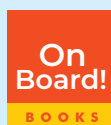
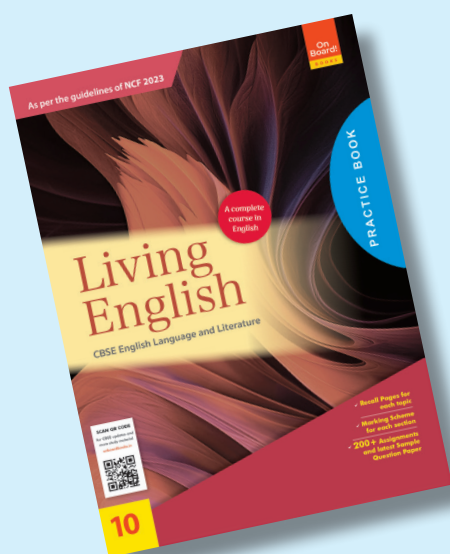


Living English COMPANION

CBSE ENGLISH LANGUAGE AND LITERATURE (Code No. 184)

a complete resource for teachers

PRACTICE BOOK ♦ CLASS 10



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Section A: READING SKILLS

Factual Passages

Assignment 1

- 1.1**
- a. schools still continue giving more importance to education than to sports.
 - b. Positive
 - c. gesture
 - d. 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.
 - e. 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.
 - f. Cricket
 - g. but mental health as well.
 - h. iii. The assertion is true, but the reason is false.
 - i. ii. The number of those who collectively play basketball, volleyball, and football is almost the same as those who play cricket.

Assignment 2

- 2.1**
- a. national governments, public and private sector partners, international development programmes and local communities are uniting to restore deforested and degraded lands in order to bring productivity to them and improve livelihoods of local communities.
 - b. preserving
 - c. to reduce the loss of natural habitats and biodiversity, strengthen global food and water security, control climate change, and ensure the peace and security of populations in the long term.
 - d. The Bonn Challenge seeks to restore 350 million hectares of deforested and degraded lands, while AFR100 seeks to restore only 100 million hectares. Besides this, the Bonn Challenge targets countries all over the world, though AFR100 is concentrated only in African countries.
 - e. Ethiopia has the largest area of land under AFR100, and Madagascar is an African country but not part of mainland Africa.
 - f. iv. Ploughing of soil
 - g. i. Both the assertion and reason are true, and the reason is the correct explanation of the assertion.
 - h. It is important because it aims to preserve land ecosystems and related livelihoods for those who depend on the local eco structure for their living.
 - i. crucial

Assignment 3

- 3.1**
- a. It is noticed that the demand for water is much more in urbanised cities, with the two largest metros, Delhi and Mumbai, leading with the highest domestic demand.
 - b. developing infrastructure to support population growth
 - c. Big cities and grappling with water shortage and losses resulting from unchecked leakages.
 - d. hearty cooperation
 - e. Earlier, cities were not planned and therefore resources were inadequate. The IUWM encourages cities to align their socio-economic and hydrological planning alongside their developmental priorities. Unlike earlier, it does not just involve public agencies but also private and social sectors in water-related activities.
 - f. cooperation is key to success of ventures which impact people from all sections of society.
 - g. Optimum
 - h. iii. distribute the responsibility of carrying out activities with other agencies.
 - i. i. Both the assertion and reason are true, and the reason is the correct explanation of the assertion.

Assignment 4

- 4.1**
- a. Dengue is the most rapidly spreading mosquito-borne viral disease, especially in the tropical and subtropical regions of the world where almost half of the world's population lives. Despite the seriousness of the situation, it is one of the most neglected tropical diseases.
 - b. cases have increased 30-fold.
 - c. improper water storage and management, stagnation of rainwater, etc.
 - d. quite controlled
 - e. One important measure is the prevention of the stagnation of water, another related one being the improvement of water-storage and management.
 - f. iii. The incidence of dengue cases is uniform throughout the year.
 - g. 2013
 - h. i. Both the assertion and reason are true, and the reason is the correct explanation of the assertion.
 - i. alarm

Assignment 5

- 5.1**
- a. The presence of 60 per cent of the Amazon rainforest and one-third of the world's rainforests in Brazil make it to be the most biodiverse country on Earth.
 - b. not necessarily correct as a correlation.
 - c. justified
 - d. iv. cattle ranching and small-scale agriculture.
 - e. From the 1980s, 70 million hectares of rainforests were lost due to agricultural expansion. In the 1990s, although stopping deforestation was given priority by both national and international agendas, deforestation levels still continued to rise until 2004.
 - f. stunning

- g. of the rise in cattle ranching and soy cultivation, since there was a growing demand for both.
- h. iii. The assertion is true, but the reason is false.
- i. Cattle ranching and small-scale or subsistence agriculture.

Assignment 6

- 6.1**
- a. is the doubling of adult literacy numbers over the last five decades.
 - b. i. Both the assertion and reason are true, and the reason is the correct explanation of the assertion.
 - c. iv. In 2015 and 2018, the difference between male and female literacy remained the same.
 - d. illiterate section
 - e. It is seen that the literacy of males is more than that of females, both in rural and urban areas.
 - f. From all the promising states, Kerala has consistently maintained the position of being the most literate state in the country, with literacy rate averaging 92.5%. Besides this, it is remarkable that it has maintained high literacy rates for over two decades.
 - g. since it could not maintain that position for too long.
 - h. 2018
 - i. unhealthy

Assignment 7

- 7.1**
- a. concept
 - b. iii. The assertion is true, but the reason is false.
 - c. 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.
 - d. 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.
 - e. although the dessert has added calcium and iron, the person would also be consuming high calories and sodium along with it.
 - f. 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.
 - g. iii. Approximately 30% ate out several times a week.
 - h. demography
 - i. 2013

Assignment 8

- 8.1**
- a. 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.
 - b. It maintains the competitiveness of India as a tourist destination, and improves and expands existing tourism.

- c. i. Both the assertion and reason are true, and the reason is the correct explanation of the assertion.
- d. varied landscapes, a rich and diverse culture, traditions and multiple cuisines.
- e. spiritual tourism
- f. ii. India is not a popular destination for Europeans.
- g. of their disposable incomes and newly found passion for travel.
- h. budget-friendly
- i. Tamil Nadu and Uttar Pradesh

Assignment 9

- 9.1**
- a. Indian films have the lowest ticket prices in the world.
 - b. 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.
 - c. Comedy
 - d. 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.
 - e. munchies they buy and savour while watching the film.
 - f. iv. The preference of the top three genres of both the groups is vastly different.
 - g. performers
 - h. obsessed
 - i. ii. Both the assertion and reason are true, but the reason is not the correct explanation of the assertion.

Assignment 10

- 10.1**
- a. Annually, many people die of hunger all over the world but millions of tonnes of food is thrown away as waste. The emphasis which is put on agriculture to improve food security, and then large amounts of it ending up as waste, is paradoxical.
 - b. total percentage of food wasted in the world.
 - c. Households, food service and retail outlets contribute the maximum to food waste.
 - d. impacts
 - e. Nigeria
 - f. of 23 million fully loaded 40-tonne trucks, bumper-to-bumper, long enough to circle the earth seven times.
 - g. i. countries, irrespective of being rich or poor, have a problem with household food wastage.
 - h. paradox
 - i. iv. The assertion is false, but the reason is true.

Assignment 11

- 11.1**
- a. The Indian Constitution has given children the right to education and if children under the age of 15 are made to work, or made to do any dangerous work if they are under the age of 18, it is illegal and punishable by law.
 - b. Exploitation can be detrimental to their mental and physical health, and interfere with their moral and social development.
 - c. exploitation
 - d. that Bihar is the poorest state and also has the one of the highest percentage of child labour in the country.
 - e. iv. There is a smaller percentage of children working in cities because they are frightened of the strict laws and fear of being punished.
 - f. handling
 - g. they would be subjected to a lot of physical and mental abuse at the hands of their owners/ employers.
 - h. i. Both the assertion and reason are true, and the reason is the correct explanation of the assertion.
 - i. Assam, Maharashtra, Gujarat

Assignment 12

- 12.1**
- a. the tea from Assam has a distinctive flavour which makes it a hot favourite globally.
 - b. Assam is a land of natural beauty with its low altitude, tropical weather, and its beautiful tea plantations which attract tourists. Commercial domestic and international travellers are attracted to it because it gives many opportunities for tea business.
 - c. low
 - d. Individually, Kenya is the third largest producer of tea globally.
 - e. famous
 - f. Kenya and Sri Lanka
 - g. because the sun rises early in the eastern part of India.
 - h. ii. Assam is the only region in the world that grows its own native tea plant.
 - i. i. Both the assertion and reason are true, and the reason is the correct explanation of the assertion.

Assignment 13

- 13.1**
- a. Proteins, carbohydrates, fat, vitamins and minerals are the nutrients a child needs for its normal growth.
 - b. protein and dairy
 - c. 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.
 - d. i. more teenage boys consume junk food in a week compared to teenage girls.

- e. iii. The assertion is true, but the reason is false.
- f. appropriate/fundamental
- g. while it satisfies your cravings, it causes harm to your body.
- h. 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.
- i. Girls

Assignment 14

- 14.1**
- a. Since yoga is a holistic way of life, it combines the practices of physical, mental and spiritual disciplines.
 - b. holistic
 - c. boosts weight loss
 - d. 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.
 - e. iv. flexibility and a decrease in maintaining balance.
 - f. to make our own body work well, every part of us must be balanced and in sync.
 - g. It shows that yoga benefits more people physically than spiritually in the Western world.
 - h. physical fitness, along with stress-relief and relaxation techniques, while excluding its spiritual core.
 - i. iii. The assertion is true, but the reason is false.

Assignment 15

- 15.1**
- a. Guwahati's fast 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.
 - b. the explosion in population.
 - c. There was a sharp rise in population, along with a drastic fall of dense forest area, almost half of it being degraded forest land.
 - d. accommodate the ever-increasing population
 - e. iv. afforestation.
 - f. Guwahati is blessed with hillocks covered with rich forests which keep it pollution-free and maintain a healthy ecological balance.
 - g. It is important to preserve this unique area because it has some of the largest reserves of tropical and subtropical forests.
 - h. shrinking
 - i. ii. Both the assertion and reason are true, but the reason is not the correct explanation of the assertion.

Discursive Passages

Assignment 1

- 1.1**
- a. i. think of strategies and tactics on how to attract customers.
 - b. i. Buying healthcare
 - c. The aim of the writer is to make readers aware of the differences between marketing strategies and marketing tactics which are both used to sell products to consumers. Most people confuse each of these two terms with the other.
 - d. roped in
 - e. Both these two terms in marketing are very different in meaning, but equally important to the selling of any product. The knowledge of both enables the marketing operations and the sales operations on the shop floor to work efficiently.
 - f. i. the company's growth will become slow.
 - g. False
 - h. ii. Sending trained informed salespeople to speak to the farmers.

Assignment 2

- 2.1**
- a. Our food security is linked to bees because they are the best pollinators, and human survival is linked to the reproduction of plants.
 - b. False
 - c. The writer displays a tinge of sadness at how bees have not been given their due importance. He feels that while we enjoy the sweetness they produce we tend to overlook the important role they play in the balance of our eco-structure.
 - d. ii. profitable.
 - e. ii. bees visit flowers and actively build up their hives.
 - f. ii. Make and sell beeswax products to other beekeepers.
 - g. Beekeeping can be not just an interesting hobby, but also a lucrative business. Selling honey, beeswax and honey-based products bring in good money. Besides, beekeepers contribute significantly to the betterment of their environment by increasing the quality and quantity of bees.
 - h. i. their focus and hard work.

Assignment 3

- 3.1**
- a. ii. They occupy most of the world's publishing segment.
 - b. ii. apart from black and white, full colour manga is also published.
 - c. This is because these comics originated in Japan and were influenced by ancient Japanese scrolls. These comics, even if they are created by artists anywhere else in the world, conform to a style developed in Japan.
 - d. ii. produced in large numbers.
 - e. False

- f. The increased manga's popularity was because manga comics were translated into many other languages and therefore gained a large international readership. Besides this, it also influenced comics in other parts of the world.
- g. iii. the streamlining of the marketing of manga comics and books.
- h. iii. Science fiction

Assignment 4

- 4.1**
- a. ii. It was a distinctly radical art movement adopted by artists.
 - b. False
 - c. Impressionists did not want to paint perfect classical depictions like their contemporaries, but instead preferred to embrace modernity and paint real-life situations and objects. They believed in creating works to reflect the world as they saw it, along with its flaws.
 - d. ii. The range of colours used for a painting.
 - e. i. were unofficially sponsored and sanctioned.
 - f. In order to capture colours and light as accurately as they possibly could the impressions painted outdoors..
 - g. The Impressionist artists believed in painting the world around them as they saw it, and so their paintings had subjects which truthfully recorded the social, economical, architectural and cultural aspects of a period of Paris's history of the mid-19th century.
 - h. i. use of light and shadow.

Assignment 5

- 5.1**
- a. False
 - b. iv. Different age requirements need specific Zumba classes.
 - c. Zumba combines fun and creativity with health benefits, which regular diets and routine exercising do not do. Since it is based on catchy music and dance moves, it is an attractive and excellent choice for many people.
 - d. ii. A lifestyle characterized by a lack of physical activity
 - e. i. they are easy to pick up and target every part of the body.
 - f. As Zumba is done in a group with catchy songs and beats which help release 'feel good' hormones in the body, motivation is always high. Besides, seeing others work out by dancing with energy and joy, is also inspiring, especially for the shy and inhibited.
 - g. i. inspired her to enjoy her life to the fullest without any inhibitions.
 - h. The idiom 'let down your hair' means to enjoy and relax.

Assignment 6

- 6.1**
- a. True
 - b. Prejudice
 - c. i. he had several daughters who were disinterested in the tabla.
 - d. When Pt Swapan Siva saw his five-year-old daughter mastering beats and rhythms effortlessly on the tabla instead of struggling like his male students, he was very impressed. Besides, he noticed that she was also playing far better than them.

- e. iii. She was recognised for her exceptional talent when she was a child.
- f. Ustad Zakir Hussain recognised Rimpa's talent and personally gave her his advice and blessings. In June 2018, Sangeet Natak Akademi awarded her with Ustad Bismillah Khan Yuva Puraskar.
- g. i. Gender is not an issue, it is concentration and focus that matters.
- h. iii. girls are breaking the glass ceiling.

Assignment 7

- 7.1**
- a. ii. They are natural and not processed.
 - b. Certain foods are promoted to 'superfood' status when they are found to offer very high levels of desirable nutrients, and therefore considered good for health. They are rich in antioxidants and omega-3 fatty acids, besides other nutrients.
 - c. False
 - d. iii. Give out information about the processing it goes through
 - e. In today's world, people of all ages are prioritizing their health and looking for ways to improve their nutrition. A healthy diet is the main consideration. The amount of information available, especially by food companies, has made superfoods very popular.
 - f. ii. people are misled into believing that only particular food items have certain nutrients.
 - g. It means that tea-drinking was a practice.
 - h. iii. tea, consisting of a cup of green tea with a slice of blueberry cheesecake.

Assignment 8

- 8.1**
- a. ii. He represented an idealised version of kingship.
 - b. i. his son, the heir to the throne, had been murdered.
 - c. Charming
 - d. When his paternal uncle demanded the throne for himself, Rajaraja could have revolted against him and become the ruler. In contrast, some of the Mughal emperors of north India killed their familial competitors and went to war rather than give up their claims to the throne.
 - e. False
 - f. iii. Rajaraja understood the laws of the kingdom.
 - g. Rajaraja Chola was a courageous warrior who understood familial obligations and maintained royal decorum in order to serve his kingdom better. He was devoted to God and a patron of the arts.
 - h. iii. Courageous and principled

Assignment 9

- 9.1**
- a. It is not correct since Thorndike believed that social intelligence was an important aspect of a person's IQ.
 - b. ii. IQ was thought of as a fashionable and inadequate concept.
 - c. ii. Experience

- d. In order to live life well, a combination of different intelligences help one learn different things, solve problems, carry out various tasks, interact with others, form relationships, progress in one's academic or professional capabilities, and to go about one's daily life in an effective manner.
- e. i. Bullying or heckling of students by their peers.
- f. True
- g. Empathy, as well as attunement with one's own emotions, are acknowledged by the 'wider view of intelligence' that is considered nowadays
- h. i. management of emotions and self-motivation.

Assignment 10

- 10.1**
- a. ii. that of facilitators for the smooth governance of the nation.
 - b. i. are permanent and do not change when a new government is voted in.
 - c. The ICS represented the human face of British colonial power. Therefore, it was criticized during the freedom struggle for being elitist and overpaid, and being insensitive to the needs of the Indians they governed. Therefore, many presumed that this British institution would be dismantled.
 - d. True
 - e. It underscores the structure and the system in place for the administration and governance of the nation, where the ministers oversee the larger scheme of affairs.
 - f. The Partition of India brought massive cross-migration at the borders and horrific violence, including a war-like situation in Kashmir, followed by Mahatma Gandhi's assassination. In these times, the ICS was the only stable and functioning organisation which helped the new government through the chaos.
 - g. ii. of the former's unfamiliarity with Indian languages which made communication difficult.
 - h. ii. Pass a preliminary examination

Assignment 11

- 11.1**
- a. A human child who has lived isolated from humans from a very young age and so does not exhibit human behaviour.
 - b. False
 - c. Stories of a human child brought up in a jungle away from human influence had always fascinated the human imagination. Therefore, writers of fiction used this popular genre to attract readers to their stories of strange feral children brought up by wild animals.
 - d. i. discipline, action, and loyalty.
 - e. ii. Doubtlessly
 - f. iii. Mowgli learns about friendship and enmity when he begins to live with his adoptive human parents.
 - g. One of the lessons we learn is that we should never forsake our friends. We also learn that our true nature and real identity cannot stay hidden, and that it is important to adapt to changes but also stay loyal to one's roots.
 - h. iv. abandoned children.

Assignment 12

- 12.1
- a. True
 - b. iii. They used clay tokens to keep track of agricultural and manufactured goods.
 - c. Since Sumer was located on the fertile floodplains of the Tigris and Euphrates rivers, agriculture was an important occupation. Trade also flourished because of the trade routes on the two rivers. Besides this, the city also had many artisans.
 - d. ii. The cuneiform script enabled people to keep accurate records of day-to-day domestic transactions.
 - e. ii. they had an ideogrammatic language.
 - f. i. Ideogrammatic, and then alphabetical.
 - g. Earlier, many Biblical events in human history were believed to be authentic and written by original writers. But with the translation of cuneiform, these texts were recognised as being derived from ancient Mesopotamian works, and hence their authenticity was overturned.
 - h. The passage does discuss the evolution of a culture's script since it explores how all great Mesopotamian civilizations used the cuneiform before abandoning it in favour of the alphabetic script.

Assignment 13

- 13.1
- a. iii. unexceptional
 - b. ii. Many elephants had run screaming to coastal areas, and pets fled to safer areas.
 - c. The strange behaviour of zoo animals before the tsunami in 2004 was that they had rushed into their shelters and could not be enticed to come out.
 - d. The homing instinct of a dog, as well as its ability to predict a family member's return; its sense of premonition of death, as well as its sense of danger before a natural calamity, all seem mysterious to us.
 - e. iii. by attributing it to their heightened sense of smell, sound and sight.
 - f. ii. no credible or scientific explanation has been provided for it.
 - g. Pet owners have documented reports about their pet dog displaying a premonition of death, either their own or a loved one's. Signs of grief have also been observed in them when a death or an accident of a loved one takes place faraway.
 - h. True

Assignment 14

- 14.1
- a. ii. he was a scholar who wanted to continue his academic pursuits.
 - b. iii. Al Biruni knew Ghazni was a brutal man and would kill him if he tried to escape from the kingdom.
 - c. Besides becoming a part of Ghazni's court till the end of his life, Al Biruni got a chance to travel in India on a military campaign. This gave him the opportunity to write the most comprehensive book on India of that time.
 - d. i. Sponsorship
 - e. False

- f. iv. wrote about various places, including cities he had not travelled.
- g. Al Biruni wrote that Siddhamatrika, the most commonly used alphabet, was considered to have originated in Kashmir for the local people, from where it had spread to other places. He also said that Varanasi and Kashmir were the high schools of Hindu sciences.
- h. One can infer that Al Biruni had varied interests and always seeking patronage since he wanted to pursue his interests in peace, despite the political turmoil in his day and age.

Assignment 15

- 15.1**
- a. i. change your shortcomings into positive attributes.
 - b. We are advised to accept who we truly are as a person.
 - c. i. Someone sociable
 - d. Self-criticism helps us to see our shortcomings and work towards overcoming them. It also helps us take stock of our good qualities, and gives us a chance to hone them. All this makes realizing our aspirations less daunting.
 - e. i. We keep comparing ourselves to others.
 - f. For this, sincere self-criticism and self-acceptance is important. We should believe in ourselves and not let our shortcomings pull us down. Besides this, it is important to understand that no one is perfect, and that shortcomings can be overcome.
 - g. True
 - h. i. sensitive and quiet.

Section B:

WRITING SKILLS & GRAMMAR

Tenses

Assignment 1 – Simple Present

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

1. My brother works as a waiter in a restaurant. (work)
2. I listen to English music on my way to work. (listens)
3. Does Sheila go to work every day? (do, go)
4. It rains in July and September here. (rain)
5. Ram usually tries to wake up early in the morning. (try)
6. The shops do not open before 11 in the morning. (not open)
7. Does he always use his spectacles for reading? (do, use)
8. How many times a day do you take your grandfather for a walk? (does, take)
9. I do not like to drink milk. (not, drinks)
10. Puneet usually gives money and food to the dog shelter every month. (give)
11. This table fan switches on and off on its own suddenly. (switch)
12. Enter the stage as soon as the curtain lifts. (lift)
13. Tania lives with her parents in Nagpur. (live)
14. She believes that there really is a tooth fairy. (believe)
15. Ravi works hard and earns a handsome salary. (earn)
16. My mother makes delicious tarts and cookies. (make)
17. This toothpaste does bring a sparkle to your teeth. (do)

Assignment 2 – Present Continuous

Put the verbs in brackets in the Present Continuous Tense.

1. Raju is sitting next to Pooja in class. (sit)
2. Jyoti is not studying properly these days. (not study)
3. The bell is not ringing. (not ring)
4. Where are you going tonight? (you go)
5. My father is returning late from work these days. (return)
6. What are you doing on Sunday? (you do)

7. We are leaving in an hour's time. (leave)
8. Maria is singing at the show tonight. (sing)
9. I am reading a detective novel these days. (read)
10. The spider is climbing up the wall. (climb)
11. Tina is running for the college elections this month. (run)
12. I am chatting with my friend right now. (chat)
13. The top is spinning at great speed. (spin)
14. Rhea is managing the firm with an iron hand. (manage)
15. Why are you squeezing that plastic bottle? (you squeeze)
16. The Janata Express is reaching Kanpur at 8 p.m. tonight. (reach)
17. Turn off the radio – it is making such a noise! (make)

Assignment 3 – Present Perfect

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

1. They have bought a new car from the showroom. (buy)
2. I have not planned how I will spend my summer vacation. (not plan)
3. Have you been to Australia? (you be)
4. Shakespeare has written many plays. (write)
5. He has not seen any of Gulzar's films. (not see)
6. Have you seen him in school today? (you see)
7. The play has not started yet because of the rain. (not start)
8. Has he spoken to his father about the trip? (he speak)
9. The lawyers have filed a petition in court. (file)
10. I have not yet taken my medicines. (not yet take)
11. The television has gone for repairs. (go)
12. Rekha has not seen Vinod for a long time. (not see)
13. Till date, he has written only six letters to me. (write)
14. Nikhil has bought new furniture for his new house. (buy)
15. "Somebody has pickpocketed my purse", the lady screamed. (pickpocket)
16. I have read twelve books in all this year. (read)
17. We have never been to Portugal before. (never be)

Assignment 4 – Present Perfect Continuous

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

1. He has been living here for ten years. (living)

2. My sister has been sleeping all day. (sleep)
3. We have been travelling a lot recently. (travel)
4. They have been living in Germany for the last twelve months. (live)
5. She has been swimming, so she's tired. (swim)
6. I have been doing yoga for two years. (do)
7. My mother has been going to the temple every Tuesday for years. (go)
8. The sun has been shining brightly. (shine)
9. My father has been working continuously for twelve hours. (work)
10. You have not been attending school for last two weeks. (not attend)
11. Keshav has been playing badminton for the school team for a year now. (play)
12. We have been checking answer scripts since 8 in the morning. (check)
13. My grandfather has been dozing on the verandah for two hours now. (doze)
14. Kendriya Vidyapith has been winning the trophy 5 years in a row. (win)
15. This lamp has been burning continuously for the last so many years. (burn)
16. The soldiers have been undergoing rigorous training. (undergo)
17. She has been studying hard for her exams since last month. (study)

Assignment 5 – Simple Past

Rewrite the following sentences in the Simple Past Tense.

1. She writes an interesting story.
She wrote an interesting story.
2. They bring sweets every time they visit us.
They brought sweets every time they visited us.
3. She doesn't do her work on time.
She didn't do her work on time.
4. He sells fruits on the roadside.
He sold fruits on the roadside.
5. Does he visit his grandparents?
Did he visit his grandparents?
6. Meena misses the train.
Meena missed the train.
7. She does not wake up early.
She did not wake up early.
8. She does not have any money.
She did not have any money.

9. He catches the ball.

He caught the ball.

10. They walk to the airport because of the jam.

They walked to the airport because of the jam.

Assignment 6 – Past Continuous

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

1. On Monday, between 5.30 and 6.30 p.m., Vasu was visiting the doctor.
2. On Tuesday, between 6 and 7 p.m., Vasu and Surbhi were playing badminton.
3. On Wednesday, at 7 p.m., she was revising for her Maths test.
4. On Thursday, from 8.30 to 9.30 p.m., she was watching a show on TV.
5. On Friday, from 5 to 7 p.m., Vasu was shopping with her mother.
6. On Saturday, between 10 and 11 a.m., she was attending yoga classes.
7. On Sunday, between 9 and 10 a.m., Vasu was having breakfast with Ratul.

Assignment 7 – Past Perfect

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

1. The fields were parched because it had not rained all summer. (no rain)
2. The electricity was cut off because he had not paid the bill. (no pay)
3. The boy had done his homework neatly, so the teacher praised him. (do)
4. We had not prepared food at home, so we went to a restaurant. (no prepare)
5. She couldn't board the plane because she had lost her boarding pass. (lose)
6. We had not visited this mall before. (no visit)
7. Raj and Simran had not met before the party. (no meet)
8. He had finished the work by the time I reached his office. (finish)
9. She had not used a laptop before, so I showed her how to use it. (no use)
10. Ram had studied for the test, so he scored well. (study)
11. Hira had eaten her lunch and was watching her favourite show on television. (eat)
12. He had seen a couple of miscreants harassing the old lady. (see)
13. The speakers had developed some problem. (develop)
14. The plants had withered in the dry heat of summer. (wither)
15. My aunt had given me some sound advice when I felt discouraged. (give)

Assignment 8 – Past Perfect Continuous

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

1. Pooja was apologetic because Amar had been waiting for a long time. (wait)

2. Kapil had been watching the match for an hour when I arrived. (watch)
3. Daljeet had been boxing for five years before he became a professional boxer. (box)
4. The band was confident because they had been rehearsing regularly for the show. (rehearse)
5. For how long had he been learning to paint before the exhibition? (he learn)
6. The doctor gave the baby medicines as she had been crying all night. (cry)
7. Nehal had been working at this position for five years before he got a promotion. (work)
8. Had you been waiting long before the cab arrived? (you wait)
9. It had been raining since morning and so the park was flooded. (rain)
10. His friends had been thinking of calling his father when he arrived. (think)
11. The artist had been working on his masterpiece for twelve years. (work)
12. Rita had been thinking about the essay for an hour before she wrote it. (think)
13. Dinesh had been meeting team members individually to discuss the problems at work. (meet)
14. Katha had been paying the rent without fail for five years. (pay)
15. She had been reading a horror story before the lights suddenly went out. (read)

Assignment 9 – Simple Future

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

1. After my result, I will know which subjects to take.
2. I will go to America if I get a scholarship.
3. You will regret picking up a fight with him.
4. We will never know how she was cheated.
5. If you win, the whole nation will be proud of you.
6. That will be your birthday present from us.
7. Mr Sen will give away the prizes.
8. This painting will cost you a thousand rupees.
9. You will never understand your father's feelings.
10. Some day I will write a script for a movie.

Assignment 10 – Future Continuous

Rewrite the following sentences in the Future Continuous Tense.

1. The train will leave this time tomorrow.
The train will be leaving this time tomorrow.
2. The patient will walk soon.
The patient will be walking soon.
3. Where will you go this evening?
Where will you be going this evening?

4. The new session will start on 1 July.
The new session will be starting on 1 July.
5. He will play with us.
He will be playing with us.
6. The ship will leave at 5 in the morning.
The ship will be leaving at 5 in the morning.
7. I will attend painting classes next week onwards.
I will be attending painting classes next week onwards.
8. We will curate the exhibition.
We will be curating the exhibition.
9. We will watch the car race together.
We will be watching the car race together.
10. Sahil will compete with Rajit in the debate.
Sahil will be competing with Rajit in the debate.

Assignment 11 – Future Perfect

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

1. My father will have repaired his car by next week. (repair)
2. The workers will have done the woodwork by Sunday. (do)
3. The minister will have visited all constituencies before the elections. (visit)
4. I will have finished my homework by 8 o'clock. (finish)
5. The team will have left by next week. (leave)
6. They will have discussed about the trip by tonight. (discuss)
7. The police will have arrested the culprits by tomorrow. (arrest)
8. The students will have written their thesis by next week. (write)
9. The coach will have trained his team before the match. (train)
10. If the soldiers evacuate all the villagers, then they will have fulfilled their mission. (fulfill)
11. He will have taken admission in school in March. (take)
12. I will have used this equipment for six months on May 2. (use)
13. By the time you read this letter, I will have left the country. (leave)
14. Will they not have arrived by six in the evening? (not arrive)
15. Will you have completed your holiday homework by the time school reopens? (complete)
16. They will have rebuilt the house by next year after the damage caused by the earthquake. (rebuild)

Assignment 12 – Future Perfect Continuous

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

1. I will have been swimming the whole morning, so I'll be tired. (swim)
2. She will have been travelling by plane for twenty-four hours before she reaches Delhi. (travel)
3. They will have been touring the city all day, and so will want to relax in the evening. (tour)
4. He will have been walking for one hour, so he will be breathless. (walk)
5. She will have been working all day, so she will want to go to bed early. (work)
6. By August 15, the satellite will have been orbiting the earth for a year. (orbit)
7. He will have been seeing this girl for three years before they get married. (see)
8. My uncle will have been living in London for twenty years next month. (live)
9. He will have been studying Sanskrit for five years when he gets the degree. (study)
10. They will have been discussing the issue since morning when the meeting ends. (discuss)
11. In another 10 minutes, I will have been waiting for you for an hour. (wait)
12. By end of next week, we will have been meeting each other for a year. (meet)
13. How long will you have been working on your thesis come July? (work)
14. He will have been running his father's shop for a whole year on April 4. (run)
15. She will have been writing articles for the newspaper for a decade now. (write)

Modals

Assignment 1

Fill in the blanks with modals from the box.

1. You've got plenty of days to revise. You mustn't/needn't panic.
2. The phone is ringing. It could be your father.
3. My phone is not working. It could/must be because of the battery.
4. Can I ask your name?
5. This is a lovely cake. But I couldn't have made it without your help.
6. He can't be 16. He looks around twenty.
7. I needn't go to work tomorrow. It's my weekly off.
8. Grandmother has given me some work. I mustn't forget to do it.
9. Anoushka stayed at home today because she couldn't/didn't have to go to school.
10. He could play cricket when he was eight years old.
11. You can vote when you're 18.
12. Suresh spends all his time playing video games. He must have a motivation to study.

13. When I was younger I could jog for an hour, but now I'm too old. I can't do more than half an hour of jogging now.
14. My mother keeps telling me that I must/have to wash my hands before eating.
15. You mustn't forget to lock the door when you go to bed.

Assignment 2

Fill in the blanks with a modal from the box.

1. When I was a student in England, I would go to the theatres every Sunday.
2. Teacher looks worried. She could/must have a problem.
3. Can I see your ticket please?
4. I can't see very well, so I have to wear spectacles all the time.
5. I didn't have to take my car because they had arranged for a bus.
6. He owns a very expensive car. He must be very rich.
7. I could sing well when I was a child. I even won many competitions.
8. I needn't go to the market. We have some food in the fridge.
9. I can't find my phone. I must have left it at home.
10. You didn't have to/needn't buy a phone. I have got a spare one at home.
11. She would/mustn't speak so childishly.
12. Elders always tells us that we mustn't cheat during an exam.
13. We couldn't stop laughing. The movie was so funny.
14. If Ravi were here, he would surely help me out.
15. Can/Could you shut the door? It's too windy outside.

Assignment 3

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

1. Park your car in the parking area.
You must/have to park your car in the parking area.
2. Perhaps she will agree to come to the party.
She may agree to come to the party.
3. My mother asked me to tidy my room.
I have to tidy my room.
4. I need you to help me out.
You must help me out.
5. Look at that plane.
Can you see that plane?

6. Practice well for the match.
You must/have to practice well for the match.
7. Your presence is necessary today.
You must be/have to be present today.
8. You are welcome to stay with us.
You can stay with us.

Determiners

Assignment 1 - Articles

Fill in the blanks with 'a' or 'an'.

1. We have a huge Labrador at home.
2. There is an umbrella stand in the corridor.
3. Give me an honest opinion.
4. There is a beautiful laburnum tree in front of my house.
5. He joined the firm as a senior executive.
6. Rita is an Indian doctor working in the US.
7. Could you give me an example of an amphibian?
8. Sneha found a blue ball today.
9. He would like to have a banana.
10. Doctors recommend at least an hour of exercise, three times a week.
11. He has an MBA degree but prefers to do organic farming.
12. She was an engineer who chose to do social work.
13. There were quite a few children at the flower show.
14. The board sent a notification to the schools to implement the new syllabus without delay.
15. I prefer a dog to a cat as a pet.
16. You have come an hour too late.
17. Ram did an honourable thing by helping his friend at a time of need.

