

A Letter to God

Oral Comprehension Check (Page 5)

Question 1:

What did Lencho hope for?

Answer:

Lencho had hoped for a downpour or at least a shower for his ripe corn fields as it was needed for a good harvest.

Question 2:

Why did Lencho say the raindrops were like 'new coins'?

Answer:

Lencho compared the raindrops to 'new coins' – the big drops as ten-cent pieces and the little ones as fives. As his crops were ready for harvest, he hoped that the rains would bring him prosperity; so he felt the raindrops were like 'new coins'.

Question 3:

How did the rain change? What happened to Lencho's fields?

Answer:

The rain started pouring down. But suddenly a strong wind blew and very large hailstones, like frozen pearls, began to fall along with the rain. The hailstorm continued for an hour and destroyed Lencho's corn fields and washed away the flowers from the plants too.

Question 4:

What were Lencho's feelings when the hail stopped?

Answer:

After the hailstones stopped, Lencho's soul was filled with grief and dismay. He realised that everything was ruined by the hailstorm and nothing was left to feed his family for the entire year. He could visualize the bleak future of his family.

Oral Comprehension Check (Page 6)

Question 1:

Who or what did Lencho have faith in? What did he do?

Answer:

Lencho had a strong faith in God. He believed that God's eyes see everything, even what is deep in one's conscience. Hence, he wrote a letter to God citing that he needed a hundred pesos to sow his field that was destroyed by the hailstorm.

Question 2:

Who read the letter?

Answer:

The postmaster read Lencho's letter addressed to God.

Question 3:

What did the postmaster do then?

Answer:

Initially, the postmaster broke out into laughter but was soon moved by the seriousness of Lencho's faith in God. He didn't want to shake the writer's faith in the Almighty, so he came up with an idea to collect money from his employees and friends, gave a part of his salary and sent it to Lencho.

Oral Comprehension Check (Page 7)**Question 1:**

Was Lencho surprised to find a letter for him with money in it?

Answer:

No, Lencho was not at all surprised to receive a letter from God with money in it. He was very confident and had firm faith in God that his request would definitely be taken care of by the Almighty.

Question 2:

What made him angry?

Answer:

When Lencho counted the money, he found only seventy pesos, instead of the hundred pesos demanded by him from God. He was confident that God could neither make a mistake in sending him less money, nor could he have denied Lencho what he had requested. Therefore, he came to the conclusion that the post office employees must have taken the remaining thirty pesos from the envelope.

Thinking about the Text (Page 7-8)**Question 1:**

Who does Lencho have complete faith in? Which sentences in the story tell you this?

Answer:

Lencho had complete faith in God as he was instructed that God could see everything and helped whoever was in deep trouble. Given below are a few sentences which exhibit his faith in God:

1. But in the hearts of all who lived in that solitary house in the middle of the valley, there was a single hope of help from God.
2. All through the night, Lencho thought only of his one hope: the help of God, whose eyes, as he had been instructed, see everything, even what is deep in one's conscience.
3. "God", he wrote, "if you don't help me, my family and I will go hungry this year".
4. He wrote 'To God' on the envelope, put the letter inside and still troubled, went to town.
5. God could not have made a mistake, nor could he have denied Lencho what he had requested.
6. It said: "God: Of the money that I asked for, only seventy pesos reached me. Send me the rest, since I need it very much".

Question 2:

Why does the postmaster send money to Lencho? Why does he sign the letter 'God'?

Answer:

The postmaster was deeply moved by Lencho's faith in God. Hence, he decided to send some money to Lencho in order to avoid shaking the latter's faith in God. So, he collected some money from his colleagues and friends and signed the letter as 'God'. The postmaster felt it was an ideal ploy to convey a message to Lencho that God has sent him the money and that God himself signed it.

Question 3:

Did Lencho try to find out who had sent the money to him? Why/Why not?

Answer:

No, Lencho did not try to find out who had sent him the money because he was confident that God had sent it to him. Not for a moment did he suspect that someone else other than God could have sent the money to him. His faith in the Almighty was so rock-solid that he knew that nothing escapes God's eyes. Lencho felt that God was aware of the unfortunate incident faced by him and requested him to save him from this difficult situation.

Question 4:

Who does Lencho think has taken the rest of the money? What is the irony in the situation? (Remember that the irony of a situation is an unexpected aspect of it. An ironic situation is strange or amusing because it is the opposite of what is expected.)

Answer:

Upon counting the money, when Lencho found only seventy pesos in the envelope instead of the hundred pesos that he had requested from God, he was confident that the Almighty couldn't have made such a big mistake. From this situation, he suspected that the post office employees could have stolen the remaining thirty pesos from the envelope. Hence, he called them crooks.

The element of irony in this situation is that Lencho ends up suspecting those very people who helped him in his crisis, in order to avoid shaking his faith in God.

Question 5:

Are there people like Lencho in the real world? What kind of a person would you say he is? You may select appropriate words from the box to answer the question.

greedy	naive	stupid	ungrateful
selfish	comical	unquestioning	

Answer:

It is not easy to find people like Lencho in the real world as he has a naïve and unquestioning nature. From the story, we can conclude that he is not stupid. He is a literate person who wrote a letter to God without any address requesting for money. Lencho had deep faith in God and was confident that he would definitely receive some financial help from the Almighty.

Question 6:

There are two kinds of conflict in the story: between humans and nature, and between humans themselves. How are these conflicts illustrated?

Answer:

The conflicts between humans and nature are shown in the story when Lencho's crops are destroyed by the hailstorm. He had expected some good rain for a good harvest. However, when his crops were damaged by the hailstorm, he lost all hope and became sad at the sight of his destroyed field.

However, the story also depicts conflicts of humans between themselves. The postmaster collected some money from his colleagues and friends and gave a part of his salary to help Lencho so that the latter's faith in God is not shaken. It was a beautiful act of selflessness and kindness on their part. Despite their noble act, when Lencho received the money, he blindly believed that God had sent him the money, and he blamed the post office employees for stealing some money from the envelope. This implies that man lacks faith in his fellow human beings, which gives rise to conflicts among themselves.

Thinking about Language (Page 8-11)

Question 1:

There are different names in different parts of the world for storms, depending on their nature. Can you match the names in the box with their descriptions below, and fill in the blanks? You may use a dictionary to help you.

gale,	whirlwind,	cyclone,
hurricane,	tornado,	typhoon

1. A violent tropical storm in which strong winds move in a circle: _ _ c _ _ _ _
2. An extremely strong wind: _ a _ _ _
3. A violent tropical storm with very strong winds: _ _ p _ _ _ _
4. A violent storm whose centre is a cloud in the shape of a funnel: _ _ _ n _ _ _
5. A violent storm with very strong winds, especially in the western Atlantic Ocean: _ _ r _ _ _ _ _
6. A very strong wind that moves very fast in a spinning movement and causes a lot of damage: _ _ _ _ _
l _ _ _ _ _

Answer:

1. A violent tropical storm in which strong winds move in a circle: _c_ _y_ c _l_ _o_ _n_ _e_
2. An extremely strong wind: _g_ _a _l_ _e_
3. A violent tropical storm with very strong winds: _t_ _y_ p _h_ _o_ _o_ _n_
4. A violent storm whose centre is a cloud in the shape of a funnel: _t_ _o_ _r_ n _a_ _d_ _o_
5. A violent storm with very strong winds, especially in the western Atlantic Ocean: _h_ _u_ r _r_ _i_ _c_ _a_ _n_ _e_
6. A very strong wind that moves very fast in a spinning movement and causes a lot of damage: _w_ _h_ _i_ _r_ l _w_ _i_ _n_ _d_

Question 2:

Match the sentences in Column A with the meanings of 'hope' in Column B.

A	B
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1. Will you get the subjects you want to study in college? I hope so.	– a feeling that something good will probably happen
2. I hope you don't mind my saying this, but I don't like the way you are arguing.	– thinking that this would happen (It may or may not have happened.)
3. This discovery will give new hope to HIV/AIDS sufferers.	– stopped believing that this good thing would happen
4. We were hoping against hope that the judges would not notice our mistakes.	– wanting something to happen (and thinking it quite possible)
5. I called early in the hope of speaking to her before she went to school.	– showing concern that what you say should not offend or disturb the other person: a way of being polite
6. Just when everybody had given up hope, the fishermen came back, seven days after the cyclone.	– wishing for something to happen, although this is very unlikely

Answer:

A	B
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6. Just when everybody had given up hope, the fishermen came back, seven days after the cyclone.	– stopped believing that this good thing would happen

Question 3:

Relative Clauses: Join the sentences given below using who, whom, whose, which, as suggested.

1. I often go to Mumbai. Mumbai is the commercial capital of India. (which)

2. My mother is going to host a TV show on cooking. She cooks very well. (who)
3. These sportspersons are going to meet the President. Their performance has been excellent. (whose)
4. Lencho prayed to God. His eyes see into our minds. (whose)
5. This man cheated me. I trusted him. (whom)

Answer:

1. I often go to Mumbai, which is the commercial capital of India.
2. My mother, who cooks very well, is going to host a TV show on cooking.
3. These sportspersons, whose performance has been excellent, are going to meet the President.
4. Lencho prayed to God, whose eyes see into our minds.
5. This man, whom I trusted, cheated me.

Question 4:

Using Negatives for Emphasis: Find sentences in the story with negative words, which express the following ideas emphatically.

1. The trees lost all their leaves.

-
2. The letter was addressed to God himself.

-
3. The postman saw this address for the first time in his career.
-

Answer:

1. The trees lost all their leaves.

Not a leaf remained on the trees.

2. The letter was addressed to God himself.

It was nothing less than a letter to God.

3. The postman saw this address for the first time in his career.

Never in his career as a postman had he seen that address.

Question 5:

Metaphors: In pairs, find metaphors from the story to complete the table below. Try to say what qualities are being compared. One has been done for you.

Object	Metaphor	Quality or Feature Compared
Cloud	Huge mountains of clouds	The mass or 'hugeness' of mountains

Raindrops		
Hailstones		
Locusts		
		An epidemic (a disease) that spreads very rapidly and leaves many people dead
	An ox of a man	

Answer:

Object	Metaphor	Quality or Feature Compared
Cloud	Huge mountains of clouds	The mass or 'hugeness' of mountains
Raindrops	Coins	The money that the good crops will bring when sold
Hailstones	Frozen pearls	Resembles the colour, hardness and brightness of pearls
Locusts	A plague of locusts	The destruction caused by plague and its consequences
Locusts	A plague of locusts	An epidemic (a disease) that spreads very rapidly and leaves many people dead
Lencho	An ox of a man	Strong and hardworking nature resembles the working of an ox in the fields

Speaking (Page 11)

Question 1:

Have you ever been in great difficulty, and felt that only a miracle could help you? How was your problem solved? Speak about this in class with your teacher.

Answer:

Activity to be done by yourself.

Listening (Page 12)

Question 1:

Listen to the letter (given under 'In This Lesson') read out by your teacher/on the audio tape. As you listen fill in the table given below.

The writer apologises (says sorry) because	
--------------------------------------------	--

The writer has sent this to the reader	
The writer sent it in the month of	
The reason for not writing earlier	
Sarah goes to	
Who is writing to whom?	
Where and when were they last together?	

Answer:

Activity to be done by yourself.

Writing (Page 12)

Question 1:

Lencho suffered first due to drought and then by floods. Our country is also facing such situations in the recent years. There is flood and there is drought. There is a need to save water through water harvesting. Design a poster for your area on how to save water during summer and when it is available in excess.

Answer:

Activity to be done by yourself.



Dust of Snow

Thinking about the Poem (Page 14)

Question 1:

What is a “dust of snow”? What does the poet say has changed his mood? How has the poet’s mood changed?

Answer:

The ‘dust of snow’ refers to the snowflakes and its fine particles. The poet’s mood changed due to the sudden shower of snowflakes. He was dismayed earlier, but it changed to a happy and joyful mood as he felt refreshed and energized to enjoy the rest of the day.

Question 2:

How does Frost present nature in this poem? The following questions may help you to think of an answer.

(i) What are the birds that are usually named in poems? Do you think a crow is often mentioned in poems? What images come to your mind when you think of a crow?

(ii) Again, what is “a hemlock tree”? Why doesn’t the poet write about a more ‘beautiful’ tree such as a maple, or an oak, or a pine?

(iii) What do the ‘crow’ and ‘hemlock’ represent — joy or sorrow? What does the dust of snow that the crow shakes off a hemlock tree stand for?

Answer:

In the poem, Frost presents nature in a very unconventional manner.

1. Generally, poets consider birds and trees to represent beauty and positive qualities. They write about birds such as parrots, peacocks, cuckoos, etc., and trees with beautiful flowers and bearing tasty fruits. In this poem, Frost mentions a crow, which is often not used in poems. Generally, a crow is a black bird with a harsh voice and is considered a bad omen. Therefore, the word ‘crow’ in the poem brings foreboding and depressing pictures to our mind.
2. Frost mentions “a hemlock tree”, which is a poisonous plant having small white flowers. The poet however, didn’t choose to use a maple, pine or oak tree that symbolize beauty and joyfulness. Instead, he chose the hemlock tree while leaving aside all the beautiful trees of nature to represent his sadness and regretful feelings.
3. The ‘crow’ and ‘hemlock’ tree represent sorrow and depressing mood and feelings felt by the poet in this world. The dust of snow symbolized a sense of natural joy and energy in him. The dust of snow that the crow shakes off a hemlock tree refers to the sad and depressing moments experienced by the poet initially which were gone as he enters into a joyful and optimistic feeling.

Question 3:

Have there been times when you felt depressed or hopeless? Have you experienced a similar moment that changed your mood that day?

Answer:

Yes, there have been innumerable times when I felt sad, depressed and hopeless due to some unavoidable circumstances in my life. Sometimes, such moments were caused due to indifferent behaviour and attitude of other people and sometimes due to my own conduct. On one occasion, I returned tired and upset from school. Upon reaching home, my puppy jumped and embraced me. This little joy literally changed my mood

and I was overjoyed by such a nice gesture by the little creature. This uplifted my mood for the rest of the day. I played with my puppy for a while and caressed him with love and affection.



Fire and Ice

Thinking about the Poem (Page 15)

Question 1:

There are many ideas about how the world will 'end'. Do you think the world will end someday? Have you ever thought what would happen if the sun got so hot that it 'burst', or grew colder and colder?

Answer:

There are multiple theories about how the world will 'end'. Yes, I do believe that the world will end someday as we all know that every particular thing which begins also has an end to it. This holds true for the world too, that if the Sun got so hot and it bursts, the entire life on Earth would perish immediately as the planet would not be able to tolerate the intensity of heat. On the contrary, if the Sun grew colder and colder, it is obvious that life will come to an end without sunlight. We are aware of the fact that sunlight is a rich source of energy to all the planets in the solar system.

Question 2:

For Frost, what do 'fire' and 'ice' stand for? Here are some ideas:

greed	avarice	cruelty	lust
conflict	fury	intolerance	rigidity
insensitivity	coldness	indifference	hatred

Answer:

'Fire' stands for greed, avarice, lust, conflict and fury. 'Ice' stands for cruelty, intolerance, rigidity, insensitivity, coldness, indifference and hatred.

Question 3:

What is the rhyme scheme of the poem? How does it help in bringing out the contrasting ideas in the poem?

Answer:

The rhyme scheme of the poem is: a, b, a, a, b, c, b, c, b.

This rhyme scheme helps in projecting the contrasting ideas of 'fire' and 'ice' that are presented in the poem. The poet Frost mentions both fire and ice as the probable ends of the planet Earth. He talks about how 'fire' represents desire and might be a possible cause of the end of the world. The poet also mentions 'ice' in the poem to symbolize the coldness and indifference that people might have towards one another, which will be a reason good enough to end the world. In the second stanza of the poem, the poet says that he knows enough about hate in this world and is sure that even destruction through hatred (ice) would be sufficient and adequate to bring about an end to the planet Earth.

Nelson Mandela – Long Walk to Freedom

Activity (Page 17)

Question:

In Column A are some expressions you will find in the text. Make a guess and match each expression with an appropriate meaning from Column B.

A	B
(i) A rainbow gathering of different colours and nations	– A great ability (almost unimaginable) to remain unchanged by suffering (not losing hope, goodness or courage)
(ii) The seat of white supremacy	– A half-secret life, like a life lived in the fading light between sunset and darkness
(iii) Be overwhelmed with a sense of history	– A sign of human feeling (goodness, kindness, pity, justice, etc.)
(iv) Resilience that defies the imagination	– A beautiful coming together of various peoples, like the colours in a rainbow
(v) A glimmer of humanity	– The centre of racial superiority
(vi) A twilight existence	– Feel deeply emotional, remembering and understanding all the past events that have led up to the moment

Answer:

A	B
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Oral Comprehension Check (Page 18-19)**Question 1:**

Where did the ceremonies take place? Can you name any public buildings in India that are made of sandstone?

Answer:

The ceremonies took place in the lovely sandstone amphitheatre formed by the Union Buildings in Pretoria, which were attended by dignitaries and world leaders of several nations. In India, the Rashtrapati Bhavan and Red Fort are two public buildings that are made of red sandstone.

Question 2:

Can you say how 10 May is an 'autumn day' in South Africa?

Answer:

South Africa is located in the Southern Hemisphere, i.e., below the equator. In the Southern Hemisphere, the timing of the seasons is different from that of Europe and Asia, which are in the Northern Hemisphere. In Southern Africa, autumn is from *March to April*, and winter is from June to September. That is how May 10 becomes a 'lovely autumn day' in South Africa.

Question 3:

At the beginning of his speech, Mandela mentions "an extraordinary human disaster". What does he mean by this? What is the "glorious ... human achievement" he speaks of at the end?

Answer:

In Mandela's speech 'an extraordinary human disaster', he wanted to express his strong feelings against the practice of Apartheid in South Africa. Under Apartheid, there was racial segregation of people based on colour, and the blacks suffered the most as they were discriminated against by the rest. They could not enjoy the right to freedom. Mandela was jailed for 18 years on the infamous 'Robben Island' where he was mistreated by the authorities. He considered it a "great glorious human achievement" that he became the first Black President of South Africa, where the blacks were deprived of basic needs and suffered different kinds of discrimination, and were treated badly.

Question 4:

What does Mandela thank the international leaders for?

Answer:

Mandela felt extremely privileged to welcome the dignitaries and international leaders at the swearing-in ceremony because it was not too long ago when the South Africans were considered outlaws. He therefore, thanked all of them for having come from far and wide to witness the historical oath-taking ceremony of the first Black President of South Africa. This was a wonderful gesture of international recognition to a newly born free democratic nation. This event could be considered as a common victory for justice, peace and human dignity.

Question 5:

What ideals does he set out for the future of South Africa?

Answer:

Mandela set the ideals of liberating the people of South Africa from the continuing bondage of poverty, deprivation, suffering, gender and other discrimination. He wanted the people of the country to enjoy the right to freedom from all forms of bondage and prejudice.

Oral Comprehension Check (Page 21)

Question 1:

What do the military generals do? How has their attitude changed and why?

Answer:

The highest military generals of South African defence forces and police saluted and pledged their loyalty to Mandela. This was of great significance because, during the Apartheid era, they would have arrested him and put him behind bars. Their attitude towards Blacks changed due to the struggles and sacrifices that were put in by many heroes of South Africa. This struggle for freedom was not just a struggle with Apartheid, it also brought a massive change in the mindsets of many people. Mandela believed that love is something that could be taught and human beings are naturally inclined towards love more, rather than hate.

