2 and 5 (iv) 2, 3 and 5

Ans. (iii) 1, 2 and 5

- (e) Mention any two reasons which made the king puzzled.

Ans. (i) Why an innocent man would want to die.
(ii) Why the two men were fighting over who should be killed first.

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

3

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

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

2. What did the king say to the dancing girl?

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

up and down the street, thus disturbing the bricklayer.

3. Why did the king accuse the goldsmith?

Ans. When the rich merchant blamed the bricklayer for building a weak wall which caused the death of the burglar, the bricklayer blamed a dancer who walked up and down the street all day and distracted him in his work. When the dancer was charged with murder, she in turn blamed the goldsmith who made her come to him many times for he would never finish her work. Therefore the king accused the goldsmith.

4. How did the goldsmith defend himself?

Ans. When the goldsmith was produced in the court, he admitted that he delayed making the dancer's jewellery for which she had to come many times to his door. But the reason for the delay was a rich merchant's order that he had to complete first. The merchant had a wedding in the family and was impatient because of it. It was then judged that the merchant was guilty, and so the goldsmith was spared.

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

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

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

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

everything in a vision, and arrived at once to save his disciple.

7. What request did the guru make of the king? What explanation did the guru give to the king for wanting to be executed?

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

8. What did the king tell the executioners?

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

9. Why did the king want to be executed?

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

10. How was the king executed?

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

11. How did guru and his disciple become the king and his minister?

Ans. In their greed to become the king and minister in their next lives, the foolish king and his silly minister disguised themselves as criminals and got themselves impaled on the stake. When the people realized that it was their king and minister who had been executed, they mourned and worried over the future of their kingdom. It was then that they remembered the guru and his disciple, and implored them to become their king and minister.

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

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

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

6

1. Why did the king decide to punish the merchant and what was the merchant's defence?

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

2. Why did the bricklayer blame the dancing girl and what was the girl's defence?

Ans. The bricklayer admitted that he had built a weak wall, but said that he could not pay attention to his work because of a dancing

girl who kept going up and down the street all day. Her anklets jingled as she walked, and he could not keep his eyes or his mind on the wall he was building. When the dancer heard the charge levelled against her, she said that it was not her fault that she had to walk up and down the street several times in the day. She had given gold to the goldsmith to make some jewellery. He was lazy and made many excuses for not being able to give her the jewellery on time. He would keep postponing the time of the delivery, and so she had to walk up to his house a dozen times.

3. How did the king decide that the goldsmith was the real culprit? How did the goldsmith escape punishment?

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

4. What led to the disciple getting punishment?

Ans. The event that led to the disciple getting punishment was the wall of an old house falling on a thief and killing him. The brother of the thief went to the king and blamed the owner of the house, a rich merchant, for building a weak wall that led to the death of

his brother. He demanded that the merchant be punished and the family compensated for the loss of his brother. When the merchant was summoned, he blamed the bricklayer who had built the wall. The bricklayer in turn blamed a dancer. The blame game continued till it came full circle back to the rich merchant. However, when the stakes were made, it occurred to the minister that the merchant was too thin to be properly executed on them. The king then ordered a fat man to be executed. That is how the disciple, who had fattened himself for months, was found and brought before the king to be punished.

5. How did the guru convince the king to send him to the stake?

Ans. The guru told the king that he and his disciple had been all over the world but they had never found a city like this or a king like him. He said that the stake was the stake of the god of justice. It was new as it never had a criminal on it. Whoever died on it first would be reborn as the king of that country. And whoever died next would be the future minister of the country. The guru added that he and his disciple were sick of their ascetic life. It would be nice to enjoy themselves as king and minister for a while. If he went to the stake, he could be the king in his next life.

5. The Happy Prince

≡ Practice Questions ≡

(Page 173)

A. Read the extracts given below and answer the questions that follow. 5

1. High above the city, on a tall column, stood the statue of the Happy Prince. He was gilded all over with thin leaves of fine gold, for eyes he had two bright sapphires, and a large red

ruby glowed on his sword hilt.

One night there flew over the city a little swallow. His friends had gone away to Egypt six weeks before, but he had stayed behind; then he decided to go to Egypt too.

All day long he flew, and at night time he arrived at the city.

"Where shall I put up?" he said. "I hope the town has made preparations."

Then he saw the statue on the tall column.

"I will put up there," he cried. "It is a fine position with plenty of fresh air."

- (a) Select the option that correctly captures the usage of the word 'column' as used in line 1 of the extract.

- (i) She writes a weekly column for the newspaper.
- (ii) A column of smoke rose up the chimney.
- (iii) You must add up the column of numbers carefully.
- (iv) The roof is supported by a central column.

Ans. (iv) The roof is supported by a central column.

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

low : high :: short :

Ans. tall

- (c) Select the option that displays the reason why the swallow was in that city.

- (i) He was visiting friends who had migrated there.
- (ii) He had broken his journey while flying on ahead.
- (iii) He was attracted by the sight of the beautiful statue.
- (iv) He and his flock had stopped for rest while on their way.

Ans. (ii) He had broken his journey while flying on ahead.

- (d) According to the extract, why did the swallow choose the statue to stay?

- 1. He could see the sprawled city from the vantage height.
- 2. It was the first thing he spotted when he flew into the city.
- 3. It was in a good location with plenty of fresh air.
- 4. He enjoyed sheltering under such a beautiful statue.
- 5. He knew he would be safe from dangers at that height.

Select the correct option.

- (i) 1 and 4
- (ii) 2 and 3
- (iii) 3 and 5
- (iv) 1 and 2

Ans. (ii) 2 and 3

- (e) Mention any two features.

The statue of the Prince was special because it was and situated

Ans. (i) gilded all over with thin leaves of fine gold

(ii) high above the city, on a tall column.

2. But the Happy Prince looked so sad that the little swallow was sorry. "It is very cold here," he said. But he agreed to stay with him for one night and be his messenger. "Thank you, little Swallow," said the Prince.

The swallow picked out the great ruby from the Prince's sword, and flew away with it in his beak over the roofs of the town.

He passed by the cathedral tower, where the white marble angels were sculptured. He passed by the palace and heard the sound of dancing. A beautiful girl came out on the balcony with her lover.

"I hope my dress will be ready in time for the State ball," she said. "I have ordered flowers to be embroidered on it, but the seamstresses are so lazy."

- (a) Select the option that correctly captures the usage of the word 'sculptured' in the extract.

- (i) designed
- (ii) carved
- (iii) fashioned
- (iv) modelled

Ans. (ii) carved

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

imagery : the white marbled angels ::
..... : the happy prince looked so sad

Ans. irony

- (c) Select the option that displays the reason why the swallow did not want to stay on and be the messenger of the Happy Prince.

- (i) He did not like the job the Prince wanted him to do.
- (ii) He did not want to fly so much extra.
- (iii) He was keen to fly off to a warmer place.
- (iv) He had no interest in the feelings of the Happy Prince.

Ans. (iii) He was keen to fly off to a warmer place.

- (d) According to the story, for which worthy reasons was the ruby given to the seamstress? The seamstress would

- 1. be able to get the dress ready for the beautiful girl.
- 2. get rich and not have to work anymore.
- 3. be able to get treatment and food for her sick child.
- 4. then be able to rest her tired body.
- 5. be able to use the money to better her life.

Select the correct option.

- (i) 1 and 4 (ii) 2 and 5
- (iii) 3 and 4 (iv) 1 and 3

Ans. (iii) 3 and 4

- (e) List two qualities of the Happy Prince as seen in this incident.

Ans. (i) He was sensitive.
(ii) He was generous

3. "In the square below," said the Happy Prince, "there stands a little match girl. She has let

her matches fall in the gutter, and they are all spoiled. Her father will beat her if she does not bring home some money, and she is crying. She has no shoes or stockings, and her little head is bare. Pluck out my other eye, and give it to her, and her father will not beat her."

