

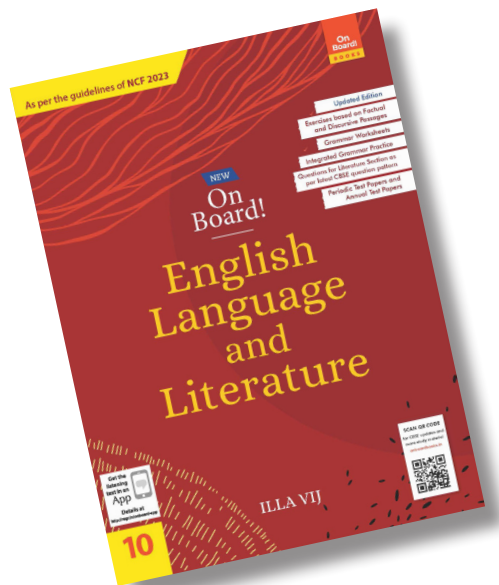
On Board!

English Language and Literature

COMPANION

a complete resource for teachers

Class
10



An imprint of Ratna Sagar P. Ltd.

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SECTION A READING SKILLS

FACTUAL PASSAGES

1.1

1. concept
2. c. the assertion is true, but the reason is false.
3. an anaemic person should not consume too many desserts at a fast-food restaurant because desserts have added calcium and iron, the person would also be consuming high calories and sodium along with it.
4. It was discovered that the high levels of trans-fat, sugars and salt found in fast food led to cardiovascular diseases, obesity, hypertension and other diseases.
5. although the dessert has added calcium and iron, the person would also be consuming high calories and sodium along with it.
6. Research has shown us the harmful effects that junk food has on our health. Though the food tastes enjoyable and is addictive, it contains many harmful elements which can lead to many life-long or life-threatening diseases for someone who eats junk food on a regular basis.
7. c. Approximately 30% ate out several times a week.
8. demography
9. 2013

2.1

1. This is because it is the largest service industry in India, and hence contributes substantially to the country's GDP. Tourism is also an important source of foreign exchange for the country, besides creating thousands of jobs within and related to the industry.
2. It maintains the competitiveness of India as a tourist destination, and improves and expands existing tourism.
3. a. Both the assertion and reason are true, and the reason is the correct explanation of the assertion.
4. varied landscapes, a rich and diverse culture, traditions and multiple cuisines.
5. spiritual tourism
6. b. India is not a popular destination for Europeans.
7. of their disposable incomes and newly found passion for travel.
8. budget-friendly
9. Tamil Nadu and Uttar Pradesh

3.1

1. Indian films have the lowest ticket prices in the world.
2. Indians are obsessed with films and hence frequently enjoy watching films on the big screen. Some admit that they find it an expensive experience. But for a majority of people, a cinematic experience is a social one which should be enjoyed with family and friends.

3. Comedy
4. Almost 75 per cent of film enthusiasts get updates about the latest movies from social media, and an equal amount of people book tickets online.
5. munchies they buy and savour while watching the film.
6. d. The preference of the top three genres of both the groups is vastly different.
7. performers
8. obsessed
9. b. Both the assertion and reason are true, but the reason is not the correct explanation of the assertion.

4.1

1. schools still continue giving more importance to education than to sports.
2. Positive
3. gesture
4. Sports help inculcate qualities like obedience, discipline, willpower and determination. Additionally, student-athletes have healthier eating habits, better cardiovascular fitness, as well as decreased anxiety and depression. Hence, the statement given is completely justified in its assertion.
5. It was noted that youth who played sports showed lower rates of consuming any of the three substances. They also disapproved of their use amongst their peers.
6. Cricket
7. but mental health as well.
8. c. The assertion is true, but the reason is false.
9. b. The number of those who collectively play basketball, volleyball, and football is almost the same as those who play cricket.

5.1

1. The Indian Constitution has given children the right to education and if children are made to work under the age of 15, or made to do any dangerous work under the age of 18, it is illegal and punishable by law.
2. Exploitation can be detrimental to their mental and physical health, and interfere with their moral and social development.
3. exploitation
4. that Bihar is the poorest state and also has the one of the highest percentage of child labour in the country.
5. d. There is a smaller percentage of children working in cities because they are frightened of the strict laws and fear of being punished.
6. handling
7. they would be subjected to a lot of physical and mental abuse at the hands of their owners/employers.
8. a. Both the assertion and reason are true, and the reason is the correct explanation of the assertion.
9. Assam, Maharashtra, Gujarat

6.1

1. One inference that can be drawn is that a positive development in tiger conservation efforts has taken place, bringing hope and joy to conservationists and wildlife enthusiasts.

2. The idiom 'Rome was not built in a day' is appropriate because it underscores that achieving notable progress takes time and effort.
3. The credit for the 2018 tiger census goes to the effort made by wildlife authorities and wildlife conservationists because they spent 15 months surveying immense forest areas, setting up thousands of camera traps, and analyzing volumes of images to gather data, which led to the accurate count of tigers.
4. brink
5. a. Madhya Pradesh vies closely with Karnataka for the first place.
6. 100%.
7. Two plans executed to help with the tiger census were:
 - (i) Surveying 3,81,400 sq km of forested habitats.
 - (ii) Installing 26,760 camera traps to capture images of wildlife.
8. include sustainable progress where both ecological conservation and economic development can coexist.
9. c. The assertion is true, but the reason is false.

7.1

1. Proteins, carbohydrates, fat, vitamins and minerals are the nutrients a child needs for its normal growth.
2. protein and dairy
3. good nutrition leads to more energy and better concentration, proper growth and development. Such individuals usually have stronger muscles and bones, and enjoy better physical and mental health.
4. c. more teenage boys consume junk food in a week compared to teenage girls.
5. c. The assertion is true, but the reason is false.
6. appropriate/fundamental
7. while it satisfies your cravings, it causes harm to your body.
8. Schools have taken on the responsibility of educating students and parents about nutrition. Culinary skills are also taught to students, consumption and sale of junk food in and nearby schools has been banned, and mid-day meals maximize the nutrition levels of school-going children.
9. Girls

8.1

1. Since yoga is a holistic way of life, it combines the practices of physical, mental and spiritual disciplines.
2. holistic
3. boosts weight loss
4. Yoga leads to mindful eating. By making one sensitive to the different tastes of the food, eating becomes a positive experience. Yoga also makes one aware of the cues of hunger and fullness, leading one to eat accordingly to help with weight control.
5. d. flexibility and a decrease in maintaining balance.
6. to make our own body work well, every part of us must be balanced and in sync.
7. It shows that yoga benefits more people physically than spiritually in the Western world.
8. physical fitness, along with stress-relief and relaxation techniques, while excluding its spiritual core.
9. c. The assertion is true, but the reason is false.

9.1

1. Guwahati's rapid population growth has led to the degradation of the forest ecosystem and caused the environment to lose its natural equilibrium. Besides this, there is pressure on the natural resources, loss of flora and fauna, pollution and soil infertility.
2. the explosion in population.
3. There was a sharp rise in population, along with a drastic fall of dense forest area, almost half of it being degraded forest land.
4. accommodate the ever-increasing population
5. d. afforestation.
6. Guwahati is blessed with hillocks covered with rich forests which keep it pollution-free and maintain a healthy ecological balance.
7. It is important to preserve this unique area because it has some of the largest reserves of tropical and subtropical forests.
8. shrinking
9. b. Both the assertion and reason are true, but the reason is not the correct explanation of the assertion.

DISCURSIVE PASSAGES

1.1

1. The phrase "the polar regions have begun to undergo changes due to global warming" emphasizes the alarming rate at which temperatures are rising in the North and South poles. This has led to ice melting and rising sea levels which endanger the lives of humans and animals.
2. b. It is an ice-covered ocean surrounded by land.
3. Both the North and South poles are remote and extremely cold throughout the year. They receive a lot of animal visitors, but due to the climate, very few human tourists. They both are important regions in order to maintain global temperature.
4. b. The amount of Arctic ice has been consistently decreasing during both seasons.
5. False
6. b. Colder water temperatures
7. In order to learn about animal diversity in the region, scientists on a fleet of research ships are using underwater robots, cameras and other equipment to see what else lives in the Antarctic waters. Through the census, they hope to add to their knowledge about different animal species in the region.
8. c. Encouraging

2.1

1. The phrase 'gigantic task' refers to the project undertaken by Noah Webster to compile a dictionary of the English language specially for Americans, as he believed that English would be the dominant language of his country but it would be different in some ways from that spoken in England.
2. b. School teacher in a remote area of New York

3. Webster's dictionary was the only American dictionary of the English language and gave the spellings, pronunciations and definitions of words. It was thus truly one of its kind and was widely consulted by Americans whenever they wanted to learn about a new word.
4. b. It was one of the first books to teach American English spelling conventions
5. False
6. d. Mayonnaise
7. Modern Americans have shown great innovation and creativity in adding new words to the English language, just as the colonists did. In some instances, they have borrowed words from foreign languages such as French and Italian. Another way in which Americans have innovated language is through humor when coining new words such as skyscraper or walkie-talkie.
8. b. A safety lane

3.1

1. The phrase "Insomniacs have higher concentrations of stress hormones" emphasizes the importance of sleep in helping one cope well with stress. Studies have shown that those who are not able to get enough sleep are more likely to be stressed.
2. a. Reduced activity in the area of the brain that controls emotions and social interactions during sleep
3. Experts believe that sleep, especially deep sleep, is essential for our nervous system to function well. Without it, we lose our ability to concentrate, remember or analyze. Some experts speculate that during deep sleep, cells manufacture more proteins, which are essential for cell growth and repair of damage from things like stress and ultraviolet rays.
4. a. According to a study in Canada, students deprived of sleep after learning a complex logic game showed a 30 per cent learning deficit when tested a week later compared with students not deprived of sleep.
5. False
6. c. Increase in overall alertness
7. The effects of sleep deprivation on our bodily functions are alarming. Insomnia leads to poor health, and gives rise to various diseases such as chest pain and arthritis. It also interferes with the body's metabolism and can worsen existing diseases like diabetes and high blood pressure.
8. b. Exercising before going to bed

4.1

1. The phrase "Learning history is not just about memorising what happened in the past" emphasizes that history is not merely a collection of dates and events of the past, but in fact teaches us about the forces that have led us to our present and will continue to lead us into our future.
2. a. It enables us to identify trends and patterns that shape current society
3. History provides a framework for understanding changes and continuities over time. For instance, the World Wars and the Cold War, though major historical events of the 20th century, influence global geopolitics even today. Understanding these historical contexts enables us to confront current challenges with an awareness of their origins.
4. b. It requires students to study historical sources and interpret them critically
5. True
6. d. History is the foundation of our culture and identity.

7. The study of history is essential because it offers inspiration and lessons in positive human values. The stories of individuals and communities overcoming adversity, whether through social movements or personal perseverance, serve to remind youth of their own potential to bring about change in the world around them. For instance, historical figures like Nelson Mandela or the stalwarts of India's own freedom struggle demonstrate how determined efforts can lead to significant progress and societal transformation.
8. b. The ability to understand and share the feelings of people from other cultures

5.1

1. The phrase "invest in a nutritionist" emphasizes that Hemal was worried about her 15-year-old daughter's health because she had started putting on weight despite no change in her food intake and complained of being constantly tired.
2. a. She wanted to make time to prepare for her boards
3. When Unnati's mother consulted the nutritionist Suman Agarwal, she identified that Unnati's protein and vitamin B12 levels were low, which led to fatigue and inability to retain what she was studying. Her nutritional needs were not being met due to skipping breakfast when rushing to school and snacking on chips and Maggi. Thus, we can see that nutritional deficiencies have a significant impact on the overall well-being of teens.
4. b. items with no nutritional value
5. True
6. c. undisturbed sleep
7. Two healthy alternatives to popular snacks, as suggested by nutritionists, are: firstly, pav bhaji with less potato and more moong and peas, and secondly, aloo tikki made with mushroom and spinach instead of potato.
8. d. to attract or lure

6.1

1. The "occasion of collective bereavement" that took place in Dallas, Texas in 1963 refers to the assassination of the President of the United States, John F. Kennedy, that left the world in shock.
2. a. Both were occasions of nations grieving together.
3. Mandela has been widely respected by millions of people because of his immense contributions to society and politics. He worked to free his country from racial division by leading an essentially peaceful revolution, and culminating in his release from prison in 1990. The post-apartheid election of 1994, which saw him elected as the first president of a democratic South Africa, consolidated his status as an influential political figure.
4. b. His speech from the dock at the Rivonia Trial
5. False
6. c. Mandela's status in tribal society was that of a high-born
7. Mandela's birth into the royal house of the Thembu people was central to his identity. Most significantly, although his father was a descendant of a 19th-century tribal monarch, he did not stand in the direct line of succession. Moreover, his mother was the third of four wives, and Mandela himself was the youngest of his father's four sons. Thus, despite his connection to the Thembu royal house, he did not inherit any material possessions from his father.
8. d. defiance against injustice

7.1

1. The phrase 'all too impossible task' refers to Gandhi's attempts to become like an English gentleman in order to fit in better with the English society he was going to live in.
2. a. He wanted to dress in a manner suited for English society
3. The task of looking more like an Englishman came at a heavy financial cost for the writer. Gandhi bought himself an expensive evening suit for ten pounds and a chimney-pot hat for nineteen shillings. He also requested his brother to buy him double gold watch-chain.
4. b. kind and generous
5. True
6. c. Taking singing lessons
7. Gandhi decided to take French lessons as part of his project of becoming an English gentleman. He felt it was necessary to learn French because firstly, it was the language of neighbouring France, and secondly, it was the lingua franca of the continent over which he desired to travel.
8. b. A person who avoids the company of others

8.1

1. The phrase 'landed safely in the arms of an oak or chestnut' emphasizes that the writer's cottage was so close to a forest that if he happened to jump out of the window, the branches of the tall trees would check his fall.
2. b. It gave him a basket of walnuts every year
3. Although the writer knew that Biju was experienced at climbing trees, he doubted he was the walnut thief. This is because he usually climbed only oak trees to gather fodder for his cows, as they loved oak leaves. His cows actually hated walnuts.
4. a. Habitual
5. False
6. c. The woodpecker was only interested in eating insects.
7. Two similes used by the writer to describe the old woman are: 'Her face was as wrinkled as the walnuts' and 'she was as swift as a civet-cat.'
8. b. He was impressed by her agility

9.1

1. The phrase 'yet barely anyone knows how to operate these gadgets' emphasizes that most people are careless about their own safety, and would be unable to use a fire extinguisher in case of an emergency.
2. a. Teaching them important numbers to be dialled in case of any emergency
3. India needs to work on its preparedness to face natural disasters as it is particularly susceptible to natural disasters such as floods, earthquakes, landslides etc. due to its unique geo-climactic conditions. More specifically, 60 per cent of the landmass is prone to earthquakes of various intensities; over 40 million hectares to floods, about 8 per cent of the total area to cyclones and 68 per cent of the area susceptible to drought.
4. a. deplorable
5. False

6. d. Promptness in transporting equipment
7. Actions include reorganization of funding systems, and special schemes to give relief to victims. Moreover, knowledge and research expertise is being shared with those working in emergency management.
8. c. Practical

WORD POWER

WORKSHEET 1

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

WORKSHEET 2

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

WORKSHEET 3

1. Nisha's hair is unkempt as she is a careless girl.
2. The alert neighbours called the police and thwarted the robbers' plans.
3. Many readers found the book blasphemous.
4. He was a very dogmatic boss and did not consider his subordinates' opinions.

5. She had to forfeit dessert since her doctor had advised her to avoid sweets.
6. The impertinent boy was punished for his rude remarks.
7. A mentor is essential for one to succeed and grow in any field.
8. She had misgivings about quitting her job.
9. Neha outwitted him and won the box of chocolates.

WORKSHEET 4

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

WORKSHEET 5

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

WORKSHEET 6

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

..... **WORKSHEET 7**

1. I envisage a very happy married life for my daughter.
2. She was ebullient all throughout the inter-state competitions.
3. Mary Ann Evans wrote under the pseudonym George Eliot.
4. The dog ran across the lawn to retrieve the frisbee.
5. I always turn to Sara for her sagacious advice.
6. Dr Kalam acclaimed her as one of the post promising writers in India.
7. The violent aftermath of the match was witnessed by millions of viewers on television.
8. She shrugged off his attentions brusquely.

..... **WORKSHEET 8**

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

SECTION B
WRITING SKILLS & GRAMMAR

WRITING SKILLS

..... **FORMAL LETTER**

1. House No 675
Sector 12
Kolkata - 7000XX
West Bengal

8 August 20XX

The Manager
M/s Electronics India
Lake Road
Kolkata - 7000XX
West Bengal

Subject: Complaint against washing machine

Dear Sir/Madam

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

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

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

Thanking you

[Signature]

Regards
Anand

2. 53 Banjara Hills
Hyderabad - 5000XX
Telangana

18 December 20XX

The General Manager
Clear Vision
Hyderabad - 5000XX
Telangan

Subject: Complaint against defective television set

Dear Sir/Madam

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

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

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

Thanking you

[Signature]

Regard
Sheeja George

3. ABC
Director
IRT (Institute of Research in Technology)
Mumbai - 4000XX
Maharashtra

10 November 20XX

Golden Pvt. Ltd.
Thane - 4000XX
Maharashtra

Subject: Reply to enquiry

Dear Madam/Sir

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

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

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

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

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

Looking forward to hearing from you soon.

Yours sincerely,

[Signature]
ABC
Director IRT

4. ABC
Secretary
Health Club
Shillong - 7930XX
Meghalaya

Mr Bohra
53,
Picket Lane
Shillong - 7930XX
Meghalaya

11 November 20XX

Dear Mr Bohra

Subject: Membership information

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

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

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

Please feel free to contact us for our other services.

Looking forward to hearing from you soon.

Cordially
ABC

5. House No 123
Sector 12
Ludhiana - 1420XX
Punjab

The Manager
Seema Travels
PQR Street
Ambala - 1130XX
Haryana

12 November 20XX

Dear Sir/Madam

Subject: Enquiry regarding tour to Puducherry

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

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

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

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

Thanking you

[Signature]

Yours faithfully

Aditi Goel

6. House No 987
Pink Valley
Agra - 2230XX
Uttar Pradesh

The Director
Minerva Training Institute
PQR Street,
New Delhi - 1100XX

22 November 20XX

Dear Sir/Madam

Subject: Information regarding medical entrance examination

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

Your institute offers a short-term training course for students preparing for medical entrance examination. I would like to gain some information regarding the same.

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

I would appreciate a prompt response.

Thanking you in anticipation

[Signature]

Yours faithfully

Hemant Bakshi

7. ABC School
Riley Road
Kanpur - 2080XX
Uttar Pradesh

20 July 20XX

The Sales Manager
Trendy Shoes
Friends Road,
Lucknow - 2260XX
Uttar Pradesh

Subject: Placing an order for shoes

Dear Sir/Madam

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

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

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

Thanking you

[Signature]

Sincerely
PQR

8. XYZ Sports Club
Ludhiana - 1410XX
Punjab

15 July 20XX

Proprietor
Sports Way
Patiala - 1470XX

Subject: Placing an order for sports equipment

Dear Sir/Madam

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

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

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

Thanking you in anticipation

Sincerely,

[Signature]

ABC

Secretary

9. House No. 123
Sarojini Colony,
Solapur - 4130XX
Maharashtra

The Editor
The Sun News
Kamal Nagar,
Solapur - 4130XX
Maharashtra

1 September 20XX

Dear Sir

Subject: Exploitation of children

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

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

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

Hoping to begin a public and civil conversation.

Sincerely

Mitali Banerjee

10. House No. 12, XYZ Street
Sector 19,
Shimla - 1710XX
Himachal Pradesh

The Editor
The Times Today
Sector 21,
Shimla - 1710XX
Himachal Pradesh

1 September 20XX

Dear Madam

Subject: Increasing problem of global warming

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

Global warming refers to an increase in average measured temperature of the Earth's surface, air and oceans. It occurs largely due to the increase in anthropogenic (man-made) greenhouse gas concentration. Steps like afforestation, control of pollution, decreased use of CFCs and encouraging recycling of resources are required to curb the extent of the problem. The residents of Shimla should draw attention to the fact that unregulated tourism has been detrimental to the quality of life in Shimla.

Thank you for encouraging readers to think about the looming dangers of climate change.

Sincerely

[Signature]
XYZ

11. House No. 20
Sector 14D,
Chandigarh - 1600XX
Punjab

The Editor
The Tribune
Sector 29,
Chandigarh - 1600XX
Punjab

24 Oct 20XX

Dear Sir/Madam

Subject: Decreasing standard of food hygiene at reataurants in the city

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

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

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

Hoping you paper raises awareness regarding this.

[Signature]

Sincerely
ABC

12. House No. 23
Sector 15,
Noida - 1100XX
Uttar Pradesh

The Editor
The National News
Sector 3,
Noida - 1100XX
Uttar Pradesh

3 October 20XX

Dear Sir/Madam

Subject: Growing problem of drug addiction

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

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

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

Thanking you for acknowledging the central role of media in this process.

[Signature]

Sincerely
LMN

13. House No. 2356
Venkat Lane,
Chennai - 6000XX
Tamil Nadu

The Editor
The News Times
Annapillai Street,
Chennai - 6000XX
Tamil Nadu

3 October 20XX

Dear Sir/Madam

Subject: Increasing number of road accidents in the city

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

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

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

Hoping that my suggestions and comments are acknowledged.

[Signature]

Sincerely
XYZ

14. House No. 237
Sector 9,
Ranchi - 8340XX
Jharkhand

The Editor
The Ranchi Times
Sector 5,
Ranchi - 8340XX
Jharkhand

4 October 20XX

Dear Sir/Madam

Subject: Growing rate of illiteracy in Ranchi

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

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

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

I hope my concerns are acknowledged.

Sincerely
Ravi Gupta

15. 43, Mall Road
Mussoorie - 2481XX
Uttarakhand

The Editor
The Times of India
Bahadur Shah Zafar Marg,
New Delhi - 1100XX
Delhi

5 May 20XX

Dear Sir

Subject: Government efforts to check deforestation successful

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

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

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

Thanking you

Yours sincerely

Manhar Rawat

16. A/98, Sitaram Colony

Pune - 1110XX

Maharashtra

The Editor

Pune Times

69, German Bakery Market

Pune - 1110XX

Maharashtra

24 February 20XX

Dear Sir

Subject: Changing perception towards reading books

The time when avid readers would huddle together to discuss the plots of books seems to be over. Today, people read books not for pleasure, but because they have to in order to do well academically.

Reading books needs to be promoted as a hobby. More public libraries need to be opened, and mobile library vans ought to be introduced. There should be a compulsory reading period in schools at least thrice a week, and the parents' involvement is necessary for the same. More quiz competitions based on fiction or poetry could also help.

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

Thanking you

Yours sincerely

ABC

17. B-12, Hudson Lane

Civil Lines,

New Delhi - 1100XX

Delhi

The Editor

The Times of India

Bahadur Shah Zafar Marg,

New Delhi - 1100XX

Delhi

23 September 20XX

Dear Sir

Subject: The evil of communal disharmony

Religion is meant to encourage spiritualism and faith. Instead, it often creates divisions between people who see themselves as distinct communities that have nothing in common with each other. Such religious intolerance can take drastic forms such as communal riots, vote-bank politics, booth-capturing, poll-rigging and other corrupt practices. In all these cases, it is the innocent citizens who are targeted. The youth must take action against this evil. Demonstrations and protests can go a long way in making the government aware of public agitation and its intentions. These spirited young men and women can even join politics. It is time to gradually change the face of India from within, by uprooting one of its persistent problems. Hoping your newspaper addresses this issue at length in the near future.

[Signature]

Sincerely
PQR

18. A-1115, Pocket B3/D
Seema Street,
Hyderabad - 5000XX
Telangana

The Editor
Andhra Tribune
Rahim Gali,
Hyderabad - 5000XX
Telangana

23 May 20XX

Dear Madam,

Subject: Need for adventure clubs in the city

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

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

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

Let's move towards a healthier Hyderabad.

I am sure that others are of similar opinion.

Sincerely
DEF

19. C-45, Bandra West
Lower Parel,
Mumbai - 4000XX
Maharashtra

The Editor
Hindustan Times
Kasturba Gandhi Marg,
New Delhi - 1100XX
Delhi

23 June 20XX

Dear Sir

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

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

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

It is time to make a new beginning.

Hoping you find my suggestions helpful.

[Signature]

Sincerely
PQR

20. 64, Shyam Lal Lane
Gorakhpur - 2730XX
Uttar Pradesh

The Editor
The Gorakhpur Times
Ganesh Das Road,
Gorakhpur - 2730XX
Uttar Pradesh

24 October 20XX

Dear Sir

Subject: Ill-effects of proposed urbanization in Gorakhpur

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

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

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

Kindly address this issue through your esteemed platform.

[Signature]

Sincerely
LMN

21. 2233, M Block,
Greater Kailash I
New Delhi - 1100XX
Delhi

The Editor
The Times of India
Bahadur Shah Zafar Marg,
New Delhi - 1100XX
Delhi

16 November 20XX

Dear Sir

Subject: Usefulness of the internet

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

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

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

Thank you for encouraging the public to discuss this issue.

Sincerely
Revathi Ram

22. 13 Park Avenue
Salt Lake City,
Kolkata - 7000XX
West Bengal

The Editor
Bangla Jagran
12, Howrah Road,
Kolkata - 7000XX
West Bengal

9 August 20XX

Dear Madam

Subject: Honing the spirit of the country's youth

A recent survey reported in your newspaper has shown that the median age in India will be 29 years by 20XX, making it the youngest country in the world. This presents exciting opportunities, but also poses new challenges for our country.

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

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

Thank you for inviting comments and suggestions on this issue.