Question 2:

Why were two national anthems sung?

Answer:

On the auspicious occasion of the inauguration ceremony, two national anthems were sung – the Whites sang 'Nkosi Sikelel -iAfrika' and the Blacks sang 'Die Stem' that was the old anthem of the Republic. Singing of both the anthems symbolized the equality of rights between Whites and Blacks.

Question 3:

How does Mandela describe the systems of government in his country –

(i) in the first decade, and (ii) in the final decade, of the twentieth century?

Answer:

1. In the first decade of the twentieth century, the white-skinned people of South Africa patched up their differences and erected a system of racial domination against the dark-skinned peoples of their own land. This created the basis of one of the harshest, most inhumane, societies the world has ever seen or known.
2. In the final decade of the twentieth century, the previous system of government had been overturned forever and replaced by one that recognised the rights and freedoms of all peoples, regardless of the colour of their skin.

Question 4:

What does courage mean to Mandela?

Answer:

According to Mandela, courage was not the absence of fear, but the triumph over it. A brave man is not one who does not feel afraid, but one who conquers that fear.

Question 5:

Which does he think is natural, to love or to hate?

Answer:

Mandela thought that love comes more naturally to the human heart rather than hate.

Oral Comprehension Check (Page 24)**Question 1:**

What “twin obligations” does Mandela mention?

Answer:

Mandela mentions two obligations that every man has in life – (i) obligations to his family, to his parents, to his wife and children; and (ii) he has an obligation to his people, his community and his country.

Question 2:

What did being free mean to Mandela as a boy, and as a student? How does he contrast these “transitory freedoms” with “the basic and honourable freedoms”?

Answer:

Like any other kid, Mandela felt freedom meant being happy, making merry and enjoying the blissful life in his childhood years. However, when a young fellow becomes an adult, the antics of childhood look transitory because all the childish activities are worthless from an adult’s perspective. When a person becomes an adult, he learns to earn a livelihood and earn his own bread and butter. In such a scenario, he understands the basic and honourable freedom in his family and the society that he lives in.

Question 3:

Does Mandela think the oppressor is free? Why/Why not?

Answer:

Mandela does not feel that the oppressor is free because, in his opinion, an oppressor is like a victim of hatred who is locked behind the bars of prejudice and narrow-mindedness. He feels that both the oppressor and the oppressed are robbed of their humanity and peace of mind.

Thinking about the Text (Page 24)**Question 1:**

Why did such a large number of international leaders attend the inauguration? What did it signify the triumph of?

Answer:

Being a part of the inauguration ceremony, the international leaders showed solidarity with the end of Apartheid as a gesture from the international community. This signified the victory of good over evil and the triumph of a tolerant society without prejudice and discrimination of caste, colour or creed.

Question 2:

What does Mandela mean when he says he is “simply the sum of all those African patriots” who had gone before him?

Answer:

By saying that he is “simply the sum of all those African patriots”, Mandela offers his tribute to all the people who had sacrificed their lives in favour of the struggle for freedom. He says that he shall always remain grateful and thankful to those who had gone before him because those freedom fighters had paved the path

of cooperation and unity for him. Therefore, Mandela felt that when he came to power, he would bring equality among his people with their support and cooperation.

Question 3:

Would you agree that the “depths of oppression” create “heights of character”? How does Mandela illustrate this? Can you add your own examples to this argument?

Answer:

Yes, I agree with the statement that “depths of oppression” do create ‘heights of character’. Nelson Mandela illustrates this by citing examples of great heroes of South Africa such as Oliver Tambo, Walter Sisulu, Chief Luthulis, Yusuf Dadoos, Bram Fischers, and Robert Sobukwes, among others who inspired others by sacrificing their lives in the long struggle for freedom.

In India's pre-Independence era, there was a galaxy of great leaders who didn't bend their knees to the oppression of British rule, such as Netaji Subhash Chandra Bose, Mahatma Gandhi, Sardar Vallabhbhai Patel, Lala Lajpat Rai, Chandra Shekhar Azad, Bhagat Singh and many more. Nelson Mandela seems to be absolutely right, if we compare them with the quality of political leaders that came later. It seems that great leaders are created in the crucible of oppression and suffering.

Question 4:

How did Mandela's understanding of freedom change with age and experience?

Answer:

With age and rich experience, Mandela understood the essence of freedom in everyone's life. As a young boy, he always thought that he was born free and could do anything that he wanted. He strongly believed that as long as he obeyed his father and abided by the customs of his tribe, he was free in every possible way. However, as he grew older, he started feeling that freedom was required to raise a family and to earn a livelihood, and this started dominating his thoughts and views. In due course of time, he realised that he was selfish and was leading an illusionary life during his boyhood. He slowly understood that it was not his freedom alone that was being curtailed, but the freedom of all Black people was retrenched. Mandela understood that his people were being deprived and discriminated and this led him to develop a hunger for the freedom of his people.

Question 5:

How did Mandela's 'hunger for freedom' change his life?

Answer:

During his youth, Mandela realised that it was not just his freedom alone that was being curtailed, but the freedom of all Black people. The hunger for his own freedom became the hunger for freedom for all his fellow brothers and sisters. In the process, this changed the fearful man into a bold rebel. Mandela sacrificed the comforts of a settled family life to fight for the freedom of his countrymen. He joined the African National Congress, and this transformed him from a frightened young man into a fearless person who fought against racial prejudice and colour discrimination.

Thinking about Language (Page 24-26)

I. There are nouns in the text (formation, government) which are formed from the corresponding verbs (form, govern) by suffixing -(at)ion or ment. There may be a change in the spelling of some verb – noun pairs: such as rebel, rebellion; constitute, constitution.

Question 1:

Make a list of such pairs of nouns and verbs in the text.

Noun	Verb
rebellion	rebel
constitution	constitute

Answer:

Noun	Verb
rebellion	rebel
constitution	constitute
formation	form
government	govern
obligation	oblige
transformation	transform
discrimination	discriminate
deprivation	deprive
demonstration	demonstrate
oppression	oppress
imagination	imagine

Question 2:

Read the paragraph below. Fill in the blanks with the noun forms of the verbs in brackets.

Martin Luther King's _____ (contribute) to our history as an outstanding leader began when he came to the _____ (assist) of Rosa Parks, a seamstress who refused to give up her seat on a bus to a white passenger. In those days American Blacks were confined to positions of second class citizenship by restrictive laws and customs. To break these laws would mean _____ (subjugate) and _____ (humiliate) by the police and the legal system. Beatings, _____ (imprison) and sometimes death awaited those who defied the System. Martin Luther King's tactics of protest involved non-violent _____ (resist) to racial injustice.

Answer:

Martin Luther King's **contribution** to our history as an outstanding leader began when he came to the **assistance** of Rosa Parks, a seamstress who refused to give up her seat on a bus to a white passenger. In those days American Blacks were confined to positions of second class citizenship by restrictive laws and customs. To break these laws would mean **subjugation** and **humiliation** by the police and the legal system. Beatings, **imprisonment** and sometimes death awaited those who defied the System. Martin Luther King's tactics of protest involved non-violent **resistance** to racial injustice.

II. Using the Definite Article with Names

Question 1:

Here are some more examples of 'the' used with proper names. Try to say what these sentences mean. (You may consult a dictionary if you wish. Look at the entry for 'the'.)

1. Mr Singh regularly invites the Amitabh Bachchans and the Shah Rukh Khans to his parties.
2. Many people think that Madhuri Dixit is the Madhubala of our times.
3. History is not only the story of the Alexanders, the Napoleons and the Hitlers, but of ordinary people as well.

Answer:

1. This implies that Mr. Singh regularly invites prominent personalities of caliber such as Mr. Amitabh Bachchan and Mr. Shah Rukh Khan to his parties.
2. This implies that in the current generation, Madhuri Dixit is compared to the great actress, Madhubala.
3. This means history is not only the story of great fighters such as Alexander, Napoleon or Hitler, but also of other ordinary people.

III. Idiomatic Expressions

Question 1:

Match the italicised phrases in Column A with the phrase nearest in meaning in Column B. (Hint: First look for the sentence in the text in which the phrase in Column A occurs.)

A	B
1. I was <i>not unmindful of</i> the fact	(i) had not forgotten; was aware of the fact (ii) was not careful about the fact (iii) forgot or was not aware of the fact
2. when my comrades and I <i>were pushed to our limits</i>	(i) pushed by the guards to the wall (ii) took more than our share of beatings (iii) felt that we could not endure the suffering any longer
3. to reassure me and <i>keep me going</i>	(i) make me go on walking (ii) help me continue to live in hope in this very

	difficult situation (iii) make me remain without complaining
4. the basic and honourable freedoms of... <i>earning my keep</i> ,...	(i) earning enough money to live on (ii) keeping what I earned (iii) getting a good salary

Answer:

A	B
1. I was <i>not unmindful of</i> the fact	(i) had not forgotten; was aware of the fact
2. when my comrades and I <i>were pushed to our limits</i>	(iii) felt that we could not endure the suffering any longer
3. to reassure me and <i>keep me going</i>	(ii) help me continue to live in hope in this very difficult situation
4. the basic and honourable freedoms of... <i>earning my keep</i> ,...	(i) earning enough money to live on

Speaking (Page 26)

Question:

In groups, discuss the issues suggested in the box below. Then prepare a speech of about two minutes on the following topic. (First make notes for your speech in writing.)

True liberty is freedom from poverty, deprivation and all forms of discrimination.

- causes of poverty and means of overcoming it
- discrimination based on gender, religion, class, etc.
- constitutionally guaranteed human rights

Answer:

Activity to be done by yourself.

Writing (Page 26-28)

Question I: Looking at Contrasts

Nelson Mandela's writing is marked by balance: many sentences have two parts in balance.

Use the following phrases to complete the sentences given below.

(i) they can be taught to love.

(iv) but he who conquers that fear.

(ii) I was born free.

(v) to create such heights of character.

(iii) but the triumph over it.

1. It requires such depths of oppression _____
2. Courage was not the absence of fear _____
3. The brave man is not he who does not feel afraid _____
4. If people can learn to hate _____
5. I was not born with a hunger to be free. _____

Answer:

1. It requires such depths of oppression **(v) to create such heights of character.**
2. Courage was not the absence of fear **(iii) but the triumph over it.**
3. The brave man is not he who does not feel afraid **(iv) but he who conquers that fear.**
4. If people can learn to hate **(i) they can be taught to love.**
5. I was not born with a hunger to be free. **(ii) I was born free.**

Question II:

This text repeatedly contrasts the past with the present or the future. We can use coordinated clauses to contrast two views, for emphasis or effect. Given below are sentences carrying one part of the contrast. Find in the text the second part of the contrast, and complete each item. Identify the words which signal the contrast. This has been done for you in the first item.

1. *For decades* the Union Buildings had been the seat of white supremacy, *and now* ...
2. Only moments before, the highest generals of the South African defence force and police ... saluted me and pledged their loyalty. ... not so many years before they would not have saluted _____
3. Although that day neither group knew the lyrics of the anthem ..., they would soon _____
4. My country is rich in the minerals and gems that lie beneath its soil, _____
5. The Air Show was not only a display of pinpoint precision and military force, but _____
6. It was this desire for the freedom of my people ... that transformed _____ into a bold one, that drove _____ to become a criminal, that turned _____ into a man without a home.

Answer:

1. *For decades* the Union Buildings had been the seat of white supremacy, *and now* it was the site of a rainbow gathering of different colours and nations for the installation of South Africa's first democratic, non-racial government.
2. *Only moments before*, the highest generals of the South African defence force and police ... saluted me and pledged their loyalty. ... *not so many years before* they would not have saluted but arrested me.
3. Although that day *neither group knew the lyrics* of the anthem ..., they would soon *know the words by heart*.

4. My country is *rich in the minerals and gems* that lie beneath its soil, but I have *always known that its greatest wealth is its people, finer and truer than the purest diamonds*.
5. The Air Show was not only *a display of pinpoint precision and military force*, but *a demonstration of the military's loyalty to democracy*, to a new government that had been freely and fairly elected.
6. It was this desire for the freedom of my people ... that transformed *a frightened young man* into *a bold one*, that drove *a law-abiding attorney* to become *a criminal*, that turned *a family-loving husband* into *a man without a home*.

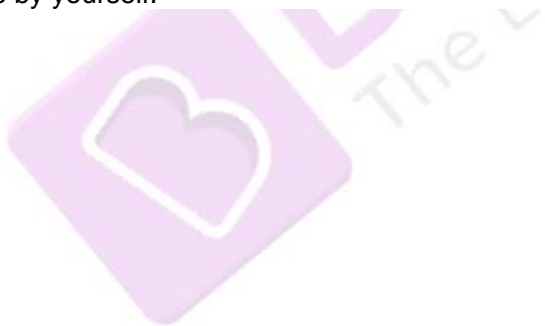
Question III: Expressing Your Opinion

Do you think there is colour prejudice in our own country? Discuss this with your friend and write a paragraph of about 100 to 150 words about this. You have the option of making your paragraph a humorous one. (Read the short verse given below.)

When you were born you were pink
When you grew up you became white
When you are in the sun you are red
When you are sick you are yellow
When you are angry you are purple
When you are shocked you are grey
And you have the cheek to call me 'coloured'.

Answer:

Activity to be done by yourself.



A Tiger in the Zoo

Thinking about the Poem (Page 30-31)

Question 1:

Read the poem again, and work in pairs or groups to do the following tasks.

(i) Find the words that describe the movements and actions of the tiger in the cage and in the wild. Arrange them in two columns.

(ii) Find the words that describe the two places, and arrange them in two columns.

Now try to share ideas about how the poet uses words and images to contrast the two situations.

Answer:

(i)

In the Cage	In the Wild
Stalks	Lurking in shadow
Few steps of his cage	Sliding through long grass
Quiet rage	Snarling around houses
Locked in concrete cell	Baring his white fangs, his claws
Stalking the length of his cage	Terrorising the village
Ignoring visitors	
Stares with his brilliant eyes at the brilliant stars	

(ii)

Cage	Wild
Few steps of his cage	Shadow
Locked	Water hole
Concrete cell	Long grass
Behind bars	Plump deer
Visitors	Houses at the jungle's edge

Patrolling cars

Village

Question 2:

Notice the use of a word repeated in lines such as these:

(i) On pads of velvet quiet,

In his quiet rage.

(ii) And stares with his brilliant eyes

At the brilliant stars.

What do you think is the effect of this repetition?

Answer:

This repetition is used by the poet to create a poetic effect to increase the intensity of the tiger's rage and his silent helplessness from the concrete cell of the cage. 'Velvet quiet' refers to the velvet pads of the tiger which are quiet and unable to run or leap. The tiger could do nothing but just walk around the limited space of his cage. The use of 'quiet rage' signifies the anger and ferocious nature of the tiger that is building up inside him as he wants to run out freely into the forest and attack a deer. The tiger's rage is quiet as he is locked inside the cage and is helpless. The repetition of 'quiet' has given a lyrical beauty to the poem. Similarly, the use of the term 'brilliant' for both the tiger's eyes and the stars points to the majestic nature of both. The tiger stares at the brilliant stars with his brilliant eyes as he dreams about how he could have led a beautiful, free and pleasing life in the forest. Thus, the repetition creates a wonderful rhythmic effect and gives a kind of magnificence to the lines.

Question 3:

Read the following two poems — one about a tiger and the other about a panther. Then discuss:

Are zoos necessary for the protection or conservation of some species of animals? Are they useful for educating the public? Are there alternatives to zoos?

The Tiger

The tiger behind the bars of his cage growls,

The tiger behind the bars of his cage snarls,

The tiger behind the bars of his cage roars.

Then he thinks.

It would be nice not to be behind bars all

The time

Because they spoil my view

I wish I were wild, not on show.

But if I were wild, hunters might shoot me,

But if I were wild, food might poison me,

But if I were wild, water might drown me.

Then he stops thinking

And...

The tiger behind the bars of his cage growls,
The tiger behind the bars of his cage snarls,
The tiger behind the bars of his cage roars.

PETER NIBLETT

The Panther

His vision, from the constantly passing bars,
has grown so weary that it cannot hold
anything else. It seems to him there are
a thousand bars; and behind the bars, no world.
As he paces in cramped circles, over and over,
the movement of his powerful soft strides
is like a ritual dance around a centre
in which a mighty will stands paralysed.
Only at times, the curtain of the pupils
lifts, quietly. An image enters in,
rushes down through the tensed, arrested muscles,
plunges into the heart and is gone.

RAINER MARIA RILKE

Answer:

A zoo is a place where several species of animals are kept. Some of these animals are endangered or on the verge of extinction. Likewise, even endangered tigers and lions are not safe in the forest due to poaching for illegal trading. Therefore, zoos are necessary for the conservation and protection of such species. That way, zoos are a safe haven for animals, and the public should be educated about the importance of wild animals and their key role in maintaining the ecological balance in the environment. Some other alternatives to zoos could be wildlife sanctuaries, forest reserves, national parks, etc. These options will not only protect or conserve these species but also provide these animals with a habitat in the midst of nature.

Question 4:

Take a point of view for or against zoos, or even consider both points of view and write a couple of paragraphs or speak about this topic for a couple of minutes in class.

Answer:

Activity to be done by yourself.

I. His First Flight

Thinking about the Text (Page 36)

Question 1:

Why was the young seagull afraid to fly? Do you think all young birds are afraid to make their first flight, or are some birds more timid than others? Do you think a human baby also finds it a challenge to take its first steps?

Answer:

The young seagull was afraid to fly because it was his first flight, and he feared that he might fall and hurt himself. He thought that his wings would not support him while he attempted to make his first flight.

Yes, it's quite natural and obvious that doing something for the first time can be frightening and a bit challenging. Certainly, all birds must be afraid to make their first flight.

Likewise, a human baby is also afraid and finds it very challenging when it takes its first steps or when it learns to crawl or walk on its own without any support.

Question 2:

"The sight of the food maddened him." What does this suggest? What compelled the young seagull to fly finally?

Answer:

The young seagull failed to muster up the courage to make his first flight. His family constantly upbraided him to take the plunge, but to no avail. They let him stay on the ledge until he was ready to take the plunge. He was left there for more than twenty-four hours and was very hungry by then. Due to this hunger, he was ultimately compelled to fly. Furthermore, his hunger intensified when he saw his mother tearing at a piece of fish that was lying at her feet. He cried desperately, begging her to get some food for him. Seeing this, when his mother came towards him with food in her beak, the little seagull screamed with joy and anticipation. However, she stopped midway, and the young seagull wondered why she did not come closer to him. Maddened by hunger, he dived at the food in his mother's beak. At that moment, he fell outwards and downwards into the great expanse of sea beneath the cliff. He was terrified, and his heart stood still. But soon enough, he felt his wings spread outwards, and he realized that he could fly like others. Therefore, his hunger overpowered his fear, and he finally made his first flight joyfully.

Question 3:

"They were beckoning to him, calling shrilly." Why did the seagull's father and mother threaten him and cajole him to fly?

Answer:

The young seagull's parents were constantly beckoning him and he tried everything to make his first flight. However, he was very reluctant to take the plunge due to his fear of falling down from the cliff. He looked at his brothers and sister, who flew away, but he was hesitant to make any effort. Due to this reason, his whole family had left him alone on his ledge and threatened and persuaded him to fly, but all efforts went in vain.

Question 4:

Have you ever had a similar experience, where your parents encouraged you to do something that you were too scared to try? Discuss this in pairs or groups.