"I will stay with you one night longer," said the swallow, "but I cannot pluck out your eye..."

- (a) Select the option that correctly captures the usage of the word 'beat' as used in the extract.

- (i) The soldiers marched to the beat of the drum.
- (ii) The policeman's beat took him around the park.
- (iii) He beat me in the game of chess during the match.
- (iv) He threatened to beat and lock the little boy up.

Ans. (iv) He threatened to beat and lock the little boy up.

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

canal : conduit :: channel :

Ans. gutter

- (c) Select the option that displays the reason why the swallow did not want to pluck out the eye.

- (i) The eye was a precious sapphire.
- (ii) He did not want to do such a terrible thing.
- (iii) It would make the Happy Prince blind.
- (iv) He thought the little girl would not know its value.

Ans. (iii) It would make the Happy Prince blind.

- (d) According to the extract, what trait/s of his nature did the Happy Prince show towards the little girl?

- 1. His love for children
- 2. His empathy for the poor

3. His condolences towards the family
4. His kindness towards the suffering
5. His contempt for the rich

Select the correct option.

- | | |
|---------------|--------------|
| (i) 1 and 4 | (ii) 2 and 5 |
| (iii) 3 and 4 | (iv) 2 and 4 |

Ans. (iv) 2 and 4

- (e) Fill in the blanks.

In today's world, the little girl selling matches and being beaten by her father would be seen as a victim of the social evils of and

Ans. (i) domestic abuse. (ii) child labour.

4. At that moment a curious crack sounded inside the statue, as if something had broken. The fact is that the leaden heart had snapped right in two. It certainly was a dreadfully hard frost.

Early the next morning the Mayor was walking in the square below in company with the Town Councillors. As they passed the column he looked up at the statue. "Dear me! How shabby the Happy Prince looks!" he said.

"How shabby, indeed!" cried the Town Councillors, who always agreed with the Mayor and they went up to look at it.

- (a) Select the option that correctly captures the meaning of the word 'curious' as used in line 1 of the extract.

- | | |
|----------------|--------------|
| (i) unexpected | (ii) bizarre |
| (iii) strange | (iv) queer |

Ans. (i) unexpected

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

feet : tap :: fingers :

Ans. snap

- (c) Select the option that displays the reason why the Town Councillors agreed with the Mayor.

- (i) Their jobs depended on him.
- (ii) Flattering him was part of their job.
- (iii) They would be punished if they did not.
- (iv) They were trained to agree with everything.

Ans. (i) Their jobs depended on him.

- (d) According to the extract, why did the Happy Prince look shabby?

1. He did not look beautiful anymore.
2. There was a wide crack in his chest.
3. He had a dull and grey appearance.
4. He had rusted in the cold damp weather.
5. All his gold and jewels were missing.

Select the correct option.

- | | |
|------------------|-----------------|
| (i) 1, 3 and 4 | (ii) 2, 4 and 5 |
| (iii) 1, 2 and 4 | (iv) 2, 3 and 5 |

Ans. (iv) 2, 3 and 5

- (e) List any two social issues which are evoked in the story.

Ans. (i) poverty
(ii) inequality

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

3

1. What did the swallow see when he reached the seamstress's home?

Ans. When the swallow reached the seamstress's home, he saw that the little boy was tossing feverishly on his bed, and his mother, the seamstress, had fallen asleep because she was very tired.

2. What did the bird see when he reached the playwright's home?

Ans. When the bird reached the playwright's garret, he saw the young man sitting at his desk with his head buried in his hands. When he looked up and found the beautiful sapphire lying on the withered violets, he looked happy.

3. What did the Prince ask the swallow to do on the third night and why?

Ans. On the third night, the Prince asked the swallow to give the second sapphire of his eyes to a little matchgirl. He asked this favour of the swallow because the matchgirl had dropped all her matches in the gutter and spoiled them. She was crying because her father would beat her if she did not bring home some money. She was cold – she had no shoes or stockings, and her head was bare.

4. Why did the swallow decide to stay forever with the Happy Prince?

Ans. The swallow decided to stay with the Happy Prince forever because he had given away the two sapphires of his eyes which had left him blind.

5. How did the Prince lose all his gold leaves?

Ans. When the Prince had given away his ruby and two sapphires, he asked the swallow to fly over the city and tell him what he saw there. The swallow told the Prince of all the misery and poverty that he had seen. The Prince then asked him to take the gold leaves off his statue and give them to the poor. This way the Prince lost all his gold leaves.

6. How did the swallow try to keep himself warm?

Ans. The swallow tried to keep himself warm by flapping his wings.

7. What happened to the statue when the swallow died?

Ans. When the swallow died, the leaden heart of the statue cracked into two.

8. Why did the Mayor call the Prince a beggar?

Ans. The Mayor called the Prince a beggar because he looked shabby. He no longer had precious stones in his eyes and on his sword hilt, and all the gold had been taken off his body.

9. What was the Art Professor's opinion of the statue?

Ans. The Art Professor's opinion of the statue was that as the statue of the Happy Prince was no longer beautiful, it was no longer useful.

10. What did the Mayor and the Town Councillors do to the statue? What did the foundry overseer do to the statue and why?

Ans. The Mayor and the Town Councillors pulled down the statue and gave it to a foundry to be melted. The foundry overseer melted the statue. He threw away the broken lead heart as it would not melt in the furnace.

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

6

1. What made the Happy Prince cry?

Ans. When the Prince was alive and had a human heart, he did not know what tears were, for he was a Prince and lived in the palace where sorrow was unheard of. His courtiers called him the Happy Prince, for he was truly happy. So he lived happily, and was happy till he breathed his last. After he died, a beautiful statue of him was made and put up on a high pedestal in the city square. From that height, he could see all the ugliness and misery of his city of which he was unaware when he was alive. Now, though his heart was made of lead, he could not help but weep.

2. Give examples from the story to show that the Happy Prince had a generous heart.

Ans. When the Happy Prince saw the suffering and misery of his city, he was moved to tears despite having a leaden heart. He beseeched the swallow to take the ruby from the hilt of his sword and give it to the poor seamstress whose little boy was running a high fever. The boy was thirsty and wanted to eat oranges but the poor woman could not give him anything but river water. For the young man working in the garret, he sends one of his eyes – a sapphire – that would buy him food to quell his hunger and fire to keep him warm. The Prince's heart also beats for the little matchgirl who had dropped her matchsticks in the gutter and fears a beating from her father if she does not bring some

money home. He asks the swallow to take out the other sapphire of his eyes and give it to the matchgirl. Leaf by leaf, the Happy Prince gives away all the gold that covered his body to those who were needy and suffering.

3. Compare how the rich and the poor live in the city.

Ans. The poor live a life of misery and squalor while the rich live a life of plenty and want for nothing. The life of the seamstress who is overworked and too poor to afford oranges for her son can be contrasted with the queen's maid of honour whose dress she embroiders. The woman in the palace is beautiful and enjoys herself at a party. She hopes the seamstress will complete her dress in time for the state ball as seamstresses are so lazy. The rich make merry in their beautiful houses, while the beggars sit at the gates. Starving children look out listlessly at the streets. They are denied the shelter of even the archway of a bridge, and are thrown out into the rain.

4. How did the Happy Prince use his ruby, sapphires and his gold?

Ans. When the Happy Prince saw the suffering and misery of his city from atop his high pedestal in the city square, he was moved to tears. He begged the swallow to take the ruby from the hilt of his sword and give it to the poor seamstress whose little boy was running a high fever. The boy was thirsty and wanted some oranges to quench his thirst, but the poor woman could only give him river water. For the cold and hungry young man trying to finish his play in the garret, the Prince sends one of his eyes – a sapphire – that would buy him food and fire. The Prince's heart also bleeds for the little matchgirl who had dropped her matchsticks in the gutter and fears a beating from her father if she does not bring some money home. He asks the swallow to take out the other sapphire of his eyes and give it to the matchgirl. Likewise, the Happy Prince gives away all the gold that

covers his body to those in the city who are needy and suffering.

