

COMMUNICATIVE ENGLISH
(Code No. 101)**2023-24****TVTRC****I. Introduction:**

Acquiring a language means, above all, acquiring a means to communicate confidently and naturally. In other words, in order to communicate effectively in real life, students need more than mere knowledge about the language. In addition, they must be able to use the language effectively, with confidence and fluency. Therefore, the course in Communicative English has been designed to develop the practical language communication skills needed for academic study and subsequent adult life.

The course brings together a number of ideas about the nature of language and language learning.

Knowledge and Skill

One of the tenets of the communicative approach is the idea that Language is a skill to be acquired, not merely a body of knowledge to be learnt. Acquiring a language has been compared to learning to drive. It is not enough to have only a theoretical knowledge of how an engine works: you must know how to use the gears and (crucially) how to interact with other road users. Similarly, simply knowing parts of speech or how to convert the active into the passive voice does not mean you are proficient in a language. You must be able to put knowledge into practice in everyday language use. Of course, we do not expect a novice driver to move off without preparation: the driver has rules of the highway which he/she must learn by rote. But there is no substitute for learning by doing, albeit in the artificial conditions of a deserted road at slow speeds. Equally in language learning there are some 'rules to be learnt' but there is no substitute for learning by doing. In good teaching, this experience is supported by carefully-graded, contextualized exercises.

Structure and Function

Language can be described in different ways. Obviously we can label an utterance according to its grammatical structure. Another approach is to decide what function it performs. Consider the following:

- a) "Can I open the window?"
- b) "Can I carry that case?"

we could say that a) and b) have the same grammatical structure: they are both interrogative sentences. We should also recognize that they perform different functions: a) is a 'request' b) is an 'offer'.

The course aims to recognize the use to which language is put and encourages pupils to be aware of the relationship between structure and function.

The overall aims of the course are to:

- (a) enable the learner to communicate effectively and appropriately in real-life situations;
- (b) use English effectively for study purposes across the curriculum;
- (c) develop and integrate the use of the four language skills, i.e., listening, speaking, reading and writing;
- (d) develop interest in and appreciation of literature;
- (e) revise and reinforce structures already learnt.

To develop creativity, students should be encouraged to think on their own and express their ideas using their experience, knowledge and imagination, rather than being text or teacher dependent. Students should be encouraged to monitor their progress, space out their learning, so they should be encouraged to see language not just as a functional tool, but as an important part of personal development and inculcation of values.

II. Objectives

READING

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By the end of the course, students should be able to:

1. read silently at varying speeds depending on the purpose of reading;
2. adopt different strategies for different types of text, both literary and non-literary;
3. recognise the organization of a text;
4. identify the main points of a text;
5. understand relations between different parts of a text through lexical and grammatical cohesive devices;
6. anticipate and predict what will come next in a text;*
7. deduce the meaning of unfamiliar lexical items in a given context;
8. consult a dictionary to obtain information on the meaning and use of lexical items;*
9. analyse, interpret, infer (and evaluate) the ideas in the text;
10. select and extract, from a text, information required for a specific purpose (and record it in note form);
11. transcode information from verbal to diagrammatic form;
12. retrieve and synthesize information from a range of reference materials using study skills such as skimming and scanning;
13. interpret texts by relating them to other material on the same theme (and to their own experience and knowledge);
14. read extensively on their own.

WRITING

By the end of the course, students should be able to:

1. express ideas in clear and grammatically correct English, using appropriate punctuation and cohesive devices;
2. write in a style appropriate for communicative purposes;
3. plan, organise and present ideas coherently by introducing, developing and concluding a topic;
4. write a clear description (e.g., of a place, a person, an object or a system);
5. write a clear account of events (e.g., a process, a narrative, a trend or a cause-effect relationship);
6. compare and contrast ideas and arrive at conclusions;

7. present an argument, supporting it with appropriate examples;
8. use an appropriate style and format to write letters (formal and informal), biographical sketches, dialogues, speeches, reports, articles, e-mails and diary entries;
9. monitor, check and revise written work;
10. expand notes into a piece of writing;
11. summarise or make notes from a given text; and
12. decode information from one text type to another (e.g., diary entry to letter, advertisement to report, diagram to verbal form).

(* Objectives which will not be tested in a formal examination)

LISTENING

By the end of the course, students should be able to:

1. adopt different strategies according to the purpose of listening (e.g., for pleasure, for general interest, for specific information);
2. use linguistic and non-linguistic features of the context as clues to understanding and interpreting what is heard (e.g., cohesive devices, key words, intonation, gesture, background noises);
3. listen to a talk or conversation and understand the topic and main points;
4. listen for information required for a specific purpose, e.g., in radio broadcast, commentaries, airport and railway station announcements;
5. distinguish main points from supporting details, and relevant from irrelevant information;
6. understand and interpret messages conveyed in person or on telephone;
7. understand and respond appropriately to directive language, e.g., instruction, advice, requests and warning;
8. understand and interpret spontaneous spoken discourse in familiar social situations.

SPEAKING

By the end of the course, students should be able to:

1. speak intelligibly using appropriate word stress, sentence stress and intonation patterns;
2. adopt different strategies to convey ideas effectively according to purpose, topic and audience (including the appropriate use of polite expressions);
3. narrate incidents and events, real or imaginary in a logical sequence;
4. present oral reports or summaries; make announcements clearly and confidently;
5. express and argue a point of view clearly and effectively;
6. take active part in group discussions, showing ability to express agreement or disagreement, to summarise ideas, to elicit the views of others, and to present own ideas;
7. express and respond to personal feelings, opinions and attitudes;

8. convey messages effectively in person or on telephone;
9. frame questions so as to elicit the desired response, and respond appropriately to questions;
10. participate in spontaneous spoken discourse in familiar social situations.

GRAMMAR

By the end of the course, students should be able to use the following accurately and appropriately in context:

1. Verbs :-

- present/past forms
- simple/continuous forms
- perfect forms
- future time reference
- modals
- active and passive voice
- subject-verb concord
- non-finite verb forms (infinitives and participles)

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2. Sentence Structure :-

- connectors
- types of sentences
- affirmative/interrogative sentences/ negation
- exclamations
- types of phrases and clauses
 - finite and non-finite subordinate clauses
 - noun clauses and phrases
 - adjective clauses and phrases
 - adverb clauses and phrases
 - indirect speech
 - comparison
 - nominalization

3. Other Areas :-

- determiners
- pronouns
- prepositions

LITERATURE

By the end of the course, students should be able to comprehend, interpret, analyse, infer and evaluate the following features in a literary text:

1 Character as revealed through

- appearance and distinguishing features
- socio-economic background
- action/events
- expression of feelings
- speech and dialogues

- 2 Plot/Story/Theme emerging through main events
 - progression of events and links between them
 - sequence of events denoting theme
- 3 Setting, as seen through time and place, socio-economic and cultural background, people beliefs and attitudes.
- 4 Form
 - rhyme
 - rhythm
 - simile
 - metaphor
 - pun
 - repetition

III. Role of the Teacher

Unlike a teacher-centered classroom, where the teacher plays a dominant role, speaks most of the time, and interacts with the class as a whole, for the success of this course teachers will need to adopt a variety of roles. Teachers may note that the number of periods given in this document is suggestive, as overlapping of skills may happen during classroom-transaction.

Littlewood¹ sets out the roles as follows:

- As a general overseer of his/ her students' learning, the teacher must aim to coordinate the activities so that they form a coherent progression, leading towards greater communicative ability.
- As a classroom manager, he/ she is responsible for grouping activities into 'lessons' and for ensuring that these are satisfactorily organized at a practical level.
- In many activities, he/ she may perform the familiar role of language instructor: he/ she will present new language, exercise direct control over the learner's performance, evaluate and correct it, and so on.
- In others, he/ she will not intervene after initiating the proceedings, but will let learning take place through independent activity or pair and group work.
- When such an activity is in progress s/he may act as a consultant or adviser, helping where necessary. He/ She may also move about the classroom in order to monitor the strengths and weaknesses of the learners, as a basis for planning future learning activities.
- He /She will sometimes wish to participate in an activity as co-communicator with the learners. In this role, he/ she can simulate and present new language without taking the main initiative for learning away from the learners themselves.

IV. Classroom Procedures

The main types of classroom organization recommended are individual work, pair work, small group work and whole class work. It has been the experience of teachers that students adapt themselves very quickly to the new classroom arrangements, and the interesting nature of the activities themselves produce discipline. The following sections give practical advice on organization of different types of classroom activities.

¹ Littlewood, W. (1981). Communicative language teaching. Cambridge: Cambridge University Press.

Individual Work

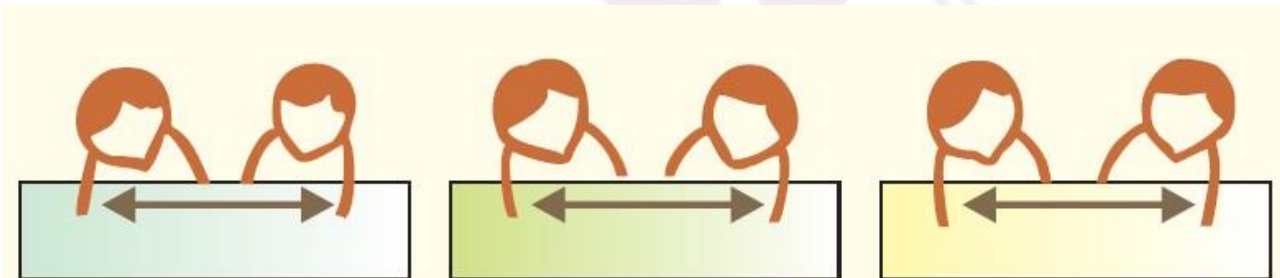
When an activity is designed for individual work, students will be working mainly on their own. First, ask students to read the instructions (or read them aloud to the students). Make sure that students understand what they are expected to do, if necessary by giving an example or (preferably) asking one of the students to give an example. Then set them to do the activity.

While students do the activity, the teacher can move around the classroom, making sure that everything is going smoothly and giving individual help where it is needed. Do not interfere too much; remember that too much interruption and correction may discourage students.

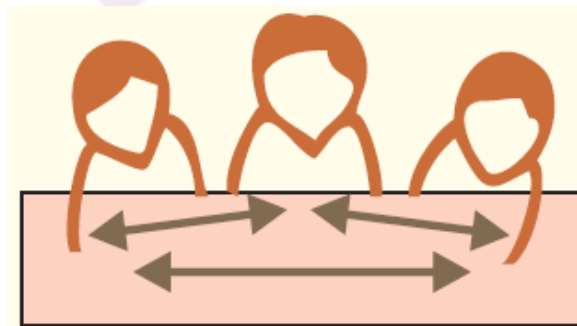
Students will work at different speeds, so they will not all finish at the same time. The easiest solution to this is to ask students who have finished to compare their answers with their neighbours'. Call the class together again when the majority of them have finished the activity, even if some are still working on it. The activity can then be checked by asking students to give their answers. The teacher needn't act as the 'judge', but instead can ask other students whether they agree. This checking procedure keeps all students involved, and gives the slower ones a chance to catch up.

Pair Work

As with individual work, you first need to make sure that students understand the instructions. Once the activity is clear, you will then have to arrange the class in pairs. Usually it is easiest if a student pairs up with the person sitting at the same desk. (You may have to move one or two if they are on their own.)



Sometimes it will be necessary to have three working together, but this should not seriously affect their work.

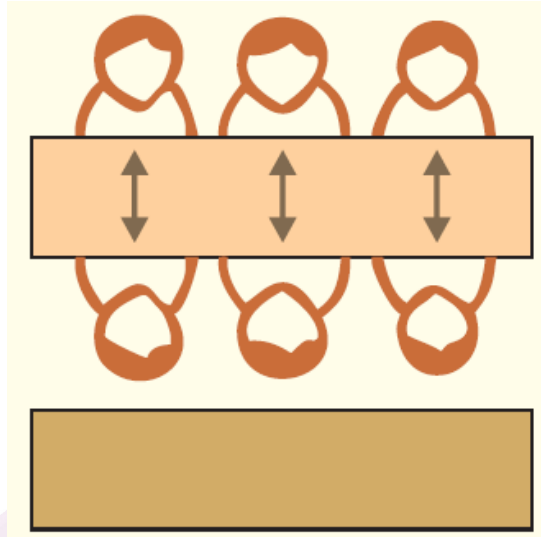


If your class is very crowded, with most students sitting three to a desk, one row may turn to face those behind to form three pairs.

Once students have settled down to work, circulate round the classroom, observing and listening to them, and giving help to those who need it. As with individual work, resist the temptation to interfere too much!

You may find it useful to set a time limit for pair work activity. This can help to focus the students' attention and provide a challenge, as well as simplify management of the class. If you wish to do this, tell them the time limit before they begin, and be prepared to extend or reduce if you find you have misjudged the time required.

In many pair work tasks, checking can be carried out in the same way as for individual work by the teacher eliciting answers from the students. Sometimes, though, it may be better for one or more pairs of students to



report back their conclusions to the rest of the class, possibly with a class discussion.

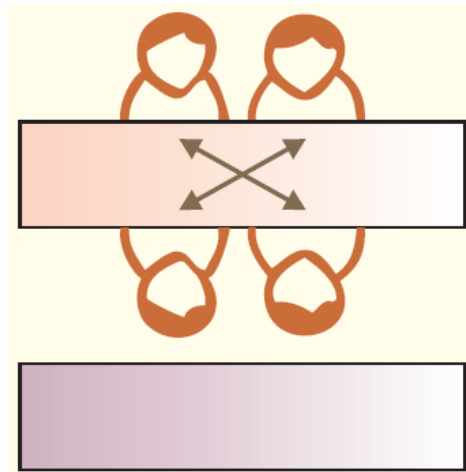
Group work

Usually, group work, involves four students but at times it may extend to five or six or even more. Four, however, is a more convenient number for most classroom situations.

The general procedure for group work is the same as for pair work, that is:

- instructions for the whole class
- organization of the groups
- group activity while the teacher circulates
- feedback and checking for the whole class

The major difference is that the organization of the groups needs more care. It is fairly simple to form groups of four by asking students to turn and face those behind.



However, you may feel that some changes are required to achieve a balance in some of the groups. In this case, move only a few students from one group to another. When the groups move over to the feedback and checking stage, you may make it more interesting by asking a student to chair the inter-group discussion.

Whole Class Work

Whole class work, of course, is necessary for matters such as formal instruction (e.g. the format of formal and informal letters), for “warm-up” activities, for class discussion, for “class review” sessions at the close of pair work or group work. During the whole class work, the teacher is in her traditional role.

V. Handling Pair Work and Small Group Work (PW/SGW)

Introducing and Demonstrating

After a brief explanation of what is to be done, always demonstrate the activity. You have these options:

- The teacher takes both (for all) parts.
- The teacher takes one part, while one or more students take the other parts.
- Two or more students take different parts.

In selecting students to help demonstrate an activity, always select those who will demonstrate it well. Also, choose students from different parts of the classroom (particularly from the back), so that they will have to speak loudly in order to be heard. (Don't choose students sitting side-by-side, or they will speak so softly to each other that nobody else will hear!) Don't allow this phase to take too much time – two or three minutes is usually enough.

Organising

This has largely been covered in the Section B.3.above. A few additional points:

- There is no need to move chairs and desks, and only a very few students will need to move places. For the most part, students simply face in a different direction in order to form pairs and small groups.

- The teacher is responsible for deciding who is to work with whom. (Don't leave it to students to decide, or the result will be confusion.)
- You may also prefer to allocate roles yourself, e.g. "When pairs, the one nearest the window is A, the other is B."
- If you have not used PW/SGW before, expect a little, noise and excitement at first! But students quickly get used to the new procedures and soon settle down with minimum noise and fuss.

Managing

While students are actually doing the PW/SGW activity, the teacher has an important role to play. It is vital to move round the class, listening in on PW / SGW and helping / advising where necessary. Be careful, of course, not to "take over" the activity by intervening too strongly. (Students need the English language practice, not you!) Sometimes it is advisable to just 'hover' at a distance while moving round the class, simply checking that students are actually doing the activity. Make sure that you distribute your attention evenly over the course of a term; and give particular help and attention to weaker students.

Concluding

At the close of a PW/SGW activity, bring the whole class together. You may wish to ask a pair or group to demonstrate what they have done at the front of the class. (Ask weaker pairs or groups to demonstrate, too. This can be a powerful confidence-builder). Alternatively, you may find a brief class discussion profitable, in which students exchange experiences that have arisen from the activity itself, e.g. a problem they have encountered, a good idea someone came up with, something they did not understand. Be careful not to allow this conclusion phase to take too much time – 5 minute is plenty.

Many teachers view with alarm the prospect of pair work and small group work with a large number of students. The following are concerns commonly expressed together with the responses of experienced teachers:

VI. Some questions and answers about Pair Work and Small Group Work

For many teachers, the prospect of PW/SGW with large numbers of students in a class is viewed with alarm. To help such teachers, the following are concerns expressed, followed by responses that have been given by other teachers.

Teachers' concerns about PW/SGW

- It is difficult for the teacher to check whether all students are doing the activity, and (if so) whether they are producing correct and suitable English.
- More proficient pupils take over weaker pupils.
- Noise levels are high.
- It is not right for the teacher to withdraw from a position of "central control"
- PW/SGW will be rejected by other teachers, parents and by the students themselves as a waste of time and frivolous.

Responses to these Concerns

- In traditional teacher-led classes, often individual students are not actively participating, but the teacher remains unaware of this, if a sufficient students seem to be 'following the lesson'.

- Noise is a necessary element of good language learning – as it is in a Music lesson. It is not so much noise itself that some teachers are concerned about, but the amount of noise. There is no easy answer to this question, since a lot depends on the individual teacher's relationship with the class. Certainly a clear introduction to and demonstration of the task will ensure that PW/SGW gets off to a good start, with no fuss and confusion. And the challenge of the task itself should ensure that students are busily engaged in the English class. It is for the teacher to make it clear to the class what amount of noise is acceptable, and to make sure that noise is kept to that level. If noise levels do get too high for comfort, the “noisy approach” (i.e. the teacher shouting to get less noise) is unlikely to work for any more than a short while. Instead, try the “quiet approach”, i.e. train your students to recognize that when your hand is raised, they must raise theirs and be more quiet. On occasions, you may have to speak to particularly noisy and excited groups. Please do not let the prospect of some degree of noise put you off PW/SGW. If students are to learn to use English, then they must communicate with each other, not just you. And if they are to communicate, then there will be a certain amount of positive, beneficial noise. Welcome it as a sign that your students are growing in confidence and fluency in English.
- It is perfectly true that in PW/SGW the teacher cannot judge whether all students are producing correct and suitable English. (Of course, this is equally true of a teacher-led classroom where one student is speaking (to you), and all the others are silent.) But we need to accept that making mistakes in language is not only normal, but is actually necessary if a learner is to make progress. Advice on what to do about students' mistakes when speaking in PW/SGW is given in Section C.6.
- P/SGW encourages all students, even the shy ones, to participate actively. Because they feel they are not “on show” in front of the whole class, they feel free to experiment with the language, trying out newly-acquired forms.
- Much research in psycholinguistics in recent years has indicated that peer interaction of this kind in language classes is frequently highly successful. Not all students, even those in the same class, have precisely the same stock of knowledge and understanding of the language. Students can pool ideas and often perform a task better together than they can alone. As they become more familiar with PW/SGW, they learn to handle activities in a mature manner, sensitively correcting each other's work. In fact, research shows that appropriate error correction in well graded activities is just as likely to occur between students as by the teacher in a teacher-led mode.
- If a good student is paired with a less able one, the former is likely to assume the role of a ‘teacher’. This experience is often fruitful for both. The less able student has a ‘personal tutor’, and the good student also improves: having to explain something in simple terms is often an excellent learning experience in itself.
- If a task is well-constructed and the students appropriately prepared, the activity often creates ‘peer pressure’ to induce reluctant group members to participate.
- PW/SGW is an attempt to encourage students to accept some of the responsibility for learning themselves. The only truly successful students are the ones who can do this. If the technique is handled well, it will soon become evident that the teacher is working just as hard as she/he does in a teacher-led mode. PW/SGW is one of a number of different techniques which a teacher can employ to accommodate students with different learning styles and for activities with different goals.

SECTION-WISE WEIGHTAGE

Section	Title	Total Weightage
A	Reading Skills	20
B	Writing Skills	24
C	Grammar	10
D	Literature Textbook	26
	TOTAL	80

SECTION A: READING SKILLS

(10+10=20 Marks)

40 Periods

- The section will have two unseen passages with the maximum word limit of 600 words. The passages can be of any two types out of the following: literary / factual / discursive. Please refer to the Main Course Book.
- Objective Type Questions (including Multiple Choice Questions), and Very Short Answer type Questions will be asked to test inference, evaluation, analysis and vocabulary in context.

SECTION B: WRITING SKILLS

24 Marks

50 Periods

This section will have a variety of short and long writing tasks.

- Notice Writing for school assembly/ Resident Welfare Association/ School Events/ Classroom information etc. (maximum 50 words) **4 Marks**
- Dialogue Writing, (maximum 100 words) **5 Marks**
- Informal Letter (maximum 120 words) **7 Marks**
- Paragraph on one out of two themes from the Main Course Book, based on verbal or visual cues (maximum 150 words) **8 Marks**

SECTION C: GRAMMAR

10 Marks

20 Periods

Grammar items will be taught and assessed over a period of time.

1. Tenses

2. Modals

1. Subject – verb concord

2. Reported Speech

(i) Commands and Requests

(ii) Statements

(iii) Questions

3. Clauses:

(i) Noun clauses

(ii) Adverb clauses

(iii) Relative clauses

4. Determiners

The above items may be tested through test types as given below:

- Gap filling **3 marks**
- Editing or Omission **4 marks**
- Sentences Reordering or Sentence Transformation in context. **3 marks**

SECTION D: LITERATURE TEXTBOOK

26 Marks

50 Periods

- Two out of three extracts from prose/poetry for reference to the context. Very Short Answer Questions and Short Answer Questions will be asked to assess local and global comprehension, interpretation and analysis. **8 marks (4+4)**
- Six Short Answer Questions out of seven, from the Literature Reader, to test local and global comprehension of theme and ideas, analysis and evaluation (30-40 words each) **2x6 = 12 Marks**
- One out of two Long Answer type Questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. This can also be a passage-based question taken from a situation/plot from the texts. (120 words). **6 marks**

Prescribed Books: Interact in English Series by CBSE (Available on www.cbseacademic.nic.in)

- Main Course Book (Revised Edition)
- Literature Reader (Revised Edition)
- Workbook (Revised Edition)

NOTE: Teachers are advised to:

- encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.,
- reduce teacher-talk time and keep it to a minimum,
- take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views.

Assessment of Listening and Speaking Skills: 50 Periods

Guidelines for the Assessment of Listening and Speaking Skills are given at Annexure I.

**Question Paper Design
Communicative English
(CODE NO. 101)
2023-24**

CLASS IX

TIME: 3 Hours

Max. Marks: 80

S.No	Competencies	% Weightage
1	Demonstrative Knowledge + Understanding (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles or theories, identify, define, or recite, information, comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)	Up to 30%
2	Conceptual Application (Use abstract information in concrete situation, to apply knowledge to new situations; use given content to interpret a situation, provide an example or solve a problem)	Up to 35%
3	Analysis, Evaluation and Creativity Analysis & Synthesis- classify, compare, contrast, or differentiate between different pieces of information; organize and/or integrate unique pieces of information from a variety of sources.	Up to 35%
Total		100%

For the details of Internal Assessment of 20 marks, please refer to circular no.

Acad-11/2019, dated March 06,2019.

ENGLISH LANGUAGE AND LITERATURE**Code No. 184
2023-24****1. Background**

At the secondary stage of English language learning the textual materials and other resources should represent a wide range of learning experience. Literature has always played a significant role in learning language. However, it is felt that pupils should be apprised with contemporary issues, read authentic literature and experiences of people to reflect and build their personality traits.

While there is a trend for inclusion of a wider range of contemporary and authentic texts, accessible and culturally appropriate pieces of literature should play a pivotal role at the secondary stage of education. The English class is meant for reading literature from different perspectives and to engage in activities for developing communicative competence, creativity and enrichment of language skills. It should not be seen as a place merely to read poems and stories in, but an area of activities to develop the learner's imagination as a major aim of language study, and to equip the learner with communicative skills to perform various language functions through speech and writing.

2. Objectives:

Objectives of the course are to enable learners to:

- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required in order to engage in independent reflection and inquiry
- make appropriate usage of English language
- to communicate in various social settings
- equip learners with essential language skills to question and to articulate their point of view
- build competence in the different aspects of the Language
- develop sensitivity to, and appreciation of world literature representing varieties of English and cultures embedded in it.
- enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading
- facilitate self-learning to enable them to become independent learners
- review, organise and edit their own work and work done by peers
- integrate listening and speaking skills in the curriculum.
- give a brief oral description of events / incidents of topical interest
- retell the contents of authentic audio texts (weather reports, public announcements,

simple advertisements, short interviews, etc.)

- participate in conversations, discussions, etc., on topics of mutual interest in non-classroom situations
- narrate a story which has been depicted pictorially or in any other non-verbal mode
- respond, in writing, to business letters, official communications email etc.
- read and identify the main points / significant details of texts like scripts of audio-video interviews, discussions, debates, etc.
- write without prior preparation on a given topic and be able to defend or explain the stand taken / views expressed in the form of article, speech, or a debate
- write a summary of short lectures on familiar topics by making / taking notes
- write an assessment of different points of views expressed in a discussion / debate
- read poems effectively (with proper rhythm and intonation)
- transcode information from a graph / chart to a description / report and write a dialogue, short story or report
- Develop appreciation for Indian languages (multilingualism), translations and Indian Literature.