Answer:

Yes, I had a similar experience while trying to learn how to ride a bicycle when I was in the fourth standard. Initially, I found it difficult to balance myself and fell down often, which developed a fear of cycling in me. Unable to overcome the fear, I gave up cycling, but my parents would always cajole me to try and practise cycling whenever I get time. My father would hold the bicycle from behind to help me balance myself, but whenever he took off his hand, I would lose balance and fall down. Gradually as I practised every day, my cycling skills improved, and I could ride it without my father's support from behind. This also developed my confidence to a great extent. Thus, I overcame my fear of cycling and started riding the cycle confidently when I practised it daily. Now, I use a cycle while going to and coming from school every day.

(Note: Students can write this answer as per their personal experience.)

Question 5:

In the case of a bird flying, it seems a natural act, and a foregone conclusion that it should succeed. In the examples you have given in answer to the previous question, was your success guaranteed, or was it important for you to try, regardless of a possibility of failure?

Answer:

It is natural for everyone to face some problems initially while trying to learn or pick up a new skill. Many a time, due to the fear of failure, we are reluctant to perform a particular task or attempt something new. In the case of the seagull, his parents constantly cajoled him into flying. Similarly, when I was learning to ride a cycle for the first time, my father always persuaded me to learn to cycle. Hence, at that stage, it was important for me to overcome my fear and learn cycling for my own good.

Yes, my success was assured because if one is focused and determined to achieve something, then success is guaranteed. Moreover, we are all aware of the famous adage, "Practice makes a man perfect".

Speaking (Page 36)**Question:**

We have just read about the first flight of a young seagull. Your teacher will now divide the class into groups. Each group will work on one of the following topics. Prepare a presentation with your group members and then present it to the entire class.

- Progression of Models of Airplanes
- Progression of Models of Motorcars
- Birds and Their Wing Span
- Migratory Birds — Tracing Their Flights

Answer:

Activity to be done by yourself.

Writing (Page 36)**Question:**

Write a short composition on your initial attempts at learning a skill. You could describe the challenges of learning to ride a bicycle or learning to swim. Make it as humorous as possible.

Answer:

Activity to be done by yourself.

II. The Black Aeroplane

Thinking about the Text (Page 40)

Question 1:

"I'll take the risk." What is the risk? Why does the narrator take it?

Answer:

The pilot of Dakota DS 088 plane was keen to reach home in England to spend a holiday with his family. On the way, his plane was engulfed in a huge storm of black clouds. So, he decided to fly straight into the storm as he did not want to miss the opportunity to meet his family for a good English breakfast. Thus, he took the risk of flying through the storm even when the visibility was almost nil.

Question 2:

Describe the narrator's experience as he flew the aeroplane into the storm.

Answer:

As the pilot (author) entered the big storm of clouds, his plane started to jump and twirl in the air. He could not see anything outside the plane as it was engulfed by completely black storm clouds. When he looked at the compass and other instruments, they had stopped functioning due to the turbulent weather. It was a fearsome and frightening experience for the pilot. The fuel tank of his plane was also almost empty and he could not fly more than ten minutes in it. Suddenly out of nowhere, he saw another black aeroplane with no lights on its wings appear by his side, and the pilot of that plane beckoned him to follow. The narrator obediently followed the other black plane that had no light. He followed the strange black aeroplane without any choice through the storm and soon landed on the runway safely.

Question 3:

Why does the narrator say, "I landed and was not sorry to walk away from the old Dakota..."?

Answer:

The pilot was delighted to land safely after being caught in a dense storm of dark clouds and was not sorry to walk away from the old Dakota. He was filled with gratitude for the pilot in the other black aeroplane and desperately wanted to thank him for helping him in such a fearsome situation. He felt sorry that he could not thank his benefactor enough for helping him land on the runway safely.

Question 4:

What made the woman in the control centre look at the narrator strangely?

Answer:

The woman in the control centre looked at the narrator strangely when the narrator mentioned the black aeroplane that helped him land safely on the runway. She gave him a surprised look and told him that nothing except the narrator's plane was in the sky during the storm. The radar showed the narrator's plane as the only one in the night sky.

Question 5:

Who do you think helped the narrator to reach safely? Discuss this among yourselves and give reasons for your answer.

Answer:

There is no definite explanation for the appearance of the unknown pilot who helped the narrator. We can assume that it was probably the narrator himself who overcame his fear in the midst of a storm as no other plane was visible in the radar except the narrator's Dakota DS 088. In that frightening situation, the pilot might have fantasized that someone had come to his help. However, he was a good pilot, brave enough to fly through a dense and turbulent storm and land on the runway safely.

Thinking about Language (Page 40-41)

Question I:

Study the sentences given below.

- (a) They looked like black mountains.
- (b) Inside the clouds, everything was suddenly black.
- (c) In the black clouds near me, I saw another aeroplane.
- (d) The strange black aeroplane was there.

The word 'black' in sentences (a) and (c) refers to the very darkest colour. But in (b) and (d) (here) it means without light/with no light.

'Black' has a variety of meanings in different contexts. For example:

- (a) 'I prefer black tea' means 'I prefer tea without milk'.
- (b) 'With increasing pollution the future of the world is black' means
'With increasing pollution the future of the world is very depressing/ without hope'.

Now, try to guess the meanings of the word 'black' in the sentences given below. Check the meanings in the dictionary and find out whether you have guessed right.

- 1. Go and have a bath; your hands and face are absolutely black. _____
- 2. The taxi-driver gave Ratan a black look as he crossed the road when the traffic light was green.

- 3. The bombardment of Hiroshima is one of the blackest crimes against humanity. _____
- 4. Very few people enjoy Harold Pinter's black comedy. _____
- 5. Sometimes shopkeepers store essential goods to create false scarcity and then sell these in black.

- 6. Villagers had beaten the criminal black and blue. _____

Answer:

- 1. Go and have a bath; your hands and face are absolutely black. – **The 'black' in this sentence denotes that the face and hands are dark due to dust and dirt.**
- 2. The taxi-driver gave Ratan a black look as he crossed the road when the traffic light was green. – **The 'black' in this sentence refers to an angry or annoyed look.**
- 3. The bombardment of Hiroshima is one of the blackest crimes against humanity. – **The 'black' in this sentence denotes a dark and brutal incident against humanity.**
- 4. Very few people enjoy Harold Pinter's black comedy. – **The 'black' in this sentence denotes dark or distressing comedy.**

5. Sometimes shopkeepers store essential goods to create false scarcity and then sell these in black. – **The 'black' in this sentence refers to the hoarding of goods by shopkeepers to sell those goods at a higher price later.**

6. Villagers had beaten the criminal black and blue. – **The 'black' in this sentence denotes that the criminal was beaten and badly bruised by the villagers.**

Question II:

Look at these sentences taken from the lesson you have just read:

- (a) I was flying my old Dakota aeroplane.
(b) The young seagull had been afraid to fly with them.

In the first sentence the author was controlling an aircraft in the air. Another example is: Children are flying kites. In the second sentence the seagull was afraid to move through the air, using its wings.

Match the phrases given under Column A with their meanings given under Column B:

A	B
1. Fly a flag	– Move quickly/suddenly
2. Fly into rage	– Be successful
3. Fly along	– Display a flag on a long pole
4. Fly high	– Escape from a place
5. Fly the coop	– Become suddenly very angry

Answer:

A	B
1. Fly a flag	– Display a flag on a long pole
2. Fly into rage	– Become suddenly very angry
3. Fly along	– Move quickly/suddenly
4. Fly high	– Be successful
5. Fly the coop	– Escape from a place

Question III:

We know that the word 'fly' (of birds/insects) means to move through air using wings. Tick the words which have the same or nearly the same meaning.

swoop	flit	paddle	flutter
ascend	float	ride	skim
sink	dart	hover	glide
descend	soar	shoot	spring
stay	fall	sail	flap

Answer:

The words which have the same or nearly the same meaning as 'fly' are listed below:

- Swoop
- Flit
- Flutter
- Float
- Skim
- Hover
- Glide
- Soar
- Sail

Writing (Page 41)

Question:

Have you ever been alone or away from home during a thunderstorm? Narrate your experience in a paragraph.

Answer:

Activity to be done by yourself.

(**Note:** Students can write their personal experiences here.)

How to Tell Wild Animals

Thinking about the Poem (Page 45)

Question 1:

Does 'dyin' really rhyme with 'lion'? Can you say it in such a way that it does?

Answer:

No, 'dyin' does not rhyme with 'lion'. If we pronounce the word 'lion' as 'lying', then probably it would rhyme with the word 'dyin'.

Question 2:

How does the poet suggest that you identify the lion and the tiger? When can you do so, according to him?

Answer:

The poet suggests that if a large and tawny beast roams in the jungle in the east and roars towards us, then it is the Asian Lion. On the contrary, if a noble wild beast with black stripes on a yellow coat roams about the jungle freely, it must be the Bengal Tiger. Besides, the poet also mentions that a lion usually roars loudly when it attacks its prey, while a tiger attacks its prey silently.

Question 3:

Do you think the words 'lept' and 'lep' in the third stanza are spelt correctly? Why does the poet spell them like this?

Answer:

The words 'lept' and 'lep' are spelt incorrectly in the poem. The poet has spelt them in such a way to maintain the rhythm of the poem. The correct spelling of the words, 'lept' is leapt and 'lep' is leap. The poet has deliberately spelt them incorrectly to create an element of humour therefore, emphasizing the word 'leopard' in every line.

Question 4:

Do you know what a 'bearhug' is? It's a friendly and strong hug — such as bears are thought to give, as they attack you! Again, hyenas are thought to laugh, and crocodiles to weep ('crocodile tears') as they swallow their victims. Are there similar expressions and popular ideas about wild animals in your own language(s)?

Answer:

A 'bearhug' refers to a bear's close and tight embrace with both hands as it attacks its victims. Other animals also have similar expressions such as a hyena never laughs but its face looks like that, crocodiles never weep but they burst into tears when they swallow their prey or victims.

Question 5:

Look at the line "A novice might nonplus". How would you write this 'correctly'? Why is the poet's 'incorrect' line better in the poem?

Answer:

The line "A novice might nonplus" can be correctly written as "A novice might be nonplussed". However, the usage of incorrect line is in sync with the poem as it helps in maintaining the rhyme scheme of the poem. By using the incorrect word 'nonplus', it rhymes with 'thus'.

Question 6:

Can you find other examples of poets taking liberties with language, either in English or in your own language(s)? Can you find examples of humorous poems in your own language(s)?

Answer:

Yes, there are several instances where poets take liberties with the language to create proper rhyming of the poem. This is often referred to as 'poetic license'. For example in the poem 'Tale of Custard the Dragon' by Ogden Nash, the spellings have been changed to create a rhythmic effect – realio, trulio instead of really and truly. The lines are given below:

Belinda lived in a little white house,
With a little black kitten and a little grey mouse,
And a little yellow dog and a little red wagon,
And a realio, trulio, little pet dragon.

Question 7:

Much of the humour in the poem arises from the way language is used, although the ideas are funny as well. If there are particular lines in the poem that you especially like, share these with the class, speaking briefly about what it is about the ideas or the language that you like or find funny.

Answer:

The poet has kept the language of the poem very simple and humorous. Some of the lines that appear funny in the poem are "A noble wild beast greets you". Although the sentence appears that the wild beast might greet you, but it is quite funny and unlikely that a ferocious animal like a tiger would do that. In another context, the line, "He'll only lep and lep again" is also very humorous. The word 'lep' is used to maintain the rhyme scheme of the word 'leopard' and is used to create humour in the poem.

The Ball Poem

Thinking about the Poem (Page 47)

In pairs, attempt the following questions.

Question 1:

Why does the poet say, "I would not intrude on him"? Why doesn't he offer him money to buy another ball?

Answer:

The poet says, "I would not intrude on him" because he wants the boy to learn from the experience of loss. This will teach the boy that loss is also an important part of life. Hence the poet does not intervene in the boy's natural process of learning. He also doesn't offer the boy money to buy another ball because the lesson of loss learnt from this experience would become worthless and wouldn't teach the little one to learn the lesson of responsibility from this situation.

Question 2:

"... staring down/All his young days into the harbour where/His ball went ..." Do you think the boy has had the ball for a long time? Is it linked to the memories of days when he played with it?

Answer:

Yes, it appears that the boy has had the ball for a long time. When it bounced and fell into the water, all his childhood memories of wonderful days flashed in front of his eyes. He realised that those moments would never come back, just as the ball. He felt that he could buy new balls, and those would create new memories or moments for him, but those that were gone with the ball into the water would never ever return.

Question 3:

What does "in the world of possessions" mean?

Answer:

"In the world of possessions" refers to the world consisting of materialistic things. Different people possess different things, such as land, property, money, or any other valuable thing. In the poem, the poet indicates that loss of the ball may be a very small thing, but this would give the boy a realization of the sense of loss and the experience of losing memories associated with it.

Question 4:

Do you think the boy lost anything earlier? Pick out the words that suggest the answer.

Answer:

No, it seems that the boy did not lose anything earlier. It is evident from the words 'He senses first responsibility in a world of possessions'. This line suggests that the sense of loss gave him an experience of understanding how several precious moments are lost with the loss of a particular object.

Question 5:

What does the poet say the boy is learning from the loss of the ball? Try to explain this in your own words.

Answer:

The poet tries to convey through his poem that the boy has learnt an important lesson to cope with the loss of his ball. He is experiencing grief and sadness while he grows up in this world full of possessions. He learns that there are several important things in life that are lost and cannot be brought back. He also

senses his first sense of responsibility as he loses the ball. The boy learns to stand up and leave the loss behind as he moves ahead in his life and understands the true meaning and nature of loss.

Question 6:

Have you ever lost something you liked very much? Write a paragraph describing how you felt then, and saying whether — and how — you got over your loss.

Answer:

Yes, I had lost my pet dog in a road accident when he was just five years old. One day I was playing with my puppy with a ball in my garden. I threw the ball in the air while playing with him, my dog jumped to catch it, but it bounced back and rolled to the street nearby. As my dog went to fetch the ball, a speeding car ran over my puppy and I could hear it crying in pain. I rushed to the spot and found my pup covered in blood. I rushed him to the hospital immediately but it was too late and he was bleeding profusely and succumbed to injuries. I was very upset and grief-stricken by this incident. In due course of time, I recovered from my loss, but that incident is fresh in my memories and I still love my dog and miss him dearly.

(Note: Students can write this answer as per their personal experiences.)



From the Diary of Anne Frank

Activity (Page 49)

Question 1:

Do you keep a diary? Given below under 'A' are some terms we use to describe a written record of personal experience. Can you match them with their descriptions under 'B'? (You may look up the terms in a dictionary if you wish.)

A	B
(i) Journal	– A book with a separate space or page for each day, in which you write down your thoughts and feelings or what has happened on that day
(ii) Diary	– A full record of a journey, a period of time, or an event, written every day
(iii) Log	– A record of a person's own life and experiences (usually, a famous person)
(iv) Memoir(s)	– A written record of events with times and dates, usually official

Answer:

A	B
(i) Journal	– A full record of a journey, a period of time, or an event, written every day
(ii) Diary	– A book with a separate space or page for each day, in which you write down your thoughts and feelings or what has happened on that day
(iii) Log	– A written record of events with times and dates, usually official
(iv) Memoir(s)	– A record of a person's own life and experiences (usually, a famous person)

Question 2:

Here are some entries from personal records. Use the definitions above to decide which of the entries might be from a diary, a journal, a log or a memoir.

(i) I woke up very late today and promptly got a scolding from Mum! I can't help it — how can I miss the FIFA World Cup matches?

(ii) 10:30 a.m. Went to the office of the Director

01:00 p.m. Had lunch with Chairman

05:45 p.m. Received Rahul at the airport

09:30 p.m. Dinner at home

(iii) The ride to Ooty was uneventful. We rested for a while every 50 km or so, and used the time to capture the magnificent landscape with my HandyCam. From Ooty we went on to Bangalore.

What a contrast! The noise and pollution of this once-beautiful city really broke my heart.

(iv) This is how Raj Kapoor found me — all wet and ragged outside R.K.Studios. He was then looking for just someone like this for a small role in Mera Naam Joker, and he cast me on the spot. The rest, as they say, is history!

Answer:

(i) Diary

(ii) Log

(iii) Journal

(iv) Memoir

Oral Comprehension Check (Page 51)

Question 1:

What makes writing in a diary a strange experience for Anne Frank?

Answer:

Writing in a diary was a strange experience for Anne Frank because she had never written anything before in a diary as she had received it as a gift on her thirteenth birthday. She considered the diary to be her best friend, where she could write all her thoughts and feelings. However, she also felt that no one would be interested in the musings of a thirteen-year-old schoolgirl. Hence she could write freely in the diary to get all her worries off her chest.

Question 2:

Why does Anne want to keep a diary?

Answer:

Anne always used to feel lonely and upset as she had no friends. She wanted to get all the burdens and worries off her chest. Hence she decided to keep a diary where she could confide her secrets and treat it as a true friend.

Question 3:

Why did Anne think she could confide more in her diary than in people?

Answer:

Anne had a strong feeling that paper had more patience than people to listen to her mental state. It was easier for her to pen down all her thoughts and wishes that she had in her mind in a diary. Hence, to confide her secrets, she felt her personal diary was the best companion, and it was also not meant for anyone else to read.

Oral Comprehension Check (Page 51)**Question 1:**

Why does Anne provide a brief sketch of her life?

Answer:

Anne provided a brief sketch of her life because she wanted to describe her family, school and herself. Reading her diary would help the reader develop some sort of connection with her and all the activities that were happening around her at that time.

Question 2:

What tells you that Anne loved her grandmother?

Answer:

Anne lived at Aachen with her grandmother while her parents settled down in Holland. She was extremely close to her grandmother and wrote about her in her diary. However, when her grandmother died in January 1942, she said, "No one knows how often I think of her and still love her". She wanted to convey through this message how dearly she loved her grandmother. On her thirteenth birthday, she lit up one candle along with the rest to express her love and gratitude for her beloved grandmother.

Oral Comprehension Check (Page 54)**Question 1:**

Why was Mr Keesing annoyed with Anne? What did he ask her to do?

Answer:

Mr Keesing was annoyed with Anne because she was a very talkative girl. He often punished her by assigning her extra homework to write essays on topics that were related to her nature to keep her silent.

Question 2:

How did Anne justify her being a chatterbox in her essay?

Answer:

Anne justified her being a chatterbox in her essay by clearly pointing out that she had inherited it from her mother, who was also as talkative as her or even more. She also stated that nobody could do anything about such inherited traits.

Question 3:

Do you think Mr Keesing was a strict teacher?

Answer:

No, Mr Keesing was not an overly strict teacher, but he expected his class to maintain silence and discipline while he was giving his lecture to the class. As a matter of fact, a teacher always thinks about the welfare of his students. Any teacher will be annoyed if the children keep on talking during the class. Mr Keesing was annoyed with Anne because she was very talkative. So to punish her, he would give her extra homework to

do and often told her to write essays on her talkative nature. Besides, it should be noted that had he been strict, then he would not have laughed at Anne's funny arguments.

Question 4:

What made Mr Keesing allow Anne to talk in class?

Answer:

Anne's last essay, entitled 'Quack, Quack, Quack, Said Mistress Chatterbox' and written in the form of a poem, showed Mr Keesing the lighter side of Anne. He was impressed with the way she presented her arguments in a rhythmic manner. It helped bridge the gap between Mr Keesing and Anne, and thereafter she was never assigned extra homework by him.