6. The Last Leaf

≡ Practice Questions ≡

(Page 183)

A. Read the extracts given below and answer the questions that follow. 5

1. Sue anxiously looked out of the window. She saw an old ivy creeper climbing half-way up the brick wall opposite their window. In the strong wind outside, the creeper was shedding its leaves.

"What is it, dear?" Sue asked.

"Six," whispered Johnsy. "They are falling faster now. Three days ago there were almost a hundred leaves. There are only five left now."

"It is autumn," said Sue, "and the leaves will fall."

"When the last leaf falls, I will die," said Johnsy with finality. "I have known this for the last three days."

- (a) Select the option that correctly captures the meaning of the word 'anxiously' as used in line 1 of the extract.

- | | |
|----------------|-----------------|
| (i) critically | (ii) restlessly |
| (iii) uneasily | (iv) carefully |

Ans. (iii) uneasily

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

deeds : fruits :: words :

Ans. leaves

- (c) Select the option that displays the reason why Sue anxiously looked out of the window.

- (i) She thought the last leaf had fallen.
- (ii) She had no idea what Johnsy was talking about.
- (iii) She was very worried about her friend's condition.
- (iv) She thought Johnsy was imagining things.

Ans. (iv) She thought Johnsy was imagining things.

- (d) According to the extract, why did Johnsy link her death to the falling of the last leaf on the creeper?

1. She thought it was the winter of her life.
2. She was emotionally disturbed.
3. She had a creative bent of mind.
4. She was highly superstitious.
5. She believed her life was linked to it.

Select the correct option.

- (i) 1 and 4
- (ii) 2 and 5
- (iii) 1 and 3
- (iv) 2 and 4

Ans. (ii) 2 and 5

- (e) Mention any two reasons.

Johnsy whispers while talking because she is very and

Ans. (i) sad/ disturbed

(ii) feeble/ weak

2. Sue poured out her worries to Behrman. She told him how Johnsy was convinced that she would die when the last leaf fell.

“Is she stupid?” asked Behrman. “How can she be so foolish?”

“She is running a high temperature,” complained Sue. “She refuses to eat or drink and that worries me a lot.”

“I will come with you and see Johnsy,” Behrman said.

- (a) Select the option that correctly captures the meaning of the phrase ‘was convinced’ as used in the extract.

- (i) was persuaded
- (ii) seemed satisfied
- (iii) firmly believed
- (iv) was reassured

Ans. (iii) firmly believed

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

jam : spread :: tea :

Ans. poured

- (c) Select the option that displays what Behrman’s dream was.

Behrman’s dream was to

- (i) paint a picture for which he would be remembered.
- (ii) use his art to help change the lives of other artists.
- (iii) create a masterpiece and become extremely wealthy.
- (iv) paint a picture of extreme outstanding artistry and skill.

Ans. (iii) paint a picture of extreme outstanding artistry and skill.

- (d) With reference to the extract, what did Sue’s complaining to Behrman about her friend show?

1. That she was irritated with Johnsy.
2. That they were good friends.
3. That she liked and trusted him.
4. That she was tired taking care of Johnsy.
5. That she was stressed about Johnsy.

Select the correct option.

- (i) 1, 4 and 5
- (ii) 2, 3 and 5
- (iii) 1, 2 and 4
- (iv) 2, 3 and 4

Ans. (ii) 2, 3 and 5

- (e) Mention two ways Behrman reacts to what Sue tells him about Johnsy.

Ans. (i) He shows annoyance at how Johnsy thinks.

(ii) He wants to see her as he is concerned about her.

3. “I heard the wind last night,” said Johnsy. “I thought it would have fallen. It will surely fall today. Then I’ll die.”

“You won’t die,” said Sue energetically. “You

have to live for your friends. What would happen to me if you die?"

Johnsy smiled weakly and closed her eyes. After every hour or so she would look out of the window and find the leaf still there. It seemed to be clinging to the creeper.

- (a) Select the option that can correctly replace the usage of the word 'energetically' in the extract.

- (i) actively (ii) firmly
(iii) forcibly (iv) powerfully

Ans. (iii) forcibly

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

up : down :: arisen :

Ans. fallen

- (c) Select the option that displays what Johnsy would have found strange when she looked outside.

- (i) That there had been a bad storm the night before.
(ii) That despite the strong wind, the last leaf had not fallen.
(iii) That she had slept comfortably despite the storm raging outside.
(iv) That though she had been so seriously ill, she had not died.

Ans. (ii) That despite the strong wind, the last leaf had not fallen.

- (d) According to the extract, what does Johnsy come across as when she says,

"It will surely fall today. Then I'll die?"

1. Optimistic
2. Spiritual
3. Fatalistic
4. Religious
5. Emotionless

Select the correct option.

- (i) 1 and 3 (ii) 2 and 4
(iii) 3 and 5 (iv) 1 and 2

Ans. (iii) 3 and 5

- (e) List any two feelings.

"...What would happen to me if you die?"
Sue's words reflect her
for and her to her friend.

Ans. (i) love (ii) attachment

4. Sue hugged Johnsy. Then she gave her lots of hot soup and a mirror. Johnsy combed her hair and smiled brightly.

In the afternoon the doctor came. After examining his patient he told Sue, "Johnsy now has the will to live. I am confident she'll recover soon. Now I must go downstairs and see Behrman. He is also suffering from pneumonia. But I am afraid, there is no hope for him."

- (a) Select the option that correctly captures the usage of the word 'will' in the extract.

- (i) They will take the train to the village.
(ii) He submitted himself to the will of his parents.
(iii) His money was left to him in the will of his uncle.
(iv) She is a person with tremendous will-power.

Ans. (ii) He submitted himself to the will of his parents.

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

painted : brush :: brushed :

Ans. comb

- (c) Select the option that displays the reason why Sue gave Johnsy a mirror.

- (i) She wanted Johnsy to take a hard look at herself.
(ii) She wanted Johnsy to tidy herself and feel normal.
(iii) She wanted Johnsy to see how thin she had become.
(iv) She wanted Johnsy to look like her old pretty self.

Ans. (ii) She wanted Johnsy to tidy herself and feel normal.

(d) With reference to the extract, what was the reason why Sue hugged Johnsy?

1. She was happy Johnsy was well again.
2. She was relieved that she could go back to her life.
3. She was touched by Johnsy's apology.
4. She was glad that the last leaf had not fallen.
5. She was relieved that Johnsy wanted to live.

Select the correct option.

- (i) 1, 3 and 5
- (ii) 2, 3 and 4
- (iii) 3, 4 and 5
- (iv) 1, 2 and 4
- (v) 2, 4 and 5

Ans. (i) 1, 3 and 5

(e) Mention the two diagnoses about Behrman we are made aware of.

Ans. (i) He was suffering from pneumonia.

(ii) His condition was so serious, that he was going to die.

B. Answer the following questions in 40–50 words each. 3

1. Why did Sue need Behrman for her painting?

Ans. Sue wanted to paint a picture of an old miner. She needed Behrman to be the model for her painting. He was sixty and the appropriate age to model for Sue for the project.

2. What restored Johnsy's spirits and ensured her recovery?

Ans. When Johnsy saw that the last leaf was clinging to the creeper and had not fallen despite strong winds and rain, she recovered her spirits. The leaf made her realize how ungrateful she had been to Sue who had looked after her so well. She had been

depressed and had not cooperated. This realization ensured her recovery.

3. Why does Johnsy call herself a 'bad girl'?

Ans. The tenacity of the last leaf in the face of rains and strong winds made Johnsy realize that she had indulged herself too much. She had been depressed and uncooperative to her friend who had taken such pains to look after her. She realized that it is a sin to want to die. So she called herself a 'bad girl'.