3. Language Items

In addition to consolidating the grammatical items practised earlier, the courses at the secondary level seek to reinforce the following explicitly:

- sequence of tenses
- reported speech in extended texts
- modal auxiliaries (those not covered at upper primary)
- non-finites (infinitives, gerunds, participles)
- conditional clauses
- complex and compound sentences
- phrasal verbs and prepositional phrases
- cohesive devices
- punctuation (semicolon, colon, dash, hyphen, parenthesis or use of brackets and exclamation mark)

4. Methods and Techniques

The methodology is based on a multi-skill, activity-based, learner-centered approach. Care is taken to fulfill the functional (communicative), literary (aesthetic) and cultural (sociological) needs of the learner. In this situation, the teacher is the facilitator of learning. She/he presents language items, create situations which motivates the child to use English for the purposes of communication and expression. Aural-oral teaching and testing is an integral feature of the teaching-learning process. The electronic and print media could be used extensively. A few suggested activities are:

- Role play
- Simulating real life situations
- Dramatising and miming
- Problem solving and decision making
- Interpreting information given in tabular form and schedule
- Using newspaper clippings as a resource for comprehending and analysing issues.
- Borrowing situations and registers from the world around the learners, from books and from other disciplines
- Using language games, riddles, puzzles and jokes
- Interpreting pictures / sketches / cartoons
- Debating and discussing
- Narrating and discussing stories, anecdotes, etc.
- Reciting poems
- Working in pairs and groups
- Using media inputs - computer, television, video cassettes, tapes, software packages

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)
SYLLABUS CLASS – IX
2023-24

Sections		Weightage
A	Reading Skills (40 periods)*	20 Marks
B	Writing Skills and Grammar (40 periods)*	20 Marks
C	Language through Literature (50 periods)*	40 Marks

*This is a suggestive number.

Section A

Reading Skills

I. Reading Comprehension through Unseen Passage

20 Marks

1. Discursive passage of 400-450 words. **(10 marks)**
2. Case-based factual passage (with visual input- statistical data/chart etc.) of 200-250 words. **(10 marks)**

(Total length of two passages to be 600-700 words)

Multiple Choice Questions / Objective Type Questions/Very Short Answer Questions will be asked to assess comprehension, interpretation, analysis, inference, evaluation and vocabulary.

Section B
Writing Skills and Grammar

II Grammar

10 Marks

- Determiners
 - Tenses
 - Modals
 - Subject – verb concord
 - Reported speech
 - Commands and requests
 - Statements
 - Questions
3. The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar will be assessed through Gap Filling/ Editing/Transformation exercises. Ten out of twelve questions will be attempted.

III Writing Skills

10 marks

4. Writing a Descriptive Paragraph (word limit 100-120 words), describing a person / event / situation, based on visual or verbal cue/s. One out of two questions to be answered.
5 marks
5. Writing a Story (on a given cue/title)/Diary Entry, in 100-120 words. One out of two questions is to be answered.
5 marks

Section C
Language through Literature

40 Marks

IV. Reference to the Context

(5+5 = 10 Marks)

6. One extract out of two, from Drama / Prose.
7. One extract out of two, from poetry.

Multiple Choice Questions / Objective Type Questions will be asked to assess interpretation, analysis, inference, evaluation, appreciation and vocabulary.

V. Short & Long Answer Questions

8. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book BEEHIVE to assess interpretation, analysis, inference and evaluation.
4x3=12 marks
9. Two out of Three Short Answer Type Questions to be answered in 40-50 words from the

book MOMENTS to assess interpretation, analysis, inference and evaluation.

3x2=6 marks

- 10.** One out of two Long Answer Type Questions from BEEHIVE to be answered in about 100-120 words to assess creativity, imagination and extrapolation beyond the text and across the text. This can also be a passage-based question taken from a situation/plot from the text. **6 marks**
- 11.** One out of two Long Answer Type Questions from MOMENTS, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. **6 marks**

Prescribed Books: Published by NCERT, New Delhi

Beehive

Prose

- a. The Fun They Had
- b. The Sound of Music
- c. The Little Girl
- d. A Truly Beautiful Mind
- e. The Snake and the Mirror
- f. My Childhood
- g. Reach For The Top
- h. Kathmandu
- i. If I were You

Poems-

1. The Road Not taken
2. Wind
3. Rain on The Roof
4. The Lake Isle of Innisfree
5. A Legend of The Northland
6. No Men Are Foreign
7. On killing a tree
8. A Slumber Did My Spirit Seal

Moments

1. The Lost Child
2. The adventures of Toto
3. Iswaran the Storyteller
4. In the kingdom of fools

5. The Happy Prince
6. The Last Leaf
7. A House is not a Home
8. The Beggar

3. WORDS AND EXPRESSIONS – I (WORKBOOK FOR CLASS IX) – Units 1 to 6 and Units 8, 10 & 11

- **NOTE: Teachers are advised to:**

- (i) encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- (ii) reduce teacher-talk time and keep it to the minimum,
- (iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views.

Besides measuring learning outcome, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' knowledge, each language skill is to be assessed through a judicious mixture of different types of questions.

INTERNAL ASSESSMENT

30 Periods

Listening and Speaking Competencies

Assessment of Listening and Speaking Skills will be for 05 marks.

It is recommended that listening and speaking skills should be regularly practiced.

Art-integrated projects based on activities like Role Play, Skit, Dramatization etc. must be used. Please refer to the Circular no. Acad-33/2020 dated 14th May 2020 at the cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf for details.

Guidelines for the Assessment of Listening and Speaking Skills are given at Annexure I.

**ENGLISH LANGUAGE AND LITERATURE (Code No. 184)
2023-24****CLASS – IX****Marks-80**

Sections	Competencies	Total marks
Reading Comprehension	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20
Writing Skills and Grammar	Creative expression of an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	20
Language through Literature	Recalling, reasoning, appreciating, applying literary conventions illustrating and justifying etc. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	40
Total		80

For the details of Internal Assessment of 20 marks, please refer to the circular no.

Acad-11/2019, dated March 06, 2019.

The Fun They Had

Thinking about the Text

I. Answer these questions in a few words or a couple of sentences each.

Question 1. How old are Margie and Tommy?

Answer: Margie is eleven and Tommy is thirteen years old.

Question 2. What did Margie write in her diary?

Answer: Margie wrote in her diary "Today Tommy found a real book!"

Question 3. Had Margie ever seen a book before?

Answer: No, Margie had never seen a book before.

Question 4. What things about the book did she find strange?

Answer: The things about the book that she found strange were the following:

- i) The pages of the book were yellow and crinkly.
- ii) The words stood still instead of moving.
- iii) When they turned back to the previous page, it still had the same words on it that it had when they first read it.

Question 5. What do you think a telebook is?

Answer: I think the telebook must be a book that gets displayed on the screen of the television.

Question 6. Where was Margie's school? Did she have any classmates?

Answer: Margie's school was next to her bedroom. No, she did not have any classmates.

Question 7. What subjects did Margie and Tommy learn?

Answer: Margie and Tommy learnt Geography, History and Arithmetic.

II. Answer the following with reference to the story.

Question 1. "I wouldn't throw it away."

- (i) Who says these words?
- (ii) What does 'it' refer to?
- (iii) What is it being compared with by the speaker?

Answer: (i) Tommy says these words.

(ii) "It" refers to the books.

(iii) The paperback book is being compared with the telebooks by the speaker.

Question 2. "Sure they had a teacher, but it wasn't a regular teacher. It was a man."

- (i) Who does 'they' refer to?
- (ii) What does 'regular' mean here?

(iii) What is it contrasted with?

Answer: (i) "They" refers to the students centuries ago.

(ii) "Regular" means the usual for the people in 2157. Here, regular teacher means the mechanical teacher.

(iii) The mechanical teacher is contrasted with humans as teachers of earlier times.

III. Answer each of these questions in a short paragraph (about 30 words).

Question 1. What kind of teachers did Margie and Tommy have?

Answer: Margie and Tommy had mechanical teachers. The mechanical teachers had big screens on which all the lessons were shown and questions were asked. The children were taught through computer and television screens. They did not have humans as teachers.

Question 2. Why did Margie's mother send for the County Inspector?

Answer: Margie's mother sent for the County Inspector because the mechanical teacher of Margie was not functioning properly. It kept giving Margie Geography tests and Margie was performing worse every time. Margie's mother was concerned and thus sent for the County Inspector.

Question 3. What did he do?

Answer: The County Inspector smiled at Margie and gave her an apple. He took the mechanical teacher away from her. Then he fixed the mechanical teacher. He told Margie's mother that the geography sector of the mechanical teacher was geared a little too quick and that he has slowed it up to an average ten-year level.

Question 4. Why was Margie doing badly in geography? What did the County Inspector do to help her?

Answer: Margie was doing badly in geography because the questions that were displayed on the screen of the mechanical teacher were too quick for her age.

The County Inspector slowed its speed to an average ten-year level so that Margie would be able to perform satisfactorily.

Question 5. What had once happened to Tommy's teacher?

Answer: Tommy's teacher had to be taken away altogether for a month as the history sector had blanked out completely.

Question 6. Did Margie have regular days and hours for school? If so, why?

Answer: Yes, Margie had regular days and hours for school because Margie's mother believed that little girls learned better if they learned at regular hours.

Question 7. How does Tommy describe the old kind of school?

Answer: Tommy says that the old kind of school had special buildings. All the kids went to that building for studying.

Question 8. How does he describe the old kind of teachers?

Answer: He tells Margie that the old kind of teachers were humans instead of machines. The human teacher would educate the boys and girls and give them homework and ask questions.

IV. Answer each of these questions in two or three paragraphs (100 –150 words).

Question 1: What are the main features of the mechanical teachers and the schoolrooms that Margie and Tommy have in the story?

Answer: The main features of the mechanical teachers that Margie and Tommy have are as follows:

The mechanical teachers have big black screens on which lessons are displayed and questions are asked. The students need to put their homework and test papers in a slot that is present in the mechanical teacher. The students write answers in punch code and the mechanical teacher calculates the results right away.

The main features of the schoolrooms that Margie and Tommy have are given below:

In the story, the schools are there in the homes. For instance, Margie's school was right next to her bedroom. The students do not have classmates. They study subjects like arithmetic, history, geography, etc. The mechanical teacher would turn on at the same time every day except on the weekends.

Question 2: Why did Margie hate school? Why did she think the old kind of school must have been fun?

Answer: Margie hated school because she felt it boring. The mechanical teacher started the class at the same time regularly. Margie's mechanical teacher was giving her test after test on Geography and she was performing badly.

Margie also did not like inserting homework and test papers in the slot on the mechanical teacher.

She thought that the old kind of school must have been fun because it would have had kids from various places of the neighbourhood. It would have been so interesting to sit together in the classroom and leave the school together at the end of the day. All the kids learned the same things so they could help each other in studies and homework.

Question 3: Do you agree with Margie that schools today are more fun than the school in the story? Give reasons for your answer.

Answer: Yes, I agree with Margie that schools today are more fun than the school in the story. In the story, the schools are in the students' homes. This gives no space for interaction between students. Studying from screen and taking up tests sounds boring. Inserting homework and test papers in a slot on a mechanical teacher every day is monotonous. Writing answers in punch codes is even more draining.

Learning together in a class gives students a wider view of the people. Students also get familiar with others and learn how to interact and socialize. Getting taught by human teachers is way more dynamic than being taught by a machine. If there is any issue with any lesson or concept, the student can ask the human teacher then and there. But, mechanical teachers are programmed with a certain lesson and concept for a particular day. When the student solves homework, he/she can get help from classmates. That's how the schools today are more fun than the school in the story.

Thinking about Language

I. Adverbs

Read this sentence taken from the story:

They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely.

The word complete is an adjective. When you add -ly to it, it becomes an adverb.

Question 1. Find the sentences in the lesson which have the adverbs given in the box below.

awfully sorrowfully completely loftily carefully differently quickly nonchalantly

Answer:

awfully:

They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to — on a screen, you know.

sorrowfully:

The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the County Inspector.

completely:

They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely.

loftily:

He added loftily, pronouncing the word carefully, "Centuries ago".

carefully:

He added loftily, pronouncing the word carefully, "Centuries ago".

differently:

"But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently."

quickly:

"I didn't say I didn't like it," Margie said quickly. She wanted to read about those funny schools.

nonchalantly:

"Maybe," he said nonchalantly.

Question 2. Now use these adverbs to fill in the blanks in the sentences below.

- (i) The report must be read _____ so that performance can be improved.
- (ii) At the interview, Sameer answered our questions _____, shrugging his shoulders.
- (iii) We all behave _____ when we are tired or hungry.
- (iv) The teacher shook her head _____ when Ravi lied to her.
- (v) I _____ forgot about it.
- (vi) When I complimented Revathi on her success, she just smiled _____ and turned away.
- (vii) The President of the Company is _____ busy and will not be able to meet you.
- (viii) I finished my work _____ so that I could go out to play.

Answer:

- (i) The report must be read **carefully** so that performance can be improved.
- (ii) At the interview, Sameer answered our questions **loftily**, shrugging his shoulders.
- (iii) We all behave **differently** when we are tired or hungry.
- (iv) The teacher shook her head **sorrowfully** when Ravi lied to her.

- (v) I **completely** forgot about it.
- (vi) When I complimented Revathi on her success, she just smiled **nonchalantly** and turned away.
- (vii) The President of the Company is **awfully** busy and will not be able to meet you.
- (viii) I finished my work **quickly** so that I could go out to play.

Question 3. Make adverbs from these adjectives.

- (i) angry (ii) happy
(iii) merry (iv) sleepy
(v) easy (vi) noisy
(vii) tidy (viii) gloomy

Answer:

- (i) angry – angrily (ii) happy – happily
(iii) merry – merrily (iv) sleepy – sleepily
(v) easy – easily (vi) noisy – noisily
(vii) tidy – tidily (viii) gloomy – gloomily

II. If Not and Unless

Complete the following conditional sentences. Use the correct form of the verb.

1. If I don't go to Anu's party tonight, _____.
2. If you don't telephone the hotel to order food, _____.
3. Unless you promise to write back, I _____.
4. If she doesn't play any games, _____.
5. Unless that little bird flies away quickly, the cat _____.

Answer:

1. If I don't go to Anu's party tonight, **she will get irritated.**
2. If you don't telephone the hotel to order food, **you will miss your meal.**
3. Unless you promise to write back, **I will not write you another letter.**
4. If she doesn't play any games, **she will become lazy.**
5. Unless that little bird flies away quickly, the cat **will pounce on it and kill it.**

Writing

Question: A new revised volume of Issac Asimov's short stories has just been released.

Order one set. Write a letter to the publisher, Mindfame Private Limited, 1632 Asaf Ali Road, New Delhi, requesting that a set be sent to you by Value Payable Post (VPP), and giving your address. Your letter will have the following parts.

- Addresses of the sender and receiver

- The salutation
- The body of the letter
- The closing phrases and signature

Answer:

416, Sector 18
Nagpur, Maharashtra

04/08/2020

Mindfame Private Limited, 1632
Asaf Ali Road, New Delhi

Dear Sir/Madam,

I recently came to know that a new revised volume of Issac Asimov's short stories has been released. This is to request you to send me a set of the same by Value Payable Post (VPP) on my mailing address given above. I shall be highly obliged if you could send me the book at the earliest.

Yours sincerely,

Adwait Tiwari

Speaking

In groups of four discuss the following topic.

'The Schools of the Future Will Have No Books and No Teachers!'

Your group can decide to speak for or against the motion. After this, each group will select a speaker to present its views to the entire class.

You may find the following phrases useful to present your argument in the debate.

- In my opinion . . .
- I/we fail to understand why . . .
- I wholeheartedly support/oppose the view that . . .
- At the outset let me say . . .
- I'd/we'd like to raise the issue of/argue against . . .
- I should like to draw attention to . . .
- My/our worthy opponent has submitted that . . .
- On the contrary . . .
- I firmly reject . . .

Answer:

For the motion

I would like to put forth my views in favour of the motion "The Schools of the Future Will Have No Books and No Teachers!"

The emergence of digital technologies like computers, laptops, mobile phones, etc. has brought about a lot of changes in the way education is imparted and received. Now itself, we can see how important the electronic gadgets and internet have become. We learn so many things through Google, YouTube and other platforms. The concept of online classes is getting more acknowledgement than ever. The internet speed is improving with time and usage. More and more people are being drawn towards the limitless possibilities of learning online. Gradually, we might see the schools teaching the students online with soft copies of books.

When the robots become a part of our lives, we shall see the time when the schools will have no real books and no human teachers. Instead, we will have online books and robots as teachers!



The Road Not Taken

Thinking about the Poem

I.

Question 1. Where does the traveler find himself? What problem does he face?

Answer: The traveler finds himself at a point in the woods where two roads diverge. The problem is that he cannot travel both the roads and thus he has to choose one between them.

Question 2. Discuss what these phrases mean to you.

- (i) a yellow wood
- (ii) it was grassy and wanted wear
- (iii) the passing there
- (iv) leaves no step had trodden black
- (v) how way leads on to way

Answer:

- (i) The phrase “a yellow wood” indicates a forest during the autumn season.
- (ii) The phrase “it was grassy and wanted wear” means that the road was full of grass as it has been less travelled. As people haven’t walked on it, it is yet to wear out.
- (iii) The phrase “the passing there” refers to people walking on that road.
- (iv) “Leaves no step had trodden black” indicates that the fallen leaves had not been crushed under the feet of the travelers.
- (v) The phrase “how way leads on to way” means that one road leads to another. So once the poet has made a choice between the two roads, he wonders if he will ever be able return to the same spot and choose the other road.

Question 3. Is there any difference between the two roads as the poet describes them:

- (i) in stanzas two and three?
- (ii) in the last two lines of the poem?

Answer:

- (i) No, there is no difference between the two roads as the poet describes them in stanzas two and three as he says “the passing there had worn them really about the same” and that “equally lay in leaves no step had trodden black...”
- (ii) In the last two lines of the poem, the poet indicates a difference between the two roads as he says that he took the road that was less travelled by and that has made a huge difference in his journey.

Question 4. What do you think the last two lines of the poem mean? (Looking back, does the poet regret his choice or accept it?)

Answer: The last two lines of the poem talk about taking a decision and accepting its consequences- good or bad. The poet chose the road that was less travelled by, which indicates he took a decision that people would not take generally.

He says in the last line of the poem that his choice of taking the road less travelled by has made all the difference. He does not seem to regret his choice.

II.

Question 1. Have you ever had to make a difficult choice (or do you think you will have difficult choices to make)? How will you make the choice (for what reasons)?

Answer: We all make choices on a daily basis. But I have not had to make a difficult choice till date.

I will have to face challenges in the years to come as I grow up. Then, I will have to make difficult choices. I will have to choose my profession, my area of interest, etc.

I think when such a situation comes, I will not just follow the herd. I will think it through and just like the poet, if required, I will take up the unexplored paths.

Question 2. After you have made a choice do you always think about what might have been, or do you accept the reality?

Answer: There is no point in regretting or thinking about what might have been. Such thoughts will always keep us in the hold of the past and never let us see the benefits of the choices we made. Accepting reality is the best way to overcome any situation.



The Lost Child

Think about it

Question 1. What are the things the child sees on his way to the fair? Why does he lag behind?

Answer: The child sees toys, a flowering mustard field, dragonflies, butterflies, doves, a huge crowd of people entering the fair, sweet shops, garlands of gulmohar, rainbow-coloured balloons, a snake charmer and a roundabout swing.

He lags behind because he is fascinated by the things he sees on his way to the fair. His parents constantly call him so that he does not get lost in the crowd. He would stop at the shops with a wish to buy them and sometimes would be amazed at the beauty of nature. That's why he lags behind.

Question 2. At the fair, he wants many things. What are they? Why does he move on without waiting for an answer?

Answer: The things that he wants at the fair are as follows:

- Balloons
- Toys
- Garlands of gulmohar
- Sweets from the sweet shop
- Watching the snake dancing to the tune of the snake charmer
- Taking a ride in the roundabout swing

Question 3. When does he realize that he has lost his way? How have his anxiety and insecurity been described?

Answer: When he saw the roundabout in a full swing, he made a bold request to his parents to take a ride on it. But, there was no reply. When he turned to look at his parents, there was no one. That is when he realized that he had lost his way.

His anxiety and insecurity have been described in a very heart-warming way. When he realizes that he has lost his way, a deep cry rises within his dry throat and with a sudden jerk of his body, he runs from where he stood. His face is convulsed with fear, and his eyes are full of hot and fierce tears. He runs in search of his parents in all directions crying, "Mother, Father".

Question 4. Why does the lost child lose interest in the things that he had wanted earlier?

Answer: The lost child loses interest in the things that he had wanted earlier because the only thing that he wants at that moment is his parents. He is panic-stricken and he just wants to be united with them again.

Question 5. What do you think happens in the end? Does the child find his parents?

Answer: I think the child would have found his parents in the end.

While he was lost, his parents would also have searched for him when they would have realized that he is not with them. The gentleman who was trying to console the child would have also asked for the description of his parents and would have looked around for them. Finally, the child would have been united with his parents with everyone's collective effort.

The Sound of Music

Thinking about the Text

I. Answer these questions in a few words or a couple of sentences each.

Question 1. How old was Evelyn when she went to the Royal Academy of Music?

Answer: Evelyn was sixteen years old when she went to the Royal Academy of Music.

Question 2. When was her deafness first noticed? When was it confirmed?

Answer: Her deafness was first noticed when she was just eight years old. It was confirmed by the time she was eleven.

II. Answer each of these questions in a short paragraph (30–40 words).

Question 1. Who helped her to continue with music? What did he do and say?

Answer: Ron Forbes who was a percussionist, helped her to continue with music. He asked Evelyn not to listen through ears but to try to sense it some other way.

Question 2. Name the various places and causes for which Evelyn performs.

Answer: Apart from the regular concerts, Evelyn performs in prisons and hospitals. She also takes classes for young musicians.

III. Answer the question in two or three paragraphs (100–150 words).

Question 1. How does Evelyn hear music?

Answer: Evelyn hears music through different parts of her body. Ron Forbes asked her to try to sense the music some other way instead of ears. He started by tuning two big drums to varied notes.

Evelyn realized that she could feel the higher drum from her waist up and the lower drum from her waist down. Forbes kept repeating the same exercise, and then Evelyn realized that she could sense certain notes in different parts of her body.

She says that when she plays the xylophone, she can feel the music passing up the stick into her fingertips. When she leans against the drums, she could sense the resonances flowing into her body. When she performs on a wooden platform, she removes her footwear so that the vibrations pass through her bare feet and up her legs.

Part II

The Shehnai of Bismillah Khan

I. Tick the right answer.

1. The (shehnai, pungi) was a 'reeded noisemaker.'
2. (Bismillah Khan, A barber, Ali Bux) transformed the pungi into a shehnai.
3. Bismillah Khan's paternal ancestors were (barbers, professional musicians).
4. Bismillah Khan learnt to play the shehnai from (Ali Bux, Paigambar Bux, Ustad Faiyaz Khan).
5. Bismillah Khan's first trip abroad was to (Afghanistan, U.S.A., Canada).

Answer:

1. The pungi was a 'reeded noisemaker.'
2. A barber transformed the pungi into a shehnai.
3. Bismillah Khan's paternal ancestors were professional musicians.
4. Bismillah Khan learnt to play the shehnai from Ali Bux.
5. Bismillah Khan's first trip abroad was to Afghanistan.

II. Find the words in the text which show Ustad Bismillah Khan's feelings about the items listed below. Then mark a tick in the correct column. Discuss your answers in class.

<i>Bismillah Khan's feelings about</i>	<i>Positive</i>	<i>Negative</i>	<i>Neutral</i>
1. teaching children music			
2. the film world			
3. migrating to the U.S.A.			
4. playing at temples			
5. getting the Bharat Ratna			
6. the banks of the Ganga			

7. leaving Benaras and Dumraon			
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Answer:

<i>Bismillah Khan's feelings about</i>	<i>Positive</i>	<i>Negative</i>	<i>Neutral</i>
1. teaching children music	✓		
2. the film world		✓	
3. migrating to the U.S.A.		✓	
4. playing at temples			✓
5. getting the Bharat Ratna	✓		
6. the banks of the Ganga	✓		
7. leaving Benaras and Dumraon		✓	

III. Answer these questions in 30–40 words.

Question 1. Why did Aurangzeb ban the playing of the pungi?

Answer: Aurangzeb banned the playing of the pungi because of the shrill unpleasant sound of the instrument.

Question 2. How is a shehnai different from a pungi?

Answer: A shehnai's stem is hollow, longer and broader than that of a pungi. Shehnai has holes in its body.

Question 3. Where was the shehnai played traditionally? How did Bismillah Khan change this?

Answer: Traditionally, shehnai was a part of the naubat or traditional ensemble of nine instruments found at royal courts. It was played in temples and at marriages.

Bismillah Khan took it onto the classical stage.

Question 4. When and how did Bismillah Khan get his big break?

Answer: Bismillah Khan got his big break with the opening of All India Radio in Lucknow in 1938. He became an often-heard shehnai player on radio.

Question 5. Where did Bismillah Khan play the shehnai on 15 August 1947? Why was the event historic?

Answer: Bismillah Khan played the shehnai from the Red Fort on 15th August 1947. He was the first Indian to greet the nation with his Shehnai. The event was historic because that is the day when India got independence. Bismillah Khan played Raag Kafi to an audience that included Pandit Jawaharlal Nehru.

Question 6. Why did Bismillah Khan refuse to start a shehnai school in the U.S.A.?

Answer: Bismillah Khan refused to start a shehnai school in the U.S.A because he did not want to leave his country. He felt an unbreakable bond with his towns – Dumraon and Benaras, and with River Ganga.

Question 7. Find at least two instances in the text which tell you that Bismillah Khan loves India and Benaras.