Assignment 2 - Articles

Fill in the blanks with a, an, and the. Put X where no article is required.

1. She is learning to play X violin at school.
2. Ajit knows how to speak X Spanish.
3. I lent a/the book to my friend today.
4. One of the students said, "The teacher will be a little late today."

5. Can you get me a kilo of onions from the shop?
6. I baked an orange cake today.
7. You are the first to answer every time.
8. Did you like the dress I bought for you?
9. The thief climbed up the water pipe to gain X entry into the bedroom.
10. X baseball is the national sport of USA.
11. I saw an amazing movie yesterday.
12. I saw a shooting star last night.
13. I do not like X hockey.
14. That is the boy I told you about.
15. The prices of essential commodities keep rising.
16. She went to the Bahamas to visit her friend.

Assignment 3 - Articles

Fill in the blanks with **a, an, and the**. Put **X** where no article is required.

1. What's for X dinner?
2. She was one of the first women to swim the English Channel.
3. X Americans drink too much cola.
4. The Godavari flows into the Bay of Bengal.
5. She earns a handsome salary every month.
6. X cycling is a good exercise.
7. As the captain of the team, any decision I take is final.
8. The racing bike was doing thirty miles an hour on the highway.
9. How many movies do you see every month on an average?
10. This juice is X bitter.
11. Can you pass the salt, please?
12. X children can be very mischievous.
13. I had a working lunch in office today.
14. Do you speak X English, or do you speak X French?
15. We are all worried – our friend is in the hospital.
16. A robot can do all the housework.
17. This is nothing but old wine in a new bottle.

Assignment 4 – Demonstrative Adjectives

Fill in the blanks with appropriate demonstratives.

1. I really like this restaurant!
2. This chair is a lot more comfortable than that one.
3. Would you rather have these strawberries or those mangoes?
4. For the price of this video game, you can buy three of these classic board games.
5. I hope that this summer will be nicer than those weeks of rain we had last year.
6. Those boys over there have challenged us to a football match.
7. I like this film a lot more than that which they showed last week.
8. These plays can't compare with those of the fifties and sixties.
9. These almonds are so sweet!
10. You can have these if you want, but those are better than these.
11. These mangoes are not half as delicious as those.
12. I cannot give you a loan at this moment.
13. This pen writes more smoothly than that one.
14. Don't worry, we won't fail you this time.
15. Look at that! Isn't it gorgeous?

Note: For some of the above sentences, there can be other demonstratives.

Assignment 5 - Possessive Adjectives

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

1. It took Vignesh a long time to park his car.
2. Heena fell and hurt her little finger.
3. I heard the astonishing news with my own ears.
4. Kapil returned the ring to its owner.
5. As Veena opened the drawer, it fell on her foot.
6. The members took stock of their earnings and expenditure at the end of the month.
7. Do you mind if I take your seat?
8. She misplaced her car keys.
9. We have locked the dog inside our house.
10. Sahil forgot where he had kept his favourite socks.
11. He took off his hat and bowed before the queen.
12. You will fall on your face if you lean forward a bit more.
13. All children love their parents.

14. His/Her/My/Our/Your/Their love for music will never wane.
15. We have to strengthen our defences.
16. She is willing to give her best to the work.
17. You can drive my car till your car comes from the garage.

Assignment 6 – Adjectives of Quantity

Complete the following sentences with appropriate adjectives of quantity.

1. They have been given some homework in mathematics recently.
2. How much time do you need to finish the work?
3. There are too many students in the library.
4. Have you visited any foreign country?
5. They say little knowledge is a dangerous thing.
6. After the intermission, only a few people remained in the movie hall.
7. He had some trouble with his neighbour last week.
8. Although he is American, he knows a little Hindi.
9. Unfortunately, too many people value money over health and family.
10. I don't know any person who works in public administration.
11. How much money do you need to purchase this CD player?
12. Several children raised their hands when asked the question.
13. Anita has a lot of experience in sales and marketing.
14. She does not seem to have any idea at all.
15. "Have some patience!" he said.
16. The floods were devastating but luckily we had enough food reserves.

Assignment 7 – Distributive Adjectives

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

1. You can take either half of this pie.
2. Every bus going this way will take you to Central University.
3. The police searched every vehicle at the state border.
4. The country will progress only if each citizen realizes her/his responsibility.
5. There were mango trees on either side of the road.
6. Take this medicine every four hours.
7. Each student was given a question paper.
8. Neither book has the information I am looking for.
9. I enjoyed every moment of my stay in Mumbai.

10. Neither of them was ready to help out the other.
11. I know that every problem has a solution.
12. There are potholes on either side of the road.
13. Either you go to the Principal's office or I go.
14. Every person should have an identity card to be able to enter the premises.
15. Each one of us was feeling sad when we heard that our teacher was leaving.
16. This project requires the involvement of every member of the team.
17. You have to attempt all the questions that are of three marks each.

Passive Voice

Assignment 1

Change the sentences into passive voice.

1. Soumya reads the newspaper every morning.
The newspaper is read by Soumya every morning.
2. The Chinese discovered pyrotechnics thousands of years back.
Pyrotechnics was discovered by the Chinese thousands of years back.
3. The police freed the innocent person.
The innocent person was freed by the police.
4. They must have done the work by now.
The work must have been done by them by now.
5. The culprits concocted a story.
A story was concocted by the culprits.
6. The child is making a sand castle.
A sand castle is being made by the child.
7. The cockroach scared her.
She was scared by the cockroach.
8. The tour guide will show us the museum in the morning.
We will be shown the museum in the morning by the tour guide.
9. The dentist is fitting new dentures in her mouth.
New dentures are being fitted in her mouth by the dentist.
10. Keya showed her friends the new car.
Her friends were shown the new car by Keya.

Assignment 2

Change the sentences into passive voice.

1. I prepared the flowerbeds for planting the new saplings.
The flowerbeds were prepared by me for planting the new saplings.
2. Zoya cooked a lovely meal for the guests.
A lovely meal was cooked by Zoya for the guests.
3. He threw pails of water to extinguish the fire.
Pails of water were thrown by him to extinguish the fire.
4. He broke the window pane accidentally.
The window pane was broken by him accidentally.
5. The technician repaired the machine well in time.
The machine was repaired by the technician well in time.
6. He read the whole novel in one day.
The whole novel was read by him in one day.
7. Piku ate chicken and mashed potatoes at lunch.
Chicken and mashed potatoes were eaten by Piku at lunch.
8. The dance troupe gave a wonderful performance.
A wonderful performance was given by the dance troupe.
9. Sheila added new photos in the album.
New photos were added in the album by Sheila.

Assignment 3

Choose the correct options.

1. He has finished the homework. / The homework has been finished by him.
a. has finished b. has been finished c. had been finished
2. The child has eaten the food. / The food has been eaten by the child.
a. has eaten b. has been eaten c. had been eaten
3. Mother is arranging the flowers. / The flowers are being arranged by Mother.
a. are arranged b. is being arranged c. are being arranged
4. I was watering the plants. / The plants were being watered by me.
a. were being watered b. is being watered c. are being watered
5. Sudip has broken another glass. / Another glass has been broken by Sudip.
a. has broken b. has been broken c. had been broken

Assignment 4

Choose the correct options.

1. I wrote many essays in my final year. / Many essays were written by me in my final year.
a. was written b. have been written c. were written
2. Do you collect stamps? / Are stamps collected by you?
a. Is, collect b. Are, collected c. Were, collected
3. Had they received the wedding card? / Had the wedding card been received by them?
a. being received b. received c. been received
4. Rakesh is repairing the machine. / The machine is being repaired by Rakesh.
a. is been repaired b. is being repaired c. is repaired
5. Our team had won the trophy. / The trophy had been won by our team.
a. had been won b. had won c. have been won

Subject-Verb Agreement

Assignment 1

Fill in the blanks with the correct verbs.

1. He is one of those students who has always studied hard.
a. has b. have
2. The Drama, as well as the Debating Society, needs to involve more students.
a. need b. needs
3. None of the parents is eager about the summer course.
a. are b. is
4. Most of the milk has turned sour. Only two litres of milk is still in the refrigerator.
a. have, are b. has, is
5. Each and every child hopes for a better India.
a. hope b. hopes
6. The students and parents expect better faculty.
a. expect b. expects
7. Bread and butter is my favourite dish.
a. is b. are
8. A large number of voters still votes for him.
a. votes b. vote
9. Five years is a long time to spend away from home and family.
a. are b. is

10. Contesting elections is tough.

a. are

b. is

Assignment 2

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

1. The price of these vegetables is exorbitant. (is/are)
2. Sam and Peter or their friend Rahul is expected to direct the play. (is/are)
3. The girl who won the first prize is a friend of mine. (is/are)
4. Soup and bread is a staple food for many. (is/are)
5. Collecting shells is one of her hobbies. (is/are)
6. Neither his father nor his mother is coming for the meeting. (is/are)
7. Many a politician has made the same mistake. (has/have)
8. Gold, as well as silver, has recently seen a price rise. (has/have)
9. Fifty kilos is a heavy load to bear. (is/are)
10. One of the books is missing. (is/are)
11. Most of the eggs have gone bad. Two cartons of eggs are still there though. (has-is/have-are)
12. Measles is common among children. (is/are)
13. This pair of trousers is a perfect fit. (is/are)
14. Fifty per cent of the students have not submitted their work. (has/have)
15. Each of the guards is being questioned about the theft. (is/are)

Reported Speech

Assignment 1

Change the direct speech into reported speech.

1. "Henry works in a museum."

She said that Henry works in a museum.

2. "We ordered food last night."

My sister said that they had ordered food the previous night.

3. "I'm not going to the party!"

She said that she was not going to the party.

4. "I was editing a paper when you called."

My colleague told me that she had been editing a paper when I had called.

5. "I had never seen such a beautiful sunset before."

She said that she had never seen such a beautiful sunset before.

6. "I did not go to receive the minister."
The official told me that he had not gone to receive the minister.
7. "I will come later."
She said that she would come later.
8. "He has eaten dinner."
The cook said that he had eaten dinner.
9. "I can't help you in this matter."
Ushma told me that she couldn't help me in that matter.
10. "I will be going to Berlin tomorrow."
She said that she would be going to Berlin the next day.

Assignment 2

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

1. "Please help me make the dinner."
She asked me to help her make the dinner.
2. "Don't be late!"
My father told me not to be late.
3. "Please buy some fruits from the fruit vendor."
My neighbour requested me to buy some fruits from the fruit vendor.
4. "Could you please pass the salt?"
Mr Das requested me to pass the salt.
5. "Can you help me close the suitcase?"
Seema asked me if I could help her close the suitcase.
6. "Would you like to have some tea?"
My aunt asked me if I would like to have some tea.
7. "Would you mind closing the window?"
My teacher requested me to close the window.
8. "Do your work!"
The manager ordered the workers to do their work.
9. "Go to sleep!"
The hostel warden told the children in the dorm to go to sleep.
10. "Don't shout!"
The librarian told us not to shout.

Assignment 3

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

Customer: Can I have a grilled sandwich, please?

Waiter: Certainly, Sir. Would you like to eat it here or get it packed?

Customer: I will eat it here.

Waiter: Anything else, Sir?

Customer: A glass of cold coffee too.

Waiter: Thank you, Sir. It will take five minutes. Please have a seat in the meantime.

The customer asked the waiter if he could have a grilled sandwich. The waiter replied that he certainly could. He asked the customer if he would like to eat it there or get it packed. The customer replied that he would eat it there. The waiter asked if there was anything else he needed. The customer said that he would like a glass of cold coffee too. The waiter thanked the customer and informed him that the order would take five minutes to serve. He requested the customer to have a seat in the meantime.

Prepositions

Assignment 1

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

1. We must go to the bank today.
2. He has just returned from/to Mumbai.
3. The chief guest arrived at the auditorium on time.
4. Have you ever been to Spain?
5. He got into the car and switched on the radio.
6. The man chased by the bull ran into the shop.
7. We drove to the airport in a taxi.
8. The house is near the coast.
9. There are ten students here, besides the teacher.
10. There was a loud noise which woke us up at midnight.
11. What are you doing over/after/before the weekend?
12. I have been working late since last week.
13. My father always reads the paper during breakfast time.
14. They play soccer on Sundays.
15. The chinar trees of Kashmir are beautiful in spring.
16. Shakespeare died in 1616.
17. He has been studying Chinese for two years.

Assignment 2

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

1. I have been waiting since half past nine.
2. You must complete the work by Monday.
3. Light emanates from the sun.
4. There is a water tank under the ground.
5. There is a banyan tree at our school.
6. You will get your dues within a month.
7. The dog suddenly ran across the road.
8. We left after tea was served.
9. The scuba diver searched for corals in the sea.
10. Of the best works of Kalidasa are Ritusamhara and Meghaduta.
11. Godaan has been translated into several Indian and foreign languages.
12. There are two other shops selling garments besides this one.
13. Meet me at 6 o'clock in the evening.
14. It is my dream to travel by ship to Europe.
15. The thief waited until the lights were switched off before entering the gate.
16. Look! There's a chameleon on/under that branch.
17. Stow all the gunny bags under the staircase.

Assignment 3

Tick the correct sentences.

1. The prayer meet will be held in 54/B Charnock Lane.
The prayer meet will be held at 54/B Charnock Lane.
2. **I played tennis for seven years, and then left it.**
I played tennis since seven years, and then left it.
3. Throw the leftovers in that covered bin.
Throw the leftovers into that covered bin.
4. Tim cleared the snow on the driveway by a shovel.
Tim cleared the snow on the driveway with a shovel.
5. The letters are under that file.
The letters are underneath that file.
6. **Divide this pie among all your friends.**
Divide this pie between all your friends.

7. **There was tea and coffee besides lemonade for refreshment.**

There was tea and coffee beside lemonade for refreshment.

8. **The Diwali Mela in Delhi is quite popular.**

The Diwali Mela at Delhi is quite popular.

[Note: The correct sentences are in bold.]

Clauses

Assignment 1

Underline the noun clauses in the following sentences.

1. I am sure that I am correct.
2. The jury found that the prosecutor was hiding vital information.
3. The news that all was not well frightened everyone.
4. She said that she had lost the papers.
5. What she feels is of import to the organization.
6. It is strange that you should say so.
7. The Chieftain said that the brave boy deserved to be awarded.
8. It is interesting to learn how dolphins communicate.
9. I want to know how you manage to run so fast.
10. It is strongly felt that he is not an asset to the company.
11. The focus of our work should be how we can increase our sales.
12. You can give this book to whoever needs it.
13. Do you have any idea how much longer this video will play?
14. Can you tell me who did this careless piece of work?
15. Rama asked if any of us knew his whereabouts.
16. Please don't worry over how I am going to live alone in a big city.
17. You can buy whichever dress you like.

Assignment 2

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

1. The boxer was proud of his strength. He won many matches.
The boxer, who had won many matches, was proud of his strength.
2. Priti was my helper at home. She was with me for many years.
Priti, who was my helper at home, was with me for many years.

3. Ramesh had several plans for his children. He was a devoted father.
Ramesh, who had several plans for his children, was a devoted father.
4. This is the house. He lived here.
This is the house where he lived.
5. A lion once met a cow. The lion was weak-hearted.
The lion, who was weak-hearted, once met a cow.
6. The robbery happened in broad daylight. Jewellery worth lakhs of rupees was robbed.
In the robbery, which happened in broad daylight, jewellery worth lakhs of rupees was robbed.
7. Tara and Seema are looking angry. They had a quarrel.
Tara and Seema, who had a quarrel, are looking angry.
8. You put the money here. I gave the money to you.
You put the money, which I gave you, here.

Assignment 3

Underline the adverb clauses in the following sentences.

1. Even if it pours, we will have a party.
2. You must come whether you like it or not.
3. You can sit where you wish to.
4. As he was not there, I left.
5. He was so soft spoken that we had to strain our ears to hear him.
6. Since you have apologised, you are forgiven.
7. He did not buy the new car because it cost an arm and a leg.
8. I have not been able to concentrate since I returned from my holiday.
9. After you have seen the show, please switch off the television.
10. He was so happy that he could barely speak.
11. We have to finish the project on time even if it means working late hours.
12. He is so meek that he wouldn't hurt a fly.
13. We came away early because the show ended before time.
14. Can you please turn off the lights before you leave the room?
15. Remember to keep your keys where you can find it.
16. Though he was unwell he went to work.
17. He let the dog out of the cage when he heard it whining.

Assignment 4

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

1. Don't run too much. You may fall down.
Don't run too much as you may fall down.
2. I will get you the packet. Do not go till then.
Don't go till I get you the packet.
3. I waited for the train. I waited till it arrived.
I waited for the train till it arrived.
4. The child was very exhausted. He could hardly speak.
The child was so exhausted that he could hardly speak.
5. The officer was not there. She left a message with his secretary.
As the officer was not there, she left a message with his secretary.
6. The thief hid somewhere. The police could not find him.
The thief hid where the police could not find him.
7. The woman taught her child. The woman cooked.
The woman taught her child as she cooked.
8. We wish to be healthy. We exercise.
We exercise because we wish to be healthy.
9. He studied hard. He failed.
Though he studied hard, he failed.

Assignment 5

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

1. You must confess to your crime. Only then will I be able to help you.
I will be able to help you only if you confess to your crime.
2. I went to college. It was closed.
I went to college though it was closed.
3. I will wait here. You finish your lunch.
I will wait here till you finish your lunch.
4. He is physically weak. He can work long hours.
He can work long hours though he is physically weak.
5. I was feeling drowsy. I could not think straight.
I could not think straight as I was feeling drowsy.
6. I am helpless. You are helpless.
I am as helpless as you are.

7. He was sleepy. He could barely sit up straight.
He could barely sit up straight as he was sleepy.
8. You tell me everything. I will not be able to help you.
Unless you tell me everything, I will not be able to help you.

Integrated Grammar Exercises

Assignment 1 – Gap Filling

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

1. India kickstarted her awards list (a) (i) in the 18th Asian Games (b) (iv) with Ravi Kumar and Apurvi Chandela winning (c) (ii) the bronze medal in the 10 m mixed air rifle event, (d) (iii) on Sunday. Chandela and Kumar had started (e) (iii) off with a blistering 102.9 in the first series, ramping it (f) (i) up to 205.5, which placed it within spitting distance (g) (iii) of the top slot, before slipping to the third position, (h) (i) with a score of 429.9.
2. The countdown (a) (ii) to the launch of (b) (i) the world's largest healthcare scheme (c) (iii) has begun. On August 15, Prime Minister Narendra Modi (d) (ii) is expected to announce the launch of Ayushman Bharat – National Health Protection Mission. Popularly (e) (iii) known as 'Modicare', the scheme is dubbed (f) (iv) as the government's big-ticket reform (g) (i) that will guarantee a health cover of ₹ 5 lakh (h) (iii) to 10 crore families across the country.
3. Delhi is bordered (a) (iv) by Haryana (b) (i) on three sides and by Uttar Pradesh in the east. Delhi's urban area is now considered (c) (ii) to extend (d) (iii) to the NCT boundary to include (e) (iii) the neighbouring cities of Faridabad, Gurugram, Noida and Ghaziabad. Delhi is the second wealthiest city (f) (iv) after Mumbai in India, (g) (ii) with a total wealth of \$450 billion, and (h) (iv) is home to 18 billionaires and 23,000 millionaires.
4. The renovation addressed (a) (i) a problem that the park has struggled with (b) (iii) for years. On the busiest summer days, more (c) (ii) than 7,000 cars may converge on the park, which (d) (iii) is about a four-hour drive from San Francisco. The gridlock they create amid the stunning chutes (e) (iv) of water running down (f) (ii) the steep granite slopes of Yosemite's valley frustrates many. The traffic brings exhaust fumes (g) (ii) and engine noise to the foot of the giant sequoias, some (h) (iii) of the world's oldest living things.
5. The human eye (a) (iv) is an organ (b) (i) that reacts (c) (iii) to light and pressure. It allows us to see three dimensional, moving images. The human eye (d) (ii) can differentiate (e) (i) among 10 million colours, (f) (iii) and is possibly capable (g) (ii) of detecting (h) (iv) a single photon.

Assignment 2 – Gap Filling

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

1. Flight operations resumed (a) (iii) at the Cochin International Airport Ltd. (CIAL) (b) (i) on Thursday after arrivals were halted (c) (iv) for a brief period. A spokesperson from (d) (i) the airport confirmed that all services were operational (e) (iv) from 3:15 p.m. on Thursday. It has (f) (ii) been learnt that passengers voiced (g) (i) their protests following the halting of services. The airport authorities said there (h) (iv) was no reason for panic, and the suspension of operations was only a precautionary measure.

2. The years following independence (a) (iii) and the partition of the country are known as the 'Amrita Pritam-Mohan Singh Era' (b) (iii) of Punjabi literature. Mohan Singh was influenced (c) (iv) by the Progressive Movement of the 1930s. Breaking away (d) (ii) from the prevalent devotional strain in poetry, Pritam and Singh wrote (e) (ii) about human passions and pains and about human relationships. Ajj Akhan Waris Shah Nu is Amrita Pritam's immortal poem on the tragedy (f) (iv) of partition. Her contribution (g) (i) to the enrichment of a variety of modern literary forms – poetry, novel, short story, autobiographical and literary essays – (h) (ii) is remarkable.
3. Free India faced (a) (ii) a shortage of foodgrains, and so focussed (b) (i) on developing the agricultural sector first. The Public Distribution System (PDS) (c) (iv) was introduced so that essential commodities reached (d) (ii) the poorest households. The next step was to boost industrialisation (e) (iv) with the introduction of the Industrial Policy Resolution of 1956, and achieve self-reliance (f) (ii) in the production of foodgrains and milk through the Green and White Revolutions. By 1991, (g) (iii) in response to global crises – both political (h) (iv) and financial – a New Economic Policy (NEP) was adopted.
4. The Indian Space Research Organisation (ISRO) (a) (i) on Tuesday issued a statement (b) (ii) that the agency is trying (c) (iii) to establish contact (d) (ii) with Chandrayaan II lander, Vikram, which (e) (i) has been located by the orbiter. ISRO has (f) (iii) been sending different commands every day (g) (iv) to Vikram, which communicates (h) (ii) at a certain frequency.

Assignment 3 – Gap Filling

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

1. (a) (iv) Why think of road safety at all? It is because of the gruesome accidents that occur almost every day on the roads, in (b) (ii) which all sorts of vehicles, human beings and even animals are endangered. These accidents (c) (iii) mean loss of life and property and, (d) (i) most importantly, obstruction to traffic.
2. During (a) (ii) the hottest part of the year, many of our city streets seem to be on fire (b) (iii) with masses of Gulmohar flowers. This (c) (i) is one of the most beautiful trees to view (d) (iv) during summer.
3. He screamed so loudly that the pigeons pecking (a) (iv) at the scattered grains in (b) (i) the courtyard (c) (iii) took off in a flurry and (d) (iv) did not return till evening.
4. My deadline for the day's incredible, awe inspiring column (a) (iii) in the Tribune was three hours away, and I was in a jam. I (b) (i) had already tossed three ideas into the recycle bin and was staring at a blank screen again. The really tricky thing about (c) (iv) writing a 'witty' column is that between Mark Twain, Oscar Wilde and Dorothy Parker, everything worth saying (d) (ii) has already been said.
5. The FBI field office is a four storey brick fortress (a) (ii) on the southern shore of Lake Pontchartrain. We stop at the heavy iron gate (b) (iv) to show an armed guard our credentials. Once inside, we hurry (c) (i) through the vestibule where a woman (d) (i) awaits us.

Assignment 4

Fill in the blanks by using the correct form of the words given in the brackets.

1. Do you know how many magazines are printed in India? (print)
2. Who is this story written by? (to be, write)
3. French is spoken in France, Belgium, and many other countries. (speak)
4. The British royal wedding was watched by people across the world. (watch)

5. These days many computers are made in China. (make)
6. The Hunger Games movies were not directed by Steven Spielberg. (not direct)
7. How much paper is recycled in India annually? (recycle)
8. In our country, alcohol is not sold to underaged persons. (not sell)
9. The entire auditorium was decorated by the students. (decorate)
10. The bedrooms are cleaned by Hari every Tuesday. (clean)
11. The Niagra Falls is visited by thousands of tourists every year. (visit)
12. A peace pact was signed by the generals of the two armies. (sign)
13. Food and clothes were donated by the Residents' Association. (donate)
14. Special revenue grants are given by the Union to the State Governments. (give)
15. The forest is looked after by the forest rangers. (look after)
16. All hotel reservations are made by the office assistant. (make)
17. The electronics shop is stocked well by the brothers, but mobiles are not included. (stock, not include).

Assignment 5 – Gap Filling

Complete the given narratives, by filling the blanks with correct options.

1. She has (a) started her work.
2. My mother has not (c) returned from the market.
3. Has Pai (d) bought these flowers?
4. The gym equipment often (a) malfunctions.
5. Does your father usually (d) work so late at night?
6. Misha (b) has been taking dance classes since last month.

Assignment 6 – Gap Filling

Fill in the blanks by choosing the correct options.

1. (b) Did you (b) watch the movie yesterday?
2. After we (c) had finished our work, we went out.
3. My mother (a) has sewed/(b) will be sewing/(c) is sewing a dress for me. (effectively (d) All of these is the correct answer.)
4. The termites (a) will have destroyed the house by next year.
5. If you win, the whole nation (b) will be proud of you.
6. Pooja was apologetic because Amar (a) had been waiting for a long time.

Assignment 7 – Gap Filling

Fill in the blanks by choosing the correct options.

1. Ram (d) had studied for the test, so he scored well.
2. My grandfather (a) has been dozing on the verandah for two hours now.
3. At 7 pm on Thursday, we (d) were watching a show in TV.

4. You (b) will regret picking up a fight with him.
5. The ship (a) had left/(b) left/(c) will leave at 5 in the morning. (effectively (d) All of these is the correct answer.)
6. I (c) have not planned my wedding yet.

Assignment 8 – Gap Filling

Fill in the blanks with the most appropriate option.

1. Mr Khurana (b) should go and get a health check-up. He looks pale nowadays.
2. (a) Can you pass me the jug of water?
3. We (a) can/(b) will/(c) have to achieve the sales target. (effectively (d) All of these is the correct answer.)
4. She is so stubborn – she (d) will do what she wants.
5. You (d) All of these try the apple pie – it is really good.
6. I (a) have to tidy up my room or my mother will be angry.
7. You (b) must hurry up if you wish to complete the work on time.

Assignment 9 – Gap Filling

Fill in the blanks with the most appropriate option.

1. (d) Can't you fix the shutter? It creaks.
2. You (d) needn't bring your guitar. The school has one.
3. I (b) didn't have to take my car because they had arranged for a bus.
4. I (c) can't find my car keys. I must have left them at home.
5. One (b) can get a driver's license after turning eighteen.
6. I (d) couldn't attend the class as I was unwell.
7. I (b) must deliver the parcel on time or Mita will be in trouble.

Assignment 10 – Gap Filling

Fill in the blanks with the correct option.

1. Shubha and Rakul or their friend Ria (a) are conducting the interviews.
2. Collecting stamps (a) is/(b) was one of her favourite pastimes. (effectively (d) Both options a. and b. is the correct answer)
3. Each and every student (a) is engaged in school activities.
4. Fifty kilos (a) is a heavy load to bear.
5. Measles (a) is common among children.
6. Most of the milk (b) has turned sour.
7. Some shopping coupons (a) have expired.

Assignment 11 – Gap Filling

Fill in the blanks with the correct option.

1. None of the parents (c) are eager about the summer course.
2. The pair of spectacles you are looking for (a) is here.
3. The girl who won the first prize (a) is a friend of mine.

4. The qualifying teams (d) were given a certificate.
5. Everything (a) points towards a conspiracy.
6. One of the guards (c) stands on duty.
7. The study of social sciences (d) is of great relevance today.
8. The trousers (a) fit me perfectly.

* — * — *

Assignment 1 – Editing (Correction)

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

- | | |
|-----------------|-------------------|
| 1. Error | Correction |
| a. for | of |
| b. need | needs |
| c. off | of |
| d. eats | eat |
| e. who | whose |
| f. tends | tend |
| g. for | to |
| h. or | and |
| 2. Error | Correction |
| a. is | are |
| b. It | They |
| c. looked | look |
| d. at | about |
| e. suit | suits |
| f. reading | read |
| g. gave | give |
| h. bought | buy |
| 3. Error | Correction |
| a. feel | felt |
| b. sit | sat |
| c. leave | left |
| d. those | these |
| e. of | about |
| f. over | on |
| g. puts | put |
| h. says | said |

4. Error	Correction
a. has	have
b. did	do
c. was	is
d. for	to
e. radical	radicals
f. is	are
g. believing	believed
h. a	the

Assignment 2 – Editing (Correction)

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

1. Error	Correction
a. the	a
b. in	into
c. are	were
d. on	in
e. an	the
f. of	off
g. on	in
h. over	under

2. Error	Correction
a. most	more
b. an	any
c. democracy	democratic
d. for	of
e. in	into
f. had	have
g. in	of
h. is	are

3. Error	Correction
a. the	a
b. are	is
c. when	where

- | | |
|--------|-------|
| d. a | the |
| e. his | their |
| f. had | have |
| g. and | as |
| h. had | have |

- | | |
|-----------------|-------------------|
| 4. Error | Correction |
| a. a | the |
| b. for | of |
| c. enthusiastic | enthusiastically |
| d. A | The |
| e. for | by |
| f. a | the |
| g. on | in |
| h. require | requires |

Assignment 3 – Editing (Correction)

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

- | | |
|-----------------|-------------------|
| 1. Error | Correction |
| a. Carroll | Carroll's |
| b. on | in |
| c. baffle | baffled |
| d. sole | solely |
| e. years | year |
| f. × | × |
| g. is | was |
| h. deserve | deserved |

- | | |
|-----------------|-------------------|
| 2. Error | Correction |
| a. An | The |
| b. within | in |
| c. a | an |
| d. has | have |
| e. in | on |
| f. is | was |
| g. inspiration | inspirational |
| h. much | many |

3. Error	Correction
a. spoke	speak
b. in	of
c. being	are
d. those	they
e. hostile	hostility
f. seeming	seems
g. being	be
h. the	a

4. Error	Correction
a. hot-blood	hot-blooded
b. suppose	supposed
c. His	Their
d. in	to

Assignment 4 – Editing (Correction)

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

1. Error	Correction
a. a	the
b. on	in
c. had	have
d. ought to	could
e. for	as
f. These	Those
g. those	that
h. be	being

2. Error	Correction
a. over	on
b. knew	know
c. their	his
d. the	a

3. Error	Correction
a. was	is
b. to	of

- | | |
|------------------|-------------|
| c. establishment | established |
| d. primary | primarily |

4. Error Correction

- | | |
|------------|----------|
| a. in | under |
| b. an | the |
| c. replace | replaced |
| d. through | by |

5. Error Correction

- | | |
|-------------|------------|
| a. for | to |
| b. those | the |
| c. was | were |
| d. distress | distressed |

Assignment 5 – Editing (Correction)

Select the option that identifies the error in the following sentence and supplies the correction.

1. b.
2. d.
3. b.
4. c.
5. b.
6. b.
7. d.

* — * — *

Assignment 1 – Transformation of Sentences (Reported speech)

Transform the sentences into reported speech.

1. "We ordered food last night," said Mira.
Mira said that they had ordered food the night before.
2. "I will finish my work today," promised Joan.
Joan promised that she would finish her work that day.
3. "I was editing a paper when you called," said Harish.
Harish said that he had been editing a paper when I had called.
4. "I can't help you in this matter," Rita said apologetically.
Rita said that she couldn't help me in that matter.
5. "I had never seen such a beautiful sunset before," marvelled Rohan.
Rohan said that he had never seen such a beautiful sunset before.
6. "Please help me make dinner," begged Richa.
Richa requested me to help her make dinner.

7. "Amba has worked very hard," said the supervisor.
The supervisor told me that Amba had worked very hard.
8. "I will be going to the doctor tomorrow," she said.
She said that she would be going to the doctor the next day.
9. Mamta said, "You are late."
Mamta complained that he was late.
10. Mr Dutt said, "Where were you all this while?"
Mr Dutt asked where I had been all that while.
11. He said, "I am quite lazy."
He said that he is quite lazy.
12. "India has the largest deposits of mica in the world," said our teacher.
Our teacher said that India has the largest deposits of mica in the world.

Assignment 2 – Transformation of Sentences (Reported Speech)

Transform the following sentences.

1. Sheila asked her mother if she thought that that poem was good enough for the school magazine.
2. The realtor informed the immigrant couple that people of all faiths and denominations were welcome in that community.
3. Mira told Jon that she was thinking of getting her dog photographed by a professional.
4. The accountant advised Tsering that she needed to start investing her money.
5. The author protested that that accusation was completely baseless and vile.
6. Nobby requested Gayatri not to leave for the film screening without him.

Assignment 3 – Transformation of Sentences (Reported Speech)

Transform the following sentences.

1. Hitu asked his mother what she had brought for him.
2. The lawyer argued that her client was completely innocent of the charges levied against her.
3. Rita asked Farhan whether or not that was going to impact his appetite.
4. The astronomer urged the students to look at a constellation, and remarked that it was marvellous.
5. Jocelyn complained to the waiter that there was no water or napkins at her table.
6. Rina exclaimed that it was a beautiful sunset indeed.

* — * — *

Assignment 1 – Transformation of Sentences (Dialogue Conversion)

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

1. Gaurav told his friend that (a) he was feeling energetic that day. He suggested (b) that they go for a run. Anay agreed and said (c) that he needed some exercise. Gaurav asked (d) where they should go. Anay replied that they (e) go around the lake, over the hill and come back through the field. Gaurav agreed, saying (f) that was about 10 kilometres and that (g) it was enough for one day. Anay reminded Gaurav (h) not to forget his water bottle.