4. Why was Behrman out on a stormy night?

Ans. When Behrman came to know that Johnsy had the strange notion that she would die when the last leaf of the ivy creeper fell, Behrman went out in the stormy night with a lantern and ladder, and painted an ivy leaf. Being artificial, it did not fall off, and thereby revived Johnsy's spirits and her will to live.

5. How did Behrman die?

Ans. Behrman painted an ivy leaf that would not fall off the creeper in the storm. He did so to alleviate Johnsy's depression. When the leaf he painted would not fall, he hoped that Johnsy would regain her will to live and recover. But to paint the leaf, Behrman had to work in the icy cold and rainy night. He caught pneumonia and died two days later.

6. What was Behrman's last painting and why was it called a masterpiece?

Ans. Behrman's last painting was a leaf of the ivy creeper that grew outside Sue and Johnsy's window. It was called his masterpiece because Behrman painted it to help revive Johnsy's spirits and make her recover from her illness. She was suffering from pneumonia and had lost all will to live. She believed that when the last leaf would fall off the creeper, she too would die. So Behrman painted an artificial leaf that would never fall in spite of rains and strong winds. His leaf succeeded in making Johnsy realize her selfishness and the fallacy of her belief.

7. What detail about the last leaf did Johnsy miss?

Ans. Johnsy missed the fact that the last leaf did not flutter when the wind blew. Had she looked closer she would have found that the leaf was clinging to the creeper, and looked quite green and healthy, unlike the other leaves that had fallen off.

8. What is the theme of the story, 'The Last Leaf'?

Ans. There are many themes in the story 'The Last Leaf' – love, friendship, sacrifice, and the power of art to transform our lives. Johnsy's friend Sue takes good care of her despite Johnsy proving to be a difficult patient. The selflessness of old Behrman is evident in his effort to help Johnsy. He steps out in the cold and rainy night to paint a leaf that would not fall, and therefore instill in Johnsy the will to fight her illness and live. By the end of the story, we are also made aware of the power of art. The last leaf is indeed Behrman's masterpiece. The lifelike painting cheats even death that was sure to come to Johnsy who had lost all her will to live.

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

6

1. Give a character sketch of Behrman.

Ans. Behrman is a sixty-year-old painter who lives on the ground floor of an old house. He sometimes works as a model for the two young artists, Sue and Johnsy, who live in the same building. Behrman's lifelong dream is to paint a masterpiece, but that has till now eluded him. Although he speaks roughly, he is kind-hearted. When Sue tells him about Johnsy and her strange belief, Behrman says, 'Is she stupid?' and 'How can she be so foolish?' His gruff response is belied by what he does later. He goes up to see Johnsy, and understanding the situation, goes back quietly to his room. In the cold and stormy night, he props a ladder against the wall and

arduously paints the last leaf on the vine, which would never fall off. In the process, he exposes himself to the cold wind and rain, and catches pneumonia. But the leaf he paints is perfect – Johnsy thinks it to be a real leaf, and its tenacity to hold on to the vine makes her realize her own mistake in giving up the fight against her illness. It is indeed a masterpiece. Behrman does not survive his illness, but he saves a life through the nobleness of his spirit and his art.

2. What is sacrifice? Can a poor old man or a beggar be capable of sacrifice? Elaborate with reference to the story.

Ans. To sacrifice is to give or do something for others even at the cost of one's own comfort, profit, and sometimes, even life. It is a quality that is not limited only to people who are materially endowed. Even poor people can sacrifice what little they have, which in some cases can be the highest sacrifice any person can make. In the story 'The Last Leaf', Behrman is a poor old painter who lives in the hope of making a masterpiece that would fulfil his aspiration as a painter. And he gets the opportunity to do so in the most unexpected way. He paints an ivy leaf to revive Johnsy's spirits and make her recover from her illness. However, what makes the painting of the leaf a masterpiece is not the skilful use of colour and brush, but the thought behind it. Behrman does not care for himself, but goes out into the icy cold and wet night to paint the leaf by the light of a lantern – all to help a young woman get back her will to live. In the process, Behrman himself falls ill and dies. It is this ultimate sacrifice that makes the painting of the leaf a masterpiece.

3. Give a character sketch of Johnsy.

Ans. Johnsy was a young artist who lived with her friend Sue in a small flat on the third storey of an old house. In the cold winter month of November, she fell seriously ill with pneumonia. She felt dejected to the point

that she did not want to live. According to the doctor, medicines would not help Johnsy if she had no wish to live. From her bedroom window, Johnsy gazed at an ivy creeper and saw its leaves fall in the wind and rain. She equated her own ill health to the frail leaves, and began to believe that with the last leaf that fell, she too would die. This fatalistic thinking prevented her from recovering. She was so convinced of her death that she sullenly refused the food and care given by Sue. The idea of death became an obsession with her. However, Behrman's efforts did bring about a change in Johnsy. She realized that she had been selfish and unappreciative of the loving care provided by her friend Sue. With it she came out of her gloominess and got back her will to live.

4. Positive thinking is the key to good health. Elaborate with reference to the story.

Ans. The story 'The Last Leaf' centres on Johnsy, a young painter who falls ill with pneumonia. She lives with her friend Sue who tries her best to keep her in happy spirits and take care of her. But Johnsy seems to have given up hope of surviving the illness. She waits for death to come to her, and finds an analogy in the falling leaves of the ivy creeper that she sees outside her bedroom window. She is certain that when the last leaf falls, she too will breathe her last. Such depressive thoughts seemed to nullify the effect of the medicines. The doctor understands her condition correctly – Johnsy does not seem to want to live. If she is to recover, she has to first regain her will to live. This is what Behrman too understands. He knows that given Johnsy's morbid thoughts, she may well and truly die along with the last leaf. So he paints a leaf that does not fall. Looking at it, Johnsy realizes her mistake in despairing. The tenacity of the leaf in the face of rains and fierce winds inspires in her the wish to live. Once she overcomes her despair, medicines

do the rest. Johnsy's ill health and later recovery amply demonstrates the effect of positive thinking on health. Johnsy's recovery is fast once she gives up the belief that she is going to die.

5. 'That's Behrman's masterpiece'. Do you agree with this statement? Give reasons.

Ans. Sue says this to Johnsy as she points to the last leaf on the ivy vine – it is not the real last leaf. The real leaf fell to the ground the night this leaf was painted. The painted leaf took the place of the last leaf, but not its significance. It did not foretell death; it affirmed life. In this sense, it is more than a work of art. It is a symbol of life, a positive force that can pull one out of the abyss of depression and self-denial. Johnsy had given up all hope of surviving, so much so that she did not show any wish to live. Medicines could do little for such a patient. She equated her condition with the pale autumnal ivy whose falling leaves pressed home the belief that she too was dying slowly, and would breathe her last with the last leaf that fell off the ivy. When Behrman hears of it, he knows what he has to do. Braving the icy cold November night, he paints a leaf of the ivy vine in place of the last leaf that fell. The next morning, Johnsy is surprised to see that the leaf has not fallen. It remains all through the day and withstands another storm at night. It makes her understand how weak-spirited and selfish she has been. The resilient last leaf brings back to her the will to live. Johnsy recovers though we know that the painter of the masterpiece does not live to see the effect his art has had on the young woman.

6. Why did Sue confide her problems to old Behrman?

Ans. Sue was worried about Johnsy's morbid obsession with death. Johnsy had pneumonia. She would lie in her bed without moving, and gaze out of the window. Sue sent for the doctor. Although he came every day, there

was no change in Johnsy's condition. This was because Johnsy believed that she was not going to live. According to the doctor, so long as she was resolute in that belief, there was little that medicines could do. Johnsy ran a high temperature and refused to eat or drink. Sue could not understand how she could help Johnsy. So, she confided in Behrman.

7. Who plays a greater role in Johnsy's recovery, Sue or Behrman? Support your answer with relevant evidence from the text.

