

The Best Christmas Present in the World

TVTRC

Comprehension Check (Page 10)

Question 1:

What did the author find in a junk shop?

Answer:

The author found a nineteenth century old roll-top desk which was put up for sale in a junk shop. It was in a very bad condition with several broken pieces as one leg was clumsily mended and scorch marks all down one side.

Question 2:

What did he find in a secret drawer? Who do you think had put it in there?

Answer:

The author found a shallow space underneath the roll-top desk drawer which was a secret drawer. There was a small black tin box which had a piece of lined notepaper that was sello-taped to its top. There was a note written on it in shaky handwriting: "Jim's last letter, received January 25, 1915. To be buried with me when the time comes."

It seems the letter was put inside the box by Mrs. Jim Macpherson along with her full name and address written on the envelope consisting the letter.

Comprehension Check (Page 14)

Question 1:

Who had written the letter, to whom, and when?

Answer:

Captain Jim Macpherson of the British army who was fighting a war against the Germans had written the letter to his wife Connie on 26th December, 1914.

Question 2:

Why was the letter written — what was the wonderful thing that had happened?

Answer:

Jim Macpherson wrote the letter to his wife Connie and described the wonderful event that happened on the day of Christmas. Although a war was going on between the two armies-the British and the Germans, they celebrated Christmas and played a friendly football match together.

Question 3:

What jobs did Hans Wolf and Jim Macpherson have when they were not soldiers?

Answer:

Before joining the armed forces, Hans Wolf from Dusseldorf used to play the cello in an orchestra and Jim Macpherson was a school teacher from Dorset.

Question 4:

Had Hans Wolf ever been to Dorset? Why did he say he knew it?

Answer:

No, Hans had never been to Dorset in the past. He had learned about Dorset from school and read several English books. One of his favourite books was 'Far from the Madding Crowd' written by Thomas Hardy.

Question 5:

Do you think Jim Macpherson came back from the war? How do you know this?

Answer:

No, it appears that Jim Macpherson never returned home from the war. Perhaps, due to this reason his wife Connie had preserved all his letters carefully.

Comprehension Check (Page 15)**Question 1:**

Why did the author go to Bridport?

Answer:

The author went to Bridport to meet Connie Macpherson and which had her address – Mrs. Jim Macpherson, 12 Copper Beeches, Bridport and Dorset. He wanted to deliver the letter to her written by her husband, which the author had mistakenly opened and read the contents of.

Question 2:

How old was Mrs. Macpherson now? Where was she?

Answer:

Mrs. Connie Macpherson was a hundred and one years old. She was in the Burlington House Nursing Home that was located on the Dorchester road, on the other side of town.

Comprehension Check (Page 16)**Question 1:**

Who did Connie Macpherson think her visitor was?

Answer:

Connie Macpherson thought that the visitor carrying the letter was her husband, Jim Macpherson.

Question 2:

Which sentence in the text shows that the visitor did not try to hide his identity?

Answer:

The sentence which shows that the visitor did not try to hide his identity is, "I explained about the desk,

about how I had found it, but I don't think she was listening". From this sentence, we understand that although the author tries his best to explain how he found the letter in the old roll-top desk, Mrs. Macpherson didn't pay attention to his words, rather she stroked the letter tenderly with her fingertips.

Working with the text (Page 16)

Question 1:

For how long do you think Connie had kept Jim's letter? Give reasons for your answer.

Answer:

Connie kept Jim's letter for a long period of time. We understand this from the fact that she told the narrator how she used to read the letter every day and could feel Jim's presence around her always.

Question 2:

Why do you think the desk had been sold, and when?

Answer:

The roll-top desk was put up for sale when the house in which Mrs. Jim Macpherson lived had caught fire and she was taken to the Burlington House Nursing Home. Most of the things got burned and were put up for sale thereafter.

Question 3:

Why do Jim and Hans think that games or sports are good ways of resolving conflicts? Do you agree?

Answer:

Jim and Hans thought that games or sports are good ways of resolving conflicts because nobody lays down their lives in matches. Neither do children become orphans, nor do wives become widows of martyred soldiers. Both Jim and Hans were of the opinion that war only leads to death, conflict and devastation whereas, playing matches are a good way to end the conflicts.

Yes, I agree with both Jim and Hans that playing friendly matches are definitely an ideal way to resolve conflicts between two enemy countries without any loss to life and property.

Question 4:

Do you think the soldiers of the two armies are like each other, or different from each other? Find evidence from the story to support your answer.

Answer:

The soldiers of the two armies are similar to each other as per the following reasons derived from the story:

1. Both the armies celebrated Christmas together.
2. They shared good moments together by eating, laughing, drinking and talking with each other.
3. Both the armies played a friendly football match and approved the fact that conflicts could have been resolved by playing a match.
4. They agreed about the consequences or negative impact that war has upon families.
5. Both the armies longed for peace and exchanged Christmas carols and hoped to unite with their respective families soon.

Question 5:

Mention the various ways in which the British and the German soldiers become friends and find things in common at Christmas.

Answer:

Both the British and the German soldiers were enemies at war and belonged to different camps. However, at the end of the day both armies comprised human beings who had similar feelings of love and compassion for their respective families and all those who are fighting the war. Both groups shared the festive spirit of Christmas, enjoyed a feast together by eating, drinking and making merry together. They also talked of Bathsheba and Gabriel Oak and Sergeant Troy and Dorset. They also sang Christmas carols together and spent some quality time with each other. They got over hatred and played a friendly football and wished if all conflicts in the world could be resolved by playing games. Both Jim and Hans hated war and knew well how war affected the lives of their families. Both were anxious to return home to their families once the war comes to an end.

Question 6:

What is Connie's Christmas present? Why is it "the best Christmas present in the world"?

Answer:

When the narrator visited Connie to deliver her husband's letter, she mistook him to be her husband, Jim Macpherson due to her old age and memory loss. She was looking forward to Jim returning home for Christmas. She felt this was the best Christmas present ever she could receive.

This was the best Christmas present in the world for Connie because Jim had mentioned in the letter that he would return home from war on Christmas. She used to read that letter multiple times in a day to feel her husband's presence nearby. Hence, when the narrator told her how he found the letter, she was extremely happy and felt it was Jim who had come to visit her after a long time.

Question 7:

Do you think the title of this story is suitable for it? Can you think of any other title(s)?

Answer:

In my opinion, the title of the story is very apt and suits it perfectly. The festive spirit of Christmas prevails throughout the story. It clearly mentions how the warring troops longed for peace and had a strong desire to return home safely to their respective families. They shared a wonderful moment together by sharing food, drinks and talked to their heart's content and played a football match among themselves. However, when the narrator goes to visit Connie along with the letter written by her husband, Jim Macpherson, she presumes the author to be her husband and thanks him for gifting her the best Christmas present ever.

Some suitable titles could be – "The Best Christmas Gift" and "When a Christmas wish comes true".

Working with language (Page 17-19)

Question 1:

Look at these sentences from the story.

I *spotted* it in a junk shop in Bridport... The man *said* it was made in the early nineteenth century... This one *was* in a bad condition...

The *italicised verbs* are in the past tense. They tell us what happened in the past, before now.

(i) Read the passage below and underline the verbs in the past tense.

A man got on the train and sat down. The compartment was empty except for one lady. She took her gloves off. A few hours later the police arrested the man. They held him for 24 hours and then freed him.

Answer:

A man **got** on the train and **sat** down. The compartment **was** empty except for one lady. She **took** her gloves off. A few hours later the police **arrested** the man. They **held** him for 24 hours and then **freed** him.

Now look at these sentences.

The veneer had lifted almost everywhere. Both fire and water had taken their toll on this desk.

Notice the verb forms had lifted, had taken (their toll).

The author found and bought the desk in the past.

The desk was damaged before the author found it and bought it.

Fire and water had damaged the desk before the author found it and bought it.

We use verb forms like had damaged for an event in the 'earlier past'. If there are two events in the past, we use the 'had...' form for the event that occurred first in the past.

We also use the past perfect tense to show that something was wished for, or expected before a particular time in the past. For example, I had always wanted one...

Discuss with your partner the difference in meaning in the sentences below.

When I reached the station, the train left.

When I reached the station, the train had left.

(ii) Fill in the blanks using the correct form of the verbs in brackets.

My little sister is very naughty. When she _____ (come) back from school yesterday, she had _____ (tear) her dress. We _____ (ask) her how it had _____ (happen). She _____ (say) she _____ (have, quarrel) with a boy. She _____ (have, beat) him in a race and he _____ (have, try) to push her. She _____ (have, tell) the teacher and so he _____ have, chase) her, and she _____ (have, fall) down and _____ (have, tear) her dress.

Answer:

My little sister is very naughty. When she **came** back from school yesterday, she had **torn** her dress. We **asked** her how it had **happened**. She **said** she **had quarrelled** with a boy. She **had beaten** him in a race and he **had tried** to push her. She **had told** the teacher and so he **had chased** her, and she **had fallen** down and **had torn** her dress.

(iii) Underline the verbs and arrange them in two columns, Past and Earlier past.

(a) My friends set out to see the caves in the next town, but I stayed at home, because I had seen them already.

(b) When they arrived at the station, their train had left. They came back home, but by that time I had

gone out to see a movie!

(c) So they sat outside and ate the lunch I had packed for them.

(d) By the time I returned, they had fallen asleep!

Past	Earlier past

Answer:

Past	Earlier past
a. set out, stayed	had seen
b. arrived, came	had left, had gone
c. sat, ate	had packed
d. returned	had fallen

Question 2:

Dictionary work

By the end of the journey, we had run out of drinking water.

Look at the verb run out of in this sentence. It is a phrasal verb: it has two parts, a verb and a preposition or an adverb. Phrasal verbs often have meanings that are different from the meanings of their parts.

Find these phrasal verbs in the story.

burn out light up look on run out keep out

Write down the sentences in which they occur. Consult a dictionary and write down the meaning that you think matches the meaning of the phrasal verb in the sentence.

Answer:

• Burn out: "House number 12 turned out to be nothing but a burned-out shell, the roof gaping, the windows boarded-up." – **This line implies that the house was destroyed by fire.**

• Light up: "That was the moment her eyes lit up with recognition and her face became suffused with a sudden glow of happiness." – **This line implies that Connie's face brightened up with happiness.**

• Look on: "Hans Wolf and I looked on and cheered, clapping our hands and stamping our feet, to keep out the cold as much as anything." – **This line implies that both Jim and Hans watched and cheered each other while playing a football match.**

• Run out: "The time came, and all too soon, when the game was finished, the schnapps and the rum and the sausage had long since run out, and we knew it was all over." – **This line implies that the game was over and so was the fun and food that was all used up.**

- Keep out: “Hans Wolf and I looked on and cheered clapping our hands and stamping our feet, to keep out the cold as much as anything.” – **This line implies that they tried to avoid the cold by clapping their hands and stamping their feet.**

Question 3:

Noun phrase

Read the following sentence.

I took out a *small black tin box*.

- The phrase in *italics* is a noun phrase.
- It has the noun — *box* — as the head word, and three adjectives preceding it.
- Notice the order in which the adjectives occur — size (small), colour (black) and material (tin) of which it is made.
- We rarely use more than four adjectives before a noun and there is no rigid order in which they are used, though there is a preferred order of modifiers/adjectives in a noun phrase, as given below.

determiner	modifier 1 (opinion, feeling)	modifier 2 (size, shape, age)	modifier 3 (colour)	modifier 4 (material)	head word
a/an/ the	nice/lazy/ beautiful	tall/ round/ old/young	red/white/ light/dark	silk/cotton/ woollen	woman man/ table/chair

Answer:

Check the question properly and try to understand the placement of noun phrase and adjectives in it.

Question 4:

The table below contains a list of nouns and some adjectives. Use as many adjectives as you can to describe each noun. You might come up with some funny descriptions!

Nouns	Adjectives
elephant	circular, striped, enormous, multi-coloured, round, cheerful, wild, blue, red, chubby, large, medium-sized, cold
face	
building	
water	

Answer:

Nouns	Adjectives
elephant	enormous, large, cheerful, wild, medium-sized

face	round, cheerful, chubby,
building	multi-coloured, blue, red, medium-sized
water	blue, cold

Speaking (Page 19)

Question 1:

In groups discuss whether wars are a good way to end conflicts between countries. Then present your arguments to the whole class.

Answer:

War brings in a lot of hatred and devastation with it. It exhibits the unseen and unfair side of humans. Nations fight a war sometimes for petty reasons like sharing or conquering a piece of land or due to religion. Soldiers who fight the war leave their families behind and their children become orphaned and wives become widows when they lay down their lives for their respective countries. Therefore, wars are definitely not an ideal way to end conflicts and cause huge destruction to life and property.

(**Note:** Students may depict their views in front of the whole class as per their own thinking).

Question 2:

What kind of presents do you like and why? What are the things you keep in mind when you buy presents for others? Discuss with your partner. (For example, you might buy a book because it can be read and re-read over a period of time.)

Answer:

On the personal front, I do not like the practice of exchanging costly gifts. However, if we really want to thank someone with a present, we can buy some flowers as a token of affection for the respective person. Due to this reason, we notice that in formal occasions many guests bring flower bouquets as gifts to express their warm feelings.

(**Note:** Students may depict their own views and discuss it with their partner as per their convenience).

Writing (Page 20)

Question 1:

Imagine that you are Jim. You have returned to your town after the war. In your diary record how you feel about the changes you see and the events that occur in your town. You could begin like this

25 December, 1919

It's Christmas today, but the town looks.....

Or

Suppose you are the visitor. You are in a dilemma. You don't know whether to disclose your identity and disappoint the old lady or let her believe that her dear Jim has come back. Write a letter to a friend highlighting your anxiety, fears and feelings.

Answer:

25 December, 1919

It's Christmas today, but the town looks different from other days. The town was devastated by war. The buildings have been destroyed and are in complete ruins. My house is almost burnt by the bombardments happening due to war. All such events have taken a heavy toll on the lives of the soldiers as well as the civilians as a whole. I am in complete distaste of whatever is happening around and want to curse the war mongers. I truly long for peace and brotherhood among the countrymen and the people from across the borders.

Question 2:

Given below is the outline of a story. Construct the story using the outline.

A young, newly married doctor _____ freedom fighter _____ exiled to the Andaman and Nicobar Islands by the British _____ infamous Cellular Jail _____ prisoners tortured _____ revolt by inmates _____ doctor hanged _____ wife waits for his return _____ becomes old _____ continues to wait with hope and faith.

Answer:

In the year 1929 when India was under the British Raj, the English education system enlightened the minds of a few people. Gradually people started thinking progressively and were fighting hard to free the country from the British rule. At that time, a young, newly-married doctor was framed in a conspiracy case and sent to Andaman and Nicobar Islands which was located in the Bay of Bengal. He was a freedom fighter who was exiled to the infamous Cellular Jail for a few years. He along with other prisoners in this jail were subjected to inhuman torture due to revolt made by the inmates. One fine day, he was hanged. But his wife kept waiting for his return until she grew old. However, she never lost her hope and faith and continues to wait for her husband to return some day.

The Ant and the Cricket

Working with the poem (Page 23)

Question 1:

The cricket says, "Oh! what will become of me?" When does he say it, and why?

Answer:

The cricket said the line, "Oh! what will become of me?" when he found out that winter had arrived but his cupboard was empty. He could not find a single crumb on the snow-covered ground, neither could he see a flower nor a leaf on the tree. He wondered that as it was getting cold and he had nothing to eat in order to survive, he would die of starvation very soon.

Question 2:

(i) Find in the poem the lines that mean the same as "Neither a borrower nor a lender be" (Shakespeare).

(ii) What is your opinion of the ant's principles?

Answer:

(i) The line from the poem that means the same as "Neither a borrower nor a lender be" was "But we ants never borrow; we ants never lend."

(ii) From the ant's principle, we learn that we should save enough for the future, so that we might not need to borrow or lend from anyone in times of need. We should toil hard when the sun shines and make the best utilization of time and available resources.

Question 3:

The ant tells the cricket to "dance the winter away". Do you think the word 'dance' is appropriate here? If so, why?

Answer:

When the ant told the cricket to "dance the winter away", she meant the cricket didn't utilize his precious time and the available resources during summer to save up enough for the cold season. He was making merry and dancing his way when the sun was shining bright. Therefore, when the ant mentions about the word 'dance', she means that the cricket should try to dance and sing in the winter just as he did during the summer and not bother her by asking for food and shelter. Hence, the word 'dance' in context is associated with the irresponsible and careless nature of the cricket who made merry when the sun shone bright, but didn't save adequate food to survive in the winter season.

Question 4:

(i) Which lines in the poem express the poet's comment? Read them aloud.

(ii) Write the comment in your own words.

Answer:

(i) The lines in the poem that express the poet's comment are, "Folks call this a fable. I'll warrant it true".

(ii) The above comment as mentioned by the poet in the poem is a fable which has a moral behind it. In this story, the cricket is the one who has a very carefree nature and believes in making merry and dancing his way when the sun was shining bright during the summer season. He was so engrossed with dancing and singing that he didn't save anything for the cold season. On the other hand, the ant used to toil hard every day during the summer and saved enough grains for the future so that she has enough food stock to survive the freezing cold winter season. Hence, the moral of the story is that we should always be prepared to work hard and ready to face adverse situations, as and when they arise. Otherwise, our condition would become like the cricket who didn't save enough for a secure future.

The Tsunami

Comprehension Check (Page 27)

Question 1:

Say whether the following are true or false.

1. Ignacious lost his wife, two children, his father-in-law, and his brother-in-law in the tsunami.
2. Sanjeev made it to safety after the tsunami.
3. Meghna was saved by a relief helicopter.
4. Almas's father realised that a tsunami was going to hit the island.
5. Her mother and aunts were washed away with the tree that they were holding on to.

Answer:

1. True
2. False
3. False
4. True
5. True

Comprehension Check (Page 29)

Answer the following in a phrase or sentence.

Question 1:

Why did Tilly's family come to Thailand?

Answer:

Tilly Smith came with her family from South-East England to celebrate Christmas at a beach resort in southern Thailand.

Question 2:

What were the warning signs that both Tilly and her mother saw?

Answer:

Tilly and her family had already experienced a massive earthquake off northern Sumatra earlier in the morning of 26 December 2004. Her mother saw that the water was swelling and coming closer and the beach was getting smaller and smaller. Meanwhile, Tilly also noticed that the sea slowly started to rise, foam and bubble and form whirlpools in it.

Question 3:

Do you think Tilly's mother was alarmed by them?

Answer:

Tilly's mother initially didn't understand what was happening but when she saw her frightened

daughter hysterically screaming that it was a tsunami, she understood the seriousness of the condition.

Question 4:

Where had Tilly seen the sea behaving in the same strange fashion?

Answer:

Tilly had seen the sea behaving in the same strange fashion during her geography lesson when her geography teacher had shown her class the video and told them that tsunamis can be caused by earthquakes, volcanoes and landslides.

Question 5:

Where did the Smith family and the others on the beach go to escape from the tsunami?

Answer:

The Smith family and the others on the beach ran back and took refuge in the third floor of the hotel to escape from the tsunami. The building withstood the surge of three tsunami waves.

Question 6:

How do you think her geography teacher felt when she heard about what Tilly had done in Phuket?

Answer:

Tilly's geography teacher must have felt very proud of her when she heard about what Tilly had done in Phuket. She was happy that because of her lesson and video, the young girl was able to save her family and lives of many others by warning them of the tsunami waves.

Comprehension Check (Page 30)

Answer using a phrase or a sentence.

Question 1:

In the tsunami 150,000 people died. How many animals died?

Answer:

Although the giant waves that rolled through the Indian Ocean killed more than 150,000 people in a dozen countries; but not many animals have been reported dead. The exact count of dead animals is not known compared to human casualties.

Question 2:

How many people and animals died in Yala National Park?

Answer:

Sixty visitors were swept off the Patanangala beach inside the Yala National Park, no animal carcasses were found, except for two water buffaloes.

Question 3:

What do people say about the elephants of Yala National Park?

Answer:

The people present at the Yala National Park observed three elephants running away from the Patanangala beach about an hour before the tsunami hit that place.

Question 4:

What did the dogs in Galle do?

Answer:

The dogs in Galle refused to go for their daily run on the beach on the day the tsunami hit the coast.

Working with the text (Page 30-31)**Question 1:**

When he felt the earthquake, do you think Ignésious immediately worried about a tsunami? Give reasons for your answer. Which sentence in the text tells you that the Ignésious family did not have any time to discuss and plan their course of action after the tsunami struck?

Answer:

No, Ignésious did not realise a tsunami had struck when he felt the earthquake initially. He got up and carefully took his television set off its table and put it down on the ground so that it would not fall and break. Then the family rushed out of the house.

Ignésious family did not have any time to discuss and plan their course of action after the tsunami struck due to chaos and confusion. When the tremors stopped, they saw the sea rising. In the chaos and confusion, two of his children caught hold of the hands of their mother's father and mother's brother, and rushed in the opposite direction.

Question 2:

Which words in the list below describe Sanjeev, in your opinion? (Look up the dictionary for words that you are not sure of.)

cheerful	ambitious	brash	brave	careless
heroic	selfless	heartless	humorous	

Use words from the list to complete the three sentences below.

- (i) I don't know if Sanjeev was cheerful, _____ or _____.
(ii) I think that he was very brave, _____ and _____.
(iii) Sanjeev was not heartless, _____ or _____.

Answer:

In my opinion, the words that describe Sanjeev are brave, heroic and selfless.

- (i) I don't know if Sanjeev was cheerful, ambitious or humorous.
- (ii) I think that he was very brave, heroic and selfless.
- (iii) Sanjeev was not heartless, brash or careless.

Question 3:

How are Meghna and Almas's stories similar?

Answer:

Both Almas' and Meghna's families were swept away by the tsunami waves and they were the only survivors in their respective families. Both of them floated in the sea for many days. Meghna spent two days floating in the sea, holding on to a wooden door and brought to the shore by a wave. Similarly, Almas also climbed a log of wood and fainted. Later she woke up in a hospital in Kamorta and brought to Port Blair thereafter. Both the girls were so traumatized about the incident that Meghna was found walking on the seashore in a daze and Almas did not want to discuss the tragic incident with anyone.