Answer: Two instances in the text which tell us that Bismillah Khan loves India and Benaras are given below:

- He says that whenever he is in a foreign country, he keeps yearning to see Hindustan.
- He also says that when he is in Mumbai, he thinks of only Benaras and the holy Ganga.

Thinking about Language

I. Look at these sentences.

- Evelyn was determined to live a normal life.
- Evelyn managed to conceal her growing deafness from friends and teachers.

The italicised parts answer the questions: “What was Evelyn determined to do?” and “What did Evelyn manage to do?” They begin with a to-verb (to live, to conceal).

Complete the following sentences.

Beginning with a to-verb, try to answer the questions in brackets.

1. The school sports team hopes (What does it hope to do?)
2. We all want (What do we all want to do?)
3. They advised the hearing-impaired child's mother (What did they advise her to do?)
4. The authorities permitted us to (What did the authorities permit us to do?)
5. A musician decided to (What did the musician decide to do?)

Answer:

1. The school sports team hopes to win the competition.
2. We all want to succeed in our lives.
3. They advised the hearing-impaired child's mother to take care of the child.
4. The authorities permitted us to perform the dance in the stadium.
5. A musician decided to play the music in front of an audience.

II. From the text on Bismillah Khan, find the words and phrases that match these definitions and write them down. The number of the paragraph where you will find the words/phrases has been given for you in brackets.

1. the home of royal people (1) _____
2. the state of being alone (5) _____
3. a part which is absolutely necessary (2) _____
4. to do something not done before (5) _____
5. without much effort (13) _____
6. quickly and in large quantities (9) _____ and _____

Answer:

1. the home of royal people (1) **royal residence**
2. the state of being alone (5) **solitude**
3. a part which is absolutely necessary (2) **indispensable**
4. to do something not done before (5) **invent**
5. without much effort (13) **effortlessly**
6. quickly and in large quantities (9) **thick** and **fast**

III. Tick the right answer.

1. When something is revived, it (remains dead/lives again).
2. When a government bans something, it wants it (stopped/started).
3. When something is considered auspicious, (welcome it/avoid it).
4. When we take to something, we find it (boring/interesting).
5. When you appreciate something, you (find it good and useful/find it of no use).
6. When you replicate something, you do it (for the first time/for the second time).
7. When we come to terms with something, it is (still upsetting/no longer upsetting).

Answer:

1. When something is revived, it lives again.
2. When a government bans something, it wants it stopped.
3. When something is considered auspicious, welcome it.
4. When we take to something, we find it interesting.
5. When you appreciate something, you find it good and useful.
6. When you replicate something, you do it for the second time.
7. When we come to terms with something, it is no longer upsetting.

IV. Dictionary work

- The sound of the shehnai is auspicious.
- The auspicious sound of the shehnai is usually heard at marriages.

The adjective auspicious can occur after the verb be as in the first sentence, or before a noun as in the second. But there are some adjectives which can be used after the verb be and not before a noun. For example:

- Ustad Faiyaz Khan was overjoyed.

We cannot say: *the overjoyed man.

Consult your dictionary and complete the following table. The first one has been done for you.

adjective	Only before noun	Not before noun	Both before and after the verb 'be'
Indispensable			✓
Impressed			
Afraid			
Outdoor			
Paternal			
Countless			
Priceless			

Answer:

adjective	Only before noun	Not before noun	Both before and after the verb 'be'
Indispensable			✓

Impressed		✓	✓
Afraid		✓	✓
Outdoor	✓		
Paternal	✓		
Countless	✓		
Priceless	✓		✓

Indispensable: Electronic gadgets have become indispensable to modern life.

Impressed: He was impressed by his friend's speech.

Afraid: Raghav is afraid of dark.

Outdoor: Outdoor games are necessary for keeping yourself healthy.

Paternal: My paternal uncle lives in Mumbai.

Countless: There are countless stars in the sky.

Priceless: Children's smiles are priceless.

Speaking

I. Imagine the famous singer Kishori Amonkar is going to visit your school. You have been asked to introduce her to the audience before her performance. How would you introduce her?

Answer: Do it yourself.

II. Use your notes on Kishori Amonkar to introduce her to an imaginary audience.

You may use one of the following phrases to introduce a guest:

I am honoured to introduce.../I feel privileged to introduce.../We welcome you...

Answer: I am honoured to introduce you to the finest female vocalist of her generation, Kishori Amonkar. She is a Padma Bhushan awardee who was born in 1931 to another great artist Smt. Mogubai Kurdikar. She is a singer besotted by the mysterious world of the ragas. She dissects them until the most subtle of shades emerge and re-emerge. She is highly inspired by the teachings of the Vedic sages. She has been bestowed with several significant awards – Sangeet Natak Akademi Award (1985), the Padma Bhushan (1987), and one of the most prestigious awards in Indian Classical Music- Sangeet Samradhini Award (1997).

Writing

I. "If you work hard and know where you're going, you'll get there," says Evelyn Glennie.

You have now read about two musicians, Evelyn Glennie and Ustad Bismillah Khan. Do you think that they both worked hard? Where did they want to 'go'?

Answer these questions in two paragraphs, one on each of the two musicians.

Answer:

Yes, they both worked extremely hard. They wanted to pursue music as their career and achieve heights.

Evelyn Glennie is an inspiration to everyone. She became profoundly deaf by the time she was eleven years old. But, she did not let the disability become a hurdle in pursuing her career in music. She auditioned at the Royal Academy of Music in London when she was not even seventeen years old and scored one of the highest marks in the history of the academy. In a field like music that's entirely linked to listening, she began to sense music through different parts of her body. She brought percussion to the front of the orchestra. She was awarded with the Royal Philharmonic Society's Soloist of the Year Award in the year 1991. She inspires people with her life and optimism.

Ustad Bismillah Khan belonged to a family of professional musicians. Shehnai was being used in temples and at marriages, but the credit of bringing the shehnai onto the classical stage goes to Ustad Bismillah Khan. He took to music in the early years of his life. At the age of three, he was quite fascinated watching his uncles play the shehnai. On the day of India's independence, he was the first Indian to greet the nation with his shehnai. He was strongly bonded to Benaras and the holy Ganga. He was awarded India's highest civilian award – the Bharat Ratna.



Wind

Thinking about the Poem

I.

Question 1. What are the things the wind does in the first stanza?

Answer: The wind breaks the shutters of the windows, scatters the papers, throws down the books on the shelf, tears the pages of the books and brings the rain.

Question 2. Have you seen anybody winnow grain at home or in a paddy field? What is the word in your language for winnowing? What do people use for winnowing? (Give the words in your language, if you know them.)

Answer: Yes, I have seen my grandmother winnowing grain at home. “Fatakna” is the word in my language Hindi for ‘winnowing’. A winnowing basket is used for winnowing.

Question 3. What does the poet say the wind god winnows?

Answer: The poet says that the wind god winnows crumbling houses, doors, rafters, wood, bodies, lives and hearts and then crushes them all.

Question 4. What should we do to make friends with the wind?

Answer: To make friends with the wind, we should build strong homes and doors. We should strengthen our bodies and make the heart steadfast.

Question 5. What do the last four lines of the poem mean to you?

Answer: The last four lines give a very powerful message. They say that the wind that blows weak fires is the same wind that makes strong fires flourish.

This implies that the weak people are broken by forces but the people who are strong are strengthened by those forces. So, the friendship with the wind or a strong force is good. We have to just stay strong mentally as well as physically.

Question 6. How does the poet speak to the wind — in anger or with humor? You must also have seen or heard of the wind “crumbling lives”. What is your response to this? Is it like the poet’s?

Answer: The poet speaks to the wind with humor. He says that the wind destroys houses, doors, rafters, wood, bodies and lives. He says that it breaks the shutters of the windows and scatters the papers. But at the same time, he also points out that the wind brings rain. He tells the readers that we must become powerful and build strong houses because the wind only damages weak things.

Yes, I too have seen the wind crumbling lives on the news channels. Winds bring massive destruction sometimes. It uproots weak trees and even claims the lives of people. But as the poet says, we must try to be more powerful and build powerful structures.

II. The poem you have just read is originally in Tamil. Do you know any such poems in your language?

Answer: Yes, I have read such a poem in my language Hindi by the name “Toofan”.

The Adventures of Toto

Think about it

Question 1. How does Toto come to grandfather's private zoo?

Answer: Toto was owned by a tonga-driver who used to keep him tied to a feeding-trough. Grandfather felt that the monkey was out of place there. So, he decided to add the little monkey to his private zoo. He bought Toto from the tonga-driver for five rupees.

Question 2. "Toto was a pretty monkey." In what sense is Toto pretty?

Answer: Toto had bright eyes with mischief beneath deep-set eyebrows. His pearly white teeth were very often displayed in a smile that frightened the life out of elderly Anglo-Indian ladies. His hands looked dried up. His fingers were quick and wicked. His tail added to his good looks and also served as a third hand. He could use his tail to hang from a branch and to scoop up any delicacy that might be out of reach of his hands.

Question 3. Why does grandfather take Toto to Saharanpur and how? Why does the ticket collector insist on calling Toto a dog?

Answer: Grandfather takes Toto to Saharanpur because he would not allow his companions to sleep at night. Grandfather had to leave Dehra Dun the next day to collect his pension in Saharanpur. So, he decided to take Toto along. He took him in a bag by train.

The ticket collector insisted on calling Toto a dog because he did not have any fixed fare for a monkey. The monkey could not be charged as a human being. So, he decided to categorize it as a dog and charge accordingly.

Question 4. How does Toto take a bath? Where has he learnt to do this? How does Toto almost boil himself alive?

Answer: Toto took a bath by first checking the temperature of the water with his hand. Then he would put one foot in the water, then the other until he was in the water up to his neck. He would take the soap in his hands or feet and rub himself all over.

One day when a large kitchen kettle had been left on the fire to boil for tea, Toto decided to remove the lid. He found that water was just warm enough for a bath, and he got in with his head sticking out from the open kettle. The water began to boil. He continued hopping up and down for some time until grandmother arrived and hauled him out of the kettle. That's how he almost boiled himself alive.

Question 5. Why does the author say, "Toto was not the sort of pet we could keep for long"?

Answer: Toto was a very mischievous monkey. He would tear things into pieces. When one of author's aunts would come near him, he would try and tear a hole in her dress. One day, Toto was found stuffing himself with pullao. When the author's grandmother screamed, Toto threw a plate at her. He then picked up the dish of pullao and made his exit through a window. In order to spite grandmother, who had screamed at him, he threw the dish down from the tree and chattered with delight when it broke into a hundred pieces.

The author's family was not a well-to-do one. They could not afford the frequent loss of dishes, clothes, curtains and wallpaper. That is why the author says, "Toto was not the sort of pet we could keep for long".

The Little Girl

Thinking about the Text

I. Given below are some emotions that Kezia felt. Match the emotions in Column A with the items in Column B.

A	B
1. fear or terror 2. glad sense of relief 3. a “funny” feeling, perhaps of understanding	(i) father comes into her room to give her a goodbye kiss (ii) noise of the carriage grows fainter (iii) father comes home (iv) speaking to father (v) going to bed when alone at home (vi) father comforts her and falls asleep (vii) father stretched out on the sofa, snoring

Answer:

A	B
1. fear or terror 2. glad sense of relief 3. a “funny” feeling, perhaps of understanding	(iv) speaking to father (iii) father comes home (v) going to bed when alone at home (vii) father stretched out on the sofa, snoring (i) father comes into her room to give her a goodbye kiss (ii) noise of the carriage grows fainter (vi) father comforts her and falls asleep

II. Answer the following questions in one or two sentences.

Question 1. Why was Kezia afraid of her father?

Answer: Kezia was afraid of her father because he was extremely strict and commanding. He never played with her. He used to give her a terrifying look over his spectacles.

Question 2. Who were the people in Kezia’s family?

Answer: Kezia’s family comprised her father, mother and grandmother and herself.

Question 3. What was Kezia’s father’s routine?

- (i) before going to his office?
- (ii) after coming back from his office?
- (iii) on Sundays?

- Answer:** i) Before going to office, Kezia's father would come to Kezia's room and give her a goodbye kiss.
- ii) After coming back from his office, he would order his tea to be brought to the drawing room and would ask his mother to get his papers and slippers. He would then order Kezia to take off his boots.
- iii) On Sundays, he would stretch out on the sofa with his handkerchief on his face, his feet on one of the best cushions, sleep and snore.

Question 4. In what ways did Kezia's grandmother encourage her to get to know her father better?

Answer: Kezia's grandmother would encourage her to know her father better by asking her to go down to the drawing room and have a nice talk with her father. She also asked Kezia to stitch a pin-cushion out of a beautiful yellow silk piece and give it to her father as a birthday present.

II. Discuss these questions in class with your teacher and then write down your answers in two or three paragraphs each.

Question 1. Kezia's efforts to please her father resulted in displeasing him very much. How did this happen?

Answer: Kezia stitched three sides of the pin-cushion. She was confused about what to fill the cushion with. Grandmother was not around. So, Kezia went to her parents' room to ask her mother for some scrap. But, her mother wasn't there in the room.

Kezia then saw some sheets of papers on the bed table. She collected them all, tore them into small pieces and stuffed the cushion with those pieces.

Her efforts to please her father resulted in displeasing him very much when at night her father searched for those sheets of paper on the bed table. The sheets of paper had the speech for Port Authority. Her father scolded and beat her with a ruler for touching things that did not belong to her.

Question 2. Kezia decides that there are "different kinds of fathers". What kind of father was Mr Macdonald, and how was he different from Kezia's father?

Answer: Kezia decides that there are "different kinds of fathers". Mr Macdonald was a loving father. He was very gentle and forgiving. He used to play and laugh with his children. He was friendly with them. He was quite different from Kezia's father. Her father was very strict and unfriendly.

Question 3. How does Kezia begin to see her father as a human being who needs her sympathy?

Answer: One day, when her mother and grandmother were at the hospital, Kezia was left at home with Alice, their cook. At night, she had a nightmare. Shivering with fear, she called for her grandmother but saw her father near her bed. He took her in his arms and carefully tucked her on his bed. He then lay down beside her. Half asleep, she went close to him, snuggled her head under his arm and held onto his shirt tightly.

She saw her father go off to sleep before her. She understood that he had to work so hard every day which made him too tired to behave like Mr Macdonald. She told his father that he had a big heart.

Thinking about Language

I. Look at the following sentence.

There was a glad sense of relief when she heard the noise of the carriage growing fainter...

Here, glad means happy about something.

Glad, happy, pleased, delighted, thrilled and overjoyed are synonyms (words or expressions that have the same or nearly the same meaning.) However, they express happiness in certain ways.

Read the sentences below.

- She was glad when the meeting was over.
- The chief guest was pleased to announce the name of the winner.

Question 1. Use an appropriate word from the synonyms given above in the following sentences. Clues are given in brackets.

- (i) She was _____ by the news of her brother's wedding. (very pleased)
- (ii) I was _____ to be invited to the party. (extremely pleased and excited about)
- (iii) She was _____ at the birth of her granddaughter. (extremely happy)
- (iv) The coach was _____ with his performance. (satisfied about)
- (v) She was very _____ with her results. (happy about something that has happened)

Answer:

- (i) She was **thrilled** by the news of her brother's wedding. (very pleased)
- (ii) I was **delighted** to be invited to the party. (extremely pleased and excited about)
- (iii) She was **overjoyed** at the birth of her granddaughter. (extremely happy)
- (iv) The coach was **pleased** with his performance. (satisfied about)
- (v) She was very **happy** with her results. (happy about something that has happened)

Question 2. Study the use of the word big in the following sentence.

He was so big — his hands and his neck, especially his mouth...

Here, big means large in size.

Now, consult a dictionary and find out the meaning of big in the following sentences. The first one has been done for you.

- (i) You are a big girl now. **older**
- (ii) Today you are going to take the biggest decision of your career. _____
- (iii) Their project is full of big ideas. _____
- (iv) Cricket is a big game in our country. _____
- (v) I am a big fan of Lata Mangeshkar. _____
- (vi) You have to cook a bit more as my friend is a big eater. _____
- (vii) What a big heart you've got, Father dear. _____

Answer:

- (i) You are a big girl now. **older**
- (ii) Today you are going to take the biggest decision of your career. **most crucial**
- (iii) Their project is full of big ideas. **amazing**
- (iv) Cricket is a big game in our country. **popular**

(v) I am a big fan of Lata Mangeskar. **great**

(vi) You have to cook a bit more as my friend is a big eater. **glutton**

(vii) What a big heart you've got, Father dear. **magnanimous**

II. Verbs of Reporting

Study the following sentences.

- "What!" *screamed* Mother.
- "N-n-no", she *whispered*.
- "Sit up," he *ordered*.

The italicised words are verbs of reporting. We quote or report what someone has said or thought by using a reporting verb. Every reporting clause contains a reporting verb. For example:

- He promised to help in my project.
- "How are you doing?" Seema asked.

We use verbs of reporting to advise, order, report statements, thoughts, intentions, questions, requests, apologies, manner of speaking and so on.

Question 1. Underline the verbs of reporting in the following sentences.

- (i) He says he will enjoy the ride.
- (ii) Father mentioned that he was going on a holiday.
- (iii) No one told us that the shop was closed.
- (iv) He answered that the price would go up.
- (v) I wondered why he was screaming.
- (vi) Ben told her to wake him up.
- (vii) Ratan apologised for coming late to the party.

Answer:

- (i) He says he will enjoy the ride.
- (ii) Father mentioned that he was going on a holiday.
- (iii) No one told us that the shop was closed.
- (iv) He answered that the price would go up.
- (v) I wondered why he was screaming.
- (vi) Ben told her to wake him up.
- (vii) Ratan apologised for coming late to the party.

Question 2: Some verbs of reporting are given in the box. Choose the appropriate verbs and fill in the blanks in the following sentences.

were complaining, shouted, replied, remarked, ordered, suggested

- (i) "I am not afraid," _____ the woman.

- (ii) "Leave me alone," _____ my mother .
- (iii) The children _____ that the roads were crowded and noisy.
- (iv) "Perhaps he isn't a bad sort of a chap after all," _____ the master.
- (v) "Let's go and look at the school ground," _____ the sports teacher.
- (vi) The traffic police _____ all the passers-by to keep off the road.

Answer:

- (i) "I am not afraid," **declared** the woman.
- (ii) "Leave me alone," **shouted** my mother .
- (iii) The children **complained** that the roads were crowded and noisy.
- (iv) "Perhaps he isn't a bad sort of a chap after all," **remarked** the master.
- (v) "Let's go and look at the school ground," **suggested** the sports teacher.
- (vi) The traffic police **ordered** all the passers-by to keep off the road.

Speaking

Form pairs or groups and discuss the following questions.

Question 1. This story is not an Indian story. But do you think there are fathers, mothers and grandmothers like the ones portrayed in the story in our own country?

Answer: Yes, there are fathers, mothers and grandmothers like the ones portrayed in the story in our own country. In their efforts to make their children disciplined, parents sometimes forget that their children need their love and care too. They forget that their child is yet to learn and accept their environment. Giving the kid time, compassion and care is very necessary so that the kid grows up having good bond with their parents. Punishing and creating an extremely strict image of oneself only makes children slip away from their parents' hands emotionally.

Question 2: Was Kezia's father right to punish her? What kind of a person was he?

You might find some of these words useful in describing him:

Undemonstrative, loving, strict, hard-working, responsible, unkind, disciplinarian, short-tempered, affectionate, caring, indifferent

Answer: No, Kezia's father was not right to punish her. He should have understood that Kezia is a child and that it is okay for her to make mistakes. He could have explained her how important those papers were to him and that she should never do such a thing again.

He is a father who is undemonstrative, strict and short-tempered. He also has a loving and affectionate heart but he lets his disciplinarian behaviour get the better of him. He does unkind actions like beating her with a ruler, but then he is also a caring dad who pacifies her when she wakes up from a bad dream.

Writing

Has your life been different from or similar to that of Kezia when you were a child? Has your perception about your parents changed now? Do you find any change in your parents' behaviour vis-à-vis yours? Who has become more understanding? What steps would you like to take to build a relationship based on understanding? Write three or four paragraphs (150–200 words) discussing these issues from your own experience.

Answer: Do it yourself.



Rain on the Roof

Thinking about the Poem

I.

Question 1. What do the following phrases mean to you? Discuss in class.

- (i) humid shadows
- (ii) starry spheres
- (iii) what a bliss
- (iv) a thousand dreamy fancies into busy being start
- (v) a thousand recollections weave their air-threads into woof

Answer:

- (i) humid shadows: humid shadows refer to the dark clouds that cover the sky and bring rain
- (ii) starry spheres: it refers to the sky that is usually full of stars
- (iii) what a bliss: bliss means happiness. Here the poet says that it is such a happy moment when one listens to the patter of the rain overhead.
- (iv) a thousand dreamy fancies into busy being start: It refers to the several thoughts and fantasies that surround the poet when he listens to the patter of the rain.
- (v) a thousand recollections weave their air-threads into woof- it means that poet feels as if his old memories are being woven in front of him.

Question 2. What does the poet like to do when it rains?

Answer: The poet likes to press his head into the pillow of his cottage chamber bed and listen to the patter of the soft rain overhead.

Question 3. What is the single major memory that comes to the poet? Who are the “darling dreamers” he refers to?

Answer: The single major memory that comes to the poet is of his mother and her fond look on the poet. Darling dreamers that the poet refers to are the poet and his siblings who were sent to sleep by the poet’s mother every day.

Question 4. Is the poet now a child? Is his mother still alive?

Answer: No, the poet is now a grown up man. His mother is not alive anymore.

II.

Question 1. When you were a young child, did your mother tuck you in, as the poet’s did?

Answer: Yes, when I was a young child, my mother tucked me in. She would sing me lullabies and send me to sleep.

Question 2. Do you like rain? What do you do when it rains steadily or heavily as described in the poem?

Answer: Yes, I like when it rains. When it rains heavily, I like to listen to the patter of the rain on the roof overhead and to look at the drops falling on the leaves of the plants.

Question 3. Does everybody have a cozy bed to lie in when it rains? Look around you and describe how different kinds of people or animals spend time, seek shelter etc. during rain.

Answer: No, not everyone is fortunate enough to have a cozy bed to lie in when it rains. Poor people who do not have a shelter to protect themselves from the rain. They wander here and there to find a place where they can stand under the tin roofs or trees. People who were out of their homes try to rush back towards their homes as soon as possible. Animals try to find places to save themselves from getting wet during rain.



Iswaran The Storyteller

Think about it

Question 1. In what way is Iswaran an asset to Mahendra?

Answer: Iswaran was the cook of Mahendra. He would follow him uncomplainingly wherever he was posted. He would cook for him, wash his clothes and chat away with him. He could weave out endless stories and anecdotes on varied subjects. That is how he was an asset to Mahendra.

Question 2. How does Iswaran describe the uprooted tree on the highway? What effect does he want to create in his listeners?

Answer: Iswaran described the uprooted tree on the highway with his hands held out in a dramatic gesture. He said, "The road was deserted and I was all alone. Suddenly I spotted something that looked like an enormous bushy beast lying sprawled across the road. I was half inclined to turn and go back. But as I came closer I saw that it was a fallen tree, with its dry branches spread out."

He wants to create suspense in his listeners.

Question 3. How does he narrate the story of the tusker? Does it appear to be plausible?

Answer: He narrates the story of the tusker in an exaggerated way. He tells that a tusker escaped from the timber yard and began to roam about, tearing up wild creepers, stamping on bushes and breaking branches at will. It came into the main road and smashed the small shops selling fruits, mud pots and clothes. It then entered a school ground. It grunted and wandered about, tearing down the volleyball net, kicking and flattening the drum kept for water, and uprooting the shrubs. Teachers had climbed up to the terrace of the school building and helplessly watched the depredations of the elephant.

Iswaran tells that he was in junior class back then and was watching the drama from the rooftop. He hit the elephant's toenail with a stick. The elephant shivered from head to foot, and then it collapsed.

It does not appear to be plausible because it is close to impossible for a child to control a mad elephant when even the adults were trying to save themselves! Also, getting beaten by a stick on the toenail would not make a huge mammal shiver and collapse.

Question 4. Why does the author say that Iswaran seemed to more than make up for the absence of a TV in Mahendra's living quarters?

Answer: The author says that Iswaran seemed to more than make up for the absence of a TV in Mahendra's living quarters because not a day would pass without Iswaran telling some story packed with adventure, horror and suspense. Whether the story was credible or not, Mahendra enjoyed listening to it because of the inimitable way in which it was told.

Question 5. Mahendra calls ghosts or spirits a figment of the imagination. What happens to him on a full-moon night?

Answer: Mahendra calls ghosts or spirits a figment of the imagination when Iswaran tells that he has seen a female ghost holding a foetus in its arms.

One full-moon night, Mahendra was woken up from his sleep by a low moan close to his window. He first thought it to be a cat prowling around for a mouse. He was tempted to find the source of the sound. Lowering himself to the level of the windowsill, he looked out at the white sheet of moonlight outside. Not too far away, there was a dark cloudy form clutching a bundle. Mahendra broke into a cold sweat and fell back on the pillow, panting.

Question 6. Can you think of some other ending for the story?

Answer: In the given story, the climax is that Mahendra is acutely frightened by the possibility of the ghost actually entering his room the previous night. He resolves to leave the haunted place the very next day.

In another climax, the story could have ended up with Mahendra being more courageous and trying to find out the reality instead of running away from it. He would have found that the entire story was cooked-up by Iswaran and he was the one holding the bundle in the night to scare Mahendra and make him believe his story.

Think about it

Question: Is Iswaran a fascinating storyteller? Discuss with your friends the qualities of a good storyteller. Try to use these qualities and tell a story.

Answer: Yes, Iswaran is a fascinating storyteller. He has mastered the art of storytelling. He builds up the required amount of suspense and thrills his listeners.