2. A boy asks his father (a) why all those people were running. His father explains (b) that they were running a race to get a cup. The boy wants to know (c) who would get the cup. Father replies that the person who won would get the cup. The boy then wonders why (d) all the others were running.
3. The wife told her husband (a) to hurry, otherwise (b) they would be late for the show. The husband complained that (c) there was plenty of time and told her that (d) she was always quite impatient. The wife angrily reminded him that the (e) show was to start in twenty minutes. The husband said it (f) takes only ten minutes to get there and that they could leave now. The wife was relieved and exclaimed (g) that he was finally ready to leave! The husband told his wife to relax as it was (h) bad for health to be so anxious about everything.
4. Shalini was late reaching her friend Indira's place. She apologised for being late, saying that (a) she had got held up by the heavy traffic. Indira told her (b) that was alright and that (c) it was always like that on Saturday evenings. She asked Shalini (d) if she had met Lina. Shalini replied that (e) she hadn't. Indira then introduced her to Lina, saying (f) that she would like her to meet Shalini. Lina greeted Shalini. Shalini said (g) it was a pleasure to meet her and that (h) Indira had told her so much about Lina.

Assignment 2 – Transformation of Sentences (Dialogue Conversion)

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

1. The teacher asked Rohit (a) why he was late. Rohit replied it was (b) because of a sign down the road. The teacher asked Rohit to explain (c) what a sign had to do with his being late. Rohit answered that the sign (d) had said, 'School Ahead, Go Slow!'
2. Anita went to see a doctor. She told the doctor that (a) she had had a rash on her skin for over a week and it had not cleared up. The doctor was sympathetic, and said (b) he would look at it. Anita told the doctor that she was (c) rather worried and wondered (d) what could have caused it. The doctor told Anita that (e) some types of food could cause a mild allergic reaction, or it could have been caused by some chemical. He asked Anita if she had (f) used a different brand of cream or lotion on her skin lately. Anita replied that she (g) had tried a new face cream the week before. The doctor prescribed some medicine and told Anita that (h) if the rash didn't clear up, she should come and see him again. He asked Anita to cheer up. Anita thanked the doctor and left.
3. Rashmi saw Sita wearing a pretty dress. She asked Sita (a) where she had bought it. Sita replied (b) that it was a present from her sister. Rashmi exclaimed that her sister always (c) gave her presents. Sita agreed, saying (d) that she was very generous. Rashmi wished she (e) had a sister like that but unfortunately, (f) she was an only child. Sita reminded Rashmi about the many (g) cousins and friends she had. Rashmi agreed. She said she really appreciated them, and that (h) they cared about her too.
4. Surbhi asked her friend Jaya (a) if she knew where TK Shopping Centre was. Jaya told her that (b) it was along the main street. She gave her the directions to the place, telling her to (c) drive on till she reached a crossroad where the 1st street met the 2nd street. Jaya enquired if she knew where (d) it was. Surbhi replied that she did. Jaya instructed her to (e) turn left at the crossroad and added that it was a big building round the corner. Surbhi also asked her whether (f) she had ever shopped there. Jaya told her that she had. She further said that (g) the prices were very reasonable and that (h) it was a good place to shop.

Assignment 3 – Transformation of Sentences (Dialogue Conversion)

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

1. Noticing the dry plants and the fallen leaves, Ajay's mother asked him to (a) sweep up all the fallen leaves and water the plants. She reminded him that (b) he was supposed to do it. Ajay complained, saying (c) why must only he do it. He asked his mother (d) why she didn't ask Anil. Mother told him that (e) Anil was busy preparing for his exams. Ajay then wanted to know (f) about Lata. Exasperated, Mother told Ajay (g) to stop arguing and (h) do as he was told.
2. A couple of policemen were discussing the body of a woman recovered from a field. Shyam remarked that (a) whoever had killed her must have had hated her very much. He wondered (b) what she had been doing there. Ram suggested that (c) maybe she was planning to meet someone. He added that (d) her car had been found a few metres away from her body. Shyam asked whether (e) there were any fingerprints. Ram said that he didn't think so as (f) whoever had done it had been wearing gloves. Shyam said that they would check out the (g) list of suspects. He also asked Ram to (h) ask Ali to set up the interviews.
3. A man walked into a store and told the salesgirl that (a) he wanted to return the shirt as the colour had run when he had washed it. The salesgirl refused, saying that he could not return the shirt. The man enquired why (b) he couldn't. The salesgirl replied that (c) once the shirt had been washed, it was non-returnable. The customer angrily told the girl that she was being rude. He asked (d) where the manager was. He wanted to complain about her.
4. Two friends were waiting at the station to take the train home. Gaurav remarked that (a) the train was delayed again. Samir expressed his annoyance and asked (b) how long did they have to wait. When Gaurav told him (c) they would have to wait about forty minutes, he exclaimed (d) that it was such a waste of time. Gaurav suggested (e) that they could have some tea while they waited. It would (f) help to pass the time. Gaurav pointed to a stall and said (g) that they could go to that stall for tea. Samir liked the idea and said (h) they should go.

Assignment 4 – Transformation of Sentences (Dialogue Conversion)

Read these conversations and complete the paragraphs that follow.

1. A child told a salesman (a) that he wanted to select a bicycle so that his parents could buy it for him. The salesman asked him (b) which colour and type of bicycle he wanted. The child asked him (c) which bicycle would take him the fastest to school. The salesman replied that all bicycles (d) were the same and added that the speed would depend upon how fast he would ride it.
2. A son asked his father (a) if he would buy him a laptop. The father replied (b) that he would not buy it then and added that he would wait for his Class 12 Board results. The son (c) said that all his friends had one. The father (d) replied that that was because all his friends had passed their exam the previous year itself.
3. Ankita told Avantika (a) that her friend, Neha had called while she had been out. Avantika asked Ankita (b) if she had left any message for her. Ankita informed her that (c) she had said that she would call Avantika after her swimming class. Avantika (d) said that she would go and meet her at the pool.

4. Nalini approached a travel agent and told him (a) that she would like to cancel her travel plans to Singapore. The travel agent informed her that all cancellations were made by the manager. Nalini asked the travel agent (b) if she could meet the manager. The travel agent replied that she was on leave for two days. Nalini told him (c) that she might not be able to go there again for the next five days. The travel agent (d) requested her to leave all the details of her bookings with him. He further added that he would see if he could process the cancellation.
5. Diana told the librarian that she had lost her library card. The librarian told her (a) that she would have to get a new one made. Diana asked him (b) what the procedure was. The librarian asked her to fill and complete an application form. He further (c) instructed her to submit it along with a sum of three hundred rupees to the office. Diana (d) thanked the librarian for the guidance.
6. Gauri told the principal (a) that she wanted to donate some money for the underprivileged students of their school. The principal asked her (b) how much she would like to donate. Gauri replied that she had saved seven hundred rupees from (c) previous year's pocket money and she wanted to donate all of it. The principal thanked her and further added that he was very touched by her thoughtfulness. Gauri said (d) that she was glad that she could be of some help to somebody.

* — * — *

Assignment 1 – Transformation of Sentences (Instructions)

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

1. Whether you're eating at a fancy restaurant, in the cafeteria, or at home with friends and family, good table manners make for a more pleasant meal. Ensure that you sit properly. The napkin should (a) be placed on your lap. Wait until everyone is seated before starting to eat. Others can (b) be watched if you are not sure how to eat something. Someone can (c) be asked to pass the food instead of reaching out for it. Food should (d) be chewed with your mouth closed. Don't speak with your mouth full.
2. First, the pizza dough (a) is to be rolled into a large round shape. After that, tomato paste (b) has to be spread all over the pizza. Then the toppings (c) are put on the pizza. Grated cheese (d) is sprinkled all over the pizza. The pizza is then baked in the oven.
3. Improving your memory is easier than it sounds. It can be done by following some points. A routine can be (a) established by repetition. Certain foods when (b) eaten can improve memory. Some downtime is needed by the brain. When enough sleep is not (c) got you will start to forget things. Memory can be sharpened when mental workouts like solving complex puzzles (d) are done. The mind can remember better when things are (e) written down. Attention must (f) be paid to recall things easily. Mnemonics can (g) be used to help remember things. Lastly, a healthy body provides for a healthy mind, so exercise must (h) be done regularly.

Assignment 2 – Transformation of Sentences (Instructions)

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

1. First, the garlic cloves are (a) crushed in a mortar. Then the washed basil leaves and (b) salt are added to the crushed garlic. Olive oil (c) is added to the crushed garlic and basil so that a fine paste (d) is made. Melted butter and the basil olive oil mixture is combined in a small bowl. The baguette is then cut in half and (e) then sliced horizontally. The basil butter (f) is applied to the slices. Next, grated cheese (g) is sprinkled on top. The baguette slices are then (h) baked till golden brown.

2. Treks can vary enormously in terms of daily distances, ascent, descent and altitude, but all require specific preparation to ensure you get the maximum from your trekking trip. The trekking training must (a) be started early. It is very important that correct footwear be (b) chosen for your trek. The correct socks are not to be (c) forgotten either. Leg strength must be (d) built with gym work. Walking training must (e) be taken. Similar walking terrain must be used for training. Using backpacks should (f) be practiced. Walking poles can also (g) be used for help. Finally, remember that fluids must (h) be taken frequently to stay hydrated.
3. First the water is taken in a pan and (a) heated. The tea leaves are (b) added when it comes to a boil. The tea (c) is steeped for 2-3 minutes. Then the liquor is (d) strained. Sugar is added and mixed till dissolved. This is (e) kept aside to cool. Once it is cooled, mango puree, lemon juice and mint leaves (f) are added to the tea. The glasses (g) are filled with ice cubes. The tea (h) is poured over the ice. It is then garnished with lemon slices and served immediately.

Section C: LANGUAGE THROUGH LITERATURE

First Flight – Prose

1. A Letter to God

Assignment 1

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

5 marks each

1. a. iii. All his efforts throughout the year had gone to waste.
b. calm
c. Earlier, the air was fresh and sweet. But suddenly, a strong wind began to blow and along with the rain very large hailstones began to fall. The very rain which had been seen as a blessing became a curse.
d. Bare/Leafless
2. a. iii. He was a hardworking man.
b. faith
c. Lencho, a poor farmer, lived a solitary existence with his family. When tragedy struck, he was helpless. Lencho's deep faith in God's mercy made the simple man turn to the only source of help he could think of.
d. dawn / sunrise
3. a. Through his action of sending a poor stranger money, one understands that the sender was a kind-hearted man.
b. iv. He did to wish to shake Lencho's unquestioning faith.
c. Despite giving part of his salary, the postmaster also had to ask for money from his employees and several friends as charity for the poor farmer, all of whom were also not well-off. Therefore, he could not raise the entire amount.
d. pleased
4. a. iii. Lencho's distrust of all beings, except God.
b. angered
c. Lencho was a simple man with immense blind faith in God. He was sure God would not have made a mistake or denied him the money. He immediately thought someone at the post office had stolen part of it and hence was angry.
d. Frown / Scowl
5. a. ii. He speaks unkindly of people who had helped him.
b. irony

- c. At the unexpected ending, one feels exasperated at Lencho's foolishness at not realizing the kindness of the post office employees. Lencho calling the very same people who helped him as 'a bunch of crooks' was sad and hurtful.
- d. Sometimes things are not as they seem.

Assignment 2

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

3 marks each

1. Lencho had only 'one hope'. What was it? What had Lencho been told about it?

Ans. The one hope that Lencho had was help from God. Lencho had been told that God sees everything, even what is deep in one's conscience.

2. "A plague of locusts would have left more than this" – what had happened to make Lencho say this?

Ans. A hailstorm had destroyed Lencho's field of corn completely. Not a single leaf was left on the trees and all flowers were gone from the plants. A plague of locusts would have done less damage.

3. Nature is unpredictable. How does one see the vagaries of nature in the story 'A Letter to God'?

Ans. Lencho needed a downpour for a good harvest. When the rain came, he was happy as he had predicted the rain. But suddenly a strong wind began to blow. Along with the rain, very large hailstones began to fall. In an hour, his field was completely destroyed by the very rain which had earlier been seen as a blessing.

4. How did Lencho's mood change in the course of the day of the storm?

Ans. When Lencho was waiting for the rain, his mood was of anticipation. When it started to fall, he felt pleasure and relief. But when the hailstorms started, it was of disbelief, shock and sadness. That night he was filled with sorrow and fear but he had one hope: God's help.

5. After his fields were destroyed, why do you think God was Lencho's only hope?

Ans. Lencho lived a solitary existence with his family. After his fields were destroyed, he was troubled as he had no one to help him. He had been instructed that God saw everything, even something deep in one's conscience. Therefore, he only thought of help from God.

6. What was the help Lencho required from God?

Ans. The hailstorm destroyed the corn. Lencho needed a hundred pesos from God in order to sow his field again and also help him and his family had survive till the next harvest.

7. The postmaster has been described as an amiable fellow. How else would you describe him?

Ans. The postmaster was also a kind-hearted person. He appreciated Lencho's faith in God and wanted to answer the letter. He was also a man who stuck to his resolution. When he realized that he would need money to answer the letter, he collected it from the employees and gave a part of his salary to help Lencho.

8. What idea did the postmaster have? Why did he come up with such an idea?

Ans. The idea that the postmaster had was to answer the letter that Lencho wrote to God. He came up with such an idea because he was impressed by Lencho's faith in God, and he did not want to shake that faith.

9. *Lencho thinks that God could not have made a mistake, nor could he have denied Lencho what he had requested. What does this tell you about Lencho?*

Ans. This tells us that Lencho's faith in God was absolute. He was sure that God would help him. It also tells us that Lencho was a simpleton. He thought that God would answer his letter and help him by sending him money.

10. *What do we learn about faith from the story 'A Letter to God'?*

Ans. 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 action to help a hapless stranger, in fact, makes one have faith in the goodness of humanity.

11. *How does the reader feel about the ending of the story?*

Ans. The ending of the story was definitely unexpected. One felt 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 amusing. This ending is sad and ironic.

Assignment 3

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

6 marks each

1. *Describe the character of Lencho. Discuss the presence or the lack of these qualities while describing his character:*

- Confidence
- Humility
- Gratitude
- Faith

Ans. Lencho is a farmer who loses all his crops in a hailstorm. But he has unshakeable faith in God and believes that God will help him out. So he promptly writes a letter to God asking for a hundred pesos to see him through the year. When he receives a reply from God, such is his confidence that he is not surprised. However, when he counts the money and finds it less than what he had asked for, he is quick to assign blame to the post office employees. He displays neither gratitude nor humility at having received the money. He behaves as if he is entitled to help from God.

2. *What kind of people were the post office employees? How does Lencho regard them?*

Ans. The people at the post office are kind and helpful. When the postmaster sees Lencho's letter addressed to God, he is impressed by his faith. He resolves to answer the letter so as not to shake Lencho's faith in God. Even when he realizes that it requires money to be answered, he does not backtrack. He arranges as much money as he can. He gives a part of his salary, and all the other employees, too, contribute. However, Lencho regards them as a bunch of crooks. When he finds that the money is less than the hundred pesos he had asked for, he jumps to the conclusion that the post office employees have stolen the money.

3. *Imagine yourself in Lencho's shoes. What would you have thought if you received seventy instead of hundred pesos from God?*

Ans. If I were Lencho, the thought that someone, possibly from the staff of the post office, might have stolen the money would have crossed my mind too. However, I would also have considered other possibilities. Having unshakeable faith in God, I might have thought that it is God's wish that I receive only that much help so that I too work hard and see how I can help myself. I would have regarded it as God's will that I explore other avenues of raising money, and in the process perhaps discover an alternate means of livelihood.

4. Lencho: "A plague of locusts would have left more than this. The hail has left nothing. This year we will have no corn."

How and why do Lencho's emotions swing from one extreme to another? What lesson do we learn from his experience?

Ans. 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 suddenly turned into very large hailstones and within an hour had destroyed his entire field, and his soul was filled with sadness and despair.

This is true of life. One never knows how things could 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, suddenly. One learns that there are many things that one cannot control. Everything could be going smoothly, and then suddenly, in the blink of an eye, your whole world could come crashing down. Or the opposite may happen, and turn a pauper into a prince.

2. Nelson Mandela: Long Walk to Freedom

Assignment 1

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

5 marks each

1. a. The people of South Africa would have felt an overwhelming sense of pride in what they had achieved.
b. ii. The end of apartheid
c. This inaugural ceremony was the largest gathering ever on South African soil. World dignitaries 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.
d. oppressed
2. a. The 'comrades' that Mandela mentioned were the many freedom fighters who had fought against apartheid.
b. i. Their passion and commitment
c. These people were freedom fighters, who wanted to bring a change in the political system in their country. They were fighting against apartheid. They were desirous of South Africa to become a democracy, and wanted a society free from all discriminations.
d. toughness
3. a. It gave them hope to continue their struggle.
b. iv. They were set free from apartheid.
c. Mandela believed that love was a more natural emotion in humans than hate. People were taught to hate others. Therefore, when he saw glimmer of compassion in a guard, he had faith that goodness would triumph one day.
d. dirty

4. a. He is referring to obligations towards one's community and country.
b. ii. He would be obligated to stand up for the rights of his people.
c. When apartheid was practised in South Africa, it was impossible for a man of colour to fulfil both his duties. He could be ripped from his family, punished and imprisoned, or be forced to live the life of a fugitive.
d. dignity
5. a. Mandela had a happy and carefree childhood.
b. Mandela was born free and did not know what the absence of freedom felt like.
c. 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 earning his keep, of marrying and having a family.
d. innocence
6. a. He wanted them to be free from any kind of discrimination in their own country.
b. ii. Deference
c. When Mandela slowly saw that his freedom to lead a normal life was curtailed by restrictions, he also realised that others like him were also not free. That is when he joined the African National Congress and started on his path of political struggle.
d. ironic

Assignment 2

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

3 marks each

1. *What had made the historic day of the inauguration of the new South African nation possible?*
Ans. The historic day of the inauguration of the new South African nation was made possible by the unimaginable sacrifices of thousands of African people, whose suffering and courage could never be calculated or repaid.
2. *Why was the inauguration ceremony a special one in the history of South Africa?*
Ans. This inaugural ceremony was the largest gathering ever of international leaders on South African soil. These leaders were there to celebrate the installation of the country's first democratic, non-racist government. After decades, the white supremacy and the policy of apartheid had been ended in the country.
3. *"There is no easy walk to freedom anywhere." Why was it not an easy walk to freedom for Mandela and the other freedom fighters of South Africa?*
Ans. 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.
4. *Nelson Mandela says that 'love comes more naturally to the human heart than its opposite'. What does he mean by it?*
Ans. Mandela means that love is a more natural emotion than hate. One is not born hating others because of the colour of their skin or background or religion. One learns to hate whereas love comes naturally to the human heart.

5. What are the twin obligations that every man has? Why was it difficult for a person to fulfil these twin obligations in a country like South Africa?
- Ans. The twin obligations that every man has are towards his family and his country. In a place like South Africa, it was difficult for a person of colour to fulfil these obligations because if he did, he would be punished and isolated. He would have to live apart from his family as a rebel.
6. As a young man, Mandela realized that his boyhood freedom had been an 'illusion'. Why?
- Ans. As a young man, Mandela realized that his boyhood freedom had only been an illusion because he did not have the basic freedom to achieve his potential, earn his livelihood, marry and have a family – in short, he did not have the freedom to lead a lawful life unobstructed.
7. What was it that made Nelson Mandela join the African National Congress?
- Ans. When Mandela saw that not only was his freedom curtailed but the freedom of his fellow countrymen curtailed too, the hunger for his own freedom became the greater hunger for the freedom of his people. This made Mandela join the African National Congress.
8. How did Mandela change as a person after he joined the African National Congress?
- Ans. When Mandela joined the African National Congress his hunger for his own freedom became the greater hunger for the freedom of his own people. This desire for the freedom of his people transformed him. From a frightened young man, he became bold, and from a law-abiding attorney, he became a criminal. From a family-loving husband, he turned into a man without a home. He was forced to live like a monk despite being a life-loving man.
9. What did Mandela learn about courage from his comrades in the struggle?
- Ans. Mandela saw men and women stand up to attacks and torture without breaking, and showing unbelievable strength and resilience. He learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear.

Assignment 3

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

6 marks each

1. How does Nelson Mandela pay tribute to the South African people whose sacrifices had made the establishment of a non-racial government in South Africa possible?
- Ans. Mandela says that the sacrifices of the South African people have been unimaginable. Their suffering and courage can never be counted or repaid. He says that he is only the sum of all the African patriots who have gone before him. He calls them patriots of a long and noble line. He is pained that he has not been able to thank them, and that they have not been able to see what their sacrifices have brought about. He says that his country may be rich in the minerals and gems that lie beneath its soil, but its greatest wealth is its people, who are finer and truer than the purest diamonds.
2. Mandela says that people are not born hating other people; they are taught to hate. Discuss this in the social and political context of South Africa.
- Ans. In South Africa, the system of apartheid was established to maintain the domination of the white-skinned peoples over the dark-skinned peoples in the latter's own land. The races were segregated which resulted in hate and distrust amongst them. That such a situation is created and not natural is born out of the fact that even during the grimmest of times in prison, Mandela could see the glimmer of humanity in one of the guards, however fleeting. This gave him hope in humanity's goodness and the strength to persevere. Hate is not a natural condition into which people are born; it is a construct which can be demolished.

3. 'Freedom is indivisible . . . the chains on all of my people were the chains on me.' How did Mandela arrive at this conclusion?

Ans. As Mandela grew up, he realized that the boyhood freedoms that he had enjoyed were an illusion. He was not born free, but born into bondage. As a student he yearned for the freedom to read what he liked and go where he pleased; as a young man he yearned to achieve his potential, to earn his living and marry and have a family. Thus far, he wanted freedom only for himself. But when he saw his fellow countrymen suffer under the same bondage, his hunger for freedom became the hunger for the freedom of his people. He realized that he could not enjoy the limited freedoms that he had when his people were not free. This is because freedom cannot be divided – the chains on his people were also chains on him. If they were not free, neither was he.

4. You have been chosen to address the school assembly, to speak on need for freedom and the resilience of the human spirit during times of crisis. Prepare the speech draft, with reference to the extract from Mandela's autobiography.

You may begin this way:

Good morning, everyone.

Today, I would like to discuss sections from an autobiography which offers a powerful insight into the need for freedom and the resilience of the human spirit maintained during times of crisis.

You may end this way:

To conclude Thank you for listening patiently.

Ans. Good morning, everyone. I am going to address you today on a topic that is of great import in any age, freedom. It is especially at times of crisis that we think most of our personal and collective freedom, but I would like to turn your attention to the ways in which we grow with freedom. We may fear and feel small in the face of oppression and factors that appear too large for us to influence in any helpful way. But, the courage to secure any kind of freedom only emerges when one confronts the challenge of unfreedom: one can only know one's courage in the face of that which seeks to bind one. Nelson Mandela knew this well, and I refer you all to his illuminating autobiography, in which he relates his struggle against racism and apartheid in South Africa.

We should all be aware, as Mandela was, that freedoms are linked together: we cannot preserve our personal freedom without endorsing it for all, and raising it in every sphere. He realized early that he could only liberate himself and his family by working for all his people in the cause of freedom. None of us must ever believe that freedom is some rare and conditional boon; freedom is, in fact, natural to all, just as anyone can move beyond hatred and be compassionate. Even supporters of apartheid are welcome in the new, free South Africa that Mandela envisions. Hatred, prejudice, even the worst forms of racist oppression, are all socially-schooled, and so anyone can also be instructed out of any individual subject. Mandela reminds us to value and preserve our humanity by extending it to the other, and thus to build and participate in relationships of freedom. This, I believe, is the keystone of a humanistic society, and I hope I have awakened some thoughts in our minds that will help us work together towards such a society.

Thank you for listening patiently. Have a great day.

3. Two Stories about Flying

Part I: His First Flight

Assignment 1

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

5 marks each

1.
 - a. iv. Envious
 - b. The tone of the extract is one of fear and hesitation. The young seagull clearly fears the world beyond the ledge and hesitates.
 - c. Unlike his siblings, the young seagull had been afraid to fly. His parents scolded him, and threatened to let him starve unless he flew, but his fear did not let him move. It had been a day since anyone had come near him.
 - d. edge
2.
 - a. They must have been feeling worried about him.
 - b. ii. They thought it would encourage him to try to fly.
 - c. The young seagull had watched his parents flying about with his siblings all day, perfecting their art of flying, teaching them how to skim the waves and how to dive for fish. He even saw his elder brother catch his first herring.
 - d. rebuking
3.
 - a. They were on a big plateau opposite him.
 - b. iii. The young seagull pretended to be falling asleep since he thought his family would feel pity and give him food, which didn't happen.
 - c. The young seagull must have been feeling very miserable, ashamed, hungry, lonely, and abandoned at this time. He must have been wanting his mother desperately. Seeing his siblings enjoying their parents' attention must have made him feel very left-out, and jealous too.
 - d. unknown
4.
 - a. The young seagull was maddened by hunger because he hadn't eaten anything for almost twenty-four hours.
 - b. iv. The mother, from a distance, tempted him with his favourite fish.
 - c. The responsibility of teaching their child to fly was on the parents. Therefore, they rightly had to be tough as they knew he would die if he did not learn how to fly. They had to be tough to equip him for life.
 - d. whet
5.
 - a. The young seagull lost his balance and went off the cliff.
 - b. ii. Optimistic
 - c. The young seagull's family was thrilled to see him fly. His mother swooped past him, and his father flew above him, all screaming with joy at his accomplishment. His siblings also flew around him, teaching him to soar and curve.
 - d. steadily

6. a. ii. Apprehension
- b. praise
- c. The concern of the parents for their weaker child; their sense of responsibility to teach their children life-skills; the joy, pride, and celebrations of the entire family at the achievement of the young seagull – all this shows that family is an integral part of life in the species discussed here.
- d. gesturing / signalling

Assignment 2

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

3 marks each

1. *What fears prevented the young seagull from flying?*
Ans. The young seagull thought that his wings would never support him. The sea stretched a long way down beneath the ledge of the cliff where he stood, and he felt he would fall if he attempted to fly.
2. *Why did none of the family of the young seagull come near him?*
Ans. None of the family of the young seagull came near him because they wanted him to overcome his fear and make an attempt to fly. They did not bring him any food, and from the opposite cliff, taunted him for his cowardice.
3. *What did the seagull's parents do to punish the young seagull?*
Ans. Initially, his parents called to him shrilly, scolded him and threatened to starve him unless he flew. When that did not work, his family left him all alone on the ledge to starve and moved to a plateau close by. For a day no one came near him or gave him any attention.
4. *What did the young seagull do when left alone on the ledge of the cliff?*
Ans. 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.
5. *Why did the young seagull keep calling plaintively to his mother?*
Ans. The young seagull kept calling plaintively to his mother because he wanted her to bring him the fish that she was tearing at. The seagull had not been given any food for a long time and was very hungry.
6. *Parenting is often a difficult job. How is this relevant to how the parents of the young seagull treated him before he learnt to fly?*
Ans. 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.
7. *How did the trick played on him by his mother finally get the young seagull to fly?*
Ans. The mother picked up a piece of fish and flew across the young seagull. She halted just opposite to him with the piece of fish in her beak. The fish was almost within the reach of the young seagull's beak. The young seagull was maddened by hunger, and out of desperation, he dived at the fish. But instead, he fell outwards and downwards into space with a loud scream. The next moment his wings opened outwards and he found himself soaring downwards and outwards.

Assignment 3

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

6 marks each

1. *'His First Flight' is a story about the challenges of growing up. Discuss.*

Ans. While growing up, all of us face many challenges. We have to overcome hesitation, reluctance, even fear about a lot of things. 'His First Flight' is one such story about a young seagull who is scared to fly. His two brothers and even his little sister run to the edge of the cliff and take the plunge one by one. But the great expanse of the sea so far down beneath the ledge makes him certain that his wings will never support him if he makes the attempt to fly. His parents scold him, refuse to bring him food and taunt him for cowardice, but they do not have any effect on the seagull. At last, his mother dangles a piece of fish temptingly in front of him. Mad with hunger, he dives at it, and in the process falls off the cliff and flies. Terrified at first, he overcomes his fear and flies, and soars like all other seagulls.

2. *Sometimes one needs to be unkind to be kind. Discuss this statement with reference to 'His First Flight'.*

Ans. In the story 'His First Flight', despite several attempts, the young seagull cannot overcome his fear of flying. His brothers and little sister have left the ledge on the cliff and flown away, but he cannot muster the courage to do so. His parents scold him, threaten to starve him out, and taunt him for being a coward. But it has no effect on him. His family stops taking notice of him and keeps him without food for a day. Hungry, the seagull calls for his mother to bring him food when he sees her picking at a fish on the opposite cliff. But she ignores him. Finally, to his great joy, she comes with a piece of fish, but rather than give it to him, she hovers in front of him, keeping the fish out of reach. Mad with hunger, the seagull dives for the fish and falls off the ledge. Though the mother seagull's act might seem unkind, it is this action of hers that makes the young seagull overcome his fear and fly. So an act of unkindness can sometimes be helpful.

3. *The biggest challenge in life is to overcome fear. How does 'His First Flight' justify this statement?*

Ans. Often we are withheld from realizing our potential because we fear things. The fear is different for different people. In the story 'His First Flight', the young seagull cannot fly like the others because he is scared of falling to the sea below. He is certain that his wings will not be able to support him, and so despite being encouraged, threatened, and taunted by his family, he is unable to let go of the ledge where he feels safe. However, once we overcome the fear, we realize that we have crossed the hardest hurdle and the thing we were fearing is actually easy. The same happens to the young seagull. When tricked into jumping off the ledge, he is terrified for a few seconds, but then he spreads out his wings and flies effortlessly. He overcomes his fear of flying. He flies so naturally that he forgets that he had not always been able to fly.

4. *A character arc is the transformation or development of a character throughout a story and refers to the changes a character undergoes as a result of his/her experiences, challenges and interactions with other characters.*

In light of the above information, trace the character arc of the young seagull.

Ans. The young seagull is introduced into the narrative in the middle of events: he is first seen at his weakest, starving and alone on the ledge, unable to take the leap forward to fly. However, the reader is then pushed backwards in time, to the origin of the young gull's failure. The attempt to take his first flight is a major test of the gull's character: by entering the environment of the air (and the sea below), he becomes a full-fledged gull, not merely a chick. His failure to take off thus disappoints his family, which leaves him to himself.

The young gull is a figure of pity, and the sight of his siblings all flying as gulls normally do greatly dejects him. But, in his weakness, he is still quite unable to force himself to fly. His mother, the figure closest to him in his short life so far, has to trick him into flying, by tempting him with fish. From this point of desperation, the gull falls into the air, and then begins to fly instinctively. His fear is rapidly worn away, as he begins to explore flight with rapid confidence. Finally, he is back among his family members, elevated by their company and approval.

Part II: The Black Aeroplane

Assignment 1

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

5 marks each

1. a. 'I was flying my old Dakota aeroplane...'
 - b. i. To show that what happened later was totally unexpected.
 - c. The narrator was happy because he was flying home, back to England, to spend his holiday with his family. Everything was going well and it was an easy flight, so he was sure he would reach in time for a good big English breakfast.
 - d. happy
2. a. The pilot is referring to the compass of the aeroplane.
 - b. iv. Hope
 - c. The pilot was unable to get in touch with Paris control. Without the radio, no compass, little fuel and total darkness, the pilot was lost in the storm. It was a frightening situation as it seemed he was definitely going to crash.
 - d. narrative
3. a. The narrator must have felt relieved.
 - b. iii. He wanted to guide the narrator to safety.
 - c. The other aeroplane had appeared suddenly in the dark clouds. It was black in colour and surprisingly had no lights on its wings. The pilot first flew right next to him, and then proceeded to guide the lost Dakota through the clouds to safety.
 - d. ii. a simile.
4. a. ii. Relieved
 - b. remarkable
 - c. When the narrator was facing certain death, the strange black plane had appeared out of nowhere, and the pilot, like a true good friend, had stayed with him and guided him through the dangerous storm, till he was safe.
 - d. He does so to highlight the mysterious nature of his interaction with the pilot of the black aeroplane.
5. a. The lady at the control center looked at the narrator strangely and then laughed because she must have thought he was joking with her or imagining things.
 - b. iv. She felt that the narrator's question was absurd

- c. The black aeroplane with no lights, had mysteriously appeared in the storm right next to his aeroplane. Its pilot had guided the narrator, and even seemed to know that the narrator's fuel was almost over. When the narrator landed and looked for the black aeroplane, it had disappeared.
- d. bewildered

Assignment 2

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

3 marks each

1. *What was the mood of the pilot as he flew over France?*

Ans. 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. *What was the decision he had to make when he saw the storm clouds?*

Ans. 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. *What happened to the aeroplane once it was inside the storm clouds?*

Ans. 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 as well.

4. *How did the mysterious pilot in the black aeroplane turn out to be a saviour for the narrator?*

Ans. 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.

5. *Why did the author go behind the strange aeroplane like an obedient child?*

Ans. The author went behind the strange aeroplane like an obedient child because he was lost in the storm clouds and the pilot of the aeroplane was signalling the author to follow him. It seemed that the pilot knew that the author was lost and was trying to help him.

6. *Why did the author take the risk and fly straight into the storm clouds?*

Ans. The author was looking forward to his holiday in England and being with his family. So when he saw the storm clouds, he did not want to turn and fly back to Paris. He did not have adequate fuel to fly over or around the clouds either.

7. *When did the author realize that he was lost in the storm?*

Ans. When the author took the risk and flew into the storm clouds, he saw that everything was dark inside the clouds. His old Dakota twisted and jumped precariously. The compass, radio, as well as the other instruments stopped working. The author could not establish contact with the control room in Paris. It was then that he realized that he was well and truly lost.

8. *Upon landing, why does the author say he was not sorry to walk away from the old Dakota?*

Ans. The author had a harrowing experience while flying his old Dakota. He had flown into huge storm clouds, and had it not been for the pilot of a black plane that flew in front of him and led him out

of the clouds, he would have been lost. So, upon landing at the airport, the author says that he was not sorry to walk away from the old Dakota.