[Signature]

Sincerely
Akanksha Mitra

23. 22, Kolhapur Road,
Mumbai - 4000XX
Maharashtra

The Editor
The Times of India
Bahadur Shah Zafar Marg,
New Delhi - 1100XX
Delhi

6 June 20XX

Dear Madam/Sir

Subject: Role of newspapers

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

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

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

Thank you for stimulating a conversation of this subject.

Regards

[Signature]
ABC

24. N-96, Sahimbam Road,
Guwahati - 7810XX
Assam

The Editor
The Assam Herald
M G Road,
Guwahati - 7810XX
Assam

24 January 20XX

Dear Madam

Subject: Endangered fauna

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

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

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

Thank you

Regards

[Signature]
Simran / Samar

25. H/34, Gali No. 8,
Ganesh Nagar
Cuttack - 7530XX
Odisha

The Editor
Odisha Today
Subhash Bose Marg,
Bhubhaneshwar - 7530XX
Odisha

6 May 20XX

Dear Sir/Madam

Subject: Growing violence – an evil

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

The growing violence in our society is a very disturbing phenomenon. As citizens we must strongly condemn this and analyse it in a broader perspective. Swept by communal passions and materialism,

people are forgetting moral values. Extreme poverty, unemployment, human exploitation, alcoholism and drug abuse, seem to be the breeding grounds of crime and violence.

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

Thank you

Cordially

[Signature]

LMN

26. House No. 678
Meena Lane,
Indore - 4510XX
Madhya Pradesh

The Editor
Madhya Samachar
Mall Road,
Indore - 4510XX
Madhya Pradesh

14 September 20XX

Dear Sir

Subject: Educational opportunities in India

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

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

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

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

Thanking you

Regards

[Signature]

PQR

27. 23, Green Meadows Road,
Bengaluru - 5300XX
Karnataka

The Editor
Karnataka Tribune
35, M G Road,
Bengaluru - 5300XX
Karnataka

29 March 20XX

Dear Madam

Subject: Need for public-government collaboration

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

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

Only with active public participation can governmental schemes be successful.

Thanking you

Sincerely,

[Signature]
Venkat

28. A-14, Dal Lake Road
Srinagar - 1900XX
J&K

The Editor
Kashmir Herald
Mall Road,
Srinagar - 1900XX
J&K

24 April 20XX

Dear Madam

Subject: Media and its positive impact

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

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

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

Thank you for your commitment towards the public.

With regards,

[Signature]

ABC

ANALYTICAL PARAGRAPH

To be solved by the students.

GRAMMAR

WORKSHEET 1 – DETERMINERS

- a, much, the, a, the, Most/Some, the, a
- | | | |
|-------------|---------------|--------------|
| a. of – by | b. are – is | c. but – and |
| d. in – of | e. got – get | f. an – a |
| g. is – are | h. get – gets | |
- Thunderclouds, high up in / sky, are filled with electric charges. a. the

The positive charges are towards the upper part of the clouds and the negative charges towards / lower part. b. the

Now, / ground level builds up electric charges too and the positive charges concentrate on / tips of mountains, buildings, trees and even people. c. the

These positive charges connect with / negative charges on lower parts of the cloud and / electric current is formed. d. the

Finally, / sparkling electric lightning strikes and can be seen as / large, crackling spark of light. e. the

f. an

g. a

WORKSHEET 2 – DETERMINERS

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

WORKSHEET 3 – CONNECTORS

- and, and, and, but, because/since, Moreover/Furthermore
- a. When Wilbur was eleven and Orville seven years old, their father gifted them a flying toy.

- b. The children thoroughly enjoyed flying the toy.
 - c. Later, this inspired them to make a machine which would fly.
 - d. Orville made kites which he sold at school.
 - e. This helped him to make some money.
3. and, but, but, and, Since, and

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

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

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

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

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

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

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

1. can, can/may, could, may / can, may
2. A submarine is a large vessel that / be operated under the water surface. For ensuring safety of the mariners, the hull, under which huge ballast tanks are located, / be a strong one. These tanks / be filled with or emptied of sea water or air. When the submarine is required to travel on the surface, its ballast tanks / be filled with air. This makes the vessel less dense and it floats. When the submarine / to be submerged in water, its ballast tanks / be flooded with seawater. This action makes the submarine sink and it / be
 - a. that can be
 - b. must be a
 - c. should be filled
 - d. must be filled
 - e. needs to be
 - f. tanks should be
 - g. it can be

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

WORKSHEET 12 – PREPOSITIONS

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

WORKSHEET 13 – SPEECH

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

WORKSHEET 14 – SPEECH

1. 1. a. Rima said that she had to clean the house that day.
2. b. Sneha said that Raj had proved all his critics wrong.
3. c. Deeksha said that she was working out at the gym.
4. d. My brother asked me what gift I had brought for him.
5. b. Ria asked me to call her when I reached home.
6. a. Varun said that he would visit his aunt the following week.
7. b. He said that the previous day had been his last day at college.
8. c. Tanmay said that he could run faster than I could.
9. d. Mr Kapoor asked me if I had spoken to the plumber.
10. a. The group had been practicing dance moves for the contest.
11. b. Our teacher asked us to prepare well for the exams.
12. c. My uncle informed us that the train had reached New Delhi on time.

13. d. He asked me to take that pen, and said that it had belonged to his grandfather and that now it belonged to me.
14. a. Shreya encouraged me not to waste my talent. She said that I could achieve a lot.

INTEGRATED GRAMMAR PRACTICE

GAP FILLING

A.

- | | | | |
|------------------|-------------------|------------------|---------------------|
| 1. a. (ii) that | b. (i) It | c. (iii) but | d. (iv) your |
| e. (i) you | f. (iii) If | g. (i) which | h. (iv) should |
| 2. a. (ii) the | b. (ii) at | c. (iii) above | d. (iv) was |
| e. (iii) till | f. (ii) was | g. (i) from | h. (iii) discovered |
| 3. a. (ii) who | b. (iii) was | c. (iv) while | d. (i) would |
| e. (iii) from | f. (ii) the | g. (iv) be | h. (iii) the |
| 4. a. (ii) a | b. (iii) at | c. (iv) was | d. (iii) in |
| e. (iii) from | f. (ii) that | g. (i) by | h. (ii) for |
| 5. a. (ii) at | b. (i) in | c. (iv) age | d. (iv) of |
| e. (i) the | f. (iii) his | g. (ii) and | h. (iv) towards |
| 6. a. (ii) who | b. (iii) that | c. (i) of | d. (iii) flew |
| e. (iv) with | f. (ii) when | g. (iii) through | h. (ii) with |
| 7. a. (iii) for | b. (i) is | c. (ii) that | d. (iv) who |
| e. (iii) of | f. (ii) the | g. (iii) most | h. (i) and |
| 8. a. (i) were | b. (ii) was | c. (iv) and | d. (iv) a |
| e. (iii) on | f. (iii) the | g. (ii) with | h. (iv) into |
| 9. a. (i) in | b. (iii) by | c. (iv) their | d. (iii) the |
| e. (ii) was | f. (iv) the river | g. (i) of | h. (iii) they |
| 10. a. (ii) her | b. (i) a | c. (iv) which | d. (iii) had been |
| e. (i) was | f. (ii) and | g. (iii) when | h. (i) became |
| 11. a. (ii) of | b. (i) from | c. (iii) of | d. (iv) were |
| e. (iii) in | f. (ii) make | g. (iv) to | h. (i) became |
| 12. a. (i) when | b. (iii) were | c. (iv) of | d. (ii) that |
| e. (ii) on | f. (iv) could | g. (i) by | h. (ii) from |
| 13. a. (ii) that | b. (iii) in | c. (iv) for | d. (ii) is |
| e. (iii) to | f. (i) for | g. (iii) as | h. (ii) the |
| 14. a. (ii) that | b. (iv) into | c. (iv) the | d. (iii) its |
| e. (ii) in | f. (i) is | g. (i) in | h. (iv) for |
| 15. a. (ii) over | b. (iii) have | c. (ii) being | d. (iv) on |
| e. (iii) have | f. (i) of | g. (ii) that | h. (iv) from |

- | | | | |
|-----------------|---------------|--------------|---------------|
| 16. a. (i) a | b. (iii) are | c. (ii) that | d. (iv) of |
| e. (ii) known | f. (i) in | g. (ii) was | h. (iii) did |
| 17. a. (i) over | b. (iv) on | c. (iii) to | d. (iii) in |
| e. (ii) on | f. (iv) than | g. (i) and | h. (ii) that |
| 18. a. (i) who | b. (iii) like | c. (iv) on | d. (ii) which |
| e. (iii) the | f. (iv) and | g. (i) in | h. (ii) have |
| 19. a. (i) for | b. (iii) who | c. (iv) and | d. (iii) a |
| e. (ii) These | f. (i) into | g. (iv) are | h. (iii) this |
| 20. a. (iv) an | b. (i) to | c. (ii) its | d. (ii) as |
| e. (iii) was | f. (i) of | g. (iii) of | h. (iv) and |

..... EDITING

B.

- | | | |
|---------------------------|----------------------------|-------------------------|
| 1. a. its – a | b. but – and | c. to – with |
| d. was – is | e. close – closely | f. with – to |
| g. is – are | h. ones – one | |
| 2. a. Much – Many | b. clear – clearly | c. attending – attend |
| d. reasoning – reason | e. which – that | f. due to – in spite of |
| g. advise – advice | h. the – a | |
| 3. a. if – though | b. on – behind | c. in – of |
| d. on – in | e. is – are | f. at – in |
| g. does – do | h. a – an | |
| 4. a. flew – flows | b. its – the | c. had – has |
| d. them – they | e. made – make | f. millions – million |
| g. came – come | h. liking – like | |
| 5. a. are – is | b. effect – affects | c. an – a |
| d. causing – caused | e. do – does | f. for – of |
| g. these – this | h. has – have | |
| 6. a. has – have | b. bless – blessed | c. Gandhis' – Gandhi's |
| d. an – the | e. extensive – extended | f. stand – stood |
| g. were – was | h. encouraging – encourage | |
| 7. a. has – had | b. much – many | c. great – greatly |
| d. story – stories | e. and – but / yet | f. wishing – wished |
| g. away – out | h. found – find | |
| 8. a. were – was | b. greater – greatest | c. of – to |
| d. working – worked | e. becomes – became | f. where – when |
| g. publishing – published | h. on – in | |
| 9. a. on – in | b. were – was | c. am – was |
| d. but – and | e. has – was | f. with – by |
| g. happier – happiest | h. marry – married | |

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

C.

1. b. the two
2. a. every
3. b. None
4. a. A
5. d. our
6. b. shall
7. b. shall

8. c. Would
9. d. Can
10. b. must

..... **OMISSION**

D.

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

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

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

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

d. was
e. to
f. were

g. she
h. be</p> |
| <p>4. Till the age of eighteen, Tenzing lived / his family and then he moved to Darjeeling. At / age of twenty-one, he began working / an expedition pouter. He joined an expedition to scale Mount Everest, headed / Eric Shipton.</p> | <p>a. with
b. the
c. as
d. by</p> |

- His dream / reaching the peak remained unfulfilled because they / to return after reaching North Col, at a height of 22,000 feet. During / expedition Tenzing gained valuable experience / helped him later in life.
5. A cat and a mouse decided / keep house together. For times of need / bought a pot of fat and put it in the church where / would be safe. After a little while the cat yearned / the fat and made up an excuse that her sister had / kitten and that she had been asked to be the godmother. But she / to the church and ate the top off the fat / the pot. When the cat came home, the mouse asked / name of the kitten. The cat said, "Top-off".
6. A peasant had / faithful horse which had grown old and could not work anymore, so his master stopped / him anything / eat and with an excuse chased him / the open country. The horse was sad and went to a forest / seek a little protection there / the weather. A fox met him and asked him / he looked so miserable. The horse told him / sad story.
7. Walnuts and almonds are good for health / like any other food item, they too must not / consumed in excessive quantities. People / India consume them the most during the winter / least during the summer. They / also used generously in Indian desserts. Children thoroughly enjoy eating handfuls / cashew nuts and raisins. An overdose / these nuts can be harmful / lead to an allergy.
8. The second half / the nineteenth century ushered in an era of nationalism in India. Though / Revolt of 1857 did not result in victory / the Indians, the spirit / challenged foreign rule continued. Political ideas also / taking shape. The intellectuals / greatly inspired / the political principles and methods / protest in Europe.
9. The United Nations Organization / formed / replace the discredited League of Nations, which failed / its quest for world peace. The aim of this body / to preserve peace, remove the causes of conflict / encourage economic, social, educational
- e. of
f. had/decided
g. the
h. that/which
a. to
b. they
c. it
d. for
e. a
f. went
g. in
h. the
a. a
b. giving
c. to
d. into
e. to
f. from
g. why
h. his
a. but
b. be
c. in
d. and
e. are
f. of
g. of
h. and
a. of
b. the
c. for
d. that/which
e. started
f. were
g. by
h. of
a. was
b. to
c. in
d. was
e. and

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

community / Ghana at cultural events or funerals. The dance movements display actions used / a battlefield, like stabbing. The beats / the drum, the alternating slow and fast movements of the dancers make / dance a very interesting one not only to perform but / to watch.

- d. in
- e. in
- f. of
- g. the
- h. also

15. The species of birds called raptors / a very sharp eyesight. Their eyes are / large that they cannot move. The bird has to turn its head / look around. The eyes of a raptor have three eyelids. The third one closes laterally and it / slightly transparent. It keeps the eyes moist and protects / while the bird is fighting against its enemy or prey. Some raptors have / bony shield above the eyes. This also helps / protecting the eyes of the bird from the strong rays of the sun and injury / struggling with its enemy.

- a. has
- b. so
- c. to

- d. is
- e. them
- f. a
- g. in
- h. while

16. Depending / the type of raptor, the birds may make their nests with sticks / live in nests made by other birds. They may also live and lay eggs / the cavities in tree trunks, or burrows that have been made and left / other animals. Some raptors make nests on treetops, some on / ground while some make them on the faces / cliffs. Normally, the female bird makes the nest while the male bird gathers and brings the material for it. Different types of raptors lay different types / eggs. They may be round or oval-shaped and even the colour / vary.

- a. on
- b. or
- c. in

- d. by
- e. the
- f. of

17. The bullet train / invented by a Japanese engineer Hideo Shima. He wanted to make a train / would make the passengers feel as comfortable / in an airplane. The speedy and comfortable bullet train was launched / October 1, 1964. Bullet trains are powered by electricity. They are getting better / better by the day and their punctuality / worth appreciating. Since Japan experiences frequent earthquakes, / train is fitted / a computer system that can sense an earthquake.

- g. of
- h. may

- a. was
- b. that/which
- c. as
- d. on
- e. and
- f. is
- g. the
- h. with

18. Spider monkeys are found / the tropical rainforests of Central and South America. They / long, thin arms and strong tails / help them move swiftly from branch / branch and tree to tree. They can hang upside-down with all the four limbs and the tail. When the tails / used for gripping on to branches, the monkeys look / spiders. Their fur colour can / red, black, brown, golden or tan. They are mostly noisy / they screech, bark and make other sounds.

- a. in
- b. have
- c. that/which
- d. to
- e. are
- f. like
- g. be
- h. when

19. The Mandrill is / largest and the most colourful of all monkeys. It is found in the rainforests / Africa. It spends a lot of time on the ground / it prefers to sleep in trees. This species of monkeys is identified / its rich brown fur, large, muscular body and a short, thick tail. It / long canine teeth and cheek pouches. It enjoys feeding / plants, insects and reptiles including snakes! Mandrills / ferocious animals and they use their teeth / defend themselves.
20. Cumulus clouds are clouds / are heaped up into piles. They / puffy clouds and float slowly. They may be light and white in colour / even grey and heavy. The latter ones are commonly referred to / dark clouds. Stratus clouds give the appearance of a smooth blanket and they hang low. They give way / rain if the day is a warm one and if it / a chilly winter day, you can expect them to give you snow. Cirrus clouds are delicate wisps / clouds that are scattered afloat about high up in the sky. If the sky has these clouds, you / be quite sure that the day will go by without any rain.

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

SENTENCE TRANSFORMATION

E.

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

9. a. (ii) is put into a
c. (iv) is poured into a tall glass and
10. a. (iii) are soaked in the water for
c. (iv) is added to thicken it
11. a. (iii) coloured woollen mitten is taken
c. (ii) are pasted at appropriate positions
12. a. (iii) seeds will be taken.
c. (i) will be wrapped in
- b. (i) is added and the
d. (i) is poured over it.
- b. (ii) is taken out and pounded
d. (i) is pressed out and the
- b. (iv) are cut out of glazed paper sheets
d. (i) is left free to work like
- b. (ii) will be drained out.
d. (iv) will be kept moist by sprinkling

..... SENTENCE COMPLETION

..... REPORTED SPEECH

F.

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

8.
 - a. (ii) that why he couldn't stop singing.
 - b. (i) that he was practising for a competition.
 - c. (iv) him that when the competition was going to be held.
 - d. (iii) that it would be held in about six months' time.
9.
 - a. (iii) if he had registered his name for the inter-school debate.
 - b. (ii) in the affirmative and further added that he had also started
 - c. (iv) that they both were selected.
 - d. (i) if they were selected they would do their best
10.
 - a. (i) that she would like to cancel her travel plans
 - b. (iv) if she could meet the manager.
 - c. (iii) that she might not be able to go there again for
 - d. (ii) requested her to leave all the details of her bookings with him.
11.
 - a. (ii) that she would have to get a new one made.
 - b. (iv) what the procedure was.
 - c. (i) instructed her to submit it along with a
 - d. (iii) thanked the librarian for the
12.
 - a. (iv) that she wanted to donate some money for the underprivileged students of their school.
 - b. (i) how much she would like to donate.
 - c. (ii) previous year's pocket money and she wanted to donate all of it.
 - d. (iii) that she was glad that she could be of some help to somebody.
13.
 - a. (ii) why he was going to school on a Sunday.
 - b. (ii) if his teacher had asked him to attend
 - c. (iv) in the negative and added that he wanted to improve his performance
 - d. (i) that she was very impressed with his dedication
14.
 - a. (i) if he was prepared for the match.
 - b. (iii) that it would not be easy to beat the team from Holland
 - c. (ii) that the winners would be taken to Singapore for a holiday.
 - d. (iv) wished that his team might win
15.
 - a. (iii) that he wanted to meet the secretary of
 - b. (i) if she could know the purpose of his visit
 - c. (iv) he had to give a presentation on his company's products.
 - d. (ii) requested Jeev to wait in the lounge
16.
 - a. (i) exclaimed with joy that they had won the
 - b. (i) that her team had toiled for that
 - c. (iv) when the next match would be held.
 - d. (iii) that it was scheduled for the following

G.

1. Frida asked Rijul if she did not remember what they had agreed upon.
2. The old refugee responded that she was as old as that country.
3. Ajay asserted that he wanted to work for a while before going in for another degree.
4. The therapist asked her client whether he had any dreams or ambitions.
5. Josie exclaimed cheerfully that it was a lovely day to be out and about.
6. Hina stated resolutely that she would avenge that insult.

7. He threatened that he would make her regret that.
8. The mayor admitted that she felt sorry for the losses borne by the people of that great city.
9. The stranger requested the directions to the nearest hospital.
10. An attendee exclaimed with delight that it was a great time to be alive.

SECTION C – LANGUAGE THROUGH LITERATURE

TEXTBOOK: FIRST FLIGHT

PROSE

1. A Letter to God

- A. 1. a. iii. watching the sky for rain
- b. The author’s description of the valley, the ripe corn, and the flowers conveys a tone of hope and optimism, reflecting Lencho’s anticipation of a good harvest despite the need for rain. The extract also paints an idyllic picture of abundance with its description of the field of ripe corn “dotted with flowers”.
- c. prosperity
- d. The depiction shows Lencho’s deep connection to his surroundings. The isolated house and the fertile valley emphasize his intimate understanding of the land and its needs, particularly its dependence on the weather for a successful harvest.
2. a. i. The ripened corn
- b. The metaphors enrich the visual imagery, making the hailstones appear as valuable and appealing to the reader as they do to the boys. They appear treasure-like, which contrasts with the actual damage they might cause to Lencho’s fields. The phrases “new silver coins” and “frozen pearls” highlight the initial allure of the hailstones, creating a sense of irony in the story.
- c. urgency
- d. The tone shifts from one of satisfaction and peace to one of chaos and potential destruction, as the hailstones disrupt the serene atmosphere. The writer mentions the size of the hailstones to foreshadow the devastation that will follow. The shift in tone also emphasizes the fragility of human reliance on nature.
3. a. iii. Sorrow
- b. iii. The author conveys the family’s belief in divine help and their attempt to reassure each other, showing their inner strength and faith. Despite their sorrow and acknowledgment of the devastating loss of their hard work, they hold onto a “single hope: help from God.” The comforting statement, “Remember, no one dies of hunger,” reflects their determination to endure hardship and their belief in divine intervention to overcome adversity. Even when they despair, they hold on to optimism.
- c. faith
- d. While sorrow dominates their immediate feelings, their hope in God reflects a deeper sense of optimism and belief in eventual relief. Their despair is expressed through phrases like “All our work, for nothing” and “We’ll all go hungry this year”. But instead of succumbing to this hopelessness, they exhibit resilience and emotional strength in the face of their loss.
4. a. ii. Amused yet curious
- b. The author describes the postmaster as fat, amiable, friendly, and pleasant, which portrays him as approachable and good-natured. But his quick shift in demeanour from amused to serious indicates that he is capable of understanding the gravity and responsibility of the situation. The postmaster responds kindly and thoughtfully to Lencho’s predicament.

- c. kindness
 - d. The postmaster initially laughs heartily at the unusual letter addressed to God but quickly turns serious, likely because he realizes the sincerity and faith of the sender, which moves him to take the letter seriously. This recognition of the gravity of the letter's contents invokes in him a sense of responsibility and compassion. Ultimately, he understands the emotional weight behind Lencho's request and the need to address it thoughtfully.
- 5.
- a. ii. Confident and expectant
 - b. The postmaster's sense of satisfaction shows his generosity and belief in doing good for others, even anonymously. It reflects his selflessness and pride in helping someone in need. As he watches Lencho receive the letter, he experiences "the contentment of a man who has performed a good deed," suggesting that the postmaster feels a personal connection to the act of helping Lencho. While he might not seek attention, he still values the positive impact of his actions.
 - c. unwavering belief.
 - d. While the postmaster feels content and fulfilled for having arranged the money and done a good deed, Lencho becomes angry due to his strong faith in divine justice and his assumption that someone stole a part of the money. Lencho's anger on counting the money reveals his dissatisfaction with the help he has received.
- 6.
- a. iii. Suspicious and judgmental
 - b. Lencho's forceful action shows his determination and conviction in ensuring his letter reaches God. It reflects his unwavering faith but also the urgency he feels about the fulfillment of his request. Lencho's act conveys his no-nonsense attitude and sense of seriousness regarding his communication with God.
 - c. distrust.
 - d. The irony lies in Lencho accusing the post office employees, who generously contributed to the money, of being "a bunch of crooks". In his second letter to God, Lencho blames the very people who went out of their way to help him. This highlights his blind faith in divine help and a failure to recognize the human effort behind the assistance. It is a case of dramatic irony, and amuses the reader.
- B.
1. Lencho's fields were full of ripe corn and dotted with flowers that always promised a good harvest. Lencho hoped for a downpour or at least a shower. He was satisfied to see the field of ripe corn being showered by rain. But suddenly strong wind began to blow, and then large hailstones began to fall. Lencho's fields were white as if covered with salt. The corn was completely destroyed.
 2. When Lencho was waiting for the rain, his mood was of eager anticipation. When it started to fall, he felt pleasure and relief. But when the hailstorm started, it was of disbelief, shock and sadness. That night he was filled with sorrow and fear, but his faith shone through with hope.
 3. Lencho lived a solitary existence with his family. He was troubled as there was no one who could help him. But he had instructed that God saw everything, even what was hidden deep in one's conscience. Though it was a complete loss he believed that no one would die of hunger. Therefore, Lencho turned to God for help.
 4. When his crop failed Lencho sought the help of God by writing and addressing a letter to God, and he sent it through the post office.

5. He wrote in his letter that if God did not help him, he and his family would remain hungry that year. He requested God to send him a hundred pesos to enable him to sow his field again and survive until the next crop.
 6. Lencho received help from the post office staff. The postmaster read the letter, was impressed by the writer's immense faith in God, and did not want it to be shaken. He collected seventy pesos from his staff and friends and included some of his own salary, and gave the money to Lencho in an envelope with a letter containing the word 'God', on his visit to the post office.
 7. Lencho became angry and unhappy upon receiving only seventy pesos. He thought to himself that God could not have made a mistake, nor could he have denied his request for a hundred pesos. He thought that the post office staff must have stolen the remaining money.
 8. Lencho wrote a second letter to complain about the shortfall in the amount he had received. He had asked for a hundred pesos but he had received only seventy.
 9. Lencho's blind faith in God did not let him once doubt that God would not fulfill his request. But he had no faith whatsoever in his fellow men. The Postmaster's initiative to help a hapless stranger, in fact, makes one have faith in the goodness of humanity.
 10. The ending of the story was definitely unexpected. One might think that Lencho could not be so blind as to not realise that the money had not been sent by God but was the work of God's 'agents' on earth. But Lencho calling the very same people who helped him as 'a bunch of crooks' is not just amusing, but sad and ironic.
- C.
1. Lencho had immense faith in God. When his crop failed he knew that only God could help him. He wrote and mailed a letter addressed to God, requesting Him to send Lencho a hundred pesos so that he could sow his field again and survive until the next crop, or else he and his family would starve that year. On visiting the post office he was not surprised to see the money because he was confident that God must have granted his request. On receiving less money than he had asked for, he immediately and confidently wrote a second letter to God requesting him to send the rest of the money.
 2. Yes, the postmaster was a kind man. He was impressed by Lencho's immense faith when the former saw Lencho's letter addressed to God. He did not want it to be shaken. He came up with the idea of answering the letter. On seeing Lencho's request for money he began to collect money. He asked for contributions from his staff and friends, and himself gave part of his salary. However, he could collect only seventy pesos out of the hundred requested by Lencho. When Lencho came to the post office to collect the reply from God, the postmaster appeared to be very contented like someone who had performed a good deed.
 3. There is significant irony in the statement that the people at the post office were a bunch of crooks. Lencho wrote this in his second letter to God. On receiving thirty pesos less than what he had asked for, his faith in God made him think that God could not have made a mistake nor could he have denied Lencho what he had requested. He thought that the post office employees must have stolen the money and that is why he wrote that the people at the post office were a bunch of crooks. The irony is that he was unaware of the fact that the very people he was calling crooks had collected the seventy pesos which he had received.
 4. Lencho had a deep, abiding faith in the power of God, and believed that he could make even the impossible possible. When the hailstorm destroyed his crops, Lencho's soul was filled with sadness. But his faith was strong, as he believed God would help him.
It was this almost-childlike innocence and unwavering faith in God which makes him write an endearing letter to God asking him for monetary help. It may seem like a foolish thing to do, but

it tells of the desperation and simplicity of a poor farmer. Lencho did not receive the complete amount still his prayer was answered.