Qualities of a good storyteller are:

- Sound oratory skills
- Understanding of gestures to be used
- Understanding of facial expressions to be used
- Good imagination and creativity
- In-depth understanding of tone and pitch to be used
- Decent acting skills so as to keep listeners engaged

A Truly Beautiful Mind

Thinking about the Text

Question 1. Here are some headings for paragraphs in the text. Write the number(s) of the paragraph(s) for each title against the heading. The first one is done for you.

- (i) Einstein's equation – 9
- (ii) Einstein meets his future wife
- (iii) The making of a violinist
- (iv) Mileva and Einstein's mother
- (v) A letter that launched the arms race
- (vi) A desk drawer full of ideas
- (vii) Marriage and divorce

Answer:

- (i) Einstein's equation – 9
- (ii) Einstein meets his future wife – 7
- (iii) The making of a violinist – 3
- (iv) Mileva and Einstein's mother – 10
- (v) A letter that launched the arms race – 15
- (vi) A desk drawer full of ideas – 8
- (vii) Marriage and divorce – 11

Question 2. Who had these opinions about Einstein?

- (i) He was boring.
- (ii) He was stupid and would never succeed in life.
- (iii) He was a freak.

Answer:

- (i) He was boring – Einstein's playmates
- (ii) He was stupid and would never succeed in life – Einstein's headmaster
- (iii) He was a freak – Einstein's mother

Question 3. Explain what the reasons for the following are.

- (i) Einstein leaving the school in Munich for good.
- (ii) Einstein wanting to study in Switzerland rather than in Munich.
- (iii) Einstein seeing in Mileva an ally.
- (iv) What do these tell you about Einstein?

Answer:

- (i) Einstein left the school in Munich for good because he disliked the school's regimentation and often had arguments with his school teachers.
- (ii) Einstein wanted to study in Switzerland rather than in Munich because Switzerland was a city that was much more liberal than Munich.
- (iii) Einstein saw an ally in Mileva because just like him, she too was against 'Philistines', i.e., the people in Einstein's family and at the university with whom he was constantly at odds.
- (iv) The above things tell us that Einstein was a very liberal person who liked freedom. He was a person who had his own views about life.

Question 4. What did Einstein call his desk drawer at the patent office? Why?

Answer: Einstein called his desk drawer at the patent office the 'bureau of theoretical physics'. He called it so because he was secretly developing his own ideas and inventions related to physics.

Question 5. Why did Einstein write a letter to Franklin Roosevelt?

Answer: Einstein wrote a letter to Franklin Roosevelt because he wanted to warn America that Germany had the ability to build and use an atomic bomb, which if exploded in a port, would destroy the entire port as well as some of the surrounding territory.

Question 6. How did Einstein react to the bombing of Hiroshima and Nagasaki?

Answer: He was deeply shaken by the extent of destruction due to the bombing of Hiroshima and Nagasaki. He wrote a public missive to the United Nations and proposed the formation of a world government.

Question 7. Why does the world remember Einstein as a "world citizen"?

Answer: The world remembers Einstein as a "world citizen" because he agitated for an end to the arms buildup and campaigned for peace and democracy in the world.

Question 8. Here are some facts from Einstein's life. Arrange them in chronological order.

[] Einstein publishes his special theory of relativity. [] He is awarded the Nobel Prize in Physics. [] Einstein writes a letter to U.S. President, Franklin D. Roosevelt, and warns against Germany's building of an atomic bomb. [] Einstein attends a high school in Munich. [] Einstein's family moves to Milan. [] Einstein is born in the German city of Ulm. [] Einstein joins a university in Zurich, where he meets Mileva. [] Einstein dies. [] He provides a new interpretation of gravity. [] Tired of the school's regimentation, Einstein withdraws from school. [] He works in a patent office as a technical expert. [] When Hitler comes to power, Einstein leaves Germany for the United States.

Answer:

[7] Einstein publishes his special theory of relativity. [9] He is awarded the Nobel Prize in Physics. [11] Einstein writes a letter to U.S. President, Franklin D. Roosevelt, and warns against Germany's building of an atomic bomb. [2] Einstein attends a high school in Munich. [3] Einstein's family moves to Milan. [1] Einstein is born in the German city of Ulm. [5] Einstein joins a university in Zurich, where he meets Mileva. [12] Einstein dies. [8] He provides a new interpretation of gravity. [4] Tired of the school's regimentation, Einstein withdraws from school. [6] He works in a patent office as a technical expert. [10] When Hitler comes to power, Einstein leaves Germany for the United States.

Thinking about Language

I. Here are some sentences from the story. Choose the word from the brackets which can be substituted for the italicised words in the sentences.

1. A few years later, the marriage *alttered*. (failed, broke, became weak).
2. Einstein was constantly *at odds* with people at the university. (on bad terms, in disagreement, unhappy)

3. The newspapers *proclaimed* his work as “a scientific revolution.” (declared, praised, showed)
4. Einstein got ever more involved in politics, *agitating* for an end to the arms build-up. (campaigning, fighting, supporting)
5. At the age of 15, Einstein felt so stifled that he left the school *for good*. (permanently, for his benefit, for a short time)
6. Five years later, the discovery of nuclear fission in Berlin had American physicists *in an uproar*. (in a state of commotion, full of criticism, in a desperate state)
7. Science wasn't the only thing that *appealed* to the dashing young man with the walrus moustache. (interested, challenged, worried)

Answer:

1. A few years later, the marriage became weak. (failed, broke, became weak).
2. Einstein was constantly in disagreement with people at the university. (on bad terms, in disagreement, unhappy)
3. The newspapers declared his work as “a scientific revolution.” (declared, praised, showed)
4. Einstein got ever more involved in politics, campaigning for an end to the arms build-up. (campaigning, fighting, supporting)
5. At the age of 15, Einstein felt so stifled that he left the school permanently. (permanently, for his benefit, for a short time)
6. Five years later, the discovery of nuclear fission in Berlin had American physicists in a state of commotion. (in a state of commotion, full of criticism, in a desperate state)
7. Science wasn't the only thing that interested to the dashing young man with the walrus moustache. (interested, challenged, worried)

II. Study the following sentences.

- Einstein became a gifted amateur violinist, maintaining this skill throughout his life.
- Letters survive in which they put their affection into words, mixing science with tenderness.

The parts in italics in the above sentences begin with –ing verbs, and are called participial phrases. Participial phrases say something more about the person or thing talked about or the idea expressed by the sentence as a whole. For example:

– Einstein became a gifted amateur violinist. He maintained this skill throughout his life.

Complete the sentences below by filling in the blanks with suitable participial clauses. The information that has to be used in the phrases is provided as a sentence in brackets.

1. _____, the firefighters finally put out the fire. (They worked round the clock.)
2. She watched the sunset above the mountain, _____ (She noticed the colours blending softly into one another.)
3. The excited horse pawed the ground rapidly, _____ (While it neighed continually.)
4. _____, I found myself in Bangalore, instead of Benaras. (I had taken the wrong train.)
5. _____, I was desperate to get to the bathroom. (I had not bathed for two days)
6. The stone steps, _____ needed to be replaced. (They were worn down).

7. The actor received hundreds of letters from his fans, _____ (They asked him to send them his photograph.)

Answer:

1. Working round the clock, the firefighters finally put out the fire. (They worked round the clock.)
2. She watched the sunset above the mountain, noticing the colours blending softly into one another. (She noticed the colours blending softly into one another.)
3. The excited horse pawed the ground rapidly, neighing continually. (While it neighed continually.)
4. Having taken the wrong train, I found myself in Bangalore, instead of Benaras. (I had taken the wrong train.)
5. Having not bathed for two days, I was desperate to get to the bathroom. (I had not bathed for two days)
6. The stone steps, being worn down, needed to be replaced. (They were worn down).
7. The actor received hundreds of letters from his fans, asking him to send them his photograph. (They asked him to send them his photograph.)

Writing Newspaper Reports

Here are some notes which you could use to write a report.

21 August 2005 — original handwritten manuscript of Albert Einstein unearthed — by student Rowdy Boeynik in the University of the Netherlands — Boeynik researching papers — papers belonging to an old friend of Einstein — fingerprints of Einstein on these papers — 16-page document dated 1924 — Einstein's work on this last theory — behaviour of atoms at low temperature — now known as the Bose-Einstein condensation — the manuscript to be kept at Leyden University where Einstein got the Nobel Prize.

Write a report which has four paragraphs, one each on:

- What was unearthed.
- Who unearthed it and when.
- What the document contained.
- Where it will be kept.

Your report could begin like this:

Student Unearths Einstein Manuscript

21 AUGUST 2005. An original handwritten Albert Einstein manuscript has been unearthed at a university in the Netherlands...

Answer:

Student Unearths Einstein Manuscript

21 AUGUST 2005. An original handwritten Albert Einstein manuscript has been unearthed at a university in the Netherlands.

It was unearthed by a student Rowdy Boeynik while researching papers belonging to an old friend of Einstein.

The 16-page document dated 1924 contained fingerprints of Albert Einstein. It has Einstein's work on this last theory, i.e., the behaviour of atoms at low temperature which is now known as the Bose-Einstein condensation.

The manuscript will be kept at Leyden University where Einstein got the Nobel Prize.

Dictation

Your teacher will dictate these paragraphs to you. Write down the paragraphs with correct punctuation marks.

Answer: Do it yourself.



The Lake Isle of Innisfree

Thinking about the Poem

I.

Question 1. What kind of place is Innisfree? Think about:

- (i) the three things the poet wants to do when he goes back there (stanza I);
- (ii) what he hears and sees there and its effect on him (stanza II);
- (iii) what he hears in his “heart’s core” even when he is far away from Innisfree (stanza III).

Answer: Innisfree is a beautiful place where poet has spent a lot of time as a boy.

(i) The three things the poet wants to do when he goes back to Innisfree are:

- he wants to build a small cabin of clay and wattles.
- he wants to have nine bean-rows there
- he wants to have a hive for the honeybee

(ii) He hears the cricket sing and sees the midnight glimmer with beauty. He sees the sky glowing purple at noon. He watches the evenings full of the linnet’s wings.

All of these have a positive effect on him and he feels very peaceful.

(iii) He hears the lake water lapping by the shore at low sounds in his “heart’s core” even when he is far away from Innisfree.

Question 2. By now you may have concluded that Innisfree is a simple, natural place, full of beauty and peace. How does the poet contrast it with where he now stands? (Read stanza III.)

Answer: The poet contrasts the natural beauty of Innisfree with the roadways and grey pavements of the city he now lives in. “Grey” pavements show the lack of colours and liveliness of the place.

Question 3. Do you think Innisfree is only a place, or a state of mind? Does the poet actually miss the place of his boyhood days?

Answer: Yes, I think Innisfree is a place in reality. The poet actually misses the place of his boyhood days spent in the natural beauty of Innisfree. He gets reminded of the low sounds of the lake water lapping by the shore. He misses both the place and the peace and contentment the place used to give him.

II.

Question 1. Look at the words the poet uses to describe what he sees and hears at Innisfree

- (i) bee-loud glade
- (ii) evenings full of the linnet’s wings
- (iii) lake water lapping with low sounds

What pictures do these words create in your mind?

Answer: (i) bee-loud glade creates a picture of a place in a forest that is filled with the soft buzzing sound of honeybees.

(ii) evenings full of the linnet’s wings creates an image of a red-orange sky that is full of linnets. Linnets are beautiful birds that add up to the scenic beauty of a place when they flutter their wings and fly.

(iii) lake water lapping with low sounds lets us take a dive into the peaceful scenario where the water of the lake is flowing and producing soothing sound.

Question 2. Look at these words;

... peace comes dropping slow

Dropping from the veils of the morning to where the cricket sings

What do these words mean to you? What do you think “comes dropping slow...from the veils of the morning”? What does “to where the cricket sings” mean?

Answer: These words mean that one can attain peace slowly and gradually.

Peace is what comes dropping slow from the veils of the morning.

The poet says that peace and serenity spread gradually from the rising morning sky to the ground where the cricket sings.



In The Kingdom of Fools

Think about it

Question 1. What are the two strange things the guru and his disciple find in the Kingdom of Fools?

Answer: The two strange things the guru and his disciple found in the Kingdom of Fools are the following:

- Everyone sleeps during the day and does work and other regular chores at night.
- Everything costs the same- one duddu, i.e. one rupee; whether one buys a measure of rice or a bunch of bananas, it cost a duddu.

Question 2. Why does the disciple decide to stay in the Kingdom of Fools? Is it a good idea?

Answer: The disciple decides to stay in the Kingdom of Fools because everything was cheap in that kingdom. He wanted to have good, cheap food.

No, it was not a good idea. The guru even warned the disciple that it was the Kingdom of Fools and it wouldn't last very long. He said that one can't tell what the people of this kingdom would do next.

Question 3. Name all the people who are tried in the king's court, and give the reasons for their trial.

Answer: The people who are tried in the king's court are: the merchant, the bricklayer, the dancing girl, the goldsmith and the merchant (second time).

The merchant was tried because the burglar died when the wall of the merchant's house fell on him.

The bricklayer was tried because he was the one who built the wall so weak that it fell upon and killed the burglar.

The dancing girl was tried because she distracted the bricklayer by walking up and down the road with jingling anklets while he was building the wall.

The goldsmith was tried because he did not complete the jewellery orders given by the dancing girl, and that's why she had to go numerous times to check if the order was ready.

The merchant was tried again because the goldsmith could not work on the dancing girl's orders as he was completely occupied with the jewellery order of the merchant's father. As the merchant's father was dead, the merchant was the one to be punished.

Question 4. Who is the real culprit according to the king? Why does he escape punishment?

Answer: The real culprit according to the king was the merchant himself. Although the merchant's father was the one to be blamed, the person to be held punishable was the merchant, as the merchant's father was already dead, and someone had to be punished for the crime.

He escapes punishment because he is too thin to be executed on the stake.

Question 5. What are the Guru's words of wisdom? When does the disciple remember them?

Answer: The Guru's words of wisdom were: "This is a city of fools. You don't know what they will do next."

The disciple remembers them when he is ordered to be executed without committing any crime. He was to be executed on the stake, the reason being that he was fat enough to be executed on the stake.

Question 6. How does the guru manage to save his disciple's life?

Answer: The guru tells the king that he wants to get executed first. Surprised at the wish of getting executed, the king expresses his desire to know the reason.

The guru responds that the stake belongs to the God of justice. It's new, and it has never had a criminal on it. So, whoever dies on it first will be reborn as the king of this country. And whoever goes next will be the future minister of this country.

The foolish king wants to avail this opportunity. He tells his minister that they should not let their kingdom go into hands of others in the next life. They decide to go on the stake themselves thinking that they would be reborn as the king and the minister of the kingdom. They release the guru and the disciple. That's how the guru manages to save his disciple's life.



The Snake and the Mirror

Thinking about the Text

I. Discuss in pairs and answer each question below in a short paragraph (30–40 words).

Question 1. “The sound was a familiar one.” What sound did the doctor hear? What did he think it was? How many times did he hear it? (Find the places in the text.) When and why did the sounds stop?

Answer: The doctor heard some noise from above when he opened the door. He thought that the sound was of rats. He heard it four times, including the sound he heard when he opened the door:

“Again I heard that sound from above.”

“Again came that noise from above.”

“Suddenly there came a dull thud as if a rubber tube had fallen to the ground...”

The sounds stopped when the snake appeared in front of the doctor.

Question 2. What two “important” and “earth-shaking” decisions did the doctor take while he was looking into the mirror?

Answer: The two important and earth-shaking decisions that the doctor took while he was looking into the mirror are the following:

i. He would shave daily and grow a thin moustache to look more handsome.

ii. He would always keep that attractive smile on his face.

Question 3. “I looked into the mirror and smiled,” says the doctor. A little later he says, “I forgot my danger and smiled feebly at myself.”

What is the doctor’s opinion about himself when: (i) he first smiles, and (ii) he smiles again? In what way do his thoughts change in between, and why?

Answer: (i) When the doctor smiled first, he was thinking that his smile was very attractive.

(ii) When he smiled again, he was thinking that he was a poor and stupid doctor.

His thoughts changed from being a handsome doctor to being a stupid doctor between the two situations. His thoughts changed because his life was now in danger.

II. This story about a frightening incident is narrated in a humorous way. What makes it humorous? (Think of the contrasts it presents between dreams and reality. Some of them are listed below.)

Question 1. (i) The kind of person the doctor is (money, possessions)

(ii) The kind of person he wants to be (appearance, ambition)

Answer: (i) The doctor is a person whose earnings were meagre. His house was a small rented room. He only had 60 rupees, some shirts, dhotis and a black coat.

(ii) He believes in making himself look handsome. He decides that he would shave daily and grow a thin moustache.

Question 2. (i) The person he wants to marry

(ii) The person he actually marries

Answer: (i) He wants to marry a fat woman doctor who had plenty of money.

(ii) He marries a thin reedy person with the gift of a sprinter.

Question 3. (i) His thoughts when he looks into the mirror

(ii) His thoughts when the snake is coiled around his arm

Write short paragraphs on each of these to get your answer.

Answer: (i) When he looks into the mirror, he thinks that he has a very attractive smile. He decides to keep that smile on his face always and to shave daily. He seems contented when he looks into the mirror.

(ii) When the snake is coiled around his arm, he keeps sitting there holding his breath. He thinks that he is a poor and stupid doctor. He is terrified by the snake's presence.

Thinking about Language

I. Here are some sentences from the text. Say which of them tell you that the author: (a) was afraid of the snake, (b) was proud of his appearance, (c) had a sense of humour, (d) was no longer afraid of the snake.

1. I was turned to stone.

2. I was no mere image cut in granite.

3. The arm was beginning to be drained of strength.

4. I tried in my imagination to write in bright letters outside my little heart the words, 'O God'.

5. I didn't tremble. I didn't cry out.

6. I looked into the mirror and smiled. It was an attractive smile.

7. I was suddenly a man of flesh and blood.

8. I was after all a bachelor, and a doctor too on top of it!

9. The fellow had such a sense of cleanliness...! The rascal could have taken it and used it after washing it with soap and water.

10. Was it trying to make an important decision about growing a moustache or using eye shadow and mascara or wearing a vermilion spot on its forehead.

Answer:

(a) Was afraid of the snake: Sentences 1, 3, 4, 5.

(b) Was proud of his appearance: Sentences 6, 8.

(c) Had a sense of humour: Sentences 9, 10.

(d) Was no longer afraid of the snake: Sentence 2, 7.

II. Expressions used to show fear

Can you find the expressions in the story that tell you that the author was frightened? Read the story and complete the following sentences.

1. I was turned _____.

2. I sat there holding _____.

3. In the light of the lamp I sat there like _____.

Answer:

1. I was turned to stone.
2. I sat there holding my breath.
3. In the light of the lamp I sat there like a stone image in the flesh.

III. In the sentences given below some words and expressions are italicised. They variously mean that one

- is very frightened.
- is too scared to move.
- is frightened by something that happens suddenly.
- makes another feel frightened.

Match the meanings with the words/expressions in italics, and write the appropriate meaning next to the sentence. The first one has been done for you.

1. I knew a man was following me, I was scared out of my wits. (very frightened)
2. I *got a fright* when I realised how close I was to the cliff edge.
3. He *nearly jumped out of his skin* when he saw the bull coming towards him.
4. You really *gave me a fright* when you crept up behind me like that.
5. Wait until I tell his story — it will *make your hair stand on end*.
6. *Paralysed with fear*, the boy faced his abductors.
7. The boy hid behind the door, *not moving a muscle*.

Answer:

1. I knew a man was following me, I was scared out of my wits. (very frightened)
2. I *got a fright* when I realised how close I was to the cliff edge. (very frightened)
3. He *nearly jumped out of his skin* when he saw the bull coming towards him. (to be suddenly surprised or frightened by something)
4. You really *gave me a fright* when you crept up behind me like that. (too scared/ frightened)
5. Wait until I tell his story — it will *make your hair stand on end*. (feel shocked or scared)
6. *Paralysed with fear*, the boy faced his abductors. (too horrified to move)
7. The boy hid behind the door, *not moving a muscle*. (too frightened to move)

IV. Reported questions

Report these questions using if/whether or why/when/where/how/which/what.

Remember the italicised verbs change into the past tense.

1. Meena asked her friend, "Do you think your teacher will come today?"
2. David asked his colleague, "Where will you go this summer?"
3. He asked the little boy, "Why are you studying English?"
4. She asked me, "When are we going to leave?"

5. Pran asked me, "Have you finished reading the newspaper?"
6. Seema asked her, "How long have you lived here?"
7. Sheila asked the children, "Are you ready to do the work?"

Answer:

1. Meena asked her friend if he/she thought his/her teacher would come that day.
2. David asked his colleague where he would go that summer.
3. He asked the little boy why he was studying English.
4. She asked me when we were going to leave.
5. Pran asked me if I had finished reading the newspaper.
6. Seema asked her how long she had lived there.
7. Sheila asked the children if they were ready to do the work.

Speaking

Using some of the expressions given above in exercise III, talk about an incident when you were very scared. You may have a competition to decide whose story was the most frightening.

Answer: Students are advised to try answering this question themselves.

Dictation

The following paragraph is about the Indian cobra. Read it twice and close your book. Your teacher will then dictate the paragraph to you. Write it down with appropriate punctuation marks.

The Indian cobra is the common name for members of the family of venomous snakes, known for their intimidating looks and deadly bite. Cobras are recognised by the hoods that they flare when angry or disturbed; the hoods are created by the extension of the ribs behind the cobras' heads. Obviously the best prevention is to avoid getting bitten. This is facilitated by the fact that humans are not the natural prey of any venomous snake. We are a bit large for them to swallow whole and they have no means of chopping us up into bite-size pieces. Nearly all snakebites in humans are the result of a snake defending itself when it feels threatened. In general snakes are shy and will simply leave if you give them a chance.

Answer: Do it yourself.

Writing

Question 1: Try to rewrite the story without its humour, merely as a frightening incident. What details or parts of the story would you leave out?

Answer: Do it yourself.

Question 2: Read the description given alongside this sketch from a photograph in a newspaper (Times of India, 4 September 1999). Make up a story about what the monkey is thinking, or why it is looking into a mirror. Write a paragraph about it.

Answer: THE FAIREST OF THEM ALL

On a bright day, a monkey was having fun climbing and jumping across trees. Suddenly he saw a shining piece of mirror on the ground. He jumped down and had a close look at the mirror. At first, he could not understand what it was. After some time, he realised that the thing in his hand showed him his reflection. He looked at his face in the mirror. He removed twigs and dust that were stuck on his face. He made several

faces and kept looking at his reflection. He touched his head and rubbed his hair. He preened himself for long. Then he threw the mirror back on the ground and took a leap onto the next tree.

Translation

Question 1: The text you read is a translation of a story by a well-known Malayalam writer, Vaikom Muhammad Basheer.

In translating a story from one language to another, a translator must keep the content intact. However, the language and the style differ in different translations of the same text.

Here are two translations of the opening paragraphs of a novel by the Japanese writer, Haruki Murakami. Read them and answer the questions given below.

A	B
<p>When the phone rang I was in the kitchen, boiling a potful of spaghetti and whistling along with an FM broadcast of the overture to Rossini's <i>The Thieving Magpie</i>, which has to be the perfect music for cooking pasta.</p> <p>I wanted to ignore the phone, not only because the spaghetti was nearly done, but because Claudio Abbado was bringing the London Symphony to its musical climax.</p>	<p>I'm in the kitchen cooking spaghetti when the woman calls. Another moment until the spaghetti is done; there I am, whistling the prelude to Rossini's <i>La Gazza Ladra</i> along with the FM radio. Perfect spaghetti-cooking music! I hear the telephone ring but tell myself, Ignore it. Let the spaghetti finish cooking. It's almost done, and besides, Claudio Abbado and the London Symphony Orchestra are coming to a crescendo.</p>

Compare the two translations on the basis of the following points.

- the tense of narration (past and present tense)
- short, incomplete sentences
- sentence length

Which of these translations do you like? Give reasons for your choice.

Answer:

Tense of narration:

In translation A, the narration is in past tense.

In translation B, the narration is in simple present tense.

Short, incomplete sentences:

Sentences in translation A are long and there are no incomplete sentences.

Sentences in translation B are short and we find some incomplete sentences too.

Sentence Length:

Sentence length is more in translation A as compared to the translation B.

I like translation B more in comparison to translation A. This is because translation B is in the present tense and thus gives a sense of immediacy. It also gives a clearer understanding to the reader. Sentences are crisp and short.



A Legend of the Northland

Thinking about the Poem

I.

Question 1. Which country or countries do you think “the Northland” refers to?

Answer: The “Northland” may refer to any of the countries among Greenland, Norway, Russia, Canada, etc.

Question 2. What did Saint Peter ask the old lady for? What was the lady’s reaction?

Answer: Saint Peter asked the old lady for a piece of cake. She was very selfish and kept reducing the size of the cake as to her it seemed too big to give away.

Question 3. How did he punish her?

Answer: He cursed her and changed her into a woodpecker as a punishment for being so selfish.

Question 4. How does the woodpecker get her food?

Answer: The woodpecker needs to bore all day in the hard, dry wood to get itself some food.

Question 5. Do you think that the old lady would have been so ungenerous if she had known who Saint Peter really was? What would she have done then?

Answer: I don’t think the old lady would have been so ungenerous if she had known who Saint Peter really was. She would have given him as large a piece of cake so that she could please him in order to get rewarded.

Question 6. Is this a true story? Which part of this poem do you feel is the most important?

Answer: No, this is not a true story. It is a legend.

The part of the poem that, according to me, is the most important is:

And he said, “You are far too selfish

To dwell in a human form,

To have both food and shelter,

And fire to keep you warm.

This shows that we must do good things for humanity as we are capable of doing so in our human form. We should have gratitude for having food, shelter and fire. We should be generous to people.