9. *What puzzling questions did the author have in his mind after he spoke to the woman in the control centre?*

Ans. After the author spoke to the woman at the control centre and was told that there was no other plane in the storm clouds but his, he was puzzled by the question of the other pilot's identity. Who was the pilot who had helped him arrive at the airport safely without a compass or a radio? Who was on the strange black aeroplane, flying in the storm, without lights?

Assignment 3

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

6 marks each

1. *Write an account of what happened from the time the author saw the black storm clouds to the time he landed safely at the airport.*

Ans. The author was flying his Dakota over France. About 150 kilometres from Paris, he saw monstrous black storm clouds. As he did not have enough fuel to fly over or around it, he decided to take a risk and fly straight through the clouds. Everything was dark inside the clouds. The old Dakota twisted and jumped precariously. The compass, radio, as well as other instruments stopped working. The author could not establish contact with the control room in Paris. He was well and truly lost. But just then he saw another aeroplane in the clouds. It was black and had no light on its wings. The pilot of that aeroplane signalled to the author to follow him. The author followed him, and to his relief came out of the clouds and landed at an airport. On enquiring at the airport about the pilot of the black plane, the author was told that there was no other aeroplane up in that storm. The author's aircraft was the only aircraft that had been spotted on the radar.

2. *Do you think the author was brave and daring? Or do you think he was foolish and impractical? Justify your answer.*

Ans. I think the author was a bit of both. It was brave and daring of him to take the risk and fly straight into the storm clouds. He took his chances as he did not have adequate fuel to fly around or over the clouds. He did not want to fly back to Paris as he was looking forward to going home and being with his family. For a moment, he did think that he ought to go back to Paris. He would have done the wise and practical thing if he had. In deciding to go against his good sense, he had been impractical and foolish. One cannot say what can happen inside storm clouds. The author was lucky that he found help and landed safely at the airport.

3. *'So who helped me to arrive there safely without a compass or a radio, and without any more fuel in my tanks? Who was the pilot on the strange black aeroplane, flying in the storm, without lights?'*

Who do you think could have been flying the black aeroplane? Write an imaginary account from the mysterious pilot's point of view.

Ans. 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.

4. From the Diary of Anne Frank

Assignment 1

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

5 marks each

1.
 - a. iii. Her shy, unassuming self
 - b. unfamiliarity
 - c. Anne's thoughts and outpourings of her feelings onto her diary during the time of the Holocaust are a mature record of that period. It went on to become one of the world's most widely read books, and was even adapted for films and theatre productions.
 - d. To talk about something which has been worrying you.
2.
 - a. ii. Her emotional awareness about her needs.
 - b. biographies
 - c. Anne had been blessed with a good home, and a loving, close-knit family which consisted of her loving parents, an elder sister, many friends, and loving aunts. She was very attached to her grandmother. Anne was also blessed to get a good education.
 - d. Anne had supplemented her need for her one true friend by starting a diary which she had named 'Kitty'.
3.
 - a. Anne called the image of the friend in her imagination 'long-awaited' because she had been waiting for a long time to find a 'true' friend.
 - b. ii. It gives the text a sense of intimacy.
 - c. Anne dearly wanted a 'true' friend she could share her thoughts with. But till she found one, she decided that her diary would be her confidant. So to give this long-awaited friend an identity, and make it easy to communicate with, Anne christened her diary, 'Kitty.'
 - d. magnify
4.
 - a. As punishment, Anne had to write an essay.
 - b. encourage
 - c. Being a gifted and creative writer, Anne argued her case of being a chatterbox with great intelligence and logic. She cheekily blamed her mother for passing on her talkative streak, which made her teacher laugh at her sharp wit.
 - d. ii. She was aware of her bond with her teachers.
5.
 - a. ii. He was funny because he shared humorous poetry with his students.
 - b. satire

- c. Anne thought about the subject before she started writing. She did not want to ramble, or leave big spaces between words. Instead she wanted to come up with convincing points to prove the necessity of talking. She managed to write three pages to support her argument.
- d. Mr. Keesing became a more amusing teacher as a result of Anne's creative response to his punishment.

Assignment 2

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

3 marks each

1. *Why did a thirteen-year-old Anne feel the need to keep a diary?*
Ans. 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 and confide. Therefore, she made the decision to keep a diary in which she could get all kinds of things off her chest.
2. *What kind of friend was Kitty expected to be to Anne?*
Ans. Anne wanted the diary to be her friend and therefore she called it Kitty. Instead of jotting down the facts in the diary, she wanted the diary to be her true friend. She could talk about anything and would be able to confide everything in the diary.
3. *Why did Anne provide a brief sketch of her life before writing her first diary entry?*
Ans. Anne felt that no one would understand a word of what she wrote in her entry if she were to plunge in it straightaway. So she thought she should provide a brief sketch of her life as an introduction before she started writing her regular entries.
4. *Give a brief description of Anne's family.*
Ans. Anne describes her father as the most adorable father she has ever seen. Her mother, Edith Hollander Frank, was eleven years younger than him. Her sister, Margot, was born in Frankfurt in 1926. Anne was born on 12 June 1929. She lived in Frankfurt until she was four. Her father emigrated to Holland in 1933 and her mother followed in September the same year. Margot and Anne were sent to Aachen to stay with their grandmother. Margot went to Holland in December, and Anne followed in February the next year.
5. *Why were Anne's classmates quaking in their boots?*
Ans. The entire class was nervous because of a forthcoming meeting. In this meeting, the teachers were going to decide which students would be moved to the next form and which ones would be kept back. Half the class was making bets, and some students had even staked their entire holiday savings on their bet.
6. *Why does Anne say that teachers are the most unpredictable creatures on earth?*
Ans. According to Anne, a quarter of her class should not be allowed to go to the next form because they are dummies, but probably many of them will be promoted. That is why she says that teachers are the most unpredictable creatures on earth.
7. *What were the reasons for Mr Keesing's annoyance at Anne?*
Ans. Mr Keesing was a strict teacher, the 'old fogey' 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. He wanted her to be more attentive.

8. In what way did Anne show her sense of logic and intelligence in the first essay that she wrote as punishment?

Ans. The title 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 claimed, was a trait she had inherited from her talkative mother.

9. How was Anne's third essay different from the first two?

Ans. Anne's third essay was written in verse. It was also a joke on the character of Mr Keesing. It told the story of a father swan who bit his ducklings to death because they quacked too much. The father swan was no doubt based on none other than Mr Keesing.

Assignment 3

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

6 marks each

1. Anne says that teachers can be most unpredictable. How is this observation borne out by what happens by the end of the chapter?

Ans. At the beginning of the chapter, Anne calls Mr Keesing 'the old fogey who teaches maths'. He is annoyed by Anne's talking in class and as punishment gives her extra homework to do. The first two essays are on the topic of a chatterbox. Anne argues well and humorously, and Mr Keesing has a good laugh when he reads them. However, when Anne continues talking, he gives her a challenging topic: 'Quack, Quack, Quack, Said Mistress Chatterbox'. By now, Anne has nearly exhausted her ingenuity on the topic of chatterboxes. So she does something different. She writes a story in verse about a father swan who bites his baby ducklings to death because they quack too much. Mr Keesing is able to understand the analogy right away. Quite unlike the 'old fogey', he reads the poem out to the class and to other classes as well. He changes to the extent that he begins to crack jokes. Mr Keesing thus proves Anne's observation that teachers are most unpredictable.

2. Describe the classroom scene Anne talks about at the beginning of her diary entry.

Ans. Anne describes the class as being nervous about their results. There is to be a meeting of the teachers which will decide which students are to go up to the next class and which are the ones to be kept back. Half the class is making bets about who will be promoted. Anne and her friend GN laugh at the two boys sitting behind them who have staked their entire holiday savings on their bet. The whole day there was talk of 'You're going to pass', 'No, I'm not', 'Yes, you are', 'No, I'm not'. Even Anne's angry outbursts and her friend's pleading glances cannot calm the class down.

3. How does Mr Keesing change from being an old fogey to being a person who likes cracking jokes?

Ans. At the beginning of her diary entry Anne describes Mr Keesing as the old fogey who teaches maths. He is annoyed with Anne for being talkative in class. As punishment he gives her extra homework to do. He asks her to write an essay on the topic of a chatterbox. In the essay Anne argues that talking a lot is a common trait among students. Moreover, her mother was talkative as well, so in her case, talking too much is also an inherited trait. Mr Keesing has a good laugh when he reads it, but when she does not stop talking, he assigns her a second essay on 'An Incurable Chatterbox'. Anne submits the essay but does not stop talking. Mr Keesing then gives her an unusual topic for an essay: 'Quack, Quack, Quack, Said Mistress Chatterbox'. Quite exhausted of ideas on the topic of chatterboxes, Anne writes a poem this time about a father swan who bites his baby ducklings to death because they quack too much. Mr Keesing is able to catch the joke right away. Rather than being upset, he enjoys it a lot. He reads out the poem to the class and to other classes as well. Thereafter, he allows Anne to talk, and takes to cracking jokes all the time.

4. *Imagine a conversation between Anne Frank and Bholi regarding their experiences at school. Their impression of the teacher could be a focal point.*

Ans. Bholi: I really am fond of school. It is where I experience the best of my life from day to day.

Anne Frank: Me too! My best friends are in my class. I even like my teachers, though they don't care much for my talkativeness!

Bholi: Are they good teachers?

Anne: Yes, they all do teach very well. I know teachers are unpredictable, but I get along with them.

Bholi: My teachers in school opened my eyes to the world. I like my home too, but I knew nothing, could read nothing before I was taken to school by my father. I'm grateful to him for letting me have an education.

Anne: I just don't like maths. And Mr Keesing, who teaches us maths, is an odd fellow, even less predictable than the average teacher. But he can be a dear too, when he's in a good mood.

Bholi: I like reading more than anything. When I first learnt to put words and images together, it felt like I could do and say anything. I can't tell you how that feels.

Anne: Oh, I felt something like that the first time I tried writing poetry with my friend Sanne. She's so good with anything that rhymes.

Bholi: I wish I had the confidence to write poetry. But I'm fine just reading it.

Anne: You can do both! I don't think you can write anything good without loving reading.

Bholi: Hmm, maybe I should try.

Anne: Yes! Let's take a look at this poem I came across recently.

5. Glimpses of India

Part I: A Baker from Goa

Assignment 1

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

5 marks each

1.
 - a. iii. The recipes for baking these loaves were passed down through generations and therefore they are still available.
 - b. He used it as a support while walking long distances.
 - c. The baker visited the houses in the village at least twice a day. He set out in the morning on his selling round, with bread bangles for the children, carrying his basket on his head. He returned later in the day after emptying his huge basket.
 - d. wistfulness
2.
 - a. The baker came early in the morning to deliver the bread to the family because it was freshly made.
 - b. iv. They forgot to brush their teeth.
 - c. The baker was an integral part of their childhood. The children would run to him when they heard the jingles of his stick. They enjoyed the simple joy of choosing the bread bangles that he specially brought for them.
 - d. fondness

3. a. It was essential for the hosts to serve a special sweet bread to the wedding guests.
 b. ii. A lot more could be said about his prominence.
 c. The baker was the daily provider of the loaves that each family in the village consumed, and also helped make occasions special with various breads and cakes made for the festivities. He had a special relationship with all his customers.
 d. integral
4. a. In all likelihood, the lady of the house kept the monthly accounts of the baker.
 b. ii. There was an understanding between both parties.
 c. The business of baking was controlled by the baker in the village. He sold various kinds of breads in each house, usually twice a day, and baked all the bakery items on all festivities. All this guaranteed him a good sum of money.
 d. plump

Assignment 2

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

3 marks each

1. *How did the children of the house react when the baker made his entry?*

Ans. 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. *How does the writer view the baker in his pen-portrait?*

Ans. The writer writes with nostalgia about his childhood days in Goa, and one of the characters he remembers with affection 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. *How did the baker run his business in the village?*

Ans. In those days, baking was a profitable profession. The baker, wearing his special dress, visited the houses to deliver fresh bread 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. *What were the dresses that the Goan baker wore?*

Ans. The Goan baker wore a peculiar dress known as the kabai. It was a long frock that reached down to the knees. During the author's childhood, bakers wore a shirt and trousers where were a little longer than half pants.

5. *How did the pader and his family look? Why is a person with a plump physique compared to a baker?*

Ans. The pader and his family looked happy and prosperous. Their plump physique was testimony to it. It is for this reason that a person with a plump physique is compared to a baker.

Assignment 3

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

6 marks each

1. *Write a note on the importance of the pader in the Goan community.*

Ans. The baker is an important figure in the Goan community. From meeting the daily needs of each family in the village to being an essential part of special occasions, his bread is a common and

indispensable feature. Wedding gifts are meaningless without the sweet bread known as the *bol*. A party or a feast loses its charm without bread. Sandwiches have to be prepared on the occasion of a daughter's engagement. Cakes and *bolinhas* are a must for Christmas as well as other festivals. Thus, the baker and his furnace are absolutely essential in the Goan village.

2. What memories of the baker does the author have from his childhood?

Ans. The author has very fond memories of the baker from his childhood. He says that the baker used to be their friend, companion and guide. He used to come at least twice a day. Once, when he set out in the morning on his selling round, and then again when he returned after emptying his huge basket. The jingling sound of his bamboo used to wake the children up from sleep and they would run to meet and greet him. They would crowd around his basket of bread, looking for bread-bangles. Sometimes, the baker brought sweet bread of special make for them. The baker wore a shirt and a pair of pants that went a little below the knees. He was a plump figure and would always look happy and prosperous.

3. The baker played a huge role in Goan society at the time of Portuguese. Write a letter to your friend justifying the given statement.

Ans. New Delhi,

17 February 20XX.

Dear Lipika,

I want to share my thoughts regarding the role of the baker in Goan society at the time of the Portuguese. The baker played a huge role 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 52 goods. As a result, he enjoyed a good, steady income and never starved. He, his family, and even his servants looked happy and prosperous.

Please also share your thoughts regarding the role of the baker.

Regards

Aurinama.

Part II: Coorg

Assignment 1

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

5 marks each

1.
 - a. Fragrance of spices
 - b. iii. The season of joy is an ideal time to visit Coorg.
 - c. Coorg is blessed with natural beauty. Evergreen forests grow over a large part of the misty hills. Besides this, the air is fresh, and the weather is perfect for a large part of the year. The hillsides are also dotted with spice and coffee plantations.
 - d. idiom
2.
 - a. Conversation around tales of valour related to the men of the family is to be expected since their martial men are often a part of the highly decorated Coorg Regiment of the Indian Army.

- b. iv. The Coorg Regiment has several members who have been given medals for their contributions.
 - c. The fiercely independent people of Coorg are thought to be of Greek descent. It is believed that a part of Alexander's army settled in this area, married amongst the locals, and it is this martial streak that Coorgis exhibit even till today.
 - d. Ethnography
3. a. iv. Tigers hiding behind bushes and long grass.
- b. relaxed
 - c. The pleasant weather of Coorg, with its fresh mountain air, encourages outdoor activities. There are a number of outdoor activities offered, which include water sports as well as mountain climbing. Sight-seeing, fishing, as well as walking around the hills, are also enjoyed.
 - d. The writer is nervous about meeting a wild elephant.
4. a. Coorg's altitude gives its misty landscape.
- b. ii. It has been described as a surprise.
 - c. In Coorg, the writer finds a oneness of a mix of various cultures, signifying the unity in diversity of India. The Coorgis themselves are considered to have Greek ancestry. And in the solitude of the hills, far from northern India, he finds a settlement of Buddhist monks.
 - d. incentive

Assignment 2

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

3 marks each

1. *Why does the author call Coorg a piece of heaven?*

Ans. The author calls Coorg a piece of heaven because of its natural beauty. It has rolling hills, evergreen rainforests, spices and coffee plantations. Coffee estates and colonial bungalows tucked under tree canopies add to the beauty of the place.

2. *What is the story behind the notion that the people of Coorg are descended from the Greeks?*

Ans. According to the story, a part of Alexander's army moved south along the coast and settled in Coorg when their return became impractical. They married the local people, and their distinct culture is apparent in the martial traditions, marriage and religious rites, which are different from mainstream Hindu practices.

3. *Would you say that the river Kaveri is the lifeline of the animal life in Coorg? Give reasons.*

Ans. 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.

4. *Coorg's location and natural resources have given rise to which industries?*

Ans. 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 tourist industry offers high-energy adventures like canoeing, rock climbing, biking and trekking.

5. What are the places of tourist attraction in and around Coorg?

Ans. 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 is the largest Tibetan settlement in India, where monks in red, yellow and ochre robes can be seen.

Assignment 3

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

6 marks each

1. Describe the climate and natural beauty of Coorg.

Ans. Coorg is a land of rolling hills which is described by the author as a 'piece of heaven'. It is the smallest district of Karnataka and home to evergreen rainforests, spices and coffee plantations. The river Kaveri, which obtains its water from the hills and forests of Coorg, teems with animal life. The Brahmagiri hills offers a panoramic view of the entire misty landscape of Coorg. The weather in Coorg is perfect from September till March, and the invigorating smell of coffee pervades the air. During the monsoons, there are heavy downpours which keep many visitors away.

2. What are the two theories about the descent of the people of Coorg?

Ans. It is believed that the people of Coorg are possibly of Greek or Arabic descent. According to one theory, a part of Alexander's army moved south along the coast and settled in Coorg when a return became impractical. They married the local people, and developed a distinct culture of their own. Their martial traditions, marriage and religious rites are different from the mainstream Hindu culture. The theory of Arab origin draws support from the long, black coat with an embroidered waist-belt worn by the Kodavus. Known as kuppia, it resembles the kuffia worn by the Arabs and Kurds.

3. From your reading of the chapter, write a note on all the things that visitors can do in Coorg.

Ans. Coorg is a land of natural beauty and spices and coffee plantations. The forests, hills and river in Coorg offer visitors many exciting things to do. They can enjoy seeing the birds, squirrels and langurs that play along the river, and the elephants being bathed and scrubbed by their mahouts. One can do river rafting, canoeing, rappelling, rock climbing and mountain biking. There are numerous walking trails in this region which are a favourite with trekkers. One can climb up the Brahmagiri hills to get a panoramic view of the misty landscape of Coorg. Visitors can go to the sixty-four-acre island of Nisargadhama by crossing a rope bridge from the mainland. At Bylakuppe, which is situated nearby, one can see India's largest Tibetan settlement.

4. Keeping in mind the details in the text on Coorg, create an attractive and informative brochure for their Department of Tourism. Mention the various places one can explore in Coorg, as well as what one may learn from their interactions with the people of Coorg.

Ans. Coorg is an arresting experience for the adventurous traveller, replete with warm hospitality, authentic traditions, and glorious landscapes. This region of Karnataka, also known as Kodagu, is home to the Kodavas, a community that equally values martial power and graceful culture. Their fabled Greek or Arab origins underlay a rich contemporary culture; one may here sample their delicious food or marvel at their graceful customs and attire.

Rivers course between the famed coffee plantations and hills of Coorg, and harbour the famous mahseer, elephants, and other wildlife. More adventurous tourists can delight in such activities as river rafting and rappelling, or simply lose themselves on the trails winding around the verdant terrain. Mild, generally moist weather is the final touch, providing relief to those escaping other climes.

You will surely be enraptured by Coorg and these attractions. The people and the land welcome you in the hope that you will bless them with as much happiness as you find here.

Part III: Tea from Assam

Assignment 1

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

5 marks each

1.
 - a. They were classmates at school.
 - b. iii. Pranjol read a detective story and Rajvir looked out at the beautiful scenery.
 - c. It was Rajvir's first visit to Assam, and he was fascinated by the beautiful scenery. He had never seen so much greenery before. But Pranjol didn't share the same excitement because he had been born and brought up on a plantation.
 - d. leaves
2.
 - a. He did not believe Rajvir's story.
 - b. ii. It is a traditional story, sometimes popularly regarded as historical, but not authenticated.
 - c. Rajvir knew the number of cups of tea consumed everyday 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.
 - d. accidentally
3.
 - a. Rajvir had been invited by Pranjol to visit his home in Assam during the summer holidays.
 - b. ii. Rattled
 - c. According to Rajvir's information, tea had been discovered accidentally by the Chinese, and consumed as a beverage there as far back as 2700 B.C. He even explained that the origin of the Hindi word 'chai,' was actually Chinese.
 - d. historical
4.
 - a. Pranjol's father was the manager of a tea-garden in Upper Assam.
 - b. iii. He had read up about tea harvesting.
 - c. In order to enjoy his first experience in Assam, Rajvir had read extensively about its tea industry. He had also picked up various bits of information about tea cultivation and so could relate to the sights he saw on the way.
 - d. plucking

Assignment 2

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

3 marks each

1. Why is Pranjol not very excited when Rajvir points out a tea garden to him?
Ans. Pranjol is not very excited when Rajvir points out a tea garden to him because he had been born and brought up on a tea plantation. Assam has the largest concentration of tea gardens in the world, and Pranjol had seen enough tea gardens to last him a lifetime.
2. What information did Rajvir give Pranjol about tea?
Ans. 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.'

3. *In what ways had Rajvir come prepared for his visit to Assam?*

Ans. 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 could relate to the sights he saw on the way. Even Pranjol's father was very impressed with Rajvir having done his 'homework.'

4. *Describe all that Rajvir saw when they entered the Dhekiabari Tea Estate.*

Ans. 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.

5. *What is meant by 'second flush'?*

Ans. By 'second flush' is meant the sprouting period. It is the time when new leaves sprout. The period lasts from May to July, and yields the best tea.

Assignment 3

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

6 marks each

1. *What was the 'magnificent view' that Rajvir saw out of the train window? Was it similar to what he saw in the Dhekiabari Tea Estate?*

Ans. The magnificent view that Rajvir saw out of the train window was that of a tea estate. Against the backdrop of densely wooded hills was a sea of tea bushes. Amidst the orderly rows of the bushes doll-like figures of the tea pluckers moved busily. Dwarfing the tea plants were tall sturdy shade-trees. The view was similar to what Rajvir saw in the Dhekiabari Tea Estate. At Dhekiabari, he saw acre upon acre of tea bushes, all neatly pruned to the same height. Groups of tea-pluckers, with bamboo baskets on their backs, wearing plastic aprons, were plucking the newly sprouted leaves.

2. *Rajvir lives in Delhi. He goes to a tea estate in Assam for his vacations. Imagine you are Rajvir. How different would you find Assam compared to Delhi?*

Ans. Delhi is a bustling city in the heartland of the country while Assam has hills and valleys with sprawling tea estates. So the landscapes are completely different. The tea estates have orderly rows of tea bushes, neatly pruned, amongst which the tea pluckers move busily, plucking tea leaves. The estates are several acres big. Such a sight is very different from what one finds in Delhi. In Delhi, one would find busy streets full of vehicles, pollution, buildings, with little open space. Assam, especially the areas of the tea gardens, would be uncluttered by buildings. One would find rolling gardens of tea bushes and trees crisscrossed by gravel roads.

3. *Each of the three places mentioned in 'Glimpses of India' have their own uniqueness. What do you find different or similar in all three?*

Ans. 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 the 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 microcosmic view of India.

4. Pen down a brief travelogue* entry, narrating any personal impression/s about a visit to Assam. Include your reflections about the differences between the place where you live and the place you've visited.
(*A travelogue is a person's account of a journey to another country or place. It can either be a written report with many factual details or a narrative story about personal impressions and experiences.)

You may begin like this...

As I stepped into the land of lush tea gardens, I was blown away by the pristine beauty and
(continue)

Ans. The train rumbled along, dark hills on one side and the grey-blue river on the other, bearing us into Assam through the narrow strip of Indian territory connecting it to West Bengal. Soon, I could see the first of the tea gardens that most associate with Assam, neatly charted by lines of acacias. More vistas followed: lush rice paddies, imposing teak forests, and hundreds of ponds and rivulets, dotted with fishing boats and bamboo nets and surrounded by water hyacinth.

On alighting, I was struck by the perceptibly gentler pace of life in this part of the country. Even urban areas felt quieter than the metropolis where I live, and the people appeared to be living at their own pace. Their hospitality impressed me, and the cuisine was unlike any other I had sampled on my travels. And, of course, the tea: everyone appeared to be drinking it around the clock!

That night, under a dark sky flecked with stars, I was surrounded by the chirping of crickets and the croaking of frogs, punctuated by the occasional hoot of an owl. I was truly thankful to have ventured to this part of India, and eager for the new experiences I would have here.

6. Mijbil the Otter

Assignment 1

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

5 marks each

1.
 - a. i. He was extremely heartbroken over the death of his pet dog, Jonnie.
 - b. simile
 - c. Maxwell was a naturalist, and was aware that otters were semi-aquatic, and needed a fish diet. He wanted to study about otters, and realised that since his home was on an island, it was an ideal place to keep an otter as a pet.
 - d. It means 'a short distance.'
2.
 - a. He had immediately felt a strong attachment to the otter.
 - b. ii. He was feeling abandoned by his family.
 - c. Initially, Mijbil kept a physical distance from the narrator, choosing to sleep on the floor, far from his bed. But the next night, Mijbil had climbed up on the bed and slept in the crook of the narrator's knee till the morning.
 - d. friendly
3.
 - a. Maxwell had gone out for a hurried meal.
 - b. iii. Mij was being forcefully packed in a box.
 - c. The narrator reached the airport late and in a very harried condition. Maxwell was unhappy because of Mij's condition, and the broken box. The driver had to speed to get them to the airport, where angry officials were waiting to rush them to the waiting aircraft.
 - d. desperation

4. a. ii. He saw that she was friendly and kind.
b. sympathetically
c. The airline had been strict in its instructions on how to transport Mij. But out of love and concern, Mij was let out of the box, and he caused utter chaos and frightened the other passengers. Even Maxwell could not control him. This shows that it was unwise of Maxwell to let Mij out of the box.
d. deep / heartfelt
5. a. iii. The narrator missed his dog and his rituals with Jonnie.
b. curious
c. 'Mij answered to his name and was most attached to his owner, whose face he muzzled 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.
d. Mij would love to run on top of the wall of a school.

Assignment 2

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

3 marks each

1. *What was the narrator's first impression of the otter?*
Ans. 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.
2. *What happened when the narrator took Mij to the bathroom the first time?*
Ans. When Mij saw the water in the bathroom, he went wild with joy. He plunged, rolled, jumped and played in the bathtub. He sloshed and splashed in it until it overflowed, a typical characteristic of otters.
3. *What characteristic about otters did the author learn from Mijbil?*
Ans. The author learnt from Mijbil that otters love to play with water. They do not like water to be kept stagnated; it must be made to flow. They love rolling and splashing about in water till the last drop has been used up in this manner.
4. *How did Mijbil spend most of his time in Basra? What were the kinds of play he busied himself with?*
Ans. Mijbil spent most of his time in play in Basra. He spent hours shuffling a rubber ball round the room like a soccer player. He would lie on his back and juggle with small objects, such as marbles, between his paws. He would roll two or more marbles up and down his belly without ever dropping one to the floor.
5. *In what condition did the narrator reach the airport to catch the flight to England?*
Ans. The narrator reached the airport in a very harried condition. Mij had injured himself and Maxwell unhappily had had to force him into a damaged box. Because they were very late, the driver had to speed to get them to the airport. There they were rushed to the waiting aircraft by angry officials.
6. *What happened on the aircraft when Mijbil was let out of the box?*
Ans. When Mijbil was let out of the box, he disappeared at high speed down the aircraft. The passengers shrieked, and a woman stood up on her seat screaming 'A rat! A rat!' When the author saw Mij

disappearing under the legs of a white-turbaned Indian, he dived to catch him but instead found his face covered in curry.

7. *What compulsive habit did Mijbil develop during his walks on the streets of London?*

Ans. On his way back home from walks, Mijbil would tug the author to the wall in front of the primary school and jump on to it. He would run its full length, much to the distraction of both the pupils and the staff of the school.

8. *In what ways did the otter behave like a dog?*

Ans. In many ways Mij showed characteristics of a dog. He answered to his name and was most attached to his owner, whose face he muzzled 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.

9. *Why were people in London amazed when they saw Mijbil?*

Ans. To the Londoners, Mijbil seemed a strange animal. Since he was not a familiar local species 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 as a species.

Assignment 3

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

6 marks each

1. *Mijbil was intelligent, friendly and stubborn. Justify this statement from what you have read about Mijbil in the chapter.*

Ans. Mijbil was a delightful pet, intelligent, friendly as well as stubborn. Within a few days of being with the author, Mijbil had figured out how to open the taps of the bathtub so that he could play in the water. His initial apathy soon turned into friendliness. He would come to the author when he called his name and would follow him without a lead. Mijbil was also stubborn, in the same way as children often are. When kept in the box, he thrashed about till he was quite bloodied and exhausted. In London, on his way back from walks, he would jump on the low wall that ran along the primary school, and gallop at full speed down its length, distracting the students and staff of the school.

2. *What kind of a person was the air hostess? Give reasons for your answer.*

Ans. The air hostess was a kind and understanding person. When the author confided in her about what had happened in the last half hour before he boarded the flight, she understood how pained the author might be feeling to keep Mijbil in the box at his feet. She suggested that he might prefer to keep Mijbil on his knee. When Mijbil created a commotion by running up and down the aircraft and the author tried in vain to catch him, the air hostess very kindly suggested that he go back to his seat while she found Mijbil and brought it to him.

3. *Why did the author dread the prospect of transporting Mijbil to England? Were his fears proved right? Give reasons.*

Ans. The author dreaded the prospect of transporting Mijbil to England because the British airline refused to fly animals. The author had to book a flight to Paris on another airline, and from there to London. The airline insisted that Mij should be packed into a box not more than eighteen inches square, to be carried on the floor at his feet. The author was unsure about this arrangement, and so he kept Mijbil in the box an hour before they would leave for the airport to make him accustomed to it. But the result was disastrous. Mijbil thrashed about inside the box in an effort to come out, and injured himself badly.

4. It is human nature to be hostile to something that is new or they are not used to. Discuss this statement with reference to the author's experiences with Mijbil in London.

Ans. In London, when the author would take Mijbil out for walks, he would have to face all kinds of questions as to what kind of an animal Mijbil was. The variety of guesses surprised him – walrus, hippo, bear cub, leopard, and even brontosaurus. However, one question came from a particularly hostile person. When a labourer digging a hole in the street saw Mijbil, he put his tools down and stared at him with his hands on his hips. He spat, glared at the author, and then asked 'Here, Mister – what is that supposed to be?' Having never seen such an animal, the person's attitude was one of hostile wariness. It reflects a trait of human nature to be resentful, unwelcoming or even hostile to anything that is new or that which has not been experienced before. The reaction of the labourer to the sight of an otter amply illustrates this.

5. 'He would play for hours with a selection of toys, ping-pong balls, marbles, rubber fruit, and a terrapin shell that I had brought back from his native marshes.'

The author is much amused by his pet otter, Mijbil. As the author, write a letter telling your friend in what other way Mijbil keeps you entertained by his antics.

Ans. 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 get 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

7. Madam Rides the Bus

Assignment 1

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

5 marks each

1. a. ii. It connected her village to an exciting mysterious world.
- b. Valli is certainly mature for her age since her observational skills appear to be quite developed.

- c. Valli was a curious child, and while her mother slept every afternoon, she had nothing else to do but watch the busy street outside her house. Besides, she had no playmates on her street, but to her watching was far more entertaining than playing games.
 - d. observant
2. a. i. The excitement about their experience was reflected on their faces.
- b. envious
 - c. Valli was a young, simple girl who lived in a village. She, along with her friends, spoke in their mother tongue, and used the English word 'Proud' for anything that met with their disapproval. It was used as a slang word, and that too used incorrectly.
 - d. It reveals that she was a young, innocuous child who had not yet learnt how to conceal her jealousy.
3. a. It was afternoon.
- b. ii. Because she was pretending to be much older than she was.
 - c. At this moment, Valli must have felt a burst of anticipation, excitement, as well as a bit of nervousness, at the start of her long-awaited journey. She might have also been pleased with herself for having carried out her plan so successfully.
 - d. awkward
4. a. Valli had made them all by herself, even though she was only eight years old.
- b. i. The ticket was expensive, and she could not afford another one for anyone else.
 - c. Valli collected the money for the bus journey over many months. Not once did she give up her goal, and she remained steadfastly focussed in achieving her dream. She showed immense will-power and determination each time she sacrificed a pleasure to save the money.
 - d. suppressed
5. a. The dead cow looked horrible and frightening to Valli.
- b. iii. She had laughed until there were tears in her eyes.
 - c. After seeing the dead cow, Valli lost interest in the scenery, and felt haunted and disturbed by its memory. She was scared that she might see some other depressing sight again. Her young mind was also trying to process the unpredictability of death.
 - d. persisted

Assignment 2

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

3 marks each

1. *How was watching the local bus a learning experience for the young girl?*

Ans. 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.

2. *What do we learn about Valli from how she gleaned information about the bus journey?*

Ans. Valli showed cleverness far advanced for her eight years in trying to collect information about the bus. Her strategy involved listening carefully to conversations between people who used the bus,

and showing discretion in her questioning. This showed that Valli was very intelligent and had an aptitude for planning.

3. Describe the bus that Valli took a ride on to go to town.

Ans. The bus that Valli took a ride on to go to town was a new one. It was painted a gleaming white with green stripes on the sides. Inside, the overhead bars shone like silver. In front of the bus, above the windshield, was a beautiful clock. The seats were soft and luxurious.

4. What were Valli's reactions to the other passengers on the bus?

Ans. When Valli boarded the bus, there were six or seven passengers on bus. She avoided everyone's eye and sat on an empty seat. She did not want anybody to bother her. She was annoyed when an elderly man asked her not to stand. She even found an elderly woman sitting beside her repulsive.

5. Why did Valli stand up on her seat? Why did the elderly man ask her to sit down?

Ans. Valli stood up on her seat because she could not see outside the window as its lower part was covered by a canvas blind. The elderly man asked her to sit down because Valli could hurt herself if the bus took a sharp turn or hit a bump.