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

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

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

6. Faith is a strong influence on all human beings. Lencho and Kisa Gotami both repose faith in divine intervention in their most difficult moments. Lencho's misfortune is a grave one, and the reader sympathises with his guileless faith in seeking monetary aid from God. However, he is distrustful of the very people who secretly provide him the money, and this shifts the reader's notice to his pettiness. Kisa Gotami is seen as more delusional by the reader, for she desires something quite impossible: the revival of her dead son. She realises she cannot obtain this relief even from the Buddha, and that death is irreversible; the reader is then able to follow her entry into a spirit of knowing acceptance and sympathise with her.

2. Nelson Mandela: Long Walk to Freedom

- A. 1. a. i. Celebratory and proud
 - b. "Newborn liberty" symbolizes a fresh start or a rebirth, highlighting the importance of the moment as a new beginning for freedom and justice after a long period of struggle. By likening their newfound liberty to an infant, the speaker suggests that this liberty is fresh, fragile, and full of potential. This phrase conveys the sense of renewal for the country, but also drives home the importance of this malleable opportunity.
 - c. unity.
 - d. The reference to being "outlaws" highlights the dramatic transformation the country has undergone, from being marginalized or oppressed to now standing proudly as a host to the world. This shift signifies not only political liberation but also the recognition and respect they have gained on the world stage. It also suggests that struggling as "outlaws" was the cost the country had to incur in order to win its sovereignty.
2. a. ii. Gratitude
 - b. The speaker's statement "I was simply the sum of all those African patriots" reflects his deep connection to the legacy of those who came before him, showing that he sees himself as part of a larger struggle for justice. By recognizing himself as the summation and continuation of a long line of courageous individuals, the speaker acknowledges the collective effort that led

- to the moment of triumph, reinforcing his sense of responsibility to honour their sacrifices and carry their legacy forward.
- c. pride
 - d. The speaker feels sorrowful that he cannot thank those who sacrificed themselves in the past, yet he acknowledges their legacy in his own journey. He feels a deep gratitude and reverence for them. He acknowledges the immense sacrifices made by thousands of African patriots, expressing that their suffering and courage “can never be counted or repaid.” He feels pained by his inability to thank them directly and the fact that they did not live to witness their sacrifices bear fruit.
3.
 - a.
 - ii. It is the ability to control fear.
 - b. The speaker learns about courage by witnessing others endure hardship and danger without succumbing to fear, leading him to understand that courage is about perseverance despite fear. By witnessing men and women risking their lives, enduring torture, and standing strong in the face of attacks, he learns that courage is about resilience and perseverance. This courage is a very real manifestation of their conviction in an idea.
 - c. overcoming
 - d. The speaker means that courage is not about being fearless, but about facing and conquering fear in difficult situations. It means facing fear and adversity head-on, not the absence of fear itself. The speaker feels inspired by the resilience and determination of his fellow freedom-fighters who continued to stand up for their beliefs and ideals.
 4.
 - a.
 - ii. Racial discrimination
 - b. The speaker emphasizes the harsh realities faced by people of colour, where attempting to live freely or fulfil one’s duty resulted in punishment, isolation, and forced separation from loved ones. He explains that for a man of his birth and colour, fulfilling basic obligations – whether personal or to his community – was nearly impossible. This depiction highlights the daily struggles, emotional turmoil, and social alienation that people of colour endured under apartheid. It also suggests the idea that freedom is a prerequisite for truly fulfilling one’s duties and responsibilities to their family and community.
 - c. secrecy
 - d. The consequences of trying to fulfil one’s duties in South Africa was being torn from one’s family and being forced into a life of isolation, secrecy, and rebellion. A person who attempted to live as a human being or fulfil their obligations to their people was ripped from their family and home. This reveals the harsh and oppressive reality that individuals faced when they resisted or sought to challenge the system of apartheid, leading to a life of constant struggle and alienation.
 5.
 - a.
 - iii. It was never truly his.
 - b. In his boyhood, the speaker initially perceives freedom as something natural and taken for granted, without realizing its true value. However, as a young man, he comes to the painful realization that his freedom was never truly his. During his student years, his desire for freedom becomes more personal and immediate, focusing on the “transitory freedoms” such as staying out at night, reading freely, and going wherever he chooses. This evolution shows his growing awareness of the larger, more profound loss of freedom, moving from a naive understanding to a more conscious and urgent need for personal autonomy.
 - c. temporary.

- d. The speaker initially wants freedom for personal, everyday pleasures, such as staying out at night, reading, and going wherever he chooses. These are the “transitory freedoms” that he desires as a student, reflecting a more individualistic and less politically aware understanding of freedom.
6. a. iii. Freedom for one is freedom for all.
 - b. The speaker’s sense of freedom deepens as he realizes that his own freedom is linked to the freedom of his people, and he cannot enjoy personal liberties while others remain oppressed. Initially, he sought freedom for himself, enjoying the limited freedoms he was allowed. However, after considering the plight of his people, he realizes that true freedom cannot be enjoyed in isolation. He understands that freedom is indivisible—if his people are not free, then neither is he.
 - c. solidarity
 - d. The speaker believes that individual freedom cannot be truly enjoyed when others are not free, emphasizing collective freedom over personal gain. He believes that individual freedom is inextricably interconnected with the freedom of others, and true freedom is only possible when everyone is free. This reflects his understanding that personal liberty is indivisible, and the oppression of any person diminishes the freedom of all.
- B. 1. This inaugural ceremony, attended by dignitaries and world leaders, was the largest gathering ever on South African soil. They were there to celebrate the oath-taking ceremony of the country’s first democratic, non-racial government. After decades, white supremacy and the rule of apartheid had ended in the country.
 2. Many African patriots had made unimaginable sacrifices and shown remarkable courage to bring an end to the rule of the whites. Many comrades had risked their lives and even died to achieve freedom for their people. Mandela, too, had been in prison for years and suffered immensely before freedom was won for his people.
 3. In a country like South Africa, where apartheid was practised, it was next to impossible for a man of colour to fulfill his duties as his attempt could lead to isolation and punishment. He could be ripped from his family and home and be forced to live a life apart in secrecy and rebellion.
 4. As a student, Mandela wanted the freedom to stay out at night, read what he liked and go where he chose. Later as a young man, he yearned for the basic freedoms of achieving his potential, earning his keep, marrying and having a family.
 5. Mandela’s desire for the freedom of his people totally transformed him. From a frightened young man he became bold, and from a law-abiding attorney he transformed into a criminal. Once a man with a family, he became homeless, and was forced to live like a monk despite being a life-loving man.
 6. Mandela saw men and women stand up to attacks and torture without breaking, while showing unbelievable strength and resilience. He realized then that courage was not the absence of fear, but the triumph over it. The brave man is one who conquers his fear and continues the battle.
- C. 1. In his speech to the guests, Mandela pledged to obey and uphold the Constitution to devote himself to the well-being of the Republic. He felt privileged to host to the nations of the world on his own soil. His country had achieved political emancipation – a common victory for justice, peace, and human dignity. He took a pledge to liberate all his people from the bondage of poverty, deprivation, suffering, and other forms of discrimination. He stated emphatically that his beautiful land would never again experience the oppression of one by another.

2. Mandela's yearning for freedom underwent changes in the different stages of his life. He was born free and had enjoyed basic freedoms in his childhood. As he grew older, he realized that his freedom had been illusory. As a student he wanted freedom only for himself – the freedom to stay out at night, to read what he wished, to go where he liked. As a young man he wished to be free to achieve his potential, to earn his living, to marry and have a family, to lead a lawful life without any hindrance. Soon however, he realized that the blacks were not free, and then his hunger for his own freedom changed into the greater hunger for the freedom of his countrymen. He felt that the chains on his people were like chains on himself, and that every one must be liberated.

3. 10th May 1994, will remain fresh in my memory for years to come. Sitting in the audience in the amphitheatre of the Union Building in Pretoria, I watched the spectacular inauguration ceremony. I felt privileged to be one among 100,000 jubilant South African men, women, and children who danced and sang for joy on this momentous occasion. History was being written and I was witness to it.

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

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

The words ring in my mind crystal clear even today.

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

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

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

5. Nelson Mandela and Anne Frank both write their life stories into his autobiography and her diary respectively. Mandela's tone in his autobiography is shaped by his political struggle: he knows he has to present all that he has absorbed about conditions in South African society, and how both political realities and the perception of race can be changed. Anne Frank's diary is a personal document, and does not refer much to the dangerous political situation of the time for Jews like her. She declares at the very beginning of her diary that her diary is an outlet for thoughts and feelings she cannot voice out loud to her family and friends, and so her tone is also very intimate and comes direct from her emotional core.

3. Two Stories about Flying

Part I - His First Flight

- A. 1. a. iii. Fear
- b. The author describes the seagull's fear by showing how he runs forward and flaps his wings but still hesitates, reinforcing his anxiety about flying. He cannot bring himself to take the leap. His physical actions reflect his emotional state of isolation and reluctance. Despite his desire to fly and join his siblings, his fear is so strong that it holds him back.
 - c. hesitation
 - d. The seagull is afraid to fly because of the fear of the unknown and the risk involved in leaving the safety of the ledge. Despite having wings, he feels uncertain about his ability to fly and feels fearful of taking the leap.
2. a. ii. Loneliness
- b. The speaker contrasts the seagull's isolation with the busy activity of his siblings, who are learning to fly and catch fish, highlighting his own inability to participate. The seagull, on the other hand, is alone on the ledge, unable to overcome his fear. His siblings do not pay him any attention, which furthers his sense of isolation. The contrast emphasizes his hesitation and missed opportunities, setting him apart from his siblings, who are already progressing in their development.
 - c. Envy
 - d. The seagull feels a mix of loneliness and, perhaps, envy as he watches his family succeed in flight and fishing – activities he is unable to join. This isolation likely intensifies his desire to be part of the group and to experience the same freedoms and successes. It prompts a desire to break free from his fear and take the next step.
3. a. i. To attract attention
- b. The author shows the seagull's desire for attention by describing how he pretends to sleep, likely in the hope that his family will notice him. His decision to “step slowly out to the brink of the ledge” and position himself in a seemingly vulnerable state suggests that he is trying to get the attention of his parents and siblings, hoping they will acknowledge him or perhaps encourage him to fly. The fact that he “closed one eye, then the other” and pretended to sleep shows that he is trying to appear indifferent while still hoping for someone to notice his presence and possibly give him the reassurance or support he needs to overcome his fear of flying.
 - c. desperation
 - d. While the seagull tries to get their attention, his family is completely uninterested in him. They are either leisurely dozing or engaged in grooming themselves. This shows that the family is focused on their own activities, unaware of the seagull's efforts to gain attention.
4. a. ii. Hunger
- b. The author creates suspense by describing the seagull's eagerness and confusion when the fish is within reach but not offered to him, building anticipation before he acts out of hunger. The seagull “leaned out eagerly” and “tapped the rock with his feet,” which conveys his intense anticipation. When the mother halts and the fish is “almost within reach of his beak,” the suspense builds as the reader wonders why she isn't moving any closer. The seagull's growing frustration, paired with the delay in action, heightens the tension. Finally, “maddened by

hunger”, he dives for the fish, creating a dramatic climax that emphasizes his desperation and the intense moment of decision.

- c. impatience
 - d. The seagull dives for the fish because he is maddened by hunger and unable to wait any longer. Ultimately, the proximity of the fish, combined with his intense hunger, makes him dive for the fish his mother is holding out to him in her beak. His desperation for food outweighs the hesitation and caution he initially feels.
- 5.
- a. ii. Fear
 - b. “Tired and weak with hunger,” the seagull is unable to muster the strength needed to rise into the air. His fatigue, combined with the unfamiliarity of the situation (“the strange exercise”), prevents him from flying, even though he attempts to flap his wings. This shows that physical weakness can hinder his ability to act and perform the task at hand, highlighting the importance of both physical and mental readiness.
 - c. weakness
 - d. The seagull is unable to rise from the sea because he is exhausted from hunger and weakness. His tiredness prevents him from generating the strength needed to lift off, even though he tries to flap his wings. The unfamiliarity of the situation adds to this difficulty.
- B.
1. Every time the young seagull attempted to flap his wings and fly off from the brink of the edge, he became afraid. The great expanse of the sea seemed a long way down, and he was certain his wings would never support him. He was sure he would fall and drown in the sea.
 2. His family left him to starve to encourage him to fly. His brothers and sisters had all flown away. His parents kept calling to him shrilly upbraiding him. His parents also threatened him that they would let him starve unless he flew away.
 3. His mother helped him to fly. She was the only one looking at him as he sat alone on his ledge. The rest of the family took no notice of him. His siblings were sleeping and his father was preening his feathers.
 4. His mother knew that he was very hungry. She flew across to him with a piece of fish. He leaned out eagerly to catch it but she did not let him to have it. She wanted him to try to fly. Maddened with hunger, he dove at the fish.
 5. The young seagull watched his parents flying about teaching his siblings the art of flight and how to catch food. He saw them walking about on the opposite plateau taunting him about his cowardice. By now, he was dizzy with the heat and hunger and tried ways to catch their attention.
 6. The young seagull was maddened by hunger when he desperately dove at the piece of fish in his mother’s beak. But instead, he fell downwards into space with a loud scream. Instinctively, his wings opened upwards and he found himself flying with his mother swooping around him.
 7. His family beckoned to him, calling shrilly. They screamed around him, praising him. They began to offer him scraps of dogfish. They were delighted that he had overcome his fright and had learnt how to fly.
 8. When scoldings and threats failed, the desperate parents were forced to take drastic measures. They left their child alone to starve in the heat but were close enough to keep an eye on him. The mother had to play a cunning trick to make him fly because as parents they knew that his survival depended on it.

9. When the seagull reached for the fish shown to him by his mother, he fell outwards and downwards into space. For a minute he was filled with terror, but the next moment his wings spread outwards and he found himself flying.
- C. 1. The seagull overcame his fear through the efforts of his mother. His mother knew that he was very hungry. She flew across to him with a piece of fish. He leaned out eagerly to catch it but she did not let him have it. She wanted him to try to fly. Maddened with hunger, he dived at the fish. When the seagull reached for the fish shown to him by his mother he fell outwards and downwards into space. For a minute he was filled with terror, but the next moment his wings spread outwards and he found himself flying. This is how he overcame his fear.
2. Yes, the seagull's mother loved him very much. Whereas the whole family took no notice of him while he was alone on the ledge, his mother was the only one looking at him and thinking of how she could help him to overcome his fear of flying. She knew he was very hungry. She flew across to him with a piece of fish but did not let him have it. When he dived at the fish he fell outwards and downwards into space. For a minute he was filled with terror, but the next moment his wings spread outwards and he found himself flying. It was his mother's love for him that helped him to overcome his fear of flying.
3. The parent seagulls had the responsibility of teaching their young one to spread his wings and fly into the world. But the young seagull was so afraid that he did not have the courage to take the plunge.

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

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

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

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

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

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

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

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

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

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

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

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

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

All: Bye, bye brother!

5. Play is an important aspect of the process of social adaptation of the young of all species. Animals, in particular, play in their immediate environments in order to familiarise themselves with it. The young gull is able to take his first flight when he is finally induced to take off into the air. Almost instantly, he swoops and dives and treats flying no more as a task, but as play with his siblings. Mijbil the otter takes to play even more easily, though his favourite element is water. Introduced into a human setting, he finds ways to play in the bathtub, and soon can access the water himself: this is important, for it substitutes his exploration of water in his natural habitat. A highly curious animal, he also plays with balls and other small objects.

Part II - The Black Aeroplane

- A. 1. a. ii. Joyful
- b. The serene and clear setting, with the moon and stars shining above and the speaker flying high, reflects the speaker's calm and joyful mood as he looks forward to his holiday. The setting also indicates that the speaker feels a welcome sense of solitude. The fact that there "wasn't a cloud in the sky" and the speaker is "high up above the sleeping countryside" reinforces this sense of peace and freedom. Moreover, the speaker's anticipation of a holiday and being with family adds to the overall positive mood.
- c. tranquility
- d. At the end of the passage, the speaker is thinking about calling Paris Control, likely as part of his routine flight procedure. This thought breaks the moment of peaceful reflection, shifting his focus from his calm, personal thoughts to the practical responsibility of staying in communication with air traffic control.
2. a. ii. The clouds are massive and block the speaker's path.
- b. The speaker realizes that, due to his limited fuel, he cannot fly over or around the storm, leaving him with few options. This realization forces him to confront the fact that he is in a difficult situation, with no clear or easy way to avoid the storm. The speaker's sense of control and confidence begins to slip as he faces this unforeseen situation during the flight.
- c. huge
- d. After seeing the storm clouds, the speaker realizes he can no longer proceed as easily as he had before. Up until that point, everything was going smoothly, and he was confident, thinking it would be an easy flight. However, the appearance of the storm clouds creates an unexpected obstacle. The clouds are described as "huge" and "black," symbolizing a looming threat. This shift in circumstances transforms the situation from one of calm and control to one of uncertainty and potential danger.
3. a. ii. The radio is broken.
- b. The appearance of the other aeroplane gives the speaker a sense of relief and connection. Despite being lost and facing a storm, seeing another plane and the pilot's face "turned towards" him reassures the speaker that he is not entirely alone in the situation. The pilot waving his hand signals a connection, offering the speaker a moment of human contact amidst his isolation. This encounter brings a sense of hope and reduces the speaker's anxiety, despite the uncertainty of the situation.

- c. relieved
 - d. The narrator, lost in the storm with no functioning radio or compass, feels alone and uncertain. The other pilot's simple gesture of waving reassures the speaker, indicating that someone else is out there and offers him a sense of comfort in the storm. Thus, it holds significant emotional weight for the speaker.
- 4.
- a. i. The pilot is leading the speaker to safety.
 - b. The speaker initially feels a mix of trust and relief as he follows the strange aeroplane, trusting that the pilot will guide him to safety. He is "very happy" to follow the other plane, likening himself to "an obedient child," which suggests a sense of comfort in having someone guide him through the storm. However, as the fuel in his plane dwindles, a sense of fear creeps back in, indicating that despite the comfort of following the other plane, the speaker is still anxious about the uncertain situation.
 - c. hope
 - d. The narrator is concerned about running out of fuel, as he only has enough to fly for five or ten more minutes. Despite the initial sense of relief, this adds urgency and anxiety to the moment.
- 5.
- a. ii. He has reached a safe place.
 - b. After landing, the speaker is relieved and eager to thank the other pilot. He is no longer worried about his situation and is grateful to have made it to the airport. However, there is also a sense of confusion and curiosity, as he turns to look for the "friend in the black aeroplane," but finds that the plane has mysteriously disappeared. The speaker then walks away from his own plane and asks a woman at the control centre about the other pilot, wanting to express his gratitude. This shows his desire to acknowledge the help he has received during the crisis.
 - c. relief
 - d. The speaker wants to know where he is and who the other pilot was, as he wants to express his gratitude for leading him back to safety.
- 6.
- a. ii. She laughs and finds it strange.
 - b. After the conversation with the woman, the speaker realizes that there was no other aeroplane on the radar that night. This revelation leaves the speaker confused and unsettled, as he cannot explain who or what guided him through the storm and helped him land safely. He realizes that the mysterious black aeroplane was not real or was possibly a figment of his imagination.
 - c. imaginary
 - d. The speaker questions who the mysterious pilot was, as no other aircraft was visible on the radar that night. Puzzled and confused, he is left wondering about the nature of the help he had received. The story leaves this question unanswered.
- B.
1. The pilot was happy to be alone in the beautiful night sky high above the sleeping countryside. He was dreaming of his holiday and looking forward to being with his family. He was also excited about the good big English breakfast he would have once he reached home.
 2. The storm clouds were like huge black mountains in his way. He knew he could not fly up and over them, and he did not have enough fuel to fly around them. He had to decide whether to return to Paris or take a risk and continue to England.
 3. Inside the clouds, everything was suddenly black. The old aeroplane jumped and twisted in the air, and much to the pilot's horror, the compass was turning round and round. Besides the compass,

the other instruments had died too. When the pilot tried to contact ground control, he realized the radio had died too.

4. The narrator was caught in a storm. He realized that he was caught because he could not fly up and over the huge clouds, and he did not have enough fuel to fly around them to the north or south. The radio and compass were not functioning.
 5. When the narrator was lost in the storm, a black aeroplane appeared and signalled the author to follow him. The mysterious pilot guided the frightened narrator safely through the storm, to a runaway where he could land. If the mysterious pilot had not appeared, the narrator would have certainly died.
 6. The narrator followed the black plane as he was lost in the storm. The black plane's pilot asked the narrator to follow him. The narrator followed him because he thought the pilot of the black plane would help him get out of the storm.
 7. The narrator was helped by the pilot of a black plane. The pilot told the narrator to follow him. He brought his plane in front of the Dakota so that the narrator would find it easier to follow him, and then he guided the narrator out of the storm.
- C. 1. Before the approach of the storm, the narrator was feeling very happy flying alone high up above the sleepy countryside. There was not a cloud in sight, stars shone in the clear sky, and the moon was coming up in the east behind his plane. He was flying his old Dakota from Paris to England. He was dreaming of his holiday and looking forward to being with his family. He was happy to think that he would be reaching England in time for an English breakfast. Everything was going well and he thought it was an easy flight.
2. The narrator's flight turned into a nightmare with the approach of storm. Huge clouds like black mountains appeared before him. He could not fly up and over them, and he did not have enough fuel fly around them to the north or south. He wondered if he ought to return to Paris but the thought of the English breakfast made him take the risk of continuing with his flight. Soon he was engulfed within the black clouds, the plane jumped and twisted, the compass and radio stopped functioning, and then he realized that he was lost.
 3. The black plane had no lights on its wings when the narrator first saw it. On landing at the airport the narrator looked for it so that he could thank the pilot for his help, but neither the plane nor the pilot could be seen. The narrator asked the woman at the airport control centre about the other plane, but she looked at him very strangely and said that his was the only plane flying in the storm. This led the narrator to wonder who the pilot was, where he had come from, and where he had suddenly disappeared.
 4. I was a test pilot and was made to fly different planes to test their air worthiness and reliability. Some of the planes were developed to withstand zero visibility and turbulent weather.
On one of these missions, I was flying a stealth plane. These planes were being developed by Lockheed Martin. The plane had no lights on its wing but through its cockpit, I can see the surroundings very well.
Ten years ago, I was flying from Paris to London after a brief training programme. I was excited and looking forward to meeting my wife and son. It was a clear night, like tonight – and I was impatient and happy. Suddenly I saw dark clouds ahead. To test the reliability of various apparatus installed in the plane, I flew directly inside the clouds. Lo! I saw another plane lost in the clouds. The plane was old Dakota. I then raised my hand and waved to the other pilot. I flew in front of the Dakota plane and guided him safely to land at the airport.

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

5. Questions inserted at particular points in a narrative can have interesting rhetorical effects. The pilot in 'The Black Aeroplane' ends his narrative baffled and mystified by the identity of the strange pilot who guided him to safety. The open end of the narrative can be best expressed with the question he asks: who was the pilot, and how and why did he come to his aid? The question 'what is that supposed to be,' which a labourer asks about Mijbil the otter, is similarly crucial to that story. Mijbil is an uncommon, strange animal to most people in Britain, and raises this very question at every turn. So, the author quotes this question in direct speech, and maintains a general sense of humour about Mijbil and people's reactions to him.