Thinking about the Text (Page 54-55)

Question 1:

Was Anne right when she said that the world would not be interested in the musings of a thirteen-year-old girl?

Answer:

It is a human tendency that kids are often not considered seriously by elders. Being a thirteen-year-old girl, Anne thought that most people wouldn't give importance to a child's perspective towards the world because they thought children were too immature to talk about worldly matters. However, Anne Frank's diary was popular among the masses and was translated into different languages, and she became one of the most renowned and discussed Holocaust victims.

Question 2:

There are some examples of diary or journal entries in the 'Before You Read' section. Compare these with what Anne writes in her diary. What language was the diary originally written in? In what way is Anne's diary different?

Answer:

Anne's diary was originally written in Dutch. It was different from other entries in several aspects. She had named her diary 'Kitty'. She wrote in an informal tone that exuded a teenager's carefree nature. She confided her feelings and secrets in it as she considered her diary to be her best friend. She wrote a lot of personal events and memories in her diary, which made it different from other diaries.

Question 3:

Why does Anne need to give a brief sketch of her family? Does she treat 'Kitty' as an insider or an outsider?

Answer:

Anne briefly introduced her family in the 'diary' because she felt that it was hard to make others realise that a teenager like her could write about loneliness and all the events happening around her in a mature manner. She talked about her adorable father, compassionate mother, beloved grandmother and loving elder sister in her diary, which she addressed 'Kitty'.

Kitty was gifted to her by her parents on her thirteenth birthday, and she considered it as her best friend and treated it as an insider as she could confide all her feelings and emotions by writing on it.

Question 4:

How does Anne feel about her father, her grandmother, Mrs Kuperus and Mr Keesing? What do these tell you about her?

Answer:

Anne had fond memories of her adorable father, her grandmother, Mrs Kuperus, and Mr Keesing, her Maths teacher, who had left indelible impressions on her mind and had a major impact on her life. The way she wrote about all of them in her diary revealed that Anne was very attached to each of these people and was quite good at understanding people. She had developed an everlasting bond and a wonderful interpersonal relationship with each of them.

Question 5:

What does Anne write in her first essay?

Answer:

Mr Keesing had asked Anne to write an essay on the topic 'A Chatterbox' as a punishment for her talkative nature. In the essay, she wrote about the effects of being talkative and also argued that she had inherited it from her mother, who was also very talkative. She justified this by saying that nobody could do anything about inherited traits. It was, therefore, difficult to give up a habit so easily, and it also formed a part of a student's trait. Reading this, Mr Keesing also had a hearty laugh at the argument given by Anne.

Question 6:

Anne says teachers are most unpredictable. Is Mr Keesing unpredictable? How?

Answer:

Anne cited the perfect example of Mr Keesing as an unpredictable teacher because she felt that Mr Keesing was indifferent towards her behaviour and always rebuked her for her talkative nature. Although he punished her initially by assigning extra homework, after reading her essays, he enjoyed a good laugh and thereafter never gave her such punishment and allowed Anne to talk in class.

Question 7:

What do these statements tell you about Anne Frank as a person?

- (i) We don't seem to be able to get any closer, and that's the problem. Maybe it's my fault that we don't confide in each other.
- (ii) I don't want to jot down the facts in this diary the way most people would, but I want the diary to be my friend.
- (iii) Margot went to Holland in December, and I followed in February, when I was plunked down on the table as a birthday present for Margot.
- (iv) If you ask me, there are so many dummies that about a quarter of the class should be kept back, but teachers are the most unpredictable creatures on earth.
- (v) Anyone could ramble on and leave big spaces between the words, but the trick was to come up with convincing arguments to prove the necessity of talking.

Answer:

- (i) These lines show that Anne did not have any close friends in whom she could confide her secrets. Therefore, she blamed herself for her reserved nature.
- (ii) This line implies that Anne considered her diary 'Kitty' to be her best friend and wrote all her emotions and secrets on it rather than simply jotting down facts like other people do.
- (iii) This statement implies the humorous nature of Anne. She had a witty personality and wrote the line in a funny tone. The words 'plunked down' exhibit her sense of humour.

(iv) This line implies that Anne thought that a quarter of the class were dumbheads, and she was intelligent enough to make it to the next class. She called the teachers the most unpredictable creatures on earth because it was quite uncertain who would fail or pass and make it to the next grade.

(v) This statement implies that Anne was talking about writing. She was given extra homework to write essays by Mr Keesing as a punishment for her talkative nature. Although that was extra work for her, she wanted to do it with full vigour. She did not want to leave big spaces between the words to make the essay look voluminous. She wanted to write convincing arguments to prove the essence of talking. That way, her approach to writing was different from others.

Thinking about Language (Page 55-58)

Question I:

Look at the following words.

headmistress	long-awaited	homework
notebook	stiff-backed	outbursts

These words are compound words. They are made up of two or more words.

Compound words can be:

- nouns: *headmistress, homework, notebook, outbursts*
- adjectives: *long-awaited, stiff-backed*
- verbs: *sleep-walk, baby-sit*

Match the compound words under 'A' with their meanings under 'B'. Use each in a sentence.

A	B
1. Heartbreaking	– obeying and respecting the law
2. Homesick	– think about pleasant things, forgetting about the present
3. Blockhead	– something produced by a person, machine or organisation
4. Law-abiding	– producing great sadness
5. Overdo	– an occasion when vehicles/machines stop working

6. Daydream	– an informal word which means a very stupid person
7. Breakdown	– missing home and family very much
8. Output	– do something to an excessive degree

Answer:

A	B
1. Heartbreaking	– producing great sadness
2. Homesick	– missing home and family very much
3. Blockhead	– an informal word which means a very stupid person
4. Law-abiding	– obeying and respecting the law
5. Overdo	– do something to an excessive degree
6. Daydream	– think about pleasant things, forgetting about the present
7. Breakdown	– an occasion when vehicles/machines stop working
8. Output	– something produced by a person, machine or organisation

Find the words used in the sentences below:

1. Her friend's departure was **heartbreaking** news to her.
2. Staying in the hostel away from her parents, Riya felt **homesick**.
3. Rihan is such a **blockhead** that he is the object of everyone's ridicule.
4. One of the objectives of education is to nurture **law-abiding** citizens.
5. If you are trying to please someone, never **overdo** it; most people wouldn't like it.

6. The little girl sat **daydreaming** in class, unaware that the teacher was noticing her.
7. There was a traffic block as a car had a **breakdown** in the middle of the road.
8. The government took several steps to increase agricultural **output**.

Question II:

Phrasal Verbs

A phrasal verb is a verb followed by a preposition or an adverb. Its meaning is often different from the meanings of its parts. Compare the meanings of the verbs *get on* and *run away* in (a) and (b) below. You can easily guess their meanings in (a) but in (b) they have special meanings.

(a) • She *got on* at Agra when the bus stopped for breakfast.

• Dev Anand *ran away* from home when he was a teenager.

(b) • She's eager to *get on* in life. (succeed)

• The visitors *ran away* with the match. (won easily)

Some phrasal verbs have three parts: a verb followed by an adverb and a preposition.

(c) Our car *ran out* of petrol just outside the city limits.

(d) The government wants to *reach out* to the people with this new campaign.

1. The text you've just read has a number of phrasal verbs commonly used in English. Look up the following in a dictionary for their meanings (under the entry for the italicised word).

(i) *plunge* (right) in (iii) *ramble* on

(ii) *kept* back (iv) *get* along with

2. Now find the sentences in the lesson that have the phrasal verbs given below. Match them with their meanings. (You have already found out the meanings of some of them.) Are their meanings the same as that of their parts? (Note that two parts of a phrasal verb may occur separated in the text.)

(i) plunge in	– speak or write without focus
(ii) kept back	– stay indoors
(iii) move up	– make (them) remain quiet
(iv) ramble on	– have a good relationship with
(v) get along with	– give an assignment (homework) to a person in authority (the teacher)

(vi) calm down	– compensate
(vii) stay in	– go straight to the topic
(viii) make up for	– go to the next grade
(ix) hand in	– not promoted

Answer:

(i) plunge in	– go straight to the topic
(ii) kept back	– not promoted
(iii) move up	– go to the next grade
(iv) ramble on	– speak or write without focus
(v) get along with	– have a good relationship with
(vi) calm down	– make (them) remain quiet
(vii) stay in	– stay indoors
(viii) make up for	– compensate
(ix) hand in	– give an assignment (homework) to a person in authority (the teacher)

1. plunge in: “Since no one would understand a word of my stories to Kitty if I were to **plunge** right in, I’d better provide a brief sketch of my life, much as I dislike doing so.”

2. kept back: "The reason, of course, is the forthcoming meeting in which the teachers decide who'll move up to the next form and who'll be **kept back**."
3. move up: "The reason, of course, is the forthcoming meeting in which the teachers decide who'll **move up** to the next form and who'll be kept back."
4. ramble on: "Anyone could **ramble on** and leave big spaces between the words, but the trick was to come up with convincing arguments to prove the necessity of talking."
5. get along with: "I **get along** pretty well **with** all my teachers."
6. calm down: "Even G.'s pleading glances and my angry outbursts can't **calm** them **down**."
7. stay in: "I thought of this saying on one of those days when I was feeling a little depressed and was sitting at home with my chin in my hands, bored and listless, wondering whether to **stay in** or go out."
8. make up for: "This birthday celebration in 1942 was intended to **make up for** the other, and Grandma's candle was lit along with the rest."
9. hand in: "I **handed it in**, and Mr. Keesing had nothing to complain about for two whole lessons."

Question III:

Idioms

Idioms are groups of words with a fixed order, and a particular meaning, different from the meanings of each of their words put together. (Phrasal verbs can also be idioms; they are said to be 'idiomatic' when their meaning is unpredictable.) For example, do you know what it means to 'meet one's match' in English? It means to meet someone who is as good as oneself, or even better, in some skill or quality. Do you know what it means to 'let the cat out of the bag'? Can you guess?

1. Here are a few sentences from the text which have idiomatic expressions. Can you say what each means? (You might want to consult a dictionary first.)

- (i) Our entire class is *quaking in its boots*. _____
- (ii) Until then, we keep telling each other *not to lose heart*. _____
- (iii) Mr Keesing was annoyed with me *for ages* because I talked so much. _____
- (iv) Mr Keesing was trying to play a joke on me with this ridiculous subject, but I'd make sure *the joke was on him*. _____

2. Here are a few more idiomatic expressions that occur in the text.

Try to use them in sentences of your own.

- (i) caught my eye (iii) laugh ourselves silly
- (ii) he'd had enough (iv) can't bring myself to

Answer:

1. (i) Our entire class is *quaking in its boots*. – **shaking with fear and nervousness**
- (ii) Until then, we keep telling each other *not to lose heart*. – **not to lose hope or expectation**
- (iii) Mr Keesing was annoyed with me *for ages* because I talked so much. – **for a long time**
- (iv) Mr Keesing was trying to play a joke on me with this ridiculous subject, but I'd make sure *the joke was on him*. – **he was outwitted by her**
2. (i) caught my eye: A yellow school bus with balloons all over it caught my eye.
- (ii) he'd had enough: Harry suffered a lot due to his illness. He's had enough of mental trauma.

(iii) laugh ourselves silly: My best friend and I had a hearty laugh watching the comedy show and laughed ourselves silly.

(iv) can't bring myself to: I was unable to bring myself to have less carbs in my diet.

Question IV:

Do you know how to use a dictionary to find out the meanings of idiomatic expressions? Take, for example, the expression *caught my eye* in the story.

Where — under which word — would you look for it in the dictionary?

Look for it under the first word. But if the first word is a 'grammatical' word like *a*, *the*, *for*, etc., then take the next word. That is, look for the first 'meaningful' word in the expression. In our example, it is the word *caught*.

But you won't find *caught* in the dictionary, because it is the past tense of *catch*. You'll find *caught* listed under *catch*. So you must look under *catch* for the expression *caught my eye*. Which other expressions with *catch* are listed in your dictionary?

Note that a dictionary entry usually first gives the meanings of the word itself, and then gives a list of idiomatic expressions using that word. For example, study this partial entry for the noun 'eye' from the *Oxford Advanced Learner's Dictionary, 2005*.

Eye

- Noun

- Part of Body 1 [C] either of the two organs on the face that you see with: *The suspect has dark hair and green eyes.*
- Ability to See 3 [sing.] the ability to see: *A surgeon needs a good eye and a steady hand.*
- Way of Seeing 4 [C, usually sing.] a particular way of seeing sth: *He looked at the design with the eye of an engineer.*
- Of Needle 5 [C] the hole in the end of a needle that you put the thread through.

IDM *be all eyes* to be watching sb/sth carefully and with a lot of interest **before/in front of sb's (very) eyes** in sb's presence; in front of sb: *He had seen his life's work destroyed before his very eyes.* **Be up to your eyes in sth** to have a lot of sth to deal with: *We're up to our eyes in work.*

You have read the expression 'not to lose heart' in this text. Now find out the meanings of the following expressions using the word 'heart'. Use each of them in a sentence of your own.

1. break somebody's heart
2. close/dear to heart
3. from the (bottom of your) heart
4. have a heart
5. have a heart of stone
6. your heart goes out to somebody

Answer:

1. break somebody's heart: to hurt or upset someone deeply

It is never a good idea to break someone's heart.

2. close/dear to heart: someone close to you

My best friend is very close to my heart.

3. from the (bottom of your) heart: feel for someone genuinely

I love my parents from the bottom of my heart.

4. have a heart: to evoke feeling and help someone in pain

The beggar on the roadside asked the shopkeeper to have a heart and give him some food to eat.

5. have a heart of stone: a person with no feelings or sentiments

The man beat up the beggar on the road as he has a heart of stone.

6. your heart goes out to somebody: to sympathise with someone

My heart goes out to the little boy who lost his parents in the air crash.

Question V:

Contracted Forms

When we speak, we use 'contracted forms' or short forms such as these:

can't (for *can not* or *cannot*) I'd (for *I would* or *I had*) she's (for *she is*)

Notice that contracted forms are also written with an apostrophe to show a shortening of the spelling of not, would, or is as in the above example.

Writing a diary is like speaking to oneself. Plays (and often, novels) also have speech in written form. So we usually come across contracted forms in diaries, plays and novels.

1. Make a list of the contracted forms in the text. Rewrite them as full forms of two words.

For example:

I've = I have

2. We have seen that some contracted forms can stand for two different full forms:

I'd = I had or I would

Find in the text the contracted forms that stand for two different full forms, and say what these are.

Answer:

1. (i) I've – I have

(ii) Can't – Cannot

(iii) I'm – I am

(iv) Won't – Would not

(v) Don't – Do not

(vi) Doesn't – Does not

- (vii) Didn't – Did not
- (viii) Who'll – Who will
- (ix) You're – You are
- (x) There's – There is
- (xi) I'd – I would
- (xii) We'll – We will
- (xiii) He'd – He had
- (xiv) That's – That is
- (xv) Who's – Who is
- (xvi) Haven't – Have not
- (xvii) It's – It is
- (xviii) Wouldn't – Would not
- 2. (i) I'd – I had or I would
- (ii) It's – It is or It has
- (iii) Who's – Who is or Who has
- (iv) That's – That is or That has

Speaking (Page 58-59)

Question 1:

Here is an extract adapted from a one-act play. In this extract, angry neighbours who think Joe the Inventor's new spinning machine will make them lose their jobs come to destroy Joe's model of the machine.

You've just seen how contracted forms can make a written text sound like actual speech. Try to make this extract sound more like a real conversation by changing some of the verbs back into contracted forms. Then speak out the lines.

[The door is flung open, and several men tramp in. They carry sticks, and one of them, HOB, has a hammer.]

MOB : Now where is your husband, mistress?

MARY : In his bed. He is sick, and weary. You would not harm him!

HOB : We are going to smash his evil work to pieces. Where is the machine?

SECOND : On the table yonder.

MAN

HOB : Then here is the end of it!

[HOB smashes the model. MARY screams.]

HOB : And now for your husband!

MARY : Neighbours, he is a sick man and almost a cripple. You would not hurt him!

HOB : He is planning to take away our daily bread... We will show him what we think of him and his ways!

MARY : You have broken his machine... You have done enough...

Answer:

Activity to be done by yourself.

Writing (Page 59)

Question 1:

Now you know what a diary is and how to keep one. Can you keep a diary for a week recording the events that occur? You may share your diary with your class, if you wish to. Use the following hints to write your diary.

- Though your diary is very private, write as if you are writing for someone else.
- Present your thoughts in a convincing manner.
- Use words that convey your feelings, and words that 'paint pictures' for the reader. Be brief.

'Diary language' has some typical features such as subjectless sentences (Got up late in the morning), sentence fragments without subjects or verbs (...too bad, boring, not good), contracted forms (they're, I've, can't, didn't, etc.), and everyday expressions which people use in speech. Remember not to use such language in more formal kinds of writing.

Answer:

Activity to be done by yourself.

Listening (Page 59)

Question 1:

Your teacher will read out an extract from The Diary of Samuel Pepys (given on the next page) about the great fire of London. As you listen complete this summary of the happenings.

Summary

This entry in the diary has been made on _____ by _____. The person who told Pepys about the fire was called _____. She called at _____ in the morning. Pepys went back to sleep because _____. Pepys rose again at _____ in the morning. By then about _____ houses had been burned down. The fire had spread to _____ by London Bridge. Pepys then walked to the _____ along with Sir J. Robinson's _____.

Answer:

This entry in the diary has been made on **2nd September 1666** by **Samuel Pepys**. The person who told Pepys about the fire was called **Jane**. She called at **three** in the morning. Pepys went back to sleep because **he thought it was far enough**. Pepys rose again at **seven** in the morning. By then about **300** houses had been burned down. The fire had spread to **Fish Street** by London Bridge. Pepys then walked to the **Tower** along with Sir J. Robinson's **little son**.

Amanda!

Thinking about the Poem (Page 62)

Question 1:

How old do you think Amanda is? How do you know this?

Answer:

Amanda is a young girl who is around 9-10 years old. She is being rebuked by her parents with typical instructions – something quite common for children of her age. Her parents are trying to inculcate good manners and etiquette in her for her own good, as she is very naive and innocent.

Question 2:

Who do you think is speaking to her?

Answer:

One of her parents is speaking to her. It is most likely that it's her mother. Generally speaking, a mother is the first teacher of a child. She always tries to guide and instruct her child to follow the righteous path. Hence, the nature of the instructions given to Amanda indicates that the speaker is her mother.

Question 3:

Why are Stanzas 2, 4 and 6 given in parenthesis?

Answer:

Stanzas 2, 4 and 6 are given in parenthesis because they depict Amanda's inner thoughts and reactions as she receives instructions from her mother in stanzas 1, 3 and 5. Each stanza containing rebukes by Amanda's mother is followed by her inner reaction to it in parenthesis. Thus, the poet uses the parenthesis to show that Amanda doesn't voice her inner protests, giving the poem a humorous tone.

Question 4:

Who is the speaker in Stanzas 2, 4 and 6? Do you think this speaker is listening to the speaker in Stanzas 1, 3, 5, and 7?

Answer:

The speaker of stanzas 2, 4 and 6 is the child, Amanda herself. No, she is not listening or paying heed to her mother's words in stanzas 1, 3 and 5 as she is lost in her own dream world. Her imagination lets her escape from reality as she is lost in her own world.