Question 7. What is a legend? Why is this poem called a legend?

Answer: A legend is a folklore that is believed to be true by tellers and listeners but it has not been proven to have happened. It usually imparts some morals or a message.

This poem is called a legend because it also imparts the message of generosity.

Question 8. Write the story of ‘A Legend of the Northland’ in about ten sentences.

Answer: *A Legend of the Northland*

Once, Saint Peter was feeling very hungry and he asked for alms from an old lady. He asked if she could give him a piece of cake to eat. The lady was very selfish. She kept reducing the size of the cake as she felt that the size of the cake was too big to be given away as alms. At last she did not give him any cake.

Saint Peter grew angry and cursed her to become a woodpecker. He said that from now on, she will have to bore dry, hard wood in order to get food. All her clothes got burnt in the chimney and till this day, woodpeckers bore all day long for food and water.

II.

Question 1. Let's look at the words at the end of the second and fourth lines, viz., 'snows' and 'clothes', 'true' and 'you', 'below' and 'know.' We find that 'snows' rhymes with 'clothes', 'true' rhymes with 'you' and 'below' rhymes with 'know'.

Find more such rhyming words.

Answer: Here are more such rhyming words from the poem:

earth-hearth, done-one, lay-away, flat-that, myself-shelf, faint-saint, form-warm, food-wood, word-bird and same-flame.

Question 2. Go to the local library or talk to older persons in your locality and find legends in your own language. Tell the class these legends.

Answer: Do it yourself.



The Happy Prince

Think about it

Question 1. Why do the courtiers call the prince 'the Happy Prince'? Is he really happy? What does he see all around him?

Answer: The courtiers used to call the prince 'the Happy Prince' because when he was alive, he did not know what tears were, for he lived in the Palace, where sorrow was not allowed to enter.

No, he was not happy anymore. When he died, he was made into a statue and placed at a height from where he could see the ugliness and poverty in the city.

Question 2. Why does the Happy Prince send a ruby for the seamstress? What does the swallow do in the seamstress' house?

Answer: The Happy Prince sends a ruby for the seamstress because she was poor and her son was ill with fever. Her son asks her to give him oranges but all she has is river water.

The swallow was requested by the Happy Prince to visit and give the ruby to the seamstress. When the swallow reached her house, she was asleep and the little boy was tossing feverishly. The swallow kept the ruby on the table beside her thimble. He then gently went around the boy's bed, fanning the boy's forehead with his wings. The boy felt better and went into a deep sleep.

Question 3. For whom does the prince send the sapphires and why?

Answer: The prince sends the two sapphires of his eyes for a young writer and a matchgirl each.

The young writer was trying to finish a play for the Director of the Theatre, but he was too cold to write any more. There was no fire in the grate, and hunger had made him faint.

The Happy Prince sent one of the sapphires of his eyes to him so that he could sell it to the jeweler, buy firewood and finish his play.

The matchgirl's matches fell in the gutter and got spoiled. She was crying as her father would beat her for this mistake.

The Happy Prince sent the other sapphire to her so that she would not get beaten up when her father sees the gem she has got.

Question 4. What does the swallow see when it flies over the city?

Answer: When the swallow flies over the city, it sees the sharp difference between the lives of the rich and the poor. He sees the rich making merry in their beautiful houses, while the beggars were sitting at the gates. He flies into dark lanes and sees the white faces of starving children looking out listlessly at the black streets.

Question 5. Why did the swallow not leave the prince and go to Egypt?

Answer: The swallow did not leave the prince and go to Egypt. The prince had become blind after giving away his sapphires to the needy. The swallow decided to stay with the prince as he was so touched by his kindness.

Question 6. What are the precious things mentioned in the story? Why are they precious?

Answer: The precious things mentioned in the story are: the leaden heart of the Happy Prince and the dead bird.

They are precious because they are generous and kind. The Happy Prince sacrificed the ruby of his sword so that the poor seamstress could get her son's fever treated. He even went on to sacrifice his sapphire

eyes and became blind. He kept giving away the gold leaves of his statue to be helpful to the poor and needy.

The bird sacrificed his wish of going to Egypt with his friends and stayed with the Happy Prince instead. He ultimately sacrificed his life to stay with the prince and help people.

Thus, when God asked one of his angels to bring two most precious things, the angel brought the leaden heart of the Happy Prince and the dead bird.

The God said that the angel had rightly chosen them, as in his garden of Paradise, the little bird shall sing for ever and in his city of gold, the Happy Prince shall praise him.



My Childhood

Thinking about the Text

I. Answer these questions in one or two sentences each.

Question 1. Where was Abdul Kalam's house?

Answer: Abdul Kalam's house was on Mosque Street in Rameswaram.

Question 2. What do you think Dinamani is the name of? Give a reason for your answer.

Answer: I think Dinamani is the name of a newspaper because Kalam says that when his brother-in-law would tell his stories of the War, he would later try to trace it in the 'headlines' of Dinamani. This implies that Dinamani would have been a newspaper.

Question 3. Who were Abdul Kalam's school friends? What did they later become?

Answer: Ramanadha Sastry, Aravindan and Sivaprakasan were Abdul Kalam's school friends.

Ramanadha Sastry took over the priesthood of the Rameswaram temple from his father. Aravindan went into the business of arranging transport for visiting pilgrims. Sivaprakasan became a catering contractor for Southern Railways.

Question 4. How did Abdul Kalam earn his first wages?

Answer: Abdul Kalam earned his first wages by catching bundles of newspapers thrown out from the moving train on the Rameswaram Road between Rameswaram and Dhanuskodi and distributing them.

Question 5. Had he earned any money before that? In what way?

Answer: Yes, he had earned money before that too. He used to collect tamarind seeds and sell them to a provision shop on Mosque Street. A day's collection would let him earn one anna.

II. Answer each of these questions in a short paragraph (about 30 words)

Question 1. How does the author describe: (i) his father (ii) his mother (iii) himself?

Answer: i) The author describes his father as honest and self-disciplined. His father used to avoid inessential comforts and luxuries. The author tells that his father never had a formal education or much wealth, but he possessed great wisdom and was very generous.

ii) The author describes his mother as an ideal helpmate to his father. She used to feed a lot of outsiders along with her family members.

iii) The author describes himself as a short boy with undistinguished looks born to tall and handsome parents.

Question 2. What characteristics does he say he inherited from his parents?

Answer: He says that he inherited honesty and self-discipline from his father; and faith in goodness and deep kindness from his mother.

III. Discuss these questions in class with your teacher, and then write down your answers in two or three paragraphs each.

Question 1: "On the whole, the small society of Rameswaram was very rigid in terms of the segregation of different social groups," says the author.

(i) Which social groups does he mention? Were these groups easily identifiable (for example, by the way they dressed)?

(ii) Were they aware only of their differences or did they also naturally share friendships and experiences? (Think of the bedtime stories in Kalam's house; of who his friends were; and of what used to take place in the pond near his house.)

(iii) The author speaks both of people who were very aware of the differences among them and those who tried to bridge these differences. Can you identify such people in the text?

(iv) Narrate two incidents that show how differences can be created, and also how they can be resolved. How can people change their attitudes?

Answer:

(i) The social groups that he mentions are Hindus and Muslims. Yes, these groups were easily identifiable by their dressing, tradition, culture, etc. For instance, Kalam used to wear a cap on his head which identified him as a Muslim. Ramanadha Sastry wore a sacred thread.

(ii) They were not aware only of their differences. They also naturally share friendships and experiences. Kalam's mother and grandmother would tell events from the Ramayana and from the life of the Prophet as bedtime stories. All his friends belonged to orthodox Hindu families. During the annual Sita Rama Kalyanam Ceremony, his family would arrange boats with a special platform for carrying idols of the Lord from the temple to the marriage site situated in the middle of the pond called Rama Tirtha, which was near his house.

(iii) The author speaks both of people who were very aware of the differences among them and those who tried to bridge these differences. Yes, we can identify such people in the text.

The new school teacher and Sivasubramania Iyer's wife were very aware of the differences among the social groups, but Sivasubramania Iyer and Lakshamana Sastry tried to bridge these differences.

(iv) Two incidents that show how differences can be created, and also how they can be resolved are explained below:

When Lakshamana Sastry got to know about the way the new school teacher had made Kalam sit on the back bench because he was a Muslim, he asked the teacher to apologize or quit the school. The new teacher not only regretted his behaviour but also was reformed by Lakshamana Sastry's strong sense of conviction.

Kalam's science teacher, Sivasubramania Iyer, asked Kalam to his home for a meal. His wife was horrified at the idea of a Muslim boy being invited to her pure kitchen. Sivasubramania Iyer served Kalam food with his own hands and sat down beside him to eat his meal.

The next time he invited Kalam to his home, Sivasubramania Iyer's wife served him food with her own hands inside the kitchen.

Question 2: (i) Why did Abdul Kalam want to leave Rameswaram?

(ii) What did his father say to this?

(iii) What do you think his words mean? Why do you think he spoke those words?

Answer: (i) Abdul Kalam wanted to leave Rameswaram because he wanted to study at the district headquarters in Ramanathapuram.

(ii) His father said, "“Abul ! I know you have to go away to grow. Does the seagull not fly across the sun, alone and without a nest?”"

(iii) His words meant he understood that Kalam had to leave his house and get a good higher education to grow. He spoke these words because he knew the harsh reality of life that the children needed to move away from their home and parents to make a career and earn.

Thinking about Language

I. Find the sentences in the text where these words occur:

Erupt, surge, trace, undistinguished, casualty

Look these words up in a dictionary which gives examples of how they are used.

Now answer the following questions.

Answer: Sentences in the text where these words occur are:

Erupt: "For reasons I have never been able to understand, a sudden demand for tamarind seeds erupted in the market."

Surge: "Half a century later, I can still feel the surge of pride in earning my own money for the first time."

Trace: "My brother-in-law Jallaluddin would tell me stories about the War which I would later attempt to trace in the headlines in Dinamani."

Undistinguished: "I was one of many children — a short boy with rather undistinguished looks, born to tall and handsome parents."

Casualty: "The first casualty came in the form of the suspension of the train halt at Rameswaram station."

Question 1: What are the things that can erupt? Use examples to explain the various meanings of erupt. Now do the same for the word surge. What things can surge?

Answer: Things that can erupt are: volcanoes, emotions, anger.

– A volcano erupted in the Mauna Kea last night.

– Ranjan's anger erupted as a result of Ashima's continuous nagging.

Things that can surge are: prices, wave, crowd, storm, etc.

Question 2: What are the meanings of the word trace and which of the meanings is closest to the word in the text?

Answer: The meanings of the word 'trace' are:

– to draw an outline

– to copy

– to find out

The meaning that is closest to the word in the text is 'finding out'.

Question 3: Can you find the word undistinguished in your dictionary? (If not, look up the word distinguished and say what undistinguished must mean.)

Answer: No, I cannot find the word undistinguished in my dictionary.

The meaning of the word distinguished as given in the dictionary is specific, distinct.

Thus, undistinguished must mean 'not specific', 'not distinct'.

II.

Question 1. Match the phrases in Column A with their meanings in Column B.

A	B
(i) broke out	(a) an attitude of kindness, a readiness to give freely
(ii) in accordance with	(b) was not able to tolerate
(iii) a helping hand	(c) began suddenly in a violent way
(iv) could not stomach	(d) assistance
(v) generosity of spirit	(e) persons with power to make decisions
(vi) figures of authority	(f) according to a particular rule, principle, or system

Answer:

A	B
(i) broke out	(c) began suddenly in a violent way
(ii) in accordance with	(f) according to a particular rule, principle, or system
(iii) a helping hand	(d) assistance
(iv) could not stomach	(b) was not able to tolerate
(v) generosity of spirit	(a) an attitude of kindness, a readiness to give freely
(vi) figures of authority	(e) persons with power to make decisions

Question 2: Study the words in *italics* in the sentences below. They are formed by prefixing *un –* or *in –* to their antonyms (words opposite in meaning).

- I was a short boy with rather *undistinguished* looks. (un + distinguished)
- My austere father used to avoid all *inessential* comforts. (in + essential)
- The area was completely *unaffected* by the war. (un + affected)
- He should not spread the poison of social *inequality* and communal *intolerance*. (in + equality, in + tolerance)

Now form the opposites of the words below by prefixing *un-* or *in-*. The prefix *in-* can also have the forms *il-*, *ir-*, or *im-* (for example: *illiterate* – *il* + *literate*, *impractical* – *im* + *practical*, *irrational* – *ir* + *rational*). You may consult a dictionary if you wish.

__adequate	__acceptable	__regular	__tolerant
__demanding	__active	__true	__permanent
__patriotic	__disputed	__accessible	__coherent
__logical	__legal	__responsible	__possible

Answer:

inadequate	unacceptable	irregular	intolerant
undemanding	inactive	untrue	impermanent
unpatriotic	undisputed	inaccessible	incoherent
illogical	illegal	irresponsible	impossible

III. Passive Voice

Study these sentences:

- My parents *were regarded* as an ideal couple.
- I *was asked* to go and sit on the back bench.
- Such problems have to *be confronted*.

The italicised verbs in these sentences are made up of a form of the verb be and a past participle. (For example: were + regarded, was + asked, be + confronted)

These sentences focus on what happens, rather than who does what. Notice that the doer of the action is not included in the sentences.

If necessary, we can mention the doer of the action in a by-phrase. For example:

- The tree was struck *by lightning*.
- The flag was unfurled *by the Chief Guest*.

IV. Rewrite the sentences below, changing the verbs in brackets into the passive form.

1. In yesterday's competition the prizes (give away) by the Principal.
2. In spite of financial difficulties, the labourers (pay) on time.
3. On Republic Day, vehicles (not allow) beyond this point.
4. Second-hand books (buy and sell) on the pavement every Saturday.
5. Elections to the Lok Sabha (hold) every five years.
6. Our National Anthem (compose) Rabindranath Tagore.

Answer:

1. In yesterday's competition the prizes were given away by the Principal.
2. In spite of financial difficulties, the labourers were paid on time.
3. On Republic Day, vehicles were not allowed beyond this point.
4. Second-hand books were bought and sold on the pavement every Saturday.
5. Elections to the Lok Sabha are held every five years.
6. Our National Anthem was composed by Rabindranath Tagore.

V. Rewrite the paragraphs below, using the correct form of the verb given in brackets.

Question 1. *How Helmets Came To Be Used in Cricket*

Nari Contractor was the Captain and an opening batsman for India in the 1960s. The Indian cricket team went on a tour to the West Indies in 1962. In a match against Barbados in Bridgetown, Nari Contractor (seriously injure and collapse). In those days helmets (not wear). Contractor (hit) on the head by a bouncer from Charlie Griffith. Contractor's skull (fracture). The entire team (deeply concern). The West Indies players (worry). Contractor (rush) to hospital. He (accompany) by Frank Worrell, the Captain of the West Indies Team. Blood (donate) by the West Indies players. Thanks to the timely help, Contractor (save). Nowadays helmets (routinely use) against bowlers.

Answer:

How Helmets Came To Be Used in Cricket

Nari Contractor was the Captain and an opening batsman for India in the 1960s. The Indian cricket team went on a tour to the West Indies in 1962. In a match against Barbados in Bridgetown, Nari Contractor was seriously injured and collapsed. In those days helmets were not worn. Contractor was hit on the head by a bouncer from Charlie Griffith. Contractor's skull was fractured. The entire team was deeply concerned. The West Indies players were worried. Contractor was rushed to hospital. He was accompanied by Frank

Worrell, the Captain of the West Indies Team. Blood was donated by the West Indies players. Thanks to the timely help, Contractor was saved. Nowadays helmets are routinely used against bowlers.

Question 2. Oil from Seeds

Vegetable oils (make) from seeds and fruits of many plants growing all over the world, from tiny sesame seeds to big, juicy coconuts. Oil (produce) from cotton seeds, groundnuts, soya beans and sunflower seeds. Olive oil (use) for cooking, salad dressing etc. Olives (shake) from the trees and (gather) up, usually by hand. The olives (ground) to a thick paste which is spread onto special mats. Then the mats (layer) up on the pressing machine which will gently squeeze them to produce olive oil.

Answer:*Oil from Seeds*

Vegetable oils are made from seeds and fruits of many plants growing all over the world, from tiny sesame seeds to big, juicy coconuts. Oil is produced from cotton seeds, groundnuts, soya beans and sunflower seeds. Olive oil is used for cooking, salad dressing etc. Olives are shaken from the trees and gathered up, usually by hand. The olives are ground to a thick paste which is spread onto special mats. Then the mats are layered up on the pressing machine which will gently squeeze them to produce olive oil.

Dictation

Let the class divide itself into three groups. Let each group take down one passage that the teacher dictates. Then put the passages together in the right order.

To Sir, with Love

1. From Rameswaram to the Rashtrapati Bhavan, it's been a long journey. Talking to Nona Walia on the eve of Teacher's Day, President Dr A.P.J. Abdul Kalam talks about life's toughest lessons learnt and his mission — being a teacher to the Indian youth. "A proper education would help nurture a sense of dignity and self-respect among our youth," says President Kalam.

There's still a child in him though, and he's still curious about learning new things. Life's a mission for President Kalam.

2. Nonetheless, he remembers his first lesson in life and how it changed his destiny. "I was studying in Standard V, and must have been all of 10. My teacher, Sri Sivasubramania Iyer was telling us how birds fly. He drew a diagram of a bird on the blackboard, depicting the wings, tail and the body with the head and then explained how birds soar to the sky. At the end of the class, I said I didn't understand. Then he asked the other students if they had understood, but nobody had understood how birds fly," he recalls.

3. "That evening, the entire class was taken to Rameswaram shore," the President continues. "My teacher showed us sea birds. We saw marvellous formations of them flying and how their wings flapped. Then my teacher asked us, 'Where is the birds' engine and how is it powered?' I knew then that birds are powered by their own life and motivation. I understood all about birds' dynamics. This was real teaching — a theoretical lesson coupled with a live practical example. Sri Siva Subramania Iyer was a great teacher."

That day, my future was decided. My destiny was changed. I knew my future had to be about flight and flight systems.

Answer:*To Sir, with Love*

From Rameswaram to the Rashtrapati Bhavan, it's been a long journey. Talking to Nona Walia on the eve of Teacher's Day, President Dr A.P.J. Abdul Kalam talks about life's toughest lessons learnt and his mission — being a teacher to the Indian youth. "A proper education would help nurture a sense of dignity and self-respect among our youth," says President Kalam.

There's still a child in him though, and he's still curious about learning new things. Life's a mission for President Kalam.

Nonetheless, he remembers his first lesson in life and how it changed his destiny. "I was studying in Standard V, and must have been all of 10. My teacher, Sri Sivasubramania Iyer was telling us how birds fly. He drew a diagram of a bird on the blackboard, depicting the wings, tail and the body with the head and then explained how birds soar to the sky. At the end of the class, I said I didn't understand. Then he asked the other students if they had understood, but nobody had understood how birds fly," he recalls.

"That evening, the entire class was taken to Rameswaram shore," the President continues. "My teacher showed us sea birds. We saw marvellous formations of them flying and how their wings flapped. Then my teacher asked us, 'Where is the birds' engine and how is it powered?' I knew then that birds are powered by their own life and motivation. I understood all about birds' dynamics. This was real teaching — a theoretical lesson coupled with a live practical example. Sri Siva Subramania Iyer was a great teacher."

That day, my future was decided. My destiny was changed. I knew my future had to be about flight and flight systems.

Speaking

Here is a topic for you to

1. think about;
2. give your opinion on.

Find out what other people think about it. Ask your friends/seniors/parents to give you their opinion.

'Career Building Is the Only Goal of Education.'

or

'Getting a Good Job Is More Important than Being a Good Human Being.'

You can use the following phrases

(i) while giving your opinion:

- I think that...
- In my opinion...
- It seems to me that...
- I am of the view that...
- As far as I know...
- If you ask me...

(ii) saying what other people think:

- According to some...
- Quite a few think...
- Some others favour...
- Thirty per cent of the people disagree...
- Fifty per cent of them strongly feel...

(iii) asking for others' opinions:

- What do you think about...
- What do you think of...
- What is your opinion about...
- Do you agree...
- Does this make you believe...

Answer: Do it yourself.

Writing

Question 1: Think and write a short account of what life in Rameswaram in the 1940s must have been like. (Were people rich or poor? Hard working or lazy? Hopeful of change, or resistant to it?).

Answer: I think that life in Rameswaram in the 1940s must have been very different from how it must be today. People were orthodox and did not accept changes in their way of living. They would have been hard working and poor. Some people at Rameswaram used to differentiate among various social groups. They were more religious.



No Men Are Foreign

Thinking about the Poem

Question 1. (i) "Beneath all uniforms..." What uniforms do you think the poet is speaking about?

(ii) How does the poet suggest that all people on earth are the same?

Answer: (i) The poet is speaking about the various kinds of dresses and outfits people wear.

(ii) The poet says that the uniforms (outfits) must be different but there is a human body beneath those uniforms and all of us will lie in the same earth when we die.

Question 2. In stanza 1, find five ways in which we all are alike. Pick out the words.

Answer: The poet points out five ways in which we are all alike. Here are the words from the poem:

- no men are strange
- no countries foreign
- a single body breathes
- the land our brothers walk upon (the same planet)
- (the same earth) in which we all shall lie

Question 3. How many common features can you find in stanza 2? Pick out the words.

Answer: Following are the common features which we can find in stanza 2:

- *aware of sun and air and water* – which means all humans have the need and awareness of the sun, water and air)
- *fed by peaceful harvests* – all humans are fed by peacefully harvested food and grains
- *Their hands are ours*, – they too have hands similar to ours
- *in their lines we read a labour not different from our own* – their hands also show the hard work and labor they perform

Question 4. "...whenever we are told to hate our brothers..." When do you think this happens? Why? Who 'tells' us? Should we do as we are told at such times? What does the poet say?

Answer: We are told to hate other humans from different countries, religions or social groups during wars and fights. These are told by selfish people who want wars and revenge instead of peace. They instil bad thoughts and feelings for other humans for their own benefit and cause riots. No, we should not do as told at such times. We should try to make the world more peaceful.

The poet says that we should always remember that the people we are told to fight against are also human beings like us. We are all the same. There is no foreign land and there are no 'foreign' men.

Weathering the Storm in Ersama

Think about it

Question 1. What havoc has the super cyclone wreaked in the life of the people of Orissa?

Answer: The super cyclone uprooted and crashed ancient trees to the earth. People and houses were swiftly washed away. A raging, deadly, brown sheet of water covered everything as far as the eye could see; only fractured cement houses still stood in a few places. Bloated animal carcasses and human corpses floated in every direction. All around, even huge old trees had fallen.

Question 2. How has Prashant, a teenager, been able to help the people of his village?

Answer: Prashant, who was just nineteen years old, decided to lead the people of his village. He organized a group of youths and elders to jointly pressure the merchant once again to part with his rice. This task was done successfully. For the first time in four days, the survivors at the cyclone shelter were able to fill their bellies.

Then he organized a team of youth volunteers and cleaned the shelter of filth, urine, vomit and floating carcasses, and tended to the wounds and fractures of the people who had been injured by the cyclone.

He brought the children who were orphaned together and put up a polythene sheet shelter for them.

Question 3. How have the people of the community helped one another? What role do the women of Kalikuda play during these days?

Answer: The people of the community helped one another by grouping under the leadership of Prashant. They convinced the merchant to help them with the available rice. The youth task force made children lie in the sand left by the waters around the shelter with these utensils on their stomachs to communicate to the passing helicopters that they were hungry. The message got through, and they began receiving food and other basic needs at regular intervals.

Women of Kalikuda were mobilized to look after the orphaned children while the men secured food and materials for the shelter. The women began to work in the food-for-work programme started by an NGO.

Question 4. Why do Prashant and other volunteers resist the plan to set up institutions for orphans and widows? What alternatives do they consider?

Answer: Prashant and other volunteers resisted the plan to set up institutions for orphans and widows because they felt that in such institutions, children would grow up without love and widows would suffer from stigma and loneliness.

They considered the alternative of resettling the orphans in their own community itself, possibly in new foster families made up of childless widows and children without adult care.

Question 5. Do you think Prashant is a good leader? Do you think young people can get together to help people during natural calamities?

Answer: Yes, Prashant is a great leader. Even though he himself was grief-stricken, he decided to lead the people of his village. He organised a group of youths and elders to help others in tough times. He took several initiatives and made it possible for people to put their lives back on track.

Yes, I think young people can get together to help people during natural calamities. Young people are full of energy and strength. They can come up with new and useful ideas to reduce the devastating effects of calamities by helping more and more people.

Packing

Thinking about the Text

I. Discuss in pairs and answer each question below in a short paragraph (30–40 words).

Question 1. How many characters are there in the narrative? Name them. (Don't forget the dog!).

Answer: There are four characters in the narrative. They are Jerome (the narrator), George, Harris and Montmorency (the dog).

Question 2. Why did the narrator (Jerome) volunteer to do the packing?

Answer: Jerome volunteered to do the packing because he felt that he knew about more about packing than any other living being. He thought that he would get a chance to boss over the job.

Question 3. How did George and Harris react to this? Did Jerome like their reaction?

Answer: George and Harris reacted very differently from what the author had wanted them to. When Jerome said that he would do the packing, they readily accepted the suggestion. George spread himself over the easy-chair and Harris plonked his legs on the table.

No, Jerome was irritated at their reaction.

Question 4. What was Jerome's real intention when he offered to pack?

Answer: Jerome's real intention was to boss over the job and George and Harris to follow his orders.

Question 5. What did Harris say after the bag was shut and strapped? Why do you think he waited till then to ask?

Answer: After the bag was shut and strapped, Harris said, "Ain't you going to put the boots in?"

He waited till then to ask the question so as to irritate Jerome.

Question 6. What "horrible idea" occurred to Jerome a little later?