4. From the Diary of Anne Frank

- A. 1. a. ii.
- b. The first person narrative enables us to gain first-hand knowledge of the living conditions of the writer. Moreover, since it is written from the perspective of a thirteen year old child, it offers an unbiased insight into her feelings and surroundings
 - c. release
 - d. The author has never written anything previously, so it feels 'strange' to her but it also gives her a sense of release as she writes about experiences that she feels she cannot share with another human being.
2. a. i.
- b. The author deploys visual imagination to give the reader an exact sense of her body posture and also her surroundings. The way in which she describes the positioning of her chins and hands, helps the reader draw an image in his/her mind's eye and hence, comprehend her situation better.
 - c. energy
 - d. In the context of the given extract, we read that Anne begins to jot down her thoughts, emotions and feelings in a diary because she did not have a 'real' friend in whom she could these and grow close to him/her.
3. a. i.
- b. For the writer, the diary fills in for the 'real' friend that she could never have in real life, hence she has to trust her diary and confide matters to it, by jotting down not facts but those episodes which are significant for her.
 - c. years
 - d. The author feels that it is important to provide an outline of her life so that those reading her diary would get the necessary background details and hence, understand her present situation better.
4. a. i.
- b. The writer makes this comment because she is unable to understand the sense of judgement of her teachers – they might promote undeserving students and hold back deserving ones, they might punish the innocent and let the guilty go scot-free.
 - c. harming

- d. She does not think too highly of them or their mental ability and feels that around a quarter of her class is not fit to be promoted to the next form.
5. a. i.
- b. According to the author, chatting is essentially a student's trait and although she had tried to regulate her chatter, she could not do much about it because one cannot mess much with one's genetics. As evidence to support her arguments, she refers to the non-stop chatter of her own mother.
- c. passed
- d. It was entitled 'A Chatterbox'
6. a. i.
- b. The author ends up writing a poem on the assigned topic. She is helped by her friend Sanne.
- c. humor
- d. She had to write an essay entitled "Quack, Quack, Quack, Said Mistress Chatterbox"
- B. 1. Although Anne had a loving family and many friends to talk to, she missed having one true friend with whom she could share her musings with or confide in. Therefore she made the decision to keep a diary because she wanted to write, and has even greater need to get things off her chest.
2. Kitty would be an excellent friend to Anne. She would keep all of Anne's secrets and not react like people, or judge her for her opinions. Kitty would never argue or be angry with Anne. Anne would have the freedom to share with her whatever she wanted.
3. Mr Keesing was a strict teacher, the 'old fogey' who taught maths to Anne's class. He expected silence in the class and had been annoyed with Anne for ages because she talked too much and disturbed everyone. Anne was also not very good at mathematics. Mr Keesing wanted her to be more attentive.
4. Anne had a wonderful relationship with her teacher from her sixth form and headmistress, and when Anne was leaving Holland, they both cried while saying a heart-breaking farewell. She was a good student who believed teachers were the most unpredictable creatures on earth, but got along well with all of them.
5. The entire class was nervous because of a forthcoming meeting in which the teachers were going to decide which students would be moved to the next grade and which ones would be kept back. Half the class was making bets, and some students had even staked their entire holiday savings.
6. The subject of the essay was 'A Chatterbox' and Anne argued that talking was a student's trait, and though she would try to keep it under control, she knew she would never be able to cure it completely. This, she assigned to the trait she had inherited from her talkative mother.
- C. 1. Mr Keesing punished Anne by assigning her extra homework to write an essay on "A Chatterbox". Anne wrote three pages in which she argued humorously that talking is a student's trait, which she would try to keep under control. She did not think she would succeed because she had inherited the habit from her mother who was almost as talkative as Anne herself. Mr Keesing next assigned her another essay on "An Incurable Chatterbox". Anne submitted it. Finally he gave her an essay to write on " 'Quack, Quack, Quack' Said Mistress Chatterbox". Anne wrote a humorous poem which Mr Keesing appreciated so much that since then she was allowed to talk and no further punishment was given to her.
2. Anne's family had to face several challenges during World War II. They were German-born Jews. When the Nazis rose to power in Germany, the family had to move to Amsterdam. They, however,

felt trapped when the Nazi occupation extended into the Netherlands. In July 1942, they were forced to go into hiding with four friends in the secret rooms in Anne's father Otto Frank's office building in Amsterdam. They remained there for two years after which they were betrayed and sent to a concentration camp. There, in Bergen-Belsen, Anne died of typhus. Her sister, Margot, had died a few days earlier. Otto, the sole survivor of the group, returned to Amsterdam when the war was over.

3. Anne: Hello Grandma! We missed you so much. Hope you are feeling better now?
Grandma: You came to my thoughts often. I missed you too. I am feeling better and will recover soon. We will again have story-telling sessions soon.
Anne: Haha, that's good Grandma because then I can go riding on your back like I did when I was 5 years old!
Grandma: Now you are 12, my dear! I hear this birthday went by with little celebration because I was sick and in the hospital. We will have great celebration next year when you will turn thirteen.
Anne: I am also looking forward to it. The offer of grand celebration makes me excited.
Grandma: We will try it a grand celebration with all your favourite items.

4. Prinsengracht 263
12th June 1943

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

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

5. Children tend to communicate with adults in particular ways that help to bridge the age gap between them; this often requires them to adapt what they would normally say or write. Valli's trip to town on the bus is an unprecedented step outside her home, and so she tries to speak with authority over herself. Her fellow passengers, noticing her young age and the way she speaks, try to treat her half-seriously as an adult, while also recognising her unfamiliarity with adult society. Anne Frank, too, must write her essay in a formal manner, and so, while she is apologetic to her teacher for her talkativeness, she also tries to reason intelligently why this is a habit with her. She thus retains her independent identity, even as a child.

5. Glimpses of India

Part I: A Baker from Goa

- A. 1. a. i.
b. The author is emphasising the aspects of continuity and relevance, regarding the profession of baking in Goa. He writes that this is a profession that has been carried forward through generations and is still meaningful in social events such as weddings.
c. extant

- d. The author refers to the evidence of material remnants such as the furnaces which were used by bakers in the olden days and also, everyday physical practices such as the thud, jingle of the baker's bamboo and the call announcing his arrival.
2.
 - a. i.
 - b. 'He' refers to the baker. 'He' held significance for the children, since they would eagerly wait for the bread-bangles he brought along.
 - c. sold
 - d. 'We' refers to the author's group of friends when they were little children.
 3.
 - a. i.
 - b. The little children were very fond of the bread-bangles that the baker brought along. They would be rebuked by their elders for being too noisy and getting in the way of the baker and his business, yet they would continue doing so.
 - c. aside
 - d. The baker's visit.
 4.
 - a. ii.
 - b. Bread held a special significance in society, especially to commemorate noteworthy events such as marriages, a woman's engagement, Christmas and other festivals, parties and feasts.
 - c. mistress
 - d. The baker's importance.
 5.
 - a. i. The baker usually collected his bills at the end of the month. Monthly accounts used to be recorded on some wall in pencil. Baking was indeed a profitable profession in the old days. The baker and his family never starved. He, his family and his servants always looked happy and prosperous. Their plump physique was an open testimony to this. Even today any person with a jackfruit-like physical appearance is easily compared to a baker.
 - b. The well-rounded, chubby physique of the baker, his family and the servants symbolised the prosperity which was a side-product of the profession of baking. Also, emotionally, their faces were always lit with joy.
 - c. well-rounded
 - d. The prosperity and the emotional satisfaction of the baking profession are under discussion. This is evidenced by the smiling faces and plump physiques of those involved in the baking profession.
- B.
 1. When the baker made his musical entry, the children would run to greet him without even caring to brush their teeth. Though they would be pushed aside with a mild rebuke by an adult, they would try to peep into his basket for the bread-bangles they would later choose for themselves.
 2. The writer writes nostalgically about his childhood days in Goa, and one of the characters he remembers affectionately is the baker, whom he termed as his 'friend, companion and guide.' The baker was an integral part of the village society, and through his writing, the author pays a loving tribute to him.
 3. Baking was a family profession, and was an extremely profitable business in those days. The baker, wearing his special dress, visited the houses to deliver fresh breads for the households, and collected his bills at the end of the month. His furnace was absolutely essential to the social life of the village.

4. A bakery was considered very important in Goa because *bol* has to be made for weddings, bread for a feast or party, sandwiches for engagements, and cakes and *bolinhas* for Christmas and other festivals.
 5. Three breads are *bol*, sandwich bread and *bolinhas*. *Bol* is made for a wedding, sandwich bread for an engagement and *bolinhas* and cakes for Christmas and other festivals. A party or a feast loses its charm without bread.
 6. The *pader* would let people know about his arrival with a musical entry on the scene with the 'jhang, jhang' sound of his specially made bamboo staff. One hand would support the basket on his head while the other banged the bamboo on the ground.
 7. A typical *pader* in olden times had a peculiar dress known as the *kabai*, a single-piece long frock reaching down to the knees. In his childhood, the narrator had seen bakers wearing a shirt and trousers which were shorter than full length ones and longer than half pants.
 8. The children did not bother to brush their teeth because they were tempted by the fragrance of the bread bangles and wished to eat them immediately after they were delivered. Plucking the mango-leaf for the toothbrush was a bother, and hot tea would wash and clean up everything nicely.
- C. 1. The bakers played a very significant role in the narrator's life. In his childhood, the baker was the children's friend, companion and guide. He used to visit them twice daily, in the morning on starting his selling round and in the evening after emptying his basket. The jingling thud of his basket would wake them and they would run to meet and greet him, and try to peep into his basket. They longed for the bread bangles. They did not bother even to brush their teeth or wash their mouths properly to be able to begin eating them.
2. The baker played a huge role in Goan society at the time. The presence of a baker's furnace was absolutely essential in the village. Marriage gifts were meaningless without the *bol*, and no party or feast was complete without bread. Sandwiches had to be prepared by the lady of the house for her daughter's engagement. Cakes and *bolinhas* were a must for Christmas and other festivals. A baker's wares were so much in demand that people did not mind spending money on buying his goods. As a result, he enjoyed a good, steady income and never starved. He, his family, and even his servants looked happy and prosperous.

Part-II Coorg

- A. 1. a. ii.
- b. The monsoon season is being discussed here. It brings showers which make the place even greener, the weather becomes pleasant and visually, the whole scene is a pleasure to look at. The fragrance of coffee floats about in the air.
 - c. densely
 - d. No
2. a. i.
- b. The consequent miscegenation after Alexander's army settled in Coorg and the military traditions and other rites and rituals, offer enough evidence for the theory of Arab origin, as does their dressing style.
 - c. quite
 - d. Due to the influence of the Arab origins of the Coorg natives, they adopted different traditions, rites and rituals, hence moving away from the Hindu mainstream.

3. a. i.
 - b. The Coorgi are renowned for their martial valour all over the country. They are trustworthy and responsible with fire-arms. Hence, they are given this concession.
 - c. several
 - d. Coorgi culture values hospitality. They are also known for their martial prowess.
 4. a. i.
 - b. The energetic individuals possess outstanding martial prowess. Hence, they defend the country.
 - c. easy-going
 - d. People enjoy adventure water sports as well as walks in nature.
 5. a. i.
 - b. One can enjoy looking at rivers, enjoying the views of tea plantations, engaging in adventure sports and also visiting monasteries.
 - c. wide
 - d. The presence of monks and their places of habitation.
- B.
1. There is a theory that the fiercely independent people of Coorg are descendants of a part of Alexander's army which settled here. Their culture is apparent in their martial, marriage and religious traditions. Coorgi men are known for their valour, and the Coorg Regiment is one of the most decorated in the Indian army.
 2. The river and its environs teem with animal life. Mahaseer, a large freshwater fish, abounds in the river. Kingfishers dive for their catch in its waters, while squirrels and langurs drop partially eaten fruit into the river to enjoy the splash and ripple effect in the clear water. Elephants enjoy being bathed and scrubbed in the river by their mahouts.
 3. The rolling hills and the wonderful weather of Coorg have given rise to spice and coffee plantations. Besides these, the evergreen forests are full of natural flora and fauna and attract visitors throughout the year. An active tourism industry offers high-energy adventures like canoeing, rock climbing, biking and trekking.
 4. The Brahmagiri hills in Coorg offer a panoramic view of the misty landscape of Coorg. The sixty-four-acre island of Nisargadhama can be reached by a rope bridge from the mainland of Coorg. Nearby, in Bylakuppe, there exists the largest Tibetan settlement in India, where monks in red, yellow and ochre robes can be seen.
- C.
1. We know that the Coorgis are famous for their valour because the Coorg Regiment is one of the most decorated in the Indian Army. The first Chief of the Indian Army was General Cariappa, a Coorgi. Coorgis are very fond of recounting tales of valour about their sons and fathers. Coorgis are known to be a proud race of martial men. Even now, Kodavus are the only people in India to carry arms without a licence.
 2. Coorg is so beautiful that it is described as a piece of heaven. It is home to evergreen rainforests, spices and coffee plantations. The period from September to March has such perfect weather that it is a season of joy. The rolling hills of Coorg feed the river Kaveri in which the fish Mahaseer is found. The bird Kingfisher, and animals such as macaques, squirrels, langurs, loris, and elephants, are aplenty. The invigorating air and the flora and fauna attract tourists who enjoy such high-energy adventures as river rafting, canoeing, rappelling, rock climbing, mountain biking and trekking.

3. The people of Coorg are proud, martial and valorous and fiercely independent. They are known for their hospitality. They are adventure-loving.

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4. Traditions of different kinds are instrumental to holding communities together. These often feature in the everyday life of the community, even in ordinary ways. The Goan baker, for instance, interacts with people of his community through his visits and the sale of his baked wares. The baker's place in this community is assured through these social relationships, while particular foods like bread and cakes form a culinary tradition that runs across generations. In Coorg, there is folklore and lived traditions that serve to mark the identity of the region's people. Their attire, for instance, hints at an exotic ancestry, possibly Arab. They are also a people with a distinct affinity for martial activities, and so service in the Indian military has itself become a tradition and source of pride for them.

Part-III Tea from Assam

- A. 1. a. i.
b. Tea is being mentioned for its immense popularity amongst people of all backgrounds.
c. avidly
d. Rajvir is too excited to take in the panoramic view of the tea plantations around him.
2. a. iv. From the distance they looked tiny.
b. The author deploys visual imagery to emphasise the fact that Rajvir had never seen such a scenic landscape ever in his life. He was ecstatic to be in the lap of nature.
c. innumerable
d. The lush green plantations are suddenly interrupted by a smoking factory.
3. a. iv.
b. Rajvir had only stared at the tea plantations all through his journey and he had read about them before leaving home.
c. long
d. For Pranjol, this scenic beauty of the tea gardens had become an everyday affair.
4. a. iv.
b. Rajvir narrates these legends because he had read about the possible origins of tea before embarking on his voyage to the tea gardens.
c. simple
d. They explain how tea might have come into existence, since it has been difficult to pin down the exact 'invention' of the beverage.
5. a. i.
b. Rajvir does not only know about legends around the origins of tea, he knows the technicalities of the harvest season as well. This means that he has gained knowledge about this new place before even setting foot on it.

- c. Large
- d. The inquisitive and mesmerised Rajvir hoped to gain more knowledge about tea plantations. He had never experienced such beauty and greenery ever.
- B. 1. Rajvir knew the number of cups of tea drunk every day in the world. He also proceeded to tell Pranjol about the legends of the Chinese emperor as well as the Indian ascetic who are credited with discovering tea. He knew when tea was first drunk as well as the etymology of the word 'chai.'
2. In order to enjoy his first experience to Assam, Rajvir had read extensively about its tea industry. He had also picked up various bits of information about tea cultivation and so that he could relate to the sights he saw on the way. Even Pranjol's father was very impressed by Rajvir having done his 'homework.'
3. When water was being boiled for a Chinese emperor a few leaves of the twigs burning under the pot fell into the water giving it a delicious flavor. It is believed that they were tea leaves.
4. Bodhidharma cut off his eyelids because he felt sleepy during meditations. He thought that cutting off the eyelids would prevent him from falling asleep.
5. Mr Barua was impressed by Rajvir's knowledge about tea-growing. He appreciated the fact that Rajvir had taken the trouble of acquiring this knowledge before coming to the tea-garden.
6. When they entered the Dhekiabari Tea Estate, Rajvir saw acre upon acre of tea bushes on either side of the gravel road. The bushes were all neatly pruned to the same height. Groups of tea-pluckers, with bamboo baskets on their backs and wearing plastic aprons, were plucking the newly sprouted leaves. Rajvir also saw a tractor pulling a trailer-load of tea leaves.
- C. 1. The landscape that Rajvir saw in Assam was full of scenic beauty. It was green everywhere. He had never seen so much greenery before. Soon the soft green paddy fields gave way to tea bushes. The view was magnificent. Against the backdrop of densely wooded hills a sea of tea bushes stretched as far as the eye could see. Dwarfing the tiny tea plants were tall sturdy shade-trees and amidst the orderly rows of bushes busily moved doll-like figures. The only ugly object in sight was a building in the distance with smoke billowing out of tall chimneys.
2. There are two legends associated with tea. The first is about the Chinese emperor who always boiled water before drinking it. One day a few leaves of the twigs burning under the pot fell into the water giving it a delicious flavor. It is said they were tea leaves. The second is an Indian legend that Bodhidharma, an ancient Buddhist ascetic, cut off his eyelids because he felt sleepy during meditations. Ten tea plants grew out of the eyelids. The leaves of these plants when put in hot water and drunk banished sleep.
3. From vivid glimpses of bread-making in coastal Goa to the coffee plantations in the Coorg mountain to tea estates in the undulating plains of Assam, the lesson takes the reader on a virtual tour across India. Apart from the commonality of reference to food as in bread and beverage, the three places share a foreign heritage, namely the Portuguese in Goa to Arabs and Greeks in Coorg and the unmistakable British colonial presence in Assam.
- All three places have much to tell about the folklore which is intricately woven with the prevalent culture of the place. When in Goa, one can experience warm Goan hospitality, and a trip to picturesque Coorg promises endearing interactions with chivalrous Coorgi men and beautiful women. The tea tales of Assam are quite an imaginative 'brew' and together these places afford a mini view of Incredible India.

6. Mijbil the Otter

- A. 1. a. ii.
- b. The author's friend suggested to get an otter for a pet from the Tigris marshes where they were commonly found and also trained by the Arabs. He had earlier thought of getting an otter in Camusfearna.
- c. all
- d. Owning a pet otter and raising it in Camusfearna, which is surrounded by water on all sides, but is not the natural habitat of the otter, would be quite the experiment.
2. a. i.
- b. The demeanour, size, agility and appearance of the otter made it seem like a dragon.
- c. wriggling.
- d. The author doesn't remain the same after become the master of a pet otter, his world-view undergoes a transformation as he becomes fixated and obsessed with otters.
3. a. i.
- b. The otter belonged to a race which was previously unknown to science, and was at length christened by zoologists *Lutrogale perspicillata maxwelli*, or Maxwell's otter. The author henceforth starts calling it 'Mijbil'.
- c. after
- d. The otter grows to like the master, on the second night in its new residence. This is evident from the fact that on its first night, it was completely indifferent towards its master's presence but the next night, it grew close enough to cuddle its master.
4. a. iv. To control his movements.
- b. ii. Onomatopoeia is the use or creation of a word that phonetically imitates, resembles, or suggests the sound that it describes.
- c. ecstasy
- d. Otters love to play, splash about and spill every drop of water available.
5. a. i.
- b. The narrator tells her about the otter's distressing cab ride, where it had bled in the box which was meant to transport it safely to the airplane. Although the box was lined with a protective fabric, it was all torn and the otter hurt itself badly.
- c. anger
- d. The airplane was about to take off.
6. a. i.
- b. Mij comes to the author himself, after having ricocheted through the airplane, disturbing all the other passengers.
- c. stretching
- d. She would have scanned the length and breadth of the aeroplane for the otter. She was hospitable and kind.
- B. 1. The author got the otter after his friend casually told him where they could be found. Apparently his friend arranged for the otter to be delivered to the author, because he received it with a note from his friend saying that his otter had arrived.

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

the air hostess. As he began craning his neck to follow the hunt he suddenly heard from his feet a distressed chitter of recognition and welcome followed by Mij bounding on his knee, and nuzzling his face and neck.

5. Camusfearna
West Highlands
Scotland

18th April 1956

Dear Johnson,

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

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

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

More about Mijbil in my next letter.

Hope you can meet him soon.

Your loving friend,

Gavin

6. Captivity is a traumatic experience for most animals, and this trauma is generally concentrated at its beginning. Mijbil the otter is initially 'aloof and indifferent,' but grows accustomed to humans like Maxwell and their ways rapidly. The tiger depicted in the poem 'A Tiger in the Zoo' cannot adapt similarly, for he is caged and deprived of freedom, and made a spectacle to humans in this condition. Mijbil can still play in water and so preserve a link to his natural element, but the tiger is not free to be the powerful, instinctive predator that he would be in the wild. Maxwell is a sympathetic keeper to Mijbil, and knows he dislikes being confined, as in the box on the flight; the tiger's confinement is total, and he has nothing to answer his need for freedom.

7. Madam Rides the Bus

- A. 1. a. ii.
- b. The author describes Valli's surroundings with the help of visual imagery. Doing so enables us to visualise and imagine the inside and the outside; hence, Valli's desire to eventually ride the bus out of town and explore the wonders of the unknown world. She had hitherto never stepped out of her little village.
- c. nothing else
- d. The bus symbolises mobility and adventure, for the curious, inquisitive, home-bound eight year old Valli. It was a means to escape to an unseen, uncharted territory.

2. a. i.
 - b. According to the narrative, Valli has been trying hard to gain knowledge about the bus ride such as the distance to the town and the fare. She has been doing so for months. Hence, we know that she longs to ride on the bus.
 - c. information
 - d. Valli did not belong to a very well-to-do family. Hence, the cost of the bus journey to the town and back to the village seemed like a huge amount of money to her.
 3. a. i.
 - b. Valli, the eight-year old child, was travelling alone on the bus, going to the town, in order to fulfil her wish. The conductor and the other passengers on the bus were amused at the scenario and hence, were gently teasing her.
 - c. mocking at
 - d. Valli becomes the centre of attention in the bus as she is a young child undertaking the journey all alone. She feels shy yet she feels the need to assert her presence, as she has paid the full fare to ride the bus to town.
 4. a. i.
 - b. An old woman gets on the bus and begins judging Valli primarily on the basis of her age (which according to the old woman was too young) and gender (which, according to her, was too vulnerable). She then pesters the young girl with uncomfortably pointed questions. Valli is hurt, disgusted and hence she responds to her in a 'curt' manner.
 - c. assertive
 - d. Valli becomes agitated and uncomfortable in the presence of the old woman, especially because just a little while earlier, the conductor and the other passengers have been behaving pleasantly with her.
 5. a. i.
 - b. Valli had to overcome two problems – collecting a sufficient amount of money and escape her house without anyone noticing.
 - c. overcome
 - d. Valli, a small eight year old girl, had to forego buying eatables, toys and rides at the village fair.
 6. a. i.
 - b. Valli, an eight-year-old girl, was heart broken when she saw the lifeless carcass of the cow that she had seen running and galloping across the road, towards her bus, a couple of hours ago. Being an innocent, pure-hearted child, this incident moves her deeply, as she feels an acute sense of pain and sorrow at the passing away of the cow.
 - c. lessened
 - d. The cow had met with an accident – it was hit by a moving train as it was galloping on the tracks. It had died.
- B. 1. Valli's favourite pastime was standing in the front doorway of her house and watching what was happening outside on the street. Her greatest wish was to ride on the bus that drove past on the street in front of her house every day.

2. Valli was most fascinated by the bus that travelled between her village and the nearest town. To a simple eight-year-old, the bus was a symbol of freedom, adventure and excitement. It led to her planning a journey on the bus all by herself, leading to some interesting learning experiences.
 3. Valli saved money for the fare, slipped out of the house when her mother was taking her afternoon nap, and reached the spot from where the bus would be leaving the village and turning into the main highway. Valli stopped the bus and got on to it.
 4. Valli saw, on one side, a canal and beyond it, palm trees, grassland, distant mountains and the blue sky. On the other side was a deep ditch and then acres of green fields. Later the landscape turned bare as the bus passed through tiny hamlets, or past a wayside shop.
 5. The people in the bus treated her as a child which annoyed her. An elderly man asked her to sit down instead of standing on her seat. Next an elderly woman asked her if she was travelling alone and asked if it was proper for her to do so.
 6. Even though Valli laughed with the other passengers at the conductor's teasing, she wanted to be left alone to enjoy the marvellous sights. She was annoyed when an elderly man called her a child and asked her to sit down. She also disliked the elderly woman who sat beside her.
 7. After a young cow, tail high in the air came running very fast, right in the middle of the road in front of the bus, the bus slowed to a crawl. The driver honked the horn loudly but the more he honked, the more frightened the animal became, and galloped even faster right in front of the bus.
 8. Valli was a child of mere eight years. For a child of that age, it is not safe to travel alone. Nobody at home even knew she was missing. There were chances of getting lost or the bus could have broken down or met with an accident. In such an eventuality, it would have been very difficult to trace her as nobody at home was aware of her plans.
 9. When Valli saw a young cow galloping in front of the bus, she laughed and laughed. But on the return journey, she saw the young and beautiful cow lying dead by the roadside. It looked so frightening and horrible. Death seemed so unexpected, ugly, and frightening to her.
- C.
1. The bus ride proved to be a great learning experience for Valli. She saw nature's beauty from the bus window. On one side she saw a canal and beyond it, palm trees, grassland, distant mountains and the blue sky. On the other side was a deep ditch and then acres of green fields. Later the landscape turned bare as the bus passed through tiny hamlets, or past a wayside shop. Valli also learnt the meaning of death when she saw the young cow, which had earlier been running in front of the bus, lying dead on the roadside after being struck by some fast-moving vehicle.
 2. The title of the story is very apt because the word "madam" appears several times in the text. The bus conductor repeatedly addresses Valli as "madam". Throughout the journey, from the time Valli gets on the bus, and during her conversations with the other passengers, the conductor jokes and laughingly refers to Valli as "madam". When Valli protests that she is not a child, the conductor comments that she is a grown-up madam. Valli herself, however, says that she is not a madam. At the end of the journey too, when Valli says she hopes to see him again, the conductor smilingly agrees and says "Okay, madam."
 3. The conversation that takes place between the Aunt and Valli's mother is indeed ironic. The mother said that of the many things in their midst and in the world around them it was not possible to know about everything, and that even when one knows about something one cannot understand it. When Valli, with a smile, says "Oh, yes!" she is thinking of her ride on the bus; the conversation becomes ironic. The women are unaware of Valli's adventure, or the bus-ride, and Valli smiles

because her secret outing, too, becomes one of the things they do not know or understand, as stated earlier by her mother.

4. Valli felt very important and grown-up riding the bus all by herself. The conductor joked about it and the adults in the bus too found her attitude amusing. But Valli, who had taken so much trouble calculating and planning this trip, was offended by their mocking.