6. What did Valli think of the old woman on the bus? How did she answer the old woman's questions?

Ans. Valli found the old woman on the bus quite repulsive – the woman had big holes in her ear lobes which had ugly earrings. Betel juice threatened to spill over any time from her mouth. Valli answered the old woman's questions curtly. She asked the woman not to bother about her as she could take care of herself.

7. How did Valli save the money to pay for her bus fare?

Ans. Valli thriftily saved whatever stray coins came her way. She resisted every temptation to buy peppermints, toys, balloons, and the like. Even at the village fair, she resolutely curbed her desire to ride the merry-go-round even though she had the money to enjoy the ride.

8. Valli refused the conductor's offer of a cold drink. What does this tell you about Valli?

Ans. This tells us that Valli was fiercely independent. She truly regarded herself as a grown-up who does not need any help or special consideration by others. Valli did not have the money to buy the drink for herself, and she did not want the conductor to pay for her drink either.

9. Valli did an extremely risky thing by riding on the bus. What danger could she have been in?

Ans. 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 was every chance 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.

10. What lesson did Valli learn about death on her trip?

Ans. 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, lovable, beautiful cow lying dead by the roadside. It looked so frightening and horrible. Death seemed so unexpected, and ugly and frightening to her.

Assignment 3

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

6 marks each

1. How did Valli prepare for her first bus journey? What does it tell you about Valli?

Ans. Valli prepared for the bus journey over many days and months. She saved every penny she could get, and resisted the many temptations that came her way to buy peppermints, toys, balloons, or

enjoy rides at the fair. She listened carefully to conversations of people who had taken a ride on the bus, and gathered all the relevant information such as the fare or the distance from the village. Valli calculated the time that the journey would take to and from the town so that there was no room for any error. Valli's preparation tells us that she is meticulous about what she intends to do. She is able to plan thoroughly and carry out what she plans flawlessly.

2. Valli says to her mother, "I was just agreeing with what you said about things happening without our knowledge." What can Valli be thinking of when she says this?

Ans. Valli is thinking of her excursion to the town and back. She had planned the trip for months without anybody's knowledge. She had asked discreet questions about the bus ride, listened carefully to people talk about the journey, and scrimped and saved money to be able to ride the bus to town one day. And when she had collected the money for the fare, she had quietly slipped out of the house when her mother was napping and boarded the bus. She had completed her trip to the town and back successfully without her mother's knowledge, which is why she agrees with her statement.

3. The author says of Valli that she didn't want her mother or aunt to understand her smile. What can the author mean by this?

Ans. When Valli returns home and butts into the conversation that her mother is having with her aunt, her aunt calls her a chit of a girl who behaves as though she were a grown lady. At this Valli smiles to herself, for she has indeed done a very 'grown-up' thing – she has travelled alone on the bus to town and back to the village. Maybe, Valli is also reminded of what the conductor of the bus called her – 'a very grown-up madam'. She does not want her mother or aunt to understand her smile because she does not want them to know what she has done. She wants to keep her little bus ride a secret.

4. 'Sitting down, she looked to see who had spoken. It was an elderly man who had honestly been concerned for her, but she was annoyed by his attention. "There's nobody here who's a child," she said haughtily. "I've paid my thirty paise like everyone else." The conductor chimed in. "Oh, sir, but this is a very grown-up madam..."'

Valli didn't like the way adults treated her during her bus journey. Describe how you feel and react when adults treat you in certain ways you do not like.

Ans. 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 in calculating and planning for 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. Compare Valli's enthusiastic bus-ride and Rajvir's keen comments on the tea gardens of Assam. What do we learn about children's outlooks through these two characters? Examine the texts and provide evidence to support your answer.

Ans. Children often travel with great energy and enthusiasm, engaging with all they encounter on their way and focusing on every fresh sight. Valli's first trip by bus is precisely such a world-opening experience. She notes every element of the landscape and is quite possessed in her interactions with the other, adult passengers on the bus. Rajvir, when he travels to Assam with his classmate Pranjol, is similarly wonderstruck by new locations and sights. Crucially, he has prepared beforehand by reading thoroughly about the region and about tea, its primary agricultural product; this indicates a curious, intelligent mind. Valli sets out on the bus more to assert her independence. She is also a curious young child, but yearns to move beyond her home, family, and personal innocence, and venture into new spaces where she can encounter the unfamiliar.

8. The Sermon at Benares

Assignment 1

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

5 marks each

1.
 - a. Prince Siddhartha Gautama
 - b. ii. Determination
 - c. Overnight the young Prince was transformed completely. He left his wife and son, and his royal life, and became a beggar. He went out into the world, and wandered around for seven years, seeking enlightenment concerning the sorrows he had witnessed.
 - d. committed
2.
 - a. iii. His post-enlightenment identity – that of a spiritual leader.
 - b. The Prince had been seeking knowledge about the sorrows that plague humanity. 'Enlightenment' provided him with the answers he sought.
 - c. It was apt that the Buddha delivered his first sermon after becoming enlightened on the banks of the holy Ganges. It was here – in this river – that mortal remains of the followers of Hinduism were immersed, showing that all humans were subject to death.
 - d. delivered
3.
 - a. ii. She had lost her child and was grieving.
 - b. comprehend
 - c. When Kisa Gotami's only son died, she was grief-stricken. She carried her dead child to all her neighbours, asking them for medicine to cure her son. She even believes that the Buddha's miracle medicine would bring him back to life.
 - d. She was filled with joy/hope.
4.
 - a. iii. Sermonizing
 - b. transforms
 - c. From a woman who was shattered and maddened by grief at the death of her son, Kisa Gotami changes into a quiet, reflective woman. Her experience teaches her to accept death as inevitable, and something which comes to all.
 - d. Kisa Gotami was sitting at the wayside watching the lights of the city.

5. a. Ripe fruits / Earthen vessels
- b. iii. Metaphor
- c. One will not get peace of mind by crying over something one has no control over. In fact, it only adds to one's misery and makes him ill. Instead, one should stay composed. This will make one free from sorrow and be blessed.
- d. futility

Assignment 2

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

3 marks each

1. *What was the dramatic change in the life of the Prince after he saw the Four Sights?*
Ans. The Prince was married, had a son, and lived a royal life. However, the Four Sights that he saw transformed him completely. Overnight he became a beggar and gave up his family and royal trappings. He went out into the world to seek enlightenment concerning the sorrows he had witnessed.
2. *What did Gautama Buddha do after he received enlightenment?*
Ans. After he received enlightenment, Gautama Buddha renamed the peepal tree Bodhi Tree or the Tree of Wisdom. He began to teach and share his new understanding, and preached his first sermon in the city of Benares.
3. *How did Kisa Gotami react to the death of her son?*
Ans. When Kisa Gotami's only son died, she lost her senses in grief. She carried her dead child to all her neighbours, asking them for medicine that would revive her son. When the Buddha asks her to do an improbable task in return for the miracle medicine, she is full of joy and hope.
4. *Why did Kisa Gotami think that she had been selfish in her grief?*
Ans. When Kisa Gotami went from house to house asking for mustard seeds and enquiring whether they had lost someone they loved, the answer was always yes. Each house said that the number of people who had died in their family was more than those who were still alive. This made Kisa think that she had been selfish in her grief.
5. *What did Kisa Gotami learn from her experience?*
Ans. In her hopelessness, Kisa Gotami considered the fate of men, that their lives light up and are then extinguished. She learned that death and sorrow came to everyone, not just to her, but there was a path that led people to immortality after they had surrendered all selfishness.
6. *To what did the Buddha compare the life of the man with?*
Ans. 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 each human also ends the same way.
7. *According to the Buddha, what did the wise man not do?*
Ans. The Buddha said that every mortal, whether young or old, foolish or wise, is subject to death, and no one could save another. Death and decay afflicts the world. Knowing the terms of the world, therefore the wise do not grieve or lament the death of anyone.
8. *According to the Buddha, how can one be free from sorrow?*
Ans. According to the Buddha, one can be free from sorrow by drawing out the arrow of lamentation, grief and complaint from their life. One who has done this will become composed and obtain peace of mind. By overcoming sorrow, they shall become free from sorrow, and will be blessed.

9. How does weeping and grieving harm a person? What should he do instead?

Ans. No person obtains peace of mind by weeping and grieving. On the contrary, their pain becomes greater and their 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.

Assignment 3

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

6 marks each

1. Write a note on the Buddha's sayings about the nature of life and death.

Ans. According to the Buddha, the life of mortals in this world is troubled and brief. All those who have been born will have to die. No one can avoid this end. Just as ripe fruits fall to the ground, so will all living beings die after reaching old age. To be mortal is to be always in the danger of death. All earthen vessels break in the end, so do the lives of people. No one is spared – young or old, foolish or wise. A father cannot save his son; kinsmen cannot save their kin. The world is afflicted with death and decay. Therefore, the wise do not grieve, as they are aware of this truth.

2. The author says that the Buddha's first sermon was about 'one inscrutable kind of suffering'. What is that inscrutable suffering? Why is it called 'inscrutable'?

Ans. The inscrutable suffering is death. It is called inscrutable because no one knows how death can be stopped or why it is inevitable. According to the Buddha, there are no means by which those who have been born can avoid dying. Just as ripe fruits must fall to the ground, so will living beings die after reaching old age. As all earthen vessels made by the potter will in the end break, so will the life of all living beings come to an end. The young and the old, the foolish and the wise – all succumb to death. No one can save anyone from dying. The wise therefore do not grieve, as they know death to be an inescapable fact of life.

3. 'The Buddha preached his first sermon at the city of Benares, most holy of the dipping places on the River Ganges... It reflects the Buddha's wisdom about one inscrutable kind of suffering.'

Imagine that you are one of the many people who heard Buddha's sermon at Benares. After listening to the sermon, you make a note in your diary recording all the wisdom that you have gained.

Ans. River Ganga

Benares

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.

4. Spirituality and religiousness can be enlightening. It can also lead to a loss of faith in fellow humans. In the light of these statements, compare and contrast the spirituality and religiousness found in 'A Letter to God' and 'The Sermon at Benares.'

Ans. Faith is a quality that can move people towards action and achievement, but can also narrow their vision. In grief or misfortune, people generally turn to their faith for solace and any form of relief. When Lencho in 'A Letter to God' loses his crop, he has faith in God, enough to appeal for divine aid through post. Kisa Gotami also makes a similar appeal to the Buddha when she loses her son. Lencho's faith moves the postmaster, showing how deep faith is greatly admired in society. However, when the postmaster secures money to help Lencho, the latter believes he has been cheated, for he receives less money than he had asked for. This raises a contradiction: Lencho has faith in God, but clearly not in his fellow men. The Buddha tests Gotami, and brings her to the realization that loss is inevitable: she alone can free herself from the grasp of her grief. She acquires the knowledge to overcome her loss; the Buddha argues that this is more valuable than the blind faith that Lencho exemplifies.

9. The Proposal

Assignment 1

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

5 marks each

1.
 - a. He had come to propose to his neighbour's daughter, Natalya.
 - b. Congenial
 - c. During those time, suitors had to take permission from the father of the young lady first. Only if the father considered the suitor wealthy or economically stable, did he give his consent. Wealthy families sought ties amongst themselves in order to increase their estates.
 - d. snaps
2.
 - a. Lomov was very nervous.
 - b. iv. He was reluctant to invest in the process of finding someone marry for love.
 - c. For Lomov, marriage was just a practical and convenient decision, which made business sense, and gave him someone to take care of him when he was ill. He did not believe in romance, and neither did he think love was necessary.
 - d. feeble
3.
 - a. Natalya and Lomov are in the drawing room at Chubukov's house.
 - b. iii. Lomov wanted to remind her the close bonds that the two families had formed over time
 - c. Wealthy families sought ties with similar families in order to increase their estates through matrimonial alliances. Therefore, Lomov finds it necessary to point out the equal status and close connections between the two families much before he proposes to her.
 - d. formality
4.
 - a. He is frustrated/irritated/fed-up.
 - b. iii. They were comfortable accusing each other.

- c. Natalya is shocked when she comes to know that Lomov had come to propose to her. She hysterically wails for her father to bring him back quickly, and insists she was ill and dying. She irrationally accuses her father of inciting the quarrel between her and Lomov.
 - d. marital
5. a. They were arguing whose dog was better.
- b. i. Their pettiness
 - c. Throughout the play, all the three argued continuously over petty issues, hurled abuses at each other, their family members, and their morals. Lomov even threatened Natalya with a law-suit, while Chubukov threatened to shoot him. They all came across as immature and quarrelsome, people.
 - d. threat

Assignment 2

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

3 marks each

1. *Why does Chubukov suspect Lomov when he comes to his house?*

Ans. 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.

2. *For what reasons does Lomov consider Natalya to be a suitable wife for him?*

Ans. 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 he believed that she would be a suitable wife.

3. *When Chubukov goes in to tell Natalya about Lomov's visit, he tells her that a merchant has come for his goods. What does this tell you about Chubukov?*

Ans. This tells us that Chubukov is quite insincere and hypocritical. When he learns that Lomov has come to ask for the hand of his daughter, he is overwhelmed with joy. He embraces and kisses Lomov, and says he is like his son. However, to Natalya, he refers to Lomov as a merchant who has come for his goods. For Chubukov, everything, including love and marriage, is like a business deal.

4. *Why does Lomov think it is impossible for him not to marry?*

Ans. Lomov thinks so because he is already thirty five, which is a critical age. He feels he should lead a quiet and regular life as he suffers from palpitations. He is excitable and always getting upset about various things. His sleep is very disturbed. No sooner does he begin to doze off than he feels a pull and jumps like a lunatic.

5. *Would you say that Lomov is excessively anxious about his health? Give reasons.*

Ans. Lomov is excessively anxious about his health. It forms a major part of the reason why he wishes to marry Natalya, besides him getting older. He becomes excitable and suffers from palpitations. While arguing with Natalya and Chubukov, he complains about his foot going to sleep and seeing stars. He even thinks that he is dying.

6. *Over what issues did Lomov and Natalya quarrel? What did it reveal about them?*

Ans. 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. *What kind of neighbours were the Lomovs and Chubukovs?*

Ans. Lomov mentions his late uncle and aunt having a friendly and affectionate relationship with Natalya's parents. Natalya points out that as good neighbours they had lent Lomov their threshing-machine. But each had the worst information about the other's relatives and used it to insult each other while quarrelling.

8. *What happens after Chubukov tells Natalya that Lomov had in fact come to propose marriage to her?*

Ans. When Chubukov tells Natalya that Lomov had in fact come to propose marriage to her, she falls into a chair and wails hysterically. She asks her father to bring Lomov back, and says that she is quite ill, almost dying.

9. *At the end of the play, Chubukov hurries Lomov and Natalya to kiss and accept each other. Why do you think he does that?*

Ans. Lomov and Natalya are both belligerent. They have already had two heated arguments – one over Oxen Meadows and the other over whose dog is better. While arguing, they forget the bigger picture – that both wish to be married to each other. So at the end of the play, Chubukov hurries Lomov and Natalya to kiss and accept each other before they lapse into another argument and sabotage their own marriage.

10. *What kind of marriage can one predict for Lomov and Natalya?*

Ans. 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.

Assignment 3

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

6 marks each

1. *How would you describe the character of Lomov in the play 'The Proposal'?*

Ans. Lomov is a wealthy landowner and neighbour of Stepan Chubukov. He is an over-anxious person who is constantly mindful and worried about the state of his health. It also forms the basis of why he seeks to marry – he needs a wife to regulate his life and take care of him. Lomov is not romantic for all his wish to marry Natalya. For Lomov, it is a convenient arrangement – Natalya is an excellent housekeeper, well-educated and not bad looking, and therefore, fits what is required of a wife. Lomov is as belligerent as the Chubukovs. He does not refrain from name-calling when he gets angry. In all, Lomov strikes as a rather unmanly and peevish character. If Natalya had options, she might have found a better match for herself than Lomov.

2. *'The Proposal' is a play about rich people wanting to marry for economic reasons, overlooking the fact that they do not get along well. Discuss.*

Ans. It was common for aristocratic families in nineteenth-century Russia to marry for money. Economic considerations rather than love was the reason for marriage. Chubukov and Lomov are both wealthy landowners. A marriage between the two families would therefore be an advantageous proposition. There are other reasons too – Natalya is past the marriageable age, and Lomov too is at a critical age and keeps poor health. But it is clear that they are not compatible. They fight over petty issues, and their marriage may only aggravate their quarrelling. Yet, this never enters their minds. When Natalya learns that Lomov had come to propose to her, she wants him back at any cost. Lomov too comes back, notwithstanding the insults he has had to face in her house.

3. *'Bholi's attitude towards her potential husband can be studied as a sharp contrast against Natalya's changing attitude towards Lomov.'* Do you agree with this statement? Rationalize your answer with evidence from the two texts referred to here.

Ans. Bholi's entire attitude towards her forthcoming marriage and her husband-to-be is one of resignation, as her low status in her family and as a woman in her social milieu make her own will irrelevant. This is a great contrast to the situation in 'The Proposal': the three characters are all involved in an intense clash of wills. Natalya has the freedom to abuse Lomov, but when she learns of his proposal, can immediately decide to entertain it. Bholi has no such privilege with regard to Bishamber Nath's proposal and is not even asked about it by her parents. In both cases, the significance of social and economic status in marital arrangements is clear to see. Natalya, being a moneyed gentlewoman, can deal with Lomov as an equal of her own class. Bholi takes a life-altering decision when she refuses to go through with the wedding. She can do so only because of the sense of personal autonomy she has gained through her education, and by ignoring social norms of honour and women's place in the social order.

POETRY

1. Dust of Snow

Assignment 1

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

5

1.
 - a. In the given lines we find the poet offering a sharp visual contrast between the snow-covered hemlock tree and the black crow.
 - b. iii.
 - c. The simple rhyme scheme used in this poem, *abab cdcd*, establishes a sharp contrast with the profundity of the poetic persona's reflection. This rhyme scheme underscores the sincerity of the poetic persona's confessional tone.
 - d. idyllic/ magical/ picturesque
2.
 - a. human emotions are mutable and fleeting.
 - b. iv. B and E
 - c. This poem ends on a positive note because the poetic persona admits that the unexpected dust of snow had altered his mood for the better. Earlier, he had been feeling morose.
 - d. It is interesting to note that a humble crow finds a central place in Frost's poem. Through the unusual inclusion of the crow, poet explores and underscores how mundane and everyday creatures and occurrences can have a profound impact on a human heart.

Assignment 2

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

3 marks each

1. Is the title of the poem justified?

Ans. Yes, the title 'Dust of Snow' is apt for the poem. The poet was in a sorrowful mood while standing under the hemlock tree, and it was the fine particles of snow that a crow shook down on him which acted as a catalyst to heal him and give him energy to move ahead.

2. Why is the crow an unusual creature to use in the poem?

Ans. A crow is a dark, harsh-sounding bird which has culturally been associated with bad luck or foreboding. But the poet did not use the crow here as an inauspicious omen but as a promise of positivity and hope for the poet by bringing about a 'change of mood' in him.

3. Robert Frost is a twentieth century poet who deals realistically with his world through man and nature. In which way does this statement hold true in light of the poem 'Dust of Snow'?

Ans. Although the poem is filled with nature images, Frost's real subject is man. In this poem, he deals with the intrinsic relationship between nature and mankind, and how closeness to nature can heal man's many problems and tensions of everyday life.

Assignment 3

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

6 marks each

1. Write a note on the symbolism used in the poem 'Dust of Snow'.

Ans. 'Dust of Snow' is a seemingly short and simple poem, but is really deeply philosophical. The meaning of the poem is understood through the symbolism it employs. The poet sits under a hemlock tree. A crow perched on the tree shakes down on the poet the snow settled on the tree. This simple act uplifts the poet's mood and stops him from ruining the day. The crow symbolizes bad omen and fear while the hemlock tree is poisonous, and therefore, carries connotations of death. The poet sitting under a hemlock tree signifies his state of despair which could lead to self-destruction and death. The crow's presence forebodes this tragic eventuality. However, the dust of snow that showers down on the poet saves him. The fresh snow shakes the poet out of his gloom and makes him see life in a new way. He comes out of despair and looks at the rest of the day with hope rather than regret. The poem makes us realize the life-giving and positive effects that simple actions and gestures have on our lives.

2. As simple a thing as a shower of snow brings the poet out of his dejection and despair. What does this tell you about life and how we respond to it?

Ans. Life is a complex rigmarole of people, emotions and situations that can sometimes go haywire. When such a thing happens, we plunge into shock and despair. We regret our actions and circumstances. If unmitigated, such a mental state can lead us to the point of no return. However, it is not always something big that has to come to our aid. Small actions and gestures can work miracles. In the poem too, the poet is on the brink of hopelessness when a sudden shower of snow from above shakes him out of his gloom. He feels new hope and life surge back into him. He no longer regrets his circumstances but is ready to face them with renewed vigour and optimism.

2. Fire and Ice

Assignment 1

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

5

1. a. The poetic persona favours the elemental fire because they had experienced the effect of desire.
b. iii. A and D
c. desire and hatred.
d. The poet arrives at the conclusion that ice would be as effective as fire if the world was to end twice. It is not an admission of unambiguous preference of one over the other.
2. a. ababa
b. ii.
c. indifference/ apathy/ disregard
d. Frost's 'Dust of Snow' and 'Fire and Ice' are both brief poems that ponder upon human experiences. In both poems, Frost uses contrasting elements. In 'Dust of Snow', there's a visual contrast between the black crow and the white of the snow. In 'Fire and Ice' oppositional elements like fire and ice, and passions like desire and hatred, establish contrast.

Assignment 2

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

3 marks each

1. *In the poet's opinion, how will the world end? Why does he think so?*

Ans. In the poem, the poet presents two ideas about how the world will end. The earth could be consumed by fire or freeze to death in the absence of the sun. This echoes the scientific debate during the time. In the poem, the poet uses it to symbolize human emotions. According to him, the world will be destroyed by greed and desire. However, if it were to perish a second time, hate could very well be the cause of destruction. The poet thinks so because he has experienced both unbridled desire and unemotional hate, and knows that both would adequately to destroy the world.

2. *Why do you think the poet compares hate to ice and not fire?*

Ans. Hate is the opposite of love. Love is associated with warmth. Hate, on the other hand, is bereft of warmth and is inimical to all that is life-giving. It is cold and unemotional. That is why the poet compares hate to ice and not fire.

3. *Which emotion is stronger according to the poet?*

Ans. The poet says that since he had experienced fire, the emotion which represented desire, greed and possessiveness, he knew how powerful it could be. It was this fire which created problems and conflicts, and would ultimately lead to the destruction of the world, rather than ice which represented hatred.

4. *Even though fire and ice have contradictory traits, in which way are they similar?*

Ans. In the poem, fire symbolises desire and ice symbolizes hatred. Both are emotions which control human thought and action. Human desire or love can be as strong an emotion as hatred. But despite having contradictory traits, they can cause a similar outcome – which is the destruction of the world.

5. *What is the message of Frost's poem 'Fire and Ice'?*

Ans. Frost felt that man was totally responsible for the world being destroyed. The poet equates fire with greed and desire and ice with hate. He thinks the world will be destroyed by greed and desire. However, if the world were to be destroyed a second time, hate would also work as fatally as desire. Its casual tone presses a serious question for the reader to think about.

Assignment 3

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

6 marks each

1. *Write a note on the metaphors used in the poem to denote desire and hate? Comment on the choice of the metaphors.*

Ans. The poem uses the metaphor of ice for hate and fire for desire. The metaphors are taken from an ongoing scientific debate about the cause of the end of the world. The earth could be consumed by its own fiery core, or be incinerated by an increasingly hot sun. Conversely, it could be frozen to death by the sun growing colder and colder. The poet extends this debate to the emotional plane. He equates fire with greed and desire, and ice with hate. He thinks the world will be destroyed by unbridled desire. However, if it were to perish a second time, hate would also destroy the world.

2. *It is strange that the poet thinks desire, and not hate, to be the primary reason for the destruction of the world. Do you agree with the poet? Give reasons.*

Ans. I agree with the poet. Desire can take many forms. It makes us ambitious. It makes us covet what is not ours. It makes us greedy for more. Desire can plunge the world into an unhealthy race of who has the most resources and power. Hate is more obvious – it can be seen, felt and recognized.

But desire is latent. It is often hidden and can work in insidious ways. Hate is usually directed at a particular entity. But desire and greed are pervasive emotions that can dictate all our actions, however small or big.

3. A Tiger in the Zoo

Assignment 1

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

5

1.
 - a. snarling.
 - b. The tiger would enter the village to look for food.
 - c. i.
 - d. The poet has painted the image of a dangerous animal through vivid imagery and by using words such as 'terrorising,' which immediately create a picture of fear. Besides this, the use of the rhyme scheme *abcb*, echoes the rhythmic pattern of the tiger's movement in the cage.
2.
 - a. iii. B. and C.
 - b. In order to keep the strong, powerful animal in captivity, the zoo had made a small, special cell to imprison him. It had to be made with concrete and have strong bars so that he could not break it and escape to freedom.
 - c. out of curiosity.
 - d. Visual imagery

Assignment 2

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

3 marks each

1. Give a brief description of the tiger as he was in the jungle.
Ans. The tiger was an animal to be feared in the jungle. The vivid stripes on his body, his brilliant eyes and stealthy movements made him a fearful and unpredictable creature. He lurked in the shadows, waiting to pounce on unsuspecting deer. He terrorized the village at the jungle's edge, snarling around the houses, baring his fangs and claws.
2. Why would the tiger 'lurk' in the shadows near the water hole?
Ans. The tiger would lurk in the shadows near the water hole to lay in wait for the plump deer to pass. The tiger would 'lurk' because he does not want them deer to be aware of his presence. He wants to spring on the deer and take by surprise.
3. What do you think the tiger misses doing while locked up in the cage?
Ans. While locked up in the cage, the tiger must be missing the thrill of sliding through the grass to capture a plump deer for his meal, or the feeling of power and exhilaration while terrorising a village. He also must be missing the freedom and calmness of sleeping under the starry night sky.
4. Why was the tiger captured? How do you think he would have behaved while being captured?
Ans. 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.

5. How does the tiger and the onlookers see each other in the zoo?

Ans. 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.

6. How does the poet feel towards the tiger?

Ans. 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.

7. The tiger 'slides' through the long grass. What does this word signify about the movement of the tiger? Write one other word from the poem which suggests the movement of the tiger.

Ans. The tiger 'slides' through the long grass suggests the noiseless and smooth movement of the tiger. The other word from the poem which suggests the movement of the tiger is 'stalks'.

Assignment 3

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

6 marks each

1. How does the tiger feel inside the cage? Quote phrases or lines from the poem to support your answer.

Ans. The tiger feels angry at being imprisoned; he feels a 'quiet rage'. He feels restless in the cramped cage. He keeps walking around the cell, 'Stalking the length of his cage'. He treats the visitors of the zoo with contempt and ignores them. Perhaps he feels nostalgic about his life in the jungle too. At night, when the last visitors have left and he hears the patrolling cars, he stares at the brilliant stars in the sky. Maybe he reminisces his night life in the jungle.

2. What are the things that a tiger cannot do imprisoned in a cage that he could do in the jungle?

Ans. Imprisoned in the cage, the tiger can only pace his cramped quarters in quiet rage. In the jungle, he would terrorize the village. He would snarl around the houses and bare his white fangs and claws at humans. But in the cage he ignores them. The tiger knows he is powerless to frighten them now. Earlier, he would lay in wait in the shadows or slide through the long grass near the water hole for the plump deer to pass to pounce on him and make him his meal. But in the zoo there are no animals to hunt as there are in the jungle. The tiger remains locked up in a concrete cell.

3. Write a 'character sketch' of the tiger. Base your description on how the tiger behaves inside the cage and outside in the jungle.

Ans. The tiger is caged in a zoo. Where he paces the cramped cage restlessly. He is enraged at being captured, no doubt through trickery, and kept in a small cage. But he does not give vent to his anger. Perhaps he knows that he is powerless now, and his anger will not release him from captivity. When he was in the jungle, the tiger was an altogether different animal. He would prowl at the jungle's edge and terrorize the village. He would prey on the plump deer near the water hole. In the cage, however, the tiger can only ignore the humans. He is disdainful of them. They have trapped him for their recreation. Had the tiger been out of the cage, the situation would have been quite different. At night, the tiger gazes at the stars in the sky. Perhaps he remembers the starlit sky under which he used to roam the jungle, his eyes alight in the darkness just like the light of the stars.

4. How to Tell Wild Animals

Assignment 1

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

5 marks each

1.
 - a. safe
 - b. A bear would continue to hold you in a tight grip till he kills you.
 - c. ii.
 - d. The poet paints a scenario of danger, but then proceeds to describe the gory killing of the victim in an entertaining manner. The hapless victim, in his last moments, is expected at that time to learn that the bear is not hugging him with affection but is mauling him to death!
2.
 - a. The adding of the chameleon is strange because it is the only 'wild animal' which is not dangerous to humans.
 - b. The poet speaks very conversationally to the reader by directly addressing her/him as "you." This gives her/him the exalted role of a well-wisher, who gives her/his readers advice for their knowledge. This adds to the overall 'educative' content and humour of the poem.
 - c. iv. leaf.
 - d. iv. B. and C.

Assignment 2

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

3 marks each

1. What are the factors that add to the humour in the poem?
Ans. The subject matter of the poem is humorous by itself. The poet assumes that an average person cannot differentiate between different wild animals, and then gives clues on how to spot which animal is eating you as you are dying! The rhyme, the misspelt words and some irrelevant information adds to the humour of the poem.
2. In what way is the crocodile and hyena similar as well as different?
Ans. The hyena as well as the crocodile are wild beasts too but exist in different environments. They both have an unusual characteristic also which distinguishes them from other animals. A crocodile weeps with joy while eating its victim, while a hyena laughs with excitement while devouring its prey.
3. Who would you relate the hyenas and crocodiles to in the real life of a human?
Ans. The hyenas are people who wait for opportunities to destroy others, and get pleasure while doing so. Crocodiles are people who hypocritically shed 'crocodile' or fake tears and show an insincere display of emotions when they hear of any misfortune which may have befallen on others.
4. Why can a 'bear hug' be dangerous sometimes?
Ans. The poet warns one about how dangerous bears can also be. They often enter homes and backyards, and one very, very strong 'bear hug' from them can cripple or kill a person. They are not the cuddly animals one envisages them to be.

Assignment 3

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

6 marks each

1. What is the poem 'How to Tell Wild Animals' about? Do you think it really does what it says in the title? Give reasons.

Ans. The poem 'How to Tell Wild Animals' is about the ways in which we can identify wild animals. But the ways suggested in the poem are too dangerous to follow. For example, to tell an Asian lion from the other animals, you have to see if it roars as you are dying. The Bengal tiger can be identified if he eats you up. A creature is a bear if it hugs you really hard, which in fact, is the way a bear attacks. A hyena laughs and a crocodile weeps as it gobbles you up. All these methods of identifying wild beasts are impossible to follow. So the poem does not really do what it says in the title.

2. The poem suggests dangerous ways to identify wild animals, and that is what makes the poem humorous. Discuss.

Ans. The poem suggests dangerous ways to identify wild animals. Because the ways are too dangerous and impractical to follow, they appear humorous. The way to identify an Asian lion is to see if it roars at you while you are dying. The Bengal tiger eats you up, and that is the simplest way to identify it. The leopard will leap at you, and do it again as you roar with pain. The bear will suffocate you to death with its bear hug. The crocodile will weep and the hyena will laugh as they make a meal of you. The chameleon may not be so dangerous, but identifying it is perhaps the most difficult. You may tell that a lizard-like creature is a chameleon if you don't see it.

3. Keeping in mind the mood/ tone of *How to Tell Wild Animals*, critically comment on the poet's sympathies in *A Tiger in the Zoo*. Use evidence from the texts of the poems to substantiate your response.

Ans. The poet of 'A Tiger in the Zoo' envisages a fulfilling existence for the tiger in its natural ecological space. This kind of existence is for the tiger and its welfare alone, and is not a peaceful co-existence of beast and man. The poet's sympathy for the tiger is expressed through this hope: it should be free to explore its own environment, as a predator. In the zoo, it is not just confined, but its true instincts as a wild animal are curbed, just so it can be viewed and admired, at a safe distance, by city-dwellers. The animals in 'How to Tell Wild Animals' are mostly dangerous predators: lion, leopard, bear. They are referred to as such, but through comic portraits that make them seem less dangerous; the lion is said to roar, the bear to hug. The tone of 'A Tiger in the Zoo' is not comic at all, but serious and even melancholic.

5. The Ball Poem

Assignment 1

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

5 marks each

1. a. innocence.
b. The speaker decides not to intrude upon the boy's grief or offer to buy him another ball.
c. ii.
d. The poet uses the literary devices of imagery and personification when he refers to the ball as 'merrily bouncing.' He also uses a metaphor when he compares the loss of a ball to other losses that the boy will face later on in life. The repetition of the word 'what' shows the hopelessness of the situation.

2. a. responsibility/accountability.
- b. He must know how to cope with loss and accept responsibility.
- c. ii.
- d. One learns that in a world of possessions, nothing lasts forever. One will often lose valuable things, loved ones, and cherished relationships, but one needs to learn to cope with loss, recover from heartbreak and move on with life.