Answer: The horrible idea that occurred to Jerome a little later was if he had packed the toothbrush. The narrator says that he doesn't know why he would always forget whether he had packed his toothbrush or not.

Question 7. Where did Jerome finally find the toothbrush?

Answer: Jerome unpacked everything and began to put the things back one by one. He held everything up and shook it. Then he finally found the toothbrush inside a boot.

Question 8. Why did Jerome have to reopen the packed bag?

Answer: Jerome had to reopen the bag because he realised that he had packed his spectacles in it and had to re-open it.

Question 9. What did George and Harris offer to pack and why?

Answer: George and Harris offered to pack the hamper. George said that he and Harris would better do the rest of the packing and let Jerome take some rest.

Question 10. While packing the hamper, George and Harris did a number of foolish and funny things. Tick the statements that are true.

(i) They started with breaking a cup.

- (ii) They also broke a plate.
- (iii) They squashed a tomato.
- (iv) They trod on the butter.
- (v) They stepped on a banana.
- (vi) They put things behind them, and couldn't find them.
- (vii) They stepped on things.
- (viii) They packed the pictures at the bottom and put heavy things on top.
- (ix) They upset almost everything.
- (x) They were very good at packing.

Answer:

The statements that are true are:

- (i) They started with breaking a cup.
- (iii) They squashed a tomato.
- (iv) They trod on the butter.
- (vi) They put things behind them, and couldn't find them.
- (vii) They stepped on things.

II. What does Jerome say was Montmorency's ambition in life? What do you think of Montmorency and why?

Answer: Jerome says that Montmorency's ambition in life was to get in the way and get scolded. The poet says that Montmorency would feel that his day was not wasted if he could squirm in anywhere where he was not wanted and make people mad at him. The narrator continues to say that Montmorency's highest aim and objective was to get somebody stumble over him and curse him for an hour.

I think that Montmorency is just another dog who seeks love and attention of the people around him. He wants to irritate people so as to make his presence felt.

III. Discuss in groups and answer the following questions in two or three paragraphs (100–150 words)

Question 1: Of the three, Jerome, George and Harris, who do you think is the best or worst packer? Support your answer with details from the text.

Answer: Of the three, Jerome is the best packer as he knows how to arrange things properly. He is not a flawless packer as he forgets things outside. Later, he searches for spectacles and finds out that he packed them too in the bag. Also, he has an odd habit of forgetting if he had packed his toothbrush.

George and Harris are equally worse in packing. They stepped on things. They put things behind them and then couldn't find them when they wanted them. They packed the pies at the bottom, and put heavy things on top and smashed the pies in. They upset salt over everything and created a chaos in the room.

Question 2: How did Montmorency 'contribute' to the packing?

Answer: Montmorency's ambition in life was to get in the way and get scolded. The poet says that Montmorency would feel that his day was not wasted if he could squirm in anywhere where he was not wanted and make people mad at him.

Montmorency came and sat down on things, just when they had to be packed. He labored under the fixed belief that whenever George or Harris reached out their hand for anything, it was his cold damp nose they wanted!

He put his leg into the jam and disturbed the teaspoons. He pretended that the lemons were rats. So, he got into the hamper and killed three of them before Harris could beat him with the frying pan. In this way, he contributed to the packing.

Question 3: Do you find this story funny? What are the humorous elements in it? (Pick out at least three, think about what happens, as well as how it is described.)

Answer: Yes, the story is very funny. All the characters in the story and the way the events are described are humorous. Here are three such elements:

– When Jerome proposes to do the packing, George and Harris readily accept the suggestion. They sit comfortably leaving the entire job to Jerome.

The real intention behind Jerome's suggestion was that he would boss over the job while George and Harris would follow his orders.

– George trod on the butter. He got it off his slipper and tried to put it in the kettle. Then they put it on a chair. Harris sat on it and it stuck to him. They went looking for it in the entire room. Finally, George saw it stuck on Harris' back.

– Montmorency's ambition in life was to get in the way and get scolded. He laboured under the fixed belief that whenever George or Harris reached out their hand for anything, it was his cold damp nose they wanted! He pretended that the lemons were rats. So, he got into the hamper and killed three of them.

Thinking about Language

I. Match the words/phrases in Column A with their meanings in Column B.

A	B
Slaving	(i) a quarrel or an argument
Chaos	(ii) remove something from inside another thing using a sharp tool
Rummage	(iii) strange, mysterious, difficult to explain
Scrape out	(iv) finish successfully, achieve
Stumble over, tumble into	(v) search for something by moving things around hurriedly or carelessly

Accomplish	(vi) complete confusion and disorder
Uncanny	(vii) fall, or step awkwardly while walking
(to have or get into) a row	(viii) working hard

Answer:

A	B
Slaving	(viii) working hard
Chaos	(vi) complete confusion and disorder
Rummage	(v) search for something by moving things around hurriedly or carelessly
Scrape out	(ii) remove something from inside another thing using a sharp tool
Stumble over, tumble into	(vii) fall, or step awkwardly while walking
Accomplish	(iv) finish successfully, achieve
Uncanny	(iii) strange, mysterious, difficult to explain
(to have or get into) a row	(i) a quarrel or an argument

II. Use suitable words or phrases from Column A above to complete the paragraph given below.

A Traffic Jam

During power cuts, when traffic lights go off, there is utter _____ at crossroads. Drivers add to the confusion by _____ over their right of way, and nearly come to blows. Sometimes passers-by, seeing a few policemen _____ at regulating traffic, step in to help. This gives them a feeling of having _____ something.

Answer:

During power cuts, when traffic lights go off, there is utter chaos at crossroads. Drivers add to the confusion by getting into a row over their right of way, and nearly come to blows. Sometimes passers-by, seeing a few policemen slaving at regulating traffic, step in to help. This gives them a feeling of having accomplished something.

III. Look at the sentences below. Notice that the verbs (italicised) are all in their bare form.

- Simple commands:

- Stand up!

- Put it here!

- Directions: (to reach your home)

Board Bus No.121 and get down at Sagar Restaurant. From there turn right and walk till you reach a book shop. My home is just behind the shop.

- Dos and don'ts:

- Always get up for your elders.

- Don't shout in class.

- Instructions for making a fruit salad:

Ingredients

Oranges – 2

Pineapple – one large piece

Cherries – 250 grams

Bananas – 2

Any other fruit you like

Wash the fruit. Cut them into small pieces. Mix them well. Add a few drops of lime juice. Add sugar to taste. Now add some cream (or ice cream if you wish to make fruit salad with ice cream.)

Question 1: Now work in pairs. Give

(i) two commands to your partner.

(ii) two dos and don'ts to a new student in your class.

(iii) directions to get to each other's houses.

(iv) instructions for moving the body in an exercise or a dance, or for cooking something.

Answer:

(i) Commands: Sit properly.

Respect your elders.

(ii) Dos: Do your homework regularly.

Stand whenever a teacher enters the class.

Don'ts: Don't leave your lunch unfinished.

Don't fight in the school.

(iii) From the Globe Chowk, take right turn to arrive onto street 21. Take the first left. You will find a park on the right. Keep walking till you find the end corner of the park on the same road. Take a right turn to arrive onto street 36. Look for the house with two palm trees and that is my house.

(iv) Sit with your spine straight. Take a deep breath. Place both your palms near your head. Put your forefingers above the eyebrows. Place your middle and ring fingers on your eyelids. Place your little finger under your eyes. Make a humming sound while keeping your mouth closed. This is called Bhramari Pranayam.

Question 2: The table below has some proverbs telling you what to do and what not to do. Fill in the blanks and add a few more such proverbs to the table.

Positive	Negative
(i) Save for a rainy day.	(i) Don't cry over spilt milk.
(ii) Make hay while the sun shines.	(ii) Don't put the cart before the horse.
(iii) _____ before you leap.	(iii) _____ a mountain out of a mole hill.
(iv) _____ and let live.	(iv) _____ all your eggs in one basket.

Answer:

Positive	Negative
(i) Save for a rainy day.	(i) Don't cry over spilt milk.
(ii) Make hay while the sun shines.	(ii) Don't put the cart before the horse.
(iii) Look before you leap.	(iii) Don't make a mountain out of a mole hill.

(iv) Live and let live.	(iv) Don't put all your eggs in one basket.
(v) Keep your mouth shut and your eyes open.	(v) Don't bite off more than you can chew.
(vi) Cross the stream where it is shallowest.	(vi) Don't blow your own trumpet.
(vii) Hope for the best, prepare for the worst.	(vii) Don't judge a book by its cover.

Writing

You have seen how Jerome, George and Harris mess up their packing, especially of the hamper. From their mistakes you must have thought of some dos and don'ts for packing. Can you give some tips for packing by completing the paragraph below?

First pack all the heavy items, especially the ones you don't need right away.

Then . . .

Here are some words and phrases you can use to begin your sentences with:

- Then
- Next
- Now
- Remember
- Don't forget
- At last/Finally

Answer: Do it yourself.

Speaking

Look at this sentence.

"I told George and Harris that they had better leave the whole matter entirely to me."

The words had better are used

- in an advice or suggestion:

You had better take your umbrella, it looks like it will rain.

- in an order

You had better complete your homework before you go out to play.

- as a threat

You had better leave or I'll have you arrested for trespass!

When we speak, we say you'd/l'd/he'd better, instead of you had better, etc.

Work in pairs to give each other advice, orders or suggestions, or even to threaten each other. Imagine situations like the following: Your partner

1. hasn't returned a book to the library.
2. has forgotten to bring lunch.
3. hasn't got enough change for bus fare.
4. has found out a secret about you.
5. has misplaced your English textbook.

Answer:

1. You had better return the book to the library.
2. You had better bring lunch.
3. You had better get enough change for bus fare.
4. You had better tell me the secret you found out about me.
5. You had better not misplace your English textbook.



The Duck and the Kangaroo

I

Said the Duck to the Kangaroo,
"Good gracious! how you hop!
Over the fields and the water too,
As if you never would stop!
My life is a bore in this nasty pond,
And I long to go out in the world beyond!
I wish I could hop like you!"
Said the Duck to the Kangaroo.

II

"Please give me a ride on your back!"
Said the Duck to the Kangaroo.
"I would sit quite still, and say nothing but 'Quack',
The whole of the long day through!
And we'd go to the Dee, and the Jelly Bo Lee,
Over the land, and over the sea;
Please take me a ride! O do!"
Said the Duck to the Kangaroo.

III

Said the Kangaroo to the Duck,
"This requires some little reflection;
Perhaps on the whole it might bring me luck,
And there seems but one objection,
Which is, if you'll let me speak so bold,
Your feet are unpleasantly wet and cold,
And would probably give me the roo-
Matiz!" said the Kangaroo.

IV

Said the Duck, "As I sat on the rocks,
I have thought over that completely,
And I bought four pairs of worsted socks

Which fit my web-feet neatly.
And to keep out the cold I've bought a cloak,
And every day a cigar I'll smoke,
All to follow my own dear true
Love of a Kangaroo!"

V

Said the Kangaroo, "I'm ready!
All in the moonlight pale;
But to balance me well, dear Duck, sit steady!
And quite at the end of my tail!"
So away they went with a hop and a bound,
And they hopped the whole world three times round;
And who so happy — O who,
As the Duck and the Kangaroo?



The Last Leaf

Think about it

Question 1. What is Johnsy's illness? What can cure her, the medicine or the willingness to live?

Answer: Johnsy is suffering from pneumonia. Her willingness to live can cure her. Her doctor says that it seems as if she has made up her mind that she is not going to get well. He says that medicines won't work if she does not want to live.

Question 2. Do you think the feeling of depression Johnsy has is common among teenagers?

Answer: Yes, I think the feeling of depression Johnsy has is common among teenagers these days. Teenagers today are in a constant run to make the most of their lives. They live a lifestyle that is burdened by pressure to be the best in every aspect. They tend to care more about their professional lives and give less attention to their personal nourishment.

Question 3. Behrman has a dream. What is it? Does it come true?

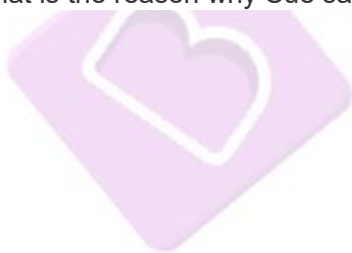
Answer: Behrman is a sixty-year-old painter. His lifelong dream was to paint a masterpiece. Yes, it ultimately comes true when he paints the last leaf on an ivy creeper and that painted last leaf seems to be a real one.

Question 4. What is Behrman's masterpiece? What makes Sue say so?

Answer: Johnsy had said that she would die when the last leaf on the ivy creeper fell. When Behrman heard this from Sue, he secretly painted a leaf on the creeper when the last leaf had fallen.

Unaware that the leaf that Johnsy was looking at was a painting, Johnsy felt motivated to see that the last leaf was still clinging to the creeper. She felt energetic and developed a willingness to live.

Thus, the last leaf painted by Behrman was a masterpiece. It rekindled Johnsy's willingness to fight her illness and live. That is the reason why Sue says that the last leaf is Behrman's masterpiece.



Reach for the Top

Thinking about the Text

I. Answer these questions in one or two sentences each. (The paragraph numbers within brackets provide clues to the answers.)

Question 1. Why was the 'holy man' who gave Santosh's mother his blessings surprised? (1)

Answer: The 'holy man' who gave Santosh's mother his blessings was surprised because Santosh's grandmother sought that Santosh's mother be blessed with a daughter. This was quite astonishing for the holy man because people mostly seek blessings for having a son.

Question 2. Give an example to show that even as a young girl, Santosh was not ready to accept anything unreasonable. (2)

Answer: Even as a young girl, Santosh was not ready to accept anything unreasonable. She was not content with her place in the traditional way of life and began living life on her own terms from the start. While other girls wore traditional Indian dresses, Santosh used to wear shorts.

Question 3. Why was Santosh sent to the local school? (3)

Answer: Although Santosh's parents were rich landowners and could have sent her to the best schools, Santosh was sent to the local school because of the prevailing custom in the family.

Question 4. When did she leave home for Delhi, and why? (4)

Answer: She left home for Delhi when she was sixteen because she wanted to get a proper education.

Question 5. Why did Santosh's parents agree to pay for her schooling in Delhi? What mental qualities of Santosh are brought to light by this incident? (4)

Answer: Santosh's parents agreed to pay for her schooling in Delhi when she informed them about her plans to earn money by working part-time to pay for her education.

Through this incident, we get to know that Santosh had a very clear goal of getting properly educated no matter what.

II. Answer each of these questions in a short paragraph (about 30 words)

Question 1. How did Santosh begin to climb mountains?

Answer: Kasturba Hostel, where Santosh used to stay during her college days, faced Aravalli Hills. She used to watch the villagers go up the hill and vanish after a while. She decided to check out the mountains herself. She asked the villagers if she could join them, to which they agreed. This is how Santosh began to climb mountains.

Question 2. What incidents during the Everest expedition show Santosh's concern for her team-mates?

Answer: During the Everest expedition in 1992, Santosh provided special care to a climber who was dying at the South Col. She could not save him, but she managed to save another climber, Mohan Singh, by sharing her oxygen with him.

Question 3. What shows her concern for the environment?

Answer: Santosh collected and brought down 500 kilograms of garbage from the Himalayas on her way back from the 1992 Everest expedition. This shows her concern for the environment.

Question 4. How does she describe her feelings at the summit of Everest?

Answer: She says that it took her some time for the enormity of the moment to sink in. She unfurled the Indian tricolor and held it aloft on the roof of the world.

She tells that the feeling is indescribable to watch the Indian flag flying on top of the world. She felt proud as an Indian.

Question 5. Santosh Yadav got into the record books both times she scaled Mt Everest. What were the reasons for this?

Answer: Santosh Yadav got into the record books both times she scaled Mt Everest. The first time she climbed Mt Everest, she got the record of the youngest woman in the world to achieve the feat. The second time she climbed Mt Everest, she became the only woman to climb Everest twice.

III. Complete the following statements.

1. From her room in Kasturba Hostel, Santosh used to _____.
2. When she finished college, Santosh had to write a letter of apology to her father because _____.
3. During the Everest expedition, her seniors in the team admired her _____ while _____ endeared her to fellow climbers.

Answer:

1. From her room in Kasturba Hostel, Santosh used to watch villagers from her room, going up the hill and suddenly vanishing after a while.
2. When she finished college, Santosh had to write a letter of apology to her father because she had got herself enrolled at Uttarkashi without his permission.
3. During the Everest expedition, her seniors in the team admired her climbing skills, physical fitness and mental strength, while her concern for others and desire to work together with them endeared her to fellow climbers.

IV. Pick out words from the text that mean the same as the following words or expressions. (Look in the paragraphs indicated.)

1. took to be true without proof (1):
2. based on reason; sensible; reasonable (2):
3. the usual way of doing things (3):
4. a strong desire arising from within (5):
5. the power to endure, without falling ill (7):

Answer:

1. took to be true without proof: assumed
2. based on reason; sensible; reasonable: rational
3. the usual way of doing things: custom
4. a strong desire arising from within: urge
5. the power to endure, without falling ill: resistance

Part II

Maria Sharapova

Thinking about the Text

Working in small groups of 4–5 students, go back over the two passages on Santosh Yadav and Maria Sharapova and complete the table given below with relevant phrases or sentences.

Points of Comparison/Contrast	Santosh Yadav	Maria Sharapova
1. Their humble beginning		
2. Their parents' approach		
3. Their will power and strong desire to succeed		
4. Evidence of their mental toughness		
5. Their patriotism		

Answer:

Points of Comparison/Contrast	Santosh Yadav	Maria Sharapova
1. Their humble beginning	She was born in the small village of Joniyawas of Rewari District in Haryana.	"My father was working as much as he could to keep my tennis training going."
2. Their parents' approach	But, in line with the prevailing custom in the family, Santosh had to make do with the local village school.	"My father was working as much as he could to keep my tennis training going."
3. Their will power and strong desire to succeed	"And I was supposed to be in Uttarkashi on the twenty-first. So, I did not go back home; instead, I headed straight for the training."	"When you come from nothing and you have nothing, then it makes you very hungry and

		determined...”
4. Evidence of their mental toughness	Equipped with an iron will, physical endurance and an amazing mental toughness, she proved herself repeatedly.	“Instead of letting that depress me, I became more quietly determined and mentally tough.”
5. Their patriotism	“Then I unfurled the Indian tricolour and held it aloft on the roof of the world. The feeling is indescribable. The Indian flag was flying on top of the world. It was truly a spiritual moment. I felt proud as an Indian.”	“My blood is totally Russian. I will play the Olympics for Russia if they want me.”

Thinking about Language

Look at the following sentences. They each have two clauses, or two parts each with their own subject and verb or verb phrase. Often, one part (italicised) tells us when or why something happened.

- I reached the market *when most of the shops had closed*. (Tells us when I reached.)
- *When Rahul Dravid walked back towards the pavilion*, everyone stood up. (Tells us when everyone stood up.)
- The telephone rang *and Ganga picked it up*. (Tells us what happened next.)
- Gunjan has been with us *ever since the school began*. (Tells us for how long he has been with us.)

I. Identify the two parts in the sentences below by underlining the part that gives us the information in brackets, as shown above.

- Where other girls wore traditional Indian dresses, Santosh preferred shorts. (Contrasts her dress with that of others)
- She left home and got herself enrolled in a school in Delhi. (Tells us what happened after the first action.)
- She decided to fight the system when the right moment arrived. (Tells us when she was going to fight the system.)
- Little Maria had not yet celebrated her tenth birthday when she was packed off to train in the United States. (Tells us when Maria was sent to the U.S.)

Answer:

- Where other girls wore traditional Indian dresses, Santosh preferred shorts. (Contrasts her dress with that of others)
- She left home and got herself enrolled in a school in Delhi. (Tells us what happened after the first action.)
- She decided to fight the system when the right moment arrived. (Tells us when she was going to fight the system.)

4. Little Maria had not yet celebrated her tenth birthday when she was packed off to train in the United States. (Tells us when Maria was sent to the U.S.)

II. Now rewrite the pairs of sentences given below as one sentence.

1. Grandfather told me about the old days. All books were printed on paper then.
2. What do you do after you finish the book? Perhaps you just throw it away.
3. He gave the little girl an apple. He took the computer apart.
4. You have nothing. That makes you very determined.
5. I never thought of quitting. I knew what I wanted.

Answer:

1. Grandfather told me about the old days when all books were printed on paper.
2. After you finish the book, perhaps you just throw it away.
3. He gave the little girl an apple and took the computer apart.
4. When you have nothing, that makes you very determined.
5. I never thought of quitting as I knew what I wanted.

Dictation

Read the passage once. Then close your books. Your teacher will dictate the story to you. Write it down with the correct punctuation and paragraphing.

The Raincoat

After four years of drought in a small town in the Northeast, the Vicar gathered everyone together for a pilgrimage to the mountain, where they would pray together and ask for the rain to return.

The priest noticed a boy in the group wearing a raincoat.

"Have you gone mad?" he asked. "It hasn't rained in this region for five years, the heat will kill you climbing the mountain."

"I have a cold, father. If we are going to ask God for rain, can you imagine the way back from the mountain? It's going to be such a downpour that I need to be prepared."

At that moment a great crash was heard in the sky and the first drops began to fall. A boy's faith was enough to bring about a miracle that not even those most prepared truly believed in.

(translated by JAMES MULHOLLAND)

Answer: Do it yourself.

Speaking

Imagine that you are Santosh Yadav, or Maria Sharapova. You have been invited to speak at an All India Girls' Athletic Meet, as chief guest. Prepare a short speech to motivate the girls to think and dream big and make an effort to fulfil their dreams, not allowing difficulties or defeat to discourage them. The following words and phrases may help you.

- self confident/confidence/sure of yourself
- self assured/assurance/belief in yourself

- morale/boost morale/raise morale
- giving somebody a boost/fillip/lift
- demoralising/unsure of yourself/insecure/lack confidence

Answer:

Good Morning Girls!

It is an honor to address you all from this stage. You definitely have sheer will and determination. That is what has brought you this far. As you proceed with the same passion, I want to iterate that everything you have and all that you will achieve in life will solely depend on your confidence. Believe in yourself and your dreams. Do whatever it takes to accomplish your goals. Never ever doubt your skills. Never let the difficulties discourage you. Never lose trust in yourself just because you had to face a defeat. Whenever you fail, remember to rise and chase your passion.

Thank you.

Writing

Working in pairs, go through the table below that gives you information about the top women tennis players since 1975. Write a short article for your school magazine comparing and contrasting the players in terms of their duration at the top. Mention some qualities that you think may be responsible for their brief or long stay at the top spot.

Top-Ranked Women Players

I. The roll of honour of women who enjoyed life at the summit since everybody's favourite player, Chris Evert, took her place in 1975.



<i>Name</i>	<i>Ranked on</i>	<i>Weeks as No. 1</i>
Maria Sharapova (Russia)	22 August 2005	1
Lindsay Davenport (U.S.)	October 2004	82
Amelie Mauresmo (France)	13 September 2004	5
Justine Henin-Hardenne (Belgium)	20 October 2003	45
Kim Clijsters (Belgium)	11 August 2003	12
Serena Williams (U.S.)	8 July 2002	57
Venus Williams (U.S.)	25 February 2002	11
Jennifer Capriati (U.S.)	15 October 2001	17
Lindsay Davenport (U.S.)	12 October 1998	82
Martina Hingis (Switzerland)	31 March 1997	209
Arantxa Sanchez-Vicario (Spain)	6 February 1995	12
Monica Seles (U.S.)	11 March 1991	178
Steffi Graf (Germany)	17 August 1987	377
Tracy Austin (U.S.)	7 April 1980	22
Martina Navratilova (U.S.)	10 July 1978	331
Chris Evert (U.S.)	3 November 1975	362

Answer:

Do it yourself.

II. Which of these words would you use to describe Santosh Yadav? Find reasons in the text to support your choices, and write a couple of paragraphs describing Santosh's character.

contented, determined, resourceful, polite, adventurous, considerate, weak-willed, fearful, independent, pessimistic, patient, persevering

Answer: Santosh Yadav is determined and polite. She is adventurous as she gets fascinated by the mountaineers climbing Everest and approaches them to ask if she could join them. She is a considerate person who helps her fellow climbers in their journey. She has determination and a strong will to achieve her goals. She is a patriot and says that the feeling of watching the Indian flag on top of the world is an indescribable feeling.

On Killing a Tree

Thinking about the Poem

Question 1. Can a “simple jab of the knife” kill a tree? Why not?

Answer: No, a simple jab of the knife cannot kill a tree because the tree grows with a lot of nutrients and resources. Even if one cuts it, it will sprout again.

Question 2. How has the tree grown to its full size? List the words suggestive of its life and activity.

Answer: The tree has grown to its full size by consuming the earth, feeding upon its crust, absorbing years of sunlight, air and water.

The words suggestive of its life and activity are: absorbing, feeding, rising, consuming and sprouting.

Question 3. What is the meaning of “bleeding bark”? What makes it bleed?

Answer: The “bleeding bark” indicates the idea that the tree has been cut. Just like humans bleed blood when they get wounded, trees release a liquid at the place where they are cut. So, the tree bleeds.

Question 4. The poet says “No” in the beginning of the third stanza. What does he mean by this?

Answer: The poet says “No” in the beginning of the third stanza. It emphasizes that only cutting or chopping the tree will not cease its existence.

Question 5. What is the meaning of “anchoring earth” and “earth cave”?

Answer: The “anchoring earth” means that the earth works as an anchor to protect the tree and saves it from getting uprooted.

“Earth cave” implies the depth of the mother earth where the tree spreads its roots and gets nurtured.

Question 6. What does he mean by “the strength of the tree exposed”?

Answer: He means to say that when one tries to pull out the tree along with its roots which are spread deep inside the earth, one will understand the strength of the tree.