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

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

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

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

5. Valli, on her bus trip, sees a young cow that blocks the road in confusion; later, while returning, she sees the same cow dead after an accident. This is an unexpected sight, and reminds her of the dangers of the world that she has just explored on her trip. Her anguish derives from her sympathy for the unfortunate animal, while in 'The Ball Poem,' the boy feels a more instinctive, self-centred sense of loss. The boy thinks of the ball as a special object to himself, with the exclusive, focused sense of possession that few adults and most children can feel. Its loss first introduces the boy to the feeling of losing something important, in a more grown, experienced form. Valli, too, sees things on her trip that intrude into her sense of herself as a child. However, she still reacts as a typical child does to sights like the dead cow, with sympathy and sadness.

8. The Sermon at Benares

A. 1. a. i.

b. Once on a hunting expedition he encounters people suffering from diseases, the effects of old age, the sorrows of losing a loved one and the despair of those who beg. Consequently, he gave up his life of comfort and luxury, became a nomad and then meditated to gain enlightenment.

c. promised

d. The Prince had led a hitherto sheltered, pampered and protected lifestyle. He had no knowledge about the griefs or sorrows of those less privileged than him

2. a. i.

b. Kisa Gotami is a grieving mother who cannot come to terms with the untimely demise of her only son. The incident drives her insane and she carries the corpse of her son everywhere

c. think

d. It was believed that the Buddha could cure all sicknesses, since he was an enlightened individual.

3. a. i.
 - b. Kisa Gotami felt that just like the city lights flickered, brightened and then went off, plunging the city in darkness, in the same manner, men are mere mortals who enjoy the different phases of their lives for a transient period on earth before they all die. Darkness is metaphorically associated with death.
 - c. exhausted
 - d. Although as a mother in distress Kisa Gotami laments the passing away of her son, she realises too that now her son is immune to all sickness and ill-health and has, in a sense, become immortal.
 4. a. i.
 - b. The Buddha compares ripened fruit and earthen vessels to human life – ripened fruit might fall off any moment and earthen vessels are fragile, they break easily. These comparisons highlight the uncertainty, unpredictability and brevity of human life.
 - c. shortness
 - d. Death comes to all – the foolish, the wise, the young, the old, the wealthy and the poor. It does neither discriminates nor spares anyone.
 5. a. i.
 - b. Mortals are compared to animals that are led to the slaughterhouse, without them having any knowledge of what destiny holds in store for them. Man might pride himself upon his dignified existence but his status is similar to that of cattle.
 - c. sorrowful
 - d. Death, sickness, old age are the factual realities of existence. The wise understand this and do not despair over what is lost. They are stoic individuals who comprehend the cyclical nature of life.
- B.
1. Siddhartha Gautama was a prince and he lived in northern India.
 2. At the age of twelve Siddhartha was sent away for schooling in the Hindu scriptures and four years later he returned home to marry a princess. They had a son and for ten years he lived a life as befitted royalty. Till the age of twenty-five he had not known the sufferings of the world.
 3. While out hunting Siddhartha saw a sick man, an aged man, a funeral procession and finally a monk begging for alms.
 4. Kisa went around asking people if they could give any medicine for her dead child. Finally she met a man who sent her to Gautama Buddha because he could help her with what she wanted.
 5. In her hopelessness, Kisa Gotami considered the fate of men – that their lives light up and are then extinguished. She learnt that death and sorrow came to everyone, not just to her, but there was a path which led man to immortality after he had surrendered all selfishness.
 6. When Kisa failed to get the mustard-seed, she sat down weary and hopeless by the wayside watching the city lights which flickered up and were extinguished again; she understood that the lives of men too, flicker up and then extinguish in a while. Thus, Buddha helped Kisa realize that death is common to all.
 7. Just as all ripe fruits are in danger of falling, Buddha said that all mortals are in danger of death the minute they are born. He also said that the way all earthen vessels made by the potter end up being broken, the life of man also ends the same way.

8. No person obtains peace of mind by weeping and grieving. On the contrary, his pain becomes greater and his body suffers by becoming sick. Instead, the person should seek peace of mind by becoming composed, and not lament, complain or grieve. By overcoming sorrow, a person becomes free of sorrow.
- C. 1. Buddha was Siddhartha Gautama, a prince who lived in northern India. At the age of twelve, Siddhartha began to study the Hindu scriptures and at sixteen, he married a princess. They had a son, for ten years he lived a life as befitted royalty and was shielded from the sufferings of the world. Around the age of twenty-five, while out hunting, Siddhartha saw a sick man, an aged man, a funeral procession and finally a monk begging for alms. These sights so moved him that he at once went out into the world to seek enlightenment concerning the sorrows he had witnessed. He wandered for seven years and finally sat under a peepal tree, where he vowed to stay until enlightenment came. Enlightenment came after seven days. The tree was renamed the Bodhi Tree or the Tree of Wisdom.
2. Kisa Goutami was a woman who had only one son. This son had died and that was why she was miserable. Kisa went around asking people if they could give any medicine for her dead child. Finally, she met a man who sent her to Gautama Buddha because he could help her with what she wanted. Buddha told Kisa to get him a handful of mustard-seed brought from a household where no one had lost a child, husband, parent or friend. Kisa went from house to house but there was no household where a beloved one had not died. Thus, Buddha helped Kisa realize that death is common to all.
3. Through his sermon at Benares, the Buddha taught certain truths of life and suggested how one may reach a state of blissfulness. The life of mortals is brief and combined with pain and sorrow. They are always in danger of death; young and adults, wise and foolish, all are subject to death. The world is afflicted with death and decay; the wise accept this fact and do not grieve for the dead. One who desires peace should draw out the arrow of lamentation, complaint, and grief. One who overcomes sorrow, obtains peace of mind and reaches a blessed state.
4. River Ganga
Benaras
- Today has been a great day – a day of awakening for me and entire humanity. I have finally understood the ultimate truth of life.
- Death is universal and as true and inevitable as falling off ripe fruit from the tree or the breaking of earthen vessels.
- Our life is brief and troubled and we all have to encounter pain and suffering. Therefore, the wise do not grieve nor lament the loss. This only increases the pain of loss.
- This has opened my eyes.
- It is better to lead life as it comes. Stop grieving and complaining. The wants are unlimited. One has to be at peace with himself. Accept all the pains and sufferings and try to overcome it. This will naturally lead to peace of mind. Peace of mind will help one to overcome all sorrow. We all will be free from sorrow.
- Finally, we have to accept the fact that humans are not immortal and all are equal. No one can escape death. This fact has made me a wiser person.
5. The Buddha gives Kisa Gotami a lesson on the fragility of life and the inevitability of death to humans. He delivers this lesson by means of an intricate task: Gotami realises that death is unavoidable when she is sent forth by the Buddha to collect mustard seeds from a house that

has not experienced death. She thus learns from her own experience, and through action rather than an authority's teachings. Anne Frank's teacher, Mr Keesing, gives her the task of writing an essay in order for her to learn that her talkativeness is not acceptable in the classroom. While her experience does cause her to reflect on her habit and present her conclusions through her writing, it is still set within the student-teacher relationship. Mr Keesing acts as a teacher does in this situation, while the Buddha provided a larger, spiritual exercise to Kisa Gotami.

9. The Proposal

- A. 1. a. i.
- b. An aside refers to the words spoken by a character when he/she does not want the other characters in the play to hear them but wants the audience to know what he/she is saying. The aside often reveals the true nature of the character speaking it.
 - c. purpose
 - d. Chubukhov thinks of Lomov as someone who constantly asks to borrow money. Therefore, without even listening to Lomov's request, Chubukhov assumes that he is going to ask for money.
2. a. ii.
- b. Lomov feels as nervous and anxious as a student appearing for an exam.
 - c. anxiety
 - d. Lomov appears to harbour a bunch of contradictions, perhaps due to an inferiority complex - he wants to get married and has a match in mind. He also knows that otherwise, he would have never gotten married because no one would agree to marry him.
3. a. i.
- b. The two are fighting over a piece of land that both claim belongs to them.
 - c. nomad
 - d. By claiming her piece of land as his own.
4. a. i.
- b. Natalya's grandfather's peasants were allowed to use the meadows by Lomov's aunt's grandmother and Natalya's grandfather started considering them as his own meadows. Consequently, Lomov considers the land as his own property.
 - c. misappropriating
 - d. References to something pulling in his side, his aching head, asking for water, palpitations, seeing stars.
5. a. i.
- b. Lomov is faint-hearted and unhealthy. In the eyes of his opponents (Natalya and her father), he can neither rationally argue a point nor sustain an argument. Hence he is not a hunter - i.e. he is not an active agent in difficult conversations.
 - c. angry
 - d. According to Chubukov, Lomov doesn't let matters slide. Lomov picks fights on petty, trivial issues.

6. a. i.
 - b. If they get married, a huge burden will be lifted off of Chubukov. Chubukov was certain that Natalya could not have gotten a more suitable match than Lomov and Chubukov is certain that given their natures, Lomov and Natalya will be perfect for each other.
 - c. unclear
 - d. Chubukov knows about the quarrelsome nature of his daughter and he knows that he will never be able to get a better prospective son-in-law than Lomov.
- B. 1. Lomov was a landowner who had inherited property from his aunt. He was thirty-five years old, in good health but a hypochondriac. Due to nervousness he suffered from palpitations and insomnia. He was Chubukov's neighbour and wanted to marry Chubukov's daughter, Natalya.
 2. Chubukov, too, was a wealthy landowner. He was worried about finding a suitable match for his twenty-five year-old daughter Natalya. He was relieved to receive Lomov's marriage proposal for Natalya, and welcomed it warmly.
 3. Lomov wished to get married because he had reached the mature age of thirty-five. He found Natalya attractive as well as wealthy. Marrying her would increase his estates.
 4. When Lomov comes to his neighbour's house, he is attired in formal evening clothes and therefore Chubukov suspects he was going somewhere. But when Lomov mentions that he had come to trouble Chubukov with a request for help, he immediately thinks Lomov wanted to borrow money.
 5. Lomov was not in love with Natalya but wanted to marry her for practical reasons. He was thirty-five years old, not in good health, and wanted to lead a quiet and regular life. Natalya belonged to a wealthy family, was an excellent housekeeper, educated and not bad-looking, and so would be a suitable wife.
 6. The two quarrelled over the ownership of Oxen Meadows and about whose dog was better. Throughout the play, both argue continuously over petty issues, hurl abuses at each other, their family members, and their morals. Lomov even threatens her with a law-suit. They both come across as immature, quarrelsome, spiteful and hot-tempered people.
 7. Natalya was good-looking and unmarried. She wanted to get married for love. She was attracted to Lomov and became hysterical when her father did not tell her about Lomov's proposal. She promptly entered into an arguments.
 8. Chubukov shouted for champagne in the end because he had heard enough of the argument between Natalya and her prospective bridegroom, Lomov. He thought the idea of drinking champagne might put a stop to it.
 9. Both characters were hot-tempered, abusive and quarrelsome, so one can predict a tumultuous marriage for the couple. Despite the increase in wealth and social prestige, they would have no peace. Chubukov's habit of siding with his daughter, and the lack of physical distance between the two estates would make matters worse.
- C. 1. Lomov and Chubukov were neighbours and wealthy landowners. Lomov was half the age of Chubukov. Lomov considered himself as fairly good-looking and educated enough to want to marry Chubukov's daughter, Natalya, and visited his neighbour with this intention. A hypochondriac, Lomov became nervous and began beating about the bush. He was a man of principles because he wanted a clear decision regarding the Oxen Meadows property, even if it remained in Chubukov's possession. He was quarrelsome, argumentative and short-tempered. Chubukov was usually polite, but if provoked, became angry and abusive, and always took his

daughter's side in an argument. His only worry was to get his daughter married, and he warmly welcomed Lomov's proposal.

2. Natalya appeared to be very keen to get married. She was attracted to Lomov; Chubukov described her to Lomov as being in love, like a love-sick cat. She became very unhappy and began wailing on hearing that Lomov had come with a proposal for marriage, that her father had not told her about it and that due to the argument with Lomov, the proposal was not made. She blamed her father, and eager to give Lomov another chance, told her father to call back Lomov whom he had earlier thrown out of the house. She understood that Lomov, too, liked her and that is why he had come dressed formally to propose marriage to her. So keen was her desire to marry Lomov that she apologized to him for claiming ownership of Oxen Meadows. She did not mind that she and Lomov might spend their whole lives arguing and quarrelling over silly matters.
3. There is plenty of humour in the story. Chubukov's polite manner of treating Lomov turned rude and abusive after the dispute over Oxen Meadows, and this contrast provides humour. Lomov's hypochondriac behaviour creates humorous situations: his nervousness before he asks Chubukov for Natalya's hand in marriage, his various complaints about his foot being numb, the weather being cold, him seeing stars, and his heart palpitating and bursting, all make us smile. The fierce arguments between Lomov and Natalya over petty matters are also amusing. Both eventually do not mind giving up the ownership of Oxen Meadows, but Lomov fights for the principle of being its legitimate owner, and Natalya against Lomov's "unfairness". The quarrel over the superiority of dogs owned by each even after they are betrothed is even more funny.
4. The poet-persona who addresses Anne Gregory in the poem he dedicates to her appears to be paying homage to her as a woman and the object of his romantic interest. However, his praise is curious: he asserts that most men are not capable of seeing beyond her external beauty, and implies that only he can love and appreciate her for herself ('..yourself alone...'). Despite this claim, he does not fully recognise her as an individual, and the tone of the poem is rather awkward. Natalya Stepanovna in *The Proposal* is given more autonomy and individualism of her own, but it is still her father who decides to give her hand in marriage to Lomov. Both Chubukov and Lomov do engage with her on rather equal terms, but her father is quick to blame her for the situation, even though they all escalated it together. The attitudes toward the female characters in both texts are typical of the patriarchy of their times; however, the writers do grant them a voice in some sections.

1. Dust and Snow

- A. 1. a. The poet uses the metaphor of “dust of snow” to conjure an imagery of fine, delicate snowflakes that are light and powdery like dust. There is a suggestion of something fleeting and ethereal descending out of nowhere to have profound impact.
- b. Surprise
- c. The presence of the crow gives lines a supernatural mood. The crow may be interpreted to symbolise a sense of mystery as they are often associated with a range of things including sorrow, transformation, intelligence and guides of human experiences.
- d. i.
2. a. The line “shook down on me” suggests the suddenness of change. The shaking of tree branch also shakes the speaker’s perspective.
- b. sorrow, bitterness and toxicity
- c. The falling of snow is juxtaposed with the hemlock tree as a contrast between joyous renewal and stagnant toxicity. Snow is fresh and has the capacity to completely transform a landscape very quickly as opposed to a hemlock tree, often associated with misfortune, fixed at a spot.
- d. iii.
3. a. The falling of the snow is sudden. The poet implies that Nature brings change from unexpected places, and hope might be found even in something that seems bleak.
- b. feelings
- c. The poet is in a morose state of mind at the beginning but the falling of the snow brings transformation and he is able to let go of some regret. The shift in the poet’s mood encourages readers to ponder on the simple unexpected things that we encounter that have profound impact on our emotional state / perspective.
- d. i.
4. a. The lines indicate that the crow and the snow falling from the hemlock tree have unexpectedly changed the speaker’s worldview. The speaker had been unhappy but has found some redemption in the memories that were a source of discontent before the snow fell on him.
- b. that there the poet had been burdened with regret.
- c. The speaker’s words suggest redemption and renewal. The poem uses words and phrases like “change of mood”, “saved”, “had rued” clearly pointing to a sense of salvation.
- d. i.
- B. 1. The poet mentions that he had ‘rued’ the day. Before the incident, the poet had been harbouring negative thoughts. He had been sad and regretful. The use of crow and hemlock as metaphors might also suggest that the poet had been suicidal.
2. The poet presents nature in all its wintry beauty. The snow on the hemlock tree and the act of the crow help the poet come out of his misery. The poem, therefore, points to the rejuvenating and healing aspect of nature.

3. The hemlock is a poisonous tree and is hence associated with death, depression, sorrow, and the dark side of nature. Frost uses this tree in the poem to symbolise his feelings of sorrow and regret while standing and contemplating under its branches.
 4. The poet uses a winter landscape as the setting of the poem. The stark-cold whiteness symbolises the dead period of nature, and resembles a shroud covering the life-giving earth. But it is this very snow which falls on the poet as dust and reawakens joy and hope in him.
- C.
1. The poetic persona indeed likes nature. The experience of being out in the cold is a delightful one for him. He does not feel annoyed at the crow's behaviour which causes the snow to fall on him. On the contrary, he undergoes a change of mood for the better. Earlier he had been unhappy, but the dust of snow falling on him reduced his sorrow.
 2. The moment described by the narrator is significant because until that moment his day had been an unhappy one filled with bitter regret. However, the falling of the powdery snow on him due to the crow's innocuous behaviour, changed his mood and he felt that he had experienced some joy or happiness at the end of a day which had otherwise been a sorrowful one.
 3. In the early 20th century, many poets wrote imagistic verse, that attempted to present ideas and emotions through images. A typical example can be found in the image of the crow and the snow in 'Dust of Snow': it activates feelings in the poet that are then hinted at through this unexplained, spontaneous connection. These feelings are kept half-hidden, and the image itself takes primacy in the poet's lines. The image of the bouncing ball is similar, in that it draws and captures the reader's eye: it is intensely visual and active, so that one can almost see the ball. The image leads on to lines on the deep sense of loss felt by the boy, showing that images in verse can indeed be very revealing and meaningful.

2. Fire and Ice

- A.
1.
 - a. The poet uses fire and ice to represent desire and hate, respectively. The poet invites readers to ponder on their immense capacity for self-destruction.
 - b. something incomplete but of great sensory, and possibly emotional, intensity.
 - c. By this line, the poet evokes apocalyptic imagery. The ending of the world is bright, chaotic and explosive and it conveys a sense of violence.
 - d. ii.
 2.
 - a. The first two lines establish a sense of desolation in the face of an imminent human-made disaster. There seems to be no debate about the whether the world will end, only one on how it'll end. There is a sense of inevitability and calm contemplation.
 - b. Inquisitive
 - c. The poet being for the fire implies that the poet has had some experience of desire and greed and found it more intense and consuming than hatred or indifference.
 - d. ii.
 3.
 - a. Ice is metaphor for hatred or indifference. It is slow and deliberate as opposed to the intensity and violence of fire. It suggests that apathy can be just as potent, even if quieted and slow.
 - b. the tone used is casual and far more flippant than is expected for such a grave subject.

- c. By contemplating the possibility of the world ending twice, the poet broadens the scope of the poem, allowing for the consideration of both agents of destruction. It suggests the multifaceted nature of that human flaws.
 - d. iv.
- B.
1. The poem present two ideas about how the world might end, either by fire or by ice. To him, human emotions might be the cause of destruction. Fire, which symbolizes passion and desire, and ice, which symbolizes hatred, are equally destructive and might one day bring an end to the human race.
 2. In the poem, fire symbolizes desire and ice symbolizes hatred. Both these emotions are enough to destroy relationships. Too much desire kills love, and cold hatred shrivels up life and causes enmity. Both these emotions are capable of destroying the world. In fact, the two are not mutually exclusive and have contradictory traits – they co-exist and are two extremes of the same emotion. Both these emotions have capability to destroy all life on the world.
 3. The poet adopts a rather casual, conversational tone throughout the poem. He adds an emotional dimension to the scientific debate taking place during his time regarding two possible ways in which the world might end. There is a philosophical bent in his tone suggesting that fire and ice, both of which represent extreme emotions are capable of destroying all life on earth.
- C.
1. The poet says that opinion is divided as to how the earth might get destroyed. Some people believed that the destruction would be caused by fire, that is, passion or desire to covet or want something. Others thought that the world would come to an end due to ice, that is, hatred, intolerance or anger. Based on his own experience, his opinion is that fire or desire would cause the destruction. If, however, the destruction were to take place a second time, the narrator thinks it could be brought about by ice or hatred.
 2. Fire is symbolic of desire, or the passionate wish to possess or covet something. This desire is so strong that it is like a raging fire which destroys everything in its way. Ice, on the other hand, is symbolic of hatred, coldness, intolerance and fridity which might lead to quarrels or wars ending in destruction: ice would destroy the world with as much certainty as fire or desire.

3. A Tiger in the Zoo

- A.
1.
 - a. The vivid stripes point to a tiger's natural grace, power and majesty. Its confinement in a small cage intensifies the tiger's sense of helpless, helping readers identify with its sorrow.
 - b. Larger themes of oppression and helplessness of the voiceless.
 - c. Contrasting "pads of velvet quiet" and "quiet rage" serves to demonstrate the tiger's silent grace and the unbridled power that captivity doesn't allow the tiger to express. It is a source of evident distress for the tiger.
 - d. i.
 2.
 - a. In the wild, tigers hunt by stealth and camouflage. The caged tiger "lurks in the shadow" even in the confines of the cage because it is natural for the tiger to follow its instincts.
 - b. predator
 - c. The lines help us visualise the tiger's natural habitat as a wild wide, open space with enough area to move, hunt and live instinctively. It is implied that such a place allows the tiger to be self-sufficient and play its role in the ecosystem of a jungle.
 - d. iii.

3.
 - a. The given lines demonstrate the tiger's natural instinct to effortlessly assert dominance and invoke fear. Even at the points of intersection with human habitations, it is clear that the tiger is be feared and respected for its immense strength.
 - b. Instil awe and fear, becoming the symbol of power and authority
 - c. The imagery used in these lines suggests the tiger's unbridled strength and a sense of danger that a tiger is capable of.
 - d. ii.
 4.
 - a. The tiger's captivity is used to address the theme of oppression – a state that robs others of their rights and dignity and curbs their potential for someone else's benefit. The tiger is locked in a small cell and deprived of its freedom for human entertainment. The tiger is limited and not allowed to live as it should for no reason that the tiger can understand.
 - b. prison
 - c. The poem continues to humanise the tiger and portrays it as "ignoring visitors". We can infer that the tiger is too angry and preoccupied with the misery of a caged existence to care about people who come to see it.
 - d. ii.
 5.
 - a. The tiger caged in a small, monitored space. As night falls and people go to their homes, the tiger is confined to its isolated existence through the quiet stillness of the night.
 - b. A parallel between the natural beauty and infinite majesty of the two.
 - c. The stars represent the vast wilderness that is out of the tiger's reach, symbolising the freedom the tiger should be able to experience. It highlights the theme of confinement and lost liberty.
 - d. iii.
- B.
1. The tiger has been described as having vivid black stripes on his body. His paws are soft and smooth like velvet pads. He paces across the cage soundlessly but angrily.
 2. A tiger is an animal of the wild. When locked up in a cage which restricted his movements, he showed his frustration at his situation by stalking the length of his cage. He does not snarl any more, but lives in quiet rage.
 3. The tiger was captured to be an attraction for visitors to the zoo. When trapped by humans in the jungle, the tiger must have fought with all his strength to avoid capture. His fear must have made him even more ferocious, and his snarls must have filled the jungle air.
 4. The tiger, restricted in his cage, is consumed by his quiet rage and frustration and completely ignores the visitors who come to see him. The visitors are fascinated to see this wild beast in captivity, and stand and watch him with enjoyment and no fear.
 5. The tiger stares at the stars because the sky is symbolic of freedom, and the tiger wants to be free. He looks wistfully at the stars hoping that he might be free some day.
 6. The poet, Leslie Norris, sympathizes with the condition of a wild majestic animal trapped behind bars. His tone shows censure and rebuke at the humans who have captured him as a trophy for a zoo. There is also a tinge of sadness when the poet mentions the trapped animal staring at the brilliant stars.
- C.
1. The tiger feels very unhappy in captivity. He is fiercely angry but is helpless. He can only pace up and down angrily, yet soundlessly, across the limited space of the cage. In his anger, he shows indifference to visitors and ignores them.

2. The tiger is one of the most powerful predators alive today, and is dangerous to almost all animals, as well as humans. The poem 'The Tiger in the Zoo' acknowledges the tiger as exactly this, and then proceeds to show, through its portrait of a tiger in a zoo, just how human involvement can deprive the tiger of what is most natural to it. A highly contrasting image of the same animal can be found in 'How to Tell Wild Animals,' which is a comical treatment of deadly predators. The tiger is identified by its signature black and yellow coat, and also by the threat it poses to humans: it is written that it could well eat up the observer.