Question 5:

What could Amanda do if she were a mermaid?

Answer:

If Amanda were a mermaid, she could drift away slowly and carelessly on a languid emerald sea. She wished she could be the sole inhabitant of the green sea and would slowly move on it. She longs for a place where she can be all by herself and depend on anybody else for her happiness. Amanda desired to be a mermaid because a mermaid symbolises liberty and wonder, according to her.

Question 6:

Is Amanda an orphan? Why does she say so?

Answer:

No, Amanda is not an orphan. She says so because she wants to be on her own. She feels that she is being constantly nagged by her parents to follow their instructions. Being a little girl, she seeks 'golden' silence and 'sweet' freedom and wants to break all the norms. She wishes to roam around the streets alone and draw dust patterns with her bare feet. She thinks if she were an orphan, she could do all of it without being nagged or rebuked by anyone and be all by herself.

Question 7:

Do you know the story of Rapunzel? Why does she want to be Rapunzel?

Answer:

The story of Rapunzel revolves around her life on a high tower. She was locked in that tower by an evil witch. Over the course of time, she got used to living there. She was very happy and content with her life in the tower. She had very long blonde hair, which was used by the witch to climb the tall tower. One fine day, a prince came to meet her, climbing the tower using her hair. When the witch came to know about it, she punished both of them by separating them. Finally, after many years the couple united forever. Similarly, Amanda wishes to live her life like Rapunzel on a high tower on her own, away from everyone. She yearns for freedom, peace and harmony. Due to this reason, Amanda wants to be like Rapunzel. However, she also states that since she doesn't want to be disturbed, she would never let her bright hair down for anyone to climb up to her. She desires a happy and satisfying life without being disturbed by others.

Question 8:

What does the girl yearn for? What does this poem tell you about Amanda?

Answer:

Amanda is a young girl who yearns for freedom and wants to be on her own. With constant scolding from her parents, she realises that she is incapable of fulfilling their expectations. Generally, children of Amanda's age have similar feelings, irrespective of class, colour or nationality. We all know that traditional societies always demand well-mannered behaviour from every person and the training of children by their parents plays a significant role in moulding their personality. However, most parents tend to ignore the innocence and understanding level of their children, and the young minds face tremendous pressure from their elders that impacts their imaginative power and thoughts.

Question 9:

Read the last stanza. Do you think Amanda is sulking and is moody?

Answer:

No, Amanda is neither sulking nor moody. She simply longs for her freedom as she is fed up with following the instructions given by her parents. She has a strong imaginative power as she visualizes herself to the likes of Rapunzel's story, and she wants to lead a carefree life free from all nagging and scolding from her parents, who are always trying to teach manners and inculcate good habits in her.

Glimpses of India

I. A Baker from Goa

Oral Comprehension Check (Page 86)

Question 1:

What are the elders in Goa nostalgic about?

Answer:

The elders in Goa are nostalgic about the good old Portuguese days and their love for the famous bread loaves. The writer also mentions that although the eaters of loaves have vanished, the bread makers still do exist.

Question 2:

Is bread-making still popular in Goa? How do you know?

Answer:

Yes, bread-making is still popular in Goa. It is evident from the fact that the bread makers still exist, though the eaters have gone away. The presence of the mixers, moulders, the ones who bake the loaves and the time-tested furnaces are a proof of their existence.

Question 3:

What is the baker called?

Answer:

A baker is popularly known as a pader in Goa.

Question 4:

When would the baker come everyday? Why did the children run to meet him?

Answer:

The baker would come twice everyday—once he would set out early in the morning and the second time when he returned after emptying his huge basket by selling all his bread.

The children would run to meet him as they loved to eat loaves and longed to have bread-bangles which they chose carefully. Sometimes it was sweet bread of special make.

Oral Comprehension Check (Page 87)

Question 1:

Match the following. What is a must

- (i) as marriage gifts? – cakes and bolinhas
- (ii) for a party or a feast? – sweet bread called bol
- (iii) for a daughter's engagement? – bread
- (iv) for Christmas? – sandwiches

Answer:

- (i) as marriage gifts? – sweet bread called bol
- (ii) for a party or a feast? – bread
- (iii) for a daughter's engagement? – sandwiches
- (iv) for Christmas? – cakes and bolinhas

Question 2:

What did the bakers wear: (i) in the Portuguese days? (ii) when the author was young?

Answer:

(i) In the Portuguese days, the bakers were usually dressed up in a peculiar dress known as the kabai. It was a single-piece long frock reaching down to the knees.

(ii) During the author's childhood days, he saw the bakers wearing a shirt and trousers that were shorter than full-length ones and longer than half pants.

Question 3:

Who invites the comment — “he is dressed like a pader”? Why?

Answer:

Any person who wears a half-pant that reaches just below the knees invites this comment— “he is dressed like a pader”. This is because the bakers, who are popularly known as paders in Goa, used to dress in a similar fashion.

Question 4:

Where were the monthly accounts of the baker recorded?

Answer:

The bakers usually collected their bills at the end of the month and their monthly accounts were recorded on some wall in the house with a pencil.

Question 5:

What does a ‘jackfruit-like appearance’ mean?

Answer:

A ‘jackfruit-like appearance’ means a plump physique. A baker used to have such a physique since it was believed that he and his family never starved. Baking was a lucrative profession and the baker, his family and his servants always looked happy and prosperous with their physical appearance.

Thinking about the Text (Page 88)

Question 1:

Which of these statements are correct?

- (i) The pader was an important person in the village in old times.
- (ii) Padars still exist in Goan villages.
- (iii) The padars went away with the Portuguese.
- (iv) The padars continue to wear a single-piece long frock.

(v) Bread and cakes were an integral part of Goan life in the old days.

(vi) Traditional bread-baking is still a very profitable business.

(vii) Paders and their families starve in the present times.

Answer:

1. Correct
2. Correct
3. Incorrect. The paders still exist in Goan villages.
4. Incorrect. The bakers wear a shirt and trousers that are shorter than full-length ones and longer than half pants.
5. Correct
6. Correct
7. Incorrect. Baking happens to be a profitable business in Goa.

Question 2:

Is bread an important part of Goan life? How do you know this?

Answer:

Yes, bread is an important part of Goan life. It is often used for marriage gifts and feasts. Bread is also used by mothers for preparing sandwiches during their daughters' engagement. The author mentions that the fragrance of fresh loaves is loved by everyone in Goa. The elders are served loaves and the youngsters long for bread-bangles. Therefore, it is necessary to have bread for all occasions in every household. Baking is therefore considered a profitable business in Goa as people have loved tasty bread since the Portuguese days.

Question 3:

Tick the right answer. What is the tone of the author when he says the following?

- (i) The thud and the jingle of the traditional baker's bamboo can still be heard in some places. (nostalgic, hopeful, sad)
- (ii) Maybe the father is not alive but the son still carries on the family profession. (nostalgic, hopeful, sad)
- (iii) I still recall the typical fragrance of those loaves. (nostalgic, hopeful, naughty)
- (iv) The tiger never brushed his teeth. Hot tea could wash and clean up everything so nicely, after all. (naughty, angry, funny)
- (v) Cakes and bolinhas are a must for Christmas as well as other festivals. (sad, hopeful, matter-of-fact)
- (vi) The baker and his family never starved. They always looked happy and prosperous. (matter-of-fact, hopeful, sad)

Answer:

- (i) nostalgic
- (ii) hopeful
- (iii) nostalgic
- (iv) funny
- (v) matter-of-fact

(vi) matter-of-fact

Writing (Page 88-89)

Question I:

In this extract, the author talks about traditional bread-baking during his childhood days. Complete the following table with the help of the clues on the left. Then write a paragraph about the author's childhood days.

Clues	Author's childhood days
the way bread was baked	
the way the pader sold bread	
what the pader wore	
when the pader was paid	
how the pader looked	

Answer:

Clues	Author's childhood days
the way bread was baked	The bakers used to bake loaves in the mixers and moulders on age-old, time-tested furnaces that were never extinguished.
the way the pader sold bread	The baker made his musical entry on the scene with the 'jhang, jhang' sound of his specially-made bamboo staff. One hand supported the basket on his head and the other banged the bamboo on the ground.
what the pader wore	The baker or bread-seller of those days had a peculiar dress known as the <i>kabai</i> . It was a single-piece long frock reaching down to the knees. In his childhood, he saw bakers wearing a shirt and trousers which were shorter than full-length ones and longer than half pants.
when the pader was paid	The baker usually collected his bills at the end of the month. Monthly accounts used to be recorded on some wall in pencil.
how the pader looked	The baker used to have a plump physique with a jackfruit-like physical appearance.

Question II:

1. Compare the piece from the text (on the left below) with the other piece on Goan bakers (on the right). What makes the two texts so different? Are the facts the same? Do both writers give you a picture of the baker?

Our elders are often heard reminiscing nostalgically about those good old Portuguese days, the Portuguese and their famous loaves of bread. Those eaters of loaves might have vanished but the makers are still there. We still have amongst us the mixers, the moulders and those who bake the loaves. Those age-old, time-tested furnaces still exist. The fire in the furnaces had not yet been extinguished. The thud and the jingle of the traditional baker's bamboo, heralding his arrival in the morning, can still be heard in some places. Maybe the father is not alive but the son still carries on the family profession.

After Goa's liberation, people used to say nostalgically that the Portuguese bread vanished with the paders. But the paders have managed to survive because they have perfected the art of door-to-door delivery service. The paders pick up the knowledge of bread-making from traditions in the family. The leavened, oven-baked bread is a gift of the Portuguese to India. [Adapted from Nandakumar Kamat's 'The Unsung Lives of Goan Paders']

Answer:

Both the texts are more or less similar with the context that knowledge of bread-making flows down in the family like a tradition. Both the writers give a brief overview of a baker's work. They have also mentioned how successive generations of bakers work hard and follow the footsteps of their parents to keep the family profession alive.

1. Now find a travel brochure about a place you have visited. Look at the description in the brochure. Then write your own account, adding details from your own experience, to give the reader a picture of the place, rather than an impersonal, factual description.

Answer:

Activity to be done by yourself.

(Note: Students can write about their personal experiences for this question.)

Group Discussion (Page 89)**Question 1:**

In groups, collect information on how bakeries bake bread now and how the process has changed over time.

Answer:

Activity to be done by yourself.

Question 2:

There are a number of craft-based professions which are dying out. Pick one of the crafts below. Make a group presentation to the class about the skills required, and the possible reasons for the decline of the craft. Can you think of ways to revive these crafts?

- (i) Pottery (v) Carpentry
- (ii) Batik work (vi) Bamboo weaving
- (iii) Dhurri (rug) weaving (vii) Making jute products
- (iv) Embroidery (viii) Handloom

Answer:

Activity to be done by yourself.

(**Note:** Students can write this answer as per their personal preferences.)

II. Coorg

Thinking about the Text (Page 92-93)

Question 1:

Where is Coorg?

Answer:

Coorg or Kodagu is the smallest district of Karnataka that is located midway between Mysore and Mangalore.

Question 2:

What is the story about the Kodavu people's descent?

Answer:

The fiercely independent people of Coorg are believed to be the descendants of people of Greek or Arabic origin. As the story goes, a section of Alexander's army moved south along the coast and settled there when they could not return to their country. These people married amongst the locals and their culture is apparent in the martial traditions, marriage and religious rites, which are distinct from the Hindu mainstream. This is the beautiful story about the Kodavu people's descent.

Question 3:

What are some of the things you now know about

- (i) the people of Coorg?
- (ii) the main crop of Coorg?
- (iii) the sports it offers to tourists?
- (iv) the animals you are likely to see in Coorg?
- (v) its distance from Bangalore, and how to get there?

Answer:

(i) The Coorgi or Kodagu people are fiercely independent people comprising martial men and beautiful women who are believed to have descended from the Greeks or the Arabs. They have a strong tradition of hospitality and they are more than willing to recount numerous tales of bravery that are related to the men of this region. As a matter of fact, the Kodavus are the only people in India who are permitted to carry firearms without a licence.

(ii) Coffee is the main crop of Coorg. The air smells of invigorating coffee. Coffee estates and colonial bungalows stand tucked under tree canopies in prime corners of the town.

(iii) Coorg offers a variety of high-energy adventure sports that include river rafting, canoeing, rappelling, rock climbing, mountain biking and trekking.

(iv) The animals that you are likely to see in Coorg include Macaques, Malabar squirrels, langurs, slender lorises, wild elephants, etc. You can also see birds, bees and butterflies giving you company around the corner.

(v) By road, Coorg is around 250 – 260 kilometres from Bangalore and there are two routes to reach there. One route is via Mysore, which is the most frequented one. The other route is via Neelamangal, Kunigal and Chanrayanapatna.

Question 4:

Here are six sentences with some words in italics. Find phrases from the text that have the same meaning. (Look in the paragraphs indicated)

- (i) During monsoons it rains so heavily *that tourists do not visit Coorg*. (para 2)
- (ii) *Some people say that* Alexander's army moved south along the coast and settled there. (para 3)
- (iii) The Coorg people *are always ready to tell* stories of their sons' and fathers' valour. (para 4)
- (iv) *Even people who normally lead an easy and slow life get smitten by* the high-energy adventure sports of Coorg. (para 6)
- (v) The theory of the Arab origin *is supported by* the long coat with embroidered waist-belt they wear. (para 3)
- (vi) Macaques, Malabar squirrels *observe you carefully* from the tree canopy. (para 7)

Answer:

- (i) to keep many visitors away
- (ii) As one story goes
- (iii) are more than willing to recount
- (iv) The most laidback individuals become converts to
- (v) draws support from
- (vi) keep a watchful eye

Thinking about Language (Page 93-94)

Collocations

Certain words 'go together'. Such 'word friends' are called collocations. The collocation of a word is 'the company it keeps'.

For example, look at the paired sentences and phrases below. Which is a common collocation, and which one is odd? Strike out the odd sentence or phrase.

- (a) • 'How old are you?' (b) • a pleasant person
- 'How young are you?' • a pleasant pillow

Question 1:

Here are some nouns from the text.

culture	monks	surprise	experience	weather	tradition
---------	-------	----------	------------	---------	-----------

Work with a partner and discuss which of the nouns can collocate with which of the adjectives given below. The first one has been done for you.

unique	terrible	unforgettable	serious	ancient	wide	sudden
--------	----------	---------------	---------	---------	------	--------

(i) culture: **unique culture, ancient culture**

(ii) monks: _____

(iii) surprise: _____

(iv) experience: _____

(v) weather: _____

(vi) tradition: _____

Answer:

(i) culture: **unique culture, ancient culture**

(ii) monks: **unique monks, serious monks**

(iii) surprise: **unforgettable surprise, terrible surprise, unique surprise**

(iv) experience: **unique experience, unforgettable experience, terrible experience**

(v) weather: **terrible weather, unique weather**

(vi) tradition: **unique tradition, ancient tradition**

Question 2:

Complete the following phrases from the text. For each phrase, can you find at least one other word that would fit into the blank?

(i) tales of _____ (ii) coastal _____

(iii) a piece of _____ (iv) evergreen _____

(v) _____ plantations (vi) _____ bridge

(vii) wild _____

You may add your own examples to this list.

Answer:

1. tales of **valour**
2. coastal **town**
3. a piece of **heaven**
4. evergreen **rainforests**
5. **coffee** plantations
6. **rope** bridge
7. wild **creatures**

Here are the alternative words that could fit the blank:

1. tales of **bravery**
2. coastal **village/belt**
3. a piece of **cake**
4. evergreen **forest/jungle**
5. **banana/tea** plantations
6. **concrete** bridge
7. wild **animals**

III. Tea from Assam

Thinking about the Text (Page 96-97)

Question I:

1. Look at these words: upkeep, downpour, undergo, dropout, walk-in. They are built up from a verb (keep, pour, go, drop, walk) and an adverb or a particle (up, down, under, out, in).

Use these words appropriately in the sentences below. You may consult a dictionary.

- (i) A heavy _____ has been forecast due to low pressure in the Bay of Bengal.
- (ii) Rakesh will _____ major surgery tomorrow morning.
- (iii) My brother is responsible for the _____ of our family property.
- (iv) The _____ rate for this accountancy course is very high.
- (v) She went to the Enterprise Company to attend a _____ interview.

Answer:

- (i) A heavy **downpour** has been forecast due to low pressure in the Bay of Bengal.
- (ii) Rakesh will **undergo** major surgery tomorrow morning.
- (iii) My brother is responsible for the **upkeep** of our family property.
- (iv) The **dropout** rate for this accountancy course is very high.
- (v) She went to the Enterprise Company to attend a **walk-in** interview.

2. Now fill in the blanks in the sentences given below by combining the verb given in brackets with one of the words from the box as appropriate.

over	by	through	out	up	down
------	----	---------	-----	----	------

- (i) The Army attempted unsuccessfully to _____ the Government. (throw)
- (ii) Scientists are on the brink of a major _____ in cancer research. (break)
- (iii) The State Government plans to build a _____ for Bhubaneswar to speed up traffic on the main highway. (pass)
- (iv) Gautama's _____ on life changed when he realised that the world is full of sorrow. (look)
- (v) Rakesh seemed unusually _____ after the game. (cast)

Answer:

- (i) The Army attempted unsuccessfully to **overthrow** the Government.
- (ii) Scientists are on the brink of a major **breakthrough** in cancer research.
- (iii) The State Government plans to build a **bypass** for Bhubaneswar to speed up traffic on the main highway. (pass)
- (iv) Gautama's **outlook** on life changed when he realised that the world is full of sorrow.
- (v) Rakesh seemed unusually **downcast** after the game.

Question II:

Notice how these -ing and -ed adjectives are used.

(a) Chess is an interesting game.	I am very interested in chess.
(b) Going trekking in the Himalayas this summer is an exciting idea.	We are very excited about the trek.
(c) Are all your school books this boring?	He was bored as he had no friends there.

The -ing adjectives show the qualities that chess, trekking, or these books have: they cause interest, excitement, or boredom in you. The —ed/—en adjectives show your mental state, or your physical state: how you feel in response to ideas, events or things.

1. Think of suitable -ing or -ed adjectives to answer the following questions. You may also use words from those given above.

How would you describe

- (i) a good detective serial on television? _____
- (ii) a debate on your favourite topic 'Homework Should Be Banned'? _____
- (iii) how you feel when you stay indoors due to incessant rain? _____
- (iv) how you feel when you open a present? _____
- (v) how you feel when you watch your favourite programme on television? _____
- (vi) the look on your mother's face as you waited in a queue? _____
- (vii) how you feel when tracking a tiger in a tiger reserve forest? _____
- (viii) the story you have recently read, or a film you have seen? _____

Answer:

- (i) a good detective serial on television? **Interesting**
- (ii) a debate on your favourite topic 'Homework Should Be Banned'? **Exciting**
- (iii) how you feel when you stay indoors due to incessant rain? **Bored**
- (iv) how you feel when you open a present? **Excited**
- (v) how you feel when you watch your favourite programme on television? **Interested**
- (vi) the look on your mother's face as you waited in a queue? **Fatigued**
- (vii) how you feel when tracking a tiger in a tiger reserve forest? **Thrilled**
- (viii) the story you have recently read, or a film you have seen? **Interesting**

2. Now use the adjectives in the exercise above, as appropriate, to write a paragraph about Coorg.

Answer:

Activity to be done by yourself.

Speaking and Writing (Page 97-98)**Question 1:**

Read the following passage about tea.