Question 4:

What are the different ways in which Tilly's parents could have reacted to her behaviour? What would you have done if you were in their place?

Answer:

Tilly could foresee that a tsunami had struck them. Seeing her frightened and getting hysterical, her parents understood that something serious is likely to happen. They took both their daughters away from the beach to the swimming pool at the hotel. Seeing them, a number of other tourists also left the beach along with them. Tilly also shouted to everyone around in the beach to run for safety.

However, Tilly's parents could have also reacted in a different manner by not paying heed to her frightened behaviour. If they would have tried to calm her down, probably if they would have got washed away along with the tsunami waves.

If I would have been in a similar situation, I would have carefully listened to Tilly and realised that a danger was approaching and immediately rush to the hotel by running away from the beach.

Question 5:

If Tilly's award was to be shared, who do you think she should share it with — her parents or her geography teacher?

Answer:

In my opinion, Tilly should have shared her award with her geography teacher who made her aware of what a tsunami is and its various effects. Due to this awareness, she was able to save the lives of so many people.

Question 6:

What are the two different ideas about why so few animals were killed in the tsunami? Which idea do you find more believable?

Answer:

Not many animals were killed by the tsunami because most of them have a sixth sense working in them. As a matter of fact, animals know when the earth is going to shake. Some experts also believe that animals have an acute sense of hearing that helps them to hear or feel the earth's vibration. They have the ability to sense an approaching disaster long before humans realise what's going on and they are able to move to safer places.

Animals have a better sense of hearing and gut feeling and this is scientifically proven that they can sense disturbances and hear low frequency sounds which is not within the capacity of humans. Although this is an incredible fact, yet it's true!

Working with language (Page 31-32)

Question 1:

Go through Part-I carefully, and make a list of as many words as you can find that indicate movement of different kinds. (There is one word that occurs repeatedly — count how many times!) Put them into three categories.

fast movement	slow movement	neither slow nor fast
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Can you explain why there are many words in one column and not in the others?

Answer:

Fast movement	Slow movement	Neither slow nor fast
Earthquake	Recede	Floating
Fall	Rising	
Rushed		
Tremors		
Swept away		
Washed away		
Ran		

The 'fast movement' has more words than the other two columns i.e. 'slow movement' and 'neither slow nor fast'. This indicates that there are fast movements in a tsunami and it is extremely difficult to avert such a critical situation both for men and animals instantly. Although people were fast in their movements such as running or climbing, most of the people got washed away by the tsunami waves.

Question 2:

Fill in the blanks in the sentences below (the verbs given in brackets will give you a clue).

(i) The earth trembled, but not many people felt the _____. (tremble)

(ii) When the zoo was flooded, there was a lot of _____ and many animals escaped into the countryside. (confuse)

(iii) We heard with _____ that the lion had been recaptured. (relieve)

(iv) The zookeeper was stuck in a tree and his _____ was filmed by the TV crew. (rescue)

(v) There was much _____ in the village when the snake charmer came visiting. (excite)

Answer:

(i) The earth trembled, but not many people felt the trembling.

(ii) When the zoo was flooded, there was a lot of confusion and many animals escaped into the countryside.

(iii) We heard with relief that the lion had been recaptured.

(iv) The zookeeper was stuck in a tree and his rescue was filmed by the TV crew.

(v) There was much excitement in the village when the snake charmer came visiting.

Question 3:

Say whether the following sentences are in the Active or the Passive voice. Write A or P after each sentence as shown in the first sentence.

(i) Someone stole my bicycle. A

(ii) The tyres were deflated by the traffic police. _____

(iii) I found it last night in a ditch near my house. _____

(iv) It had been thrown there. _____

(v) My father gave it to the mechanic. _____

(vi) The mechanic repaired it for me. _____

Answer:

(i) Someone stole my bicycle. A

(ii) The tyres were deflated by the traffic police. P

(iii) I found it last night in a ditch near my house. A

(iv) It had been thrown there. P

(v) My father gave it to the mechanic. **A**

(vi) The mechanic repaired it for me. **A**



Geography Lesson

Working with the poem (Page 35)

Question 1:

Find three or four phrases in stanzas one and two which are likely to occur in a geography lesson.

Answer:

Some of the three or four phrases which are likely to occur in a geography lesson are listed below:

- (i) "the city had developed the way it had"
- (ii) "it scaled six inches to the mile"
- (iii) "the country had cities where the rivers ran"
- (iv) "the valleys were populated"
- (v) "land and water attracted man"

Question 2:

Seen from the window of an aeroplane, the city appears

- (i) as haphazard as on ground.
- (ii) as neat as a map.
- (iii) as developed as necessary.

Mark the right answer.

Answer:

(iii) as developed as necessary.

Question 3:

Which of the following statements are examples of "the logic of geography"?

- (i) There are cities where there are rivers.
- (ii) Cities appear as they are not from six miles above the ground.
- (iii) It is easy to understand why valleys are populated.
- (iv) It is difficult to understand why humans hate and kill one another.
- (v) The earth is round, and it has more sea than land.

Answer:

Statements (i), (iii) and (iv) are correct.

Question 4:

Mention two things that are

- (i) clear from the height.

(ii) not clear from the height.

Answer:

- (i) From the height, it is clear that the cities and valleys of the various countries are populated near the rivers. Besides, it also implies that the earth is round and that it had more sea than land.
- (ii) From the height, it is difficult to understand why the men on the earth find reasons to hate each other and build walls across cities and want to kill. This implies that Nature does not restrict itself in boundaries, but human beings are always trying hard to divide the beautiful planet by building walls among themselves.



Glimpses of the Past

Comprehension Check (Page 45)

Question 1:

Look at Picture 1 and recall the opening lines of the original song in Hindi. Who is the singer? Who else do you see in this picture?

Answer:

The opening lines of the original song in Hindi are –

“Aye mere watan ke logon, tum khub laga lo naara
yeh shubh din hai ham sab ka, lehralo tiranga pyaara
par mat bhulo seema par, veeron ne hai praan ganvaaye
kuchh yaad unhe bhee kar lo – (2)
jo laut ke ghar naa aaye – (2)

This beautiful heart-touching track was sung by Lata Mangeshkar.

In the picture, we see great leaders of India namely – Lal Bahadur Shastri, Pandit Jawaharlal Nehru, Indira Gandhi, Rani Laxmibai of Jhansi, Bal Gangadhar Tilak, Bahadur Shah Zafar, Lala Lajpat Rai, Bhagat Singh, Mahatma Gandhi and Netaji Subhash Chandra Bose.

Question 2:

In Picture 2 what do you understand by the Company’s “superior weapons”?

Answer:

The East India Company’s “superior weapons” refers to the arms and ammunitions such as guns and cannons, wit, strong rules and regulations and diplomacy of the British rulers.

Question 3:

Who is an artisan? Why do you think the artisans suffered? (Picture 3)

Answer:

An artisan is a skilled craft worker who creates decorative or functional items manually. The artisans suffered as the British were extracting high taxes from them because of which they were facing economic loss on their products. Moreover, the British were importing machine-manufactured items from England and selling them on a large scale, thereby ruining the existing market of hand-made products made by the artisans.

Question 4:

Which picture, according to you, reveals the first sparks of the fire of revolt?

Answer:

Picture 7 - The Sparks (1855-57) reveals the first sparks of the fire of revolt.

Working with the text (Page 45)

Answer the following questions.

Question 1:

Do you think the Indian princes were short-sighted in their approach to the events of 1757?

Answer:

Yes, the Indian princes were short-sighted in their approach to the events of 1757 as they failed to see and understand the bad intentions of the British rulers. The British slowly became virtual rulers who tried to capture the whole country by winning the confidence of princes and helping them win small battles against other local princes.

Question 2:

How did the East India Company subdue the Indian princes?

Answer:

The East India Company spread their business by importing machine-manufactured items from England and selling them extensively. The Indian princes were constantly at loggerheads and fighting with each other. Due to this, they took the help of the English merchants to fight their counterparts. The ordinary people lost peace due to these constant fights. These rivalries indirectly helped the East India Company subdue the Indian princes one at a time and slowly gain complete control over the masses.

Question 3:

Quote the words used by Ram Mohan Roy to say that every religion teaches the same principles.

Answer:

Ram Mohan Roy quoted to his wife Uma that "Cows are of different colours, but the colour of their milk is the same. Different teachers have different opinions but the essence of every religion is the same."

Question 4:

In what ways did the British officers exploit Indians?

Answer:

The British exploited Indians in several ways. They imposed high taxes on the peasants, reduced the import duty on goods manufactured in England and imported those to India and cut the thumbs of expert artisans and ruined their business.

Question 5:

Name these people.

(i) The ruler who fought pitched battles against the British and died fighting.

- (ii) The person who wanted to reform the society.
- (iii) The person who recommended the introduction of English education in India.
- (iv) Two popular leaders who led the revolt (Choices may vary.)

Answer:

- (i) Tipu Sultan of Mysore fought pitched battles against the British and died fighting.
- (ii) Raja Ram Mohan Roy, a learned man from Bengal was one person who wanted to reform the society.
- (iii) Macaulay, an Englishman was the one who recommended the introduction of English education in India.
- (iv) Two popular leaders who led the revolt were Maulvi Ahmedulla of Faizabad and Peshwa Nana Saheb.

Question 6:

Mention the following.

- (i) Two examples of social practices prevailing then.
- (ii) Two oppressive policies of the British.
- (iii) Two ways in which common people suffered.
- (iv) Four reasons for the discontent that led to the 1857 War of Independence.

Answer:

- (i) Child marriage and untouchability.
- (ii) Firstly, the British did not impose any import duty on goods manufactured in England and this crippled the Indian cottage industries. Secondly, the British continued to oppress Indians in 1818 by passing the Regulation III, under which an Indian could be jailed without trial in a court.
- (iii) The farmers were heavily taxed by the British and the thumbs of the skilled artisans were cut to ruin their business.
- (iv) Given below are the four reasons for the discontent that led to the 1857 War of Independence:
 - (a) In Bengal, the Santhals lost their lands under new British land rules and they became desperate and rose in rebellion and massacred Europeans in 1855.
 - (b) The Indian sepoys of the British army were discontent and angry as the white soldiers were getting huge pay, mansions to live in along with servants.
 - (c) The Brahmin soldiers were furious when they came to know that the grease on the bullet that they were biting was made from the fat of cows and pigs.
 - (d) Many landlords were sore because they had lost their lands and estates due to the harsh British policies.

Working with language (Page 46)

Question 1:

Change the following sentences into indirect speech.

- (i) First man: We must educate our brothers.
Second man: And try to improve their material conditions.
Third man: For that we must convey our grievances to the British Parliament.
 - (a) The first man said that _____
-

(b) The second man added that _____

(c) The third man suggested that _____

(ii) First soldier: The white soldier gets huge pay, mansions and servants.

Second soldier: We get a pittance and slow promotions.

Third soldier: Who are the British to abolish our customs?

(a) The first soldier said that _____

(b) The second soldier remarked that _____

(c) The third soldier asked _____

Answer:

(i) (a) The first man said that **they must educate their brothers.**

(b) The second man added that **they must try to improve their material conditions.**

(c) The third man suggested that **they must convey their grievances to the British Parliament.**

(ii) (a) The first soldier said that **the white soldier got huge pay, mansions and servants.**

(b) The second soldier remarked that **they got a pittance and slow promotions.**

(c) The third soldier asked **who the British were to abolish their customs.**

Macavity: The Mystery Cat

Working with the poem (Page 51-52)

Question 1:

Read the first stanza and think.

- (i) Is Macavity a cat really?
- (ii) If not, who can Macavity be?

Answer:

- (i) Macavity, a mysterious character is not a cat in reality.
- (ii) Macavity is a fictional character which is a figment of the poet's imagination who believes that the cat's actions resemble that of a law-defying criminal. He is a trickster who never gets caught by the Scotland Yard Police.

Question 2:

Complete the following sentences.

- (i) A master criminal is one who _____
- (ii) The Scotland Yard is baffled because _____
- (iii) _____ because Macavity moves much faster than them.

Answer:

- (i) A master criminal is one who **defies the law, evades arrest and escapes from the clutches of policemen.**
- (ii) The Scotland Yard is baffled because **they are unable to catch Macavity red-handed as he escapes from the crime scene even before they arrive.**
- (iii) **The Flying Squad is in despair** because Macavity moves much faster than them.

Question 3:

"A cat, I am sure, could walk on a cloud without coming through". (Jules Verne)

Which law is Macavity breaking in the light of the comment above?

Answer:

Macavity is breaking the law of gravity in light of the given statement. This implies that it is difficult to trace the mysterious cat, Macavity because he commits the crime and disappears from the scene even before the police arrives.

Question 4:

Read stanza 3, and then, describe Macavity in two or three sentences of your own.

Answer:

Macavity is a mysterious ginger cat who is very tall and thin with sunken eyes. His brow is deeply lined

with thought and he has a highly domed head. He has a dusty coat and his whiskers are uncombed due to negligence. He sways his head from side to side and makes snake-like movements. Although others might think that he is half asleep but he is always wide awake.

Question 5:

Say 'False' or 'True' for each of the following statements.

- (i) Macavity is not an ordinary cat.
- (ii) Macavity cannot do what a fakir can easily do.
- (iii) Macavity has supernatural powers.
- (iv) Macavity is well-dressed, smart and bright.
- (v) Macavity is a spy, a trickster and a criminal, all rolled in one.

Answer:

- (i) Macavity is not an ordinary cat. -> **True**
- (ii) Macavity cannot do what a fakir can easily do. -> **False**
- (iii) Macavity has supernatural powers. -> **True**
- (iv) Macavity is well-dressed, smart and bright. -> **False**
- (v) Macavity is a spy, a trickster and a criminal, all rolled in one. -> **True**

Question 6:

Having read the poem, try to guess whether the poet is fond of cats. If so, why does he call Macavity a fiend and monster?

Answer:

Yes, it seems the poet is very fond of cats and admires Macavity when he defies the law and manages to escape from the clutches of police every time. He calls Macavity a 'fiend' and a 'monster' as he wants to portray an evil side of the cat. He uses these terms to describe the negative activities of a criminal character who is very quick in movement and evades arrest every time and vanishes in thin air before the police arrives. The mysterious and devil-like eyes might have influenced the poet to create an evil character in the form of a cat, who is corrupt and wicked by nature.

Question 7:

Has the poet used exaggeration for special effect? Find a few examples of it and read those lines aloud.

Answer:

Yes, the poet has used many exaggerations in the poem, such as Macavity's defiance of gravitational law and has used terms like 'a fiend in feline shape and a monster of depravity' to highlight the mysterious aura surrounding the cat. He often mentions in the poem that the Scotland Yard and the Flying Squad are in utter despair due to their inability to catch the criminal as he escapes the crime scene even before they arrive. All these exaggerations indicate the monstrous and mysterious nature of Macavity, the evil criminal.

A few examples of these exaggerations from the poem are listed below:

- (a) 'He's called the Hidden Paw.'
- (b) 'He's the bafflement of Scotland Yard, the Flying Squad's despair.'
- (c) 'He's broken every human law, he breaks the law of gravity.'
- (d) 'His powers of levitation would make a fakir stare.'

(e) 'For he's a fiend in feline shape, a monster of depravity.'



Bepin Choudhury's Lapse of Memory

Comprehension Check (Page 61)

Question 1:

Why did the man stare at Bepin Babu in disbelief?

Answer:

According to Parimal Ghose, he met Bepin Babu at Ranchi in 1958. He got confused and stared at Bepin Babu in disbelief as the latter failed to recognize him and understood that Bepin had a memory lapse of his stay in Ranchi.

Question 2:

Where did Bepin Babu say he went in October '58?

Answer:

Bepin Babu said that he went to Kanpur in October '58 and spent the Puja with a friend.

Question 3:

Mention any three (or more) things that Parimal Ghose knew about Bepin Babu.

Answer:

Given below are a few things that Parimal Ghose knew about Bepin Babu:

- (i) Bepin Babu had a fall in Hudroo and injured his right knee.
- (ii) Bepin Babu stayed in a bungalow at Ranchi and as he wasn't so fond of hotel food and he preferred to have his meals cooked by a bawarchi.
- (iii) He did not have any children, Bepin Babu lost his wife ten years ago and his only brother had died of insanity.

Comprehension Check (Page 64)

Question 1:

Why did Bepin Babu worry about what Parimal Ghose had said?

Answer:

Bepin Babu was surprised that Parimal Ghose knew a lot of his personal details. He was aware of Bepin's leg injury, bag of books, his wife's death and his brother's insane behaviour. After hearing so many details from that man, Bepin Babu felt with conviction that there was no valid reason for Parimal to lie about his trip to Ranchi. This made him wonder if he really had a temporary memory loss about his visit to Ranchi.

Question 2:

How did he try to decide who was right—his memory or Parimal Ghose?

Answer:

Bepin Babu was really worried after his encounter with Parimal Ghose, who adamantly claimed of having known him since 1958 during his visit to Ranchi. Besides, when Bepin Babu checked the injury on his right knee, he realised he had no memory of this injury. Hence, to solve the confusing puzzle about his Ranchi visit, Bepin Babu decided to contact Dinesh Mukerji to check if the latter remembered the incidents that happened in 1958. This is the only way he felt all his doubts and confusion could be clarified.

Question 3:

Why did Bepin Babu hesitate to visit Mr. Mukerji? Why did he finally decide to phone him?

Answer:

Initially Bepin Babu hesitated to visit Mr. Mukerji because he was afraid of Dinesh's ruthless sarcasm that he might need to face. He rather ignored whatever details that Parimal divulged in the book store and regarded all as false. Nonetheless, the thought of how Parimal Ghose knew so many of his personal details troubled him and he decided to finally check with Mr. Mukerji for clarity. Hence, he decided to contact Mr. Mukerji over call to avoid embarrassment right on his face.

Question 4:

What did Mr. Mukerji say? Did it comfort Bepin Babu, or add to his worries?

Answer:

Mr. Mukerji quickly checked his diary and confirmed both he and Bepin Babu had visited Ranchi in October 1958. This confirmation put Bepin Babu in a fix and he was unable to figure out why and how come he didn't have any memory of his Ranchi visit.

Comprehension Check (Page 67)**Question 1:**

Who was Chunilal? What did he want from Bepin Babu?

Answer:

Chunilal was Bepin Babu's school mate. He had been having a rough time lately and had been coming to see Bepin Babu for a job. Bepin Babu knew he could not do much to help Chunilal. However, Chuni kept turning up often at his house like a bad penny.

Question 2:

Why was Dr. Chanda puzzled? What was unusual about Bepin Babu's loss of memory?

Answer:

Dr. Chanda became puzzled after listening to Bepin Babu's lapse of memory. He mentioned that this medical condition was typically outside his field of experience. Bepin Babu's case was a little complex because he remembered everything related to his past except for his Ranchi visit. Hence, Dr. Chanda suggested him to visit Ranchi to try recollecting any bygone incident that might remind him of the past.

Comprehension Check (Page 69)

Question 1:

Had Bepin Babu really lost his memory and forgotten all about a trip to Ranchi?

Answer:

Perhaps, no. Bepin Babu didn't have any lapse of memory or forgotten all about a trip to Ranchi. From the letter sent by Chunilal, it was evident that he played a trick on Bepin Babu who didn't help him to get a job.

Question 2:

Why do you think Chunilal did what he did? Chunilal says he has no money; what is it that he does have?

Answer:

Chunilal had plotted the entire incident because Bepin Babu never helped him to get a decent job and he was completely penniless. As Bepin Babu never helped him, he wanted to punish him by rekindling a haunting memory of his fall near Hudroo at Ranchi. Chunilal might not have a job or money, but he had a strong imaginative power which he felt would help him to fight the ill phase of his career. Hence, he wrote a novel which was being considered by a publisher and he was hopeful that it would give him a source of income.

Working with the text (Page 69)

Question 1:

The author describes Bepin Babu as a serious and hardworking man. What evidence can you find in the story to support this?

Answer:

Bepin Babu was described as a serious and hardworking man. He was working daily in his office. It was a big firm and he was doing a responsible job. He had been associated in this firm for the past twenty-five years and had a reputation for being a tireless and conscientious worker.

Question 2:

Why did Bepin Babu change his mind about meeting Chunilal? What was the result of this meeting?

Answer:

Chunilal would often come to visit Bepin Babu to request him in order to get a job. But Bepin Babu refused to meet him. However, that day he changed his mind and decided to meet Chunilal and enquire of him if the latter remembers about his Ranchi visit. However, Chunilal confirmed about Bepin Babu's visit to Ranchi. Hearing this, Bepin Babu in a puzzled state decided to consult a specialist doctor and get treatment for his memory loss.

Question 3:

Bepin Babu lost consciousness at Hudroo Falls. What do you think was the reason for this?

Answer:

Bepin Babu lost consciousness at Hudroo Falls as he realised this was the final place which would help him to recollect his memory of his previous visit to Ranchi in 1958. However, he couldn't recollect a single incident and soon fell down beside a boulder near Hudroo and broke his hip by accident.

Question 4:

How do you think Bepin Babu reacted when he found out that Chunilal had tricked him?

Answer:

When Bepin Babu found out that he was tricked by Chunilal, he was filled with remorse for not helping Chuni in his time of need. He regretted refusing to help Chunilal and realised that he had indeed become a victim of forgetfulness as he had forgotten the real meaning of friendship at the time of his affluence.

Working with language (Page 70-72)

Question 1:

Fill in the blanks below using 'had to' / 'have to' / 'has to'.

- (i) I _____ cut my hair every month.
- (ii) We _____ go for swimming lessons last year.
- (iii) She _____ tell the principal the truth.
- (iv) They _____ take the baby to the doctor.
- (v) We _____ complain to the police about the noise.
- (vi) Romit _____ finish his homework before he could come out to play.
- (vii) I _____ repair my cycle yesterday.