Question 7. What finally kills the tree?

Answer: When the tree is pulled out along with its roots and separated from mother earth, one has to subject it to the scorching sun and let it wither. This will finally kill the tree.

A House Is Not a Home

Think about it

Question 1. What does the author notice one Sunday afternoon? What is his mother's reaction? What does she do?

Answer: One Sunday afternoon, the author smelled something strange, and then he noticed smoke pouring in through the seams of the ceiling. The smoke began to fill the room quickly. The author and his mother ran out of the house.

The author ran to the neighbours to call the fire department, while his mother ran back into the house. She then ran out of the house carrying a small metal box full of important documents. She dropped the case on the lawn and ran back into the house to bring the pictures of the author's dead father, which was the only thing that she had to remember him by.

Question 2. Why does he break down in tears after the fire?

Answer: After five hours, when the fire was finally out, the author realized that his cat was nowhere to be found. He broke into tears when he got reminded of the new school he had to join, the fire in his house and his cat, who might have died in the fire. He had suffered big losses.

Question 3. Why is the author deeply embarrassed the next day in school? Which words show his fear and insecurity?

Answer: The next day in school, the author is embarrassed because the clothes he was wearing looked weird, he had no books or homework, and his backpack was gone. He felt insecure and frustrated.

The words that show his fear and insecurity are: "I didn't want to grow up, change or have to handle life if it was going to be this way. I just wanted to curl up and die."

Question 4. The cat and the author are very fond of each other. How has this been shown in the story? Where was the cat after the fire? Who brings it back and how?

Answer: The bond between the cat and the author is shown in multiple instances in the story. For example, the author says, "She was never far from me. I had rescued her when she was a kitten, and somehow she knew that I was the one responsible for giving her 'the good life'."

When the author realises that his cat is missing, he says, "Then all at once it hit me— the new school, the fire, my cat— I broke down in tears and cried and cried. I was suffering loss, big time."

The cat had been so freaked by the fire that she ran over a mile away. Her collar had our phone number on it, but the author's phone had been destroyed and disconnected. A stranger woman took her in and worked hard to find out whose cat it was. She brought the cat back to the author.

Question 5. What actions of the schoolmates change the author's understanding of life and people, and comfort him emotionally? How does his loneliness vanish and how does he start participating in life?

Answer: The author's schoolmates showed genuine concern towards him. On the second day of his new school, people insisted that he hurry up and go to the gym. The author reached the gym. There was a big table set up with all kinds of stuff on it, just for me. They had taken up a collection and bought me school supplies, notebooks, and all kinds of different clothes—jeans, tops, sweatsuits. People who had never spoken to him before came up to him to introduce themselves. He got all kinds of invitations to their houses. This incident changed the author's understanding of life and people.

That was the day when he made friends at school. That's how his loneliness vanished, and he started participating in life.

Question 6. What is the meaning of “My cat was back, and so was I”? Had the author gone anywhere? Why does he say that he is also back?

Answer: The author had not gone anywhere. He says the given statement because he was finally able to get things sorted in his life.

He had faced big losses. He missed his friends and teachers from the old school, his home was burnt to ashes, and his cat was missing.

Gradually, he made new friends in the new school and saw his house getting rebuilt. When a stranger woman gave him his cat back, he says, “My cat was back, and so was I”. He means that now his life was complete again- friends, house and his cat- he now had all that he had lost.



The Bond of Love

Thinking about the Text

I.

Given in the box are some headings. Find the relevant paragraphs in the text to match the headings.

An Orphaned Cub; Bruno's Food-chart; An Accidental Case of Poisoning; Playful Baba; Pain of Separation; Joy of Reunion; A Request to the Zoo; An Island in the Courtyard

Answer: An Orphaned Cub- 3;

Bruno's Food-chart- 6;

An Accidental Case of Poisoning- 8;

Playful Baba- 12;

Pain of Separation- 14;

Joy of Reunion- 16;

A Request to the Zoo- 18;

An Island in the Courtyard- 21

II. Answer the following questions

Question 1. "I got him for her by accident."

(i) Who says this?

(ii) Who do 'him' and 'her' refer to?

(iii) What is the incident referred to here?

Answer: "I got him for her by accident."

(i) The narrator says the statement.

(ii) 'Him' refers to the baby sloth bear and 'her' refers to the narrator's wife.

(iii) The incident is about how the narrator got the baby sloth bear to his house.

Question 2. "He stood on his head in delight."

(i) Who does 'he' refer to?

(ii) Why was he delighted?

Answer: "He stood on his head in delight."

(i) 'He' refers to Bruno, the sloth bear.

(ii) Bruno was sent to the zoo. He was delighted to see the narrator's wife after a long time.

Question 3. "We all missed him greatly: but in a sense we were relieved."

(i) Who does 'we all' stand for?

(ii) Who did they miss?

(iii) Why did they nevertheless feel relieved?

Answer: “We all missed him greatly: but in a sense we were relieved.”

(i) ‘We all’ stands for the narrator and his family members – wife and son.

(ii) They missed the bear.

(iii) They felt relieved because it was becoming difficult to keep the bear at home due to his growing size.

III. Answer the following questions in 30 to 40 words each.

Question 1: On two occasions, Bruno ate/drank something that should not be eaten/drunk. What happened to him on these occasions?

Answer: The first time when Bruno ate something that should not be eaten was the poison that the narrator had kept to kill the rats and mice in his library. Bruno entered the library and ate some of the poison. He was paralyzed and could not stand on his feet. He was taken to the vet’s residence.

The second time he found nearly one gallon of old engine oil, which the narrator had drained from the sump of the Studebaker and was keeping as a weapon against the termites. He promptly drank the lot, but there was no ill effect on him.

Question 2: Was Bruno a loving and playful pet? Why, then, did he have to be sent away?

Answer: Yes, Bruno was a loving and playful pet. The bear became very attached to the narrator’s two Alsatian dogs and to all the children of the tenants living in the bungalow. He was left quite free in his younger days and spent his time playing and running into the kitchen.

He had to be sent away because he had grown many times the size he was when he came. It was becoming difficult to keep him in the house.

Question 3: How was the problem of what to do with Bruno finally solved?

Answer: Bruno was sent to a zoo because he could not be kept in the house anymore due to his growth. But in the zoo, he was fretting and was not eating food. He was becoming weak. Then the narrator drove his wife to the zoo, and she fed Bruno a lot of food and drink. She understood that Bruno would not be alright in the zoo and requested the zoo authority to give him back to her.

The narrator and his wife got Bruno back and created a special island for him.

Thinking about Language

I.

Question 1: Find these words in the lesson. They all have ie or ei in them.

f__ld; ingred__nts; h__ght; misch__vous; fr__nds; __ghty-seven; rel__ved; p__ce

Answer: field; ingredients; height; mischievous; friends; eighty-seven; relieved; piece

Question 2: Now, here are some more words. Complete them with ei or ie. Consult a dictionary if necessary.

bel__ve; rec__ve; w__rd; l__sure; s__ze; w__ght; r__gn; for__gn; gr__f; p__rce

Answer: believe; receive; weird; leisure; seize; weight; reign; foreign; grief; pierce

II: Here are some words with silent letters. Learn their spelling. Your teacher will dictate these words to you. Write them down and underline the silent letters.

knock wrestle walk wrong

knee half honest daughter

hours return hornet calm

could sign island button

Answer:

knock wrestle walk wrong

knee half honest daughter

hours return hornet calm

could sign island button

III. How to look at an Index

An index is a list of names or topics that are to be found in a book. It is a list arranged in alphabetical order at the end of a book.

The following paragraph shows that the doctor is consulting the index of a medical book to find out which injection is appropriate for Bruno.

"Out came his medical books, and a feverish reference to index began:

What poison did you say, sir?" "Barium carbonate". "Ah yes—B—Ba— Barium Salts—Ah! Barium carbonate! Symptoms—paralysis— treatment—injections of ... Just a minute, sir. I'll bring my syringe and the medicine."

1. You have read about the French Revolution and you want to know more about the Third Estate in the context of the French Revolution. You can refer to the index of the book *Living World History* by T. Walter Wallbank and Arnold Schrier:

Page no. 813

French-Algerian War, 696
French and Indian War, 370, 401
French Revolution, 393, 404 – 405, 408, 427, 489
Freud (froid), Sigmund [1856 – 1939], 479, illus. 477
Frobisher (frō'bish ər), Martin [1535? – 1594], 321, 338

Page no. 826

Third Coalition, 415
Third Communist International. See Comintern
Third Estate (France), 404, 405
Third Reform Bill, 454
Third Reich (rīH), 641, 643, 652, 653

On which pages in this book will you find information about the French Revolution and the Third Estate?

Answer: The French Revolution: 393, 404-405, 408, 427, 489

Third Estate: 404, 405

Question 2: To know what 'Food Security' and 'Minimum Support Price' mean in the context of the economic growth of a country you can go to the subject index given below from Poverty and Famines — An Essay on Entitlement and Deprivation by Amartya Sen. Under which heading in the index are you likely to find these topics?

Famine relief, 43, 57, 87-8, 96-8, 116-17, 131-2
Fishermen, 51, 67-9, 71, 72-3, 78, 119
Finland, 213

Floods, 52-3, 58, 131-2, 147-8
Food availability decline (FAD thesis), 6-7, 7-8, 41-2, 43-4, 53, 57-63, 80-1, 82-3, 88-93, 111, 117-20, 125, 137, 141, 153, 154-6, 157-8, 162
Food countermovement, 94, 138, 160-2
Food habits, 12-3, 25-6, 45, 50, 164

Answer: The heading under which we are likely to find these topics is Famine Relief. Famine relief: 43, 57, 87-8, 96-8, 116-17, 131-2

Question 3: Given below is a portion of an index page from the book, French's Index of Differential Diagnosis, edited by F. Dudley Hart M.D., F.R.C.P.

- - pulmonary fibrosis .. 346	- chronic, associated with
- - - osteo-arthropathy .. 271	yellow nail syndrome 519
- - pyrexia .. 636, 643	- - bacterial infection
- - rigors .. 669, 671	complicating .. 729
- - vomiting .. 804	- - causing cough
	179, 182, 223
Bronchitis, acute, causing	- - - dyspnoea 222, 223, 229
cough .. 178	- - - haemoptysis .. 322
- - - haemoptysis .. 322	- - - nutmeg liver .. 463
- associated with costo-	- - cigarette smoking
chondral swellings .. 133	causing .. 223
- - emphysema .. 131	- - heart failure due to .. 82
- - mediastinal emphy-	
sema .. 605	Bronchitis, chronic, contd.
- capillary, causing head	- - simulating indigestion 583
retraction .. 325, 328	- - sputum of, during
- casts in sputum .. 728	smog .. 728
- causing epistaxis .. 240	- - - production in 727, 729
- in children, pertussis	- complicating incomplete
distinguished from .. 178	sternal fusion.. .. 130
	- coughing in, causing
	surgical emphysema .. 235

Study the entries and find out whether the following topics are discussed in the book.

- bronchitis due to cigarette smoking
- heart failure due to bronchitis
- bronchitis in children

Answer:

- bronchitis due to cigarette smoking- Yes, it is discussed in the book on page 223.
- heart failure due to bronchitis- Yes, it is discussed in the book on page 82.
- bronchitis in children- Yes, it is discussed in the book on page 178.

IV.

Question 1: *The Narrative Present*

Notice the incomplete sentences in the following paragraphs. Here the writer is using incomplete sentences in the narration to make the incident more dramatic or immediate. Can you rewrite the paragraph in complete sentences?

(You can begin: The vet and I made a dash back to the car. Bruno was still floundering...)

- A dash back to the car. Bruno still floundering about on his stumps, but clearly weakening rapidly; some vomiting, heavy breathing, with heaving flanks and gaping mouth.

Hold him, everybody! In goes the hypodermic—Bruno squeals — 10 c.c. of the antidote enters his system without a drop being wasted.

Ten minutes later: condition unchanged! Another 10 c.c injected! Ten minutes later: breathing less stertorous — Bruno can move his arm and legs a little although he cannot stand yet. Thirty minutes later:

Bruno gets up and has a great feed! He looks at us disdainfully, as much as to say, 'What's barium carbonate to a big black bear like me?'

Bruno is still eating.

(ii) In the paragraphs above from the story the verbs are in the present tense (eg. hold, goes, etc.). This gives the reader an impression of immediacy. The present tense is often used when we give a commentary on a game (cricket, football, etc.), or tell a story as if it is happening now. It is, therefore, called the narrative present.

You will read more about the present tense in Unit 10.

Answer: The vet doc and I made a dash back to the car. Bruno was still floundering about on his stumps, but clearly weakening rapidly. He was vomiting. He was breathing heavily. His flank was gaping and he was gaping open his mouth.

The vet ordered his assistants, "Hold him, everybody!" Bruno squealed when he was injected with a hypodermic. 10 c.c. of the antidote was injected into his system without a drop being wasted.

Ten minutes later, the condition was still unchanged!

Bruno was then injected with another 10 c.c. of the antidote. After ten minutes, his breathing became less stertorous. Bruno was now able to move his arm and legs a little, although he could not stand yet. Thirty minutes later, Bruno got up and had a great feed! He looked at us disdainfully, as much as to say, 'What's barium carbonate to a big black bear like me?' Bruno was still eating.

Question 2: Adverbs

Find the adverbs in the passage below. (You've read about adverbs in Unit 1.)

We thought that everything was over when suddenly a black sloth bear came out panting in the hot sun. Now I will not shoot a sloth bear wantonly but, unfortunately for the poor beast, one of my companions did not feel that way about it, and promptly shot the bear on the spot.

(i) Complete the following sentences, using a suitable adverb ending in -ly.

(a) Rana does her homework _____.

(b) It rains _____ in Mumbai in June.

(c) He does his work _____.

(d) The dog serves his master _____.

Answer:

We thought that everything was over when suddenly a black sloth bear came out panting in the hot sun. Now I will not shoot a sloth bear wantonly but, unfortunately for the poor beast, one of my companions did not feel that way about it, and promptly shot the bear on the spot.

(i)

(a) Rana does her homework neatly.

(b) It rains heavily in Mumbai in June.

(c) He does his work diligently.

(d) The dog serves his master obediently.

(ii) Choose the most suitable adverbs or adverbial phrases and complete the following sentences.

(a) We should _____ get down from a moving train. (never, sometimes, often)

(b) I was _____ in need of support after my poor performance. (badly, occasionally, sometimes)

(c) Rita met with an accident. The doctor examined her _____. (suddenly, seriously, immediately)

Answer:

(a) We should never get down from a moving train. (never, sometimes, often)

(b) I was badly in need of support after my poor performance. (badly, occasionally, sometimes)

(c) Rita met with an accident. The doctor examined her immediately. (suddenly, seriously, immediately)

Question 3: Take down the following scrambled version of a story that your teacher will dictate to you, with appropriate punctuation marks. Then, read the scrambled story carefully and try to rewrite it rearranging the incidents.

A grasshopper, who was very hungry, saw her and said, "When did you get the corn? I am dying of hunger." She wanted to dry them. It was a cold winter's day, and an ant was bringing out some grains of corn from her home. She had gathered the corn in summer.

"I was singing all day," answered the grasshopper.

"If you sang all summer," said the ant, "you can dance all winter."

"What were you doing?" asked the ant again.

The grasshopper replied, "I was too busy."

"I collected it in summer," said the ant. "What were you doing in summer?"

Why did you not store some corn?"

Answer: It was a cold winter's day, and an ant was bringing out some grains of corn from her home. She had gathered the corn in summer. She wanted to dry them.

A grasshopper, who was very hungry, saw her and said, "I am dying of hunger. When did you get the corn?"

"I collected it in summer," said the ant. "What were you doing in summer? Why did you not store some corn?"

The grasshopper replied, "I was too busy."

"What were you doing?" asked the ant again.

"I was singing all day," answered the grasshopper.

"If you sang all summer," said the ant, "you can dance all winter."

Speaking

'Animals also feel the pleasure of love and the pain of separation'.

Make a presentation by giving examples from your own experience.

Answer: Do it yourself.

Writing

Pets have unique care and handling requirements and should only be kept by those with the commitment to understand and meet their needs. Give your argument in support of or against this statement.

or

There is an ongoing debate on whether snake charmers should continue in their profession. You can get some idea about the debate from the newspaper clipping (The Hindu, 16 June 2004) given below. Read it, discuss in pairs or groups, and write either for or against the profession of snake charmers.

Report comes in support of snake charmers

By Our Staff Reporter

NEW DELHI, JUNE 15. Over 30 years after the introduction of the Wildlife Protection Act (WPA) that banned the catching of snakes in India, a small community of snake charmers continues to practise the trade catching over 400,000 snakes every year — which ultimately die — in defiance of the law.

A report based on new research by the Wildlife Trust of India (WTI), however, has strongly recommended that the traditional knowledge of the snake charmers and skills be now utilised for education and medicine by setting up *sapera* centres. This is mainly because the community has virtually no access to land, education or employment opportunities. They are dependent on snake charming to earn a livelihood. They trade around as vendors of traditional medicine, snake catchers and musicians. Ignorance about the law is quite common.

The report entitled 'Biodiversity, Livelihoods and the Law: The Case of the Jogi-Nath Snake Charmers of India' based on path-breaking research was formally released by the Inspector General of Forests, V.K. Bahuguna, along with a presentation by members of the *sapera* community in the Capital on Monday.

"Despite thirty years of the law being in existence, over 70 per cent of the Jogi-Naths are still dependent on snake charming to earn a livelihood. Ignorance about the law was quite common. None of them own land, even though they would like to," said Bahar Dutt, who led this research. Notably, most of those practising the trade in the current generation are all under 35 years of age.

Trapping occurs throughout the year and during their travels, though this activity increases during the monsoons. According to the data, each family on an average collects at least seven snakes.

Most snakes were force-fed and snake husbandry methods and health were found to be poor. "The snake charmers community council imposes a heavy fine on a person if the snake dies in his custody as it is considered an extremely bad omen. As a result, the snakes are released when the charmers realise that their condition is deteriorating," said Dutt. Their ambition to showcase the reptiles and earn money was not fulfilled, as they flouted four WPA provisions, for illegally possessing the animals, not feeding them properly, causing injuries by extracting teeth unscientifically and killing snakes for the valuable snake parts and bones. Their offence generally invites imprisonment for three to seven years and a fine up to Rs 25,000 in each case.

"On the positive side researchers found that the snake charmers possess a unique ability to handle venomous snakes with a tremendous knowledge of the different species and their behaviour. They are also called by local farmers to retrieve snakes, who would otherwise just kill them, from agricultural fields or human inhabited areas," she said.

Answer: To be attempted by the student.

The Snake Trying

Thinking about the Poem

Question 1. What is the snake trying to escape from?

Answer: The snake is trying to escape from the pursuing stick. Humans try to kill snakes, presuming that all of them are poisonous.

Question 2. Is it a harmful snake? What is its colour?

Answer: No, it is not a harmful snake. It is green in colour.

Question 3. The poet finds the snake beautiful. Find the words he uses to convey its beauty.

Answer: The poet finds the snake beautiful. The words that he uses to convey its beauty are: beautiful, graceful, glides, small and green.

Question 4. What does the poet wish for the snake?

Answer: The poet wishes that the human behind it with the stick should let it go. The snake should not be killed.

Question 5. Where was the snake before anyone saw it and chased it away? Where does the snake disappear?

Answer: Before anyone saw it, the snake was lying along the sand. It vanishes in the ripples among the green slim reeds when it was chased away.

II.

Question 1. Find out as much as you can about different kinds of snakes (from books in the library, or from the Internet). Are they all poisonous? Find out the names of some poisonous snakes.

Answer: Not all snakes are poisonous. Some of the poisonous snakes are: Cobra, Krait, Russell's viper, Saw Scaled Viper and King Cobra.

Question 2. Look for information on how to find out whether a snake is harmful.

Answer: Do it yourself.

Question 3. As you know from the previous lesson you have just read, there are people in our country who have traditional knowledge about snakes, who even catch poisonous snakes with practically bare hands. Can you find out something more about them?

Answer: Do it yourself.

The Accidental Tourist

Think about it

Question 1. Bill Bryson says, “I am, in short, easily confused.” What examples has he given to justify this?

Answer: Bill Bryson says, “I am, in short, easily confused.” He gives some examples to justify the said statement. He would go looking for the lavatory in a cinema, for instance, and end up standing in an alley on the wrong side of a self-locking door. He tells that his particular specialty was returning to hotel desks two or three times a day and asking what his room number was.

Question 2. What happens when the zip on his carry-on bag gives way?

Answer: The side of the bag flew open and everything within was extravagantly ejected over – newspaper cuttings and other loose papers, a 14- ounce tin of pipe tobacco, magazines, passport, English money, and film. His documents came falling down, coins bounced onto the floor and his fingers began to bleed as he had gashed his finger on the zip.

Question 3. Why is his finger bleeding? What is his wife’s reaction?

Answer: His finger is bleeding because he had gashed his finger on the zip. His wife did not show anger or exasperation. Instead, she looked at him with an expression of wonder and said that she could not believe that he did that for a living.

Question 4. How does Bill Bryson end up in a “crash position” in the aircraft?

Answer: Once, on an airplane, the author leaned over to tie a shoelace. At the same moment, someone in the seat ahead of him threw his seat back into full recline. That is when the author found himself pinned helplessly in the crash position. It was only by clawing the leg of the man sitting next to him that he managed to get himself freed.

Question 5. Why are his teeth and gums navy blue?

Answer: On a plane, the author was writing important thoughts in his notebook while sucking thoughtfully on the end of his pen. The pen had leaked. The author’s mouth, chin, tongue, teeth and gums were now coloured navy blue.

Question 6. Bill Bryson “ached to be suave”. Is he successful in his mission? List his ‘unsuave’ ways.

Answer: No, he is not successful in his mission to be suave. He does a lot of things in unsuave ways. He would rise from dinner tables looking as if he has just experienced an extremely localized seismic event, get in a car and close the door leaving 14 inches of coat outside, wear light-coloured trousers discovering at the end of the day that he has sat various times on chewing gum, ice cream, cough syrup and motor oil.

Question 7. Why do you think Bill Bryson’s wife says to the children, “Take the lids off the food for Daddy”?

Answer: Bill Bryson’s wife says to the children, “Take the lids off the food for Daddy,” because she is afraid that if Bill takes off the lids, he might create another awkward situation. She knew that such situations kept happening with her husband quite often, especially when he travelled.

Question 8. What is the significance of the title?

Answer: The title ‘The Accidental Tourist’ is very precise and significant. The author, in his entire story, gives numerous instances which prove him to be an accidental tourist. He is a tourist who keeps facing humorous accidents and troubles. He travels a lot and yet makes undeliberate mistakes while doing things that others do without any evident difficulty.

Kathmandu

Thinking about the Text

Activity

1. On the following map mark out the route, which the author thought of but did not take, to Delhi.



Answer: The route which the author thought of but did not take to Delhi was:

Bihar (Patna)- U.P. (Benaras – Allahabad-Agra)-Delhi



2. Find out the possible routes (by rail, road or air) from Kathmandu to New Delhi/Mumbai/Kolkata/Chennai.

Answer: Do it yourself.

I. Answer these questions in one or two words or in short phrases.

Question 1. Name the two temples the author visited in Kathmandu.

Answer: Pashupatinath temple and Baudhnath temple are the two temples that the author visited in Kathmandu.

Question 2. The writer says, "All this I wash down with Coca-Cola." What does 'all this' refer to?

Answer: All this refers to a bar of marzipan, a corn on-the-cob roasted in a charcoal brazier on the pavement (rubbed with salt, chilli powder and lemon); a couple of love story comics, and even a Reader's Digest.

Question 3. What does Vikram Seth compare to the quills of a porcupine?

Answer: Vikram Seth sees a flute seller with a pole in his hands with an attachment at the top from which fifty or sixty bansuris protrude in all directions. He compares it to the quills of a porcupine.

Question 4. Name five kinds of flutes.

Answer: The five kinds of flutes are:

- the reed neh
- the Japanese shakuhachi
- the deep bansuri of Hindustani classical music
- the clear or breathy flutes of South America
- the high-pitched Chinese flutes

II. Answer each of these questions in a short paragraph

Question 1. What difference does the author note between the flute seller and the other hawkers?

Answer: The author says that, unlike other hawkers, the flute seller plays slowly without excessive display. He does not shout out his wares. Occasionally he makes a sale, but in a curiously offhanded way as if this were incidental to his enterprise.

Question 2. What is the belief at Pashupatinath about the end of Kaliyug?

Answer: A small shrine half protrudes from the stone platform on the river Bagmati's bank. It is believed that when it emerges fully, the goddess inside will escape, and the evil period of the Kaliyug will end on earth.

Question 3. The author has drawn powerful images and pictures. Pick out three examples each of:

(i) the atmosphere of 'febrile confusion' outside the temple of Pashupatinath (for example: some people trying to get the priest's attention are elbowed aside...)

(ii) the things he sees

(iii) the sounds he hears

Answer: The author has drawn powerful images and pictures.

(i) the atmosphere of 'febrile confusion' outside the temple of Pashupatinath: Priests, hawkers, devotees, tourists, cows, monkeys, pigeons and dogs roam through the grounds. We offer a few flowers. A party of saffron-clad Westerners struggle for permission to enter the temple as the gate says that only Hindus are allowed in the temple.

(ii) the things he sees: Kathmandu is vivid, mercenary, religious, with small shrines to flower-adorned deities along the narrowest and busiest streets; with fruit sellers, flute sellers, hawkers of postcards; shops selling Western cosmetics, film rolls and chocolate; or copper utensils and Nepalese antiques.

(iii) the sounds he hears: Film songs blare out from the radios, car horns sound, bicycle bells ring, stray cows look questioningly at motorcycles, vendors shout out their wares.