India and tea are so intertwined together that life without the brew is unimaginable. Tea entered our life only in the mid-nineteenth century when the British started plantations in Assam and Darjeeling! In the beginning though, Indians shunned the drink as they thought it was a poison that led to umpteen diseases. Ironically, tea colonised Britain where it became a part of their social diary and also led to the establishment of numerous tea houses.

Today, scientific research across the world has attempted to establish the beneficial qualities of tea — a fact the Japanese and the Chinese knew anyway from ancient times, attributing to it numerous medicinal properties.

[Source: 'History: Tea Anytime' by Ranjit Biswas from Literary Review, The Hindu, 1 October 2006]
Collect information about tea, e.g. its evolution as a drink, its beneficial qualities. You can consult an encyclopedia or visit Internet websites. Then form groups of five and play the following roles: Imagine a meeting of a tea planter, a sales agent, a tea lover (consumer), a physician and a tea-shop owner. Each person in the group has to put forward his/her views about tea. You may use the following words and phrases.

- I feel ... • It is important to know ...
- I disagree with you ... • I think that tea ...
- I would like you to know ... • I agree with ...
- It is my feeling ... • I suggest ...
- May I know why you ... • I am afraid ...

Answer:

Activity to be done by yourself.

Question 2:

You are the sales executive of a famous tea company and you have been asked to draft an advertisement for the product. Draft the advertisement using the information you collected for the role play. You can draw pictures or add photographs and make your advertisement colourful.

Answer:

Activity to be done by yourself.

The Trees

Question 1:

- (i) Find, in the first stanza, three things that cannot happen in a treeless forest.
- (ii) What picture do these words create in your mind: "... sun bury its feet in shadow..."? What could the poet mean by the sun's 'feet'?

Answer:

- (i) The three things that cannot happen in a treeless forest are listed below:

1. the sitting of a bird on trees
2. the hiding of insects in the trees
3. the sun burying its feet in the shadow of the forest

(ii) The sun's 'feet' refers to the heat and rays of the sun that fall on the ground. Since there are no trees, there will be no shadow, the sun rays will fall on the ground directly. However, in a forest full of trees, the shadow hides the sun rays and it appears that the sun is burying its feet in the shadow of the trees in the forest.

Question 2:

- (i) Where are the trees in the poem? What do their roots, their leaves, and their twigs do?
- (ii) What does the poet compare their branches to?

Answer:

(i) In the poem, the trees are confined to the limits of the poet's house. Their roots work all night to separate themselves from the cracks on the veranda floor. The leaves make attempts to move towards the glass and exert pressure to break it, while the small twigs get stiff and tight with exertion.

(ii) The poet compares the 'long-cramped' branches shuffling under the roof to newly discharged patients from a hospital who look half-disoriented and confused after suffering long illnesses as they move towards the clinic doors. The large branches of the trees become cramped under the roof as they want to be set free so that they are able to spread themselves fully in the open air outside.

Question 3:

- (i) How does the poet describe the moon: (a) at the beginning of the third stanza, and (b) at its end? What causes this change?
- (ii) What happens to the house when the trees move out of it?
- (iii) Why do you think the poet does not mention "the departure of the forest from the house" in her letters? (Could it be that we are often silent about important happenings that are so unexpected that they embarrass us? Think about this again when you answer the next set of questions.)

Answer:

(i) At the beginning of the third stanza, the poet mentions that the full moon is shining in the open sky in the fresh night. Towards the end of the stanza, she describes that the moon breaks into many pieces just like a cracked mirror and shines on the heads of the tallest oak trees. As the trees move outside from her home, they cover some moonlight and it can be seen only in small portions. This justifies the poet's statement that the moon has broken into pieces.

(ii) When the trees move out of the house, the glass breaks and the smell of leaves and lichen reach the rooms of the house like a voice.

(iii) The poet scarcely mentions “the departure of the forest from the house” in her letters because human beings generally don’t care for nature in the first place. Hence, she thinks that nobody would be interested to know how hard the trees are trying to set themselves free. She also mentions that if humans would really have cared for the trees, they would never think of destroying them. Therefore, we can understand that the poet could feel the whole beauty of trees moving back to the forest and she was immensely happy to realise it.

Question 4:

Now that you have read the poem in detail, we can begin to ask what the poem might mean. Here are two suggestions. Can you think of others?

(i) Does the poem present a conflict between man and nature? Compare it with A Tiger in the Zoo. Is the poet suggesting that plants and trees, used for ‘interior decoration’ in cities while forests are cut down, are ‘imprisoned’, and need to ‘break out’?

(ii) On the other hand, Adrienne Rich has been known to use trees as a metaphor for human beings; this is a recurrent image in her poetry. What new meanings emerge from the poem if you take its trees to be symbolic of this particular meaning?

Answer:

The poem may connote different meanings to different readers. The poet tries to explain two different things using the same metaphors in the poem.

(i) Yes, the poem presents a conflict between man and nature. Humans have always had the tendency to damage or harm nature without even realizing the usefulness and the benefits that mankind derives from it. They do mass deforestation which disturbs the environmental balance and results in destruction of natural scenic beauty. Man tries to contain plants and trees within limited spaces that deny their natural freedom. Due to this reason, the branches of the trees want to spread themselves and feel the fresh air outside. Similarly, in the poem ‘A Tiger in the Zoo’, the poet shows that animals which are kept in cages are unable to enjoy their freedom as even they want to be set free and run around freely in the open space.

(ii) If trees have been used as a metaphor for human beings, then it could be said that just like trees, humans would also like to break away from the shackles of their busy schedules and restricting boundaries that life puts on them. Although men strive hard in their daily routines to earn a living, they don’t always have the privilege to enjoy its benefits. Modern life brings in a lot of physical comfort, but also has its equal share of drawbacks. Hence, even man wants to break free from all his tasks and enjoy the peaceful nature out in the open just like the trees.

Question 5:

You may read the poem ‘On Killing a Tree’ by Gieve Patel (Beehive – Textbook in English for Class IX, NCERT). Compare and contrast it with the poem you have just read.

Answer:

Activity to be done by yourself.

Mijbil the Otter

Question 1:

What 'experiment' did Maxwell think Camusfearna would be suitable for?

Answer:

Maxwell had travelled to Southern Iraq in 1956 and he fancied the idea of keeping an otter as a pet instead of a dog. He thought Camusfearna was surrounded by water that was a stone's throw from its door. So, it would be an eminently suitable spot for this 'experiment'.

Question 2:

Why does he go to Basra? How long does he wait there, and why?

Answer:

Maxwell went to Basra to the Consulate-General to collect and answer his mail from Europe. However, though his friend's mail had arrived, his had not. So he cabled to England and three days later, he even made a phone call which had to be booked 24 hours in advance. On the first day, the line was out of order; on the second day, the exchange was closed for a religious holiday. On the third day, there was another breakdown. His friend had left, and the writer arranged to meet him in a week's time. Finally, after five days, his mail arrived. Hence, Maxwell had to wait for five days for his mail.

Question 3:

How does he get the otter? Does he like it? Pick out the words that tell you this.

Answer:

When the writer's mail arrived, he took it to his bedroom to read. He saw two Arabs squatting on the floor with a sack that squirmed from time to time. They handed him a note which was from his friend, which mentioned that he had sent him an otter.

Yes, Maxwell liked it. We know this from his words "An otter fixation" used to describe his feelings towards the otter. He felt the term was used to express his strong attachment towards otters like any other otter owner would feel.

Question 4:

Why was the otter named 'Maxwell's otter'?

Answer:

An otter was typically called by zoologists as "Lutrogale Perspicillata Maxwelli", so it was called Maxwell's otter in short.

Question 5:

Tick the right answer. In the beginning, the otter was

- aloof and indifferent
- friendly
- hostile

Answer:

In the beginning, the otter was aloof and indifferent.

Question 6:

What happened when Maxwell took Mijbil to the bathroom? What did it do two days after that?

Answer:

When Maxwell first took Mijbil to the bathroom, the otter first went wild with joy in the water for the first half an hour. He plunged and rolled in it, shooting up and down the length of the bathtub and making enough slosh and splash for a hippo.

After two days, the otter suddenly disappeared from Maxwell's bedroom and went to the bathroom to play in the water he was up on the end of the bathtub and fumbling at the chromium taps with his paws. The author watched in amazement how the little creature had turned the tap to produce a trickle of water slowly and, after a moment, achieved the full flow.

Oral Comprehension Check (Page 108-109)**Question 1:**

How was Mij to be transported to England?

Answer:

Maxwell booked a flight to Paris, and from there, he would fly to England. As British airlines do not allow pets on board, the airline authorities insisted that Mijbil should be packed into an eighteen-inch square box to be carried on the floor near Maxwell's feet. Hence, he got a box made an hour before they started, and he put Mij into the box so that he would become accustomed to it. He then quickly rushed to get a meal.

Question 2:

What did Mij do to the box?

Answer:

The box was lined with a metal sheet, but Mij wasn't feeling comfortable inside the box and tried to escape from it. In his attempt to escape, Mijbil tore into the metal lining of the box, hurt himself and started bleeding.

Question 3:

Why did Maxwell put the otter back in the box? How do you think he felt when he did this?

Answer:

Maxwell knew that there was no other way he could carry Mij to London, so he put the otter back into the box. He was anxious and felt sorry by looking at the otter's condition as he hurt himself while trying to escape from the box.

Question 4:

Why does Maxwell say the airhostess was "the very queen of her kind"?

Answer:

The air hostess was very friendly and showed sympathy to Maxwell after listening to his story. She respected his feelings and concern about the incident with the box and gave him permission to take the otter out of the box and keep his pet on his knee. Hearing this, the author developed a profound admiration for the kind lady and referred to her as "the very queen of her kind".

Question 5:

What happened when the box was opened?

Answer:

As soon as the box was opened, Mij jumped out of it. He disappeared in no time and ran all over the place, scaring other passengers on the flight. The otter created a lot of chaos in the airplane and the co-passengers got scared looking at the little creature. Out of fear, a woman stood up on her seat as he went beneath the legs of a portly white-turbaned Indian. Maxwell tried to get hold of Mij, but failed. The air hostess assured Maxwell that she would find the otter for him. Soon enough, Mijbil returned to the author, clung to his knee, and began to nuzzle his face and neck.

Oral Comprehension Check (Page 110)**Question 1:**

What game had Mij invented?

Answer:

Mij invented a game of playing with the ping-pong ball. One of the author's suitcases was damaged and had a slope on the lid. Mij would put the ball on the high end of the sloping lid and run to catch the ball as it slid down towards the lower end.

Question 2:

What are 'compulsive habits'? What does Maxwell say are the compulsive habits of (i) school children (ii) Mij?

Answer:

Compulsive habits usually refer to strange behaviour repeated by a person without a clear reason. For example, a kid may jump over a fence, instead of taking the normal passageway. Usually, children express compulsive behaviour as they are mischievous by nature.

(i) As per the story, Maxwell expresses compulsive habits such as the rituals of children who, on their way to and from school, must place their feet squarely on the centre of each paving block; must touch every seventh upright of the iron railings, or pass to the outside of every second lamp post.

(ii) Similarly, even Mijbil, while on his way home, would jump over the boundary wall railing and gallop the full length of its thirty yards, to the hopeless distraction both of pupils and staff within.

Question 3:

What group of animals do otters belong to?

Answer:

Otters belong to a relatively small group of animals known as Mustellines. The other animals of this group are badger, mongoose, weasel, stoat, mink and others.

Question 4:

What guesses did the Londoners make about what Mij was?

Answer:

According to Maxwell, Londoners do not recognize otters easily as they are not found in England. Hence, they made the wildest possible guesses about Mijbil. Some people's guesses ranged from a baby seal, a squirrel, a walrus, a beaver, a bear cub, a leopard, a hippo to a brontosaurus.

Thinking about the Text (Page 110-111)

Question 1:

What things does Mij do which tell you that he is an intelligent, friendly and fun-loving animal who needs love?

Answer:

Mij proved his intelligence when he invented his own game of ping-pong ball on a worn-out suitcase of Maxwell. Another instance of his intelligence was when he opened the tap in the bathroom and got into the tub, and played with water. Although initially, he was aloof and indifferent towards Maxwell, he gradually exhibited his friendly nature towards his owner. This is evident from the fact that he clung to Maxwell's feet in the flight. He developed a close bond with the author in due course of time and proved to be a fun-loving animal when he developed games on his own and exhibited certain compulsive habits on his walks with Maxwell in the streets of London.

Question 2:

What are some of the things we come to know about otters from this text?

Answer:

Otters belong to a relatively small group of animals called Mustellines that is shared by badger, mongoose, weasel, stoat, mink and others. They are mostly found in large numbers in marshy areas. Arabs tame them as pets. Otters love to play with water and splash in it. Maxwell's otter was of an unknown race to science and was at length named by zoologists as *Lutrogale Perspicillata Maxwelli*, hence, it is also known as Maxwell's otter in short. We also came to know that otters are intelligent and fun-loving animals who invent and love to play their own games and are friendly to human beings.

Question 3:

Why is Mij's species now known to the world as Maxwell's otter?

Answer:

Maxwell's otter was of an unknown race to science and was at length named by zoologists as *Lutrogale Perspicillata Maxwelli*, hence, it is also known as Maxwell's otter in short.

Question 4:

Maxwell in the story speaks for the otter, Mij. He tells us what the otter feels and thinks on different occasions. Given below are some things the otter does. Complete the column on the right to say what Maxwell says about what Mij feels and thinks.

What Mij does	How Mij feels or thinks
Plunges, rolls in the water and makes the water splosh and splash	
Screws the tap in the wrong way	
Nuzzles Maxwell's face and neck in the aeroplane	

Answer:

What Mij does	How Mij feels or thinks
---------------	-------------------------

plunges, rolls in the water and makes the water splosh and splash	Went wild with joy
Screws the tap in the wrong way	Irritated and disappointed at the tap's failure to cooperate
Nuzzles Maxwell's face and neck in the aeroplane	A distressed chitter of recognition and welcome

Question 5:

Read the story and find the sentences where Maxwell describes his pet otter. Then choose and arrange your sentences to illustrate those statements below that you think are true.

Maxwell's description

- (i) makes Mij seem almost human, like a small boy.
- (ii) shows that he is often irritated with what Mij does.
- (iii) shows that he is often surprised by what Mij does.
- (iv) of Mij's antics is comical.
- (v) shows that he observes the antics of Mij very carefully.
- (vi) shows that he thinks Mij is a very ordinary otter.
- (vii) shows that he thinks the otter is very unusual.

Answer:

1. True. The statement – "He spent most of his time in play."
2. False
3. True. The statement – "I watched, amazed; in less than a minute he had turned the tap far enough to produce a trickle of water, and after a moment or two achieved the full flow."
4. True. The statement – "Marbles were Mij's favourite toys for this pastime: he would lie on his back rolling two or more of them up and down his wide, flat belly without ever dropping one to the floor."
5. True. The statement – "A suitcase that I had taken to Iraq had become damaged on the journey home, so that the lid, when closed, remained at a slope from one end to the other. Mij discovered that if he placed the ball on the high end it would run down the length of the suitcase. He would dash around to the other end to ambush its arrival, hide from it, crouching, to spring up and take it by surprise, grab it and trot off with it to the high end once more."
6. False
7. True. The statement – "It is not, I suppose, in any way strange that the average Londoner should not recognise an otter, but the variety of guesses as to what kind of animal this might be came as a surprise to me."

Thinking about Language (Page 111-114)

Question I:

Describing a Repeated Action in the Past

From the table below, make as many correct sentences as you can using *would* and/or *used to*, as appropriate. (Hint: First decide whether the words in italics show an action, or a state or situation, in the past.) Then add two or three sentences of your own to it.

Emperor Akbar	would used to	<i>be fond of musical evenings.</i>
Every evening we		<i>take long walks on the beach.</i>
Fifty years ago, very few people		<i>own cars.</i>
Till the 1980s, Shanghai		<i>have very dirty streets.</i>
My uncle		<i>spend his holidays by the sea.</i>

Answer:

1. Emperor Akbar used to be fond of musical evenings.
2. Every evening we would take long walks on the beach.
3. Fifty years ago, very few people used to own cars.
4. Till the 1980s, Shanghai used to have very dirty streets.
5. My uncle used to spend his holidays by the sea.
6. My uncle used to be fond of musical evenings.
7. My uncle would take long walks on the beach.

Question II:

Noun Modifiers

1. Look at these examples from the text, and say whether the modifiers (in italics) are nouns, proper nouns, or adjective plus noun.

(i) An *otter* fixation (iv) The *London* streets

(ii) The *iron* railings (v) *soft velvet* fur

(iii) The *Tigris* marshes (vi) A *four-footed* soccer player

Answer:

1. Noun
2. Noun
3. Proper Noun
4. Proper Noun
5. Adjective plus noun
6. Adjective plus noun

2. Given below are some nouns, and a set of modifiers (in the box). Combine the nouns and modifiers to make as many appropriate phrases as you can. (Hint: The nouns and modifiers are all from the texts in this book.)

temple	girls	triangle	dress
--------	-------	----------	-------

person	thoughts	boys	roar	
gifts	scream	farewell	expression	
time	subject	landscape	handkerchief	
crossing	flight	chatterbox	profession	
physique	coffee	view	celebration	
college	rough	hundred	stone	ordinary
love	uncomfortable	white	slang	slack
bare	railroad	tremendous	family	marriage
plump	invigorating	panoramic	heartbreaking	birthday
incorrigible	ridiculous	loud	first	three

Answer:

1.	Temple	White temple, Stone temple
2.	Gifts	Ordinary gift, birthday gift.
3.	Time	First time, family time, college time, rough time
4.	Crossing	Railroad crossing, first crossing
5.	Physique	Plump physique, ordinary physique
6.	Girls	Plump girls, college girls
7.	Thoughts	Uncomfortable thoughts, ridiculous thoughts, ordinary thoughts, good thoughts, invigorating thoughts, heartbreaking
8.	Scream	Loud scream, heartbreaking scream
9.	Subject	Ordinary subject, college subject
10.	Flight	First flight, ordinary flight, rough flight, uncomfortable flight
11.	Coffee	Black coffee, ordinary coffee, invigorating coffee

12.	Farewell	College farewell, heartbreaking farewell
13.	Landscape	Rough landscape, bare landscape
14.	Chatterbox	Incorrigible chatterbox, ridiculous chatterbox
15.	View	Panoramic view, ordinary view, tremendous view
16.	Dresses	Ordinary dresses, birthday dresses, marriage dresses, hundred dresses
17.	Handkerchief	White handkerchief, clean handkerchief, ordinary handkerchief
18.	Profession	Family profession, first profession, ordinary profession
19.	Celebration	Birthday celebration, tremendous celebration, family celebration
20.	Roar	Loud roar, tremendous roar

Question III:

1. Match the words on the left with a word on the right. Some words on the left can go with more than one word on the right.

(i) a portion of	– blood
(ii) a pool of	– cotton
(iii) flakes of	– stones
(iv) a huge heap of	– gold
(v) a gust of	– fried fish
(vi) little drops of	– snow
(vii) a piece of	– water
(viii) a pot of	– wind

Answer:

(i) a portion of	– fried fish
(ii) a pool of	– blood

(iii) flakes of	– snow
(iv) a huge heap of	– stones
(v) a gust of	– wind
(vi) little drops of	– water
(vii) a piece of	– cotton
(viii) a pot of	– gold

2. Use *a bit of/a piece of/a bunch of/a cloud of/a lump of* with the italicised nouns in the following sentences. The first has been done for you as an example.