Ans. Behrman plays a greater role in Johnsy's recovery. Sue is Johnsy's friend who takes good care of her during her illness. Despite Johnsy being difficult, Sue's efforts to bring comfort to her friend do not flag. She is worried about Johnsy's obsession with the idea that her life would end with the falling of the last ivy leaf. When she confides in Behrman about Johnsy, his initial reaction seems insensitive – 'Is she stupid?' he asks. But later, he quietly goes back to his room. That night, in the freezing cold and rain, he takes a ladder and lantern, and draws his masterpiece – an ivy leaf so realistic that Johnsy marvels it does not fall despite rains and fierce winds. Seeing the resilience of the leaf, Johnsy realizes that she has overindulged her gloom. She has paid little attention to all the care that Sue lovingly gave her. She regains her spirits and recovers from her illness. So though Sue does all she can as a friend, it is Behrman's thoughtfulness and art that revives Johnsy.

8. How and why did Johnsy find the will to live?

Ans. In November Johnsy fell seriously ill with pneumonia. No medicine seemed to work, and the doctor felt that Johnsy had lost her will to live. Sue saw Johnsy counting the falling leaves of the old ivy vine on the wall opposite their window, and linking her frail health with the falling leaves. Johnsy told Sue

that she would die when the last leaf falls. Sue then turned to Behrman for help. She told him how worried she was that Johnsy was refusing food, and was convinced that she would die when the last leaf fell. Behrman came upstairs to look at Johnsy. He did not say anything, but he knew what he had to do. That night, braving the icy cold wind and rain, he went outside and painted a leaf that seemed to cling to the ivy creeper. It looked so real that Johnsy thought it was the last leaf. She was surprised that it was still on the vine despite the fierce winds and rain. This fact immediately revived her. She checked every hour to see if it had fallen off. But it stayed the whole day and withstood another storm in the evening. The sight of the leaf clinging on to the vine made Johnsy realize she had been wrong to want to die. She admitted her mistake and expressed her gratitude to Sue for taking care of her. Her will to live had been restored.

9. What part of the story inspires you the most?

Ans. There are many things that are inspiring about the story. The love and friendship that Sue and Johnsy share, the selfless act of Behrman, the work of art – a masterpiece in the true sense of the word – that revives the morale and health of a young woman, and the supreme sacrifice of an old artist who gives up his life to do so. Sue cares for Johnsy through her illness as few friends would do. She had the challenge not only of treating her illness but also uplifting her spirits. Johnsy is difficult – she is despairing and believes she will die soon. She is obsessed with the leaves of the ivy creeper that fall off one by one, and sees in it the metaphor of her own life. But Sue perseveres. When nothing she does revives Johnsy's spirits, she confides in Behrman, the old painter. He has

yet to make his masterpiece, and little does he know that in trying to help Johnsy recover, he succeeds in making a masterpiece of art – the last leaf. He thinks little of himself in the icy cold and wet night as he steps out to paint a leaf of ivy. His leaf does not fall and endures the storm. The sight of it makes Johnsy realize how wrong she has been to give up on life. The clinging leaf makes her value her life – she understands now that life is not something to be given up, but something to be fought for and treasured. But having painted his life-giving and life-affirming masterpiece, Behrman succumbs to the cold himself and dies soon after. It is inspiring that not only does the love of friends save one in their hour of need, but a work of art and the simulation of nature has the power to affirm life as well.

7. A House Is Not a Home

≡ Practice Questions ≡

(Page 193)

A. Read the extracts given below and answer the questions that follow. 5

1. I was about to run after her when I felt a large hand hold me back. It was a fireman. I hadn't even noticed that the street had already filled with fire trucks. I was trying to free myself from his grasp, yelling, "You don't understand, my mother's in there!"

He held on to me while other firefighters ran into the house. He knew that I wasn't acting very logically and that if he were to let go, I'd run. He was right.

"It's all right, they'll get her," he said.

- (a) Select the option that correctly captures the usage of the word 'grasp' in the extract.

(i) clutch	(ii) cling
(iii) catch	(iv) claws

Ans. (i) clutch

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

river : stream :: road :

Ans. street

- (c) Select the option that displays how the narrator's mother appeared to him at that time.

To the narrator, she seemed to be in a

- | | |
|---------------------|--------------------------|
| (i) great rush. | (ii) big shock. |
| (iii) crazed state. | (iv) reckless condition. |

Ans. (iii) crazed state.

- (d) According to the text, why did the narrator's mother run back twice into the burning house?

She wanted to rescue

1. her son's precious tabby cat.
2. her late husband's photos and letters.
3. her son's childhood memorabilia.
4. her childhood pictures and letters.
5. their important documents.

Select the correct option.

- | | |
|---------------|--------------|
| (i) 1 and 4 | (ii) 2 and 5 |
| (iii) 1 and 3 | (iv) 3 and 4 |

Ans. (ii) 2 and 5

- (e) Complete the following sentence.

This experience must have been most and for the narrator, as well as his mother.

Ans. (i) traumatic / life-changing
(ii) difficult / challenging

2. My mother wouldn't hear it, but I was totally embarrassed by everything. The clothes I was wearing looked weird, I had no books or homework, and my backpack was gone. I had my life in that backpack! The more I tried to fit in, the worse it got. Was I destined to be an outcast and a geek all my life? That's what it felt like. I didn't want to grow up, change or have to handle life if it was going to be this way. I just wanted to curl up and die.

- (a) Select the option that correctly captures the usage of the expression 'to curl up and die' given in the extract.

- (i) Tired from working hard, so wanting to rest.
- (ii) Feeling sick, so wanting to lie comfortably.
- (iii) Feeling embarrassed, so wanting to escape.
- (iv) Unable to sleep well, so wanting to rest.

Ans. (iii) Feeling embarrassed, so wanting to escape.

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

brushing teeth with toothpaste : normal ::
eating a chocolate with ketchup :

Ans. weird

- (c) Select the option that displays the reasons why the narrator said, 'Was I destined to be an outcast and a geek all my life?'

- (i) Fears and irritation
- (ii) Frustration and shame
- (iii) Bitterness and insecurity
- (iv) Realization and anger

Ans. (iii) Bitterness and insecurity

- (d) According to the text, what problems was the narrator coping with?

- 1. He had to wear various assorted clothes.
- 2. His school supplies had all been burnt.
- 3. He felt he did not fit in in his new school.
- 4. He was not able to do any homework.
- 5. He was missing his beloved cat.

Select the correct option.

- (i) 1 and 4 (ii) 2 and 5
- (iii) All, except 3 (iv) All of these

Ans. (iv) All of these

- (e) List any two probable reasons why the narrator's mother did not give into his demands.

Ans. (i) She believed they were issues he had to deal with.

(ii) She felt he was over-reacting.

3. It always seems that bad news spreads quickly, and in my case it was no different. Everyone in high school, including the teachers, was aware of my plight. I was embarrassed as if somehow I were responsible. What a way to start off at a new school! This was not the kind of attention I was looking for.

- (a) Select the option that correctly captures the meaning of the word 'plight' as used in the extract.

- (i) problems
- (ii) tribulation
- (iii) inconvenience
- (iv) circumstances

Ans. (iv) circumstances

- (b) Complete the analogy by selecting the suitable word/phrase from the text

slowly : leisurely :: hurriedly :

Ans. quickly

- (c) Select the option that displays how the narrator believed others were perceiving him at school.

The narrator believed he was
by others in the school.

- (i) being laughed at
- (ii) being pitied
- (iii) being looked down upon
- (iv) being rejected

Ans. (ii) being pitied

- (d) According to the extract, what kind of attention did the narrator want from the students of his new school?

- 1. Applause
- 2. Popularity
- 3. Admiration
- 4. Fame
- 5. Acceptance

Select the correct option.