Assignment 2

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

3 marks each

1. *Why does the poet not wish to intrude upon the boy who has lost his ball?*
Ans. The poet does not wish to intrude upon the boy who has lost his ball because nothing can replace the lost ball. Neither money nor a new ball can match up to the fun and magic of the old ball. The poet knows this and leaves the boy alone in his grief.
2. *Why is a dime or another ball worthless to the boy?*
Ans. A dime or another ball is worthless to the boy because they will not have the same associations for the boy that his old ball had. The old ball had been his playmate through his growing-up years. The fun and frolic he had with the ball cannot be recreated with a new ball. Also, money cannot buy back the ball.
3. *Why does the poet say that the boy 'senses first responsibility'?*
Ans. By losing the ball, the boy learns the first lesson that is a sense of responsibility. No other ball can replace the lost ball. The other lesson that the boy learns is the sense of loss. The sense of responsibility teaches us to take care of our possessions, for possessions will always be lost or taken, and money cannot buy them back.
4. *Would it have been a good idea if the poet or another adult had bought him another ball?*
Ans. Buying another ball would have negated the importance of the sense of responsibility and sense of loss. The sense of responsibility teaches one to take care of their possessions. The boy learns that loss is universal and one must get up and move on even after suffering the pain of loss.
5. *What must every man know one day? What do most men know on many days?*
Ans. Every man must know one day that the things we possess and hold dear will be lost or taken from them. One has to come to terms with the inevitability of loss. What most men know on many days is the pain of loss, and how to recover from the pain and move on in life.
6. *Explain the line: 'An ultimate shaking grief fixes the boy'.*
Ans. After the boy loses his ball, the poet says that 'An ultimate shaking grief fixes the boy'. The grief is 'ultimate'. There can be no greater grief for the boy. He shakes with the force of the grief. He stands transfixed, unable to move, staring down the harbour where his ball went.
7. *Through this poem, what does one learn about the epistemology of grief?*
Ans. The poet wants one to understand that in a world of possessions, nothing lasts forever. One will often lose valuable things, loved ones, and cherished relationships, but one needs to learn to cope with loss, recover from heart-break and move on with life.

8. What do you think the ball was a symbol of?

Ans. The ball, besides being a plaything of the young boy, was also a part of his innocent childhood and the memories associated with it. The ball is also a symbol of material possessions, as well as emotional relationships, whose loss gives one a lot of grief.

Assignment 3

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

6 marks each

1. The poet says that the boy is learning lessons from the loss of his ball. Explain why the poet thinks so. Is there any other life lesson that the boy can learn from his situation?

Ans. The boy has lost his ball which was very dear to him. The boy is overcome by grief. But through the loss, the boy is also learning some important lessons of life. He is learning that with ownership comes responsibility. The boy has the responsibility to take care of what he possesses. All things will one day be lost or taken. This truth also brings with it the lesson that one has to bear the pain of loss and move on. The other life lesson that the boy can learn from his situation is not to be too attached to possessions. As loss is inevitable, attachment to possessions can only bring pain and sorrow.

2. 'People will take Balls, balls will be lost always, little boy.' What does the poet mean by this?

Ans. By this the poet means that in a material world, 'world of possessions', there will always be people to take things away from us. People will covet things and hoard things as a mark of success. Things can be lost as well through our own negligence or incompetence. There is nothing in this world that we can hold on to for all times. In this line, balls symbolize possessions. The loss of the ball by the boy is representative of the fact that nothing stays forever. All that we hold dear will either be taken from us or lost by us – in both situations the pain of loss will have to be borne with fortitude.

3. The boy stares down the harbour where his ball went. What could the boy be thinking of as he stands and stares? Answer with reference to the details given in the poem.

Ans. The boy was playing with his ball when it went bouncing down the street and into the water of the harbour. The boy is devastated. He stands rigidly, his body trembling with grief, his desperate eyes staring down the harbour where the ball went. As he stands rooted to the spot, realizations dawn on him. He learns, perhaps for the first time, that he was responsible for the ball. He owned it, and therefore, there is no one else that he can blame for his loss. He now knows what it is to lose something you love. He feels the pain of loss, and knows that he can never get his ball back.

4. The experience of loss can be heartbreaking, no matter the age of the person facing the loss. Do you agree with the statement? Rationalize your answer with evidence from 'The Ball' and 'The Necklace'.

Ans. Loss can often, to the sufferer, acquire an emotional dimension that far exceeds its real-world material value. The young boy in 'The Ball' is an example: when his ball drops into the water, he registers only the immediate deprivation to himself. He does not think at all that the ball is a cheap object, easily replaced. This is an effect of his age, which causes him to feel, with the pure intensity of a child, emotions that an adult would not be moved by. However, he does feel, alongside his grief, a certain "first responsibility," which might mark the beginning of a shift towards more adult emotions. "Money is external" is an adage from this poem, and the Loiseles in 'The Necklace' experience this directly, though in a grimly ironic fashion. Matilda Loisel wears a necklace borrowed from a friend to a glittering dinner, and then loses it. She and her husband have to take on staggering debt to replace the necklace, and this changes their lives much for the worse. Their loss is not just of the ornament, but of their entire way of life, their financial stability, and their dignity in the eyes of

others. This entire train of events is very socially-founded: the couple act through it all in awareness of social convention, and in the fear of losing face. But, the necklace is actually of quite low worth, and this value is far outstripped by their greater loss over time. Here, loss is complex, but is again proved to be more than a function of value.

6. Amanda!

Assignment 1

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

5 marks each

1. a. she was concerned about Amanda's health.
b. It suggests that Amanda was not paying the least bit of attention to what her mother was saying to her.
c. ii. B., D. and E.
d. These lines do not sound like poetry but rather like a list of harsh instructions. The poet uses the literary device of repetition of the name "Amanda," to emphasize the fact that the girl was not paying any attention to her mother. Each successive 'Amanda' can be mimicked as being said in a higher pitch.
2. a. iii.
b. Amanda's mother is nervous that others would think that she nagged Amanda. This is ironic because that was exactly what she was doing. It is her nagging that brings a harsh tone to the poem, as compared to Amanda's overactive imagination and gentle musings.
c. ii. frustrated
d. The literary devices are alliteration ("Stop that sulking at once"), irony ("Anyone would think that I nagged at you"), and repetition ("Amanda!").

Assignment 2

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

3 marks each

1. *How is Amanda instructed to sit? What does the fact that she is 'slouching' suggest about Amanda?*
Ans. Amanda is instructed to sit up straight. The fact that Amanda is slouching suggests that she is bored. She does not feel motivated to do anything. She is weary of being always instructed. She does not have the freedom to do what she likes and be herself.
2. *Amanda was criticized for many reasons. What impression do you think her parents had of her?*
Ans. Amanda's parents thought her to have bad habits like biting her nails, and lack of confidence by her bad posture. Not finishing her homework and her untidiness made her lazy, and her greed in eating chocolates showed lack of self-control. They felt her moody behaviour was inconsiderate of their image.
3. *Why did Amanda find the sea attractive?*
Ans. While being scolded for her slouching, Amanda's imagination transported her to a languid, emerald sea where she was a mermaid drifting blissfully in peace, all alone, and in peace and silence. This attractive picture was in total contrast to the posture she was being forced to have by her nagging parent.

4. *Why do you think Amanda imagines herself to be an orphan?*
- Ans.** Amanda imagines herself to be an orphan because she wants to escape parental control. Amanda is told to finish her homework, tidy her room, clean her shoes and so on. She finds this nagging bothersome. As an orphan, she would be free to roam the streets barefoot and make patterns in the soft dust.
5. *Amanda does not look at her parent when she speaks to her/him. What does this tell you about how Amanda feels?*
- Ans.** This tells us that Amanda feels weary of the many things she is asked to do or avoid doing. She is tired of the constant nagging. Maybe she also knows that talking to her parent would be futile. Her parent would never understand how she feels.
6. *When Amanda does not respond to any instruction, what does the speaker say about her?*
- Ans.** When Amanda does not respond to any instruction, the speaker says that she is always moody. She asks Amanda to stop sulking at once. Because the speaker has to keep asking Amanda again and again due to her lack of response, she says that anyone would think that she is nagging Amanda.
7. *Why did Amanda wish to live like Rapunzel? What would she not do?*
- Ans.** Like Rapunzel, Amanda would love to live alone in her tower, cut-off from everyone, so that she would enjoy peace and silence. But she would never let down her bright hair and allow any prince or any other human into her peaceful world.
8. *What was ironic about Amanda's mother asking her not to sulk?*
- Ans.** 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, lost child.

Assignment 3

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

6 marks each

1. *Parents and children often do not understand each other. Discuss this statement with reference to the poem 'Amanda'.*
- Ans.** Parents and children often do not understand each other. Children are imaginative. They do not want to be dictated by the humdrum rules of life. Parents, on the other hand, want to discipline children. In the poem, Amanda's parent nags her about the many things that she does or does not do. She asks Amanda to sit properly, finish her homework, tidy her room, among other things. She calls Amanda moody when she does not respond. But Amanda is not moody; she is just weary of the nagging. She dislikes being instructed, and wishes to be free. So she escapes into a world of imagination where she can be an orphan, the sole mermaid in the sea or Rapunzel in her tower. Amanda calls silence 'golden' and freedom 'sweet'. That sums up what Amanda really wants.
2. *What kind of a child is Amanda? Difficult, stubborn, imaginative? Give reasons for your answer. Discuss any other quality that you may think Amanda has.*
- Ans.** Amanda is a very imaginative child. As her parent nags her about things she should or should not be doing, Amanda drifts off into a world of make-believe – she imagines herself as an orphan, roaming barefoot on the streets, as a mermaid, and then as Rapunzel. That is her way of escaping the world of adults who do not understand her. This unwillingness to respond to adults also makes Amanda a rather stubborn and difficult child. She does not even look at her parent when she speaks to her. It is clear that the parent is exasperated at Amanda's behaviour. However, Amanda's stubbornness is

the result of the inability of adults to understand the mind of a child. Amanda, too, is exasperated at the life of discipline that is expected of her. Amanda seems to be reticent too. She keeps to herself and does not voice her feelings.

3. Using evidence from the given poem and any other text in the syllabus, critically comment on how young women are circumscribed because of the beauty or their behaviours. Discuss the resistance, if any, put forth the characters in the texts you've chosen.

Ans. Young women are subject to many factors beyond their individual control under the system of patriarchy. These factors often revolve around their beauty and the performance of social behaviour that is deemed correctly feminine. Yeats highlights and even magnifies these in Anna Gregory in the poem he dedicates to her; he praises her hair, making it a synecdoche for her physical beauty and womanly perfection in his eyes. She wants to be appreciated as an individual women – for 'myself alone' – and this is a form of resistance that Yeats writes into his poem.

Amanda's parent also imposes codes of proper behaviour on her in the course of the poem 'Amanda'. Most of these are related to what Amanda does or does not do, rather than her physical appearance. However, they are enforced through prohibition: the parent constantly directs Amanda to do things that are socially acceptable and proper for a girl child. Amanda responds with an imaginative resistance, by placing herself in daydreams that are more true to her feelings and aspirations.

7. The Trees

Assignment 1

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

5 marks each

1.
 - a. forest.
 - b. It feels like a voice because, like all sounds, it flows through the rooms and pervades the senses.
 - c. iii.
 - d. The poet uses curious, lyrical, and metaphorical language to explore a variety of themes. These lines present a picture of peace and tranquility, with the smells of nature still lingering in empty rooms, and the night sky 'still open.' This gives a sense that the poet is waiting for something to happen.
2.
 - a. The poet does not use rhyme but instead uses the literary device of enjambment for run-on-lines.
 - b. The setting of the poem itself gives the impression of quietness, except for the movement of the trees as they shuffle out into the dark, waiting forest. There are no loud noises, just whispers of a quiet change that is taking place. Even the poet sits in calmness as she writes.
 - c. i. contemplative
 - d. iii. A. and C.

Assignment 2

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

3 marks each

1. What did the trees do all night?

Ans. 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.

2. *What will happen to the forest by morning? How is the forest now?*

Ans. The forest will be full of trees by morning. The forest is now bare. There are no trees in the forest for the birds to perch upon and insects to hide. There is no shade in the forest to escape the blazing sun.

3. *How do the roots and leaves of the trees work to break free of the house?*

Ans. The roots work all night to disengage themselves from the cracks in the verandah floor. The leaves, branches, and boughs strain towards the glass till they break, and the trees can stumble out.

4. *Why does the poet use the metaphor of the 'newly discharged patients'?*

Ans. 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 restart their lives.

5. *How does the poet occupy herself during the time of the departure of the trees?*

Ans. The poet sits inside the house, with the doors open, writing long letters. Surprisingly, she does not mention the strange activity going around her. She appreciates the beauty of the night and breathes in the smell of leaves and lichen that lingers in the rooms.

6. *Why does the poet not mention the departure of the trees from the house in her letters?*

Ans. The poet for long had intimations of the departure of the trees from the house. Her head had been full of whispers telling her about such an eventuality. The poet wants this exodus to happen. So she does not mention anything about it in the long letters she writes. She does not want anything to stop their departure.

7. *Why will the 'whispers' in the poet's head be silent in the morning?*

Ans. The poet has had 'whispers' in her head about the exodus of the trees. She had long known that such a thing would happen. And it does, for all night the trees work to shake off the confines of the house, and stumble out in the night seeking their forest. By morning, they will have reached the forest. With it, the whispers in the poet's head too will become silent.

8. *How does the poet describe the moon in the last stanza of the poem?*

Ans. In the last stanza, the poet describes the moon as a broken mirror. As the forest is now full of trees, the moon can be seen only through the branches of the tallest oak. In other words, it can be seen in bits and parts, like the shards of a broken mirror.

9. *What is the symbolic meaning of the poem?*

Ans. The poet often wrote about women's emancipation, and this poem can also be read from this perspective. The trees represent women who are rooted in their houses and have no freedom whatsoever. They want to break free and join the forest of mankind where they can contribute richly to the world.

Assignment 3

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

6 marks each

1. Write a note on the use of symbolism in the poem 'The Trees'.

Ans. 'The Trees' uses symbolism to depict a stage of evolution in which humans, and women especially, transition from a state of artificiality and bondage to the state of nature and freedom. The trees in the poet's house disengage themselves and start moving out towards the forest. They have for long been confined in the house. In their absence, the forest was bare. There were no trees to shelter

birds and insects, and no shade to give relief from the sun. The trees symbolize human beings, and the forest symbolizes their natural habitat. The forest will be full of trees in the morning, that is, humans will have reached their natural state.

2. *'The Trees' presents a conflict between humans and nature. Discuss.*

Ans. *'The Trees' presents a transition of the human race from artificially conditioned environments to a state of nature. There is therefore a clear demarcation between the two. They cannot be blended into a harmonious whole, and therein lies the conflict. Humans, especially women, are breaking free of man-made fetters; they are seeking their natural selves. The trees uproot themselves from the house, the glass breaks and they stumble out. The wind rushes to meet them as they walk towards the forest. By morning, the poet says, the forest will be full of trees. This is another way of saying that humans will have returned to their natural state.*

3. *Plants are often kept in houses for decorative purposes. Sometimes, their growth is deliberately stunted as in the bonsai. How do you think the plants feel? Discuss with reference to the poem 'The Trees'.*

Ans. *'The Trees' can be interpreted as the revolt of plants and trees that have been kept inside houses for decorative purposes. They are kept away from their natural habitat, such as forests. Often, their growth is tampered with, as in the bonsai, to turn them into objects of ornamentation. In the poem, the trees disengage themselves from the house, uproot themselves and start walking towards the forest. Their boughs are cramped from years of confinement. They feel dizzy, like newly discharged patients do, as they walk out of the doors of the house. But they feel liberated. They are no longer objects of display; they are finally free to seek the life they were meant to live.*

4. *Freedom is greatly desired and treasured by all. In order to grow and thrive, one must be able to embrace their freedom. In the light of the given statements, compare and contrast Mandela's thirst for freedom and the theme of Adrienne Rich's Trees. Use evidence from the mentioned texts to support your answer.*

Ans. *Personal freedom is often restricted and undermined by factors on a social scale, such that individual subjects have to make choices to even approach their freedom. Nelson Mandela marks this condition in reminiscing on his youth: his 'birth and colour' were the most important determinants of how he could live in South Africa. He also found that he had to intend and pursue decisions in working for freedom under apartheid: he could not work for his family and kin without working for all people of his race. In Adrienne Rich's 'The Trees,' comparable, unidentified factors constrain the freedom of the unnamed figure. They progressively recede as the figure decides to embrace her own freedom and personal autonomy, and give them virtually no acknowledgement. Mandela too keeps his 'hunger to be free,' and does not leave it to be overcome by the weight of history and institutionalised racism.*

8. Fog

Assignment 1

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

5 marks each

1. a. The fog is given feline attributes in the poem where its arrival is compared to the quietness of a cat with its padded, noiseless feet. When the fog hovers over the harbour and the city, it is compared to a cat sitting briefly on its haunches.
- b. iv.
- c. The poem does discuss the presence of fog at a waterfront since there is a clear reference to the harbour in the poem. The poem describes the fog overlooking the harbour as well as the city.
- d. picturesque/scenic

Assignment 2

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

3 marks each

1. Explain the metaphor that the poet uses to describe the fog.

Ans. The metaphor that the poet uses to describe the fog is that of a cat. The fog is pictured as a cat that comes in quietly. It hangs over the city and the harbour like a cat sits, looking silently and watchfully. And just like a cat gets up and walks away, the fog too lifts and drifts away.

2. Which characteristics of a cat has the poet captured in his metaphorical poem, 'Fog?'

Ans. 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.

3. What changes do you think come into the surroundings with the arrival of the fog?

Ans. 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.

Assignment 3

C. Answer the following question in 100–120 words.

6 marks

1. If you were to compare the fog to another animal, which animal would you choose? Give reasons to support your answer.

Ans. The fog can be compared to a moth. A moth has soft, feathery wings which covers the place it sits on. The moth sits for a long time at a place, undisturbed and unmoving. The fog too hangs unmoving over a place. It seems to be watching the place quietly for a long time before lifting up and drifting away. The moth too seems to be pondering over something, thinking something deeply. And then, without any forewarning, it suddenly flutters off.

9. The Tale of Custard the Dragon

Assignment 1

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

5 marks each

1. a. bite.
b. The little grey mouse was called Blink because it could run off in the blink of an eye, as proved in the poem.
c. ii.
d. The poem is written in the form of a ballad, which means it narrates a tale of courage and heroism. But this poem is actually a parody which tells the story of an unlikely hero – a dragon who was actually a coward.
2. a. Though this ballad also deals with a tale of heroism, it is actually an amusing parody of a cowardly dragon.
b. In this poem about a cowardly dragon, the choice of the word 'unmerciful' reflects the cruelty of Belinda and the rest of her pets who took pleasure in mistreating Custard. The word 'unmerciful' underscores their harshness and adds a touch of grimness to the tone of an otherwise comic verse.

- c. a rather lonely dragon.
 - d. iv. A., B. and C.
3. a. teasing
- b. the presence of a pirate makes the story more dramatic, especially since it is a ballad.
 - c. i.
 - d. Even though the situation is grim, the poet makes it dramatic with both audible and visual imagery. The word “meowch” (meow + ouch) uttered by the kitten, and the poetic licence to use ‘winda’ for ‘window’ so that it rhymes with Belinda, add humour to the situation.
4. a. brave as a barrel full of bears.
- b. Although all the animals were brave in their own ways, the sight of the fearful pirate frightened them.
 - c. iii. C. and D.
 - d. The poem has a rhyme scheme which is *aabb*, which adds to the easy reading of the ballad. Besides this, the picture of a black kitten called Ink trickling to the bottom of the house is very fine visual imagery.
5. a. This parody-ballad deals with the fight between a cowardly dragon and a pirate for a young girl, instead of the camel where one had knights on horseback fighting for their king.
- b. Though Custard was a fearful looking dragon, he was a coward. But it was the sight of Custard which made the pirate go into shock and fortify his nerves with alcohol. This was the turning moment in the narrative, as Custard came out the winner.
 - c. like an engine.
 - d. iv. B. and C.

Assignment 2

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

3 marks each

1. *In what way did Belinda show creativity in naming her pets?*
- Ans.** Belinda named each of her pets according to its one striking characteristic. Hence, the black kitten was Ink, the grey mouse who ran fast was Blink, the yellow, sharp dog was Mustard, and the sweet but cowardly dragon who trembled with fear was aptly named Custard.
2. *Why did Belinda and the other pets tease Custard the dragon?*
- Ans.** Belinda and the other pets teased Custard the dragon because he always cried for a nice and safe cage. A dragon is supposed to be brave. Custard had all the trappings of a dragon – big, sharp teeth, spikes on his back, and a fire-breathing mouth. Yet he behaved in a cowardly fashion and wanted the safety of a cage.
3. *What was ironic about Custard?*
- Ans.** Custard was a fierce-looking dragon with big, sharp teeth, pointed spikes and scales, a mouth like a fireplace and a chimney for a nose. In addition, he had daggers on his toes. Despite this frightening exterior, Custard had the heart of a coward. Even the little mouse was brave enough to chase lions.

4. What did Custard always cry for? What impression did Custard create of himself because of this?
- Ans. Custard always cried for a nice and safe cage. The impression that Custard created because of this was that he was a coward. He was fearful to look at, with flames leaping out of his mouth and smoke billowing from his nose, yet he always cried for safety. Even the episode with the pirate did nothing to change this perception.
5. Describe the fight that took place between the pirate and Custard the dragon?
- Ans. When the pirate comes in, Belinda turns pale and her pets Ink, Blink and Mustard flee the scene. It is Custard the Dragon who jumps up and charges at the pirate like a full-throttled engine. He lashes his tail and goes after the pirate as a robin goes for a worm. Taken aback by the dragon's ferocity, the pirate gulps some grog and fires two bullets. But they miss their mark, and Custard eats up the pirate bit by bit.
6. What were the reactions of the others to this heroic deed of Custard's?
- Ans. After the celebrations and praising Custard for saving them, the other animals made excuses for their cowardice. The dog felt he had acted without thinking as he had become flustered, and Ink and Blink insisted they were three times braver than Custard. Custard agreed with what they said.
7. Does one see any change in Custard after this incident?
- Ans. No, Custard remains his usual timid self, still crying for a 'nice safe cage.' He even agrees with the others and says that everyone was braver than him. He does not boast or show any kind of arrogance, and is most humble about what he has done.

Assignment 3

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

6 marks each

1. People perceive us as we perceive ourselves. Discuss this statement with reference to how Belinda and the other animals regarded Custard the dragon.
- Ans. 'The Tale of Custard the Dragon' is a humorous poem about Belinda and her pets, all of who except Custard the Dragon, are very brave. Custard is a cowardly dragon who cries for the safety of his cage. Belinda and the other pets tease him for this. Yet, when a pirate attacks them, it is not Mustard, Ink or Blink who come to the rescue; it is Custard. He charges at the pirate and gobbles every bit of him. Belinda and the other pets hug him and dance around him. But soon, they begin to assert themselves again – they would have been many times braver than Custard had they not been taken by surprise. And, unfortunately, Custard agrees. Custard's low opinion of himself makes it easier for Mustard, Ink and Blink to resurrect the lie – that they are brave and Custard is cowardly.
2. Would you call 'The Tale of Custard the Dragon' a veiled satire on human nature? Give reasons.
- Ans. 'The Tale of Custard the Dragon' reveals two things about human nature. The first is that people will always try to suppress others and promote themselves. The second is that unless we respect and value ourselves, no one will give the respect and value we deserve. In the poem, the other pets are jealous of Custard for the courage he showed in fighting the pirate. So, after an initial show of gratitude, they want to take back their position of superiority. They say that they would have been many times braver had they not been flustered by the pirate's sudden appearance. Custard agrees meekly, and says that everyone else is braver than him. So nothing really changes. Belinda and her other pets continue to be known for their bravery, and Custard continues to be teased for being a coward.

3. It is often argued that looks can be deceptive. Compare and contrast how Custard is perceived by his companions, and how the woman had deceived the narrator in *A Question of Trust*.

Ans. One's appearance and one's activities can often interact in intricate, unexpected ways. In social life, it is generally the former that sets the way one is perceived by others. Thus, Custard the Dragon is assumed to be brave simply because he looks the part, with teeth, spikes, and scales. Even Horace Danby in 'A Question of Trust' is assumed to be a 'good, honest citizen' because of his appearance and lifestyle; no one suspects him of being a burglar.

Custard does exhibit courage in his defence against the pirate, but he is not essentially brave; his courage fortunately emerges in that moment of danger. He is otherwise happy to retreat to a 'nice safe cage.' It is his actions that are brave, and these become so under the right conditions at the right moment. The woman whom Danby encounters during his attempted robbery also uses the moment to obtain an advantage over the would-be robber, while concealing that she is one too. Her appearance fools Danby into cooperating with her, but it would not have convinced him as easily without the right correspondence of circumstances. She realises that she can use her intelligence to manage how these circumstances appear to Danby and secure her advantage. Custard too responds to circumstances, though likely more out of instinct and an underlying sense of protectiveness towards his friends.

10. For Anne Gregory

Assignment 1

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

5 marks each

1. a. iv. B. and C.
b. a young woman bearing luxuriant blonde (yellow) hair.
c. Despite being given little textual space, Anne manages to register her protest against the poetic persona's opinion.
d. The poetic persona's claims are certainly not justified. Anne is subjected to increasing scrutiny because of beauty. This unwarranted attention from a suitor who positions himself as an advisor, is not to be condoned.

Assignment 2

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

3 marks each

1. Explain the metaphor which the poet uses to describe Anne Gregory's hair.

Ans. The poet calls Anne's hair 'honey-coloured ramparts'. Ramparts are the high, wide walls around a castle or fort. Just as the ramparts surround the fort, so does Anne's hair surround her face. The ramparts give strength and impregnability, which are the attributes of a fort; in Anne they create a vision of beauty.

2. What effect does Anne Gregory's beautiful hair have on young men?

Ans. According to the poetic persona, Anne Gregory's beautiful hair makes young men fall in love with her. They experience a strong attraction that drives them to despair. However, the love that they feel is superficial. It is brought on by Anne's outward beauty, not her inner self.

3. *In what way is Anne's beauty a handicap to her?*
- Ans. 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.
4. *Does Anne Gregory want to be loved for herself alone? How do you know?*
- Ans. Anne Gregory wants to be loved for herself alone. When told by the poet that the men who profess their love for her do so for her physical charms, she says that she will colour her hair black, brown or carrot red. That may make her look less beautiful, and men may then love her for the other qualities she possess.
5. *What truth about life does the poet try to tell young Anne Gregory?*
- Ans. The poet is an older, experienced man, and well-versed in the ways of the world. He tells Anne that though there are many young men in love with her attractive looks, she may never find someone who will love her for the person she really is.
6. *What is the way Anne Gregory feels she can find true love?*
- Ans. Anne is keen to find someone who will love her for the person she is and not for her outward appearance. She feels she can do this by colouring her hair in different colours which will make her physically unattractive. Only the one who loves her truly will then stay.
7. *How would you describe the attitude of the poet towards Anne Gregory as shown in the advice he gives her?*
- Ans. The attitude of the poet towards Anne Gregory appears to be caring and protective. He presents himself as her well-wisher, and therefore, wants to warn her about men who are swayed by her physical beauty. He wants her to be aware of the fact that those who despair for her love may never care for her inner worth.
8. *Why do you think the poet mentions the old religious man?*
- Ans. By mentioning the old man, the poet adds weight to his argument. The old man and his text represent age-old wisdom. According to the text, only God, who is the Creator of all, can look beyond external beauty and love anyone for their soul, unlike mortals.

Assignment 3

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

1. *Divine love is superior to human love. Discuss with reference to the poem 'For Anne Gregory'.*
- Ans. In the poem 'For Anne Gregory', the poet impresses upon Anne that divine love is superior to human love. Anne is a beautiful girl with long and lustrous honey-coloured hair that attracts many men. The poet says that the men are driven to despair over her beauty, but they do not care to see Anne's inner self. Anne says that she could dye her hair in less attractive colours such as brown or black. That may make men love her for herself. But the poet contradicts her. He says that he heard an old religious man declare that he had found a text to prove that only God is capable of such love. Human love is limited by outward beauty; divine love knows no such bounds.
2. *The kind of human love that the poet describes in the poem 'For Anne Gregory' is romantic love. But there are other kinds of human love too which, like divine love, do not depend on how a person looks. Do you think it is fair that the author only compares romantic love to divine love?*
- Ans. It may not be fair that the poet only compares romantic love to divine love. There are other kinds of human love too which, like divine love, do not depend upon how a person looks, such as a mother's

love. However, in the context of Anne Gregory, the cause of the attention she receives from young men is romantic love. Young men are driven to despair by her beauty. But they have never loved Anne for the person that she is. The poet cares for her, and so tries to make her see the important distinction between human love that is guided by physical beauty and divine love which is absolute.

3. *Why do you think that the poet is telling Anne Gregory all these things? Is he trying to protect her? Does he want Anne to make the right choice regarding suitors? Discuss.*

Ans. I think the poet is telling Anne Gregory all these things because he is romantically interested in her. Anne is beautiful. She has long lustrous golden yellow hair that attracts many men towards her. The poet is trying to make her understand that such attraction and love is superficial. The men do not see her inner beauty, and therefore, it is likely that as her beauty will wane with time, so will their love. It could be that the poet wants Anne to make the right choice regarding suitors i.e. he wants Anne all to himself. To support his point, the poet cites the instance of the old religious man who had found a text that proved that only God could love a person for his or her inner beauty, and not for her outward appearance.

Supplementary Reader: Footprints without Feet

1. A Triumph of Surgery

Assignment 1

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

5 marks each

1. a. The narrator, a seasoned vet, would have felt sorry for the little dog, and also have felt exasperated about the reason for its ill-health.
b. i. Protectiveness
c. Mrs Pumphrey, in her blind love for her dog, foolishly fed him unsuitable food and at all hours. This made Tricki addicted to food, and the constant eating and lack of exercise made him a very sick dog.
d. weakness
2. a. The narrator was a seasoned vet, and he shows that he was well-organised, and that he only had his patient's welfare in mind.
b. iii. Trustworthy
c. The narrator, a vet, was able to diagnose his patient by just looking at him. He had prepared with a plan in advance for Tricki's treatment, and dealt with Mrs. Pumphrey firmly and yet sensitively, so that he could concentrate completely on getting his patient well.
d. fainted
3. a. Tricki had been very close to death, but it was remarkable that it took the little dog barely a day or two to get back on his feet. It was nothing short of a miracle.
b. Curiosity
c. whining
d. The narrator kept Tricki under observation. He was fed only water, and slept in a box near the fire, next to the other dogs. On the third day, Tricki actually started showing improvement and wanted to join the other dogs.
4. a. Mrs Pumphrey was very fussy, and a somewhat foolish woman, who was overly anxious and possessive about her pet.
b. The narrator treated Tricki in a unique way, which was by keeping him out of Mrs Pumphrey's care. He devised a diet for Tricki with plenty of water and suitable food. He also ensured that Tricki got his much needed exercise.
c. iv. Resentment
d. information/ knowledge

Assignment 2

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

3 marks each

1. *Who do you think was responsible for Tricki's poor health? Give reasons for your answer.*

Ans. Mrs Pumphrey was completely responsible for Tricki's poor health because not only did she indulge his greed for food, she also fed him the wrong kind and did not give him enough exercise. She pampered him excessively and as a result, Tricki became dangerously overweight.

2. *What clever plan had Mr Herriot made for Tricki's treatment?*

Ans. 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.

3. *How did the Mrs Pumphrey household react when Tricki was being taken away by Mr Herriot?*

Ans. The whole household was in tears when Tricki was being taken away. Mrs Pumphrey almost 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.

4. *What happened on the third day when the narrator let Tricki out of the surgery?*

Ans. When Tricki was let out of the surgery on the third day, he was immediately engulfed by Joe, the greyhound, and his friends. They rolled him over and thoroughly inspected him, after which they moved off down the garden with Tricki following them.

5. *Why was the narrator tempted to keep Tricki as a permanent guest at his surgery?*

Ans. The narrator was tempted to keep Tricki as a permanent guest at his surgery because Mrs Pumphrey was sending fresh eggs, bottles of wine and even brandy to help the convalescing Tricki, but which the narrator and his partners had instead, for such food would do Tricki more harm than good.

6. *What kind of a person do you think Mrs Pumphrey was?*

Ans. 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.

Assignment 3

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

6 marks each

1. *Mrs Pumphrey kept Tricki in the lap of luxury. But Tricki needed something else. What was it that Mrs Pumphrey could not give Tricki?*

Ans. Mrs Pumphrey kept Tricki in the lap of luxury. But it was because of this that Tricki became fat and unhealthy. One fault of Tricki was that he could not refuse food, and so he ate all the cream cakes and chocolates that Mrs Pumphrey gave him. He had different bowls for different mealtimes and different coats for different seasons. Yet all these were not what Tricki needed. He needed plenty of exercise and play, something which he found at the surgery with the other dogs. The narrator guesses correctly the reason for Tricki's ill health, and so gives Tricki little food but a lot of exercise and play at the surgery.

2. What kind of a life did the animals have at the surgery? How different was it from the life Tricki had? Which life would you have preferred? Give reasons.

Ans. The kind of life that the animals had at the surgery was very different from the life that Tricki had. Tricki was kept in luxury. His rich mistress refused him nothing. He had cream cakes and chocolates, different coats for different seasons, cushions and toys and rings. The dogs at the surgery led a more robust life. They ran and played outdoors, and made a dash for food when it was served. They lived the life as dogs should, with a lot of exercise, the company of other dogs and sufficient food. Tricki had a surfeit of everything, which was unhealthy. For these reasons, I would have preferred the life that the animals had at the surgery.

3. Mrs Pumphrey never came to know that all the coats, beds, toys and food she had given for Tricki had never been used for his treatment. Do you think she should have been told? Why? Why not?

Ans. The narrator had the good sense not to let Mrs Pumphrey know that all the coats, beds, toys and food she had sent for Tricki had never been used. He knew how anxious she could become about the welfare of her pet, to the extent that she could not understand at what point her love became over indulgence. Had Mrs Pumphrey been told, she might have become upset and would have insisted that Tricki be given all those things. It would have made Tricki's treatment difficult. It was the lack of those things that gave Tricki the opportunity to lead the life as dogs should, and in the process return to good health.

4. What kind of a person do you think was Mrs Pumphrey? Discuss her character with reference to the following points:

- (a) Loving
- (b) Anxious
- (c) Protective
- (d) Lack of good judgement
- (e) Impractical

Ans. Mrs Pumphrey is a rich lady who loves her pet dog Tricki dearly. She cares for him as one would for her own child. Tricki has soft cushions, day and night beds, toys and rubber rings, and an assortment of coats to make him feel comfortable in any season. She is anxious about Tricki's well-being, but lacks the good sense to know what is right for him. So when Tricki becomes overweight and listless, she feeds him more, thinking that he needs more nourishment. She is protective about Tricki and almost swoons when the narrator says that Tricki will need to be taken away and hospitalized. However, well-meaning as she is, she does more harm than good to Tricki because of her over protectiveness and lack of good judgement.