Answer:

- (i) I **have to** cut my hair every month.
- (ii) We **had to** go for swimming lessons last year.
- (iii) She **has to** tell the principal the truth.
- (iv) They **had to** take the baby to the doctor.
- (v) We **have to** complain to the police about the noise.
- (vi) Romit **had to** finish his homework before he could come out to play.
- (vii) I **had to** repair my cycle yesterday.

Question 2:

Here are a few idioms that you will find in the story. Look for them in the dictionary in the following way.

First, arrange them in the order in which you would find them in a dictionary.

(Clue: An idiom is usually listed under the first noun, verb, adjective or adverb in it. Ignore articles or prepositions in the idiom).

To help you, we have put in bold the word under which you must look for the idiom in the dictionary.)

- (i) at/from close quarters (close: adjective)
- (ii) break into a smile (break: verb; look under 'break into something')
- (iii) carry on (carry: verb)
- (iv) have a clean record (you may find related meanings under both these words)
- (v) beat about the bush (verb)

Now refer to your dictionary and find out what they mean.

Answer:

- (i) at/from close quarters – This means stay nearby or close by.
- (ii) break into a smile – This means to smile suddenly.
- (iii) carry on – This means to continue with some task or work.
- (iv) have a clean record – This means to have a clean conduct or track record.
- (v) beat about the bush – This means to make rough guesses without proper knowledge.

Question 3:

Study the sentences in the columns below.

A	B
I saw this movie yesterday.	I have seen this movie already.
Bepin Babu worked here for a week last year.	Bepin Babu has worked here since 2003.
Chunilal wrote to a publisher last week.	Chunilal has written to a publisher.
I visited Ranchi once, long ago.	I have visited Ranchi once before.

Compare the sentences in the two columns, especially the verb forms.

Answer the following questions about each pair of sentences.

- (i) Which column tells us that Bepin Babu is still working at the same place?
- (ii) Which column suggests that Chunilal is now waiting for a reply from the publisher?
- (iii) Which column suggests that the person still remembers the movie he saw?
- (iv) Which column suggests that the experience of visiting Ranchi is still fresh in the speaker's mind?

Answer:

- (i) Column B
- (ii) Column A
- (iii) Column B
- (iv) Column B

Question 4:

Given below are jumbled sentences. Working in groups, rearrange the words in each sentence to form

correct sentences.

You will find that each sentence contains an idiomatic expression that you have come across in the lesson. Underline the idiom and write down its meaning. Then use your dictionary to check the meaning.

One sentence has been worked out for you as an example.

Jumbled sentence: vanished/ The car/ seemed to/ into thin/ have/ air.

Ans: The car seemed to have vanished into thin air.

Idiom: vanished into thin air: disappeared or vanished in a mysterious way

(i) Stop/and tell me/beating about/what you want/the bush

Ans: _____

Idiom: _____

(ii) don't pay/If you/ attention/you might/the wrong train/to the announcement/board

Ans: _____

Idiom: _____

(iii) The villagers/tried/the crime/on the young woman/to pin

Ans: _____

Idiom: _____

(iv) Bepin Babu/orders to/telling people/under/loved/doctor's/eat early/that he was

Ans: _____

Idiom: _____

(v) the students/The teacher/his eyebrows/when/said that/all their lessons/raised/they had revised

Ans: _____

Idiom: _____

Answer:

(i) Stop beating about the bush and tell me what you want.

Idiom: beating about the bush – To avoid coming to the main point and talk vaguely

(ii) If you don't pay attention to the announcement, you might board the wrong train.

Idiom: pay attention – To listen carefully

(iii) The villagers tried to pin the crime on the young woman.

Idiom: pin the crime – To place the blame or responsibility of a crime and implicate it on a wrong person

(iv) Bepin Babu loved telling people that he was under doctor's orders to eat early.

Idiom: under doctor's orders – To follow someone's instructions

(v) The teacher raised his eyebrows when the students said that they had revised all their lessons.

Idiom: raised his eyebrows – To express surprise or doubt

Speaking and writing (Page 72)

Question 1:

What do you think happened after Bepin Babu came to know the truth? Was he angry with this friend for playing such a trick on him? Or do you think he decided to help a friend in need?

Answer:

When Bepin Babu came to know the truth of how Chunilal tricked him, he was ashamed and filled with remorse combined with a mixed feeling of anger for not helping Chuni when he would come to him asking for help. Bepin Babu was angry on Chunilal for his ill health, however he was also happy to know that he didn't suffer any memory loss whatsoever. Soon after he realised that he had indeed become a victim of forgetfulness by forgetting the real purpose of friendship due to his affluence. Bepin Babu learnt a lesson from this incident and he decided to always help a friend in need, going forward.

The Last Bargain

Working with the poem (Page 74)

Question 1:

Who is the speaker in the poem?

Answer:

A daily wage earner who is looking for a job is the speaker of the poem.

Question 2:

“The king, sword in hand” suggests

- (i) wealth
- (ii) power
- (iii) more power than wealth.

Mark the appropriate item in the context of stanza 1.

Answer:

- (ii) power

Question 3:

The old man offered the speaker a lot of money. Why did he turn down the offer?

Answer:

The old man offered the speaker with a bag of gold. From his words, it's evident that the speaker desired job satisfaction and happiness at work, which he felt wasn't possible if he offered his services to the old man who was busy counting his gold coins and weighing them one by one. Due to this reason, the speaker turned down the offer because he valued his freedom more than becoming a slave for money.

Question 4:

Find in the poem, lines that match the following. Read both one after another.

- (i) I have nothing to give you except goodwill and cheer.
- (ii) Her happiness was no more than sorrow in disguise.
- (iii) The king's might was not worth much.

Answer:

- (i) “I hire you with nothing.”
- (ii) “Her smile paled and melted into tears.”
- (iii) “But his power counted for naught.”

Question 5:

How did the speaker feel after talking to the child on the beach?

Answer:

When the speaker met the child who was playing with sea-shells near the beach, he talked with the little one. After talking with the child, the speaker realised that he might not earn a penny, but this made him extremely happy, free and gave him great satisfaction.



The Summit Within

Comprehension Check (Page 79)

Question 1:

Standing on Everest, the writer was

- (i) overjoyed.
- (ii) very sad.
- (iii) jubilant and sad.

Choose the right item.

Answer:

(iii) jubilant and sad – The author mentioned that he had already done the ‘ultimate’ in climbing and there would be nothing higher to climb and all roads would lead down thereafter.

Question 2:

The emotion that gripped him was one of

- (i) victory over hurdles.
- (ii) humility and a sense of smallness.
- (iii) greatness and self importance.
- (iv) joy of discovery.

Choose the right item.

Answer:

(ii) humility and a sense of smallness – The author mentions that anyone who reaches the peak of Everest can enjoy the panoramic view and look over miles from it and feel the sheer scale of smallness in front of nature’s beautiful creation.

Question 3:

“The summit of the mind” refers to

- (i) great intellectual achievements.
- (ii) the process of maturing mentally and spiritually.
- (iii) overcoming personal ambition for common welfare.
- (iv) living in the world of thought and imagination.
- (v) the triumph of mind over worldly pleasures for a noble cause.
- (vi) a fuller knowledge of oneself.

Mark the item(s) not relevant.

Answer:

The following item(s) not relevant:

- (i) great intellectual achievements.
- (iii) overcoming personal ambition for common welfare.

- (iv) living in the world of thought and imagination.
- (v) the triumph of mind over worldly pleasures for a noble cause.

Working with the text (Page 80)

Question 1:

Answer the following questions.

- (i) What are the three qualities that played a major role in the author's climb?
- (ii) Why is adventure, which is risky, also pleasurable?
- (iii) What was it about Mount Everest that the author found irresistible?
- (iv) One does not do it (climb a high peak) for fame alone. What does one do it for, really?
- (v) "He becomes conscious in a special manner of his own smallness in this large universe." This awareness defines an emotion mentioned in the first paragraph. Which is the emotion?
- (vi) What were the "symbols of reverence" left by members of the team on Everest?
- (vii) What, according to the writer, did his experience as an Everest climber teach him?

Answer:

- (i) The three qualities that played a major role in the author's climb are endurance, persistence and will power.
- (ii) Although adventure is risky, it is pleasurable too. This implies that climbing a mountain is a great challenge filled with difficulties, but overcoming those hurdles boosts the confidence, endurance and will power of the climber. The author gives the example of the mighty Mount Everest and reaching its summit is an achievement in itself. There is a great sense of exhilaration, joy and fulfillment to being able to scale such greater heights. There is a feeling of victory and happiness. Hence, the experience is not merely physical. It is indeed both emotional and spiritual.
- (iii) Being one of the mightiest and highest mountains in the world, Mount Everest has its own special charm and beauty. The author found it irresistible due to its beauty, ruggedness and the obstacles that he encountered while climbing its summit. Every ounce of his energy was utilized in climbing the mountain covered with rock and ice. One who decides to climb the Everest cannot give up his/her dream by returning half way even when one's life is at stake. This is because when a person climbs to the summit of a mountain, one is filled with a great sense of exhilaration, joy and fulfillment for being able to scale such greater heights. This gives him/her a sense of extreme joy and happiness and a feeling of victory and satisfaction. These were some of the reasons why the author found the Mount Everest to be extremely irresistible.
- (iv) Climbing a mountain and reaching its peak successfully requires one's endurance, persistence and will power. Therefore, the experience is not merely physical. It is indeed both emotional and spiritual. It satisfies a climber's eternal love for adventure which gives one a sense of fulfillment, satisfaction and a deep urge to rise over and above the surroundings.
- (v) "He becomes conscious in a special manner of his own smallness in this large universe." This awareness defines an emotion of humility in a person.
- (vi) The author left on Mount Everest a picture of Guru Nanak. Rawat left a picture of Goddess Durga. Phu Dorji left a relic of the Buddha and Edmund Hillary had buried a cross under a cairn (a heap of rocks and stones) in the snow. These were merely not symbols of conquest but of reverence.

(vii) As an Everest, the author experienced a great sense of fulfillment and satisfaction. It encouraged him to face the ordeals of life in a determined manner. It taught him that the conquest of internal summit is also equally important compared to climbing a mountain. He realised that it will give him a better and fuller knowledge about himself which no one else other than him can scale to meet his true self.

Question 2:

Write a sentence against each of the following statements. Your sentence should explain the statement. You can pick out sentences from the text and rewrite them. The first one has been done for you.

(i) The experience changes you completely.

One who has been to the mountains is never the same again.

(ii) Man takes delight in overcoming obstacles.

(iii) Mountains are nature at its best.

(iv) The going was difficult but the after-effects were satisfying.

(v) The physical conquest of a mountain is really a spiritual experience.

Answer:

(ii) Endurance, persistence and will power are the qualities that are required in a climber to overcome the challenges and have a delightful experience.

(iii) The majestic beauty of the mountains pose a considerable challenge for a climber as they are the medium of communion with the Almighty.

(iv) Although climbing a mountain is a difficult task, but reaching the summit gives a sense of fulfillment and satisfaction to the climber.

(v) Climbing a mountain is not merely a physical activity but it is indeed both emotional and spiritual as mountains are a means of communion with God.

Working with language (Page 81-82)**Question 1:**

Look at the italicised phrases and their meanings given in brackets.

Mountains are nature (nature's best form and appearance)

at its **best**.

Your life is at **risk**. (in danger; you run the risk of losing your life.)

He was **at his best/worst** in the last meeting.

(it was his best/worst performance.)

Fill in the blanks in the following dialogues choosing suitable phrases from those given in the box.

at hand	at once	at all	at a low ebb	at first sight
---------	---------	--------	--------------	----------------

(i) Teacher: You were away from school without permission. Go to the principal _____ and submit your explanation.

Pupil: Yes, Madam. But would you help me write it first?

(ii) Arun: Are you unwell?

Ila: No, not _____ Why do you ask?

Arun: If you were unwell, I would send you to my uncle. He is a doctor.

(iii) Mary: Almost every Indian film has an episode of love _____.

David: Is that what makes them so popular in foreign countries?

(iv) Asif: You look depressed. Why are your spirits _____ today? (Use such in the phrase)

Ashok: I have to write ten sentences using words that I never heard before.

(v) Shieba: Your big moment is close _____.

Jyoti: How should I welcome it?

Shieba: Get up and receive the trophy.

Answer:

(i) Teacher: You were away from school without permission. Go to the principal **at once** and submit your explanation.

Pupil: Yes, Madam. But would you help me write it first?

(ii) Arun: Are you unwell?

Ila: No, not **at all** Why do you ask?

Arun: If you were unwell, I would send you to my uncle. He is a doctor.

(iii) Mary: Almost every Indian film has an episode of love **at first sight**.

David: Is that what makes them so popular in foreign countries?

(iv) Asif: You look depressed. Why are your spirits at a low ebb today? (Use such in the phrase)

Ashok: I have to write ten sentences using words that I never heard before.

(v) Shieba: Your big moment is close at hand.

Jyoti: How should I welcome it?

Shieba: Get up and receive the trophy.

Question 2:

Write the noun forms of the following words adding -ance or -ence to each.

- (i) endure _____ (ii) persist _____
(iii) signify _____ (iv) confide _____
(v) maintain _____ (vi) abhor _____

Answer:

- (i) endure endurance
(ii) persist persistence
(iii) signify significance
(iv) confide confidence
(v) maintain maintenance
(vi) abhor abhorrence

Question 3:

(i) Match words under A with their meanings under B.

A	B
remote	difficult to overcome
means	most prominent
dominant	be overcome/overpowered
formidable	method(s)
overwhelmed	far away from

(ii) Fill in the blanks in the sentences below with appropriate words from under A.

- (a) There were _____ obstacles on the way, but we reached our destination safely.
- (b) We have no _____ of finding out what happened there.
- (c) Why he lives in a house _____ from any town or village is more than I can tell.
- (d) _____ by gratitude, we bowed to the speaker for his valuable advice.
- (e) The old castle stands in a _____ position above the sleepy town.

Answer:

(i)

A	B
remote	far away from
means	method(s)
dominant	most prominent
formidable	difficult to overcome
overwhelmed	be overcome/overpowered

(ii)

- (a) There were **formidable** obstacles on the way, but we reached our destination safely.
- (b) We have no **means** of finding out what happened there.
- (c) Why he lives in a house **remote** from any town or village is more than I can tell.
- (d) **Overwhelmed** by gratitude, we bowed to the speaker for his valuable advice.
- (e) The old castle stands in a **dominant** position above the sleepy town.

The School Boy

Working with the poem (Page 84)

Question 1:

Find three or four words/phrases in stanza 1 that reflect the child's happiness and joy.

Answer:

The words or phrases in stanza 1 that reflect the child's happiness and joy are "love to rise in a summer morn", "birds sing on every tree", "distant huntsman winds his horn", "the skylark sings with me" and "sweet company".

Question 2:

In stanza 2, the mood changes. Which words/phrases reflect the changed mood?

Answer:

The words or phrases reflect the changed mood are "it drives all joy away", "a cruel eye outworn" and "in sighing and dismay".

Question 3:

'A cruel eye outworn' (stanza 2) refers to

- (i) the classroom which is shabby/noisy.
- (ii) the lessons which are difficult/uninteresting.
- (iii) the dull/uninspiring life at school with lots of work and no play.

Mark the answer that you consider right.

Answer:

- (iii) the dull/uninspiring life at school with lots of work and no play.

Question 4:

'Nor sit in learning's bower
worn thro' with the dreary shower'

Which of the following is a close paraphrase of the lines above?

- (i) Nor can I sit in a roofless classroom when it is raining.
- (ii) Nor can I learn anything at school though teachers go on lecturing and explaining.
- (iii) Nor can I sit in the school garden for fear of getting wet in the rain.

Answer:

- (ii) Nor can I learn anything at school though teachers go on lecturing and explaining.

This is Jody's Fawn

Comprehension Check (Page 89)

Question 1:

What had happened to Jody's father?

Answer:

Jody's father was bitten by a rattlesnake.

Question 2:

How did the doe save Penny's life?

Answer:

When Jody's father, Penny was bitten by a rattlesnake, he quickly killed a doe and used its heart and liver to draw out the poison as a home remedy to save his life.

Question 3:

Why does Jody want to bring the fawn home?

Answer:

Jody is interested to bring home the fawn because its mother was killed so that its organs – heart and liver could be used to save his father's life. However, when the fawn became an orphan, Jody felt guilty and did not want to leave the fawn alone and let it die from starvation. He wondered if he could bring the fawn to his home and offer some food to eat.

Question 4:

How does Jody know that the fawn is a male?

Answer:

Jody's father, Penny had once told him that a male fawn has spots in a sequential line. This knowledge enlightened Jody on how to distinguish between a male and a female fawn.

Comprehension Check (Page 90)

Question 1:

Jody didn't want Mill-wheel with him for two reasons. What were they?

Answer:

Jody was unwilling to have Mill-wheel with him for two reasons. Firstly, if the fawn was dead, or could not be found, he did not want Mill-wheel to see his disappointment. Secondly, if the fawn was alive, the meeting would be so lovely and secret that he could not endure to share it with anyone.

Question 2:

Why was Mill-wheel afraid to leave Jody alone?

Answer:

Jody was not so familiar to the forest route. So Mill-wheel was afraid to leave Jody alone as he felt the young boy might get lost in the woods or might even get bitten by a rattlesnake like Penny.

Comprehension Check (Page 93)**Question 1:**

How did Jody bring the fawn back home?

Answer:

Jody tries his best not to scare the fawn away. Firstly, he stroked its neck slowly and wrapped his hands around it. He then picked up the little fawn and walked through the thick bushes of the forest. He tried to protect its face from the sharp vines. When Jody became tired, he stopped by on his way home and took some rest. Suddenly he remembered his father once said that a fawn once carried follows if it had first been carried. He gently put the fawn down for some time and it initially refused to follow. Jody took it to his arms and put it down and gradually noticed that it had started to follow him. When they finally reached home, the fawn was unable to climb the stairs. Seeing this, Jody picked up the little deer on his arms and took it inside his house.

Question 2:

Jody was filled with emotion after he found the fawn. Can you find at least three words or phrases which show how he felt?

Answer:

Jody's mind was filled with emotion when he saw the fawn. When he gently stroked the neck of the little deer, the touch made him 'delirious'. When Jody realised that the fawn looked up to him, he was 'light-headed with his joy' and wanted to fondle, run and romp with it. Finally, when he brought the little deer to his home, it seemed to Penny that 'the boy's eyes were as bright as the fawn's.'

Question 3:

How did the deer drink milk from the gourd?

Answer:

Jody poured milk into a small gourd and kept it in front of the fawn. It butted it suddenly, smelling the milk, but could make nothing of the milk in the gourd. Jody saved it precariously from spilling over the floor. Then the deer slowly started drinking milk from Jody's hands when he dipped his fingers in the milk and thrust them into the fawn's soft wet mouth.

Question 4:

Why didn't the fawn follow Jody up the steps as he had thought it would?

Answer:

As the fawn is a wild animal, it is not aware of how to climb the stairs in a house. Hence, when it reached at Jody's home, it failed to follow him up the staircase or even drink the milk offered in the gourd. It simply didn't know how to react in such an unfamiliar situation.

Working with the text (Page 93)

Question 1:

Why did Penny Baxter allow Jody to go find the fawn and raise it?

Answer:

Penny Baxter allowed Jody to go find the fawn and raise it because he was feeling guilty of taking away its mother whose organs were used to cure his snake bite. He agreed to Jody's interest to bring the fawn home as he did not want the little deer who was orphaned for no fault of its own to die from starvation. Penny felt a sense of responsibility towards the fawn when Jody requested him if they could raise the little deer.

Question 2:

What did Doc Wilson mean when he said, "Nothing in the world ever comes quite free"?

Answer:

Penny had killed the doe to save his own life. Therefore, he felt a moral responsibility to take care of the fawn which may otherwise die out of starvation. He felt it would be ungrateful to leave the little deer all alone in the forest. Hence, when Jody asked to bring home the fawn, he readily agreed to it. Hearing this, Doc Wilson said to Jody's mother that both Jody and penny were right in their decision i.e. 'Nothing in the world comes quite free.'

Question 3:

How did Jody look after the fawn, after he accepted the responsibility for doing this?

Answer:

Jody took very good care of the fawn when he accepted its responsibility. He would gently stroke its neck slowly and wrapped his hands on its soft neck. While taking it home, he picked up the little fawn and walked through the thick bushes of the forest shielding its face from the sharp vines. When Jody became tired, he stopped by on his way home and took some rest. He allowed the little deer to follow him and carried it up the staircase on reaching home. When he offered it to drink milk from the gourd, the deer initially didn't know how to respond. However, the deer slowly started drinking milk from Jody's hands when he dipped his fingers in the milk and thrust them into the fawn's soft wet mouth.

Question 4:

How does Jody's mother react when she hears that he is going to bring the fawn home? Why does she react in this way?

Answer:

Jody's mother was astonished when she heard that Jody wanted to bring home the young fawn. But when she came to know that the doe which saved Penny's life was the little fawn's mother, she was left

speechless. She gasped with surprise and held the coffee pot in mid-air. She was not in favour of getting a wild animal at home. She told Jody that they had nothing else to feed the fawn except milk, which he would need to sacrifice in order to feed the little deer.

Working with language (Page 93-95)

Question 1:

Look at these pairs of sentences.

Penny said to Jody, "**Will** you be back before dinner?"

Penny asked Jody if **he would** be back before dinner.

"How **are you** feeling, **Pa**?" asked Jody.

Jody asked **his father** how **he was** feeling.

Here are some questions in direct speech. Put them into reported speech.

(i) Penny said, "Do you really want it son?"

(ii) Mill-wheel said, "Will he ride back with me?"

(iii) He said to Mill-wheel, "Do you think the fawn is still there?"

(iv) He asked Mill-wheel, "Will you help me find him?"

(v) He said, "Was it up here that Pa got bitten by the snake?"

Answer:

(i) Penny asked his son if he really wanted the fawn.