- (i) 1 and 3 (ii) 2 and 4
(iii) 3 and 5 (iv) 1 and 5

Ans. (iii) 3 and 5

- (e) List any two things one can say the narrator was emotionally experiencing at this time.

Ans. (i) self-pity (ii) bitterness

4. While we sat there on the curb, planning my new bedroom, I heard someone walk up to me from behind and say, "Does this belong to you?" When I turned around to see who it was, I couldn't believe my eyes. A woman was standing there holding my cat! I leapt up and grabbed her out of the woman's arms. I held her close to me and cried into that beautiful orange fur. She purred happily. My friends were hugging me, hugging the cat and jumping around.

- (a) Select the option that correctly captures the meaning of the expression 'I couldn't believe my eyes' as given in the extract.

The expression in this context shows

- (i) shock. (ii) astonishment.
(iii) awe. (iv) wonderment.

Ans. (ii) astonishment.

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

river : bank :: street :

Ans. curb

- (c) Select the option that displays the lesson the narrator would have learned from his experience.

- (i) To keep pets tied up
(ii) To trust strangers
(iii) To believe in the goodness of people
(iv) To make new friends in new places

Ans. (iii) To believe in the goodness of people

- (d) According to the extract, what do we learn about the narrator's attitude from his planning his new bedroom?

1. He had started to move forward in life.

2. He had left the past behind.
3. He had gotten over all his losses.
4. He had forgotten all that had happened.
5. He was excited about something new.

Select the correct option.

- (i) 1 and 5 (ii) 2 and 3
(iii) 3 and 4 (iv) 1 and 2

Ans. (iii) 3 and 4

- (e) Mention what kind of atmosphere was there when the cat was returned to the narrator.

Ans. (i) excitement/ thrill
(ii) celebrations

B. Answer the following questions in 40–50 words each. 3

1. Why did the narrator's mother run back to the house?

Ans. The narrator's mother ran back to the house the first time to bring back with her a metal box full of important documents. She ran back a second time to get her husband's pictures and letters.

2. How did the narrator react when his mother ran back into the burning house?

Ans. The narrator screamed at her asking her not to go into the burning house. He was about to run after her when he was stopped by a fireman.

3. Where did the family spend the night and why?

Ans. The family spent the night at the author's grandparents' house because their house had been destroyed by a fire.

4. Why didn't the narrator want to go back to school?

Ans. The narrator did not want to go back to school because he was suffering from an acute sense of loss. Moreover, he had no books or homework. He had lost his clothes and his backpack. He had to wear his aunt's tennis shoes and clothes that looked weird on him.

5. What was the condition of his home after the fire?

Ans. The narrator's home was destroyed by the fire. Whatever hadn't burnt was damaged by the water and chemicals that the firemen had used to put out the fire. The only things that were not destroyed were the photo albums, documents and some other personal items that his mother had heroically rescued.

6. Why did the narrator say that there was no time to grieve?

Ans. The narrator said this because their house had been completely destroyed by the fire and they had to find a place to stay. The narrator would also have to buy some clothes for school. They had to make arrangements for money too, as all cash, credit cards and bank documents had got burnt in the fire.

7. Why does the narrator say that people at school were acting strangely?

Ans. The narrator says that people at school were acting strangely because when he was at his locker, getting ready for the gym class, they milled around him and asked him to hurry up. It was as if they wanted to shove him into the gym.

8. What surprise awaited the narrator at the gym?

Ans. At the gym, a big table with all kinds of things on it had been set up for the narrator. The students had collected money and bought him school supplies, notebooks, and different kinds of clothes — jeans, tops and sweatsuits. It seemed like Christmas to the narrator. The children invited him to their houses, and the narrator made a lot of friends that day.

9. How did the narrator find his life to be changed a month after the fire?

Ans. A month later, the author's house was being rebuilt. He would watch the workers rebuilding the house. But things were vastly different now. The feeling of loss and

loneliness was no longer there. He had two of his new friends with him. Feelings of insecurity were no longer foremost on his mind; rather, his mind had opened up to all the wonderful people around him. As he sat with his friends, looking at his house being rebuilt, he realized that his life was being rebuilt from the scratch as well.

10. What was the most wonderful surprise the narrator received one day?

Ans. The most wonderful surprise that the narrator received one day was the return of his cat, which he believed he had lost to the fire. As the author and two of his friends sat on the curb, watching his house being rebuilt and planning his new bedroom, he heard someone walk up to him from behind and say, 'Does this belong to you?' When he turned around to see who it was, he found a woman standing there holding his cat.

11. Where had the cat disappeared and why?

Ans. The author's cat had been so frightened by the fire that she had run over a mile away. Her collar had the author's phone number on it, but the phone had been destroyed in the fire. The cat was taken in by a kind woman. She worked hard to find out whose cat it was, because she knew that the cat was loved and sorely missed.

12. What was the narrator's reaction when he saw his cat?

Ans. When the narrator saw his cat, at first he couldn't believe his eyes. Then he leapt up and grabbed the cat out of the woman's arms. He held it close to him and cried into its beautiful orange fur.

13. Why does the narrator feel gratitude for his life?

Ans. At his new school, the narrator had felt lonely and out of place. He missed his old school, his teachers and friends. The destruction of his house in a fire and the loss of his beloved cat heightened the feeling of loss and tragedy.

Yet, he was surprised by the concern and love shown to him by the students and teachers of his new school. They collected money and bought for him all the things that he might need – books, notebooks, clothes and stationery. He felt grateful for their concern and for the fact that his cat returned.

14. How did the feeling of loss and tragedy diminish for the narrator?

Ans. The narrator made friends at his new school and was invited by many to their houses. Not just that, he got back his dear cat, thanks to the kindness of a lady who took it in and tried to find its owner. With these positive developments, all the overwhelming feelings of loss and tragedy seemed to diminish for the author. He felt gratitude for his life and his new friends.

15. Comment on the title of the story.

Or

Do you think the title is suitable? Give reasons.

Ans. The title of the story is 'A House Is Not a Home'. It points to the fact that it is not the building that constitutes a home, but the things and people we treasure that makes what we call a home. When the narrator's house is burnt down, he experiences a profound sense of loss. But the loss is really the loss of his beloved cat, his backpack which he says had his whole life, his clothes and his books, over and above the loss of his old school and old friends. This feeling of loss is overcome when he makes new friends and gets back his cat. All the narrator can feel then is gratitude towards his new life and the new people in them. He can watch his house being rebuilt dispassionately for he has now the company of his friends. When he gets back his cat, he cannot be grateful enough. It is these things that had made up the narrator's life and constituted his 'home', and when he gets them all back, he feels he too has returned to his former life.

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

6

1. Why did the narrator find it hard to adjust in his new school? Where did he seek comfort and how did his old teachers encourage him?

Ans. The narrator's first year at the new school felt awkward. After leaving junior high school at the top of his class with all the seniority the upper grade levels gave him, the narrator felt strange starting all over again as a freshman in high school. The school was twice as big as his old school, and to make matters worse, his closest friends had been sent to a different high school. The narrator felt very isolated. He missed his old teachers a lot and would go back to visit them. They would encourage him to get involved in activities in the new school so that he could meet new people. They told him that in time he would adjust and probably end up loving the new school more than the old one. They also made the narrator promise that when that happened he would still come by and visit them from time to time.

2. What tells us that the narrator missed his pet cat immensely?

Ans. After a fire destroyed the narrator's house, they rented an apartment nearby and lived there. Yet, he would often come to the site of the old house and watch the rubble being cleared, hoping that his cat would be found somewhere in the debris. The narrator kept thinking about his cat as the vulnerable little kitten that he had rescued. He would remember how early in the mornings when he would get out of bed and disturb the cat, it would tag along after him, climb up his robe and crawl into his pocket to fall asleep. All this shows that the narrator missed his pet cat immensely.

