

UNIT 1

PROSE: 1 A WRONG MAN IN A WORKERS' PARADISE RABINDRANATH TAGORE

1. What had the man never believed in?

The man had never believed in mere utility.

2. Why did the man indulge in mad whims?

Since he had no useful work, the man indulged in mad whims.

3. What was not found in workers' paradise?

Leisure was not found in Workers' Paradise

4. What did the people in Workers' Paradise exclaim?

All the people in workers' paradise exclaimed 'Time is Precious'.

5. How did the man waste his time according to the author?

The man, made little pieces of sculpture of men, women and castles, quaint earthen things dotted over with sea shells, painting and thus wasted time.

6. What do the men in the workers' paradise say?

The men in the workers' paradise say that they haven't a moment to spare.

7. Why did the man ask the girl a pitcher?

The man wanted to draw some pictures on her pitcher, so he asked for a pitcher.

8. What did the man offer the girl for the second time?

The man offered to make some coloured ribbons for her hair for the next day.

9. How did the colored ribbons affect the girl?

The busy girl of workers' paradise spent a lot of time every day tying the ribbons around her hair.

10. Who made the confession in the workers' paradise?

The aerial messenger made the confession.

11. Why did the elders gasp in surprise?

When the President of the workers' paradise asked the man to leave the paradise, the girl of the silent torrent too accompanied him.

12. Why does the writer talk about boys who pass without studying?

The writer tells us that some boys seldom study, and yet pass. He says this to show

that similarly this man spent his earthly life in useless work and yet he found a place for himself in Heaven.

13. Why did the girl scan the painting on the pitcher again and again?

The girl scanned the painting on the pitcher again and again because, for the first time in her life she had seen something that had no meaning and no purpose at all.

14. Why was much work of the girl left unfinished in workers' paradise?

The busy girl of workers' paradise spent her lot of time tying the coloured ribbons around her hair. The minutes slipped by unutilized. Much work was left unfinished.

15. Why was the man summoned in workers' paradise?

The man was summoned because the elders became anxious as much work was left unfinished in the workers' paradise and they saw that he did useless and needless things. So, they knew at once that he was not right sort for workers' paradise.

16. How were the ribbons, made by the idler, responsible for the girl's work remaining unfinished?

After painting a beautiful picture on the clay pitcher, the artist next offered to make coloured ribbons for the girl to which she agreed. The coloured ribbons fascinated her so much that she started spending a lot of time everyday tying the coloured ribbons around her hair. The minutes slipped by unutilized. As a result, much work was left unfinished in the workers' paradise.

17. Describe the appearance of the 'girl of the silent torrent'.

The girl's hair was carelessly done, with a few thin strands dangling over her forehead as though they wished to gaze at the dark, wondrous beauty of her eyes. Her way of walking was graceful, like the rapid movement of a skilled hand on the strings of a guitar. In other words, she was a beautiful girl graceful in her movements.

18. Describe how the girl of the silent torrent scanned the painted pot at home secretly.

At home, when she was all by herself, the girl held the painted pot in the light, turned it round and round, and scanned it from all angles. At night, she lighted a lamp and scanned it in silence. Her actions indicated that she found that something that had no meaning or purpose at all was strangely attractive. New sense awakened in her, which had no meaning and no purpose at all.

19. How did the wrong man lead his life on the earth as well as in heaven?

The man indulged in mad whims as he had no useful work to do. He made little pieces of sculpture-men, women and castles, quaint earthen things dotted over with

sea shells. He wasted his time on useless and needless works. People made fun of him but he was not able to shake off his whims. The man did not do any useful work in heaven as well. He lounged in the streets absently and jostled the hurrying men. He lay down in the green meadows or near the fast-flowing stream and was scolded by the busy farmers as he was always in the way of others.

20. Why did the elders of the workers' paradise become anxious? What decision did they take?

The elders of the workers' paradise became anxious because work began to suffer, active people became idle and wasted their time on useless things like painting and sculpture by following the wrong man. The elders of the decided to send the wrong man out of the workers' paradise looking at his colourful brushes and dress thinking he was not the right person to live there.

21. Write briefly the proceedings of the meeting of the elders in the Workers' paradise.

The elders of the workers' paradise became anxious because work began to suffer. So, a meeting was called and the aerial messenger came and said by mistake he had got a wrong man into the paradise. The elders of the decided to send the wrong man out of the workers' paradise looking at his colourful brushes and dress thinking he was not the right person to live there. As he was about to leave, the girl of the silent torrent offered to go with him. The elders gasped in surprise.