(ii) Mill-wheel asked if Jody would ride back with him.

(iii) Jody asked Mill-wheel if he thought the fawn was still there.

(iv) Jody asked Mill-wheel if he would help him find the fawn.

(v) Jody asked Mill-wheel if it was up there that Pa got bitten by the snake.

Question 2:

Look at these two sentences.

He **tumbled** backward.

It **turned** its head.

The first sentence has an **intransitive verb**, a verb without an **object**.

The second sentence has a **transitive verb**. It has a direct object. We can ask: "What did it turn?" You can answer: "Its head. It turned its head."

Say whether the verb in each sentence below transitive or intransitive. Ask yourself a 'what' question

about the verb, as in the example above. (For some verbs, the object is a person, so ask the question 'who' instead of 'what').

- (i) Jody then **went** to the kitchen.
- (ii) The fawn **wobbled** after him.
- (iii) You **found** him.
- (iv) He **picked** it up.
- (v) He **dipped** his fingers in the milk.
- (vi) It **bleated** frantically and **butted** him.
- (vii) The fawn **sucked** his fingers.
- (viii) He **lowered** his fingers slowly into the milk.
- (ix) It **stamped** its small hoofs impatiently.
- (x) He **held** his fingers below the level of the milk.
- (xi) The fawn **followed** him.
- (xii) He **walked** all day.
- (xiii) He **stroked** its sides.
- (xiv) The fawn **lifted** its nose.
- (xv) Its legs **hung** limply.

Answer:

- (i) Jody then **went** to the kitchen. - **Intransitive**
- (ii) The fawn **wobbled** after him. - **Intransitive**
- (iii) You **found** him. - **Transitive**
- (iv) He **picked** it up. - **Transitive**
- (v) He **dipped** his fingers in the milk. - **Transitive**
- (vi) It **bleated** frantically and **butted** him. - **Intransitive, Transitive**
- (vii) The fawn **sucked** his fingers. - **Transitive**
- (viii) He **lowered** his fingers slowly into the milk. - **Transitive**
- (ix) It **stamped** its small hoofs impatiently. - **Transitive**
- (x) He **held** his fingers below the level of the milk. - **Transitive**
- (xi) The fawn **followed** him. - **Transitive**
- (xii) He **walked** all day. - **Intransitive**
- (xiii) He **stroked** its sides. - **Transitive**
- (xiv) The fawn **lifted** its nose. - **Transitive**
- (xv) Its legs **hung** limply. - **Intransitive**

Question 3:

Here are some words from the lesson. Working in groups, arrange them in the order in which they would appear in the dictionary. Write down some idioms and phrasal verbs connected to these words. Use the dictionary for more idioms and phrasal verbs.

close	draw	make	wonder	scrawny
parted	clearing	sweet	light	pick

Answer:

The words would appear in the following sequential order when arranged properly:

clearing	close	draw	light	make
parted	pick	scrawny	sweet	wonder

Some idioms and phrasal verbs connected to these words are listed below:

Clearing: clearing out, clearing the air, clearing off.

Close: a close shave, a close thing, a close call.

Draw: draw a blank, draw a line, draw interest.

Light: a light heart, bring to light, a guiding light.

Make: make a last-ditch effort, make a pass, make up your mind.

Parted: part with, parting of the ways, part and parcel.

Pick: pick out, pick at, take your pick.

Scrawny: scrawny thin, scrawny neck, scrawny persona.

Sweet: sweet tooth, sweet sixteen, sweet-speaking.

Wonder: little wonder, a nine days' wonder, do wonders.

A Visit to Cambridge

Comprehension Check (Page 100)

Which is the right sentence?

Question 1:

“Cambridge was my metaphor for England.” To the writer,

- (i) Cambridge was a reputed university in England.
- (ii) England was famous for Cambridge.
- (iii) Cambridge was the real England.

Answer:

- (iii) Cambridge was the real England.

Question 2:

The writer phoned Stephen Hawking’s house

- (i) from the nearest phone booth.
- (ii) from outside a phone booth.
- (iii) from inside a phone booth.

Answer:

- (ii) from outside a phone booth.

Question 3:

Every time he spoke to the scientist, the writer felt guilty because

- (i) he wasn’t sure what he wanted to ask.
- (ii) he forced the scientist to use his voice synthesiser.
- (iii) he was face to face with a legend.

Answer:

- (ii) he forced the scientist to use his voice synthesiser.

Question 4:

“I felt a huge relief... in the *possibilities of my body*.” In the given context, the highlighted words refer to

- (ii) standing up, walking.
- (iii) speaking, writing.
- (i) shifting in the wheelchair, turning the wrist.

Answer:

(i) shifting in the wheelchair, turning the wrist.

Working with the text (Page 100-101)

Answer the following questions.

Question 1:

- (i) Did the prospect of meeting Stephen Hawking make the writer nervous? If so, why?
(ii) Did he at the same time feel very excited? If so, why?

Answer:

(i) The writer was nervous at the prospect of meeting Stephen Hawking because Hawking was a very renowned and brilliant astrophysicist despite being paralysed and differently abled. He had authored one of the biggest best-sellers ever – *A Brief History of Time*. Besides, he was a worthy successor to Sir Isaac Newton and succeeded to his Chair at the Cambridge University.

(ii) Yes, the author – Firdaus Kanga was super excited to meet Stephen Hawking because he wasn't expecting that he would be getting an opportunity to have a face-to-face conversation with such a great personality. He wondered that although Hawking was paralysed and differently abled, he had achieved great heights and was considered a worthy successor to Sir Isaac Newton and succeeded to his Chair at the Cambridge University. This made Firdaus aware of the innumerable possibilities before him and he could reach out further than he ever thought he could.

Question 2:

Guess the first question put to the scientist by the writer.

Answer:

The first question that the writer might have asked the scientist was if he felt relieved and brave for accomplishing such great achievements in life despite being disabled.

Question 3:

Stephen Hawking said, "I've had no choice." Does the writer think there was a choice? What was it?

Answer:

Although Stephen Hawking stated that he had no choice, but to remain confined to the wheelchair. The writer felt that living creatively with the reality of his disintegrating body was a choice for him. Firdaus strongly felt that Hawking could have easily sulked and surrendered to life, rather he chose to accomplish new heights despite being disabled.

Question 4:

"I could feel his anguish." What could be the anguish?

Answer:

Stephen Hawking was such a brilliant scientist who brought to light various laws of science. His mind was always receptive to new ideas and he always wanted to express the different thoughts in his mind. He was dependent on a voice synthesizer for expressing his thoughts, without any emotions. The writer

could understand Hawking's anguish for his helplessness and felt that there were innumerable things which he wanted to express, but was unable to do so. His entire existence was dependent on a computer for expressing his thoughts and emotions. He was full of anguish for this reason.

Question 5:

What endeared the scientist to the writer so that he said he was looking at one of the most beautiful men in the world?

Answer:

The writer asked Stephen Hawking if he found it annoying for causing disturbance in his work. Without a second thought, Hawking quickly responded with a yes. But he suddenly gave a one-way smile and this endeared the scientist to the writer. The writer instantly felt that he was indeed looking at one of the most beautiful men in the world, who although is disabled physically, but has a beautiful soul, not a body, which is nothing but just an accessory.

Question 6:

Read aloud the description of 'the beautiful' man. Which is the most beautiful sentence in the description?

Answer:

The most beautiful sentence in the description of 'the beautiful' man is – "Before you, like a lantern whose walls are worn so thin you glimpse only the light inside, is the incandescence of a man."

The above sentence describes Hawking's personality as his inner beauty or glow that's so beautiful and vibrant which renders his physical inability nothing but just an accessory.

Question 7:

- (i) If 'the lantern' is the man, what would its 'walls' be?
- (ii) What is housed within the thin walls?
- (iii) What general conclusion does the writer draw from this comparison?

Answer:

- (i) If 'the lantern' is the man, its 'walls' would refer to the structure of the human body.
- (ii) The light of life is housed within the thin walls of the external structure.
- (iii) The author implies that inside the human body there is an eternal soul which is incandescence of a man, the outer physical structure is nothing more than just an accessory.

Question 8:

What is the scientist's message for the disabled?

Answer:

Stephen Hawking emphasized on the fact that every person irrespective of his capacity or disability should try to focus on enhancing or working towards what they are good at. He further added that disabled should not make unnecessary foolish efforts to imitate so called normal people. They should make the best utilization of the available resources and be thankful to God for granting them the ability to achieve or accomplish any impossible task.

Question 9:

Why does the writer refer to the guitar incident? Which idea does it support?

Answer:

When Stephen Hawking mentioned to the author that Olympics for the disabled was a complete waste of time, this reminded the author about the years that he spent trying to play the Spanish guitar which was considerable larger than him. One night, he loosened the guitar strings without any regrets. The author could understand Hawking's message for the disabled which mentions that one should try to concentrate on what they are good at, rather than trying to compare themselves or imitate the so called normal people.

Question 10:

The writer expresses his great gratitude to Stephen Hawking. What is the gratitude for?

Answer:

Stephen Hawking inspired the author to an extent that he was grateful to the scientist. He saw how Hawking was brave enough to achieve such big things in life despite his disability. The scientist was indeed an embodiment of his courageous self. This optimistic aspect of Hawking inspired the author so much that he felt a deep sense of gratitude for the scientist and showed him a new way of leading life without complaining of the disability all the time.

Question 11:

Complete the following sentences taking their appropriate parts from both the boxes below.

- (i) There was his assistant on the line ...
- (ii) You get fed up with people asking you to be brave, ...
- (iii) There he was, ...
- (iv) You look at his eyes which can speak, ...
- (v) It doesn't do much good to know ...

A
tapping at a little switch in his hand
and I told him
that there are people
as if you have a courage account
and they are saying something huge and urgent

B
trying to find the words on his computer.
I had come in a wheelchair from India.

on which you are too lazy to draw a cheque.
smiling with admiration to see you breathing still.
it is hard to tell what.

Answer:

- (i) There was his assistant on the line and I told him I had come in a wheelchair from India.
- (ii) You get fed up with people asking you to be brave, as if you have a courage account on which you are too lazy to draw a cheque.
- (iii) There he was, tapping at a little switch in his hand trying to find the words on his computer.
- (iv) You look at his eyes which can speak, and they are saying something huge and urgent – it is hard to tell what.
- (v) It doesn't do much good to know that there are people smiling with admiration to see you breathing still.

Working with language (Page 102-103)

Question 1:

Fill in the blanks in the sentences below using the appropriate forms of the words given in the following box.

guide	succeed	chair	travel	pale	draw	true
-------	---------	-------	--------	------	------	------

- (i) I met a _____ from an antique land.
- (ii) I need special _____ in mathematics. I can't count the number of times I have failed in the subject.
- (iii) The guide called Stephen Hawking a worthy _____ to Issac Newton.
- (iv) His other problems _____ into insignificance beside this unforeseen mishap.
- (v) The meeting was _____ by the youngest member of the board.
- (vi) Some people say 'yours _____' when they informally refer to themselves.
- (vii) I wish it had been a _____ match. We would have been spared the noise of celebrations, at least.

Answer:

- (i) I met a **traveller** from an antique land.
- (ii) I need special **guidance** in mathematics. I can't count the number of times I have failed in the subject.
- (iii) The guide called Stephen Hawking a worthy **successor** to Isaac Newton.
- (iv) His other problems **paled** into insignificance beside this unforeseen mishap.

(v) The meeting was **chaired** by the youngest member of the board.

(vi) Some people say 'yours **truly**' when they informally refer to themselves.

(vii) I wish it had been a **drawn** match. We would have been spared the noise of celebrations, at least.

Question 2:

Look at the following words.

walk	stick
------	-------

Can you create a meaningful phrase using both these words?

(It is simple. Add **-ing** to the verb and use it before the noun. Put an article at the beginning.)
..a walking stick

Now make six such phrases using the words given in the box.

read/session	smile/face	revolve/chair
walk/tour	dance/doll	win/chance

Answer:

a reading session	a smiling face	a revolving chair
a walking tour	a dancing doll	a winning chance

Question 3:

Use **all** or **both** in the blanks. Tell your partner why you chose one or the other.

(i) He has two brothers. _____ are lawyers.

(ii) More than ten persons called. _____ of them wanted to see you.

(iii) They _____ cheered the team.

(iv) _____ her parents are teachers.

(v) How much have you got? Give me _____ of it.

Answer:

(i) He has two brothers. **Both** are lawyers.

(ii) More than ten persons called. **All** of them wanted to see you.

(iii) They **all** cheered the team.

(iv) **Both** her parents are teachers.

(v) How much have you got? Give me all of it.

Question 4:

Complete each sentence using the right form of the adjective given in brackets.

- (i) My friend has one of the _____ cars on the road. (fast)
- (ii) This is the _____ story I have ever read. (interesting)
- (iii) What you are doing now is _____ than what you did yesterday. (easy)
- (iv) Ramesh and his wife are both _____. (short)
- (v) He arrived _____ as usual. Even the chief guest came _____ than he did. (late, early)

Answer:

- (i) My friend has one of the **fastest** cars on the road.
- (ii) This is the **most interesting** story I have ever read.
- (iii) What you are doing now is **easier** than what you did yesterday.
- (iv) Ramesh and his wife are both **short**.
- (v) He arrived **late** as usual. Even the chief guest came **earlier** than he did.

When I set out for Lyonesse

Working with the poem (Page 106)

Question 1:

In the first stanza, find words that show

- (i) that it was very cold.
- (ii) that it was late evening.
- (iii) that the traveller was alone.

Answer:

- (i) that it was very cold - rime
- (ii) that it was late evening - starlight
- (iii) that the traveller was alone - lonesomeness

Question 2:

(i) Something happened at Lyonesse. It was

- (a) improbable.
- (b) impossible.
- (c) unforeseeable.

(ii) Pick out two lines from stanza 2 to justify your answer.

Answer:

(i) Something happened at Lyonesse. It was
(c) unforeseeable

(ii) "No prophet durst declare;
Nor did the wisest wizard guess".

Question 3:

(i) Read the line (stanza 3) that implies the following.

'Everyone noticed something, and they made guesses, but didn't speak a word'.

(ii) Now read the line that refers to what they noticed,

Answer:

- (i) "All marked with mute surmise".
- (ii) "My radiance rare and fathomless".

A Short Monsoon Diary

Comprehension Check (Page 111)

Question 1:

Why is the author not able to see Bijju?

Answer:

The author was unable to see Bijju due to the mist that covered the hills of Mussoorie like a thick white blanket. It completely concealed the hills and the author was unable to hear and see Bijju in this condition.

Question 2:

What are the two ways in which the hills appear to change when the mist comes up?

Answer:

When the mist comes up, it covers and conceals the hills completely like a thick white blanket. Besides, the trees that usually ring with bird songs tend to appear deathly and silent as the birds do not make any chirping sound and react as though it were midnight.

Comprehension Check (Page 113)

Question 1:

When does the monsoon season begin and when does it end? How do you prepare to face the monsoon?

Answer:

In India, the monsoon starts setting in from May-end every year. According to the author's monsoon diaries, the monsoon mist first appears in Mussoorie on June 24 or 25 and continues until August 31 or mid-September. We usually carry umbrellas and raincoats to face the monsoon and protect ourselves from getting wet and falling sick unnecessarily.

Question 2:

Which hill-station does the author describe in this diary entry?

Answer:

According to the diary entry, the author describes the beautiful and mesmerizing hill station named Mussoorie.

Question 3:

For how many days does it rain without stopping? What does the author do on these days?

Answer:

It rained continuously for eight to nine days. As the weather was damp and soggy outside and he could not go outside, he kept pacing his room and looked out of the window at a few bobbing umbrellas.

Question 4:

Where do the snakes and rodents take shelter? Why?

Answer:

Snakes and rodents come out of their holes and burrows and they take shelter in roofs, attics and godowns to save themselves from getting wet in the rain water.

Question 5:

What did the author receive in the mail?

Answer:

The author received a cheque in the mail.

Working with the text (Page 114)**Question 1:**

Look carefully at the diary entries for June 24-25, August 2 and March 23. Now write down the changes that happen as the rains progress from June to March.

Answer:

According to Ruskin Bond's diary entries, June 24 is the first day of monsoon mist. The hills are concealed by a thick white blanket of mist and filled with utmost silence. From June 25, the real monsoon starts setting in and the entire Nature including human beings, birds, animals and trees welcome it. The first cobra lily rears its head from the ferns.

People get habituated with the monsoon season by August 2. Rain starts drumming on the corrugated tin roofs of their houses. Although there is no storm or thunder, there is just the steady swish of a tropical downpour. Snakes and rodents start coming out of their holes and burrows and they take shelter in roofs, attics and godowns to save themselves from getting wet in the rain water.

March 23 signals the end of winter. The blackest cloud slowly occupies the sky that is followed by a hailstorm. This clears the sky completely and soon a rainbow starts forming. This is one of the best and most splendid sights that anyone could visualize or experience about the beauty of Nature.

Question 2:

Why did the grandmother ask the children not to kill the Chuchundar?

Answer:

The grandmother asked the children not to kill the Chuchundar because this animal is considered to be lucky and bring in good fortune and money.

Question 3:

What signs do we find in Nature which show that the monsoons are about to end?

Answer:

The hillsides in Mussoorie become lush green as late-monsoon flowers begin to appear — wild balsam, dahlias, begonias and ground orchids. The seeds of the cobra lily slowly start turning red that signify the rains are coming to an end and the monsoon season is almost over.

Question 4:

Complete the following sentences.

- (i) Bijju is not seen but his voice is heard because _____.
- (ii) The writer describes the hill station and valley as _____.
- (iii) The leopard was successful in _____ but had to flee when _____.
- (iv) The minivets are easily noticed because _____.
- (v) It looks like a fashion display on the slopes when _____.
- (vi) During the monsoon season, snakes and rodents are found in roofs and attics because _____.

Answer:

- (i) Bijju is not seen but his voice is heard because **the dense mist conceals the hills and the surroundings.**
- (ii) The writer describes the hill station and valley as **a paradise that might have been.**
- (iii) The leopard was successful in **attacking one of Bijju's cows** but had to flee when **Bijju's mother arrived and screamed imprecations.**
- (iv) The minivets are easily noticed because **of their bright colours.**
- (v) It looks like a fashion display on the slopes when **ground orchids, mauve lady's slipper and the white butterfly orchids bloom.**
- (vi) During the monsoon season, snakes and rodents are found in roofs and attics because **they have been flooded out of their holes and burrows.**

Question 5:

'Although tin roofs are given to springing unaccountable leaks, there is a feeling of being untouched by, and yet in touch with, the rain.'

- (i) Why has the writer used the word, 'springing'?
- (ii) How is the writer untouched by the rain?
- (iii) How is the writer in touch with the rain at the same time?

Answer:

(i) The word 'springing' refers to moving suddenly at once. The author uses this word to indicate how the tin roofs are prone to development of sudden unexpected leaking.

(ii) The author is left physically untouched by rain because he is safe inside his room and the tin roof stops the rain from leaking inside.

(iii) The writer is in touch with the rain at the same time because he can see the rain from inside his room and feel it as it has been drumming on the corrugated tin roof of his house.

Question 6:

Mention a few things that can happen when there is endless rain for days together.

Answer:

When it rains continuously for days together, everything around becomes damp and soggy. It becomes difficult for anyone to go out in the rain. The hillsides become lush green as late-monsoon flowers begin to appear i.e. the wild balsam, dahlias, begonias and ground orchids. The holes and burrows of snakes and rodents become flooded and they take shelter in roofs, attics and godowns.

Question 7:

What is the significance of cobra lily in relation to the monsoon season, its beginning and end?

Answer:

When the monsoon season starts setting in, the first cobra lily appears from the ferns. However, when the seeds of the cobra lily slowly start turning red, that signifies the monsoon is coming to an end.

Working with language (Page 114-116)**Question 1:**

Here are some words that are associated with the monsoon. Add as many words as you can to this list. Can you find words for these in your languages?

downpour	floods	mist	cloudy	power cuts	cold	umbrella

Answer:

Here are some more words that are associated with the monsoon:

- (a) Rain
- (b) Thunderstorm
- (c) Hailstones
- (d) Mud
- (e) Fog
- (f) Raincoat
- (g) Dampness
- (h) Soggy
- (i) Muddy water

Note: For the second part of the question, students are advised to attempt it themselves.

Question 2:

Look at the sentences below.

(i) Bijju **wandered** into the garden in the evening.

(ii) The trees were **ringing** with birdsong.

Notice the highlighted verbs.

The verb **wandered** tells us what Bijju did that evening. But the verb **was ringing** tells us what was happening continually at same time in the past (the birds were **chirping** in the trees).

Now look at the sentences below. They tell us about something that happened in the past. They also tell us about other things that happened continually, at the same time in the past.

Put the verbs in the brackets into their proper forms. The first one is done for you.

(i) We (get out) of the school bus. The bell (ring) and everyone (rush) to class.

We **got** out of the school bus. The bell **was ringing** and everyone **was rushing** to class.

(ii) The traffic (stop). Some people (sit) on the road and they (shout) slogans.

(iii) I (wear) my raincoat. It (rain) and people (get) wet.

(iv) She (see) a film. She (narrate) it to her friends who (listen) carefully.

(v) We (go) to the exhibition. Some people (buy) clothes while others (play) games.

(vi) The class (is) quiet. Some children (read) books and the rest (draw).

Answer:

(ii) The traffic **stopped**. Some people **were sitting** on the road and they **were shouting** slogans.

(iii) I **wore** my raincoat. It **was raining** and people **were getting** wet.

(iv) She **saw** a film. She **was narrating** it to her friends who **were listening** carefully.

(v) We **went** to the exhibition. Some people **were buying** clothes while others **were playing** games.

(vi) The class **was** quiet. Some children **were reading** books and the rest **were drawing**.

Question 3:

Here are some words from the lesson which describe different kinds of sounds.

drum	swish	tinkle	caw	drip
------	-------	--------	-----	------

(i) Match these words with their correct meanings.