3. Why did the narrator feel depressed when he went to school the day after the fire?

Ans. The narrator feel depressed when he went to school the day after the fire because it seemed that he would never fit in with the new school and the new people. He felt embarrassed by everything – his aunt's tennis shoes that he had to wear for he had lost his in the fire; the clothes he wore which looked weird; no books or homework or his backpack, which contained his most important things. It seemed as if the more he tried to fit in, the worse it got. He wondered whether he was destined to be an outcast and a geek all his life. He felt that he did not want to grow up, change or handle life if it was going to be this way. He walked around school like a zombie. Everything felt surreal. All the security he had known — his old school, friends, house and cat — had been ripped away. All this made the narrator feel depressed.

4. How did the narrator make new friends?

Ans. One day, the students at the narrator's new school were acting stranger than usual. As he stood by his locker, getting ready for the gym class, they milled around him and asked him to hurry up. When the narrator entered the gym, he got a big surprise. There was a big table full of gifts for him. The students and teachers had collected money and bought him school supplies, notebooks, and different kinds of clothes — jeans, tops and sweatsuits. It seemed like Christmas to the narrator. People who had never spoken to him before were coming up to him to introduce themselves. He got invitations to their houses. Their genuine concern touched the narrator. At that moment, he felt for the first time that things were going to be okay. That day the narrator made many friends.

5. Comment on the attitude of the school towards the boy who lost his home in the fire.

Ans. Everyone at school, including the teachers, was aware of the author's plight. But this was not the kind of attention that the author wanted in his new school. One day, the people at school were acting stranger than usual. They started milling around the narrator as he was getting ready for the gym class. It almost seemed as if they were trying to push him into the gym. But when the narrator entered the gym, he understood why. There was a big table set up with all kinds of gifts. The teachers and students had collected money and bought for the narrator school supplies, notebooks, different kinds of clothes — jeans, tops, sweatsuits. The narrator felt as if it was Christmas. He was overcome by emotion. People who had never spoken to him before were coming up to him to introduce themselves. The narrator got invitations to their houses. Their genuine concern moved the author. At that moment, he felt for the first time that things were going to be okay. That day, the narrator made many new friends.

8. The Beggar

≡ Practice Questions ≡

(Page 204)

A. Read the extracts given below and answer the questions that follow. 5

1. "Kind sir, have pity; turn your attention to a poor, hungry man! For three days I have had nothing to eat; I haven't five copecks for a lodging, I swear it before God. For eight years I was a village schoolteacher and then I lost my place through intrigues. I fell a victim to calumny. It is a year now since I have had anything to do."

(a) Select the option that correctly captures the meaning of the word 'calumny' as used in the extract.

- (i) gossip (ii) slander
(iii) assassination (iv) criticism

Ans. (ii) slander

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

hate : love :: cruel :

Ans. kind

- (c) Select the option that displays how the beggar earned money.

- (i) By telling passersby his sad history.
(ii) By arousing sympathy in passersby.
(iii) By begging passersby for a job.
(iv) By asking passersby for food.

Ans. (ii) By arousing sympathy in passersby.

- (d) With reference to the extract, what sentiments did the passersby exhibit when they gave alms to the beggar who pleaded with them?

1. Pity
2. Sorrow
3. Guilt
4. Kindness
5. Embarrassment

Select the correct option.

- (i) 3, 4 and 5 (ii) All except 1
(iii) All except 2 (iv) All of these

Ans. (iii) All except 2

- (e) List the two things the beggar used to use the money for.

Ans. (i) food (ii) alcohol

2. On the first of the month the waif made his appearance and again earned half a rouble, although he could barely stand on his legs. From that day on he often appeared in the yard and every time work was found for him. Now he would shovel snow, now put the wood-shed in order, now beat the dust out of rugs and mattresses. Every time he received from twenty to forty copecks, and once, even a pair of old trousers were sent out to him.

- (a) Select the option that correctly captures the usage of the word 'waif' given in line 1 of the extract.

- (i) orphan (ii) homeless person
(iii) castaway (iv) drunkard

Ans. (ii) homeless person

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

spoon : food :: spade :

Ans. snow

- (c) Select the option that displays the attitude of the beggar from the line, 'From that day on he often appeared in the yard.'

- (i) He was happy to do physical work.
(ii) He was desperate for money.
(iii) He was taking the initiative to work.
(iv) He was enjoying coming there.

Ans. (iii) He was taking the initiative to work.

- (d) According to the extract, what does the line '...every time work was found for him' tell us about Sergei?

He was

1. compassionate.
2. sensitive.
3. warm-hearted.
4. loving.
5. appreciative.

Select the correct option.

- (i) 1 and 5 (ii) 2 and 3
(iii) 3 and 5 (iv) 4 and 2

Ans. (i) 1 and 5

- (e) Mention how the waif changed over time. Initially the waif but later he was rugs and mattresses.

Ans. (i) could barely stand on his legs/ was too weak to even stand
(ii) strong enough to beat

3. "Then take this letter to a friend of mine tomorrow and you will be given some copying

to do. Work hard, don't drink, and remember what I have said to you. Goodbye!"

Pleased at having put a man on the right path, Sergei tapped Lushkoff kindly on the shoulder and even gave him his hand at parting. Lushkoff took the letter, and from that day forth came no more to the yard for work.

- (a) Select the option that correctly captures the meaning of the word 'pleased' as used in the extract.

- (i) thrilled (ii) proud
(iii) thankful (iv) overjoyed

Ans. (ii) proud

- (b) Complete the analogy by selecting the suitable word/phrase from the text.

senses : feelings :: memory :

Ans. remember

- (c) Select the option that displays the reason why Sergei 'even gave him his hand at parting.'

- (i) Sergei treated Lushkoff as an equal.
(ii) Sergei was not a social snob.
(iii) Sergei believed in bettering the lives of others.
(iv) Sergei was happy to see the change in Lushkoff.

Ans. (iv) Sergei was happy to see the change in Lushkoff.

- (d) According to the story, what changes had come over Lushkoff by the time he left?

By the time Lushkoff left Sergei, he was

1. honest.
2. compassionate.
3. sober.
4. quieter.
5. shabbier.

Select the correct option.

- (i) 1 and 3 (ii) 2 and 5
(iii) 3 and 4 (iv) 4 and 2

Ans. (iii) 3 and 4

- (e) Mention any two things that happened to Lushkoff when he was on the 'right path.'

Ans. (i) He took up the job that Sergei had recommended.

(ii) He worked hard to become a notary.

4. "When I used to come to your house to chop wood she used to begin: 'Oh, you sot, you! Oh, you miserable creature! There's nothing for you but ruin.' And then she would sit down opposite me and grow sad, look into my face and weep."

(a) Lushkoff refers to Olga as

- (i) an angel from heaven.
(ii) a beautiful soul.
(iii) a good and noble woman.
(iv) a kind and loving lady.

Ans. (iii) a good and noble woman.

- (b) Lushkoff tells Sergei that he was to him but Olga him.

- (i) indebted; saved
(ii) grateful; loved
(iii) obliged; helped
(iv) thankful; blessed

Ans. (i) indebted; saved

- (c) Select the incorrect option.

Olga brought about the change in Lushkoff by

- (i) doing all his work to help him because she knew he couldn't.
(ii) empathising with his situation and making him feel guilty.
(iii) shedding compassionate tears for him and making him feel loved.
(iv) giving him constant lectures on the importance of working.

Ans. (iii) giving him constant lectures on the importance of working.

- (d) Select the option which is not a lesson one learns from this story.

- (i) Sometimes actions speak louder than words.
- (ii) Real charity is giving from the heart without taking credit.
- (iii) A man's true wealth is the good he does in the world.
- (iv) A selfless act can have a life-changing effect on the receiver.

Ans. (iii) A man's true wealth is the good he does in the world.

(e) Some of the themes dealt with in this story are

- 1. The lack of gratitude in people
- 2. Human failings such as addiction
- 3. The right to livelihood for all citizens
- 4. Good deeds are often not appreciated
- 5. The need for kindness and compassion
- 6. Social ills such as begging and unemployment

Select the correct option.