4. How to Tell Wild Animals

- A. 1. a. In these lines, we can infer that India is referred to as "east". We can infer this because of the mention of the Asian lion. The Asian Lion can only be found in the Gir forest of India.
- b. ferocity and danger
- c. No, the speaker is not serious. The poem is supposed to be funny and entertaining while it describes a series of exotic animals. The nonchalant tone of the poem as it describes a predator hunting an unfortunate reader suggests that the poem is meant to be light-hearted.
- d. i.
2. a. In these lines, the poet describes the Royal Bengal Tiger. By giving it the title "noble wild beast" the poet wishes to imply the gracefulness and beauty of the large predator. The words carry a sense of gravity and splendour.
- b. arid
- c. From these lines we can infer that a tiger's nature is to wander in dry forests in hunt for prey. It is a predator and may eat a human being.
- d. iii.
3. a. The phrase "hide with spots is peppered" highlights the uniqueness of a leopard's appearance. The metaphor is a vivid description of the distinct black spots on the leopard's golden fur.
- b. the efficiency of a leopard's attack, both fearsome and inevitable.
- c. The repetition used as a poetic device to tells us about the relentless nature of the leopard. The repetition of the word mimics a leopard's movements, capturing the rhythmic pattern of its leaps.
- d. ii.
4. a. The bear's tight hug signifies its deadly grip. The phrase is a wordplay reminding us of "bear hugs" that are supposed to be tight embraces. An actual bear's hug is likely to be suffocating and fatal.
- b. grim/dark
- c. The poet continues to use dark humour to describe the formidable power of the bear. This may also be intended to soften the impact of the nature's gory reality. Bears, contrary to their comfortable cuddly appearance, are ferocious wild creatures.
- d. ii.
5. a. The poet applies irony in using smiles and weeping – two human activities that most convey harmlessness – to describe the sly and violent nature of the Hyena and the crocodile.
- b. carefree joy

- c. "Merry smiles" indicate the sly nature of the hyenas. The smiles are meant to be interpreted as cunning and deceptive.
 - d. iv.
- 6.
- a. We can say that the chameleon lives outdoors in trees, is a reptile like a lizard and doesn't have good hearing. They can camouflage well enough to disappear.
 - b. the chameleon is a reptile.
 - c. By this line, the poet refers to the chameleon's excellent camouflaging ability. Chameleons' blend with their surroundings so well that they blend into their surroundings to near invisibility.
 - d. i.
- B.
1. The commonality between the three big cats is that they all are dangerous man-eaters. However they can be differentiated by their coat. A lion is tawny, whereas a tiger has black stripes on yellow coat, and a leopard has spotted coat.
 2. The poet tells us that ferocious beasts like lion, tiger and leopard are the most dangerous animals to encounter in a jungle. They are blood-thirsty man-eaters, and show no remorse while attacking a human for food. The victims of these vicious animals die extremely painful deaths.
- C.
1. The poem is full of humour because after describing the appearance of each wild animal, the poet suggests how you could be attacked and killed by them. The Asian (Asiatic) Lion, the Bengal Tiger, the Leopard, and the Bear will use different ways to attack and kill you, and the writer humorously states that, then you will be able to distinguish each. The sound made by the hyena is usually described as "laughing", and the expression "crocodile tears" is used to describe hypocritical or insincere behaviour; the hyena and the crocodile may use these peculiar traits to come close to you and attack you. Though both laughter and weeping are opposites, the writer humorously says that it is easy to distinguish between the two creatures because of these traits. A chameleon is known to change colour according to its background. The poet says wittily calls it a creature without ears or wings that maybe found sitting on a tree, unseen by the viewer.
 2. The Asian (Asiatic) Lion is described as a large and tawny beast. A Bengal Tiger can be identified by the black stripes on its yellow coat. A Leopard can be identified by the spots on his hide. A Bear is described as a creature who would greet you by hugging you close to his body. The Hyena laughs whereas the Crocodile weeps. A Chameleon is a small lizard-like creature, without ears or wings, and capable of sitting unnoticed on a tree.
 3. Most of the animals are beasts of prey; they are big, beautiful and strong, and might attack and kill you cunningly. The Asian (Asiatic) Lion roars before the attack, the Bengal Tiger simply eats you without any warning, the Leopard leaps repeatedly before eating you, and the Bear hugs you close to his body and crushes or suffocates you to death; the Crocodile weeps and the Hyena laughs in order to hide their real intention to attack you. The Chameleon, the only creature of small size, is also not without cunning; it changes colour to remain unnoticed and to hide its presence.
 4. Comic verse not only stimulates laughter, but can also be used to refer, directly or indirectly, to more weighty topics. The poet of 'How to Tell Wild Animals' can describe animals that are dangerous in real life by making their deadly attributes humorous, while going from line to line with an easy, joking tone that does not touch more serious aspects of these animals at all. Amanda, in the poem by her name, describes her situation in a manner that is humorous, but also provokes empathy. Her parent scolds and nags after her to behave like a disciplined child, and her stanzas are funny in their loud exasperation. In response, Amanda escapes into fantasy, and the implication that she is sad and unsettled by these scoldings leaves the reader with mixed feelings.

5. The Ball Poem

- A. 1. a. The loss of the ball is sudden and leaves the boy shocked and struck with profound grief. The deep emotional attachment to the ball is evident in given lines and the loss of the ball leaves the boy lost.
- b. joy
- c. The repetition emphasises the boy's confusion and despair, mirroring the inner turmoil and sense of loss he feels after losing his cherished ball. We can infer that this is the boy's first encounter with loss.
- d. ii.
2. a. The tone applied to the line is that of loss felt from irreparable damage and regret. Other identical, even better balls may exist but nothing could replace the one lost because of emotional attachment the boy had with it.
- b. The ball had been a constant in the boy's life since his childhood.
- c. The rigidity of the boy's posture suggests that he is too stunned to move. The shaking, trembling and staring suggest that he is trying to reconcile the loss and failing.
- d. ii.
3. a. Not intruding the boy serves the purpose of letting him process his grief alone. It is his first experience of loss, and he needs the time and space to understand the grief and learn to respond to the helplessness he feels.
- b. The ball had sentimental value
- c. The loss of the ball marks the end of the boy's childhood. He is now at a stage where he has to face material losses and emotional upheavals more and more. This is his first experience of a situation where he has to come to terms with his grief.
- d. ii.
4. a. "Balls" in these lines stands for emotional setbacks. Repeating the word implies serves to imply that life will bring multiple setbacks, and they are to be of various kinds. One must find a way to accept this and be at peace with it.
- b. inevitability
- c. In the line "Money is external", monetary worth is contrasted with emotional attachment. The poet wants to convey that true value lies in experiences and connections one has to things. Material replacements are no substitute for emotional bonds developed over time.
- d. i.
5. a. "Epistemology of loss" elevates the loss of the ball to a philosophical lesson in life. The boy experiences loss and will soon learn to identify it as a common human experience. He will gain and emotional understanding of loss and identify it as a link to humanity.
- b. That facing losses is an experience all human beings must go through and learn to cope with.
- c. "How to stand up" implies resilience in the face of emotional setback. The boy experiences grief, defeat and helplessness in the loss of his ball but he will also learn that grief does not have to mean defeat and from it comes self-awareness and lessons of resilience.
- d. iii.

- B. 1. When the boy saw his ball fall into the harbour, he went into a state of shock. He stood stunned, trembling with grief. With desperate eyes the troubled boy stared down into the water where his ball had fallen.
2. Upon losing the ball, the boy learns the first lesson – a sense of responsibility. No other ball could replace the lost ball. The other lesson that the boy learns is an understanding of loss. The sense of responsibility teaches us to take care of our possessions, for possessions might be lost or taken, and money cannot buy them back.
3. Buying another ball would negate the importance of the sense of responsibility and the sense of loss. The sense of responsibility teaches one to take care of their possessions. The boy learnt that loss is universal and one must get up and move on even after suffering the pain of loss.
4. The poetic persona is an experienced adult who understood that the young boy needed to grieve by himself over the loss of his precious ball. The young boy learnt how to bear the loss. The ball could not be restored, just as many things we hold dear cannot be recovered once they are lost. This was the young boy personal experience and nobody could share the loss. One, however, can empathize with him.
- C. 1. The poet uses the image of the ball very cleverly to comment on a significant truth of life. When the boy loses the ball which holds many precious memories of his childhood, he realizes that he could not get it back and that another new ball would not have the same value. Thus, by losing the ball, he learns the significant truth that we often lose our possessions and that we must learn to cope with the loss by remaining strong and courageous.
2. The ball symbolizes our possessions in this world. The first time one loses something precious, one realizes the meaning of loss and is filled with great grief and sorrow. One realizes that certain possessions are lost and cannot be replaced or bought in the market. One also realises that a person has to face the loss with courage and inner strength.
3. When the boy loses the ball, he is greatly saddened and feels helpless. He stands rooted to the spot, begins trembling and is incapable of any movement for some time. He stares down at the harbour trying to trace the ball's whereabouts. He is filled with boundless grief because the lost ball held memories of his childhood.
4. The theme of loss is significant in 'The Ball Poem': the boy's lost ball initiates a strong emotional reaction in him, leading up to a new sense of what it feels like to lose something. This sense is supported by his emotional intensity, being a child; he moves from the grief of losing the ball to realising the inevitability of loss in life. The experience in 'Dust of Snow' is a sharper recovery, even if partial: the poet is showered with winter snow by a crow, and his mood switches to a slightly better state. This is also an unexpected transformation of an emotional state like the boy's, although the boy likely undergoes a deeper emotional surge after seeing his ball drop into the water.

6. Amanda!

- A. 1. a. These lines are probably spoken by a parent or guardian figure in Amanda's life. The speaker is trying to get Amanda to respond to their demands. The tone implies dissatisfaction at Amanda's general behaviour, habits and posture.
- b. A series of bad habits such as slouching and biting nails.
- c. We can say that Amanda is not receptive to what she is being told. She There's a repetition of "Amanda!" from the speaker, highlighting that the constant commentary on her appearance and habits is not being received well.
- d. iii.

2.
 - a. The poet uses the parenthesis to imply that the scene taking place in the lines are not real and exist only in Amanda's mind. These are her thoughts, where she is away from her home and real life and is enjoying solitude. It shows her wish to be left alone.
 - b. peace
 - c. The mermaid symbolises Amanda's wish to be free. Mermaids are commonly associated with strength, beauty, grace and a great deal of agency. The imagery paints a stark contrast with the preceding lines which clearly show that Amanda feels stifled where her habits and body are constantly remarked on.
 - d. i.
 3.
 - a. The poet uses the imagery of an empty, isolated city/countryside. Amanda is with an imagined husband, and they are engaged in a peaceful activity together, hinting at similar worldview. We may infer that she loves her husband and likes spending time with him, which in turn suggests that the same isn't true where her parents are concerned.
 - b. quiet
 - c. The freedom being referred to here is the kind that would allow her to be free of expectations. It suggests a desire for a world where she is accepted for who she is and is not pressured into conforming to her parents' / guardians' ideas of how she should be.
 - d. iv.
 4.
 - a. The poet creates a stifling atmosphere where the speaker cannot stop making demands of Amanda. It is clear that they are frustrated that Amanda doesn't know what they think girls her age should know and doesn't behave age-appropriately either. It is clear that they are not making progress with her by admonishing her.
 - b. Exasperated
 - c. We can infer that the speaker's words are falling on deaf ears and Amanda is not listening. The speaker can detect this from her attitude and wants Amanda to look up in hopes of correcting her posture somewhat and also making her pay attention or listen.
 - d. iii.
 5.
 - a. The speaker and Amanda fundamentally misunderstand each other. Amanda does not care about any of the speaker's expectations of her and the speaker is convinced that they must get through to Amanda by constantly remarking on Amanda's activities. A clash of wills is evident, with both the speaker and Amanda trying to control her life.
 - b. Trying to correct Amanda's life for her own good.
 - c. The speaker does not think they are being overbearing at all and that it is Amanda's fault for not listening. They nag Amanda but view it as necessary and justified.
 - d. ii.
- B.
1. Amanda's parent/guardian was annoyed by Amanda's habit of biting her nails and her bad posture. She was also scolded for not finishing her homework, for not tidying her room and cleaning her shoes. She was told not to eat chocolate, and to look up when spoken to. Her moody behaviour was also considered annoying.
 2. Amanda's parents thought she was exhibiting bad habits like biting her nails, and exuding a lack of confidence through her poor posture. Not finishing her homework and her untidiness made it seem that she was lazy. Her greed in eating chocolates showed lack of self-control. They felt her moody behaviour was inconsiderate of their image.

3. To the innocent Amanda, an orphan's life was of complete freedom. She imagined herself free of her parents, free to roam the streets instead of doing homework and tidying rooms, and free to walk in the soft dust without the shoes she was being scolded for not cleaning.
 4. Amanda's mother tells her to stop sulking and not be moody because she is nervous that others would think that she nagged Amanda. This is ironic because she is actually speaking the truth without realising it. It is her constant criticism of Amanda that had made her into a dreamy, and escapist child.
 5. Amanda imagines herself to be other people so that at least in her thoughts she could be free from the constant nagging done by her guardian regarding what she must or must not do. She has escapist fantasies which keep her shielded from nagging words.
- C. 1. The little girl Amanda rightly wishes to escape her world in which there is constant nagging. All day, her parent or guardian keeps scolding her about what she may or may not do. Amanda is clearly unhappy in her world. She perhaps cannot change her circumstances in the real world; therefore, she imagines herself to be other people to try to escape from reality.
2. Amanda is nagged about several things. She is told to sit up straight, to finish her homework, to tidy her room, to clean her shoes, and finally, to look at the speaker when being spoken to. She is forbidden from biting her nails, hunching her shoulders, eating chocolate, sulking and being moody. She imagines for herself first the life of a mermaid in solitude, drifting blissfully on the calm emerald sea; next she imagines she is an orphan roaming freely on the street, in golden silence, creating patterns in the dust with her bare feet; lastly she imagines she is Rapunzel, leading a peaceful life without any care in a tower, but unlike Rapunzel, she decides never to let her hair down and let anyone in.
 3. Mermaids and orphans are free because nobody nags them. A mermaid is free because she spends her life floating blissfully on the open sea in solitude without any one telling her what to do. An orphan has no parents or guardian scolding or nagging her/him regarding what she/he may or may not do. Amanda is nagged about several things. She is told to sit up straight, to finish her homework, to tidy her room, to clean her shoes, and finally, to look at the speaker when being spoken to. She is forbidden from biting her nails, hunching her shoulders, eating chocolate, sulking and being moody. Amanda imagines that a mermaid or an orphan, on the other hand, led a life of freedom.
 4. Amanda's characteristic response to adult authority is to retreat into her imagination, while bearing the scolding of her parent with silence and moodiness. Her inner thoughts allow her to rebel passively against her circumstances. But, from her parent's lines in the poem, it appears she also mounts a form of passive disobedience by trying little or not at all to meet a child's behavioural norms. In contrast, Anne Frank, when punished with the task of writing an essay on her talkativeness by Mr Keesing, tries to state her point of view, and when punished again, responds with a hilarious verse composition that wins Mr Keesing's admiration. Her strategy is to attempt to engage with the teacher's authority in an independent manner while still not rebelling against it; she uses her intelligence and writing skills to this end.

7. The Trees

- A. 1. a. The transformation that is happening in the forest is fast and dramatic. Where there had been no vegetation or hope, there is suddenly life, exuberant and ready to take over the barren lands overnight, sheltering and supporting all beings who didn't have anywhere to go. The poem can be read as a metaphor for the second wave of feminism happening in the US, of which the poet was an active participant.

- b. Transformation and regeneration
 - c. The repetition serves to highlight the persistent barrenness of the land and the desolation, lifelessness and of lack of hope that the area existed in, making the imagery of transformation even more poignant.
 - d. ii.
2. a. The relationship described between the veranda and the roots suggest confinement. The personified roots are unwilling hostages inside the veranda but they struggle and work meticulously to find the cracks and step out. It can be read as a commentary on women's lives limited to the boundaries of the house and chores and the struggle to break free of them.
 - b. a natural inclination towards growth and freedom.
 - c. The twigs exert themselves to grow or break free, emphasizing the intense struggle and determination of nature to overcome barriers. The description adds a tone of tension and struggle, highlighting the physical and symbolic effort involved in breaking free from confinement.
 - d. iii.
3. a. The speaker seems indifferent or emotionally detached. They are writing letters that barely acknowledge the dramatic change happening around them. It could indicate denial, discomfort or an unwillingness to confront the loss of nature's presence in their life. It might be indicative of the discomfort that change brings with it, even when positive. It takes time for one to notice it and then engage with it.
 - b. loss
 - c. It suggests a connection between the indoors and outdoors, with the veranda acting as a transitional space. There is an undeniable growing separation of the indoors from nature. The open doors symbolize potential awareness, but the speaker's lack of acknowledgment of the forest's departure indicates their inability or unwillingness to fully engage with the change.
 - d. i.
4. a. The trees have been personified with stumbling steps to imply inexperience and vulnerability. They have stepped out into the open suddenly and must know how to navigate changing circumstances before Settling down.
 - b. A breaking of illusion and disenchantment
 - c. The flashing crown add to the grandeur of the oak tree. Oak trees are generally associated with strength. The flashing of the moonlight on the tallest oak can be interpreted as a beacon of strength and knowledge.
 - d. ii.
- B. 1. The forest was unusual because it had no trees. The trees from the forest had moved into the houses. In the absence of trees, the forest was bereft of any kind of life. There were no birds making their homes on branches and no insects hiding in the foliage. There were no shadows to provide shade.
2. The trees, which were trapped inside the houses, worked all night to free themselves in order to return to the forest. The deep roots strained to disengage themselves from the cracks in the floors, and the stiff branches strained to move towards the open doors.
 3. The poet, with the vivid use of imagery, uses this metaphor to compare the movement of the trees struggling to leave the house with patients who have just been discharged after a long stay in a

clinic. Both move 'half-dazed,' 'stiff' and 'shuffling' towards the freedom of the doors to resume their lives outside.

4. One can hear the noise of floor cracking as roots disengage themselves, the shuffling of the trees as they move towards the doors, the sound of glass breaking as the trees stumble forward, and the sound of the wind as it rushes forward. The poet, too, feels her head is full of whispers.
 5. Forests have been depleted of trees due to the relentless cutting by humans for their own comforts. Humans have trapped nature inside their homes in the form of furniture. This poem shows how the trees rebel at being imprisoned and wish to growing free in their natural environment.
 6. At night, the poetic persona relaxes inside the house, writing long letters. She sees the moon shining in the open sky, and can smell the leaves and lichen. She hears certain soft whisper-like sounds which will not be heard the next day. The trees rush out, and soon the moonlight is partly obstructed by the tallest oak tree.
 7. The moon is described as a shining, illuminating orb that reigns freely in the wide night sky. Through the branches, it looks like a broken mirror, symbolising the shattering of illusions.
- C.
1. The trees symbolize nature. We have cut down forests for industrial and housing projects and we use plants and trees for interior decoration, effectively disturbing the environment. Trees are trapped or imprisoned and need to break out or be free. Thus, there is a conflict between man and nature. The trees could also symbolize human beings who are trapped in urban living, in buildings of glass and concrete, and having moved away from natural surroundings. We do not have the time or inclination to be with nature. Perhaps humans needs to go back to nature and break out of artificial surroundings.
 2. The theme of the poem is the conflict between man and nature. The trees symbolize nature. We have cut down forests for industrial and housing projects. We use plants and trees for interior decoration, thus disturbing them. Trees are trapped or imprisoned, and need to break out and be free. Another aspect of the theme, closely related to the first, is that humans need to go back to nature and try to restore the disturbed ecological balance. There is a great need to plant more trees, prevent deforestation, and save natural resources.
 3. Some literary devices used by the poet are the simile and personification. The simile is used in "boughs shuffling under the roof, like newly discharged patients", "the smell of leaves and lichen still reaches like a voice", and "the moon is broken like a mirror". In a simile, a direct comparison is made between two things which are unlike in nature but are characteristically similar. Personification is to give the characteristics of a person to animals, to inanimate objects or to abstract ideas, for example, "winds rush to meet them". Other examples of this device are "trees... moving out", "sun bury its feet", "roots work to disengage themselves", "leaves strain toward the glass", and "twigs stiff with exertion shuffling".
 4. Freedom can be spoken and written about in diverse ways: Adrienne Rich, in her poem, addresses the will to be free in an indirect, metaphorically-rich manner, while Nelson Mandela writes about freedom in the society and politics of South Africa. Rich sees freedom through the experience of a gradual transformation, symbolised in the 'trees' departing her house. The trees 'stumbling forward,' away from her, sets out the promise that she will be changed, too. Mandela's writing is very different, and because of its prose medium alone. It engages with public affairs: Mandela seizes a historic occasion to reflect on the cause of freedom for non-white people in South Africa, and to provide his own views on the organised efforts and political realisations that helped those like him see such a day. The common cause in both pieces of literature is freedom, personal and political.

8. Fog

- A. 1. a. Cat feet signifies stealth, silence and a sense of grace. By using this imagery, the poet associates the qualities of a cat's ability to the fog.
- b. Mystery and gracefulness.
- c. The poet compares the movement of the fog to that of a cat, powerful and fast, but so silent that people might not even notice it unless they are surrounded. And while fogs are inherently harmless, they still impact lives in many small ways, most noticeably, vision and movement.
- d. ii.
2. a. The poet personifies the fog to give it a quiet dominance. It sits still but holds the power to affect the hustle of the harbour and city. One senses it watching peacefully over the goings-on of human existence.
- b. Thoughtful and intentional
- c. The fog's stillness can be contrasted with the dynamism of the city and its harbour over which the fog rests. The personification of the fog adds depth to the imagery, making the fog seem like a quiet observer of its environment.
- d. iv.
- B. 1. The poet has referred to the silent way a cat moves on its padded feet. Its quality of stillness is seen in how it sits calmly on its haunches looking around at its surroundings. Then, once its curiosity has been satiated, it moves on as silently as it came.
2. On a winter morning, the harbour and the city must be stirring to the hustle-bustle of the coming day. But with the fog slowly creeping in, everything must be getting shrouded in a white blanket and noises getting diffused. Slowly, everything would be quiet and gloomy.
3. One is often overcome by problems which roll into one's life like fog, bringing depression and gloom and fogging up one's thought-processes. But like the fog in the poem, this 'fog' too does not stay forever, and slowly moves away, bringing back sunshine and joy.
- C. 1. The poet compares the fog to a cat in a detailed manner. The fog arrives stealthily and soundlessly like a cat. The fog is described as sitting over the harbour and the city just like a cat sits on its haunches. Just like a cat the fog even looks at the harbour and the city. Like a cat which moves away after a while, the fog too moves on after being over the harbour and the city for some time.
2. The poet finds beauty in nature by appreciating several aspects of the fog. He compares it metaphorically to a cat, which also is a creature of nature. The poet appreciates the cat-like movements of the fog right from its quiet arrival till its departure. The fog creeps over the city and harbour stealthily like a cat moves on its little padded paws. The poet observes the graceful posture of the fog sitting silently like a cat on its haunches, looking at the city and the harbour for a while before moving on.

9. The Tale of Custard the Dragon

- A. 1. a. The rhyme gives these lines a playful and whimsical sense of humour. The names are likely chosen according to the defining features of the animals being named. It brings a sense of a rhythm and light-heartedness to the lines.
- b. irony

- c. The poet has a creative personality which they use in playful and ironic ways. It is clear from how the black cat is named ink, a quick mouse, Blink, A quick-witted dog mustard and a dragon, mustard.
 - d. iv.
2.
 - a. Belinda is depicted as extremely brave and fearless, with the comparison suggesting strength and courage in abundance.
 - b. Safe and out of danger.
 - c. The line is funny because it uses hyperbole to describe two small animals. Ink (the kitten) and Blink (the mouse) are portrayed as unusually brave and bold, taking on challenges far beyond what is expected for their size or species. It highlights their supposed bravery in a comical and absurd way, adding to the playful tone of the poem.
 - d. iv.
 3.
 - a. The mood of these lines continues to be playful and humorous,
 - b. Hyperbole
 - c. Custard feels uncomfortable/frightened of the kind of fun others are having and wants safety over the playful teasing and laughter. The stark contrast between Custard's desire for safety and the carefree, teasing behaviour of the others highlights Custard's timid nature, adding irony and humour to the scene.
 - d. iii
 4.
 - a. Belinda, when faced with danger, is scared. She doesn't hesitate to ask for help.
 - b. Quick-witted and therefore understands when he can't handle a dangerous situation alone.
 - c. It tells us that blink can remain very calm during dangerous situations. Instead of panicking like others, he quickly and calmly retreats to the safety of his "mousehold".
 - d. iv.
 5.
 - a. When the danger is over, the characters all start making excuses about why they hadn't been braver. They each provide conditions that prevented their bravery from showing to the fullest potential. They also talked about how much braver they would have been, had the circumstances been right.
 - b. He is gullible and humble. He is self-deprecating.
 - c. The poet creates humour through the exaggerated excuses of Mustard, Ink, and Blink, contrasting their earlier bravado with their attempts to rationalise their cowardice. The dialogue allows each character to express their perspective on bravery, using light-hearted excuses and reflections to maintain a humorous and whimsical tone.
 - d. iii
- B.
 1. A ballad is a song or a poem which recounts tales of bravery and valour. This poem is a humorous ballad as it tells the story of an unlikely hero – a dragon who was actually a coward. The title of the poem is also a tribute to the bravery of Custard.
 2. Custard was a coward and showed no signs of bravery or aggression like the other inhabitants of the house. Therefore, he felt safe in a cage away from dangers. The others laughed at him and called him Percival, and Belinda teased him by tickling him unmercifully.

3. When the dangerous pirate entered the house, the 'brave' pets fled away terrified, leaving Belinda to her fate. When she cried out for help, without any hesitation, Custard jumped up. Showing no fear but only determined focus, he attacked the pirate with no mercy and gobbled him up completely.
 4. Everyone reacted differently to the pirate. Belinda became pale and cried for help, while Mustard yelped in terror. Ink disappeared to the bottom of the household and Blink rushed to hide in his hole. Only Custard prepared himself to attack the pirate.
 5. Custard jumped and snorted like an engine. He clashed his tail loudly like irons in a dungeon, and with a clatter, clang and jangle attacked the pirate like a robin attacks a worm. Then, he gobbled him up.
 6. No, Custard remained his usual timid self, still crying for a 'nice safe cage.' He even agreed with the others and said that everyone was braver than him. He did not boast or show any kind of arrogance, and was most humble about what he had done.
- C. 1. The poem abounds in humour both in content and in style. The names of the pets are funny and sound more interesting because they rhyme in pairs, Ink with Blink and Mustard with Custard. It is amusing that the three smaller household pets are brave and that the dragon is cowardly. The idea of Belinda and the three pets making fun of the dragon's cowardice is also amusing. Upon the entry of the pirate, Belinda and the three brave pets react by showing fear, and it is the cowardly dragon that attacks, defeats and eats up the enemy. The poet's use of literary devices such as simile, alliteration, iteration, irony, and onomatopoeia enhance the humorous effect.
2. There are several literary devices used in the poem. Similes or a comparison between two things of an unlike nature can be seen in 'dog was sharp as Mustard', 'mouth like a fireplace', 'as brave as a barrel full of bears', 'as brave as a tiger', 'snorting like an engine', 'clashed his tails like irons', and 'went...like a robin at a worm'. Alliteration, or the repetition of a letter or sound at the beginning of a succession of words, can be seen in 'brave as a barrel full of bears', 'clatter and clank', and 'gulped some grog'. There is iteration or repetition for greater emphasis in the use of the words 'little', 'realio', 'trulio', and the phrase 'for a nice safe cage'. There is onomatopoeia, or the use of sounds that suggest the meaning of the word, in the words 'meowch!', 'weeck!', 'clashed', 'clatter', 'clang', and 'jangling'. Irony lies in an event that is contrary to what the reader expects or what is the truth. Irony has been used in the climax when the cowardly dragon proves to be the bravest and defeats and eats up the pirate whereas the brave Belinda and the supposedly brave other pets run away in fear.
 3. Irony lies in an event that is contrary to what the reader expects or the truth. There is irony in the poem towards the conclusion. Belinda and the other three pets consider themselves to be brave and constantly make fun of the dragon and call him cowardly. Belinda tickles him mercilessly and the others sarcastically call him Percival who was a brave knight. However, when an armed pirate enters the house, the cowardly dragon proves to be the bravest, and defeats and consumes the pirate. In contrast, the brave Belinda and the supposedly brave other pets run away in fear.
 4. Custard the dragon is thought to be cowardly by Belinda and her pets. This is not a view he discourages: he wishes to live in a 'nice safe cage' instead of behaving in the regular manner of a dragon. The fledgling gull, too, is unwilling to take his first flight, and his family mocks him for it and carries on flying without him. It takes a moment of crisis for both to challenge this state of affairs. When the pirate threatens Belinda and her pets, Custard spontaneously gathers up his courage, mounts a defence, and gobbles down the pirate. The young bird, too, takes flight under the inducement of his mother, and rapidly learns how to fly just as well as any gull. Custard's

hidden courage does not change much for him: the other animals acclaim him but still believe he is less brave than them, and their relationship continues to be based on this perception. In contrast, the young gull, through his act of flying, is restored to an equal status with his siblings, and his first flight is regarded as a completely normal process.