(a) to fall in small drops

- (b) to make a sound by hitting a surface repeatedly
- (c) to move quickly through the air, making a soft sound
- (d) harsh sound made by birds
- (e) ringing sound (of a bell or breaking glass, etc.)
- (ii) Now fill in the blanks using the correct form of the words given above.
- (a) Ramesh _____ on his desk in impatience.
- (b) Rain water _____ from the umbrella all over the carpet.
- (c) The pony _____ its tail.
- (d) The _____ of breaking glass woke me up.
- (e) The _____ of the raven disturbed the child's sleep.

Answer:

- (i) (a) to fall in small drops - **drip**
- (b) to make a sound by hitting a surface repeatedly - **drum**
- (c) to move quickly through the air, making a soft sound - **swish**
- (d) harsh sound made by birds - **caw**
- (e) ringing sound (of a bell or breaking glass, etc.) - **tinkle**
- (ii) (a) Ramesh **drummed** on his desk in impatience.
- (b) Rain water **dripped** from the umbrella all over the carpet.
- (c) The pony **swished** its tail.
- (d) The **tinkling** of breaking glass woke me up.
- (e) The **cawing** of the raven disturbed the child's sleep.

Question 4:

And **sure enough**, I received a cheque in the mail.

Complete each sentence below by using appropriate phrase from the ones given below.

sure enough	colourful enough	serious enough
kind enough	big enough	fair enough
brave enough	foolish enough	anxious enough

(i) I saw thick black clouds in the sky. And _____ it soon started raining heavily.

(ii) The blue umbrella was _____ for the brother and sister.

(iii) The butterflies are _____ to get noticed.

(iv) The lady was _____ to chase the leopard.

(v) The boy was _____ to call out to his sister.

(vi) The man was _____ to offer help.

(vii) The victim's injury was _____ for him to get admitted in hospital.

(viii) That person was _____ to repeat the same mistake again.

(ix) He told me he was sorry and he would compensate for the loss. I said, '_____.'

Answer:

(i) I saw thick black clouds in the sky. And **sure enough** it soon started raining heavily.

(ii) The blue umbrella was **big enough** for the brother and sister.

(iii) The butterflies are **colourful enough** to get noticed.

(iv) The lady was **brave enough** to chase the leopard.

(v) The boy was **anxious enough** to call out to his sister.

(vi) The man was **kind enough** to offer help.

(vii) The victim's injury was **serious enough** for him to get admitted in hospital.

(viii) That person was **foolish enough** to repeat the same mistake again.

(ix) He told me he was sorry and he would compensate for the loss. I said, '**fair enough**.'

On the Grasshopper and Cricket

Working with the poem (Page 119)

Question 1:

Discuss with your partner the following definition of a poem.

A poem is made of words arranged in a beautiful order. These words, when read aloud with feeling, have a music and meaning of their own.

Answer:

A poem is an artistic piece of speech or a few lines which are expressed by the poet like a song with rhythms and metaphors. There is a musical element in the arrangement of words in a poem. The beautifully arranged words in a poem enhance the essence and meaning of the poem. The rhythmic expressions in it carry several ideas and reflect the imaginative power of the poet. An interesting and musical poem has a lasting impact in the minds of the readers as it gives an opportunity to appreciate the beauty of the lines in the poem.

Question 2:

'The poetry of earth' is not made of words. What is it made of, as suggested in the poem?

Answer:

The poetry of earth is not just made of words, rather it is composed of the rhythmic songs produced by nature's beautiful creatures. The musical element of nature never ceases to mesmerize us with its ever changing seasons. Summer and winter are considered to be the most difficult seasons for many creatures such as the grasshopper and cricket. These seasons bring with them a lot of joy, sorrow and excitement to such creatures. During summer, the grasshopper excitedly hops around tirelessly in joy and when he is tired, he rests beneath a pleasant weed. On the other hand, a cricket sings with a shrill voice during the dark and lonely nights of the winter season.

Question 3:

Find in the poem lines that match the following.

- (i) The grasshopper's happiness never comes to an end.
- (ii) The cricket's song has a warmth that never decreases.

Answer:

- (i) In summer luxury — he has never done
With his delights,
- (ii) The cricket's song, in warmth increasing ever

Question 4:

Which word in stanza 2 is opposite in meaning to 'the frost'?

Answer:

In stanza 2, the word that is opposite in meaning to 'the frost' is 'warmth'. The word frost indicates a cold or chill experience. On the other hand, warmth in the poem refers to the cricket's song which brings in warm feelings and can make one feel drowsy and sleepy.

Question 5:

The poetry of earth continues round the year through a cycle of two seasons. Mention each with its representative voice.

Answer:

The poetry of earth continues round the year through summer and winter. During summer season, the grasshopper hops with joy tirelessly depicting the beautiful poetry of earth. While in the winter season, the cricket's song is like a mesmerizing poetry of earth. Hence, in the poem two different creatures are used as a reference to wisely explain the difference of the two seasons.

The Great Stone Face – I

Comprehension Check (Page 125)

Write 'True' or 'False' against each of the following statements.

1. The Great Stone Face stood near where Ernest and his mother lived. _____
2. One would clearly distinguish the features of the Stone Face only from a distance. _____
3. Ernest loved his mother and helped her in her work. _____
4. Though not very rich, Gathergold was a skillful merchant. _____
5. Gathergold died in poverty and neglect. _____
6. The Great Stone Face seemed to suggest that Ernest should not fear the general. _____

Answer:

1. The Great Stone Face stood near where Ernest and his mother lived. - **False**
2. One would clearly distinguish the features of the Stone Face only from a distance. - **True**
3. Ernest loved his mother and helped her in her work. - **True**
4. Though not very rich, Gathergold was a skillful merchant. - **False**
5. Gathergold died in poverty and neglect. - **True**
6. The Great Stone Face seemed to suggest that Ernest should not fear the general. - **False**

Working with the text (Page 126)

Answer the following questions.

Question 1:

- (i) What was the Great Stone Face?
- (ii) What did young Ernest wish when he gazed at it?

Answer:

(i) The Great Stone Face was a work of nature. It was formed on the perpendicular side of a mountain by some gigantic rocks. These rocks were clustered together in such a position that when viewed from a certain distance, they resembled the features of a human face. However, the spectator lost the outline of the enormous face when he approached too close to the gigantic rock. He could see only a heap of enormous rocks that were piled one upon another. On the contrary, the Great Stone Face seemed

positively to be alive when viewed from a distance. Most people dwelling in that place strongly believed that the valley owed much of its fertility to the gentle face that was continually smiling over it.

(ii) Whenever Ernest gazed at the Great Stone Face, he felt it was smiling to him. The young boy wished it could talk to him because he felt that if it looks so very kindly, then its voice must indeed be pleasant. He said that if ever he sees a man with a similar face, he would love him very much.

Question 2:

What was the story attributed to the Stone Face?

Answer:

The story attributed to the Stone Face was that someday in future, a child would be born in the valley. He would be destined to become the greatest and noblest person of his time and that his face in manhood would bear an exact resemblance to the Great Stone Face.

Question 3:

What gave the people of the valley the idea that the prophecy was about to come true for the first time?

Answer:

A rumour was doing the rounds throughout the valley that the great man who was supposed to bear a resemblance to the Great Stone Face had finally appeared. A young man named Gathergold had left the valley and settled at a distant seaport. He had grown to be a wealthy merchant by the time he grew old. He decided to return to his native valley and live his last few days where he had been born. It was believed that he had a close resemblance to the Great Stone Face and the prophecy was about to come true for the first time.

Question 4:

(i) Did Ernest see in Gathergold the likeness of the Stone Face?

(ii) Who did he confide in and how was he proved right?

Answer:

(i) No, Ernest did not see the likeness of the Stone Face in Gathergold. He could not see the kindness or truthfulness in Gathergold's face as it was missing in his unpleasant face due to his wrinkled shrewdness.

(ii) Ernest confided and poured out his heart to the Great Stone Face that Gathergold did not have the likeness of the Stone Face at all. By the time he died, his wealth and money had disappeared and he died in poverty and neglect.

Question 5:

(i) What made people believe General Blood-and-Thunder was their man?

(ii) Ernest compared the man's face with the Stone Face. What did he conclude?

Answer:

(i) General Blood-and-Thunder was another son of the valley who went to become a soldier and rose to the position of a famous Commander. He desperately longed to return to his valley. The inhabitants, old neighbours and friends in the valley felt that he bore the likeness of the Great Stone Face. This made

people in the valley believe that General Blood-and-Thunder was their man who would fulfill the prophecy.

(ii) When Ernest compared the man's face with the Stone Face, he could not find any similarity between them. His heart assured him that the General Blood-and-Thunder was not the right person for whom they were eagerly awaiting. From this, Ernest concluded that the greatest and noblest man of his time who would bear the resemblance of the Great Stone Face was yet to come.

Working with language (Page 126-127)

Question 1:

Look at the following words.

like - likeness

punctual - punctuality

The words on the left are adjectives and those on the right are their noun forms.

Write the noun forms of the following words by adding **-ness** or **-ity** to them appropriately. Check the spelling of the new words.

(i) lofty _____ (vi) enormous _____

(ii) able _____ (vii) pleasant _____

(iii) happy _____ (viii) dense _____

(iv) near _____ (ix) great _____

(v) noble _____ (x) stable _____

Answer:

(i) lofty **loftiness** (vi) enormous **enormity**

(ii) able **ability** (vii) pleasant **pleasantness**

(iii) happy **happiness** (viii) dense **density**

(iv) near **nearness** (ix) great **greatness**

(v) noble **nobility** (x) stable **stability**

Question 2:

Add **-ly** to each of the following adjectives, then use them to fill in the blanks.

perfect	near	kind	pleasant	eager
---------	------	------	----------	-------

- (i) Why didn't you turn up at the meeting? We all were _____ waiting for you.
- (ii) _____ write your name and address in capital letters.
- (iii) I was _____ surprised to see him at the railway station. I thought he was not coming.
- (iv) It is _____ believable that I am not responsible for this mess.
- (v) He fell over the step and _____ broke his arm.

Answer:

- (i) Why didn't you turn up at the meeting? We all were **eagerly** waiting for you.
- (ii) **Kindly** write your name and address in capital letters.
- (iii) I was **pleasantly** surprised to see him at the railway station. I thought he was not coming.
- (iv) It is **perfectly** believable that I am not responsible for this mess.
- (v) He fell over the step and **nearly** broke his arm.

Question 3:

Complete each sentence below using the appropriate forms of the verbs in brackets.

- (i) I _____ (phone) you when I _____ (get) home from school.
- (ii) Hurry up! Madam _____ (be) annoyed if we _____ (be) late.
- (iii) If it _____ (rain) today, we _____ (not) go to the play.
- (iv) When you _____ (see) Mandal again, you _____ (not/recognise) him. He is growing a beard.
- (v) We are off today. We _____ (write) to you after we _____ (be) back.

Answer:

- (i) I **shall phone** you when I **will get** home from school.
- (ii) Hurry up! Madam **will be** annoyed if we **are** late.
- (iii) If it **rains** today, we **shall not** go to the play.
- (iv) When you **see** Mandal again, you **will not recognise** him. He is growing a beard.
- (v) We are off today. We **shall write** to you after we **are** back.

The Great Stone Face – II

Comprehension Check (Page 132)

Write 'True' or 'False' against each of the following statements.

1. Ernest's words reminded people of the wise old sayings. _____
2. Total strangers from far away, who visited Ernest in the valley, found his face familiar. _____
3. The Great Stone Face confirmed Ernest's view that the poet could be worthy of its likeness. _____
4. When Ernest and the poet met, they respected and admired each other equally. _____
5. The poet along with Ernest addressed the inhabitants of the valley. _____
6. The poet realised that Ernest's thoughts were far nobler than his own verses. _____

Answer:

1. Ernest's words reminded people of the wise old sayings. - **True**
2. Total strangers from far away, who visited Ernest in the valley, found his face familiar. - **True**
3. The Great Stone Face confirmed Ernest's view that the poet could be worthy of its likeness. - **False**
4. When Ernest and the poet met, they respected and admired each other equally. - **True**
5. The poet along with Ernest addressed the inhabitants of the valley. - **False**
6. The poet realised that Ernest's thoughts were far nobler than his own verses. - **True**

Working with the text (Page 133)

Answer the following questions.

Question 1:

How was Ernest different from others in the valley?

Answer:

Unlike other inhabitants in the valley, Ernest was a very humble, noble, thoughtful and kind-hearted person. As he grew old, he became a renowned personality and his qualities reached beyond the limits of the valley. College professors and active men of cities would come from far-off places to visit and converse with Ernest. He welcomed and received them with gentle sincerity and would talk to them freely with an open heart. He led a selfless life doing good deeds to others. He was a thoughtful person and while talking to the audience, his face would brighten up and shine upon them like a mild evening

light. These are some of the ways he was different from others in the valley.

Question 2:

Why did Ernest think the poet was like the Stone Face?

Answer:

The poet wrote beautiful songs and he celebrated the Great Stone Face in one of his poems. The songs of this poet found their way to Ernest. Ernest would read his poems and songs with great interest after his customary day at work and found them worthy of appreciation. When the poet came to visit Ernest, he gently looked at the wise and kind-hearted soul. As the poet talked to him, Ernest imagined that even the Great Stone Face would have looked so hospitably at a stranger and leaned forward to listen to their conversation. In due course, the poet pointed out that Ernest was indeed reading the poems written by him. After reading his poems, Ernest was convinced that the poet had a likeness to the Great Stone Face.

Question 3:

What did the poet himself say about his thoughts and poems?

Answer:

When the poet talked with a man like Ernest who was so wise, gentle and kind, he felt as though he could hear a distant voice of a heavenly song from his views and simple thoughts. The poet strongly felt that his own life did not correspond to his thoughts although he had grand dreams, but he could never convert those to reality. The poet lacked faith in his own thoughts as he talked sadly to Ernest with teary eyes. He confessed that he was not worthy to be compared to the likeness of the Great Stone Face as his actions did not match his thoughts.

Question 4:

What made the poet proclaim Ernest was the Stone Face?

Answer:

The poet and Ernest had a long conversation when they met. They went to a meeting place together where Ernest addressed the audience. The poet heard him speak and realised that Ernest's words and thoughts had great depth and wisdom. He led a life of good deeds and selfless love towards whomever he was in touch with. As Ernest talked, at a distance along with the golden light of the setting sun, the Great Stone Face appeared with white mists around it just like the white hairs around the brow of Ernest. At that moment, Ernest's face took on an expression so grand that the poet was moved and proclaimed that Ernest held a striking resemblance to the Great Stone Face. The audience also looked and consented that the poet was indeed correct in his observation. Thus, the old prophecy was fulfilled.

Question 5:

Write 'Ernest' or 'Poet', against each statement below.

- (i) There was a gap between his life and his words.
- (ii) His words had the power of truth as they agreed with his thoughts.
- (iii) His words were as soothing as a heavenly song but only as useful as a vague dream.

- (iv) His thoughts were worthy.
- (v) Whatever he said was truth itself.
- (vi) His poems were noble.
- (vii) His life was nobler than all the poems.
- (viii) He lacked faith in his own thoughts.
- (ix) His thoughts had power as they agreed with the life he lived.
- (x) Greatness lies in truth. Truth is best expressed in one's actions. He was truthful, therefore he was great.

Answer:

- (i) Poet
- (ii) Ernest
- (iii) Poet
- (iv) Ernest
- (v) Ernest
- (vi) Poet
- (vii) Ernest
- (viii) Poet
- (ix) Ernest
- (x) Ernest

Question 6:

- (i) Who, by common consent, turned out to be like the Great Stone Face?
- (ii) Did Ernest believe that the old prophecy had come true? What did he say about it?

Answer:

- (i) Ernest turned out to be like the Great Stone Face by common consent. He looked very wise, gentle and kind just like the Great Stone Face.
- (ii) No, Ernest did not believe that the old prophecy had come true. Although everyone in the audience consented that he had the likeness of the Great Stone Face, he hoped that some wiser and better man than himself would appear someday who would have a striking resemblance to the Great Stone Face.

Working with language (Page 133-135)

Question 1:

Mark the meaning that best fits the word or a phrase in the story.

(i) (sun) going down

- (a) becoming smaller
- (b) weakening
- (c) setting

(ii) brightening

- (a) making (it) look bright and cheerful
- (b) lending (it) a special glow
- (c) causing (it) to appear hopeful

(iii) spacious

- (a) lonely and wild
- (b) big and wide
- (c) special and important

(iv) prophecy

- (a) proverb
- (b) prediction
- (c) rumour

(v) marvellous

- (a) wonderful
- (b) surprising
- (c) shocking

(vi) proclaim

- (a) reveal
- (b) declare
- (c) shout

(vii) cease

- (a) happen
- (b) stop
- (c) remain

(viii) (a night's) shelter

- (a) stay
- (b) safety
- (c) hospitality

(ix) gazed

- (a) wandered about
- (b) stared at
- (c) thought of

(x) took on (an expression)

- (a) challenged
- (b) resembled
- (c) assumed

Answer:

- (i) (sun) going down
- (c) setting

- (ii) brightening
- (b) lending (it) a special glow

- (iii) spacious
- (b) big and wide

- (iv) prophecy
- (b) prediction

- (v) marvellous
- (a) wonderful

- (vi) proclaim
- (b) declare

- (vii) cease
- (b) stop

- (viii) (a night's) shelter
- (a) stay

- (ix) gazed
- (b) stared at

- (x) took on (an expression)
- (c) assumed

Question 2:

- (i) Read the following sentences.

- (a) I do hope **I'll live** to see him.
- (b) He **will come**! Fear not, Ernest; the man **will come**.
- (c) Gathergold **is arriving** tomorrow, people said.
- (d) Blood-and-Thunder **starts** his journey back to the valley next week, everyone proclaimed.
- (e) The great man is **going to** spend his old age in his native town.

Notice that in the above sentences, verbs in bold type are in four different forms, denoting four important ways of expressing future time. None of these can be said to be exclusively used to show future time, though each is used to refer to some action in future.

(ii) Which form of the verb is more natural in these sentences? Encircle your choice.

- (a) I'm not free this evening. I **will work/am working** on a project.
- (b) Have you decided where you will go for your higher secondary? Yes, I have. I **will go/am going** to the Kendriya Vidyalaya.
- (c) Don't worry about the dog. It **won't hurt/isn't hurting** you.
- (d) The weatherman has predicted that it **will snow/is snowing** in Ranikhet tonight.
- (e) Swapna can't go out this evening. Her father **will come/is coming** to see her.

Answer:

(i) Attempt it yourself by reading the sentences carefully.

(ii) (a) I'm not free this evening. I **will work/am working** on a project.
→ I'm not free this evening. I **am working** on a project.

(b) Have you decided where you will go for your higher secondary? Yes, I have. I **will go/am going** to the Kendriya Vidyalaya.
→ Have you decided where you will go for your higher secondary? Yes, I have. I **will go** to the Kendriya Vidyalaya.

(c) Don't worry about the dog. It **won't hurt/isn't hurting** you.
→ Don't worry about the dog. It **won't hurt** you.

(d) The weatherman has predicted that it **will snow/is snowing** in Ranikhet tonight.
→ The weatherman has predicted that it **will snow** in Ranikhet tonight.

(e) Swapna can't go out this evening. Her father **will come/is coming** to see her.
→ Swapna can't go out this evening. Her father **is coming** to see her.

Question 3:

(i) Complete these pieces of conversation using **will** or **going to** with the verbs given.

(a) Rani : Why are you turning on the radio?
Ravi : I _____ (listen) to the news.

(b) Rani : Oh, I can't buy this book. I have no money.
Ravi : Don't worry. I _____ (lend) you some.

(c) Rani : Look at those dark clouds.

Ravi : I think it _____ (rain).

(d) Rani : What shall we have for dinner?

Ravi : I can't decide.

Rani : Make up your mind.

Ravi : All right, then. We _____ (have) fried rice and dry beans.

(e) Rani : Why are you filling the kettle with water?

Ravi : I _____ (make) coffee.

(f) Rani : We need some bread and butter for breakfast.

Ravi : All right. I _____ (go) to the bakery and get some.

(Before he goes out, Ravi talks to their father.)

Ravi : I _____ (get) some bread and butter. Do you want anything from the bakery?

Father : Yes, I want some salt biscuits.

Ravi : Fine, I _____ (get) you a packet.

(ii) Let pairs of children take turns to speak aloud the dialogues.

Answer:

(i) (a) Rani : Why are you turning on the radio?

Ravi : I **am going to listen** to the news.

(b) Rani : Oh, I can't buy this book. I have no money.

Ravi : Don't worry. I **will lend** you some.

(c) Rani : Look at those dark clouds.

Ravi : I think it **is going to rain**.

(d) Rani : What shall we have for dinner?

Ravi : I can't decide.

Rani : Make up your mind.

Ravi : All right, then. We **will have** fried rice and dry beans.

(e) Rani : Why are you filling the kettle with water?

Ravi : I **am going to make** coffee.

(f) Rani : We need some bread and butter for breakfast.

Ravi : All right. I **will go** to the bakery and get some.

(Before he goes out, Ravi talks to their father.)

Ravi : I **am going to get** some bread and butter. Do you want anything from the bakery?

Father : Yes, I want some salt biscuits.

Ravi : Fine, I **will get** you a packet.

(ii) Attempt yourself.

Speaking and writing (Page 135-136)

Question 1:

Each of the following words has the sound/f/ as in feel. The words on the left have it initially. Those on the right have it finally. Speak each word clearly.

flail	life	fact	tough
Philip	puff	fail	laugh
flowed	deaf	fast	stiff

Answer:

Attempt it yourself.