5. A pet becomes as much part of the family as any other member. Yet its needs are different and should be recognized. Discuss the relevance of this statement with reference to Mrs Pumphrey and Tricki.

Ans. It is true that a pet becomes as much part of the family as any other member. So there is the real danger of the family treating the pet as they would treat one another. It is common for them to regard pets as humans like themselves, and think of their needs in human terms. This includes feeding him food that is meant for human consumption, making him comfortable with cushions, and having an array of coats suited for every season. But the needs of an animal are very different from those of a human. They need the kind of food and exercise that keeps them lean, well-muscled and healthy. They need objects of basic comfort, not the lap of luxury. Not recognizing this can lead to problems as seen in Tricki's case. His mistress's over-indulgence makes him overweight and listless to the point that he can hardly move.

2. The Thief's Story

Assignment 1

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

5 marks each

1. a. Anil's response here shows that he was a good-natured, friendly and kind person.
b. please
c. Anil had given him shelter without knowing anything about him. So Hari had already understood that Anil was a kind and gullible man, and therefore knew it wouldn't be difficult to please him.
d. iii. Faithfulness
2. a. This was because he was uneducated and had always lived on the streets. He only knew how to make a living from petty crime, and therefore found Anil's profession very odd and unfamiliar.
b. It shows that Anil was educated and creative, and therefore capable of lofty ideas and deep thinking.
c. iv. Casual
d. irregularly
3. a. While Anil slept untroubled and peacefully in the moonlight, Hari, sitting in the dark, was cool-bloodedly plotting to rob him. Hari even compared the older man's unblemished face, while his, at the age of fifteen, was full of scar marks from violence on the streets.
b. i. Indifferent
c. Hari was a planner and thought out everything beforehand. At this time he must have had a calm and clear mind.
d. ray
4. a. A rich man shows anger when he loses his goods because his wealth becomes less. His loss makes him poorer.
b. Due to his line of work, Hari had developed the skill of observation. He had the ability to read people's faces and spot a prospective target. He also learned to understand their natures based on their response to being robbed.
c. iii. His age
d. observe

Assignment 2

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

3 marks each

1. Why did Hari say that Anil looked a bit of a wrestler himself?

Ans. Hari was a thief who thought that Anil looked kind and simple enough to be fooled. Hari said that Anil looked a bit of a wrestler himself because he wanted to befriend him, and felt that a little flattery would help.

2. *Why does Hari Singh feel that he had 'misjudged' Anil?*
Ans. 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.
3. *How did Hari make Anil agree to take him in his employment?*
Ans. Hari followed Anil when he walked away, and with his most appealing smile said that he would like to work for Anil. He lied that he knew cooking, for that was the one condition that Anil placed before him to take him into his employment.
4. *How did Hari know that the food he cooked was terrible?*
Ans. Hari knew that the food he had cooked was terrible because Anil could not eat it. Instead, he gave it to a stray dog. He also told Hari to be off as Hari had obviously lied when he had said that he knew cooking.
5. *What benefit did Hari see in becoming literate?*
Ans. 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.
6. *How do we know that Anil was a most trusting person?*
Ans. We know that Anil was a most trusting person because he had taken in Hari, a complete stranger, into his employment. He had also given Hari a key to the door of his house which Hari could use to come and go as he pleased.
7. *How did Hari justify his decision to rob Anil?*
Ans. Hari justified his decision to rob Anil on the ground that he was a careless man. If Hari would not take Anil's money, Anil would only waste it on his friends. Moreover, Anil did not even pay Hari for the work that he did for him. If not by him (Hari), Anil was likely to be robbed by someone else.
8. *What had Hari forgotten in his excitement to steal Anil's money?*
Ans. In his excitement to steal Anil's money Hari had forgotten that he would not learn to write whole sentences anymore. He could never become an educated and respected man – a big man – now that he had stolen Anil's money and run away.
9. *What prompted Hari Singh to return the stolen money?*
Ans. Hari realised that never again would he get the opportunity to learn to read and write in order to lead a life of dignity and respectability if he left a fine person like Anil. Besides that, he found no joy in the money after thinking about Anil's loss of trust.
10. *How did Hari realize that Anil knew about his theft?*
Ans. When Anil gave Hari a fifty-rupee note saying that henceforth he would be paid regularly, Hari saw that the note was still wet from the previous night's rain. Hari realized that Anil too must have noticed it and guessed what had happened.

Assignment 3

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

6 marks each

1. How could Anil have known that Hari had tried to rob him? What could he have thought then? Write what you think could have been Anil's thoughts on discovering the attempted theft.

Ans. In the morning the notes were wet, which the night before had been dry. From this Anil would have known that the notes had been taken outside in the rain, and no other person could have done it but Hari. Anil's thoughts after discovering the theft would have been one of pain and sadness. Anil had placed a lot of trust in Hari, and despite having limited means, had taken him into his employment. At the same time, he would have tried to reason out why Hari did such a thing. He would have partly blamed himself for not having paid Hari any salary, which is why he gives Hari a fifty-rupee note and says that he would be paid regularly from then on.

2. Anil is an empathetic employer. Discuss.

Ans. Anil makes money by fits and starts – he has no regular source of income. Yet, he takes Hari into his employment. He catches Hari's lie the very first day when the food he cooks cannot be eaten. But he gives in to Hari's appealing ways, knowing perhaps that the young boy needed food and shelter. He does not pay Hari any salary but overlooks the little money that Hari steals from the daily shopping. He also gives Hari money occasionally to go and watch a movie. When he discovers the attempted theft, he does not let Hari know that he has discovered it. It is almost as if he understands the temptation that Hari could have had in wanting to steal the money. And he also understands the reason why Hari felt impelled to return it. Such instances prove that Anil was an empathetic employer.

3. In the morning Anil gives Hari fifty rupees and says that he will be paid a salary from then on. Why do you think Anil says this? Does Anil see a connection between his not paying Hari a salary and Hari's attempt to steal? Discuss.

Ans. Anil is a kind and empathetic person. He takes Hari into his employment recognizing his need for food and shelter. But having no regular source of income, he is unable to pay Hari any salary. He tries to make up for it by giving Hari some money occasionally to go and watch a movie. But it seems that his inability to pay Hari a salary weighs on his conscience. For, when he realizes that Hari had attempted to steal his money, he does not feel anger. Instead, he pretends not to know anything about it. Also, he gives Hari fifty rupees and says that he will be paid regularly thereafter. It is clear that Anil, being a conscientious person, partly assigns the blame for the theft to his own inability to pay Hari for his services.

4. 'I was still a thief when I met Anil' the narrator says. What does this imply? Did he give up thieving after he met Anil? Why?

Ans. This implies that the narrator, Hari, gave up thieving after he came to know Anil. He befriended Anil with the aim to rob him. But living with Anil, seeing at first hand how considerate and trusting he was, made Hari undergo a change. Hari had studied human nature enough to know that Anil would not be angry at being robbed, but would feel sad that his trust had been broken. Moreover, Anil had shown Hari the possibility of leading a different life – a life where he would be respected. He had shown Hari the possibilities that education could open up for him. In his excitement to steal, Hari had forgotten this fact. But when he reminds himself of it, he goes back and returns the money. One can correctly guess that Hari changes his ways that point onwards.

5. Anil knew that Hari was making a little money from the daily groceries he bought for the house. Yet he did not seem to mind. What does this tell you about Anil's character?

Ans. Anil was a kind and considerate employer. He made money in fits and starts. He also had to borrow money at times to make ends meet. When he had money, he would lend it to his friends. In such circumstances, he could not afford to keep a servant. When Hari expresses his wish to work for him, he says that he cannot pay Hari. But if Hari could cook for him, he would give him food and the shelter of his house. Being a thief, Hari tries to make the most of this situation. He steals a little money from the daily shopping. Anil knows about it but says nothing. It is as if he understands the temptation that a young person can feel at the sight of money, especially when he is given none for the work he does. Anil tries to make up for Hari's lack of a salary by giving him money occasionally to watch a movie. This shows Anil as a conscientious person who owns up to his own part in any act that may be blameworthy.

3. The Midnight Visitor

Assignment 1

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

1. a. Ausable had realized that Fowler was very disappointed about his first meeting with a real-life spy, and said this to make the young man feel better by anticipating a more exciting evening ahead.
b. iii. Envy
c. After spending a boring, unexciting evening with the unimpressive Ausable, Fowler was thrilled at encountering a wily stranger wielding a semi-automatic pistol upon entering the room. This is the kind of dangerous excitement he had been expecting.
d. disappointed
2. a. He sat down heavily because he was very fat, and possibly the walk down the long corridor had made him wheezy.
b. iii. Cunning
c. Spies can be compared to foxes because of their ability to escape different situations.
d. protest
e. Max had the face of a fox, but Ausable thought like a fox. As spies, they were both sharp and intelligent, and used to be in dangerous situations, and like foxes, relied on their cunning to get what they wanted.
3. a. glumly
b. Max behaved like the host when he politely requested Fowler to sit down. His behaviour showed confidence and control.
c. iv. Daring
d. There was a familiarity between the two spies, which shows that they knew each other as old adversaries. They both were very polite and casual in their conversation with each other, though Ausable proved that he was the smarter of the two.

4. a. Ausable must be feeling very pleased that things were working out to his advantage and that he had of laying the foundation for a cunning escape plan.
- b. retreated
- c. i. Miracle
- d. Ausable used his sharp and creative mind to cook up a plausible story about a non-existent balcony and some expected police. He stayed calm even while his life was in danger, and let Max feel he was in charge.

Assignment 2

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

3 marks each

1. Who was Fowler? Why was Fowler 'disillusioned'?

Ans. Fowler is a young writer who comes to meet Ausable, a secret agent. Being young, Fowler has romantic notions about secret agents. But Ausable is far from being what Fowler had thought a secret agent would be. He is a sloppy fat man who liked to spend his evenings listening to music. Therefore, Fowler is disillusioned.

2. 'In that thought is drama.' What did Ausable mean by this?

Ans. 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. Based on the description and incidents given in the story, what do we learn about Max?

Ans. 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. Give a brief description of secret agent Ausable.

Ans. Secret agent Ausable looked anything but a secret agent. He was sloppy and fat, and had a wheezy voice. But he had exceptional presence of mind which is what is required in his area of work. When he is crossed by Max, he quickly comes up with the story of the nuisance of a balcony, and thus saves the day. Ausable may not fit Fowler's idea of a secret agent, but by the end of the story Ausable proves smarter than Max.

5. What was Fowler's first authentic 'thrill' of the day?

Ans. Fowler's first authentic thrill of the day happened when Ausable switched on the light of his room. Standing halfway across the room with an automatic pistol in his hand was a man. He was Max, a secret agent, who had come to take the papers from Ausable.

6. Why did Ausable make up the story about the balcony?

Ans. Ausable made up the story about the balcony to ensure that Max could never pose a threat to him again. The story gave Max the idea that he could escape from the balcony. So when there was a knock at the door and Ausable lied that it was the police come to check on him, Max jumped out of the window thinking he would drop to the balcony below and make his escape. Instead, he fell down the hotel building, leaving Ausable safe.

7. How had Max entered Ausable's room? Did Ausable know it?
- Ans.** Max had entered Ausable's room with a passkey. Ausable may have known it but he pretended otherwise, making Max believe that he thought Max had entered his room from the balcony which ran under his window.
8. Why was Max's face black with anger?
- Ans.** Max's face was black with anger because he knew that he had lost his chance of getting the paper. He had not expected that Ausable would take the extra protection of having the police check in on him to see that everything was okay, and thus thwart Max's game.
9. Why did Max let himself out through the window? What happened when he did so?
- Ans.** Ausable had made up a story about there being a balcony under his window through which he thought Max had entered his room. He did this so as to make Max believe that there was an escape route from the room. So when there was a knock on the door, and Ausable informed him that it was the police, Max tried to escape through the window. But there was no balcony under it, and Max fell six floors and hit the ground.
10. In what ways do you think Fowler's initial impression of a spy changed after this incident?
- Ans.** Fowler must have learnt that the general impression one has of a secret agent was completely incorrect. They were not dashing mysterious glamorous figures but regular-looking mundane people. Much of their job involved boredom and patience. But behind the facade a spy had a highly intelligent mind and other commendable unique abilities.

Assignment 3

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

6 marks each

1. Fowler fails to judge Ausable correctly at first. But Ausable makes a correct guess about Fowler. Discuss.
- Ans.** Fowler is a young writer, and his mind is full of romantic notions about spying and secret agents, no doubt created by the books he has read. So when he meets Ausable, he is disappointed. Ausable is nowhere near the gun-wielding, charismatic spy of his imagination; he is fat and sloppy, has a wheezy voice and unflattering American accent. He spends a dull evening in a music Hall, and seems to have no exciting work. But by the end of his meeting, Fowler gets to see the smartness and quick thinking with which Ausable overturns a dangerous situation. Though Fowler is proved wrong, Ausable makes a correct guess about Fowler. He astutely says that Fowler is disappointed on meeting him, and that Fowler's young, romantic imagination had led him to expect something entirely different – a mysterious figure playing with danger, having exciting encounters with dark-eyed beauties and secret messages, and cracking pistols at night.
2. Attempt a character sketch of Ausable. Discuss these points:
- Patient
 - Calm
 - Astute
 - Quick-thinking
- Ans.** Ausable is a secret agent who looks anything but in the eyes of Fowler, a young writer who comes to meet him. As the story unfolds, however, we find qualities in Ausable that are rare but indispensable in his field of work. The first quality that strikes us is his calm and patient attitude. He does not panic when Max confronts him with a pistol. Rather, he uses his wits to concoct the story about the balcony. Max believes his story, and is thus outwitted at his own game. In his encounter with

Max, it is his quick thinking that saves the day. He is unarmed unlike Max, but wins the battle of wits. Ausable is astute enough to understand Fowler's disillusionment on meeting him. He sees that Fowler's expectations are built on romantic rather than realistic notions about espionage. He astutely knows too that Max would believe his story about the balcony, and thereby have a dire fall in his bid to escape.

3. *Describe the turn of events that outwitted Max in his own game.*

Ans. Max uses a passkey to get into Ausable's room and catch him unawares. Ausable is expecting some important papers, and Max comes to take it from him. Ausable thinks that Max is in Berlin, and therefore is not prepared for an encounter with him. At this juncture, Max's position looks strong – he is armed, his presence is unexpected, and Ausable has no backup plan to bail him out. But Ausable uses his quick thinking to save the situation. He pretends to think that Max has entered his room from the balcony under his window. Max hasn't, for there is no such balcony – it is a story that Ausable cooks up to make Max believe that there is an escape route. Ausable uses his quick thinking again when there is a knock on the door. He says it is the police when it is only the waiter with his drinks. Thwarted at his game, Max tries to escape through the window, and drops six floors below and hits the ground. The tables have now irrevocably turned in Ausable's favour. There is no chance of Max returning and the papers are safe.

4. *What kind of a person was Fowler? Base your answer on the details given in the text and what you can extrapolate from them.*

Ans. Fowler is a young writer who comes to meet Ausable, a secret agent. Being young, Fowler has an impressionable mind. It is filled with romantic notions about secret agents and the environment they move in – playing with danger, meeting beautiful women who slip in cryptic messages, fending off drug-laced drinks, and wielding guns. Therefore, he is disappointed when he sees Ausable, a laid-back, fat fellow who can think of nothing more exciting to do than listen to music in the evening. Fowler was looking forward to having a romantic adventure, and so feels let down. He had based his expectations on what he had read about spies and espionage, and his meeting with Ausable, a real spy, comes as a big disappointment. He experiences his first thrill of the evening when Max brandishes a pistol at them. But no amount of reading spy stories prepares him to understand what goes on in Ausable's mind and how he plans to extricate himself from the situation. At the end, he is flabbergasted when it is the waiter who comes in instead of the police. It also takes him a while to understand what has happened to Max.

5. *Max fits the general perception of how a secret agent should be. What qualities does Ausable have which the gun-wielding secret agent Max does not have?*

Ans. Max fits the general perception of how a secret agent should be. He is perhaps close to what Fowler was expecting to see in Ausable. But Max proves the lesser of the two when it comes to quick thinking and cleverness. Ausable wins hands down in the battle of wits. Ausable has no gun; an intruder, that too Max, who he thinks is in Berlin, is the last thing he expects at the close of an uneventful evening. So when Ausable enters his room and finds Max flashing his pistol at him, one would expect the loss of his papers as a foregone conclusion. But it is such crisis that tests the true mettle of a spy, and Ausable passes the test with flying colours. He makes up a story about a balcony under his window that can be used to get in and out of his room. Max falls for the lie and tries to use that route to escape. But there is no balcony, and Max jumps out of the window only to hurtle down six floors. Max is unable to see through the mind game that Ausable plays. He may be good at his work, but it is Ausable who is a master at springing surprises.

4. A Question of Trust

Assignment 1

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

5 marks each

1.
 - a. ii. For escaping
 - b. Horace was a very thorough and meticulous man. He did not take any chances.
 - c. The entire information of the house along with a detailed map had been published in a magazine. 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.
 - d. observing
2.
 - a. hampering
 - b. iii. Safe's combination
 - c. The family who lived here had gone away to London, and the two servants had gone for a movie. Therefore, Horace could comfortably work without any worry or risk as he knew he wouldn't be interrupted for about four hours.
 - d. Horace realized that rich people loved to show off their wealth, like the owners of the house who had foolishly published information and pictures of their house in a magazine.
3.
 - a. She was very civic-minded and principled, as she felt that thieves like Horace harmed society and needed to be punished.
 - b. iv. Prison
 - c. Horace believed he was not a threat to society because he stole only from wealthy people. He had never harmed anyone, and according to him, he stole for 'a very good reason,' which was to be able to buy rare, expensive books.
 - d. shrill
4.
 - a. The lady would have felt very pleased with herself, and would perhaps be laughing inwardly at Horace.
 - b. iii. Funniness
 - c. Horace was an older, more experienced thief, but the young lady managed to deceive him with her acting skills. By threatening to call the police, she manipulated him into doing what she wanted. Worse, he went to prison while she got off scot-free.
 - d. repaired

Assignment 2

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

3 marks each

1. *What preparations did Horace make for the robbery at Shotover Grange which shows that he was a meticulous man?*

Ans. 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.

2. *Why did Horace call the owners of Shotover Grange "foolish?"*
Ans. 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.
3. *What did Horace Danby hear the voice say from the doorway?*
Ans. Horace heard the voice ask from the doorway whether he had a cold or hay fever. It went on to say that hay fever could be cured with a special treatment if the plant that gives the person the disease is known. It advised Danby to see a doctor if he was serious about his work, as his sneeze could be heard from the top of the house.
4. *On what condition did the lady say she would let Horace Danby go?*
Ans. The lady had left her jewels in the safe. She wanted to wear them to a party that night, but had forgotten the numbers to open the safe. The lady said that if Danby could open the safe for her, she would let him go.
5. *What had led the police to arrest Horace Danby for the robbery at Shotover Grange?*
Ans. Horace Danby's fingerprints were all over the living room at Shotover Grange. Danby had taken off his gloves to offer his cigarette lighter to the young lady, who he had thought was the mistress of the house. Then he had set about to open the safe for her without putting the gloves back on.
6. *Why did Horace Danby never get the chance to rob another safe?*
Ans. Horace Danby never got the chance to rob another safe because he was arrested for the robbery at Shotover Grange. The pretty young lady, whom Danby had thought was the mistress of the house, was a thief like him, who had tricked him. She had robbed all the jewels after Danby had opened the safe.
7. *Why does Horace get angry when anyone talks about 'honour among thieves'?*
Ans. 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.

Assignment 3

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

6 marks each

1. *Write a short note on the young lady at Shotover Grange who fooled Horace Danby and stole all the jewellery.*
Ans. Before going to rob the safe at Shotover Grange, Horace Danby had made sure that there was no one at the house. So the presence of a lady comes as a shock. The lady is young and pretty, with a kindly but firm voice. When Danby sneezes, she asks if he has a cold or hay fever. She seems amused rather than angry or frightened at his presence. Her composure and poise makes Danby feel that if he treats her well, she may agree to let him go. The lady, however, is a consummate con artist. She is in the same trade as Danby. Though considerably younger than Danby, she has great presence of mind and knows how to turn a situation in her favour. She lets Danby think that she is the mistress of the house, and says that she can let him go on the condition that he open the safe for her as she has forgotten the numbers. Danby gladly opens the safe for her and escapes, but is arrested later for having robbed the safe. The lady makes off with the jewels without leaving any trace behind.

2. Describe in detail how Horace Danby planned his robbery at Shotover Grange.

Ans. Horace Danby had studied the house at Shotover Grange for two weeks. He had looked at its rooms, its electrical wiring, its paths and gardens. He had got other details about the house from a magazine article. It had described the house, giving a plan of all the rooms with a picture of the living room. It also stated that the living room had a safe behind a painting. One afternoon in July, Danby saw the two servants of the house go out for the movies. So he packed his tools in a bag and went over to Shotover Grange. He had seen the housekeeper hang the key to the kitchen door on a hook outside, and he used this key to let himself into the house.

3. Horace Danby tells the lady that he steals only from people who have a lot of money. Does this make Horace less blameworthy? Discuss.

Ans. Stealing only from people who have a lot of money does not make Horace Danby any less blameworthy. A theft is a theft, no matter from whom the money is stolen. Danby tells the lady that he steals for 'a very good reason'. However, collecting rare and precious books does not qualify as a very good reason. It does not, for example, help the poor in any way who may be in need of the money. It only satisfies an obsession that Danby nurtures. In a way, Danby's obsession is also like an investment. At one point he wonders whether he should collect paintings instead of books, but then dismisses the thought. So his love for collecting certain things cannot constitute a good reason for robbing others, however rich.

4. Horace Danby had studied Shotover Grange for two weeks. Yet he did not know the people who lived in that house, and believed the young lady to be the wife of the owner. Do you think it was a big lapse on his part as a seasoned robber? Discuss.

Ans. It was indeed a big lapse on the part of Danby that he did not know the people who lived at Shotover Grange. He had studied the place for two weeks, had read a magazine article on the house, and yet gets fooled by a young woman into thinking that she is the lady of the house. It is all the more strange as the real mistress is a gray-haired, sharp-tongued woman of sixty, who could not be more different than the young, pretty and soft-spoken lady Danby encounters in the house. Danby should have also taken into account the possibility of the family returning before time. It could be that he was taken aback at the presence of the lady when he was sure that he was the sole occupant of the house, and could not think critically enough to realize that such a young person could not be the owner's wife. In all, it was a lapse that led to the undoing of a seasoned robber like Danby.

5. In prison, Horace Danby often thinks about the charming, clever young lady who tricked him. What could Horace be thinking about her? Write what you think.

Ans. While thinking about the charming and clever young lady who tricked him at Shotover Grange, Horace Danby must be feeling very foolish. He must be feeling very angry at himself for having believed her lies so easily, so much so that he actually does the robbery for her. At the same time, Danby cannot help but feel some admiration for her. She handles the situation with such smoothness and finesse that even a seasoned robber like Danby is fooled. However, Danby also feels bitter about the whole episode. He gets angry when anyone talks about 'honour among thieves'. For, clearly, the young lady had no such ideal. She did not hesitate to trick a fellow robber of all the jewels. And it is likely that she suffered no pangs of guilt either when Danby was arrested.

6. In 'The Question of Trust', readers end up harbouring a degree of sympathy for the criminal. Similarly, in 'A Thief's Story', one warms up to the narrator. What does this reveal about a reader's relationship with characters that commit crimes? Can you think of an example from the syllabus where the reader does not sympathize with a criminal?

Ans. Writers and storytellers attempt to direct the reader's sympathies in order to make their narratives engaging to the latter. There are few truly unsympathetic characters; in fact, many interesting characters are made so by their striking flaws, or by actions like crime, that many would be repelled by in real life. Horace Danby is perceived by the reader as more than any common thief: he is said to be seen as a respectable, upstanding citizen by others. The motive for his crimes is his interest in books, and so the reader does not see him as a morally condemnable criminal.

The boy who narrates 'The Thief's Story' has suffered much and also possesses some ethical fibre. In his friendship with Anil, he is sketched as a perfectly normal youth. So, even when he succumbs to temptation and steals from his benefactor, the reader is drawn into his moral dilemma, and continues to follow his actions as those of a person, not simply those of a petty criminal. A contrast can be found in the character of Max in 'The Midnight Visitor': he is depicted as odd and potentially violent, though not 'especially menacing.' The reader is thus ready to cheer his literal fall in that story.

5. Footprints without Feet

Assignment 1

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

5 marks each

1.
 - a. In order to escape from his landlord, an invisible Griffin escaped to the streets. But to avoid being noticed, he had to remove his clothes. It was the middle of winter and it was bitterly cold to be homeless and without clothes.
 - b. ii. Convict
 - c. Like all children, the two boys were curious about the strange thing they had seen.
 - d. experiences
2.
 - a. appropriate
 - b. It was apparent from the cruel attack that Griffin made on the shopkeeper from the back that had a violent streak in him.
 - c. i. Greed
 - d. In order to disguise himself while on the run, Griffin stole clothes and other things from the store. He then proceeded to callously attack the poor shopkeeper from behind and then rob him of all his money.
3.
 - a. Griffin would have started to worry about how to get more money, now that it had started running low.
 - b. Griffin had booked two rooms at the local inn in Iping, and had paid in advance from the money he had stolen from the shopkeeper in London. He also had to pay for his meals and other expenses, which further depleted his funds.
 - c. Weather
 - d. unusual

4. a. iii. Flying objects
- b. When the Halls came snooping into Griffin's room, it made him so angry, that he frightened them with the furniture. But because he was invisible, they could not see him. Therefore they thought there were ghosts in the room.
- c. Griffin had displayed utmost cruelty in making the old couple undergo such a harrowing experience.
- d. whimpering

Assignment 2

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

3 marks each

1. *What extraordinary sight did the 'bewildered boys behold'?*

Ans. The boys saw a pair of barefoot prints descending upon the staircase outside a London house. The footprints kept moving ahead and the boys followed them into the street totally bewildered for they could not see the person to whom the footprints belonged.

2. *Why does the author say that Griffin 'had chosen a bad time of the year'?*

Ans. In order to escape after setting the house on fire, Griffin escaped to the streets. But to avoid being noticed, he had to remove his clothes. It was the middle of winter in London and it was bitterly cold – certainly not a good time to be out homeless and without clothes.

3. *What happened when Griffin did not wake up in good time at the London store?*

Ans. By the time Griffin woke up at the London store, the shop assistants had already arrived. When Griffin saw a couple of them approaching him, he panicked and ran. They gave him the chase, and Griffin was able to escape only by taking off his new-found clothes.

4. *How did Griffin clothe himself at the shop in Drury Lane?*

Ans. Griffin wanted to find not only clothes but also something that would hide the empty space above his shoulders. So at a shop in Drury Lane which sold theatrical stock, he wrapped bandages around his forehead, and wore dark glasses, a false nose, bushy side-whiskers and a large hat.

5. *What made Mrs Hall think that her guest was an eccentric scientist?*

Ans. Mrs Hall thought that her guest was an eccentric scientist because he had a strange and uncommon appearance. Moreover, he made it clear that his reason for coming to Iping was a desire to be alone, and he did not wish to be disturbed in his work.

6. *Why was Mrs Hall prepared to excuse the 'strange ways of Griffin'?*

Ans. Going by Griffin's curt responses, Mrs Hall concluded that he was an eccentric scientist. Nonetheless, she was prepared to excuse him because he had paid her in advance at a time when there were hardly any visitors at any of the village inns due to the cold weather.

7. *Why did the landlord and his wife decide to investigate Griffin's room? What gave them the opportunity to do so?*

Ans. The landlord and his wife found Griffin strange but excused his reclusive behavior and irritable temper as the eccentricity of a scientist. His door was always shut and locked, but one morning it was wide open. The opportunity to go inside and investigate seemed too good to be missed.

8. *Why was Mrs Hall convinced that Griffin's room was haunted by spirits?*
- Ans. Mrs Hall was convinced that Griffin's room was haunted by spirits because Griffin's hat on the bedpost leapt up and dashed at her face, and then the chair sprang up and charged at her. The chair pushed her and her husband out of the room, and seemed to slam and lock the door after them.
9. *What made people suspect that the strange scientist had a hand in the burglary at the clergyman's house?*
- Ans. The news of the burglary at the clergyman's house came on the heels of the strange happenings in the scientist's room at the inn. Suspicion that he had a hand in the burglary was strengthened when he suddenly produced ready cash to pay his dues when not long ago he had admitted to having no money.
10. *What kind of a policeman was Jaffers?*
- Ans. Jaffers was the village constable. He was a man of duty. Though he was surprised that he had to arrest a man without a head, he did not let it deter him. He had the magistrate's warrant for the scientist's arrest, and he tried his best to carry it out.
11. *Why was it not possible for Jaffers and the other people at the inn to get hold of Griffin?*
- Ans. It was not possible for Jaffers and the other people at the inn to get hold of Griffin because he was becoming more and more invisible by throwing off one garment after another, till the point came when they had to catch someone they could not see at all.

Assignment 3

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

6 marks each

1. *The invisible scientist was quick-tempered. How do we know this? Do you think it helped him or harmed his interests? Discuss.*
- Ans. We know that the invisible scientist was quick-tempered because he becomes furious when Mrs Hall confronts him and demands to know from where he got the money and how was it that he came out of an empty room and entered a locked room. His quick temper harmed rather than helped his interests. It antagonized others towards him. His reclusiveness and short temper only made people suspect him more. It also gave his secret away. In his anger at Mrs Hall's questions, he began to throw off his bandages, whiskers, spectacles and false nose till he became headless to everyone's horror.
2. *Imagine you are one of the people at the Inn. Write a brief description of what happened the day Jaffers came to arrest Griffin.*
- Ans. That day the eeriest things happened in the room the scientist was lodged in – his hat flew at Mrs Hall and the chair charged at her, and pushed her and her husband out of the room. There was also the news of burglary at the clergyman's house. When confronted by Mrs Hall, the stranger became furious and began to throw off his bandages. By the time our village constable Jaffers came to arrest him, he was already headless. Jaffers found it difficult to catch hold of him as he was throwing off his garments and becoming more and more invisible. Some people tried to help him, but they were hit by blows that seemed to come from nowhere. In the end when Jaffers made a last attempt to hold on to the invisible scientist, he was knocked unconscious. The scientist shook himself free and escaped.
3. *Write a note on all that Griffin did inside the store in London. What happened the morning after?*
- Ans. Griffin had slipped into a big London store to get some warmth. When the store closed for the day, he clothed and fed himself. He broke open boxes and wrappers and fitted himself out with warm

clothes. In the kitchen of the restaurant, he ate meat and coffee and followed it up with sweets and wine taken from the grocery store. He finally went to sleep on a pile of quilts. He was late in waking up the next morning. The shop assistants had already arrived. He panicked and ran, and was chased by them. In the end, he was able to escape only by taking off the clothes he had worn. Griffin was once again invisible, naked and cold in the chilly January morning.

4. *Griffin is a brilliant scientist who discovers a way to make the human body invisible. In the natural course of events, Griffin would have been honoured and applauded. But he is not. Rather, he lives a difficult life like a fugitive. Why?*

Ans. There is no doubt that Griffin is a brilliant scientist. He discovers something that hitherto had only been heard about in myths and legends – the ability of a person to become invisible. However, in the story we find that Griffin is on the run like a petty fugitive. Griffin does not make his discovery known to the scientific community. If he had, he would certainly have been honoured and applauded. Given his lawless nature, it is not difficult to understand why he keeps the discovery to himself – Griffin intends to use the discovery for personal gains. Invisibility gives him power over others, and the ability to do things unnoticed. We see this in the way he attacks and robs the shopkeeper at Drury Lane and burgles the clergyman's house in Iping. Griffin certainly does not wish to use his discovery for the common good; that his intentions are evil is evident in his attempt to keep it a secret from others.

5. *Invisibility is a curse rather than a boon. Discuss with reference to Griffin's experiences as an invisible man.*

Ans. As an invisible man, and one who wishes to keep his invisibility a secret, Griffin has a difficult time. In the chilly weather of mid-winter, Griffin cannot wear clothes for then he would become visible. There would be nothing to wear on the face, so he would look a scary figure with a body but no head. To lead a normal life, Griffin needs to look like a normal person. So he clothes himself, wraps his face in bandages, wears spectacles, a false nose, bushy side-whiskers and a hat, and so completes his physical form. It is difficult to move around with such attire, not to mention the strange appearance it gives him. It is, therefore, not surprising that at Iping he keeps to himself and shuns the friendly advances of others. Invisibility might seem like a boon in that it gives Griffin a lot of power, but it also makes leading a normal life an impossibility.

6. *You have been chosen to address the school during a programme on 'The Role of Science in the 21st Century.' Prepare the presentation draft, with reference to Elbright's ethically sound career and Griffin's unscrupulous use of his scientific discovery.*

You may begin this way:

Good morning, everyone.

Today, I would like to discuss the importance of ethics in science with respect to research areas and application of research.

You may end this way:

To conclude Thank you for listening patiently.

Ans. Good morning, my teachers, schoolmates, and friends. Today, as we participate in this science fair, all of us are learning new things about various branches of science, I am reminded of the life story of a world-renowned scientist, Dr Richard H. Ebright. As a youngster, Ebright was fascinated by butterflies, and collected and studied them as a hobby. But he first thought of turning this interest into research for a science fair. He first attempted to study a viral disease in caterpillars for a fair like this one, then tested a theory of his own in his project for the next one. It was from this childhood interest that he began his scientific career in studying the life and structures of cells.