10. For Anne Gregory

- A. 1. a. "Great honey-coloured / Ramparts" refers to Anne's beautiful hair. The poet use hyperbole to suggest that its beauty is near insurmountable.
- b. a sense of deep longing and hopelessness.
- c. The tone is dramatic and emotional, conveying the deep impact of physical beauty on the young man's feelings. The young man thrown into despair on looking at the beautiful hair pints to the bittersweet, nearly ironical relationship.
- d. iv.
2. a. The speaker seems to think that the young man's love is superficial and too tied to Anne's physical beauty to have any sincerity.
- b. didactic
- c. "yellow hair" is the symbol of Anne's physical beauty. It hides her true self and inner beauty by shielding it with external beauty.
- d. ii.
3. a. The old religious man's words emphasise the unconditional nature of divine love that is impossible for human love to match. His age and the fact that he is said to have been quoting from a text, gives his words a sense of authority.
- b. physical beauty
- c. The speaker seems sceptical of human love, suggesting that it is often shallow or tied to external appearances, unlike divine love, which is pure and unconditional. His finds support in his worldview from a religious man who quoted from a text supporting the opinion that only divine love is unconditional.
- d. ii.
- B. 1. Anne's beautiful 'honey-coloured' hair attracts young men to her. Her hair is long and thick, like the ramparts of a fort guarding her beautiful face. In other words, young men love Anne for her physical beauty.
2. Anne's beautiful hair acts like a wall and stops young men from knowing her further. No man can ignore her external beauty but no one man makes an effort to know her as a real person. So in a way, her beauty is a handicap to her finding true love.
3. The poetic persona tells Anne that young men who despair for her love admire her solely for the hair. They do not love her for the person she is. But on the other hand God is capable of loving someone for themselves and not their outer beauty.
4. By mentioning the old man, the poet adds weight to the argument put forth by the poetic persona. The old man and his text represent age-old wisdom. According to the text, only God, who is thought of as the creator of all, can look beyond external beauty and love anyone for their soul, unlike mortals.

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

Supplementary Reader

FOOTPRINTS WITHOUT FEET

1. A Triumph of Surgery

- A. 1. a. iii. concerned
- b. The extra treats that Mrs Pumphrey feeds Tricki, such as malt, cod-liver oil and Horlicks, make him overweight and lethargic, as they do not constitute a suitable or healthy diet for a dog.
- c. urgency
- d. Mrs Pumphrey is concerned about Tricki's health because he appears dull and inactive. Seeing his lack of energy, Mrs Pumphrey believes that he could be malnourished.
2. a. i. His diminished vitality
- b. Tricki's fancy wardrobe, as described in the passage, indicates that Mrs Pumphrey was an indulgent pet owner who pampered her dog with all the luxuries she could afford. However, we also see that Tricki has trouble walking. Thus, Mrs Pumphrey's excessive pampering has a negative effect on her dog's health.
- c. unsteady
- d. The narrator knows that Mrs Pumphrey would be unable to keep Tricki on a strict diet and his health would deteriorate. Therefore, he anticipates that she would reach out to him for help soon.
3. a. iv. spirited
- b. At Mrs Pumphrey's house, Tricki was pampered with lavish meals and treats which made him greedy, lazy and dull. Since he did not have a healthy diet or physical activity, his health suffered. In contrast, Tricki is full of life and energy at the narrator's surgery in the company of other dogs. He quickly becomes playful and active in an environment which is suited for him.
- c. bold
- d. Tricki has a silky fur in contrast to the rough and shaggy haired dogs under the narrator's care. Since Tricki is well provided for by his wealthy owner, Mrs Pumphrey, he appears as a delicate, 'silky little object' and looks different from the other dogs in the group.
4. a. i. Setting of frugality
- b. The narrator describes his luxury-filled day as starting with an extra egg, then supported by wine at midday, and finally ending with brandy at night. This lavish sustenance, sent for Tricki by her owner, tells us about all the extravagant comforts that Tricki enjoys in her daily life in Mrs Pumphrey's house.
- c. obligated
- d. Although the narrator wishes to keep Tricki permanently in order to continue enjoying a lavish lifestyle, he feels sympathy for Mrs Pumphrey who misses her dog dearly. He therefore decides to inform her to collect Tricki.

- B.
1. Mrs Pumphrey approached Mr Herriot for Tricki's treatment. She thought Tricki was suffering from malnutrition. Tricki had become fat like a bloated sausage, his eyes were rheumy and bloodshot, and he was acting listless. Mr Herriot recommended proper diet and exercise for Tricki.
 2. Mr Herriot was worried about Tricki because Tricki looked positively ill to him. Tricki had put on too much weight, his eyes lacked lustre and his tongue lolled out of his mouth in sheer fatigue. This tells us that Mr Herriot was a compassionate vet who genuinely cared for his 'patients.'
 3. When Mrs Pumphrey failed to follow Mr Herriot's advice, Tricki became very ill, he would eat nothing, suffered from bouts of vomiting, and spent all his time lying on the rug panting.
 4. Mr Herriot took away Tricki from Mrs Pumphrey to treat him. Tricki was not getting the right kind of food or exercise while living in Mrs Pumphrey's house. She had failed to follow Mr Herriot's advice about diet and exercise.
 5. Mr Herriot had planned to treat Tricki in a unique way mainly by keeping him out of Mrs Pumphrey's care. He devised a strict diet for Tricki in which he was given plenty of water but no food for two days. He also ensured that Tricki got his much needed exercise.
 6. The whole household was in tears when Tricki was being taken away. Mrs Pumphrey swooned and wailed inconsolably. The maids hurriedly tried to put in as many of Tricki's toys, rubber rings, numerous feeding bowls and blankets as possible. There was a great deal of panic and commotion.
 7. Mr Herriot did not give Tricki any food but plenty of water for two days; Tricki became better, began to eat, and started interacting with the other dogs. Tricki discovered the joys of being bowled over, tramped on and squashed by them. With proper diet and exercise, he recovered without any treatment.
 8. Mrs Pumphrey was so worried about her dog, and to keep him well-nourished, she sent across two dozen eggs for his breakfast everyday which the vet and his assistants enjoyed eating. Besides this, they all also happily consumed the wine sent across to enrich the dog's blood and the fine brandy sent for his constitution.
 9. Mrs Pumphrey was a wealthy, soft-hearted lady who loved her pet Tricki like her child. She was ignorant about how to take care of her pet and foolishly overindulged him. She seemed like a lonely woman, was simple enough to believe whatever the vet told her, and was immensely grateful for his help.
- C.
1. Mrs Pumphrey loved Tricki in her own way. She did not realize that she was hurting him by overfeeding him and not giving him enough exercise. Even after she approached Mr Herriot the first time for advice, and was told by him not to overfeed him and to walk him regularly, she failed to follow his suggestion. As a result, Tricki became very ill. Tricki fell ill because Mrs Pumphrey, out of love for him, continued to give him harmful food. She loved him because when he was not well she approached Mr Herriot on two occasions to get him treated. During Tricki's convalescence at Mr Herriot's house, out of love for him she kept sending eggs, wine and brandy to help him gain strength.
 2. Mr Herriot made up a bed for Tricki in a warm loose box in a room next to the one where the other dogs slept. For two days, he gave Tricki no food but plenty of water. From the third day, Tricki began to eat. On coming out of the room, he soon became friend with the other dogs. He began to enjoy being bowled over, tramped on and squashed by the other dogs. He began to recover rapidly although no formal treatment or medicine was given to him. Then followed a fortnight of

convalescence during which period Mrs Pumphrey sent eggs, wine and brandy for Tricki to gain his strength, but Mr Herriot did not give any of these to Tricki. Thus, Tricki was completely cured.

3. We know that Mr Herriot was a good doctor because he immediately diagnosed Tricki's problem on both the occasions that he was consulted by Mrs Pumphrey. When he realized that she was not following his advice he knew that soon there would be trouble and that Tricki would become very ill. On the second occasion on seeing Tricki's condition, he firmly took him away for hospitalization ignoring Mrs Pumphrey's wailings. He knew exactly what Tricki needed, that is proper diet and exercise, and he cured him accordingly. He was very strict in this regard and did not let Tricki have any eggs, wine or brandy that Mrs Pumphrey had sent for Tricki during his convalescence.
4. The statement "This is a triumph of surgery" is indeed full of irony. Tricki was cured without surgery. Mr Herriot cured him with proper diet and exercise and without any medication. Mrs Pumphrey, however, was unaware of this. She could never have imagined that Tricki was only suffering from the harmful effects of a faulty diet and lack of proper exercise. She thought that hospitalization had been required for surgery, and accordingly she thanked the doctor for it, and said, "This is a triumph of surgery," when she came to fetch Tricki.

2. The Thief's Story

- A. 1. a. iv. recklessness
 - b. This extract illustrates that the narrator is accustomed to lying to people and hiding his true identity in order to escape the police as well as previous employers whom he has deceived. He acts casually so that he can hide his true intentions from his next target, Anil. Therefore, we can say that the narrator is skilled at fooling people.
 - c. effort
 - d. The narrator of the story is an experienced thief, although he is only fifteen years old. He makes his living by deceiving people and lies about his name to Anil since he plans to gain his confidence and then steal from him.
2. a. iii. caring
 - b. When Anil promises to teach the narrator how to write, he feels grateful and excited. As a young boy who did not have access to education, the narrator is only familiar with the world of theft and deception. The promise of education opens up a new possibility in his mind of leading a different kind of life, for which he feels gratitude towards Anil.
 - c. reassuring
 - d. We can say that Anil is a kind and caring man who is willing to spend his time in helping a young boy so that he can be educated and lead a better life.
3. a. ii. isolated
 - b. The narrator feels conflicted when standing alone at the deserted platform because he feels guilty about betraying the only man who had trusted him. After stealing money from Anil, who had treated him with empathy and kindness, the narrator is unsure about where he can go since Anil was the only person he knew well. This causes a sense of turmoil and conflict in the narrator's mind.
 - c. detached
 - d. The narrator is on guard after having stolen money from Anil. He is cautious about being caught by the police and is therefore hesitant to take up a small hotel near the station where he might be seen as a suspicious figure.

4. a. i. genuine
 - b. The wet note that Anil hands over is the same one that the narrator had stolen from him the previous day. When the narrator was contemplating over his actions, it had started raining and the stolen money got damp. He is able to recognize that it is the same note that Anil gives to him the next day, which makes it evident that Anil knew about the theft but had chosen to forgive him.
 - c. sincerely
 - d. Anil, being an observant and clever person, had realized that the narrator had stolen money from him. However, instead of confronting or humiliating him, he chooses to once again act with kindness and decides to pay the boy regularly so that he doesn't feel the need to steal again.
- B. 1. The narrator, Hari Singh, introduced himself as a 15-year-old boy who was an experienced and successful thief on the lookout for a prey whom he could rob. He was a glib talker and befriended the vulnerable. He looked for people like Anil so he could win their confidence.
 2. Hari Singh was a thief and always on the lookout for a person who was gullible enough to be fooled. Anil seemed to be just that kind of person who would be easy to trick into accepting Hari's friendship and then fall prey to his evil designs.
 3. Hari Singh had chosen Anil as his next prey because he seemed to be an easy-going kind whom he could rob. However, when Hari asked him for work, Anil promptly told him that he would not be able to pay him. Hearing this, the narrator felt he had misjudged Anil.
 4. Anil treated Hari with great kindness. When Hari prepared terrible food, Anil gave it to a stray dog and without scolding him assured him that he would teach him how to cook. Anil guessed that Hari was making money while buying the day's supplies, but he did not comment on it. Anil also made efforts to teach Hari to read and write.
 5. Seeing Hari's appealing smile, Anil indulgently remarked that he would not only teach him to cook but also read and write. This shows that Anil was a kind-hearted, good-natured man. He had a generous nature and was eager to help a young stranger better his life by making him literate.
 6. Hari was grateful when Anil offered to make him literate because he was intelligent enough to understand the fact that being educated would ensure that he would achieve all that he wanted to quite easily. He realised that this is what would bring him respect and dignity.
- C. 1. Anil was a very kind-hearted employer. He guessed that Anil was making some profit daily while buying the day's supplies, but he did not comment on it. Hari made terrible food which Anil gave to a stray dog, and without scolding him, patted him on the head and said that he would teach Hari how to cook. Anil also taught Hari how to write his name, and assured him that he would teach him how to add numbers and write whole sentences as well. He had given Hari a key to the door of the room, and Hari could come and go as he pleased. When Hari put the stolen notes back under the mattress, Anil took out one in the morning; it was wet from the previous night's rain. Anil must have guessed that the notes were wet because Hari might have stolen them, but he did not give any indication of it. In his usual kind manner he said that he would teach Anil how to write sentences that very day.
 2. Hari, for some inexplicable reason, failed to jump on the Lucknow Express which had already started moving out. As a thief Hari had studied men's faces when they lost their goods; the greedy man showed fear, the rich man showed anger and the poor man showed acceptance. However, a person like Anil would regard it as a betrayal of trust. Hari sat in the open air in the chilly cold

weather and a drizzle which soon turned into heavy rainfall. In no time he became absolutely wet and realized he had nowhere to go. He thought of all the things he would not be doing for Anil and he remembered that he would not be learning to write whole sentences either. He would remain a thief and not become a big, clever, and respected man. He decided to return to Anil to learn to read and write. Therefore, he returned Anil's money.

3. Anil's kindness and generosity helped Hari change his ways. Hari had taken employment with Anil because the latter appeared to be easy-going and simple enough for his purpose. He was right because he was able to profit every day while buying the day's supplies and keeping some aside for himself. He also successfully stole six hundred rupees from Anil. However, when Hari imagined Anil's sad face on discovering the theft and Hari's betrayal, he decided to go back to Anil and return the money. Hari also recalled Anil's efforts to teach him reading and writing, which would help him to give up the life of a thief and to become a big, clever, and respected man. Anil had always shown kindness towards Hari, and had not scolded him for cooking terrible food or for making money on the sly. Therefore, Hari changed his ways.
4. Hari was crook to begin with. He tried to get into Anil's confidence by seeking employment with him. He made some profit daily while buying the day's supplies. Finally, after working for Anil for a month, he stole six hundred rupees from Anil and planned to run away to Lucknow. He himself confessed that while giving his name as "Hari Singh" to Anil, he had lied; he used to take up a new name every month to keep ahead of the police and his former employers. But towards the conclusion of the story Hari's character underwent a change due to Anil's kind and considerate behaviour. Hari imagined how sad Anil would feel on discovering Hari's betrayal of trust. He decided to return to Anil, and learn how to read and write and become a big, clever and respected man. When he put the stolen money back he ceased to be the crook he once was.

3. The Midnight Visitor

- A. 1. a. ii. disappointment
 - b. The guest in the story is a young and romantic writer who expects spies to be mysterious and suave figures, ready to take off on exciting adventures. In contrast to this popular glamorous image of spies found in books and movies, he sees that in reality the secret agent Ausable is a fat and sloppy man, in a dull French hotel.
 - c. commonplace
 - d. The image of the "fat man" chuckling to himself creates a tone of mockery or amusement at the guest's expense, which contributes to a sense of irony in the passage. Ausable, the "fat man" who is a secret agent, is well aware of the stereotypical expectations of his guest and is amused by his discontent.
2. a. iii. authoritative
 - b. Ausable's mention of a balcony which grants access to his room is central to his larger plan of outwitting his rival agent, Max. While the balcony does not actually exist, Ausable wants Max to believe it does so that he thinks it's a way of escaping the room through the window. Thus, the mention of the balcony takes the narrative forward in this scene of confrontation between two secret agents.
 - c. stern
 - d. Ausable is referring here to Max, a rival secret agent, who breaks into his hotel room to steal an important report from him.

3. a. ii. indifferent
 - b. The description of Max waving his gun with a “commanding gesture” at Fowler evokes a mood of suspense and impending danger in the story. As the agents wait for the report to be delivered and try to gain the upper hand, the tense situation is conveyed through the exchange of words and gestures between the characters.
 - c. powerful
 - d. The appointment refers to the delivery of an important report concerning some new missiles that would be made to Ausable’s hotel room. Max, an agent from a rival agency, breaks into Ausable’s room to intercept the report.
 4. a. iii. puzzled
 - b. Ausable uses the arrival of the waiter, Henry, at his door to his advantage through his quick wit. Just as Ausable is persuading Max about the imaginary balcony, the waiter knocks on the door. Ausable manages to deceive Max into believing it is the police at the door about to catch him, forcing him to find a way to escape the room.
 - c. fear
 - d. Ausable’s revelation that the balcony does not exist marks a climactic moment in the narrative, as it then becomes evident to the reader that Ausable is the superior spy who defeated his rival Max with his intelligence. Max was fooled by Ausable’s words and jumped to his death in a bid to escape the room.
- B.
1. Suddenly encountering a wily stranger wielding a semi-automatic pistol upon entering the room of a secret agent was Fowler’s first authentic thrill of the day. He had, after all, been quite disheartened by his initial encounters with Ausable, the secret agent who had failed to impress Fowler.
 2. Sensing Fowler’s disappointment and frustration about a dull, unexciting evening spent with him, Ausable offers him consolation with the prospect that soon Fowler would witness a historic moment. This would be when an important report for which many had risked their lives would be in front of them. That thought, he hoped, would thrill Fowler.
 3. Max was a slender man, who despite his fox-like countenance did not look menacing at all. He lacked the sharp acumen of a spy and was quite gullible. We know this because he walked into Ausable’s trap pretty unsuspectingly, and in fact fell to his death believing Ausable’s balcony story.
 4. Ausable complained about the balcony to fool Max. He told a false tale about the entry of some unauthorized person into his room through the balcony. He said so to convince Max that there was a balcony outside the window through which one could come and go unobserved.
- C.
1. Ausable was indeed smarter than Max. Max had entered the room in Ausable’s absence with the help of a passkey, and armed with a pistol, he had been waiting for Ausable to catch him unawares. Ausable had gauged the situation at once. He invented a story about how previously, too, some intruder had entered the room through the balcony outside the window, and that Ausable had complained to the management about the lapse. When the hotel waiter knocked at the door to bring some drinks, Ausable pretended it was the police, whom he had told to check on him for extra protection. Max believed the story, and to avoid being caught, moved to the window. He jumped over the sill to reach the balcony, but as there was no balcony, he fell down, never to return. Thus, Max was gullible and less smart than Ausable.
 2. Ausable was able to outwit Max very skilfully and with great presence of mind. He invented a story about there being a balcony outside the window through which one could come and go

unobserved. He said that on a previous occasion, an intruder had entered his room through the window and that Ausable had complained to the management about it. He also pretended that the report being very important he had asked for extra protection and that the police would be checking on him to ensure that everything was all right. When a knock was heard on the door, it was the waiter with some drinks whom Ausable had asked to come. However, Max thought it was the police and felt afraid that he might be caught, and he quickly moved to the window to escape into the balcony. As the knocking became louder, Max swung over the window sill and jumped into empty space screaming shrilly since there was no balcony. Ausable was thus successful in outwitting Max.

3. Fowler had formed a poor impression of Ausable as a detective. Ausable was fat with an American accent. He did not fit any description of a secret agent Fowler had ever read. Fowler had come to Ausable in search of a romantic adventure, but he was disappointed to meet Ausable and to see the small room, the venue of the supposed adventure. By the end of the day, however, Fowler was very pleasantly surprised at the turn of events, and at Ausable's remarkable role in it. Most unexpectedly Ausable outwitted Max by convincing him of the existence of a balcony outside the window. When the waiter with the drinks knocked on the door, Max thought it to be the police and jumped out of the window to his death, because the balcony mentioned by Ausable did not exist.
4. "Looks can be deceptive" is an apt statement with reference to the story. Ausable's looks were very deceptive. He was most unlike a secret agent. Fowler felt let down on meeting him as he had expected some exciting adventure would take place. Eventually with the entry of another secret agent, Max, who wielded a pistol, Fowler experienced both danger and excitement. Ausable, with great presence of mind, outwitted Max who jumped to death out of the window towards a non-existent balcony. Ausable had fooled Max into thinking there was a balcony outside the window. To avoid being caught by the police, Max had tried to escape through the window. Ausable's looks were indeed deceptive.

4. A Question of Trust

- A. 1. a. iv. considerate
 - b. The extract introduces a contradiction in Horace Danby's character by asserting that while he was perceived as a good and respectable citizen, he was not an entirely honest person. The superficial details of Danby's age, marital status and occupation present a positive image of him to those around him, but the author hints that there is another layer to his character that complicates this image of respectability.
 - c. nuanced
 - d. According to the extract, Horace Danby ran a fairly successful business as a lockmaker and had employed two helpers. He was considered to be a respectable citizen by those around him.
2. a. iii. meticulous
 - b. Horace Danby is different from typical thieves as he meticulously commits only one theft a year in order to support his hobby of collecting rare and expensive books. He only steals from wealthy people, and also maintains an appearance of respectability which makes him a different kind of thief.
 - c. books

- d. Horace Danby plans to break into the Grange household when the family is away and steal jewels from their safe worth fifteen thousand pounds. This would allow him to buy three rare books that he had been interested in.
3.
 - a. iii. concerned
 - b. When the speaker tells Danby that she heard him from the top of the house, the implication is that she is the mistress of the Grange household. As the story progresses, this is revealed to be a misrepresentation of her identity.
 - c. thief
 - d. Horace Danby suffers from hay fever and starts sneezing when the scent from a bowl of flowers irritates him in the Grange house. The sound of his sneezing also alerts the young lady.
 4.
 - a. i. confuses
 - b. Although Horace Danby had entered the Grange house with the intention of stealing the jewels, it is the young lady who ultimately gets the jewels and is the real culprit. She plays on Danby's fear of going to prison and offers to let him go if he can open the safe for her and give her the jewels that she claims belong to her. Danby is easily duped by her charm and opens the safe without gloves on, thus leaving his fingerprints on the crime scene. Thus, Danby is punished for a crime whose real mastermind was the lady.
 - c. unsuspecting
 - d. Horace Danby believes that the young lady was the mistress of the Grange house who acted kindly by letting him go instead of reporting his crime to the police when she caught him in the house.
- B.
 1. Horace had a respectable image and everyone thought he was a good, honest citizen. He made his livelihood from a successful locks business. He was unmarried and in good physical health. He lived with his housekeeper who fussed over his health. No one could suspect he was not altogether honest.
 2. Horace had spent two weeks studying the detailed layout of the rooms of the house along with the electric wiring. He knew the exact place of the safe and also knew that it held jewels worth fifteen thousand pounds. In addition to this, he kept a track of the servants' whereabouts and movement.
 3. Sherry, the dog stirred and made a noise as soon as Horace passed him in the kitchen. Horace's nose began to tickle due to the smell of the flowers in a bowl. They were hindering him in his work. As he buried his face in his handkerchief after sneezing twice, he heard a woman's voice asking whether he was suffering from hay fever or a cold.
 4. Horace called them foolish because the entire information of the house along with the detailed map had been published in a magazine a few days back. The article, along with the map, also mentioned that the safe was concealed behind a painting. All this information made Horace's job quite simple.
 5. The woman told Horace that she had forgotten the combination which would open the safe, she wanted to take out some jewellery from the safe for a party that night. She requested Horace to open the safe for her, and she promised that she would not inform the police about him.
 6. Horace got tricked into believing what the woman had said. He left the house after opening the safe for her. After two days, however, he was arrested on the charge of robbery as his fingerprints were all over the scene of crime. Nobody believed his story about the owner's wife. The real owner's wife said his story was nonsense.