Question 2:

Underline the letter or letters representing/f/in each of the following words.

file	slough	faint	lift
cough	defence	afford	enough
photograph	staff	tough	aloof
affront	philosophy	sophistry	

Answer:

<u>f</u> ile	slou <u>gh</u>	<u>f</u> aint	li <u>f</u> t
cou <u>gh</u>	de <u>f</u> ence	<u>aff</u> ord	enou <u>gh</u>
<u>ph</u> otogra <u>ph</u>	sta <u>ff</u>	tau <u>gh</u>	alo <u>o</u> f
<u>aff</u> ront	<u>ph</u> ilosophy	sop <u>h</u> istry	

Question 3:

Imagine that you are the poet. You have come to your native valley to meet a famous preacher called Ernest. Narrate the incident of your first meeting with him.

Answer:

Attempt it yourself.

Question 4:

(i) Put each of the following in the correct order to construct sentences.

- a resident of Noida near Delhi,/is visually impaired/George Abraham,

- confidence and competitive spirit/and infuses discipline among the participants/It provides

- he has helped/The brain behind the World Cup Cricket,/the disabled to dream

- to the blind school in Delhi/It was a chance visit/that changed his life

- sport is a powerful tool/the disabled/He believes that/for rehabilitation of

(ii) Now rearrange the sentences above to construct a paragraph.

George Abraham, _____

Answer:

(i)

- a resident of Noida near Delhi,/is visually impaired/George Abraham,

→ George Abraham, a resident of Noida near Delhi, is visually impaired

- confidence and competitive spirit/and infuses discipline among the participants/It provides

→ It provides confidence and competitive spirit and infuses discipline among the participants

- he has helped/The brain behind the World Cup Cricket,/the disabled to dream

→ The brain behind the World Cup Cricket, he has helped the disabled to dream

- to the blind school in Delhi/It was a chance visit/that changed his life

→ It was a chance visit to the blind school in Delhi that changed his life

- sport is a powerful tool/the disabled/He believes that/for rehabilitation of

→ He believes that sport is a powerful tool for rehabilitation of the disabled

(ii) George Abraham, a resident of Noida near Delhi, is visually impaired. The brain behind the World

Cup Cricket, he has helped the disabled to dream. It was a chance visit to the blind school in Delhi that changed his life. He believes that sport is a powerful tool for rehabilitation of the disabled. It provides confidence and competitive spirit and infuses discipline among the participants.



How The Camel Got His Hump

Comprehension Check (Page 3)

Question 1:

What tasks, do you think, were assigned to the dog and the ox?

Answer:

Different tasks were assigned to different animals. The dog was assigned to fetch and carry sticks since he was carrying a stick in his mouth. The ox was assigned to plough the field as there was a yoke on his neck.

Question 2:

Why did the camel live in the middle of the desert?

Answer:

Of all the animals, the camel was the laziest animal as he did not want to work and help man. Hence, he lived in the middle of a howling desert because he did not want to work. He ate sticks, thorns and prickles and whenever anybody came to speak to him he just said “Humph!” and nothing more.

Question 3:

What made the dog, the horse and the ox very angry?

Answer:

The dog, the horse and the ox were very angry because man assigned them the work of the camel too as he laid lazy in the middle of the desert. This meant that the three of them would need to work double-time in order to make up for the camel's laziness.

Question 4:

How did the Djinn know the horse was complaining against the camel?

Answer:

While the other animals were assigned the camel's work due to his laziness, the horse complained against the camel to the Djinn who was in charge of All Deserts. He told him that the animal which stayed in the middle of the desert with a long neck and long legs had not done a stroke of work since the beginning of the week. Hearing this, the Djinn instantly understood that the horse was referring to the camel for his idleness, who was not helping them in work.

Comprehension Check (Page 5)

Question 1:

The camel was looking at this own reflection in the pool. What does it suggest to you about the camel?

Answer:

The camel was looking at his own reflection in the pool which indicated that he was proud of his looks and appearance especially his back. Perhaps he assumed that he was the most handsome looking animal and was admiring himself upon seeing his own reflection in the pool.

Question 2:

The camel said, “Humph” repeatedly. How did it affect him?

Answer:

The Djinn was trying hard to remind the camel about his work which the lazy animal avoided due to his idleness. The camel kept saying “Humph” again and again in a repetitive tone which annoyed the Djinn. In no time, the camel’s back puffed up into a huge hump for repeating the word “Humph” over again and not performing the tasks assigned to him.

Question 3:

What, according to the Djinn, was the use of the “humph”?

Answer:

According to the Djinn, the camel missed his daily work for three continuous days. Hence, he said that the camel would be able to perform his tasks for three days without eating. The hump on his back would help him to store food and use the energy derived from it without eating food and work for a longer period.

Question 4:

“...he has never yet learnt to behave”. In the light of this, what is the writer’s opinion about the camel?

Answer:

As per the writer, the camel is a very lazy animal which loves sitting idle and avoids doing work. All day he would spend eating sticks, thorns and prickles. However, after he got the hump, the Djinn asked him to go out of the desert and help the other three animals – horse, ox and dog and also behave like others while working. It was due to his laziness that he missed performing tasks of three days. The Djinn told him that his hump would help him to store food and use the energy derived from it without eating food. It would also help him to finish the pending work and that he would continue carrying the hump and living in the desert forever.

Exercise (Page 6)

Discuss the following topics in groups.

Question 1:

Can this story be factually true?

Answer:

No, it is not a factually true story. It is an imaginative tale.

Question 2:

What, according to you, is the story about? Consider the following:

- (i) How the world began.
- (ii) Why everyone should do his/her share of work seriously.
- (iii) How animals are important to humans.
- (iv) How the camel got his hump.

Answer:

- (iv) How the camel got his hump.

Question 3:

What did you do over the weekend? Were you generally active or idle? Please check your back before starting to discuss or answer the question.

Answer:

The last weekend I woke up at 8 A.M. and did some physical exercise in the morning. I helped my mother in doing the household chores. By evening I played badminton with my sister. Overall, I spent my weekend in an active manner. Yes, I have checked my back and there is no hump.

Question 4:

There are broadly two categories of workers – those who prefer to do today what they can do tomorrow, and those who prefer to do tomorrow what they can do today. Where do you belong?

Answer:

I belong to the first category of workers, i.e. those who prefer to do today what they can do tomorrow. This implies that I prefer doing my work promptly on time rather than unnecessarily piling it up for the future.

Children At Work

Comprehension Check (Page 9)

Question 1:

Velu stood on the platform but he felt “as if he was still on a moving train”. Why?

Answer:

Velu had run away from his home to Chennai by catching the Kanyakumari Express. He travelled in a train for the first time and as he got off the train and stood on the platform, he felt his legs were shaky and wobbly. Besides, he was very hungry and stressed and felt as though he was still on a moving train.

Question 2:

What made him feel miserable?

Answer:

Velu felt exhausted and miserable as he laid down his head on his knees because he had run away from his village two days ago due to the torture inflicted upon him by his drunkard father. He had not eaten anything in the past two days except for some peanuts and a piece of jaggery. He felt lost and hopeless when he arrived at the big city.

Question 3:

- (i) Velu travelled without a ticket. Why?
- (ii) How did he escape the ticket collector’s attention?

Answer:

(i) Velu left his village as he was annoyed with his drunkard father who used to grab away all that he and his sisters earned and spent it on drink. Hence, he travelled without a ticket because he had no money to buy a train ticket for himself.

(ii) Velu could escape the ticket collector’s attention because luckily the ticket collector didn’t come to the unreserved compartment. He tried to sleep on the floor near the door as he had no ticket.

Question 4:

Why had Velu run away from home?

Answer:

Velu was from a poor family and he and his sisters would work hard for a living. But his drunkard father would snatch away all their earnings and spent it on drinking. The little boy ran away from his home as he was very annoyed with his father.

Question 5:

Why did he decide to follow the ‘strange’ girl?

Answer:

Velu decided to follow the 'strange girl' because he was new in the big city and didn't know where to go and what to do. Meanwhile, he was also very hungry and stressed as he had not eaten any food for the past two days.

Comprehension Check (Page 13)**Question 1:**

Can Velu read Tamil and English? How do you know?

Answer:

Velu could not read the huge signboards that were written in English as he didn't know what it meant. However, when he walked past the Central Jail, he squinted and read it as it was written in Tamil.

Question 2:

"If you are not careful, you will soon be counting bars there," the girl said.

- (i) What is she referring to?
- (ii) What does she mean when she says "If you are not careful..."?
(She says something a little later which means the same. Find that sentence.)

Answer:

(i) She was referring to the Central Jail.

(ii) When she said to Velu, "If you are not careful...", she meant that he should never get caught to be put behind the bars. Besides, she also meant that they should be extra cautious and not do anything stupid in order to avoid getting caught by the policemen.

The other sentence which the girl told him was – "You don't have to do anything. Just don't get caught, that's all."

Question 3:

- (i) Where did the girl lead Velu to?
- (ii) What did they get to eat?

Answer:

(i) The girl led Velu to a big wedding hall and rushed behind it where there was a big garbage bin overflowing with rubbish. She picked up a squashy banana and held it out to him as she knew he was starving and quickly picked up a vada and gave him to eat.

(ii) Velu got a squashy banana and a vada, whereas the girl only got a banana to eat.

Question 4:

What work did she do? Think of a one-word answer.

Answer:

The girl worked as a rag-picker.

Comprehension Check (Page 15)

Question 1:

- (i) What material are the 'strange' huts made out of?
- (ii) Why does Velu find them strange?

Answer:

(i) The 'strange' huts were built out of all sorts of things such as metal sheets, tyres, bricks, wood and plastic.

(ii) In Velu's village, the houses were made of mud and palm leaves. But he found the huts in the city to be strange because they were made up of different stuffs such as metal sheets, tyres, bricks, wood and plastic. They stood crookedly and looked as if they would fall any moment. He had actually visited a slum area for the first time and he was quite surprised by looking at them and wondered how people lived in them and from where did they get such stuff to build their huts.

Question 2:

What sort of things did Jaya and children like her collect and what did they do with those things?

Answer:

Jaya and other children like her collected paper, plastic, glass and other similar things. They sold all these things to Jam Bazaar Jaggu, who further sold it to a nearby factory.

Question 3:

Is Velu happy or unhappy to find work? Give a reason for your answer.

Answer:

Although Velu had run away from his home, he was unhappy to find the work of a rag-picker as he had to dig through garbage bins. He remembered that the only work he had ever done was on the landowner's farm, weeding and taking cows out to graze. However, he decided to work as a rag-picker for the meantime until he found a better job for himself.

Exercise (Page 16)

Discuss the following questions in small groups. Write their answers afterwards.

Question 1:

Is Velu a smart boy? Which instances in the text show that he is or isn't?

Answer:

Velu was initially a very naive boy who ran away from his village to avoid the torture of his drunkard father. However, when he arrived at a big city, Chennai he felt lost and miserable among so many people. Soon he met Jaya, a rag-picker who helped him to get some food as she realised he was

starving. From then on, Velu acted smartly by following her as he didn't know where to go and what to do in such a big city. On his way, he read the Central Jail hoarding written in Tamil and Jaya warned him that he should not do anything stupid and should avoid getting caught by the policemen. He kept following her until she took him to the slum area where he saw the strange huts which were made up of metal sheets, tyres, bricks, wood and plastic. They stood crookedly and looked as if they would fall any moment. Soon Jaya told him how she and other children collected glass, paper and other stuff and hand it over Jam Bazaar Jaggu, who further sold it to a factory nearby. Seeing all this, Velu agreed to work as a rag-picker like Jaya for the time being until he finds a suitable job for himself.

Question 2:

Do you think Jaya is a brave and sensitive child with a sense of humour? Find instances of her courage, kind nature and humour in the text.

Answer:

Yes, Jaya was a brave and sensitive child with a good sense of humour. She was of the same age as Velu and worked as a rag-picker and knew well how to survive in the city. She knew all the roads across the city and was also aware where she can find food to eat. However, when she met Velu in the railway station, she roamed about the city with him by collecting glass, paper and bottles and also got him some food to eat from a garbage bin behind a wedding hall. She tried to help him in all possible ways and told him to join her in rag-picking work. She gave him a pair of old shoes without laces and pushed a sack and a stick into his hands. However, we also notice that she has a humorous nature when she asks Velu if he had come at Chennai to become a rich person. She also helps him to cross the busy streets and told him that if he continues to stand still in the middle of the road like that, he would get run over by the huge vehicles unnecessarily.

Question 3:

What one throws away as waste may be valuable to others. Do you find this sentence meaningful in the context of this story? How?

Answer:

The story "Children at work" depicts the sad plight of slum dwellers, mostly the children who have to work as rag-pickers to sustain and feed themselves in big cities. It shows how the rubbish that we throw away in the garbage is being collected by these children to make a livelihood for themselves. People throw away leftover food, bottles and paper which are collected by these children and they earn money by selling these to nearby factories. As a matter of fact, a waste thrown away by someone becomes a blessing or a source of income for another. Therefore, difficult circumstances compel such children to work as ragpickers and earn a living from it.

The Selfish Giant

Comprehension Check (Page 20)

Question 1:

Why is the Giant called selfish?

Answer:

The Giant is called selfish because he prohibited the children from playing in his garden. He built a high wall all around it and put up a notice-board in it stating that all trespassers will be prosecuted.

Question 2:

On one occasion the children said: "How happy we are here!"

Later they said: "How happy we were there!"

What are they referring to in both the cases?

Answer:

In the first case, the children expressed their happiness while playing in the Giant's garden. They would go to play in the garden after returning from school and had a wonderful time playing around the garden.

In the second instance, the children were referring to the Giant's garden where they would go and play after returning from school. They talked with each other how they would enjoy playing around the garden where trees bore beautiful flowers and fruits and birds sang sweet songs. However, after the Giant stopped them by building a high wall around the garden, they could no longer enter it.

The children were referring to the Giant's beautiful garden in both the cases.

Question 3:

(i) When spring came, it was still winter in the garden. What does winter stand for or indicate here?

(ii) Winter has been presented like a story with its own characters and their activities. Describe the story in your own words.

Answer:

(i) When Spring came, it was still Winter in the garden. In the story, Winter denotes desolate and negative atmosphere where the trees and flowers never blossom. Winter is also used to indicate a gloomy and depressing environment which brings in sadness and laziness. In such cold weather, there is snow everywhere and cold winds blow all around where trees tend to droop and birds do not chirp. As the children were not playing in the Giant's garden, Spring did not enter it. As a result, even the trees did not blossom and the birds did not sing sweet songs in the garden.

(ii) When Spring came all over the country, the trees started to blossom and the birds started to sing except the Giant's garden, where winter had still prevailed. The birds did not sing and the trees forgot to blossom as the children did not come to play in the garden. One day, a beautiful flower blossomed from the grass but when it saw the notice-board, it felt sorry for the children and slipped back into the ground again. Seeing all this, Winter was pleased as there was Snow and Frost everywhere. Snow

covered the entire garden with her huge white cloak and Frost painted all the trees in silver. They then invited the North Wind who was wrapped in furs and he blew strongly across the garden. Along with him, came Hail who rattled the roof of the castle for three hours every day until most of the slates were broken. He ran all around the garden as fast as he could. He was dressed in grey attire and his breath also felt like ice.

Question 4:

Was the Giant happy or sad over the state of the garden?

Answer:

The Giant was extremely saddened to see the condition of the garden. Neither Spring nor Summer or Autumn came to visit it. It was in a miserable state as Snow, Frost, North Wind and Hail did not seem to leave his garden. He often wondered why Spring was so late in arriving at his garden.

Question 5:

What effect did the linnet's song have over Hail and the North Wind?

Answer:

Hearing the linnet sing, the Hail stopped dancing over his head and the North Wind stopped roaring. Soon, the Giant could hear a delicious perfume come to him through the open casement and he jumped out of his bed in excitement.

Comprehension Check (Page 24)

Question 1:

- (i) The Giant saw a most wonderful sight. What did he see?
- (ii) What did he realise on seeing it?

Answer:

(i) The Giant saw that the children had crept into his garden through a little hole in the wall and sat on the branches of the trees. As the children filled the garden, the trees were delighted to see them and they blossomed in full swing. The Giant was mesmerized seeing this wonderful sight as he saw the birds were also twittering around in joy and the flowers bloomed in happiness.

(ii) The Giant realised soon enough that Spring was late in visiting his garden because he did not allow the children to play in it. He realised that he had been very selfish in prohibiting the children from playing in his garden by building a high wall all around it.

Question 2:

Why was it still winter in one corner of the garden?

Answer:

As the children played in the garden, the Giant noticed that in one corner of it, there was a tree that was still covered with Snow and Frost. The North Wind blew strongly and was roaring over it. The Giant came closer and noticed a small boy was standing in front of it, who was so tiny that he could not climb the branches of the tree. As the tree remain untouched by the child, Winter still prevailed in that corner

of the garden.

Question 3:

Describe the first meeting of the little boy and the Giant.

Answer:

The Giant met the little boy in front of the tree that was covered with Snow and Frost. Winter still prevailed in that corner of the garden. Seeing the little boy's inability to reach the branches of the tree, the Giant gently took him in his arms and put him up on the tree. Soon the tree blossomed with joy and the birds came to sing on it. The little boy stretched his tiny arms around the Giant's neck and kissed him gently to express his gratitude towards him.

Question 4:

Describe their second meeting after a long interval.

Answer:

One winter morning, the Giant looked out of the window as he knew that Spring was sleeping and the flowers were taking rest. He wondered if he would ever meet the little boy again whom he loved so dearly. Suddenly while rubbing his eyes, he noticed a wonderful sight. In the farthest corner of the garden, there was a tree that was covered with lovely white blossoms. Its branches were golden and silver fruit hung down from them. Just underneath the tree, there stood the little boy whom he had loved so dearly and was eagerly waiting for him. The Giant quickly ran down the stairs of his house in great joy and hastened towards the garden to reach out to the child. But when he noticed the nail imprints on the little boy's hands and feet, he got angry and asked him who caused him such injury. He said that he would avenge and slay the person whoever caused the little one so much pain and injury. Hearing this, the child told the Giant that these were the wounds of love. The little boy further added that as the Giant was kind enough to allow him to play in his garden, he had come to take the Giant along with him to his garden in Paradise.

Question 5:

The Giant lay dead, all covered with white blossoms. What does this sentence indicate about the once selfish Giant?

Answer:

"The Giant lay dead, all covered with white blossoms." The sentence indicates that the Giant was blessed to live in Paradise after his death. As he was no longer selfish and cruel, he was covered with white blossoms in his garden. The white blossoms indicated that the Giant had a peaceful death.

Exercise (Page 24)

Discuss the following topics in groups.

Question 1:

The little child's hands and feet had marks of nails. Who does the child remind you of? Give a reason for your answer.

Answer:

The marks of nails on the little child's hands remind us of Jesus Christ. When the Giant met the child for the second time, he noticed the imprints of nails on the little boy's palms and feet. This made the Giant angry and he cried out loudly asking who had done such harm to the little boy. If we remember the crucifixion of Jesus Christ, it reminds us that there were similar nail imprints on his palms and feet. He had sacrificed his life for the sake of humanity and he had also forgiven those who caused him such pain and dishonour. Similarly, the little boy in the story told the Giant that these marks were the wounds of love.

Question 2:

Is there something like this garden near where you live? Would you like one (without the Giant perhaps) and why? What would you do to keep it in good shape?

Answer:

Yes, there is a park near my house. The park has huge trees which bear beautiful flowers and fruits on it. There is a jogging track in the park where people come for morning strolls and brisk evening walks. There is a swing and a slide in the middle of the park where children of the neighbourhood come and play with each other. I love gardening and I have planted a few saplings recently, which I water whenever I go to the garden. I also try to ensure nobody tramples over the plants or grass unnecessarily.

The Treasure Within

Comprehension Check (Page 28)

Question 1:

What did Hafeez Contractor have nightmares about?

Answer:

Hafeez Contractor would often get continuous nightmares about appearing for a Mathematics examination where he did not know anything.

Question 2:

What did the Principal say to him, which influenced him deeply?

Answer:

The Principal told Hafeez that his mother used to work extremely hard to bring him up and paid all his fees on time, despite his father's absence. Further, he also mentioned that Hafeez was a good student and with a little effort towards his studies he would be able to score good grades. He motivated the young boy to rise to the occasion and study hard and also sideline his sport activities for the time being.

Question 3:

"... that year I did not step out onto the field." What was he busy doing that year?

Answer:

Being an active sportsman, Hafeez was the senior champion in school for many years and he always loved playing games, especially cricket. But when his Principal influenced him to study for his SSC dedicatedly, he gave up playing and that year he didn't step out onto the field. He only went for prayers and all he did was eat and study for the exams.

Question 4:

(i) What "distraction" did Hafeez Contractor create one day?

(ii) Would you have liked to participate in the "distraction" had you been with him?

Answer:

(i) Hafeez was always interested in playing funny pranks. One day, he created a distraction by playing chor police for one full hour at school.

(ii) Yes, I would have loved to participate in such a "distraction", as it is kind of a break from the regular routine work.

Comprehension Check (Page 32)

Question 1:

Hafeez Contractor wanted to join the police force. Why didn't he?

Answer:

Hafeez Contractor was interested to join the police force, but his mother did not accept the prospect. Instead, she told him to complete his graduation first. Soon after that he joined Jaihind College in Bombay.

Question 2:

In the architect's office, Hafeez Contractor was advised to drop everything and join architecture. Why?

Answer:

In the architect's office, Hafeez Contractor saw somebody was drawing a window detail which is an advanced form of drawing. He told that person that the drawing was wrong and that the window would not open as drawn. That person initially disagreed but soon realized that his drawing was indeed wrong. When Hafeez's cousin's husband saw this, he was taken by surprise and asked him to draw a few specific things such as to design a house, to which he complied. His relative was impressed and immediately asked him to nurture Hafeez's natural talent and join architecture at the earliest.

Question 3:

- (i) What was Mrs Gupta's advice to Hafeez Contractor?
- (ii) What made her advise him so?

Answer:

- (i) Mrs Gupta was one of Hafeez's school teachers in the second or third standard, who saw his beautiful sketches in school and had advised him that he should grow up to become an architect someday.
- (ii) She would often tell him that he was useless in everything else except the beautiful sketches that he drew. Due to this reason, she felt he should nurture his hidden talent and grow up to become an architect.