(i) My teacher gave me *some advice*. My teacher gave me a bit of advice.

(ii) Can you give me *some clay*, please. _____

(iii) The *information* you gave was very useful. _____

(iv) Because of these factories *smoke* hangs over the city. _____

(v) Two *stones* rubbed together can produce sparks of fire. _____

(vi) He gave me some *flowers* on my birthday. _____

Answer:

1. My teacher gave me **a bit of** advice.
2. Can you give me **a lump of** clay please?
3. The **piece of** information you gave was very useful.
4. Because of these factories, **a cloud of** smoke hangs over the city.
5. Two **pieces of** stone rubbed together can produce sparks of fire.
6. He gave me **a bunch of** flowers on my birthday.

Speaking (Page 114)

Question 1:

You have seen how Maxwell describes Mij the otter's feelings and thoughts by watching him. Play the game of dumb charades. Take turns to express a feeling or thought silently, through gestures. Let the class speak out their guesses about the feelings or thoughts you are trying to express.

Answer:

Activity to be done by yourself.

Writing (Page 114)

Question 1:

Write a description of a person or an animal (such as a pet) that you know very well and love very much. Questions (4) and (5) in 'Thinking about the Text' will have given you some idea about how to do this. Mention some things the person or animal does, what you think the person or animal feels, etc.

Answer:

Activity to be done by yourself.



Fog

Question 1:

- (i) What does Sandburg think the fog is like?
- (ii) How does the fog come?
- (iii) What does 'it' in the third line refer to?
- (iv) Does the poet actually say that the fog is like a cat? Find three things that tell us that the fog is like a cat.

Answer:

1. According to Carl Sandburg, the fog appears like a cat.
2. The fog comes silently like a cat on its little feet.
3. In the third line, the term 'it' refers to the fog that has covered the city like a thick blanket and it seemed to look over the city like a cat.
4. No, the poet didn't wish to convey that the fog looked like a cat. He used the cat as a metaphor to describe the onset of the fog that covers the city. Here are some lines that describe it:
 - (i) The fog comes silently on its little cat feet.
 - (ii) It looks over the harbour and city like a cat.
 - (iii) Just like a cat, it sits on silent haunches and watches over the city.

Question 2:

You know that a metaphor compares two things by transferring a feature of one thing to the other (See Unit 1).

- (i) Find metaphors for the following words and complete the table below.

Storm	tiger	pounces over the fields, growls
Train		
Fire		
School		
Home		

Also try to say how they are alike. The first is done for you.

- (ii) Think about a storm. Try to visualise the force of the storm, hear the sound of the storm, feel the power of the storm and the sudden calm that happens afterwards. Write a poem about the storm, comparing it with an animal.

Answer:

- (i)

Storm	tiger	pounces over the fields, growls
-------	-------	---------------------------------

Train	wind	moves swiftly with a rushing sound
Fire	sun	full of light and energy
School	temple	teaches moral values and virtues of life
Home	nest	provides hospitable and comfortable shelter to live with near and dear ones

(ii) Activity to be done by yourself.

(**Note:** Students can write this answer as per their personal experiences.)

Question 3:

Does this poem have a rhyme scheme? Poetry that does not have an obvious rhythm or rhyme is called 'free verse'.

Answer:

No, this poem does not have a rhyme scheme as the sentences do not have rhyming words. It is written in free verse with no set pattern of rhyming words towards the end of each sentence.

Madam Rides the Bus

Question 1:

What was Valli's favourite pastime?

Answer:

Valli's favourite pastime was standing in the front doorway of her house and watching what was happening in the street outside.

Question 2:

What was a source of unending joy for Valli? What was her strongest desire?

Answer:

The sight of the bus that travelled between her village and the nearest town, filled with a new set of passengers each time it passed through the street near her house was a source of unending joy for Valli. Her strongest desire was to take a ride on the bus someday.

Question 3:

What did Valli find out about the bus journey? How did she find out these details?

Answer:

Valli found out that the bus journey to the town from her village was six miles and took approximately forty-five minutes. The fare for a one-way journey cost 30 paise. She listened to the conversations carefully between her neighbours and the people who regularly took the bus trip and asked a few questions to gain some information and small details about the bus journey.

Question 4:

What do you think Valli was planning to do?

Answer:

Valli was planning to travel on the bus and go to the town and return home on the same bus. She heard the onward journey fare was thirty paise that took approximately forty-five minutes to reach the town. In this way, she planned to stay in her seat and pay another thirty paise for the return trip. This meant that she could take the one o'clock afternoon bus, reach the town at 1.45 p.m. and return home by 2.45 p.m.

Oral Comprehension Check (Page 122)**Question 1:**

Why does the conductor call Valli 'madam'?

Answer:

The conductor called Valli 'madam' because she was behaving like a woman in an audacious and smart manner. She did not accept his help to get on the bus and was very quick in replying to the conductor's questions. Amused by her antics and behaviour, the conductor teased her by calling her 'madam'.

Question 2:

Why does Valli stand up on the seat? What does she see now?

Answer:

Valli was enchanted by the view of the beautiful scenery outside the bus and was trying hard to look outside. But her view was blocked by the canvas blind that covered the lower part of the window. In order to catch a better glimpse, she stood up on the seat and peered over the blind. She saw the narrow road as the bus was going along the bank of a canal, palm trees, grassland, distant mountains, green fields and the blue sky. On the other side, there was a deep ditch, and many acres of green fields stretched far and wide as much as her eyes could see.

Question 3:

What does Valli tell the elderly man when he calls her a child?

Answer:

When the elderly man on the bus referred to Valli as a child, she instantly replied that there was nobody on the bus who was a child. She further stated that she had paid her fare of thirty paise like other passengers on the bus.

Question 4:

Why didn't Valli want to make friends with the elderly woman?

Answer:

Valli was not interested in making friends with the elderly woman because she looked quite repulsive to her. She had big earlobes with bigger holes and wore ugly earrings. Besides, she was also chewing betel nut, and her mouth was also filled with betel juice that was likely to spill all over her lips. Seeing all this, Valli thought that the elderly woman was not sociable enough to be friends with.

Oral Comprehension Check (Page 125)**Question 1:**

How did Valli save up money for her first journey? Was it easy for her?

Answer:

Valli had saved every stray coin meticulously that came her way. She resisted every temptation to buy peppermints, toys, balloons, etc., to save enough money for the bus trip. It had been really difficult for her as she had to control her urges and resist the temptation to be on the merry-go-round in the village fair. After making a lot of sacrifices, she was able to save sixty paise for her first bus journey.

Question 2:

What did Valli see on her way that made her laugh?

Answer:

Valli was overjoyed upon seeing a young cow, tail high in the air, running very fast right in the middle of the road just in front of the bus. The driver sounded his horn loudly repeatedly so that the cow moved away from the path. But the more he honked, the cow became more frightened and galloped as fast as possible. Seeing all this, it appeared very funny to Valli, and she laughed out loud until tears rolled down her eyes.

Question 3:

Why didn't she get off the bus at the bus station?

Answer:

Valli's plan was only to take the bus ride and not roam around the town. She had painstakingly accumulated sixty paise for her onward and return bus journey. She knew that she had limited money to travel by bus and

would spend thirty paise fare on her onward journey, go to the town and then return by the same bus before her mother woke up from her afternoon nap. She neither had the money to roam around the town nor had time to explore it, so she didn't get off the bus at the bus station.

Question 4:

Why didn't Valli want to go to the stall and have a drink? What does this tell you about her?

Answer:

Valli didn't want to go to the stall as she had saved sixty paise only for the bus journey. She didn't want to waste money on anything unnecessary as she had to return by the same bus at any cost. So, when the conductor suggested she get down and get a drink for herself, she refused. He also offered to get her a drink in case she didn't have money, but she still refused. This implies that she was an independent girl who did not want to rely on anyone for her needs.

Thinking about the Text (Page 127)**Question 1:**

What was Valli's deepest desire? Find the words and phrases in the story that tell you this.

Answer:

Valli's deepest desire was to take a ride on the bus that she saw every day from her house. The words and phrases in the story that depicts her desire are 'an overwhelming desire', 'source of unending joy', 'stare wistfully', and 'kindle in her longings, dreams and hopes'.

Question 2:

How did Valli plan her bus ride? What did she find out about the bus, and how did she save up the fare?

Answer:

Valli had been carefully listening for many days to the conversations between her neighbours and the people who regularly used the bus and asked a few discreet questions. She learnt from them that the town was six miles away from her village and the bus charged thirty paise as fare for the onward journey, and it took forty-five minutes to complete a one-way bus trip. She also made up her mind to stay on the bus and return on the same bus, which would cost her sixty paise to and fro. She was determined not to get down from the bus to roam around the town as she didn't have enough money. Hence, she saved sixty paise meticulously and resisted all kinds of urges and temptations to buy peppermints, toys, etc. and even a ride on the merry-go-round at the village's annual fair. It was Valli's secret adventurous bus trip that she had planned without her parents' knowledge.

Question 3:

What kind of a person is Valli? To answer this question, pick out the following sentences from the text and fill in the blanks. The words you fill in are the clues to your answer.

(i) "Stop the bus! Stop the bus!" And a tiny hand was raised _____.

(ii) "Yes, I _____ go to town," said Valli, still standing outside the bus.

(iii) "There's nobody here _____," she said haughtily. "I've paid my thirty paise like everyone else."

(iv) "Never mind," she said, "I can _____. You don't have to help me. "I'm not a child, I tell you," she said, _____.

(v) “You needn’t bother about me. I _____,” Valli said, turning her face toward the window and staring out.

(vi) Then she turned to the conductor and said, “Well, sir, I hope _____.”

Answer:

Valli was a confident eight-year-old girl who believed that her age was not a limiting factor for her to travel alone in the bus to the town. She considered herself to be a grown up person and also acted like one.

(i) “Stop the bus! Stop the bus!” And a tiny hand was raised **commandingly**.

(ii) “Yes, I **simply have to** go to town,” said Valli, still standing outside the bus.

(iii) “There’s nobody here **who’s a child**,” she said haughtily. “I’ve paid my thirty paise like everyone else.”

(iv) “Never mind,” she said, “I can **get on by myself**. You don’t have to help me. ”I’m not a child, I tell you,” she said **irritably**.

(v) “You needn’t bother about me. **I can take care of myself**,” Valli said, turning her face toward the window and staring out.

(vi) Then she turned to the conductor and said, “Well, sir, I hope **to see you again**.”

Question 4:

Why does the conductor refer to Valli as ‘madam’?

Answer:

The conductor called Valli ‘madam’ as she behaved like a grown-up woman and responded irritably to being referred to as a child. She was an eight-year-old girl and considered herself old enough to travel alone on the bus. Besides, she also refused his help when he extended his hand to help her get on the bus, she replied commandingly that she could manage to get on the bus on her own.

Question 5:

Find the lines in the text which tell you that Valli was enjoying her ride on the bus.

Answer:

Valli thoroughly enjoyed her bus ride to the town. The following lines from the text are proof that exhibits her excitement:

- “Valli devoured everything with her eyes.”
- “The bus was now going along the bank of a canal. The road was very narrow. On one side, there was the canal and, beyond it, palm trees, grassland, distant mountains, and the blue, blue sky. On the other side was a deep ditch and then acres and acres of green fields — green, green, green, as far as the eye could see.”
- “Oh, it was all so wonderful!”
- “Everyone laughed, and gradually Valli too joined in the laughter.”
- “Suddenly, Valli clapped her hands with glee. A young cow, tail high in the air, was running very fast, right in the middle of the road, right in front of the bus.”
- “Somehow, this was very funny to Valli. She laughed and laughed until there were tears in her eyes.”
- “Valli wasn’t bored in the slightest and greeted everything with the same excitement she’d felt the first time.”

Question 6:

Why does Valli refuse to look out of the window on her way back?

Answer:

Valli refused to look out of the window on her way back to her village because she was upset seeing the dead body of the cow that was running towards the bus while she was going to town. The poor animal was hit by some fast-moving vehicle on the road. She was overcome with sadness and extremely frightened to look outside the bus window as the memory of the cow was haunting her.

Question 7:

What does Valli mean when she says, “I was just agreeing with what you said about things happening without our knowledge.”

Answer:

When Valli’s mother casually mentioned that there are certain things that happen around them without their knowledge, Valli instantly agreed with her mother’s words and said, “I was just agreeing with what you said about things happening without our knowledge.” She was happy about her adventurous bus trip to the town, which she had taken without the knowledge of her parents.

Question 8:

The author describes the things that Valli sees from an eight-year-old’s point of view. Can you find evidence from the text for this statement?

Answer:

Yes, the author had described various things from an eight-year-old’s point of view. Some of these include – ‘she was fascinated by the bus’ and ‘watching the bus fill with a new set of people each time was a source of unending joy for her’. The author described the colour and look of the new bus with ‘its outside painted a gleaming white with some green stripes along the sides. Inside, the overhead bars shone like silver.’ Through this description, the author wanted to express how a child would be attracted towards the colour of the bus. ‘The seats were soft and luxurious’. This description implies that the author wanted to show the excitement of a child traveling in the luxury of a bus for the first time. ‘The blue sky’ and ‘acres and acres of green field’, show the zeal and enthusiasm of a child. Further, when Valli sees the cow running in front of the bus, this fascinated her too, whereas the sight of a dead cow brings tears to her eyes. The memory of the cow haunted her, and she refused to look outside the window on her return journey. These were some of the lines which beautifully described the typical reactions and behaviour of an eight-year-old child in an ideal manner.

Speaking (Page 127)**Question 1:**

This story has a lot of people talking in it. The conductor jokes and laughs with Valli, some passengers try to show their concern for her, and her mother and her aunt spend time chatting.

Read the conversations carefully. Then think of similar people or similar situations that you have experienced. Mimic a person or persons who spoke to you, saying what they said, along with your replies.

Answer:

Activity to be done by yourself.

(Note: Students can write this answer as per their personal experiences.)

Writing (Page 128)

Write a page — about three paragraphs — on one of the following topics.

Question 1:

Have you ever planned something entirely on your own, without taking grownups into your confidence? What did you plan, and how? Did you carry out your plan?

Answer:

Activity to be done by yourself.

(Note: Students can write this answer as per their personal experiences.)

Question 2:

Have you made a journey that was unforgettable in some way? What made it memorable?

Answer:

Activity to be done by yourself.

(Note: Students can write this answer as per their personal experiences.)

Question 3:

Are you concerned about traffic and road safety? What are your concerns? How would you make road travel safer and more enjoyable?

Answer:

Activity to be done by yourself.

(Note: Students can write this answer as per their own understanding.)



The Tale of Custard the Dragon

Question 1:

Who are the characters in this poem? List them with their pet names.

Answer:

The characters in this poem are Belinda, a little girl and her pets: a little black kitten, a little grey mouse, a little yellow dog, a little pet dragon and a pirate.

The names of the pets are listed below:

Character	Pet Name
Kitten	Ink
Mouse	Blink
Dog	Mustard
Dragon	Custard

Question 2:

Why did Custard cry for a nice safe cage? Why is the dragon called “cowardly dragon”?

Answer:

Custard cried for a nice safe cage because it was a coward and used to get scared easily. It is called a “cowardly dragon” because everyone in the house is very brave. Belinda was as brave as a barrel full of bears, Ink and Blink could chase lions down the stairs, Mustard was as brave as a raging tiger, but Custard always cried for a nice safe cage as it feared a lot and wanted to stay safe from any danger.

Question 3:

“Belinda tickled him, she tickled him unmerciful...” Why?

Answer:

Belinda tickled Custard, the dragon, unmercifully because it was always very scared and cried for a nice safe cage. She rubbed her fingers, creating a tingling sensation that would disturb the dragon, and everyone would laugh at its cowardice.

Question 4:

The poet has employed many poetic devices in the poem. For example: “Clashed his tail like iron in a dungeon” — the poetic device here is a simile. Can you, with your partner, list some more such poetic devices used in the poem?

Answer:

The poet has extensively used similes throughout the poem. One such simile was “mouth like a fireplace”. Also, he has repetitively used the word ‘little’ in the first stanza to emphasize that everything in Belinda’s house, including her pets, was little in size. In the seventh stanza, the poet uses an incorrect spelling as a poetic device, such as ‘winda’ instead of ‘window’ that rhymes with Belinda’s name in the previous line.

Furthermore, the poet also used alliteration in the tenth stanza in the sentences “Clashed his tail” and “With a clatter and a clank”. In the eleventh stanza, the poet used the terms, “The pirate gaped” and “gulped some grog” as some of the poetic devices in the poem.

Question 5:

Read stanza three again to know how the poet describes the appearance of the dragon.

Answer:

The poet describes the appearance of the dragon, Custard as one which had big sharp teeth and spikes on top of its body and scales underneath. Its mouth was like a fireplace with a chimney-like nose and sharp dagger-like toes.

Question 6:

Can you find out the rhyme scheme of two or three stanzas of the poem?

Answer:

The rhyme scheme of two or three stanzas of the poem is ‘aabb’.

Question 7:

Writers use words to give us a picture or image without actually saying what they mean. Can you trace some images used in the poem?

Answer:

Writers often use words and phrases that do not directly convey a meaning but are indicative of their related meanings. Such words or phrases are basically used to trigger our imagination into thinking and visualizing them like a painting with a hidden meaning. The poet has used some images in the poem such as: ‘mouth like a fireplace’, ‘chimney for a nose’, ‘brave as a barrel full of bears’, ‘brave as a tiger in a rage’, ‘went at the pirate like a robin at a worm’, etc.

Question 8:

Do you find The Tale of Custard the Dragon to be a serious or a light-hearted poem? Give reasons to support your answer.

Answer:

‘The Tale of Custard the Dragon’ is a very light-hearted and funny poem which was written in such a way that everyone enjoys it. The poem was composed with a fixed rhyme scheme that makes it interesting and enjoyable to read. The poet has also used the wrong spelling, ‘winda’ instead of ‘window’, to maintain the rhyme scheme with ‘Belinda’ in the seventh stanza. The poet also describes the features of Belinda and her pets in a humorous manner. He compared Belinda’s bravery to a barrel full of bears, her kitten, Ink and mouse, Blink to be so brave that they could scare a lion down the stairs and her dog, Mustard, was brave like a raging tiger. On the contrary, her dragon Custard is the only one who has been projected to be a coward who looks for a cage for itself and was made fun of often by others for its cowardice. However, when the pirate attacked the little house, and everyone was scared, it was the same ‘cowardly’ dragon who saved everyone and jumped snorting like an engine on the pirate. It clashed its tail and charged towards the pirate like a robin at a worm and ate him. Although everyone made fun of the little dragon, it proved to be the bravest of all. Hence, the poem is dramatically ironic, which is funny and reflects the fun and humorous side of the poet.

Question 9:

This poem, in ballad form, tells a story. Have you come across any such modern song or lyric that tells a story? If you know one, tell it to the class. Collect such songs as a project.

Answer:

Activity to be done by yourself.

Writing (Page 132)

Question 1:

Have fun writing your ballad. Gather information (choose/decide an idea/theme), organise your materials under characters and story and then write. Revise and edit your ballad to make it entertaining. Use the following guidelines to write your ballad.

- Purpose of writing the ballad: to entertain and interest
- To whom I am writing: decide for whom you are writing
- How should I structure features? :
 - Tell a simple narrative
 - A few major characters
 - A strong rhythm and rhyme
 - May have a refrain (single or two line(s) repeated often)
 - Divide into verses

Answer:

Activity to be done by yourself.