7. Horace felt mortified at the thought that the person whom he believed he had helped was just another thief. Thieves are known to help each other but here Horace was completely outwitted by another thief. Worst of all he had to go to prison while she got away scot free.
- C.
1. The title of the story is most appropriate. The pretty young woman in the red dress was actually a thief, and she used Horace to open the safe so that she could steal the jewellery kept inside. Horace trusted her blindly as he believed her to be the owner's wife. He helped her by opening the safe and trusted her when she promised not to complain to the police about him. He left soon after opening the safe, feeling secure in the knowledge that she would keep her word. But after two days, he was arrested on the charge of robbery. The woman had betrayed his trust, and therefore, the title "A Question of Trust" is justified.
 2. The lady in the house fooled Horace by pretending to be the owner's wife. She said that she had forgotten the combination of the safe and wanted to take out some jewellery from the safe to wear at a party that night. She understood that Horace did not want to go to prison and used this fear to firmly encourage him into opening the safe for her. She assured him that she would not tell the police about him if he opened the safe for her. Horace accepted her word, opened the safe and left the house. The woman, however, did not keep her word beyond two days. On the third day, Horace was arrested on the charge of robbery as his fingerprints were all over the crime scene. Nobody believed his version that the owner's wife herself had asked him to open the safe for her. The wife of the owner said that his story was nonsense. In this way, Horace was completely fooled by the lady in the house.
 3. One foolish action on Horace's part was that he sneezed so loudly that the woman heard it from the top of the house and came down to investigate. His second foolish action was to think that the woman was a member of the owner's family. The third foolish action was to believe she was the owner's wife and that she was in genuine distress. The fourth foolish action was to tell her that he hated the thought of going to prison. This led to her threatening him that she would call the police if he did not open the safe for her. Lastly, he took her word that she would not report the burglary, and he left without taking any further precautions to ensure his own safety.

5. Footprints Without Feet

- A.
1.
 - a. i. fascinated
 - b. Griffin is a brilliant scientist who conducts many experiments for years and finally discovers how to make the human body completely invisible. He implements this experiment upon himself by consuming certain rare drugs that make his body as transparent as glass, although it still remains solid.
 - c. uncertain
 - d. The boys were puzzled when they saw fresh muddy footprints on a street in London that appeared out of nowhere, so they tried following the footprints to solve the mystery.
 2.
 - a. iv. unruly
 - b. While Griffin's discovery of invisibility is a great scientific achievement, it has negative personal and social consequences, since it gives the scientist a false sense of freedom without accountability. After stealing from the shop, Griffin attacks the shopkeeper and also robs him. Thus, Griffin's power of invisibility has a destructive effect on his social relationships.
 - c. insensitivity

- d. Griffin tries to locate a shop where he can find not only clothes to protect himself in the London winter, but also cover the empty space where his face would be. He finds a theatrical company shop that was suited to his purpose.
3.
 - a. i. shocked
 - b. The clergyman heard someone stealing the housekeeping money from his desk in the study, but when he entered the room, it appeared to be empty. Confused that the money was missing and there was no culprit in sight, the clergyman found it to be an “extraordinary affair”.
 - c. reclusive
 - d. Mrs. Hall was the wife of the landlord of the local inn in the village of Iping where the scientist Griffin had booked two rooms.
 4.
 - a. iii. aggressive
 - b. The declaration “You don’t understand who or what I am” highlights Griffin’s profound sense of alienation and isolation from society that arises due to his invisibility. Although his invisibility is proof of his scientific brilliance, it paradoxically makes him acts in a cruel way that makes him more disconnected from the society that should reap the benefits of scientific and technological advancements.
 - c. intrigue
 - d. Griffin reveals his true form to the people in the bar by stripping himself off the bandages, whiskers, spectacles and fake nose he had been wearing in order to cover up his invisibility.
- B.
 1. Griffin was a brilliant scientist but he was also a rather lawless person. He lived in a rented house. His landlord detested him and wanted to oust him from the house. In revenge, Griffin set fire to the landlord’s house. Thus, he ended up homeless in London.
 2. In order to escape after setting the house on fire, Griffin removed his clothes and escaped to the streets. But the timing was not correct. It was mid-winter in London. The air was extremely cold and it was difficult to withstand cold without clothes. Therefore, the narrator states that Griffin has chosen a bad time of the year.
 3. When Griffin saw the shop assistants giving him a chase, he panicked and ran fast but he knew they would catch him soon enough. So in order to escape without being seen, he resorted to his old technique of removing his clothes and becoming invisible.
 4. Receiving a guest at an inn in cold winter was an unusual event. Griffin’s replies made Mrs Hall to conclude that her guest was an eccentric scientist. But Griffin had paid in advance, therefore Mrs Hall was prepared to excuse the strange ways of her guest.
 5. Mrs Hall considered Griffin to be strange because he came to the inn in winter which was not a usual time for a stranger to arrive. He told her that he had come to Iping to enjoy solitude, that he did not wish to be disturbed in his work, and that his face had been affected by an accident.
 6. Griffin had thrown off the bandages, whiskers, spectacles and even nose which been covering his face and he had become headless. As Griffin threw off one garment after another he became completely invisible. The constable struggled with him without being able to see him. Finally he became unconscious in trying to hold on to Griffin.
 7. Griffin was a brilliant scientist, but unethical and lawless. He was vengeful as he burnt down his landlord’s house, and unscrupulous in robbing people. He had a nasty and vicious temper, did not like to be questioned, and was quick to pick up quarrels or use violence even when at fault.

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

6. The Making of a Scientist

- A. 1. a. ii. versatility
 - b. The extract tells us that Richard Ebright made a breakthrough in the world of science with his article that was published in a reputed scientific journal while he was still in college. Later, Ebright went on to leave a mark on other fields as well. We are also told that Ebright's many achievements can be traced back to his early interest in butterflies.
 - c. triumph
 - d. The article published by Ebright and his college roommate explained an exciting new theory on how cells work.
2. a. iii. supportive

- b. This extract illustrates how Richard Ebright, from a young age, had a natural scientific curiosity for the physical world around him. His early interest in collecting butterflies was further nurtured through his mother's support and encouragement. His passion for the world of science led to his participation in a research project to study butterfly migrations.
 - c. migration
 - d. Dr. Urquhart's research was focused on studying the migratory patterns of monarch butterflies.
- 3.
- a. i. disheartened
 - b. Richard Ebright's experience of entering a county science fair in the seventh grade, and losing, marked an important moment of learning for the young scientist. It taught him that in order to become a real scientist, one had to perform real experiments, not simply make neat displays of slides as he had done.
 - c. competition
 - d. When Ebright lost at the county science fair in the seventh grade, he turned the setback into motivation for his next attempt and became even more determined to perform a real scientific experiment for the succeeding fair.
- 4.
- a. iv. admiring
 - b. The extract highlights that Richard Ebright's natural curiosity and desire to learn were not only restricted to the field of science but extended to all areas in his life. In high school, in addition to being academically gifted, he joined the Debating and Model United Nations clubs. He would tirelessly spend three to four hours at night doing debate research besides his scientific research on butterflies and other insects. His skills in different fields made him a truly well-rounded and multi-faceted personality.
 - c. ability
 - d. Mr Weiherer was Richard Ebright's social studies teacher in high school and also acted as the adviser of the clubs he was in.
- B.
1. Ebright was a passionate and eager learner from his very childhood. He had tremendous curiosity and he showed exceptional determination. He was bright and had a keen interest in learning. He had a competitive, driving spirit and he liked to research and experiment. All these qualities helped him to become a scientist.
 2. Ebright's mother was his constant companion during childhood and the driving factor behind all his learning. She encouraged his learning by taking him on trips, buying him microscopes, telescopes, and any other equipment which helped him to learn. The book named 'The Travels of Monarch X' which opened the world of science to him was bought by his mother.
 3. Ebright helped the butterflies multiply by catching a female monarch, taking her eggs, and raising them in his basement through their life cycle, from egg to caterpillar to pupa to adult butterfly. For several years his basement was home to thousands of monarchs in different stages of development.
 4. Monarch butterflies do not taste good to birds therefore birds tend to avoid them. Viceroy butterflies, on the other hand, make tasty food for the birds and are therefore hunted down by them. So in order to avoid falling prey to birds, the viceroy butterflies copy the monarch butterflies.
 5. Besides having a passion for science, Ebright had many other interests. He was a champion debater and public speaker, and good at outdoor activities like canoeing. He was also an expert

photographer, particularly of nature and scientific exhibits. In school he was a straight A student, and turned a lot of his energy towards school clubs.

- C. 1. Ebright, an only child, grew up north of Reading in Pennsylvania. He could not do much there. He could not play football or baseball with a team of one. He developed an interest in collecting things, and he began collecting butterflies, rocks, fossils and coins. He became an eager astronomer, too, sometimes star-gazing all night. He was curiosity-driven and had a bright mind. He also had a mother who encouraged his interest in learning. She took him on trips, bought him telescopes, microscopes, cameras, mounting materials, and other equipment and helped him in other ways. He earned top grades in school. In the second grade Ebright had collected all twenty-five species of butterflies present around his town.
2. In his seventh grade he entered a county science fair with his project displaying slides of frog tissues. For his eighth grade project, Ebright tried to find the cause of a viral disease that kills nearly all monarch caterpillars every few years. Another science fair project of his was testing the theory that viceroy butterflies copy monarchs, and he won a prize for it. This project led to his theory on the life of cells. In his second year in high school, he started a project that led to the discovery of an unknown hormone in insects. He then built a device which showed that the twelve tiny gold spots on a monarch pupa were producing a hormone necessary for the butterfly's full development. In his senior year, he grew cells from a monarch's wing in a culture and proved that the cells would divide and develop into normal butterfly wing scales only if they were fed the hormone from the gold spots. He won the first place for zoology at the International Science and Engineering Fair for this project.
3. Ebright made a very valuable contribution to science. Through his research projects on the monarch butterfly and the gold spots on its wings, he was able to discover not only the hormone necessary for the full development of the butterfly, but also the hormone's chemical structure. This discovery led to his theory about the life of cells, and gave the answer to one of biology's greatest puzzles: how the cells can 'read' the blueprint of its DNA. DNA being the substance in the nucleus of a cell that controls heredity, determines the form and function of the cell, and thus becomes the blueprint for life. He and his roommate wrote a paper explaining the theory. Later, Ebright conducted experiments to test this theory. If the theory proves correct it will be a big step towards understanding the processes of life. It might also lead to new ideas for preventing some types of cancer and other diseases.
4. In his childhood, Ebright's mother had presented him with a children's book called *The Travels of Monarch X*, which was about how monarch butterflies migrate to Central America. Developing an interest in monarch butterflies, for several years Ebright kept thousands of these in his basement. He raised them through their life cycle, from egg to caterpillar to pupa to adult butterfly. Later, he worked on a project trying to find the cause of a viral disease that killed nearly all monarch caterpillars every few years. Next he tested his discovery that viceroy butterflies copy monarchs. Then he conducted a research that led to the discovery of an unknown hormone in insects. With another student he built a device which showed that the twelve gold spots on a monarch pupa were producing a hormone necessary for the butterfly's full development. This led to his new theory about the life of cells.

7. The Necklace

- A. 1. a. iv. dejected
- b. In the extract, we see that M. Loisel is content with the simplicity of the potpie in front of him while his wife dreams of an extravagant dinner. There is a sharp contrast in how the husband and wife respond to their social status. The former is satisfied with the simplicity of his life but the latter aspires for greater wealth and luxury.
- c. materialistic
- d. The extract illustrates that the couple lived a modest life, where the woman could not afford to have fancy meals, frocks or jewels.
2. a. ii. relieved
- b. Mme Forestier readily offers her jewels to Mme Loisel for her to borrow for the party, which shows that she is a reliable and helpful friend. We can also see that Mme Forestier represents a wealthy and luxurious way of life that Mme Loisel aspires to.
- c. perturbed
- d. Mme Loisel is referring to her husband's helpful suggestion of borrowing some jewels from her friend Mme Forestier so that she appears suitably well-dressed for the party.
3. a. iii. pragmatic
- b. While M. Loisel takes on a more active role and goes out to physically search for the lost necklace, Mme Loisel is emotionally troubled and passively attempts to cope with the situation. She is too upset to change out of her wedding gown and waits anxiously for her husband's return.
- c. drained
- d. M. Loisel goes to search for the necklace that his wife had borrowed from her friend Mme Forestier for the party, but finds that she had lost it somewhere upon reaching home.
4. a. ii. astonished
- b. This extract where Madame Forestier reveals to Matilda that the necklace she had lent to her was fake allows us to gain an insight into the futility of Matilda's materialistic pursuits. The necklace, which symbolically represents the allure of privilege and status, appears to be valuable but is artificial in reality. The material possessions that Matilda desires are similarly illusory in nature, and cannot offer any lasting fulfillment or inner peace.
- c. warmly
- d. Mme Forestier reveals to Matilda at the end of the story that the necklace she had lent her for the ball was only a cheap, artificial piece of limited value, and not an expensive diamond necklace as Matilda had believed.
- B. 1. Matilda was a pretty young lady born into a family of clerks. Since she had no dowry she could not marry anyone rich or distinguished, but allowed herself to be married to a petty clerk. She was simple but she was unhappy. She had a rich friend whom she did not like to visit out of jealousy.
2. Matilda was unhappy because she felt herself born for all delicacies and luxuries. She suffered because of the poverty of her apartment, the shabby walls and the worn chairs. She would think of elegant dinners and shining silver. She had neither frocks nor jewels, and she loved only these things.

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

3. In trying to keep up appearances, Matilda borrowed a diamond necklace from her rich friend Mme Forestier to wear to a party. The necklace got lost. Matilda never imagined the diamonds could be anything but real. She bought an expensive lookalike and returned it to her friend who put it away without even looking at it. Matilda's husband spent all his savings and took a loan to buy it. It took the couple ten years of hard work to repay the loan. They lowered the level of their lifestyle; Matilda did all the household chores and her husband worked extra hours in the evenings and at night. Matilda began to look old due to the hard life she was forced to lead. Finally one day on meeting Mme Forestier the latter commented on Matilda's changed appearance. Matilda told her about the necklace being lost, its replacement, and the loan repayment. Her friend then revealed the shocking truth that the lost necklace was an artificial one. Matilda had wasted ten years of her life in an effort to keep up appearances.

8. Bholi

- A. 1. a. ii. accident
- b. In the extract, the author gives us information about Bholi's early childhood so that the readers can understand the context and conditions that shaped her character. Bholi's accidental fall at the age of ten months had a lasting impact on her mental development and also dictated how she would be perceived and treated by society.
- c. revenue
- d. The name 'Bholi' literally means simpleton and becomes a way for people to mock Sulekha for her intellectual disability.
2. a. iii. conflicted
- b. Bholi is struck by terror when she hears that her father is taking her to school because she is completely unaware of what a school is like. She thinks of how their old cow had been taken away from home and sold a few days ago, and is frightened that she will meet the same fate. Thus, Bholi's lack of knowledge causes her to be terrified at the thought of going to school.
- c. haltingly
- d. Ramlal decides to send his daughter to school because the Tehsildar who inaugurated the first primary school for girls in the village asked Ramlal, as a government representative, to set an example before the villagers. Ramlal couldn't afford to disobey the Tehsildar. As a result, Bholi was sent to school.
3. a. iii. calm
- b. In the classroom scene where Bholi is unable to introduce herself properly due to her speech impediment, her classmates laugh at her cruelly and add to her emotional distress. When the class is over, Bholi's peers rush out and leave her isolated in a corner in the classroom. The extract illustrates how the inconsiderate behaviour of Bholi's peers causes her to feel humiliated and upset on her first day of school.
- c. rushed
- d. Bholi suffers from a stammer due to her disability, which makes it difficult for her to speak clearly. Moreover, as this is her first day in school, she appears shy and scared of adjusting to a new environment. Her fear of being mocked by her classmates leads to her inability to introduce herself to the teacher.
4. a. iv. reassuring

- b. This line shows how Sulekha is no longer 'Bholi', the shy, "backward child" who was mocked by everyone for her disability, but has in fact grown into a confident and assertive woman who stands up for herself with dignity. Instead of stammering, Sulekha speaks calmly and clearly on her wedding day and boldly refuses to accept a greedy and cowardly man such as Bishamber as her husband. She then turns to her parents and reassures them that she will take care of them in their old age.
- c. reverence
- d. Sulekha is addressing her school teacher who was standing in a corner during the wedding ceremony and observing the events unfold in front of her.
- B. 1. When she was ten months old, Bholi had fallen off the cot, hurting herself on the head. This, perhaps, had injured her brain. As a result, she remained comparatively backward in learning and so she was nicknamed Bholi which means a simpleton.
2. Ramlal was worried about Bholi. Among his daughters, Radha was already married, the second one's marriage was settled, and soon he would consider finding a match for the third daughter, it was Bholi's settlement that was a source of worry. She had neither good looks nor intelligence.
3. In earlier times, education was considered as a disqualification for girls seeking matrimony. Bholi was anyway not considered eligible for matrimony due to her lack of intelligence and because her face and body had been disfigured due to smallpox. Thus, her mother suggested that she, and not her sisters, should attend school.
4. Ramlal sent Bholi to school because being a government official he needed to set an example and send his daughters to school. Ramlal's wife told him that if girls went to school nobody would marry them and that he should send Bholi to school as there was little chance of finding a husband for her anyway.
5. Bholi was extremely nervous and felt lost on her first day at school. She had no idea about what to do and did not know how to read. She felt lonely and frightened, and cried helplessly when she stammered. The only comfort she drew was from her kind, gentle teacher.
6. The teacher treated Bholi very politely. In very soft and soothing voice she asked Bholi her name. She encouraged her and asked Bholi to conquer fear and as a result she was able to speak coherently. She encouraged Bholi and gave her a book full of nice pictures. She even assured her that she would soon be able to speak like everyone else.
7. Bholi did not marry the groom because she said that he was a mean, heartless, greedy and contemptible coward. She said so because just before the garland ceremony, after seeing Bholi's face, the groom had demanded five thousand rupees as dowry without which there would be no wedding.
8. At her wedding, when Bishamber Nath demanded money, Bholi spurned him outright. She cared little for the hypocritical opinion of the assembled guests who did not protest Bishamber's greed but Bholi's righteous anger. Due to education received in the school, the frightened little girl became a confident woman who took decisions on her own.
- C. 1. Ramlal was a prosperous farmer and the father of seven children. There was plenty to eat and drink. The sons were studying in the city, but for the daughters, marriage was the only option. Radha the eldest was already married, the second daughter Mangla's marriage had been settled, and after it was done Ramlal would find a match for Champa the third daughter. But Bholi's marriage was a source of worry. All Ramlal's children except Bholi were strong and healthy. She was neither good-looking nor intelligent. At ten months, she had fallen off her cot on the head,

and at two years she had an attack of small pox after which her whole body, except her eyes, was disfigured with black pockmarks. Perhaps due to some damage to her brain she started speaking only at five years and then, too, she would stammer. She was considered to be a simpleton and this is why her name was changed from Sulekha to Bholi.

2. Bholi's action at the wedding surprised everyone because she was supposed to be a simpleton, a dumb cow and a stammering fool. When Bholi spoke in a clear loud voice that her father should take back his money as she would not marry the groom, her parents, siblings, relations and neighbours were startled to hear her speak without even the slightest stammer. Her father was thunderstruck, the guests began to whisper that she quiet so ugly and so shameless. Ramlal asked her whether she was crazy to speak out the way she did, thus disgracing the family. He pleaded with her to have some regard for their *izzat*. An old woman present called her a shameless girl who she thought was a harmless dumb cow.
3. The teacher considered Bholi as her masterpiece, because she had been solely responsible for transforming the stammering, dumb cow, that was Bholi into a confident young woman who knew what she wanted to do in life and how to achieve her goals. On her first day in school, Bholi was very confused as she did not know what a school was like and what happened there. The teacher asked her what her name was and Bholi only stammered, after which she began to cry helplessly. The teacher handled her very affectionately and with great kindness. Gradually over the years Bholi lost her fear and became confident. On the cancellation of the marriage, her father bemoaned that nobody would marry her and wondered what would happen to her. Bholi replied confidently that he should not worry, that she would serve her parents in their old age, and that she would become a teacher in the same school where she had learnt so much. The teacher, too, had been there watching the drama, and was thoroughly pleased and satisfied at Bholi's behaviour and the way she had turned out under her guidance.

9. The Book that Saved the World

- A. 1. a. iii. condescending
- b. The speaker claims that the Earth was saved from an alien attack by the power of a single book, thus foregrounding the critical significance of books in human civilization. This book was not, as one would expect, a heavy or important-sounding book but something different. The speaker thus sets the context for the play and creates a sense of curiosity in the audience about the contents of this book that protected mankind from a Martian invasion in 2040.
 - c. heavy
 - d. In the extract, the year 2040 is said to have taken place "many centuries ago." This unusual description tells us that the play is a science fiction set a few centuries ahead in the distant future.
2. a. i. hesitant
- b. Think-Tank speaks to Omega in a condescending tone and orders her to show him the object closely, which conveys that Think-Tank is in a superior position to Omega and commands more power. Think-Tank thinks highly of his intelligence and as the leader of the Martians, believes himself to be the wisest and greatest of all.
 - c. easy
 - d. Think-Tank believes the setting is a refreshment stand as human beings are always eating, but in reality it is the Centreville Public Library which has a huge collection of books.

3. a. iii. urgent
 - b. The poem that Omega reads with “great seriousness” is a children’s nursery rhyme, thus highlighting how the Martian crew, despite their technological advancements, is unable to understand and interpret human literature and creativity. Think-Tank has half-baked knowledge and since he can only understand the poem superficially, he feels that humans are planning an attack on him.
 - c. unwilling
 - d. Think-Tank, who misunderstands the purpose of literature, believes that the book contains a secret code created by humans that is essential to understand in order to ensure the success of his mission. He thus asks Omega to transcribe the code so that he can uncover the secret plans of the ‘Earthlings’.
 4. a. ii. humorous
 - b. The historian refers to a Martian invasion which indicates to the reader that the play deals with an imaginary scenario. Moreover, the play is said to be set in the twenty fifth century. This futuristic setting of the play also conveys to the reader that the genre of the play is science fiction.
 - c. unimportant
 - d. A book of nursery rhymes titled ‘Mother Goose’ saves the Earth from an alien invasion. The Martians, who are technologically advanced but lack the skill of critical thinking, completely misinterpret the words of the children’s book and falsely believe that the humans are planning an invasion of Mars. As a result of their lack of knowledge, they abort their mission of invasion of Earth and return to their planet.
- B.
1. The Historian has to describe books because the twenty-fifth century people had no idea what books were. He describes the curiosities of the twentieth century which was called the Era of the Books. There were books about everything and taught people how to, when to, where to, and why to.
 2. Think-Tank has a huge, egg-shaped head. He wore a long rope decorated with stars and circles. He is obsessed with himself. He makes Apprentice Noodle repeat his salutation because Noodle missed a part of it. Think-Tank is a narcissist who admires himself in the mirror, and thinks his balloon head is a mark of handsomeness.
 3. The Martians are perplexed at the sight of the books and they make many guesses as to what they might be. They first assume that they are hats, then Think-Tank suggests they are sandwiches. They also imagine them to be some sort of communication devices or coded documents.
 4. Sceptical about eating the book sandwich, Iota suggests that Omega should have it as he had not eaten anything for a while. Omega declines the offer and says that he possibly could not eat it without first offering it to the Sergeant, and so poor Oop is pushed into eating the book ‘sandwich’.
 5. The Martians are not able to comprehend the nursery rhymes of a large volume of Mother Goose. They interpret the rhyme ‘Humpty Dumpty’ as a plan to capture Mars. The Martians feel that they are underprepared to face the Earthling’s superior warfare and hence they drop the idea of invading Earth.
 6. Books are people’s best companions and they are very important for us. Books are significant sources of knowledge and learning. They provide not only information but also stimulate our imagination and emotions. Books provide knowledge of the wide world and help in broadening our horizons. They also serve as survival kits.

- C. 1. Think-Tank does come across as a comical character. He thinks that he is handsome, highly intelligent and all powerful. His arrogant behaviour makes him appear comical. He demands flattery from his subordinates. He complains when Noodle leaves out part of his flattering salutation and asks him to go over it again. He consults his mirror to confirm that he is the most fantastically intellectually gifted being in the land, and tells Noodle that if he keeps exercising his mind his brain would become a large balloon like his own. He thinks he can make no mistake and comically takes offence at even its suggestion. His interpretation of the nursery rhymes, and the cowardly reaction too, make him appear comical.
2. Yes, the Martians completely misunderstood the Earthlings. They imagined that since Earthlings were always eating, the strange objects or books must be sandwiches and meant to be eaten. After tasting them and not finding them delicious they decide that books were communication devices for listening; they however, could hear anything and then concluded that books were meant for eye communication. They read "Mistress Mary" and "Hey diddle, diddle" nursery rhymes from the book Mother Goose and completely misinterpreted the meaning. They thought that the Earthlings had reached a high level of civilization. Finally on reading "Humpty Dumpty" who had a large head just like Think-Tank and "had a great fall", Think-Tank feels afraid that the earthlings were out to capture him and he cancels the plan to invade the earth.
3. Think-Tank interprets each nursery rhyme in a wrong way. On hearing "Mistress Mary, quite contrary", he imagines that Earthlings had discovered how to combine agriculture and mining and could grow crops of rare metals such as silver; cockle shells indicated that they could grow high explosives too. The second nursery rhyme "Hey diddle, diddle" led him to believe that Earthlings had reached a high level of civilization and had taught musical culture and space techniques to their domestic animals; even their dogs had a sense of humour. The last rhyme "Humpty Dumpty" caused Think-Tank great alarm. After seeing Humpty Dumpty's picture, whose head was as large as his own, he thought the Earthlings had seen him, and that "had a great fall" meant that they were after him. He was terrorized and decided to abandon the plan of invading Earth.
4. The play contains plenty of humour. Think-Tank's arrogant behaviour is very amusing. He asks Noodle to repeat his salutation in its complete form including all the suitable terms of flattery. He questions a mirror to confirm that he is the most fantastically intellectually gifted being in the land. He is unhappy at the slow response of the mirror and demands a quicker one the next time. He tells Noodle that if he kept exercising his mind, his brain would become a large balloon like Think-Tank's own. He thought he could make no mistake and humorously took offence at even a suggestion of it. The Martians' understanding of books as sandwiches, and their attempt to taste them are amusing. Their view that books might be listening devices, and finally objects used for visual communication also produces humour. Think-Tank's interpretation of the three nursery rhymes, and his cowardly panicky reaction, which is in direct contrast to his boastful image of being all-powerful, is humorous as well.