Question 4:

How did he help fellow students who had lost a button?

Answer:

When the fellow students lost a button while playing or fighting, they would often come running to him and he would help them by cutting a button from chalk by using an ordinary blade.

Question 5:

Which rules did he break as a school boy?

Answer:

Hafeez broke many rules while studying at school. He used to copy during the examinations, loiter around aimlessly, play funny pranks and jokes on others. He would also get involved in gang fights and

plan strategies. He would often create distractions by playing chess or board games at school during study hours.

Question 6:

- (i) What is Hafeez Contractor's definition of mathematics?
- (ii) How would you want to define mathematics? Do you like the subject?

Answer:

- (i) According to Hafeez Contractor, Mathematics is a mix of putting design, construction, psychology and sociology together and making a sketch by combining all these elements altogether.
- (ii) In my opinion, I would define Mathematics as an interesting subject for those who enjoy solving arithmetical calculations and problems. But those people who don't enjoy playing with numbers and calculations, it turns out to be a nightmare for them.

Exercise (Page 32)

Answer the following questions.

Question 1:

It is likely that someone who is original and intelligent does not do very well at school? Should such a learner be called a failure? If not, why not?

Answer:

A learner who is original and intelligent, but does not do very well at school cannot be called a failure in life. This is because every student has his/her own set of strengths and weaknesses. From this conversation between Ms. Bela Raja and Mr. Hafeez Contractor, we learn that being bright in academics is not enough to do well in life. A person should try to nurture his/her natural talent and polish it in order to stand out in a crowd. We observed that Hafeez was not so bright academically, but he had a hidden talent and knew how to draw beautiful sketches of different things such as forts, houses, etc. However, it is evident that an individual's talent is not always visible in his/her academic records. Hence, such people should be encouraged to showcase their hidden talent and be appreciated for it, instead of considering them to be an utter failure.

Question 2:

Who, in your view, is an 'unusual' learner?

Answer:

In my opinion, an unusual learner is one who is a genius in his/her own right. This means that a person who is bright and intelligent and has a hidden talent or skill needs to be polished from every angle.

Question 3:

What can schools do to draw out the best in unusual learners? Suggest whatever seems reasonable to you.

Answer:

One of the best options for schools to draw out the best in unusual learners is to stop comparing or categorizing every child on the basis of their academic performance. They should stop measuring children by simply following mechanical methods of teaching. They should appreciate the hidden talent or skill of the learners and encourage them to polish their abilities in every aspect.



Princess September

Comprehension Check (Page 38)

Question 1:

How many daughters did the royal couple have?

Answer:

The royal couple of Siam had nine daughters who were named after the months of a year.

Question 2:

Why were they named after the months of the year?

Answer:

The princesses were named after the months of the year because the Queen of Siam found it difficult to remember so many names. Hence, the King decided to name the princesses as per the months of a calendar year.

Question 3:

The King had a peculiar habit. What was it? Why is it called peculiar?

Answer:

The King had a peculiar habit of giving gifts instead of receiving gifts on his birthday. In one such year on his birthday, he gave each of his daughters a green parrot in a golden cage.

As a matter of fact, people receive gifts instead of giving away gifts on their birthday. But the King followed an opposite tradition and due to this reason, his habit was peculiar.

Question 4:

- (i) What was Princess September's reaction to the loss of her parrot?
- (ii) What was her mother's reaction to it?
- (iii) What do the reactions indicate about the nature and temperament of each?

Answer:

(i) When Princess September locked her parrot in the golden cage gifted by her father, the poor bird soon died. She burst into a flood of tears and wept continuously at the loss of her dear parrot. Even her Maids of Honour couldn't comfort her pain.

(ii) Her mother said that Princess September's weeping was utter nonsense. In a heartless manner, she asked the Maids of Honour to put the girl to sleep without any supper.

(iii) From the nature and temperament of each reaction, we understand that Princess September was a very sensitive and simple-hearted girl. She was grief-stricken when her parrot died. On the contrary, the Queen mother appeared to be unmoved by the death of the parrot and her daughter's grief and she did nothing to console her child.

Question 5:

What pulled the Princess out of her gloom?

Answer:

The Princess was really upset and depressed over the sudden demise of her parrot and wept continuously. While she lay in her bed crying, she saw a little bird hop into her room. She wiped her tears and watched the little bird sing a beautiful song. This pulled the Princess out of her gloom.

Question 6:

How did the Maids of Honour come to know that the Princess and the bird had become intimate friends?

Answer:

The next morning when the Maids of Honour brought in the Princess's breakfast, they noticed her in a good mood. They saw that a song bird ate rice out of the Princess's hand and had his bath in her saucer. After that, the little bird sang a beautiful song and the Princess thoroughly enjoyed it. Seeing this, they were convinced that the two had become good friends.

Question 7:

The new bird was full of new songs but the old parrots always repeated themselves. What did they say?

Answer:

The little bird sang a different and new song every time. On the other hand, all the old parrots were taught two phrases – 'God save the King' and 'Pretty Polly' in seven different Oriental languages. They would say the same phrases repeatedly when asked.

Question 8:

What is the King's opinion about his Councillors? Why did he form that opinion?

Answer:

The King saw the parrots say two phrases repeatedly – 'God save the King' and 'Pretty Polly' in seven different Oriental languages and this reminded him about his Councillors who too repeated the same thing differently. This made the King have a low opinion about all his Councillors who blabbered the same thing repeatedly.

Question 9:

- (i) The eight Princesses made an offer to Princess September. What was it?
- (ii) Why, in your view, did they do it?

Answer:

(i) The eight Princesses were jealous of Princess September's singing bird. Hence, they made an offer to buy her a lovely green and yellow parrot by contributing from their pocket-money together.

(ii) The other Princesses made this offer to Princess September since they were not happy as everyone praised her singing bird. Their parrots appeared sad and repeated the same phrases over and again. Out of jealousy, they offered to contribute some money to their younger sister to buy a similar parrot as theirs.

Question 10:

What did the sisters advise the Princess to do about her bird?

Answer:

The sisters were very jealous of Princess September's singing bird. With an evil intention, they advised her to keep the bird in a cage, otherwise it would fly away forever.

Comprehension Check (Page 43)

Question 1:

In the following sentence elaborate the parts given in bold. **Under the circumstances** it was **a very unfortunate remark** for the bird to make.

Answer:

Under the circumstances – After Princess September's sisters advised her about the singing bird, she was really worried about him. She feared that the little bird might forget her and start liking someone else and that she might lose her little lovely pet.

A very unfortunate remark – When the little bird returned, he said that he would not have come back that night at all as his father-in-law was giving a party and everyone wanted him to stay. However, the bird returned as he felt that the Princess might be worried if he didn't return on time.

Question 2:

- (i) What did Princess September do to ensure the safety of her pet?
- (ii) How did the bird react to it?

Answer:

(i) Princess September put the little bird in a cage to ensure the safety of her pet.

(ii) The bird didn't like being trapped in a cage and felt like he was imprisoned. He felt that he lost his freedom and gradually stopped singing and eating.

Question 3:

Why did the bird refuse to be taken out in her cage?

Answer:

The bird said that he loves nature and he can't stay happy and normal if he was kept in a cage. He would not be able to enjoy the rice-fields, the lake and the willow trees as it would quite look different and dull when seen through the cage bars.

Question 4:

- (i) What persuaded Princess September to give the bird his freedom again?
- (ii) How did the bird react to it?

Answer:

(i) Princess September felt very bad when she saw her little pet lie lifeless inside the cage as he had stopped singing and eating too. This persuaded the Princess to let the little bird enjoy his freedom in the open air, otherwise she feared that he would die in captivity.

(ii) The bird was filled with joy and happiness when the Princess freed him from the golden cage. He opened his wings and flew right away into the blue in far lands and promised the Princess that he would return and sing songs for her whenever she wanted.

Question 5:

Princess September kept her window open day and night.

- (i) How did it help the bird?
- (ii) How did it help the Princess herself?

Answer:

(i) Princess September kept her window open day and night. This helped the little bird to come into her room and leave whenever he wanted.

(ii) By keeping the window open day and night, it provided the Princess with fresh wind and natural light. This contributed to her beauty as she was exposed to the beautiful benefits of nature.

Question 6:

The eight sisters kept their windows shut. How did it affect them?

Answer:

The eight sisters who kept their windows shut grew up to be extremely ugly and disagreeable. They were later married off to the King's Councillors with a pound of tea and a Siamese cat.

Exercise (Page 44)

Discuss the following questions in small groups. Write their answers later.

Question 1:

Are the sisters unkind and cruel? Find evidence in the text to support your idea.

Answer:

Yes, the eight sisters of the princess were unkind and cruel. They were jealous when they saw that Princess September's little pet could sing so beautifully, which their parrots couldn't. Therefore, they even offered their pocket-money to their young sister to buy her a green and yellow parrot. They advised her to keep the little bird in a cage so that he could never leave her. Princess September adhered to their advice and kept her little pet in a golden cage. They convinced her to believe that if the bird tried to come out of the cage, she should not allow him and that he would get used to staying inside it. Further, they also told her to be firm even if he died in the cage due to its stubbornness. They even mocked her by saying that she should never set the bird free as he would never return to sing sweet and melodious songs for her.

Question 2:

Which, to you, is the most important idea in this story, and why?

- (i) importance of music
- (ii) value of freedom
- (iii) beauty of nature

Answer:

(ii) **value of freedom** – This is the most important idea of the entire story. It is known to all that freedom is the birth right of every living creature and nobody should be denied of it. Likewise, in the story when the little bird was denied of freedom, he began losing his charm and always remained sad in captivity. He stopped eating and singing too. This indicates that the beauty of life lies in being free and not being in captivity. Hence, in a closed environment, any living creature tends to lose its charm and creativity.

The Fight

Comprehension Check (Page 49)

Question 1:

In what way is the forest pool different from the one which Ranji knew in the Rajputana desert?

Answer:

The forest pool was very clean and cold and inviting, whereas the one in the Rajputana desert was known to be sticky and muddy where buffaloes wallowed and women washed clothes.

Question 2:

The other boy asked Ranji to 'explain' himself.

- (i) What did he expect Ranji to say?
- (ii) Was he, in your opinion, right or wrong to ask this question?

Answer:

(i) The other boy expected Ranji to apologize to him for entering the forest pool without seeking his permission. He wanted Ranji to leave the pool immediately.

(ii) He was wrong to expect and ask Ranji to leave the pool because the forest pool was open to everyone and he did not have personal right to its property.

Question 3:

Between Ranji and the other boy, who is trying to start a quarrel? Give a reason for your answer.

Answer:

The other boy actually started the quarrel between him and Ranji. This is evident from the fact that when Ranji saw the other boy in the pool, he did not try to pick a fight or say a word to him. It was the other boy who deliberately came to fight with Ranji, even when he tried to be friendly with that boy. However, Ranji was taken aback by the hostile behaviour of that boy who strongly demanded that the pool belonged to him and others needed to obtain his permission to use it. Soon enough after saying all this, he started a fight with Ranji and referred to himself as a 'Warrior', to which Ranji replied that he himself was a 'Fighter'.

Question 4:

"Then we will have to continue the fight," said the other.

- (i) What made him say that?
- (ii) Did the fight continue? If not, why not?

Answer:

(i) When both Ranji and the other boy fought for a long while, Ranji refused to leave the pool and the fight ensued. When that boy saw that Ranji did not accept defeat and was not listening to his words, he said that the fight between them would continue the following day.

(ii) Apparently, the fight did not continue on the following day as both of them had a bitter experience the previous day and were not willing to continue this fight any further. Although they thought they would continue fighting, neither of them took the initiative or interest to pick a fight again. When the other boy named Suraj, saw that Ranji could dive into the water, he was amazed and asked him to teach him how to do it. Suraj promised that he would help Ranji to become a wrestler if he taught him how to swim and dive into the water just like him.

Comprehension Check (Page 53-54)

Question 1:

What is it that Ranji finds difficult to explain at home?

Answer:

When Ranji reached home, he found it difficult to explain the cuts and bruises that showed on his face, leg and arms. It was difficult to conceal the fact that he had been in an unusually violent fight with Suraj. Therefore, his mother insisted on his staying at home for the rest of the day.

Question 2:

Ranji sees his adversary in the bazaar.

(i) What does he wish to do?

(ii) What does he actually do, and why?

Answer:

(i) When Ranji saw his adversary in the bazaar, he tried to avoid him by turning away and looked elsewhere. He was so angry at that boy that he felt like throwing the lemonade bottle at his enemy.

(ii) Ranji did not do anything. He just stood his ground and scowled at his passing adversary. He did not want to pick unnecessary fights with the other boy in the market. Even that boy said nothing either but scowled back with equal ferocity.

Question 3:

Ranji is not at all eager for a second fight. Why does he go back to the pool, then?

Answer:

Although Ranji was not at all eager for a second fight with the other boy, he left his home unwillingly. He remembered that he had accepted the challenge and he had to defy his enemy in order to gain respect. If he gave up, this meant that he had acknowledged his defeat to the other boy.

Question 4:

Who was the better swimmer? How do you know it?

Answer:

Ranji was definitely a better swimmer. This is evident from that fact that when the other boy made fun of Ranji if he would be able to swim across the pool. Hearing this, Ranji dived straight into the water and surfaced towards the other end of the pool quickly. The other boy named Suraj was amazed at Ranji's feat and asked him how did he do it so smoothly. He then asked Ranji to teach him how to dive and swim under water and in return, he would help Ranji to become a wrestler.

Question 5:

What surprises the warrior?

Answer:

When Ranji dived into the water perfectly, Suraj was amazed to see this. Ranji was able to swim under water as he circled Suraj and came up from behind him. This surprised Suraj and he admired Ranji's swimming skills.

Question 6:

Now that they are at the pool, why don't they continue the fight?

Answer:

Although both the boys were at the pool together, they were not fighting with each other. Suraj, the warrior was taken by surprise when he saw Ranji's skills like diving and swimming under water. He wanted to learn these skills from Ranji.

Question 7:

Ranji's superiority over the other boy is obvious in the following:
physical strength, good diving, his being a fighter, sense of humour, swimming under water, making a good point, willingness to help.
Underline the relevant phrases.

Answer:

Good diving, sense of humour, swimming under water, willingness to help.

Question 8:

What, according to you, makes the two adversaries turn into good friends in a matter of minutes? Explain it as you have understood it.

Answer:

The two adversaries turned into good friends in a matter of minutes when they started admiring each other's skills and decided to learn those skills from each other. When the other boy, Suraj saw how well Ranji dived and swam under water, he almost forgot about the fight and asked Ranji to teach him these swimming skills. Suraj had a well-built physique and when he noticed that Ranji had a lean body structure, he said that he would help him to become a good wrestler if Ranji taught him swimming skills, to which Ranji readily agreed to help. Finally, the two claimants gave up their fight and became

good friends.

Exercise (Page 54)

Discuss the following topics in small groups.

Question 1:

Is fighting the only way of resolving differences of opinion? What else can be done to reach a mutually acceptable settlement?

Answer:

No, fighting is never the only way to resolve differences of opinion. Any differences between two parties or people can be resolved in a coolhead manner through discussion. Even if the difference of opinion continues, a middleman should try to resolve the conflict between the two parties peacefully.

Question 2:

Have you ever been in a serious fight only to realize that it was unnecessary and futile? Share your experience/views with others frankly and honestly.

Answer:

Yes, it is in human nature to pick a fight on minor issues sometimes. However, such fights or arguments can be resolved through discussion and respecting each other's point of view. Once both the parties agree to resolve the conflict, they can do it peacefully without hurting each other's emotions and sentiments.

Question 3:

Why do some of us find it necessary to prove that we are better than others? Will you be amused or annoyed to read the following sign at the back of the car in front of you?

"I may be going slow but I am ahead of you."

Answer:

It is common in human nature when one person tries to pull down another by exhibiting one's superiority over the other person. We should avoid ego clashes and misunderstandings from creeping into our relationship with other people.

In my opinion, I would be amused to read the sign "I may be going slow but I am ahead of you." and take it on a lighter note and laugh it off.

The Open Window

Comprehension Check (Page 57)

Question 1:

Why had Framton Nuttel come to the “rural retreat”?

Answer:

Mr. Framton Nuttel was suffering from a nerve disorder and was worried about his health condition. His doctor recommended him to take a break from his city life. Hence, he had come to the “rural retreat” as a measure to undergo treatment for his nerve problem in the peaceful environment of the countryside.

Question 2:

Why had his sister given him letters of introduction to people living there?

Answer:

Nuttel did not know people in the countryside. Hence, his sister gave him letters of introduction to people living there so that he would not feel lonely and isolated while he visited the countryside for his nerve ailment treatment. She was aware that he would speak less and his nerve disorder would get worse from moping. One among of those letters of introduction was of Mrs. Sappleton.

Question 3:

What had happened in the Sappleton family as narrated by the niece?

Answer:

The niece told Mr. Nuttel that around three years ago, Mrs. Sappleton’s husband and her two young brothers went off for their day’s shooting. They never returned. While they were crossing the moor to their favourite shooting ground, all three of them were engulfed in a treacherous piece of bog. It was a dreadful wet summer and even the places that were once safe in other years suddenly gave way without any warning. However, their bodies were never recovered.

Comprehension Check (Page 60)

Question 1:

What did Mrs. Sappleton say about the open window?

Answer:

When Mrs. Sappleton met Mr. Nuttel, she said that husband and her two young brothers would enter the house through the open window. Hence, she kept it open till it was dark and hoped that Mr. Nuttel had no problem in keeping the window open.

Question 2:

The horror on the girl's face made Framton swing around in his seat. What did he see?

Answer:

When Framton turned around his seat after seeing the horror on the girl's face, he noticed a silhouette of three men with guns and a dog in the midst of evening light. Then there was a hoarse young voice that called out to the dog. Seeing this, Nuttel agreed to the description given by Vera and realized it was indeed right.

Comprehension Check (Page 61)**Question 1:**

Why did Framton rush out wildly?

Answer:

Vera told Mr. Nuttel that her aunt, Mrs. Sappleton's husband and her two young brothers were missing for three years. When Framton saw a silhouette of three men with guns and a dog in the midst of evening light, he thought these were their ghosts and he rushed out wildly in fear.

Question 2:

What was the girl's explanation for his lightning exit?

Answer:

The girl explained that Framton made a lightning exit because of the spaniel dog. She mentioned that Nuttel told her that he had a horror of dogs. He was once hunted into a cemetery somewhere on the banks of the Ganges by a pack of dogs, and had to spend the night in a newly dug grave with the creatures snarling and grinning and foaming just above him. Hence, that time when he heard the spaniel bark outside, he left the place in lightning speed.

Exercise (Page 61)

Discuss in small groups.

Question 1:

Is this a mystery story? Give a reason for your answer.

Answer:

While explaining the mystery of the big open French window, Mrs. Sappleton's niece created an imaginative story with a mysterious backdrop. Later, when the three men with guns arrive with a dog, it made Framton believe as though he had seen ghosts and he rushed out of the house wildly in fear. Hence, we can say that the story "The Open Window" contains various elements of a mystery.

Question 2:

You are familiar with the 'irony' of the situation in a story. (Remember the cop and the Anthem in Class VII Supplementary Reader!) Which situations in 'The Open Window' are good examples of the use of

irony?

Answer:

Irony refers to a situation in which something which was supposed to have a particular result, on the contrary, it has an opposite or different result. In the story, 'The Open Window', Mr. Framton Nuttel goes to visit the countryside with the hope to find a cure for his nerve ailment. But when Mrs. Sappleton's niece plays a prank on him, he could not deal with fear and makes a lightning exit from that place. He mistakes Mrs. Sappleton's husband and her two young brothers to be ghosts and leaves the house without bidding a goodbye to her.

Question 3:

Which phrases/sentences in the text do you find difficult to understand? Select a few and guess the meaning of each. Rewrite a simple paraphrase of each.

Answer:

Masculine habitation – This implies that some male persons used to live in the room.

Bertie, why do you bound – The word bound means to jump or leap. But in the story, it refers to Ronnie, Mrs. Sappleton's youngest brother who would often say this to scare her.

Came into the nice division – This refers to nice people.

Jalebis

Comprehension Check (Page 65)

Question 1:

Why didn't he pay the school fees on the day he brought money to school?

Answer:

The boy did not pay the school fees on the day he brought money to school because his teacher, Master Ghulam Mohammed who collected the fees was on leave that particular day and so the fees would be collected the next day.

Question 2:

- (i) What were the coins 'saying' to him?
- (ii) Do you think they were misguiding him?

Answer:

(i) The coins in the boy's pocket were actually his inner self which was urging him to buy hot and fresh jalebis.

(ii) Yes, the coins were misguiding him because the money was actually meant for paying school fees. However, when he saw the hot, sweet and syrupy jalebis, the boy couldn't resist his sweet tooth temptation.

Question 3:

Why didn't he take the coins' advice? Give two or three reasons.

Answer:

Initially, the boy didn't take the coins' advice because of the following reasons:

- (i) He was an honest boy.
- (ii) He could not spend the money meant for school fees on buying jalebis.
- (iii) He was fully aware of the consequences of not paying the fees on time i.e. the teacher would punish him by beating him with a cane.

Question 4:

- (i) What did the oldest coin tell him?
- (ii) Did he follow his advice? If not, why not?

Answer:

(i) The oldest coin convinced him that they were telling him to buy jalebis for his own good. It also said that he could also pay his fees the following day with his scholarship money. Hence, he should not suppress his desire for jalebis or resist himself from this temptation.

(ii) No, the boy did not follow the coins advice initially. He was an honest and promising student and thought he couldn't defame his reputed family by spending his school fees to buy jalebis. Moreover, he was aware of the harsh punishment that the teacher would inflict upon him if the school fees were not paid on time.

Question 5:

He reached home with the coins in his pocket. What happened then?