The Sermon at Benares

Oral Comprehension Check (Page 135)

Question 1:

When her son dies, Kisa Gotami goes from house to house. What does she ask for? Does she get it? Why not?

Answer:

Kisa Gotami was overcome with grief and agony when her only son died. She carried her son's dead body in her arms and went from one house to another, asking for medicine that could cure her child, but nobody could help. Since her son was dead, it wasn't possible for anyone to give her any medicine and bring the dead person back to life.

Question 2:

Kisa Gotami again goes from house to house after she speaks with the Buddha. What does she ask for, the second time around? Does she get it? Why not?

Answer:

Gautama Buddha asked Kisa Gotami to bring a handful of mustard seeds from a house where no one had lost a child, husband, parent or friend. She went from door to door, but couldn't find a single house where death had not knocked on their door and taken away their beloved one. She did not find any such house as death is inevitable, and all mortals who come to this world are bound to die someday.

Question 3:

What does Kisa Gotami understand the second time that she failed to understand the first time? Was this what the Buddha wanted her to understand?

Answer:

When Kisa Gotami failed to procure a handful of mustard seeds from a house where death never took away any beloved one, she became weary and helpless and sat down by the roadside. While sitting there, she observed the flickering and extinguishing of lights, and finally, the darkness of the night reigned everywhere. This incident made her realise that death is inevitable and she was being selfish in her grief and agony. She understood that in this valley of desolation, there is always a path that leads man, who has surrendered all his selfishness, to immortality.

Yes, this is what Buddha wanted her to understand that every mortal being who is born in this world is bound to die one day.

Question 4:

Why do you think Kisa Gotami understood this only the second time? In what way did the Buddha change her understanding?

Answer:

In the first instance, Kisa Gotami could only see her grief of losing her young son. But, when she went from one house to another the second time to procure a handful of mustard seeds to save her dead son, she understood that everyone was dealing with the loss of a dear one. Not a single house was left untouched by death, where people had not lost their son, husband, parent or friend. At some point in time, everyone has experienced the pain of death and losing their loved ones. Feeling dejected, she sat down and realised that death is inevitable and the fate of mortal beings is to live and die someday. Through this instance, Gautama

Buddha helped her to understand that death is common to all mortal beings and that everyone is bound to die one day or the other.

Question 5:

How do you usually understand the idea of 'selfishness'? Do you agree with Kisa Gotami that she was being 'selfish in her grief'?

Answer:

A selfish person is one who is extremely preoccupied with himself or herself. In the story, Kisa Gotami was also being selfish in her grief because she was just thinking about her own pain. So when she lost her child, she wanted to bring him back to life by any means and finally went to Buddha to ask for help. He gave her the ultimate lesson of life that humans are mortal beings, and it is natural for everyone to die. Although we may find it difficult to accept the death of our loved ones, death is inevitable and is bound to happen sooner or later.

Thinking about Language (Page 136)**Question I:**

This text is written in an old-fashioned style, for it reports an incident more than two millennia old. Look for the following words and phrases in the text, and try to rephrase them in more current language, based on how you understand them.

- give *thee* medicine for *thy* child
- *Pray* tell me
- Kisa *repaired* to the Buddha
- there was *no* house *but* someone had died in it
- kinsmen
- *Mark!*

Answer:

- Give you medicine for your child
- Please tell me
- Kisa went to the Buddha
- There was not a single house where no one had died
- Relatives
- Listen

Question II:

You know that we can combine sentences using words like and, or, but, yet and then. But sometimes, no such word seems appropriate. In such a case, we can use a semicolon (;) or a dash (—) to combine two clauses.

She has no interest in music; I doubt she will become a singer like her mother.

The second clause here gives the speaker's opinion on the first clause. Here is a sentence from the text that uses semicolons to combine clauses. Break up the sentence into three simple sentences. Can you then say which has a better rhythm when you read it, the single sentence using semicolons, or the three simple sentences?

For there is not any means by which those who have been born can avoid dying; after reaching old age there is death; of such a nature are living beings.

Answer:

The single sentence using semicolons has a better cadence and rhythm. This implies that the three parts of the sentence are connected to each other in their meanings. The second clause gives detailed information about the first clause. The third clause is, therefore, directly related to both the first and the second clauses. Their meanings are conveyed in a better way when they are joined by semicolons.

Writing (Page 138)

Question 1:

Write a page (about three paragraphs) on one of the following topics. You can think about the ideas in the text that are relevant to these topics and add your own ideas and experiences to them.

1. Teaching someone to understand a new or difficult idea
2. Helping each other to get over difficult times
3. Thinking about oneself as unique, or as one among billions of others

Answer:

Activity to be done by yourself.



For Anne Gregory

Thinking about the Poem (Page 141)

Question 1:

What does the young man mean by “great honey-coloured /Ramparts at your ear?” Why does he say that young men are “thrown into despair” by them?

Answer:

The young man in the poem praises the “great honey-coloured hair /Ramparts at Anne’s ear” to refer to her beautiful yellow coloured hair that gracefully falls behind her ear and covers it like a wall. Her hair is so attractive that young men hopelessly fall in love with her. They are “thrown into despair” because they are enchanted by Anne’s beauty as her hair beautifully falls behind her ear. She is so pretty that everyone wants her, which is not possible. Hence, they are all thrown into despair.

Question 2:

What colour is the young woman’s hair? What does she say she can change it to? Why would she want to do so?

Answer:

Anne’s hair is yellow in colour, just like honey. She says that she can dye it black, brown or carrot colour, which means that she can change it to any colour of her choice. She says so to express that outer beauty can be changed anytime, but that’s not real or permanent. She wants young men to look deep into her soul and wants them to love and appreciate her for her inner beauty rather than her external superficial appearance.

Question 3:

Objects have qualities which make them desirable to others. Can you think of some objects (a car, a phone, a dress...) and say what qualities make one object more desirable than another? Imagine you were trying to sell an object: what qualities would you emphasise?

Answer:

There are various objects having qualities in our lives that make them desirable to others. Here we bring to you a list of objects that make it desirable to others:

Object	Qualities
Car	Colour, speed, fuel efficiency, brand
Dress	Pattern, colour, material, fit
Phone	Brand, technology, user-friendliness, memory, price
Bag	Design, colour, brand, price, style

While selling an object, a person should emphasise the different features of the product and also help the buyer identify how it is better than other products in the market. Students can also add some points on their own to understand how best an object can be sold to a customer.

Question 4:

What about people? Do we love others because we like their qualities, whether physical or mental? Or is it possible to love someone “for themselves alone”? Are some people ‘more lovable’ than others? Discuss this question in pairs or in groups, considering points like the following.

- (i) a parent or caregiver’s love for a newborn baby, for a mentally or physically challenged child, for a clever child or a prodigy
- (ii) the public’s love for a film star, a sportsperson, a politician, or a social worker
- (iii) your love for a friend, or brother or sister
- (iv) your love for a pet, and the pet’s love for you.

Answer:

Every person has his/her own choices, likes and dislikes. Students are advised to answer the question based on their interpretation and personal experience. As humans, we all have our personal favourites based on our perceptions and situation in life. It is, therefore, not wrong to like some people more than others.

1. A parent or caregiver’s love for a newborn baby, for a mentally or physically challenged child, for a clever child or a prodigy reflects their attentiveness and concern for them.
2. The public’s love for a film star, a sportsperson, a politician or a social worker reflects our admiration and being awestruck by their personality.
3. Your love for a friend or brother, or sister reflects your love, compassion, empathy and a feeling of togetherness for them.
4. Your love for a pet and the pet’s love for you reflect the unconditional and selfless love towards each other.

Question 5:

You have perhaps concluded that people are not objects to be valued for their qualities or riches rather than for themselves. But elsewhere, Yeats asks the question: How can we separate the dancer from the dance? Is it possible to separate ‘the person himself or herself’ from how the person looks, sounds, walks, and so on? Think of how you or a friend or member of your family has changed over the years. Has your relationship also changed? In what way?

Answer:

Students can write this answer as per their personal experiences. It is recommended that they think about their family and friends and attempt this question based on their interpretation and personal experiences.

Here are some hints that may help you:

1. Approach a friend or a family member and give it a thought, whether you think of them as an individual or their physical appearance takes precedence.
2. Every person’s way of thinking changes with age. A person needs to check it himself if his thought process has remained the same or improved/degraded with time.
3. Every person is unique, and we should accept them as they are rather than criticise them for anything.
4. It is well understood that our love and feelings for our loved ones undergo a change in due course of time.
5. We should not judge people superficially for their looks or appearance, but rather appreciate the person for his/her positive qualities.

The Proposal

Thinking about the Play (Page 157)

Question 1:

What does Chubukov at first suspect that Lomov has come for? Is he sincere when he later says, "And I've always loved you, my angel, as if you were my own son"? Find reasons for your answer from the play.

Answer:

Initially, Chubukov suspected that Lomov had come to borrow money from him as he was wearing an evening dress. Chubukov was not sincere at all when he told Lomov that he had always loved him and that he treated the young man like his own son. He had made up his mind that he would not give a single penny to Lomov, if he tried to borrow money from him. He also used all kinds of insults to ridicule Lomov during the argument by calling him 'pettifogger', 'old rat', 'Jesuit', etc. However, when Lomov asked for his daughter's hand in marriage, his attitude changed immediately, and he rushed out and called his daughter, Natalya Stepanovna.

Question 2:

Chubukov says of Natalya: "... as if she won't consent! She's in love; egad, she's like a lovesick cat..." Would you agree? Find reasons for your answer.

Answer:

Chubukov believes that Lomov is an ideal marriage prospect for his daughter, Natalya. He was indeed waiting for this proposal. However, when Lomov expresses his doubt about Natalya's consent to the marriage proposal, Chubukov immediately affirms him, saying that his daughter is in love with him. In the play, we notice that Natalya constantly argues and disagrees with Lomov in every respect. When Lomov leaves after the argument, Chubukov tells her that he has actually come with a marriage proposal for her. On hearing this, Natalya started weeping and asked her father to bring back Lomov at once. The statements that show she was actually in love with him are, "Ah! she said, Bring him back! Back Ah! Bring him here. Quick, quick! Fetch him!"

Question 3:

(i) Find all the words and expressions in the play that the characters use to speak about each other and the accusations and insults they hurl at each other. (For example, Lomov, in the end, calls Chubukov an intriguer; but earlier, Chubukov has himself called Lomov a "malicious, doublefaced intriguer." Again, Lomov begins by describing Natalya as "an excellent housekeeper, not bad-looking, well-educated.")

(ii) Then think of five adjectives or adjectival expressions of your own to describe each character in the play.

(iii) Can you now imagine what these characters will quarrel about next?

Answer:

(i) The words and expressions that have been used in the play by various characters to describe each other are listed below:

Chubukov: intriguer, grabber, old rat, Jesuit

Natalya: a lovesick cat, an excellent housekeeper, not bad-looking, well-educated.

Lomov: a good neighbour, impudent, pettifogger, malicious, double-faced intriguer, rascal, blind hen, turnip-ghost, a villain, a scarecrow, the stuffed sausage, a monster, the wizen-faced frump, pup, fool, milksop, etc.

(ii) & (iii) Activity to be done by yourself.

Thinking about Language (Page 157-159)

Question I:

1. This play has been translated into English from the Russian original. Are there any expressions or ways of speaking that strike you as more Russian than English? For example, would an adult man be addressed by an older man as *my darling* or *my treasure* in an English play?

Read through the play carefully, and find expressions that you think are not used in contemporary English, and contrast these with idiomatic modern English expressions that also occur in the play.

2. Look up the following words in a dictionary and find out how to pronounce them. Pay attention to how many syllables there are in each word, and find out which syllable is stressed, or said more forcefully.

palpitations	interfere	implore	thoroughbred
pedigree	principle	evidence	misfortune
malicious	embezzlement	architect	neighbours
accustomed	temporary	behaviour	documents

3. Look up the following phrases in a dictionary to find out their meaning, and then use each in a sentence of your own.

- (i) You may take it that
- (ii) He seems to be coming round
- (iii) My foot's gone to sleep

Answer:

1. The expressions that are not used in contemporary English include:

- (i) "my darling", "my angel", "my beloved", "my beauty", "my treasure" – All these expressions were used for an adult man by an older man.
- (ii) "...and all that sort of thing" – This expression does not explain anything and is used for a comic effect.
- (iii) "...and all that" – This expression is also used for comic effect and has no meaning.
- (iv) "how may you be getting on?" – In this expression, Lomov is asking Chubukov about his well-being.
- (v) "the scarecrow", "the stuffed sausage", "the wizen-faced frump" – These expressions were used by Chubukov to hurl abuses to Lomov.

Some of the modern English expressions used in the play were:

Lomov addressing Natalya: "Madam", "my heart", "honoured Natalya Stepanovna".

Lomov addressing Chubukov: "Honoured Stepan Stepanovitch", "I beg pardon Stepan Honouritch".

Chubukov addressing Lomov: "My dear fellow".

Chubukov insulting Lomov: "malicious, double-faced intriguer", "fool", "guzzling gambler".

Natalya to Lomov: "shout yourself hoarse"

2. Activity to be done by yourself.

3. (i) You may take it that I'm lying, but I'm actually not feeling well.

(ii) He seems to be coming round after he fell down, hit his head and fainted.

(iii) My foot's gone to sleep after exercising in the gym for two hours.

Question II:

Reported Speech

You must have noticed that when we report someone's exact words, we have to make some changes in the sentence structure. In the following sentences, fill in the blanks to list the changes that have occurred in the above pairs of sentences. One has been done for you.

1. To report a question, we use the reporting verb **asked** (as in Sentence Set 1).

2. To report a statement, we use the reporting verb _____.

3. The adverb of place *here* changes to _____.

4. When the verb in direct speech is in the present tense, the verb in reported speech is in the _____ tense (as in Sentence Set 3).

5. If the verb in direct speech is in the present continuous tense, the verb in reported speech changes to _____ tense. For example, _____ changes to *was getting*.

6. When the sentence in direct speech contains a word denoting respect, we add the adverb _____ in the reporting clause (as in Sentence Set 1).

7. The pronouns I, me, our and mine, which are used in the first person in direct speech, change according to the subject or object of the reporting verb such as , _____, _____, _____ or _____ in reported speech.

Answer:

2. To report a statement, we use the reporting verb **said/declared**.

3. The adverb of place *here* changes to **there**.

4. When the verb in direct speech is in the present tense, the verb in reported speech is in the **past** tense.

5. If the verb in direct speech is in the present continuous tense, the verb in reported speech changes to **past continuous** tense. For example, **am getting** changes to *was getting*.

6. When the sentence in direct speech contains a word denoting respect, we add the adverb **respectfully** in the reporting clause.

7. The pronouns I, me, our and mine, which are used in the first person in direct speech, change according to the subject or object of the reporting verb such as **he/she, him/her, their** or **his/her's** in reported speech.

Question III:

Here is an excerpt from an article from the Times of India dated 27 August 2006. Rewrite it, changing the sentences in direct speech into reported speech. Leave the other sentences unchanged.

"Why do you want to know my age? If people know I am so old, I won't get work!" laughs 90-year-old A. K. Hangal, one of Hindi cinema's most famous character actors. For his age, he is rather energetic. "What's the secret?" we ask. "My intake of everything is in small quantities. And I walk a lot," he replies. "I joined the industry when people retire. I was in my 40s. So I don't miss being called a star. I am still respected and given work, when actors of my age are living in poverty and without work. I don't have any complaints," he says, adding, "but yes, I have always been underpaid." Recipient of the Padma Bhushan, Hangal never hankered after money or materialistic gains. "No doubt I am content today, but money is important. I was a fool not to understand the value of money earlier," he regrets.

Answer:

90-year-old A.K. Hangal, one of Hindi cinema's most famous character actors, asked, laughing, why we wanted to know his age. He said that if people knew he was that old, he would not get work. For his age, he is rather energetic. We asked him about the secret. He replied that his intake of everything in small quantities was the secret and added that he walked a lot. He said that he had joined the industry when people usually retired. He was in his 40s, so he did not miss being called a star. He was still respected and given work, when actors of his age were living in poverty and without work. He said he had no complaints and added that he had always been underpaid. Being the recipient of the Padma Bhushan, Hangal never hankered after money or materialistic gains. He said that there was no doubt that he was content at present, but money was an important aspect. He said regretfully that he was a fool not to understand the value of money before.

Speaking and Writing (Page 159)

Question 1:

Anger Management: As adults, one important thing to learn is how to manage our temper. Some of us tend to get angry quickly, while others remain calm.

Can you think of three ill effects that result from anger? Note them down. Suggest ways to avoid losing your temper in such situations. Are there any benefits from anger?

Answer:

There are various ill-effects of anger. Three ill-effects that result from anger are listed below:

1. It causes headaches and health problems.
2. It gives rise to anxiety and blood pressure.
3. It ruins relationships with people.

You can avoid losing your temper by trying to stay calm in difficult situations. Take a step back and think carefully before you speak, and avoid taking things too personally.

Although it is advisable to stay calm and not get angry often. But here are some benefits of anger:

1. It makes us aware of injustice and helps us voice our opinion against it.
2. It motivates us to stay focused and helps in solving disputes and facilitating negotiations among people.

(Note: Students can write this answer as per their understanding and personal experiences.)

Question 2:

In pairs, prepare a script based on the given excerpt from *The Home and the World* by Rabindranath Tagore. You may write five exchanges between the characters with other directions such as movements on stage and way of speaking, etc.

One afternoon, when I happened to be specially busy, word came to my office room that Bimala had sent for me. I was startled.

"Who did you say had sent for me?" I asked the messenger.

"The Rani Mother".

"The Bara Rani?"

"No, sir, the Chota Rani Mother."

The Chota Rani! It seemed a century since I had been sent for by her. I kept them all waiting there, and went off into the inner apartments. When I stepped into our room I had another shock of surprise to find

Bimala there with a distinct suggestion of being dressed up. The room, which from persistent neglect, had latterly acquired an air of having grown absent-minded, had regained something of its old order this afternoon. I stood there silently, looking enquiringly at Bimala.

She flushed a little and the fingers of her right hand toyed for a time with the bangles on her left arm. Then she abruptly broke the silence.

"Look here! Is it right that ours should be the only market in all Bengal which allows foreign goods?"

"What, then, would be the right thing to do?" I asked.

"Order them to be cleared out!"

"But the goods are not mine."

"Is not the market yours?"

"It is much more theirs who use it for trade."

"Let them trade in Indian goods, then."

"Nothing would please me better. But suppose they do not?"

"Nonsense! How dare they be so insolent? Are you not..."

"I am very busy this afternoon and cannot stop to argue it out. But I must refuse to tyrannise."

"It would not be tyranny for selfish gain, but for the sake of the country."

"To tyrannise for the country is to tyrannise over the country. But that I am afraid you will never understand." With this I came away.

Answer:

Activity to be done by yourself.

Question 3:

In groups, discuss the qualities one should look for in a marriage partner.

You might consider the following points.

- Personal qualities
- Appearance or looks

- Attitudes and beliefs
- Sense of humour
- Value system
- Compassion and kindness
- Tolerance, ambition
- Attitude to money and wealth
- Education and professional background

Answer:

Activity to be done by yourself.

Question 4:

Are there parts of the play that remind you of film scenes from romantic comedies? Discuss this in groups, and recount to the rest of the class episodes similar to those in the play.

Answer:

Activity to be done by yourself.