- (i) 1, 2 and 4
- (ii) 2, 5 and 6
- (iii) 1, 3 and 5
- (iv) 2, 4 and 6

Ans. (ii) 2, 5 and 6

B. Answer the following questions in 40–50 words each. 3

1. Who was Olga and how did she behave with the beggar?

Ans. Olga was Sergei's cook. She behaved in a wrathful manner with the beggar. She glared at him and shoved him aside with her elbow on the way to the woodshed. Inside the shed, she flung the axe at his feet, spat angrily and scolded him. However, we later come to know that it was Olga who chopped all the wood for the beggar as he was too weak to do so.

2. What happened when the beggar tried to chop wood?

Ans. When the beggar tried to chop wood, the billet of wood wavered and fell down. The

beggar pulled it towards him again and blew on his freezing hands to warm them. He tapped the billet with his axe cautiously, but the wood fell to the ground again.

3. Why did Sergei start to feel ashamed?

Ans. When Sergei saw the slow and painful efforts of the beggar to chop the wood, he started to feel a little ashamed because he had set a poor, perhaps sick man, to hard menial labour in the severe cold.

4. What sort of jobs did the beggar start doing for Sergei?

Ans. The beggar would come at the beginning of every month to chop wood for Sergei. Other work was also found for him – he would shovel snow, put the woodshed in order, or beat the dust out of rugs and mattresses.

5. What was the last task that Sergei gave the beggar?

Ans. The last task that Sergei gave the beggar was to take a letter to his friend the next day. It was a letter of recommendation on the basis of which the beggar would be given some copying work to do.

6. Why was the beggar gloomy when Sergei moved into another house?

Ans. The beggar was gloomy when Sergei moved to another house because he knew that he could not get work at Sergei's house anymore. By what is revealed at the end of the story, we might also surmise that the beggar was gloomy because he would perhaps never get to see the kind-hearted Olga again.

7. Where did Sergei and the beggar meet after two years? What respectable job did Lushkoff have and how much did it pay him?

Ans. Sergei and the beggar met at the ticket window of a theatre after two years. The beggar had changed from the frail and lazy woodchopper to a well-dressed man who paid for his gallery seat in copper coins. He was successful and prosperous now. He worked as a notary and

was paid thirty-five roubles a month. Lushkoff worked as a notary and was paid thirty-five roubles a month.

8. In what way was Lushkoff indebted to Sergei?

Ans. It was Sergei who had exhorted the beggar, Lushkoff to work for a living. He would pay him to chop wood, and give him other work such as shovelling the snow or beating the dust out of rugs and mattresses. When Sergei moved house, he recommended the beggar to a friend of his who gave him copying work. From then on, the beggar worked his way up to become a well-paid notary.

9. Who, according to Lushkoff, really saved him and how?

Ans. According to Lushkoff, it was really Olga who saved him. When he used to come to Sergei's house to chop wood, Olga would scold him, but weep for him at the same time. She would feel miserable at his poor state, and taking pity on his frailness, would chop all the wood for him. Her kindness changed Lushkoff. It was owing to her words and noble deeds that he was able to set himself on the right path.

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

6

1. How was the beggar persuaded to cut wood for Sergei?

Ans. The beggar told Sergei that he was a school teacher who had been offered a position in Kaluga, but did not have the money to go there. A couple of days back in Sadovya Street, the same beggar had said that he was a student who had been expelled from school. His dishonesty angered Sergei who said he would call the police. When the beggar admitted to lying and asked what he could possibly do, Sergei said that he could work. He suggested if the beggar would like to chop wood for him. The beggar agreed. But it was obvious from his demeanour that the work did not really have his consent. He

had agreed to it because of his pride and shame, and because he had been trapped by his own words. Moreover, it was clear that he was not fit for the work physically, and therefore, did not feel much inclined to do it.

2. How were both Sergei and Olga responsible for reforming the beggar? Whose contribution was more and why?

Ans. It was Sergei who had exhorted the beggar Lushkoff to work for a living. He would pay him to chop wood, and give him other work such as shovelling the snow or beating the dust out of rugs and mattresses. When Sergei moved house, he recommended the beggar to a friend of his who gave him copying work. From then on, the beggar worked his way up to become a well-paid notary. However, by the admission of Lushkoff himself, it was Olga who really reformed him. When he used to come to Sergei's house to chop wood, Olga would scold him but weep for him at the same time. She would feel miserable at his poor state, and taking pity on his frailness, would chop all the wood for him. Her kindness changed Lushkoff. It was owing to her words and noble deeds that he was able to stop drinking and set himself on the right path.

3. Comment on the surprise ending in the story 'The Beggar'.

Ans. As is the hallmark of Chekov's short stories, 'The Beggar' too surprises us at the end. Sergei urges Lushkoff to give up his dishonest trade and do honest work for a living. He gives him odd jobs at his house, such as chopping wood or shovelling the snow. Lushkoff agrees and does the work for which he is paid well by Sergei. Olga, his cook, on the other hand, seems irritated at having such a beggar on her hands. She glares at him and scolds him. When Sergei moves to another place, he recommends Lushkoff to his friend for some

copying work. So when we see Lushkoff again after two years as a well-dressed notary, we assume quite naturally that the transformation has been the result of Sergei's well-meaning efforts and sound advice. But the surprise comes when Lushkoff, while gratefully acknowledging Sergei's contribution, says that his change has really been because of the kind deeds of Olga. We come to know then how Olga would weep for him and suffer greatly at his misery. Taking pity on his weak health, she would chop all the wood for him. It was this heartfelt concern and selfless act of hers that brought about the change in Lushkoff. He gave up drinking, and worked towards becoming a respectable man of means.

4. Who has a nobler character, Sergei or Olga? Give reasons for your answer.

Ans. Although it was Sergei who pushed Lushkoff into doing work rather than begging, and gave him various odd jobs at his home, it was really Olga who saved the beggar from the pit that he was in. As Lushkoff tells Sergei when he meets him two years later, whenever he used to come to his house to chop wood, Olga would scold him for being a drunk and a miserable creature. Then she would look at him, grow sad and weep. She would say that he was an unlucky man who had no pleasure in this life, and nor would he have any pleasure in the next. She would feel sorry for his unhappy self, and after she had done with scolding, would chop all the wood for him. Lushkoff confessed that he had never chopped even one log of wood for Sergei. Olga's kindness and genuine pity for him, her noble act of doing his work, changed Lushkoff. He stopped drinking and worked hard to become a notary, earning a princely

sum of thirty-five roubles a month. So though Sergei showed Lushkoff the way to improve his condition, it was Olga's selfless act that actually changed him for good.

5. Actions speak louder than words. How do the events in the story prove the truth of this statement?

Ans. Sergei urges Lushkoff to work, beginning with doing small odd jobs at his house. The beggar agrees, not because he willingly consents to it, but because he is trapped into agreeing by his own arguments. Before moving house, Sergei sends him to his friend with a letter of recommendation, and with the advice to work hard, give up drinking, and remember all the counsel he has given him. When Sergei meets Lushkoff two years later at a theatre, Lushkoff is a wholly changed person – he is now a notary who earns well and leads a respectable life. Sergei is delighted, and assumes that it was his exhortation that pushed Lushkoff onto the right path. Lushkoff expresses his gratitude, but confesses that while Sergei gave fine words of advice, it was really his cook Olga who brought about a change in him. She would scold him for his drunkenness, but at the same time weep for his pitiable state. Knowing that he was too frail to chop wood, she would do the work herself. It was because of this act of kindness that Lushkoff underwent a change. He gave up drinking and worked hard to improve his condition. The story proves the adage that actions speak louder than words. It was Olga's act of chopping the wood for Lushkoff that, more than anything else, had a profound, life-altering effect on Lushkoff.