Answer:

Upon reaching home, the coins in his pocket kept persuading him. When he went inside to have lunch, they began to shriek. Thoroughly fed up, he rushed out of the house barefoot and ran towards the bazaar. Unable to suppress his temptation and totally terrified, he told the halwai to weigh a whole rupee worth of jalebis quickly. The halwai opened up a whole newspaper and heaped a pile of jalebis on it.

Comprehension Check (Page 68)**Question 1:**

- (i) Why didn't he eat all the jalebis he had bought?
- (ii) What did he do with the remaining jalebis?

Answer:

(i) He didn't eat all the jalebis that he had bought because the quantity of jalebis was too much for him to finish all on his own. After eating many pieces, he was completely full. He felt if anyone pressed his stomach a little, jalebis would have popped out of his ears and nostrils.

(ii) He distributed the remaining jalebis to the children who had assembled in the same gali where he was relishing on the jalebis. Initially he bought a rupee worth of jalebis, but later he bought jalebis with the rest of the money that he had with himself.

Question 2:

"The fear was killing me." What was the fear?

Answer:

After spending the school fees amount in buying jalebis and eating them, it made the boy realise that he had committed a big mistake. He was in complete fear of getting caught and thought that if his parents found out about his act, they would not spare him. With every breath came a burp, and with every burp, the danger of bringing out a jalebi or two; this fear was killing him.

Question 3:

"Children's stomachs are like digestion machines." What do you understand by that? Do you agree?

Answer:

This means that children have an active digestive system as they perform physical activity like walking and playing games every day. The boy had popped in so many jalebis and felt his digestive system would digest it by morning.

Yes, I do agree to this statement as children do have the capacity to digest a lot of things even if they overeat sometimes.

Question 4:

How did he plan to pay the fees the next day?

Answer:

He planned to pay the fees the next day with his monthly scholarship that he would receive on that day.

Question 5:

When it is time to pay the fees, what does he do? How is he disobeying the elders by doing so?

Answer:

When it is time to pay the fees, the boy tucked his bag under his arm and left the school. He simply followed his nose and walked on hoping that some miracle would save him in that situation. He was so engrossed in his thoughts that soon he reached the point where the Kambelpur railway station began. The elders had warned him to never cross the railway tracks or eat sweets with one's fees money. Hence, he had a deep sense of regret and remorse for disobeying their words.

Comprehension Check (Page 72)

Question 1:

What was the consequence of buying jalebis with the fees money?

Answer:

The ultimate consequence of buying jalebis with the fees money was that for the first time in his life, the boy had to stay absent from his school. He knew that he disobeyed his parents for the first time and felt sorry for spending the fees money to fulfill his sweet tooth craving.

Question 2:

His prayer to God is like a lawyer's defence of a bad case. Does he argue his case well? What are the points he makes?

Answer:

The boy tried very hard to please God with his requests and recited verses from the entire namaz. He said that he even knew the last ten surats of the Quran by heart. He could also recite the entire ayat-al-kursi for the Almighty right away. He deeply regretted his act of eating jalebis with the school fees money. He admitted that he made a grave mistake. He added that he wouldn't have spent the fees money on jalebis if he was aware about the delay in scholarship that month. He also mentioned that he knew that there is no shortage of anything in God's treasury. Even the chaprasi at his place took a whole lot of money to his home every month. Furthermore, he stated that he was the nephew of a big officer and therefore, pleaded to God to give him just four rupees. Having said all this, he prayed earnestly to

Allah Miyan and argued his case like a lawyer in front of Him.

Question 3:

He offers to play a game with Allah Miyan. What is the game?

Answer:

The game was that he would go up to the signal, touch it and return. In the meantime, God should secretly put four rupees under a big rock. Once he lifts it, he should be able to find the four rupees underneath the rock.

Question 4:

Did he get four rupees by playing the game? What did he get to see under the rock?

Answer:

No, the boy didn't get four rupees by playing the game with God. However, when he lifted the rock, he found a big hairy worm curling and twisting that wriggled towards him.

Question 5:

If God had granted his wish that day, what harm would it have caused him in later life?

Answer:

If God had granted his wish that day, he would have never learnt a lesson from his mistake. He felt he would have continued doing wrong and bad deeds and that God would always save him upon persuasion.

Exercise (Page 72)

Work in small groups.

Question 1:

Select and read sentences that show

- (a) that the boy is tempted to eat jalebis
- (b) that he is feeling guilty
- (c) that he is justifying a wrong deed

Answer:

(a) That the boy is tempted to eat jalebis

(i) Jalebis are meant to be eaten, and those with money in their pocket can eat them.

(ii) But then, these jalebis are no common sort of jalebis either. They're crisp, fresh and full of syrup.

(iii) My mouth watered.

(iv) Thoroughly fed up, I rushed out of the house bare foot and ran towards the bazaar.

(b) That he is feeling guilty

- (i) My head started to spin.
- (ii) When the recess bell rang I tucked my bag under my arm and left the school.
- (iii) Now for the crime of eating a few jalebis, for the first time in my life I was absent from school.
- (iv) Sitting there under the tree, at first I felt like crying.
- (c) That he is justifying a wrong deed
- (i) I didn't eat them all by myself, though I fed them to a whole lot of children too.
- (ii) 'Allah Miyan! I'm a very good boy. I have memorised the entire namaaz. I even know the last ten surats of the Quran by heart.

Question 2:

Discuss the following points.

- (a) Is the boy intelligent? If so, what is the evidence of it?
- (b) Does his outlook on the jalebis episode change after class VIII? Does he see that episode in a new light?
- (c) Why are coins made to 'talk' in this story? What purpose does it serve?

Answer:

(a) The boy is definitely intelligent. The first evidence is that he was a promising student who had won a scholarship at school. He knew the difference between what is right and what is wrong. He had never been absent from school and listened to his elders always. Besides, he also puts valid points of his case before God just like a defence lawyer.

(b) Yes, certainly his outlook changed after class VIII. He kept wondering what harm it could have caused anyone if God would have sent him four rupees the other day. He later realised that everything comes with a price. This means that if God provides all that man asks, then man would be living in nests like birds and would have never learnt the art of making jalebis too.

(c) The coins are made to 'talk' in this story and indicate the greedy inner self of the boy. Although he was an honest and virtuous boy, he couldn't resist his temptation from eating jalebis with the school fees money. His inner greed pushed him to buy the jalebis and devour them, thus projecting that the coins in his pocket urged him to indulge in the sweet.

The Comet - I

Comprehension Check (Page 77)

Question 1:

Why does Indrani Debi dislike Duttada's "hobnobbing" with Dibya?

Answer:

Duttada was very fond of star gazing and would enjoy spending a lot of time with his telescope "Dibya" trying to discover a comet in the night sky. Indrani Debi disliked Duttada's "hobnobbing" with Dibya because she thought that the telescope was like a woman who had ensnared her husband and had grabbed all his attention.

Question 2:

She is complaining and smiling. Why is she smiling?

Answer:

Indrani Debi had complaints about the wretched Dibya, Duttada's telescope ever since. However, she would often smile it off as she knew how utterly oblivious her husband was of the practical problems of living. Although his doctor had advised him to take special precautions against the cold, he wouldn't remember to put on a sweater even if it was lying on his bedside chair.

Question 3:

- (i) What was Duttada's secret ambition?
- (ii) What did he do to achieve it?

Answer:

(i) Duttada was an amateur astronomer whose secret ambition was to find a comet one fine day. To him, the telescope marked the fulfillment of the ambition of a lifetime. He was optimistic that the professionals with their pre-assigned programmes might miss such an insignificant thing as a comet as they would be exploring faint stars and nebulous galaxies.

(ii) Being an amateur astronomer, Duttada had always longed to have enough money to buy a good telescope and enough spare time to gaze the night sky with it. He fulfilled his desire after his retirement and bought an eight-inch long telescope which he called Dibya Chakshu or Divine Eye. Every night, Duttada would sit with Dibya and gaze at the star-studded sky with the hope of discovering a comet. This is because he was confident that the professionals might miss such an insignificant activity due to their pre-assigned space exploration programmes.

Question 4:

What is the difference between a planet and a comet, as given in the story?

Answer:

According to the story, comets are new objects that come from the remote corners of the Solar System. Like planets, comets also orbit round the Sun but their orbits are highly eccentric. Hence, once in a while a comet comes closer to the Sun. A comet has a longish tail that is lit brilliantly by the sunlight and then suddenly it recedes into darkness not to be seen again for years or for centuries.

Question 5:

Why was Duttada hopeful that he would discover a new comet soon?

Answer:

Duttada was hopeful that he would discover a new comet soon because he was aware that the professionals were extremely busy with their pre-assigned programmes while exploring faint stars and nebulous galaxies. In this process, they are mostly likely to miss such an insignificant thing as a comet since they might not expect to see it anyway. As a matter of fact, amateurs had often discovered new comets which the professionals had mostly missed.

Question 6:

Why does Duttada say — “I almost wish I had not discovered this comet.”?

Answer:

While returning from one such ceremony Duttada muttered to himself in disgust, “I almost wish I had not discovered this comet.” This is because the discovery of a new comet by Duttada brought in unwelcome publicity to him. There were numerous receptions and functions to attend. He was an introvert person and all these publicity stunts were not of his liking.

Question 7:

Why is his wife unhappy about the discovery?

Answer:

Duttada's wife, Indrani Debi was unhappy about the discovery because she thought that comets bring ill-luck or cause unnatural calamities to Earth. Moreover, she was concerned that a good man like Duttada should not have been associated with the discovery of a comet.

Comprehension Check (Page 80)

Question 1:

How did Sir John get hold of James' original manuscript?

Answer:

James' original manuscript was published in the paper *Nature*. Sir John got hold of it from Mr. Taylor who was the editor of *Nature* and was also his friend.

Question 2:

What is the important point the paper makes?

Answer:

The important point that the paper makes is that Comet Dutta is likely to collide with planet Earth soon.

Question 3:

Why does Sir John say that James' paper should not be published?

Answer:

Sir John told that James' paper should not be published because he was fearful that the dreadful news of the inevitable collision of the comet with Earth might cause a lot of panic around the world.

Question 4:

What do the two men finally decide to do?

Answer:

The two men finally decide to organize an important secret conference of international experts to chalk out a plan to avert this impending calamity.

The Comet - II

Comprehension Check (Page 83)

Question 1:

“For a moment James wondered if he had done his sums right.” Why was James doubtful about his sums and calculations?

Answer:

James was doubtful about his sums and calculations because when James looked up from his window a star-studded night sky, he knew somewhere amongst these stars was Comet Dutta that was heading for a collision with Earth. It was hard for him to believe the calamity of the future could have an impact on such a peaceful night.

Question 2:

What did the scientists at the conference say about James’s ‘sums’?

Answer:

The experts and scientists checked and rechecked James Forsyth’s calculation with the latest observations of Comet Dutta. They found that his calculations and sums were correct that a comet might collide with Earth soon. However, there was a small chance that that the comet might just graze the atmosphere of the Earth and not collide with it. But this slight intermission was not a reassurance for not taking an action.

Question 3:

Immediate action was needed, the scientists decided. Give one example each of ‘defensive’ and ‘offensive’ action mentioned in the text.

Answer:

The ‘defensive’ measures dismissed by the experts was to live in underground bunkers as it was not a practical proposition. The ‘offensive’ action was to marginally deflect Comet Dutta from its path by giving it a push. This could possibly be achieved by placing a nuclear payload in a spaceship and sending it to intercept the approaching comet and detonating it by using a remote control.

Question 4:

“I am not buying any Christmas presents till December 15.” What did Sir John mean by that?

Answer:

When Sir John said that he was not buying any Christmas presents till December 15, he intended to mean that he was quite unsure about the success of this experiment. December 15 was the day the comet would hit the Earth and if the experiment failed, the comet would collide with Earth.

Comprehension Check (Page 87)

Question 1:

What is Duttada expected to do on his return from London?

Answer:

Upon his return from London, Duttada was expected to perform a shanti yagna to pacify the evil spirit behind the comet. This yagna was arranged by his wife, Indrani Debi who thought a yagna could help to minimize the evil effects of a comet on Earth and she had called the priests to bless her husband too.

Question 2:

What is his reaction to the proposal?

Answer:

Duttada reacted very angrily to the proposal of sitting on a yagna to fight the evil effects of a comet that is likely to collide with Earth. He simply remarked that it was a superstition and refused to perform the yagna meant to fight the ill-effects of a comet.

Question 3:

- (i) What does 'Project Light Brigade' refer to?
- (ii) What does Sir John say about the Project in his letter to Duttada in October?

Answer:

(i) When the scientists in the secret conference were confident that Comet Dutta was likely to collide with Earth soon, they decided to join hands together to save the planet from it. 'Project Light Brigade' refers to the plan to deflect the comet's path by causing a nuclear explosion near it.

(ii) In his letter to Duttada in October, Sir John mentioned that the 'Project Light Brigade' had begun its charge and they were hoping for the best. This meant that the spaceship with the nuclear payload was launched on time.

Question 4:

Did Sir John buy Christmas presents on December 15? How did Duttada get to know about it?

Answer:

Yes, Sir John bought Christmas presents on December 15. Duttada came to know about it from the urgent telex message sent by Sir John Macpherson on November 18. The letter mentioned that he was confident of buying his Christmas presents on December 15 which meant that 'Project Light Brigade' was indeed a successful operation that helped in averting Comet Dutta.

Question 5:

Why, according to Indrani Debi, had the comet not been disastrous? Do you agree with her?

Answer:

According to Indrani Debi, the comet had not proved to be disastrous because she felt the shanti yagna performed in her house was the ideal solution that helped in averting the comet's path from colliding with Earth.

No, I don't agree with her because her opinion was completely based on superstitions. As a matter of fact, it was the joint efforts of the scientists in the secret conference who chalked out a plan, the 'Project Light Brigade' to deflect the comet's path by causing a nuclear explosion near it. This experiment proved fruitful and helped in saving the Earth and all the people of the planet from a massive destruction.

Question 6:

Is Duttada's general outlook

- (i) rational?
- (ii) moral?
- (iii) traditional?

Choose the right word. Say why you think it right.

Answer:

Duttada was a scientist with a rational and scientific outlook. As he observed stars and their movements, he was aware of what comets are composed of. He was fully aware that there is no connecting link between scientific reason such as appearance of comets and traditions or customs which define misfortunes of the Earth. Hence, he proved his point when he did not participate in the yagna.

Exercise (Page 88)

Discuss the following topics in small groups. Write your answers afterwards.

Question 1:

Should a scientist's findings be suppressed if they seem disturbing? Give reasons for and against the topic.

Answer:

No, a scientist's findings should never be suppressed or ignored because he/she tries to discover the truth behind unknown spatial objects through scientific reason and research. Nicolaus Copernicus was one such mathematician and astronomer. He created a model of the universe that placed the Sun rather than the Earth at the center of the universe, which finally proved to be correct. On the contrary, people in Galileo's time believed that the Earth was indeed at the center of the universe. They believed that the Sun and others planets revolved around it.

Question 2:

Do you think ours is a traditional society? What are some of the things we do to be called traditional? Do you find these things useless or useful?

Answer:

Yes, our society is still very traditional and conservative, despite the great advancements made by science and factual reason. This is mainly because of the ignorance of the people. The priests try to instil

full traditional beliefs in people through various customs and rituals. They believe that they can pacify the evil spirits away by making ample offerings to please God. All these are pointless and futile practices.

Question 3:

Give two or three examples to show how science has been useful to us.

Answer:

Science is a knowledgeable resource which helps us to discover the truth behind unknown possibilities through effective research and reason. It is a never ending process. Science has made living a comfortable process for us and protected us from famines, floods, natural calamities, diseases, etc.

Question 4:

Give one example to show how science has been misused, and has as a result been harmful to us.

Answer:

There have been various misuses of science through the creation of nuclear power or discovery of atomic bomb. The discovery of gun powder has led to the creation of hydrogen bombs and lethal arms and ammunitions. Such misuse of science has therefore, led to huge loss of life and property across the globe.

Ancient Education System of India

Comprehension Check (Page 92)

Question 1:

Why were travellers attracted towards India?

Answer:

Most travellers were attracted towards India because of the fame of Indian culture, its wealth, religions, philosophies, art, architecture, along with its educational practices that had spread far and wide across the world. The Indian education system of ancient times was considered as a rich source of knowledge, traditions and practices that helped in guiding and encouraging humanity as a whole. For travellers, India was a land of great wonder.

Question 2:

What were the sources of the ancient education system?

Answer:

The different sources of ancient system of education was the education imparted from the Vedas, Brahmanas, Upanishads and Dharmasutras. The writings of Aryabhata, Panini, Katyayana and Patanjali and the medical treatises of Charaka and Sushruta were also some of the rich sources of learning. Besides, the sources of learning were drawn from various disciplines such as Itihas (history), Anviksiki (logic), Mimamsa (interpretation), Shilpashastra (architecture), Arthashastra (polity), Varta (agriculture, trade, commerce, animal husbandry) and Dhanurvedya (archery).

Question 3:

What were the features of education system in ancient India?

Answer:

Some of the features of education system in ancient India included the following:

- (a) Teaching and learning followed the tenets of Vedas and Upanishads fulfilling duties towards self, family and society, thus encompassing all aspects of life.
- (b) Education system focused both on learning and physical development.
- (c) The emphasis of education was on maintaining a healthy mind and healthy body.
- (d) Education in India had a heritage of being pragmatic, achievable and complementary to life.

Question 4:

What was the role of guru in pupils' lives?

Answer:

In ancient times, the Gurus and their pupils worked conscientiously together to become proficient in all aspects of learning. Shastrartha (learned debates) were organized to assess pupils' learning. Pupils at an advanced stage of learning guided younger pupils, just as we have peer groups to share knowledge among ourselves. During that period, the Gurus and their shishyas lived together and they would help each other in everyday life. The main objective was to having end-to-end learning, leading a disciplined life and realising a learner's inner potential. Students would live away from their homes for many years until their goals were fully achieved. The gurukul was the place where the Guru-shishya relationship became stronger with time. While pursuing their education in different disciplines like history, art of debate, law, medicine, etc., the emphasis was not just on the outer dimensions of the discipline. It also enriched the inner dimensions of the personality.

Comprehension Check (Page 97)**Question 1:**

Where did the nuns and monks receive their education?

Answer:

The nuns and monks received their education from various monasteries or viharas which were educational centres of art and learning. These centres were mainly set up to meditate, discuss and debate with the learned to satisfy their quest for knowledge during the ancient period.

Question 2:

What is Panini known for?

Answer:

Panini was a legendary Indian Sanskrit grammarian who was an expert in language and grammar and authored one of the greatest works on grammar called Ashtadhyayi. He was a revered scholar in ancient India who was considered as the "Father of Linguistics" who gave a detailed scientific theory of phonetics, morphology and phonology.

Question 3:

Which university did Xuan Zang and I-Qing study at?

Answer:

The Chinese scholars' I-Qing and Xuan Zang visited Nalanda in the 7th century CE. When Xuan Zang visited it, Nalanda was called Nala, which was a centre of higher learning in various subjects.

Question 4:

Which subject did Xuan Zang study in India?

Answer:

Xuan Zang studied Yogashastra, grammar, logic and Sanskrit during his time at the Nalanda University in India.

Question 5:

How did society help in the education of the students?

Answer:

During ancient times, knowledge was considered sacred and hence no fee was charged for imparting it. The contributions towards education from wealthy counterparts was regarded as the highest form of donation. Different people contributed differently. Financial support mostly came from rich merchants, wealthy parents and society. Apart from gifts of buildings, the universities would also receive gifts of land from wealthy people. The free form of education was mostly prevalent in ancient universities such as Valabhi, Vikramshila and Jagaddala.

Exercise (Page 97)

Discuss the following questions in small groups and write your answers.

Question 1:

Which salient features of the ancient education system of India made it globally renowned?

Answer:

Some of the salient features of the ancient education system of India that made it globally renowned are listed as below:

- (a) As our ancient education system in India evolved over the period, it focused on the holistic development of the individual that included taking care of both the inner and the outer self.
- (b) The ancient system focused on the spiritual, physical, moral and intellectual aspects of life.
- (c) It emphasized on values such as truthfulness, humility, self-reliance, discipline and respect for all creative works.
- (d) Students were taught to appreciate and strike a balance between human beings and nature.
- (e) Teachers taught and followed the tenets of Vedas and Upanishads, which mentioned fulfilling one's responsibilities towards self, family and society covering all the aspects of life.

Question 2:

Why do you think students from other countries came to India to study at that time?

Answer:

In ancient times, students from China, Korea, Tibet, Burma, Ceylon, Java, Nepal and other distant countries were attracted to come to India and study as India was considered a land of wonder with a rich source of knowledge that had educational centres of higher learning. Various monasteries or viharas were set up for monks and nuns to meditate, debate and discuss with the learned to satisfy their quest for knowledge during this period.

Besides, Takshashila was also a noted centre of learning that included religious teachings of Buddhism, for several centuries. It continued to attract students from around the world until its destruction in the 5th century CE.

Question 3:

Why is education considered 'a way of life'?

Answer:

Education is considered 'a way of life' because in ancient India, there was the existence of both formal and informal modes of education system. Indigenous education was imparted at home, gurukuls, tols, temples, Pathshalas and chatuspadis. People in homes, villages and temples would guide young children and help them in imbibing the pious and ideal ways of life.

Question 4:

What do you understand by holistic education?

Answer:

Holistic education refers to the development of the inner and outer self of an individual which prepares them for life. Although ancient education system in India was free, it was not centralized. Its foundations were mostly laid in the rich cultural traditions of India that helped in the development of the physical, spiritual, intellectual and artistic aspects of life holistically.

Question 5:

Why do you think Takshashila and Nalanda have been declared heritage sites?

Answer:

Takshashila was an ancient Indian city that was declared to be a World Heritage Site by UNESCO in 1980 because it was considered an important archaeological site and a place of core learning due to its teachers' expertise.

Being one of the oldest universities of the world, Nalanda was a centre of learning from the 5th century CE to 12th century CE. UNESCO declared the ruins of Nalanda Mahavihara as a world heritage site.