III. Answer the following questions in not more than 100–150 words each.

Question 1: Compare and contrast the atmosphere in and around the Baudhnath shrine with the Pashupatinath temple.

Answer: The author says that the atmosphere in Pashupatinath temple was an atmosphere of 'febrile confusion'. He says that priests, hawkers, devotees, tourists, cows, monkeys, pigeons and dogs can be seen roaming through the grounds. There are so many worshippers that people are elbowed aside by others pushing their way to the front.

At Baudhnath temple, the Buddhist shrine, there was a sense of stillness. There is no crowd. It is a safe place of quietness in the busy streets around.

Question 2: How does the author describe Kathmandu's busiest streets?

Answer: The author describes Kathmandu's busiest streets as vivid, mercenary and religious, with small shrines to flower-adorned deities along the narrowest and busiest streets. The streets are full of fruit sellers, flute sellers, hawkers of postcards; shops selling Western cosmetics, film rolls and chocolate; or copper utensils and Nepalese antiques.

Film songs blare out from the radios, car horns sound, bicycle bells ring, stray cows look questioningly at motorcycles, vendors shout out their wares.

Question 3: "To hear any flute is to be drawn into the commonality of all mankind." Why does the author say this?

Answer: "To hear any flute is to be drawn into the commonality of all mankind."

The poet says this when he talks about five types of flutes- – the reed *neh*, the Japanese *shakuhachi*, the deep *bansuri* of Hindustani classical music, the clear or breathy flutes of South America and the high-pitched Chinese flutes. He says that a flute is at once the most universal and most particular of sounds. It is found in every culture. He says that flute links to our common characteristics. Just like every human being, the motive force is living breath. It too, needs to pause and breathe before it can go on.

Thinking about Language

I. Read the following sentences carefully to understand the meaning of the italicised phrases. Then match the phrasal verbs in Column A with their meanings in Column B.

1. A communal war *broke out* when the princess was abducted by the neighbouring prince.
2. The cockpit *broke off* from the plane during the plane crash.
3. The car *broke down* on the way and we were left stranded in the jungle.
4. The dacoit *broke away* from the police as they took him to court.
5. The brothers *broke up* after the death of the father.
6. The thief *broke into* our house when we were away.

A	B
(i) break out	(a) to come apart due to force
(ii) break off	(b) end a relationship
(iii) break down	(c) break and enter illegally; unlawful trespassing
(iv) break away (from someone)	(d) to start suddenly, (usually a fight, a war or a disease)
(v) break up	(e) to escape from someone's grip
(vi) break into	(f) stop working

Answer:

A	B
(i) break out	(d) to start suddenly, (usually a fight, a war or a disease)
(ii) break off	(a) to come apart due to force
(iii) break down	(f) stop working
(iv) break away (from someone)	(e) to escape from someone's grip
(v) break up	(b) end a relationship
(vi) break into	(c) break and enter illegally; unlawful trespassing

II. Question 1: Use the suffixes -ion or -tion to form nouns from the following verbs. Make the necessary changes in the spellings of the words.

Example: proclaim – proclamation

cremate _____ act _____ exhaust _____

invent _____ tempt _____ immigrate _____

direct _____ meditate _____ imagine _____

dislocate _____ associate _____ dedicate _____

Answer:

cremate **cremation**; act **action**; exhaust **exhaustion**

invent **invention**; tempt **temptation**; immigrate **immigration**

direct **direction**; meditate **meditation**; imagine **imagination**

dislocate **dislocation**; associate **association**; dedicate **dedication**

Question 2: Now fill in the blanks with suitable words from the ones that you have formed.

(i) Mass literacy was possible only after the _____ of the printing machine.

(ii) Ramesh is unable to tackle the situation as he lacks _____.

(iii) I could not resist the _____ to open the letter.

(iv) Hardwork and _____ are the main keys to success.

(v) The children were almost fainting with _____ after being made to stand in the sun.

Answer:

(i) Mass literacy was possible only after the invention of the printing machine.

(ii) Ramesh is unable to tackle the situation as he lacks imagination.

(iii) I could not resist the temptation to open the letter.

(iv) Hardwork and dedication are the main keys to success.

(v) The children were almost fainting with exhaustion after being made to stand in the sun.

III. Punctuation

Use capital letters, full stops, question marks, commas and inverted commas wherever necessary in the following paragraph.

an arrogant lion was wandering through the jungle one day he asked the tiger who is stronger than you you O lion replied the tiger who is more fierce than a leopard asked the lion you sir replied the leopard he marched upto an elephant and asked the same question the elephant picked him up in his trunk swung him in the air and threw him down look said the lion there is no need to get mad just because you don't know the answer

Answer:

An arrogant lion was wandering through the jungle one day. He asked the tiger, "Who is stronger than you?" "You, O! Lion," replied the tiger. "Who is fiercer than a leopard?" asked the lion. "You, sir," replied the leopard. He marched up to an elephant and asked the same question. The elephant picked him up in his

trunk, swung him in the air and threw him down. "Look", said the lion, "there is no need to get mad just because you don't know the answer."

IV: Simple Present Tense

Study these sentences from the lesson.

- A fight breaks out between two monkeys.
- Film songs blare out from the radios.
- I wash it down with Coca-Cola.

The italicised verbs are in the simple present tense. The writer is here describing what he saw and heard but he uses the present tense instead of the past tense.

A narration or a story can be made more dramatic or immediate by using the present tense in this way.

Now look at the following sentences.

- A small shrine half protrudes from the stone platform on the riverbank.
- Small shops stand on the outer edge of the Stupa.

We use the simple present tense to speak about what is usually or generally true. The sentences above describe facts. We also use the simple present tense in sentences depicting 'universal truths'. For example:

- The sun rises in the east.
- The earth revolves round the sun.

We can also refer to habitual actions using the simple present tense.

- He usually takes a train instead of a bus to work.
- We often get fine drizzles in winter.

In these sentences words like every day, often, seldom, never, every month, generally, usually, etc. may be used.

1. Fill in the blanks with the correct form of the verb in brackets.

(i) The heart is a pump that _____ (send) the blood circulating through our body. The pumping action _____ (take place) when the left ventricle of the heart _____ (contract). This _____ (force) the blood out into the arteries, which _____ (expand) to receive the oncoming blood.

(ii) The African lungfish can live without water for up to four years. During a drought it _____ (dig) a pit and _____ (enclose) itself in a capsule of slime and earth, leaving a tiny opening for air. The capsule _____ (dry) and _____ (harden), but when rain _____ (come), the mud _____ (dissolve) and the lungfish _____ (swim) away.

(iii) MAHESH : We have to organise a class party for our teacher.

_____ (Do) anyone play an instrument?

VIPUL : Rohit _____ (play) the flute.

MAHESH : _____ (Do) he also act?

VIPUL : No, he _____ (compose) music.

MAHESH : That's wonderful!

Answer: (i) The heart is a pump that sends (send) the blood circulating through our body. The pumping action takes place (take place) when the left ventricle of the heart contracts (contract). This forces (force) the blood out into the arteries, which expand (expand) to receive the oncoming blood.

(ii) The African lungfish can live without water for up to four years. During a drought it digs (dig) a pit and encloses (enclose) itself in a capsule of slime and earth, leaving a tiny opening for air. The capsule dries (dry) and hardens (harden), but when rain comes (come), the mud dissolves (dissolve) and the lungfish swims (swim) away.

(iii) MAHESH : We have to organise a class party for our teacher.

Does (Do) anyone play an instrument?

VIPUL : Rohit plays (play) the flute.

MAHESH : Does (Do) he also act?

VIPUL : No, he composes (compose) music.

MAHESH : That's wonderful!

Speaking

Question 1. Discuss in class the shrines you have visited or know about. Speak about one of them.

Answer: Do it yourself.

Question 2. Imagine you are giving an eyewitness account or a running commentary of one of the following:

(i) a game of football, cricket or hockey, or some sports event

(ii) a parade (e.g. Republic Day) or some other national event

Speak a few sentences narrating what you see and hear. Use the simple present and the present continuous tenses. For example:

- He passes the ball but Ben gets in the way...
- These brave soldiers guard our frontiers. They display their skills here...

Answer: Do it yourself.

Writing

Diary entry for a travelogue

I. The text you read is a travelogue where the author, Vikram Seth, talks about his visit to two sacred places in Kathmandu.

Imagine that you were with Vikram Seth on his visit to Pashupatinath temple, and you were noting down all that you saw and did there, so that you could write a travelogue later.

Record in point form

- what you see when you reach the Pashupatinath temple
- what you see happening inside the temple
- what you do when inside the temple
- what you see outside the temple
- what your impressions are about the place.

Answer:

21-August-20xx

Dear Diary,

Today was a fabulous day. I went to the holy Pashupatinath temple with Vikram Seth. There was a huge crowd at the temple. I saw priests, hawkers, devotees, tourists, cows, monkeys, pigeons and dogs roaming in the ground. We both offered flowers and coconuts to God. We saw people getting elbowed by others pushing their way to the front.

At the gate of the temple, we saw saffron-clad westerners who were struggling for permission to enter the temple as only Hindus were allowed.

I felt peace and satisfaction by visiting the Pashupatinath temple.

Reyansh

II. Here is your diary entry when you visited Agra. Read the points and try to write a travelogue describing your visit to Agra and the Taj Mahal. You may add more details.

January 2003 — rise before dawn — take the Shatabdi Express at 6.15 a.m. from Delhi — meet a newly-married couple on train — talk about Himachal Pradesh — get off the train — enter the once-grand city, Agra — twisted alleys — traffic dense — rickshaws, cars, people — vendors selling religious artifacts, plastic toys, spices and sweets — go to the Taj Mahal — constructed entirely of white marble — magical quality — colour changes with varying of light and shadow — marble with gemstones inside — reflection of the Taj Mahal in the pond — school-children, tourists — tourist guides following people.

Answer: On January 2003, I woke up before dawn. I took the Shatabdi Express at 6.15 a.m. from Delhi. I met a newly-married couple on the train. We spoke about Himachal Pradesh. I got off the train and entered the once-grand city of Agra. I saw twisted alleys with dense traffic, rickshaws, cars, and people. There were vendors selling religious artefacts, plastic toys, spices and sweets. I went to the Taj Mahal. It is constructed entirely of white marble, which has a magical quality. The colour of the marble changes with varying light and shadow. The Taj Mahal has marble with gemstones engraved inside it. I saw the reflection of the Taj Mahal in the pond. There were many school-children, tourists and tourist guides.

A Slumber Did My Spirit Seal

Thinking about the Poem

Question 1. “A slumber did my spirit seal,” says the poet. That is, a deep sleep ‘closed off’ his soul (or mind). How does the poet react to his loved one’s death? Does he feel bitter grief? Or does he feel a great peace?

Answer: “A slumber did my spirit seal” says the poet. It is a little difficult to decide if the poet felt bitter grief or peace. He says that his soul has been sealed due to his loved one’s death and that he does not have any human fears. He talks about how his loved one seemed now- motionless and beyond the passage of time.

Question 2. The passing of time will no longer affect her, says the poet. Which lines of the poem say this?

Answer: The lines of the poem that say this are:

“She seemed a thing that could not feel

The touch of earthly years.”

Question 3. How does the poet imagine her to be, after death? Does he think of her as a person living in a very happy state (a ‘heaven’)? Or does he see her now as a part of nature? In which lines of the poem do you find your answer?

Answer: The poet imagines her to be immersed in the earth. He feels that she has become a part of the earth’s daily course and rolled along with the rocks, stones and trees.

The lines of the poem that we find our answer in are:

“Rolled round in earth’s diurnal course

With rocks and stones and trees.”

The Beggar

Think about it

Question 1. Has Lushkoff become a beggar by circumstance or by choice?

Answer: Lushkoff has become a beggar by choice. Formerly, he used to sing in a Russian choir and was sent away for drunkenness. Instead of searching for another job, Lushkoff decided to become a beggar.

Question 2. What reasons does he give Sergei for telling lies?

Answer: Lushkoff says that he was sent away from the Russian choir because of his being an alcoholic. He tells lies because if he told this truth, no one would ever help him or give him money.

Question 3. Is Lushkoff a willing worker? Why, then, does he agree to chop wood for Sergei?

Answer: No, he is not a willing worker. Alcohol has undermined his strength, and he has no inclination to do any work. He agrees to chop wood for Sergei not because he is hungry or wants to work but because he is ashamed and trapped by his own words.

Question 4. Sergei says, "I am happy that my words have taken effect." Why does he say so? Is he right in saying this?

Answer: Sergei says, "I am happy that my words have taken effect." He says so because he thinks that he is the reason why Lushkoff became a notary from being a beggar. This is partly true, but Sergei is not the only one who made Lushkoff become who he is now.

Lushkoff says that although he is obliged to Sergei for showing him the right path and letting him do the work of chopping wood at his home, his transformation is a result of Sergei's cook, Olga. She was the one who chopped wood and not Lushkoff.

Question 5. Lushkoff is earning thirty-five roubles a month. How is he obliged to Sergei for this?

Answer: Lushkoff is earning thirty-five roubles a month. He is obliged to Sergei because if he hadn't come to Sergei, then he still might have been a beggar telling the same old lies of being a teacher or a student. But Sergei helped him get out of the pit by giving him work.

Question 6. During their conversation, Lushkoff reveals that Sergei's cook, Olga, is responsible for the positive change in him. How has Olga saved Lushkoff?

Answer: Sergei took Lushkoff to his home and gave him the task of chopping wood. He asked Olga, his cook, to take Lushkoff to the wood shed and to let him chop wood.

When Lushkoff becomes a notary and accidentally meets Sergei, he tells him that all that while, Olga was the one who chopped wood. She felt pity for Lushkoff and did the chopping herself instead of letting Lushkoff do it.

Lushkoff says that her kindness changed him to be a better person and to earn his living.

If I Were You

The following words and phrases occur in the play. Do you know their meanings? Match them with the meanings given, to find out.

cultured	an informal expression for a fashionable vehicle
count on	unnecessary and usually harmful
engaged	exaggerated
melodramatic	sophisticated; well mannered
to be smart	here, a tone of voice
inflection	Avoid
wise guy	an unexpected opportunity for success
a dandy bus	trap
tradespeople	a Christian religious teacher who teaches on Sundays in Church
gratuitous	(American English) a person who pretends to know a lot
dodge	depend on; rely on
lucky break	(American English) an informal way of saying that one is being too clever

Sunday-school teacher	occupied; busy
frame	merchants

Answer:

cultured	sophisticated; well mannered
count on	depend on; rely on
engaged	occupied; busy
melodramatic	exaggerated
to be smart	(American English) a person who pretends to know a lot
inflection	here, a tone of voice
wise guy	(American English) an informal way of saying that one is being too clever
a dandy bus	an informal expression for a fashionable vehicle
tradespeople	merchants
gratuitous	unnecessary and usually harmful
dodge	Avoid
lucky break	an unexpected opportunity for success

Sunday-school teacher	a Christian religious teacher who teaches on Sundays in Church
frame	trap

Thinking about the Text

I. Answer these questions.

Question 1. "At last, a sympathetic audience."

- (i) Who says this?
- (ii) Why does he say it?
- (iii) Is he sarcastic or serious?

Answer:

- (i) Gerrard says the given statement.
- (ii) He says it when the intruder asks him to talk about himself.
- (iii) He is sarcastic.

Question 2. Why does the intruder choose Gerrard as the man whose identity he wants to take on?

Answer: The intruder chooses Gerrard as the man whose identity he wants to take on because Gerrard is a mystery man who phones his orders and sometimes goes away suddenly and comes back just the same.

Question 3. "I said it with bullets."

- (i) Who says this?
- (ii) What does it mean?
- (iii) Is it the truth? What is the speaker's reason for saying this?

Answer:

- (i) Gerrard says the given statement.
- (ii) It means that when he was in trouble, he shot someone to escape.
- (iii) No, it is not the truth. Gerrard says this to manipulate the intruder so that he does not kill him.

Question 4. What is Gerrard's profession? Quote the parts of the play that support your answer.

Answer: Gerrard's profession is that of a dramatist.

The parts of the play that support that implication are:

"In most melodramas, the villain is foolish enough to delay his killing long enough to be frustrated".

"Sorry I can't let you have the props in time for rehearsal..."

"I think I'll put it in my next play."

"At last, a sympathetic audience!"

Question 5. "You'll soon stop being smart."

- (i) Who says this?
- (ii) Why does the speaker say it?
- (iii) What according to the speaker will stop Gerrard from being smart?

Answer:

- (i) The intruder says the given statement.
- (ii) The intruder says this to scare Gerrard and know more about him.
- (iii) The speaker intends to kill Gerrard. According to the speaker, when Gerrard gets to know that he came to Gerrard to kill him and steal his identity, he would become scared and stop being smart.

Question 6. "They can't hang me twice."

- (i) Who says this?
- (ii) Why does the speaker say it?

Answer:

- (i) The intruder says the given statement.
- (ii) The speaker says this because he had already murdered someone. So, it is not a big deal for him to kill another man. He can't be hanged twice.

Question 7. "A mystery I propose to explain." What is the mystery the speaker proposes to explain?

Answer: The mystery that the speaker, Gerrard, proposes to explain is why he himself is a mystery man. He explains to the intruder that he himself is a criminal who is on the run. That is the reason why he does not meet tradespeople. He says that he murdered someone and got away with it. But now he was in a trouble and that's why his bag was all packed to escape again.

Question 8. "This is your big surprise."

- (i) Where has this been said in the play?
- (ii) What is the surprise?

Answer:

- (i) This statement is said twice in the play.

Once when the intruder is trying to scare Gerrard and the second time when Gerrard is explaining to him why he won't kill him for a good reason.

- (ii) The surprise in the first utterance of the statement is that the intruder expresses his intention to kill Gerrard.

The surprise in the second utterance of the statement is that Gerrard explains to him that he himself is a criminal on the run, which is why it won't do any good to the intruder to kill him and steal his identity.

Thinking about Language

I. Consult your dictionary and choose the correct word from the pairs given in brackets.

1. The (site, cite) of the accident was (ghastly/ghostly).

2. Our college (principle/principal) is very strict.
3. I studied (continuously/continually) for eight hours.
4. The fog had an adverse (affect/effect) on the traffic.
5. Cezanne, the famous French painter, was a brilliant (artist/artiste).
6. The book that you gave me yesterday is an extraordinary (collage/college) of science fiction and mystery.
7. Our school will (host/hoist) an exhibition on cruelty to animals and wildlife conservation.
8. Screw the lid tightly onto the top of the bottle and (shake/shape) well before using the contents.

Answer:

1. The site of the accident was ghastly.
2. Our college principal is very strict.
3. I studied continuously for eight hours.
4. The fog had an adverse effect on the traffic.
5. Cezanne, the famous French painter, was a brilliant artist.
6. The book that you gave me yesterday is an extraordinary collage of science fiction and mystery.
7. Our school will host an exhibition on cruelty to animals and wildlife conservation.
8. Screw the lid tightly onto the top of the bottle and shake well before using the contents.

II. Irony is when we say one thing but mean another, usually the opposite of what we say. When someone makes a mistake and you say, "Oh! that was clever!", that is irony. You're saying 'clever' to mean 'not clever'.

Expressions we often use in an ironic fashion are:

- Oh, wasn't that clever!/Oh that was clever!
- You have been a great help, I must say!
- You've got yourself into a lovely mess, haven't you?
- Oh, very funny!/ How funny!

We use a slightly different tone of voice when we use these words ironically.

Read the play carefully and find the words and expressions Gerrard uses in an ironic way. Then say what these expressions really mean. Two examples have been given below. Write down three more such expressions along with what they really mean.

<i>What the author says</i>	<i>What he means</i>
Why, this is a surprise, Mr—er—	He pretends that the intruder is a social visitor whom he is welcoming. In this way he hides his fear.

At last a sympathetic audience!

He pretends that the intruder wants to listen to him, whereas actually the intruder wants to find out information for his own use.

Answer:

<i>What the author says</i>	<i>What he means</i>
You have been so modest.	Gerrard says this to express how immodest the intruder has been by not talking about himself at all.
At last a sympathetic audience!	Gerrard says this sarcastically as the intruder is asking about Gerrard while holding a gun.
You won't kill me for a very good reason.	Gerrard says this as if he has some 'very good reason' to be spared by the intruder. He says this so as to create a doubt in the intruder about killing him.

Dictionary Use

A word can mean different things in different contexts. Look at these three sentences:

- The students are taught to respect different cultures.
- The school is organising a cultural show.
- His voice is cultured.

In the first sentence, 'culture' (noun) means way of life; in the second, 'cultural' (adjective) means connected with art, literature and music; and in the third, 'cultured' (verb) means sophisticated, well mannered. Usually a dictionary helps you identify the right meaning by giving you signposts.

Look at the dictionary entry on 'culture' from Oxford Advanced Learner's Dictionary, 2005.

cul-tural 0- [ˈkʌltʃərəl/ *adj.* [usually before noun]

1 connected with the culture of a particular society or group, its customs, beliefs, etc.: *cultural differences between the two communities* ◊ *economic, social and cultural factors* **2** connected with art, literature, music, etc.: *a cultural event* ◊ *Europe's cultural heritage* ◊ *The orchestra is very important for the cultural life of the city.* ► **cul-tur-ally** /-rəli/ *adv.*

cul-ture 0- [ˈkʌltʃə(r)/ *noun, verb*

■ **noun**

• **WAY OF LIFE** **1** [U] the customs and beliefs, art, way of life and social organization of a particular country or group: *European/Islamic/African/American, etc. cul-ture* ◊ *working-class culture* **2** [C] a country, group, etc. with its own beliefs, etc.: *The children are taught to respect different cultures.* ◊ *the effect of technology on traditional cultures*
• **ART/MUSIC/LITERATURE** **3** [U] art, music, literature, etc., thought of as a group: *Venice is a beautiful city full of cul-ture and history.* ◊ *popular culture* (= that is enjoyed by a lot of people) ◊ *the Minister for Culture*

• **BELIEFS/ATTITUDES** **4** [C,U] the beliefs and attitudes about sth that people in a particular group or organization share: *The political cultures of the United States and Europe are very different.* ◊ *A culture of failure exists in some schools.* ◊ *company culture* ◊ *We are living in a consumer culture.*

• **GROWING/BREEDING** **5** [U] (*technical*) the growing of plants or breeding of particular animals in order to get a particular substance or crop from them: *the culture of silk-worms* (= for silk)

• **CELLS/BACTERIA** **6** [C] (*biology, medical*) a group of cells or bacteria, especially one taken from a person or an animal and grown for medical or scientific study, or to produce food; the process of obtaining and growing these cells: *a culture of cells from the tumour* ◊ *Yogurt is made from active cultures.* ◊ *to do/take a throat culture*

■ **verb** [VN] (*biology, medical*) to grow a group of cells or bacteria for medical or scientific study

cul-tured /ˈkʌltʃəd; NAmE -tʃərd/ *adj.* **1** (of people) well educated and able to understand and enjoy art, literature, etc. **SYN** CULTIVATED **2** (of cells or bacteria) grown for medical or scientific study **3** (of PEARLS) grown artificially

(Noun, verb, adjective, adverb, synonyms, etc. are signposts which help you locate the right meaning and usage, and give information about the part of speech that the word is.)

Look up the dictionary entries for the words sympathy, familiarity, comfort, care, and surprise. Use the information given in the dictionary and complete the table.

Noun	Adjective	Adverb	Verb	Meaning
Sympathy				
Familiarity				
Comfort				
Care				
Surprise				

Answer:

<i>Noun</i>	<i>Adjective</i>	<i>Adverb</i>	<i>Verb</i>	<i>Meaning</i>
Sympathy	sympathetic	sympathetically	sympathize	To feel pity for someone
Familiarity	familiar	familiarly	familiarize	To know someone/ something
Comfort	comfortable	comfortably	comfort	To make someone feel relaxed
Care	caring	carefully	care	To be concerned about someone
Surprise	surprising	surprisingly	surprise	To amaze someone

Speaking

Question 1. Imagine you are Gerrard. Tell your friend what happened when the Intruder broke into your house. [Clues : Describe (i) the intruder – his appearance, the way he spoke, his plan, his movements, etc., (ii) how you outwitted him.]

Answer: Last night, while I was on the phone, an intruder broke into my cottage. He had a gun in his hand. He was a criminal on the run. He was planning to kill me and steal my identity. He kept threatening me with the gun and asked me to tell him everything about myself. I did not reveal my true profession and instead gave him a dodge. I told him that just like him, I too am a criminal and that is why killing me will not do any good to him. I told him that I was in trouble myself and had to escape. While trying to come out of the cottage, I locked him up in the cupboard and called the police. That's how I was able to outwit him and save myself.

Question 2. Enact the play in the class. Pay special attention to words given in italics before a dialogue. These words will tell you whether the dialogue has to be said in a happy, sarcastic or ironic tone and how the characters move and what they do as they speak. Read these carefully before you enact the play.

Answer: Do it yourself.

Writing

I. Which of the words below describe Gerrard and which describe the Intruder?

Smart; humorous; clever

Beautiful; cool; confident

Flashy; witty; nonchalant

Write a paragraph each about Gerrard and the Intruder to show what qualities they have. (You can use some of the words given above.)

Answer:

Gerrard:

Gerrard is a smart and humorous person. He is clever and confident. Even in a life-threatening situation, he is cool and handles the situation in an amazing way. Instead of losing his mind and getting killed by the intruder, he quickly cooks up a story of being an on-the-run criminal. He is a witty person who saves himself and gets the intruder behind bars.

Intruder:

The intruder is a flashy person who tries to be very smart from the very beginning. He believes the cooked-up story of Gerrard and agrees to get out of the cottage with Gerrard. We see that the intruder is then locked up by Gerrard and the intruder even loses his gun to Gerrard.

II. Convert the play into a story (150–200 words). Your story should be as exciting and as witty as the play. Provide a suitable title to it.

Answer: Do it yourself.