All young scientists must learn from this story: how Dr Ebright went on from project to project with ever-growing curiosity, and a commitment to the values of science, the natural world, and people in this world. While such stories inspire, others caution. I am a fan of science fiction, and I'm sure many of you are too. Many books and movies of this genre explore the perils of scientific advancement without any ethical oversight. Wells' story of *The Invisible Man* is also about a scientist named Griffin, but he is not the kind of scientist any of us should want to be. Having achieved invisibility through his efforts in scientific research, Griffin proceeds to use this revolutionary discovery merely to bully and steal from others. He is a contemptible human being, and not simply a good or bad scientist. This is an apt parable for people of science: what moral values do you uphold on your quest to learn, invent, progress knowledge? I would like you all to ponder this too as you approach the complex dilemmas that are everywhere in the scientific world. Thank you for being such an engaged audience for me today.

6. The Making of a Scientist

Assignment 1

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

5 marks each

1. a. As a single parent, she was a completely devoted mother, who encouraged her son to learn new things.
b. iv. Absence of family
c. Ebright's mother was the driving factor behind all his learning. She took him on trips, bought him microscopes, telescopes, and any other equipment which helped him to learn. She motivated him by giving him numerous opportunities to learn new things.
d. attained
2. a. ii. Its size
b. One infers that Ebright was extremely innovative, and serious about any project that he put his mind to.
c. As the butterfly collecting season was short, Ebright ran short of butterflies to tag. Besides, it was impossible to chase them one by one to catch them. Therefore, he decided to raise butterflies so that he had plenty of butterfly wings to tag.
d. phases
3. a. 'Despite being a busy writer and scientist, Dr Urquhart was very helpful to the young boy.
b. iii. A motivator
c. After losing once in a science fair, Ebright was determined to try again. Besides, he was now clear about what he needed to do in order to win. He also did not hesitate to take the guidance of an experienced scientist..
d. pile
4. a. Ebright was an all-rounder and enjoyed a variety of interests besides science.
b. In his childhood, his mother steered his mind towards discovery and a love for learning. Dr Urquhart guided him by giving him numerous suggestions for experiments and set him on his path of discoveries.
c. perspectives
d. iv. Photography

Assignment 2

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

3 marks each

1. *What did Ebright do when he was in kindergarten?*

Ans. When in kindergarten, Ebright decided to start collecting things. He did so with great determination and his collection consisted of butterflies, coins, rocks and fossils. He also developed an interest in astronomy and spent hours gazing at the starry skies.

2. *What role did Ebright's mother play in his formative years?*

Ans. 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. Even the book on monarchs, which opened up a new world for him, was bought by his mother.

3. *How did the reading of the book, 'The Travels of Monarch X' affect Ebright?*

Ans. The book opened up a new world of learning in the field of butterfly study for Ebright. He got an opportunity to tag butterflies for a research project and raised his own flock of butterflies in his home basement. Later on he wrote a paper about his theory of cell life.

4. *Why did Ebright lose interest in tagging butterflies?*

Ans. Ebright began to lose interest in tagging butterflies because it was tedious work and there was not much feedback. In all the time that he tagged butterflies, only two were recaptured, and that too not more than seventy-five miles from where he lived.

5. *When and how did Ebright get a hint of what real science is?*

Ans. Ebright got a hint of what real science is when he was in the seventh grade. He had entered the county science fair and lost. He realized that science was about real experiments and not just making a neat display.

6. *How did Dr Urquhart help Ebright win prizes in county and international science fairs?*

Ans. After failing to win any prize at the county science fair in the seventh grade, Ebright wrote to Dr Urquhart for ideas to do real experiments. He received plenty of suggestions from Dr Urquhart which kept him busy all through high school and led to prizes in county and international science fairs.

7. *What experiment did Ebright carry out in his senior year at high school? What recognition did Ebright receive because of it?*

Ans. In his senior year at high school, Ebright grew cells from a monarch's wing in a culture and showed that the cells would divide and develop into normal butterfly wing scales only if they were fed the hormone from the gold spots. It won the first place for zoology at the International Fair.

8. *Which qualities of Ebright helped him become a scientist?*

Ans. Besides being naturally intelligent, Ebright also had a driving scientific curiosity. He loved to learn, and always put in extra effort into whatever he did. Ebright had a competitive nature, but in a positive way as he wanted to be the best for the right reasons and not for getting a prize.

Assignment 3

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

6 marks each

1. What question propelled Ebright to discover an unknown insect hormone? What else did he discover because of it?

Ans. The question that propelled Ebright to discover an unknown insect hormone was: What is the purpose of the twelve tiny gold spots on a monarch pupa? It led him to discover that the spots were producing a hormone necessary for the butterfly's full development. It also led him to understand how cells read the blueprint of their DNA.

2. Write a character sketch of Ebright's mother.

Ans. For Ebright's mother, her son was her whole life after her husband died. Ebright was in the third grade then. In Reading, where Ebright grew up, there was nothing much to do, and his mother was his only companion till he started school. Ebright's mother would do many things with him. She would spend every evening with him at the dinner table doing various things that would make Ebright learn. If Ebright did not have anything to do, she found it for him. Ebright had a natural inclination towards learning. But his bright and curious mind was encouraged and nurtured by his mother. She took him on trips, bought him telescopes, microscopes, cameras, mounting materials, and many other equipment that would help him learn. Ebright may not have reached the heights of excellence that he did had it not been for the loving support that his mother gave him in his childhood.

3. What mystery has puzzled scientists for a long time? How did Ebright come by the theory that can explain the mystery?

Ans. The mystery that has long puzzled scientists is how the cell can read the blueprint of its DNA. Ebright came by this theory when he did further research into the insect hormone produced by the tiny gold spots on a monarch pupa. He had already proved that the hormone was necessary for the butterfly's full development. He next identified the hormone's chemical structure, and then a year and a half later, while looking at the X-ray photos of the structure, he got the idea for his new theory about cell life.

4. According to the author, what are the ingredients needed to make a scientist? How does Ebright fulfil them?

Ans. According to the author, a first-rate mind, curiosity and the will to win for the right reasons are the ingredients needed to make a scientist. Ebright has all three qualities. Ebright is naturally intelligent, which makes him find learning easy. Growing up in Reading, Pennsylvania, where there was nothing much to do, Ebright's bright mind was not deterred. He collected things – rocks, fossils, coins, and most importantly, butterflies. Ebright has a curious mind, and this drives his learning. The book on butterflies which his mother gave him opened up the world of science to Ebright. However, it was his inability to win a prize at a science fair in the seventh grade that made him realize what real science is. His will to win and do better each time reflected in the experiments he carried out, from challenging old notions about the purpose of gold spots on the monarch pupa to solving one of biology's greatest puzzles – how the cell can read its DNA.

5. Reading the book *The Travels of Monarch X* was a turning point in Ebright's life. Discuss.

Ans. Ebright was a bright and curious child who loved to learn. Reading in Pennsylvania was therefore not an ideal place for him to grow up in, for there was nothing much one could do there. So he collected things – coins, fossils, rocks and butterflies. By the time he was in the second grade, Ebright had collected all twenty-five species of butterflies found around his hometown. That would

perhaps have been the end of Ebright's interest in butterflies had not his mother gifted him a book called *The Travels of Monarch X*. The book, which told how monarch butterflies migrate to Central America, opened up the world of science to Ebright. His interest in butterflies continued and resulted in discoveries that led him to win awards and recognition. His ground-breaking theory about how the cell can read its DNA is also the result of his unflagging research into the subject of butterflies.

6. "Science is a beautiful gift to humanity; we should not distort it." In the light of this statement, compare and contrast the significance of Ebright's scientific contributions, and the manner in which the scientist in 'Footprints Without Feet' uses his scientific discovery.

Ans. If the ends of science are to be humanistic, the practitioners themselves must take it forward with ethical self-awareness and love of learning. Richard Ebright personifies such an attitude: he progresses from one milestone to the next in his field by 'learning things' with diligence and sustained interest. He begins by collecting objects of curiosity, then focuses on butterflies as his objects of study. An inquisitive spirit leads him to transform this interest into the study of cells and DNA, and to complex research that is of collective benefit to humanity. This spirit leads him simultaneously into other interests, like public speaking and photography.

The scientist Griffin in 'Footprints without Feet' also toils to eventually discover a process to become invisible, but this target seems to exist in isolation for him, and for his benefit alone. He uses the secret of invisibility for purely selfish and criminal ends, stealing at every opportunity. His actions reflect his bad temper and disregard for others around him in society, as he often torments people simply because he can while invisible. The actual scientific achievement is forgotten in the tale, and Griffin becomes a case of how science can be separated utterly from morals.

7. The Necklace

Assignment 1

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

5 marks each

1.
 - a. i. The glamour
 - b. special
 - c. One can deduce that Mr. Loisel was a caring husband who was attentive to his wife's interest in social occasions.
 - d. Mr Loisel must have been honoured, elated and proud to be one of the few chosen employees who had received an invitation. But his happiness must have been more for his wife as he thought she would be excited, and he wanted to make her happy.
2.
 - a. introduced
 - b. Matilda had always secretly dreamed of being in the midst of riches and elegant people. And this ball gave her the opportunity to showcase her beauty and be admired by all.
 - c. Till that day, Matilda had only dreamed of living a glamorous life, surrounded by beauty and elegance. That evening her dreams came true. She was no more a frustrated, unhappy, poor housewife, but a princess who shone like a star.
 - d. i. Shame
3.
 - a. She must have felt terribly guilty and responsible for the calamity that had fallen on them.
 - b. ii. Fear

- c. Mr Loisel probably thought that, being poor, his wife would be accused of stealing it by the rich Forestiers. He could not risk her going to prison for it, and in his naivety and fear, decided to replace it instead.
- d. price
- 4. a. Matilda must have felt overwhelmed and initially would have hesitated to talk to her.
- b. shocked
- c. iv. Delight
- d. Matilda had lost her comfortable home and life-style, her grace, her youth and her dreams, as well as precious time with her husband who spent entire days working. She also lost her friend who had always shown her kindness.

Assignment 2

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

3 marks each

1. *Why did Matilda suffer incessantly?*
Ans. Matilda suffered incessantly because she was pretty and felt that she was born for all the luxuries of life. But she had married a petty clerk, and so could not afford any of the fine things she loved. The poverty of her circumstances therefore angered and tortured her.
2. *Why did Matilda avoid meeting her rich friend?*
Ans. Matilda always wanted a life of luxury but ironically she was destined to live a poverty-stricken life. Therefore she did not like to meet her rich friend because whenever she returned, she suffered so much with envy. She wept for days from despair and disappointment.
3. *Why did Mme Loisel start weeping after she read the invitation? What did she ask her husband to do?*
Ans. Mme Loisel started weeping after she read the invitation because she had no suitable dress to wear to such an occasion. She asked her husband to give the invitation to any colleague of his whose wife was better fitted out than she was.
4. *'She threw the invitation spitefully...' What does this tell us about Matilda nature?*
Ans. Matilda's reaction reveals her complaining, ungrateful nature even when her husband tries 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.
5. *What did Monsieur Loisel do to repay the loan that they had to take to buy the necklace?*
Ans. Apart from his day job, Monsieur Loisel worked in the evenings as well, putting the books of some merchants in order. Often, at nights he did copying work at five sous a page. He did this hard work for ten years to repay the loan he had taken to buy the necklace.
6. *What would Matilda often think about when her husband was away at office?*
Ans. When her husband was away at office, Matilda would often sit before the window and think of the ball she had attended many years ago. She would think of how beautiful she had looked and how flattered she had felt with all the attention she had received.
7. *How do you think Matilda must have felt when Mrs Forestier told her that the diamond necklace which she had lent was made of false diamonds?*
Ans. Matilda would have felt shocked and angry at herself for not telling Mrs 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 irony of life.

Assignment 3

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

6 marks each

1. *'How singular is life, and how full of changes!' Matilda thinks. Discuss the truth of this statement in light of what happens to Matilda.*

Ans. Matilda is pretty and fond of the fine things of life. But she is born to a humble family of clerks and married into one as well. She cannot hope for the luxury of fine clothes and jewels. So when her husband gives her the invitation to a ball, she is upset rather than happy. She has nothing suitable to wear. Loisel gives her money to buy a suitable dress, but then comes the problem of the lack of any jewel to go with the dress. Loisel suggests that Matilda borrow one from her friend Mme Forestier as she is quite wealthy. Matilda does, and she has the loveliest time of her life at the party. Disaster strikes, however, when she loses the necklace she had borrowed. What follows is ten years of struggle and hardship to repay the loan they have to take to replace the necklace. Life is indeed full of changes for Matilda – the best evening of her life suddenly changes into the most frightful. It is singular too that the modest life she grudges seems luxurious when compared to the harsh life she comes to lead.

2. *Had Mme Loisel been content with her lot in life, she would not have had to suffer so much? Discuss.*

Ans. Had Mme Loisel been content with her lot in life, she would indeed not have to suffer so much. Matilda is pretty and loves fine frocks and jewels. But she cannot not have them as she is married to a clerk who can hardly afford such luxury. The poverty of her circumstances makes Matilda unhappy. So when Loisel receives a ministerial invitation, Matilda is upset rather than pleased. She has neither any suitable dress nor any jewel to wear to the ball. Loisel buys her a dress, and she borrows a diamond necklace from her friend Mme Forestier. But as luck would have it, she loses the necklace the very night she wears it. Loisel decides to replace the necklace, and for that they have to take a huge loan. It takes ten long years of hard work to repay the loan. Matilda does all the odious work of the house herself, while Loisel works in the evenings and nights too. By the end of it, Matilda resembles a coarse woman, a far cry from the pretty, young lady she once was.

3. *The Loisels had been scrupulously honest. They returned the necklace even if they had to run into huge debts for it. Yet, had they been honest with Mrs Forestier at the beginning, they could have avoided ten years of hardship. Discuss the irony of the situation.*

Ans. When Matilda loses the diamond necklace, Loisel decides to replace it. He is scrupulously honest and borrows a large sum of money to buy something similar and just as valuable. The Loisels then toil for ten long years to repay the loan. Loisel works mornings, evenings and nights, while Matilda does all the odious housework herself. Matilda is no longer her pretty, young self; she looks like a hardened old woman of a poor household who haggles till the last penny at the grocer's and butcher's. Yet, the Loisels could have been spared this miserable life had they confessed to Mme Forestier at the very beginning that they had lost her necklace. They would then have known that the diamonds were false and not worth more than five hundred francs. It is ironical that despite being scrupulously honest, they hid the truth from Mme Forestier. Had they been honest with her, they could have avoided ten years of hardship.

4. *Describe the character of Monsieur Loisel. List some of the negative as well as positive qualities.*

Ans. Monsieur Loisel is a petty clerk in the office of the Board of Education. He loves his wife dearly, and is grieved that Matilda should be so unhappy at the thought of going to the ball. He gives her all the money he had been saving to buy a gun so that she can buy herself a suitable dress for the party. He solves the problem of the jewel too by suggesting that Matilda borrow one from her

friend. After the loss of the necklace, he is scrupulously honest and replaces it, even if it means taking huge loans. He works mornings, evenings and nights for ten years to repay the loan. All these are positive qualities. However, had Loisel been a little more mature, his decisions could have been better thought out and taken. Being older than Matilda by five years, he should have foreseen the risk in borrowing someone else's jewels. Also, he declares that they would replace the necklace. He does not consider that they should inform Mme Forestier of the loss and then replace it. Had he been honest in this respect, he would have avoided long years of misery for himself and his wife.

5. 'The Necklace' is a story with an unexpected 'twist' at the end. Discuss.

Ans. 'The Necklace' is the story of young and pretty Matilda who loves all objects of luxury but can ill afford them. Born into a family of clerks and married to a clerk as well, she has no hopes of ever being rich. She is unhappy because of this. The invitation to the party too vexes her as she neither has a dress nor jewels to wear. She borrows a diamond necklace from her wealthy friend but loses it. What follows is years of hardship for the Loisels as they work hard to repay the loan they take to replace the necklace. By the time the loan is repaid, Matilda has changed from a young and pretty lady to a coarse and common woman. However, she is content and at peace. But at the end of the story, we have an unexpected twist – the diamond necklace for which the Loisels suffer so much is really a bauble. Had the Loisels confessed to Mme Forestier that they had lost her necklace, they would not have had to suffer so much.

8. Bholi

Assignment 1

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

5 marks each

1.
 - a. So far, girls in the village had never been educated because there was no school for them.
 - b. deputed
 - c. Bholi's parents were sure Bholi would never get married, and this was their way of getting her out of the house. Therefore, she was the obvious choice from the other girls in the house to be sent to school.
 - d. iii. Blessing
2.
 - a. interesting
 - b. From this one learns that though Bholi was a silent child, she was extremely observant and noticed all details.
 - c. When Bholi saw a picture of animals, she was drawn to it. She used her own experiences to identify the animals and their colours, which was a clever and unique thing to do. This showed that she did have the capability to learn.
 - d. iv. Coordination
3.
 - a. astounded
 - b. Bholi had been very attached to her old cow, Lakshmi, a lot and missed her after she was sold. Therefore, she associated any cow she saw with Lakshmi.
 - c. The teacher affectionately praised Bholi each time she conquered her fear. She instilled a sense of confidence in Bholi with kind words, and assured her that she could be more learned than anyone else in the village. She lit hope in Bholi's heart.
 - d. i. Lack of self-worth

4. a. Bishamber felt cheated when he got to know about Bholi's disfigurement, and to avenge this humiliation, he greedily asked for dowry to marry her.
- b. iii. Her education
- c. Bishamber had not just humiliated Bholi before everyone, but also her father. Besides, he had asked for dowry which her father did not have. She stood up for her father's honour and dignity, and refused to marry a mean and greedy man.
- d. fluently

Assignment 2

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

3 marks each

1. Describe Ramlal's household.

Ans. Ramlal had seven children – three sons and four daughters. It was a prosperous farmer's household and there was plenty to eat and drink. All the children except Bholi, the youngest, were healthy and strong. The sons were in the city studying in schools and colleges. The eldest daughter had already been married, and the second daughter's marriage had also been settled.

2. Why did Bholi not talk much?

Ans. Bholi had learnt to speak only at the age of five, which was much later than most children. Then, too, she stammered while talking. Other children would imitate her and make fun of her. Thus, Bholi lost confidence in herself and so would talk very little.

3. How did Bholi feel on her first day at school?

Ans. 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.

4. How did the teacher treat Bholi?

Ans. The teacher encouraged Bholi to conquer her fear and speak slowly. She boosted her self-image with kind words, the likes of which Bholi had never heard before. The teacher rewarded her efforts with a book and assured her that soon Bholi would be able to read so well that everyone would be proud of her.

5. Why was Bholi's heart throbbing with a new hope and a new life?

Ans. Bholi's heart was throbbing with a new hope and a new life because her teacher had given her a book and said that in time Bholi would be more learned than anyone else in her village. She would be able to speak without a stammer and people would listen to her with respect.

6. Education is the key to liberation. How does this hold true for Bholi?

Ans. Bholi's parents had decided to marry her off to a man who was not only old, but also mean and greedy. Bholi had the courage to refuse to marry him because she had gained confidence in herself all because she was educated. Thus, she liberated herself from a life of indignity and subjugation.

7. Why were Bholi's elder sisters envious of her?

Ans. Bholi's elder sisters were envious of her because she was getting married to Bishamber Nath, who was a well-to-do grocer. He had a big shop, a house of his own and several thousands in the bank. Moreover, he came to the wedding with a lot of pomp and splendour.

8. *Why were Bholi's father, mother, sisters, brothers, relations and neighbours startled to hear her speak?*
Ans. Bholi was a late speaker, and when she started to speak, she stammered. At her wedding, however, everyone was startled to hear Bholi speak because she did so in a loud and clear voice, without the slightest stammer.
9. *What did Bholi tell her father once the bridegroom's party and all the guests had left?*
Ans. After the bridegroom's party and all the guests had left, Bholi told her father that she would teach in the same school where she had learnt so much, and would look after him and her mother in their old age.

Assignment 3

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

6 marks each

1. *Write a note on the character of Bholi's mother.*
Ans. Bholi's mother does not care for Bholi as a mother should because she is ugly and a simpleton. She showers her care and affection on her other children who are healthy and good-looking. Bholi is never given new or clean clothes to wear, and her dry matted hair is seldom oiled or bathed. Bholi's mother thinks of her as a burden. She agrees to send Bholi to school so that she does not have to worry about her. Being uneducated, she thinks that sending girls to school mars their prospects of getting married. So rather than sending her other daughters, she sends Bholi who, according to her, has little chance of being married. For her, Bholi is a 'dumb cow', and she has no hesitation in marrying her off to a lame, old man with grown-up children.
2. *Who do you think was more sensitive as a parent – Bholi's mother or her father? Give reasons.*
Ans. Of the two parents, Bholi's father seems to be more sensitive than Bholi's mother. Neither give her any care or attention, but we know that Bholi's father worries about her. He is hesitant about Bishamber's proposal, but Bholi's mother is not. He voices his concern over Bishamber's age and his limp, but Bholi's mother brushes it off. She considers Bholi lucky to find a groom at all, let alone a prosperous one like Bishamber. The fact that he does not want a dowry makes him all the more suitable. Bholi's father is also concerned about Bholi's opinion on the matter. Her mother, on the other hand, has no such thoughts. For her, Bholi is a 'dumb cow' who will do as she is told.
3. *Discuss the role of the teacher in Bholi's life.*
Ans. The teacher is perhaps the only person in Bholi's life who understands her pain and wishes to help her. From the very first day at school, she takes Bholi under her wings. She gives Bholi books to read, and promises to make her an educated person whom the whole village would respect and listen to. She assures Bholi that she would be able to speak without a stammer, and no one would ever laugh at her again. Her kind assurances give Bholi a new hope and a new life. When we next see Bholi, she is a grown-up woman with a mind of her own. She refuses to marry a greedy person like Bishamber, and silences all voices of criticism. When asked by her father what she would do, she answers that she would take care of him and her mother and teach at the same school where she has learnt so much. No doubt it is Bholi's teacher who has instilled such values in her and taught her to stand up against injustice. She has made the 'witless' Bholi strong and independent enough to not only take care of herself but also her ageing parents.
4. *Bholi's mother suggests that Bholi be sent to school because no one would marry her anyway. What does this tell you about Bholi's mother?*
Ans. This tells us that Bholi's mother cares little for Bholi. She wants to send Bholi to school not because she wishes to educate her, but to save her other daughters from the misfortune of remaining unmarried.

Being uneducated herself, Bholi's mother does not support sending girls to school. According to her, it spoils a girl's chance of getting married. So she does not want her other daughters to attend school. Bholi, being ugly and witless, would remain unmarried anyway. So to satisfy the tehsildar, she advises her husband to send Bholi to school. It would also be a way to unburden themselves as the teachers at school would take care of Bholi. Bholi's mother is perhaps a product of a society that places little value on girls. They are merely burdens to be offloaded through marriage. That education can make them self-reliant is a thought that never occurs to her.

5. What kind of a person do you think Bishamber was? Discuss the following points about his character:
- (a) Greedy
 - (b) Opportunist
 - (c) Calculative

Ans. Bishamber is a well-to-do grocer who sends a marriage proposal for Bholi. He owns a big shop, has his own house and several thousands in the bank. However, he is old, almost the same age as Bholi's father, and has grown-up children from his first wife. It is perhaps because of this that he demands no dowry. However, when he sees the pock marks on Bholi's face, he senses in it an opportunity to make money. He demands five thousand rupees for marrying her. He is triumphant when he gets the money for it is a gamble that has paid off. This shows his calculative side – he had guessed that Ramlal would give him the money to save himself from dishonour. His greed is not only seen in his demand for money, but also his wish to marry again at such a late stage in life.

6. A character arc is the transformation or development of a character throughout a story and refers to the changes a character undergoes as a result of his/her experiences, challenges and interactions with other characters.

In light of the above information, trace the character arc of Bholi.

Ans. The reader first sees Bholi as a very abject figure: a young girl, neglected, mocked, and voiceless. She even speaks little, on account of her stammering and supposed lack of intelligence. Her pockmarks have robbed her of any potential beauty, which is often the only attribute of value for young women in patriarchal societies; she meekly accepts her consequent low status. However, Bholi begins to transform when she is taken by her father to school to commence her education: initially scared and confused, she is wonderstruck by pictures and letters, so unfamiliar are these to her. Having known only her home earlier, she is initiated into the new space of the classroom. She learns and participates in activities among other children, and even her stammer begins to fade.

When her marriage is fixed, she issues no objection, since women are not given much volition in her society in such matters. However, when her groom tries to use her lack of beauty (due to her pockmarks) to demand a larger dowry, she rejects the union and finds her own voice to act by. She deflects all the comments on her family's honour; ironically, she is supposed to uphold this abstract quality even from her lowly position in her family. Under great pressure, she decides to act fearlessly for herself, and resolves to live with and take care of her parents instead of marrying. Her compassion for them is admirable, given that they have done little for her personal growth. It is her education that inspires and enables her to become a more powerful, decisive person, and to magnify her formerly repressed character.

9. The Book that Saved the Earth

Assignment 1

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

5 marks each

1.
 - a. ii. A king
 - b. One infers that Think Tank was too full of false pride and believed himself to be the most important being amongst all.
 - c. irritated
 - d. Think-Tank was definitely a narcissist. The board outside his room heaped titles on him and ordered everyone to bow before him. The apprentices had to praise him with flowery adjectives and long descriptions of his greatness before they could state their work.
2.
 - a. i. Mocking
 - b. food-stall
 - c. This statement shows how illogical and ignorant Think-Tank was.
 - d. The reason why Think-Tank did this was because he identified the books as sandwiches, which was part of a human diet. He mistook the front and back covers as two slices of bread, and the pages as a kind of filling.
3.
 - a. Think-Tank was an impatient being and wanted things to happen immediately and what the others were laughing about.
 - b. interpret
 - c. The Martians did not know the language the book was written in, and neither did they know it was a book for children full of innocent rhyme. Think-Tank took it all literally, and with doses of his own intelligence, misinterpreted it completely.
 - d. iv. It was of importance
4.
 - a. iv. Horror
 - b. Both Humpty Dumpty and Think-Tank had had large balloon-like heads.
 - c. The importance of books, even if it is a children's one, cannot be stressed enough. In the play it is clear that it is they who will save humanity from being destroyed at the hands of ignorance and stupidity, and creatures like Think-Tank.
 - d. terrible

Assignment 2

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

3 marks each

1. *Why and how does the Historian describe books at the beginning of the play?*
- Ans. The Historian has to describe books because the twenty-fifth century people had no idea what books were. He says that books were the ultimate source of all knowledge in the twentieth century which helped humans to live their lives. They covered every possible aspect of life on Earth.

2. *What was the strangest thing that a book ever did for the people of Earth?*
Ans. The strangest thing that a book ever did for the people of Earth was to save them from a Martian invasion. In fact, the invasion could never take place because the book stopped it before it could begin.
3. *At the beginning of Scene 2, what are Captain Omega, Lieutenant Iota and Sergeant Oop seen doing?*
Ans. At the beginning of Scene 2, Captain Omega, Lieutenant Iota and Sergeant Oop are seen inside the Centerville Public Library. Captain Omega is opening and closing card catalogue drawers in a confused fashion, Lieutenant Iota is counting books in a bookcase, and Sergeant Oop is opening and closing a book, turning it upside down, riffling through its pages and shaking his head.
4. *What guesses do the Martians make about the books they find in the library?*
Ans. 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.
5. *What is the 'insignificant bit of data' that floated into Noodle's mind about the 'sandwiches'?*
Ans. The insignificant bit of data that floated into Noodle's mind about the 'sandwiches' was that surveyor films of the sandwiches showed Earthlings using them as a kind of communication device, and not eating them.
6. *What does Think-Tank ask the Martians on Earth to do with the 'communication sandwiches'? What do the Martians say?*
Ans. Think-Tank asks the Martians on Earth to listen to the communication sandwiches. The Martians say that they cannot hear anything. Perhaps they are not on the same frequency, or the Earthlings have sharper ears than they have, or maybe the communication sandwiches do not make sounds at all.
7. *What makes Think-Tank think that the Earthlings have reached a high level of civilization?*
Ans. Think-Tank thinks that Earthlings have reached a high level of civilization because he misinterprets the rhymes in Mother Goose to mean that Earthlings have learnt to grow precious metals and explosives like crops, and have taught their animals music and space techniques. He thinks that the Earthlings could be launching an interplanetary attack of millions of cows.
8. *How does the reading of 'Mother Goose' avert the Martian invasion?*
Ans. The Martians are unable to comprehend the content of the nursery rhymes of Mother Goose. They interpret them as some deadly preparation for an interplanetary invasion. The Martians feel that they are underprepared to face the Earthlings superior warfare and hence they drop the idea of invading Earth.
9. *How are relations between Earth and Mars five hundred years later?*
Ans. Five hundred years later, the relations between Earth and Mars are friendly. Earthlings have taught Martians the difference between sandwiches and books. They have also taught the Martians to read, and have established a library in their capital city of Marsopolis.
10. *Does the play convey a message to the readers? If yes, what is it?*
Ans. Yes, the play conveys the message about the importance of books. Books give us knowledge of the world as well as a meaningful life, and they are the ones that will save humanity from being destroyed. The books on earth are a powerful weapon against ignorance.

Assignment 3

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

6 marks each

1. Why was the twentieth century called the Era of the Book?

Ans. The twentieth century was called the Era of the Book because during that period there were books on every conceivable topic – from anteaters to Zulus. Books taught people everything they needed to know – how to do things, when to do them, where to do them, and why to do them. They explained all things and educated people. Books were even used for decoration.

2. Noodle succeeds Think-Tank as the ruler of Mars. What kind of a ruler do you think Noodle is?

Ans. As a ruler, Noodle is the opposite of Think-Tank. He has been described as ‘wise and wonderful’. During the reign of Think-Tank, it is clear to see that it is Noodle who makes all the useful suggestions. He is indispensable as an apprentice, for all Think-Tank really does as ruler is gloat over his greatness. Unlike Think-Tank, Noodle is not interested in invading other planets and spreading his rule in the universe. Rather, he develops friendly relations with Earth. This has far greater uses than waging a war. The Earthlings teach the Martians how to read and build a library in their capital city. As any wise and able ruler, Noodle values the benefits of peace over the spoils of war.

3. Write a note on the character of Think-Tank.

Ans. Think-Tank is the ruler of Mars. He is power-hungry and obsessed with himself. He makes apprentice Noodle repeat his salutation because Noodle missed a part of it. He admires himself in the mirror, and thinks himself to be very handsome. But Think-Tank is not as great as he would like to believe. He makes a series of silly interpretations. He thinks the library on Earth to be a refreshment stand and the books to be sandwiches. He misinterprets the rhymes of Mother Goose to mean that Earthlings are planning an attack on Mars to capture him. He wants to invade Earth, and thinks that Earthlings would have their sights on Mars. Despite being great and mighty and most powerful, Think-Tank is a coward. Fearing an invasion by Earth, he escapes to Alpha Centauri, a hundred million miles away from Mars.

4. Describe any four qualities that you think Noodle has.

Ans. Noodle is wise, humble, resourceful and peace-loving. Noodle's wisdom can be seen in everything he says and does. Think-Tank might like to believe that he is the most intellectually gifted being in the universe, but he relies on his apprentice Noodle for advice and suggestion. Noodle is resourceful as he gives the right information at the right time, such as reminding Think-Tank of the use of vitamins. However, he offers all help with humility, knowing perhaps that Think-Tank would not like to be contradicted or corrected. Unlike Think-Tank, Noodle is peace-loving. On becoming ruler, he encourages good relations between Mars and Earth. He understands that a policy of peace has far more uses than one of dominance over others.

5. Describe how a single book stopped a Martian invasion of the Earth.

Ans. Martians Captain Omega, Lieutenant Iota and Sergeant Oop are part of a probe mission to Earth which the ruler of Mars, Think-Tank, wishes to invade. When Think-Tank establishes contact with them, they are in a library. On his instructions, Omega starts reading the rhymes from the book Mother Goose. But Think-Tank interprets them in a wholly different light. He thinks that Earthlings have reached a very high level of civilization to grow explosives like crops and teach space techniques to domesticated animals. He fears that Earth could be launching an interplanetary attack of millions of cows. When Omega reads out ‘Humpty Dumpty’, Think-Tank becomes terrified. The picture of Humpty Dumpty in the book looks just like him, and he interprets Humpty Dumpty's fall as an

impending attack on him. Think-Tank orders the Martians to leave Earth immediately. He gives up plans to invade Earth and escapes to Alpha Centauri, a planet hundred million miles away.

6. *Imagine a conversation between Think-Tank and an Earthling. What would they discuss, and how? Complete the set of dialogues in 120 words. You may begin like this...*

Think-Tank: What is that device you're holding using your limb? Why is it blinking?

Earthling: This? (points at his mobile phone and Think-Tank nods) Oh, this is a telecommunication device.

Ans. Earthling: How are you, Think-Tank?

Think-Tank: You do not address me like that, Earthling. What is that in your hand?

Earthling: This? This is for telecommunications. We call it a phone. Have you never seen one before?

Think-Tank: Of course I have! I have always used phones to communicate with my Martian minions. I just don't have one right now!

Earthling: Hm, then you probably know how to use one easily. But I thought you were studying some of our books?

Think-Tank: We have done that. We have collected all the books we could find in Amazon warehouses and have placed them in a special library mothership. We know everything about your planet!

Earthling: That's good. I like books too. I have a lot of them stored on my device here. Take a look?

Think-Tank: What are those books? And where are the pictures? I saw pictures on your phone.

Earthling: No, these are e-books. I read them when I'm commuting. See, I can also edit and make notes on them and other documents.

Think-Tank: I have my assistants do this on our central network computers. Those are huge devices, much more powerful than this toy. They even work all by themselves!

Earthling: They do? Are they intelligent?

Think-Tank: I designed them myself, they are without question intelligent. Here, let me show you. (Grabs mobile phone)

Earthling: Okay, as you please. Are you sure you can run this?

Think-Tank: You'll see. I'm getting it scanned by our central computer.

(Pause, then buzzing)

What happened? Why is the screen frozen? Abort, abort!

Earthling: Where's my phone? What is wrong with your computer?!

(Electronic noises, followed by static)