22. What does the line 'the man never believed in mere utility' mean?

The line means that the man did not feel that the entire work one did, need not be purposeful or necessarily utility based. Sometimes work could be done for mere pleasure and enjoyment which might have no purpose or utility.

23. There are two worlds – the world of the idler artist and the world of the inhabitants of the workers' paradise. Which world is better? Why do you feel so?

One world is the world of work and more work without any relaxation while the other world is filled with enjoyment along with work. The idler's world is a better place because along with work there is leisure there. Some work is done which does not have any value or utility but for just enjoyment. All work and no play make life very boring and that is the kind of life led by the inhabitants of the worker's paradise. Working the entire day with no free time or lazing around the whole day will make a person dull. A right mixture of the two worldwide, work and leisure make up the best personality. Therefore, the world where both hard work and leisure is found is a better place to live.

Reference to context

1. **“I brought a wrong man into this paradise”**. This line is taken from the lesson ‘A wrong man in workers’ paradise’ written by Rabindranath Tagore. This was said by the aerial messenger to the elders of the workers’ paradise in the meeting when the work began to suffer and people started wasting their time in sculpture and painting by following the wrong man.

2. **“We have our hands full”**. This line is taken from the lesson ‘A wrong man in workers’ paradise’ written by Rabindranath Tagore. These words are said by the people of the workers’ paradise. People of workers’ paradise are always busy with their work and they do not have any free time. They say these words complainingly yet they are happy to be busy.

3. **“Wait a moment, I shall come with you.”** This line is taken from the lesson ‘A wrong man in workers’ paradise’ written by Rabindranath Tagore. These words were said by the girl of the silent torrent to the idle man when he was sent out of the workers’ paradise. The work began to suffer in the workers’ paradise so the elders asked the idle man to leave. But the girl started to love the art and hence decided to go with the idle man.

4. **‘Let’s move on, time’s flying’**. This line is taken from the lesson ‘A wrong man in workers’ paradise’ written by Rabindranath Tagore. These words are said by the women in the workers’ paradise as they do not have any free time to waste. They say these words complainingly yet they are happy to be busy.

5. Some boys seldom ply their books and yet pass their tests.

Lesson: “A wrong man in the Workers’ Paradise”

Writer :Rabindranath Tagore.

The writer informs the readers. Here author presents a picture of an artist, who used to make sculptures of men, women and castles, some paintings. Thus, he idled away his time on useless things. At this juncture, author remarks the above sentence. He makes this remark just to say that despites doing no useful work on this earth, he went to heaven.

6. The moving finger writes even in Heaven.

Lesson: “A wrong man in the workers’ paradise”.

Writer :Rabindranath Tagore.

This sentence is from the writer. The author says that our lives both on earth and in heaven, are decided by fate or destiny. The idle man in spite of wasting time on earth, he was taken to the heaven, as decided by fate. In heaven, the ariel messenger took charge of him and found a place in workers’ paradise.

7. God! We haven't a minute to spare.

Lesson: "A wrong man in the workers' paradise"

Writer : Rabindranath Tagore

This is spoken by the people in the worker's paradise about their busy schedule. After reaching heaven, idler was taken to workers' paradise. The author tells how the workers' spent their time the whole day. They work throughout the day without enjoying any leisure.

They exclaimed that they did not have a moment to spare.

8. I brought a wrong man into this paradise.

Lesson: "A wrong man in the workers' paradise"

Writer : Rabindranath Tagore.

This was the confession of the aerial messenger to the people of worker's paradise. As aerial messenger who made mistake and sent idler to the heaven did not fit into the place. It was workers' paradise, but it did not suit idler. He felt like fish out of water. He loafed in the streets and jostled the hurrying men. Every other person there was busy and they found him obstructing their movement. The elders got anxious and called for a meeting. The ariel messenger admitted his mistake of bringing the idle man into to worker's paradise.

Poetry 1: TO A PAIR OF SARUS CRANES

Manmohan Singh

1. What is compared to dirty linen in the poem?

The dead body of the bird is compared to dirty linen.

2. What time of the day is referred in the poem "To a pair of sarus crane"?

The time of the day referred here is sunrise.

3. What does the expression "picked up hands and jaws" suggest?

It suggests the callousness of the hunters.

4. What is the bird's cry compared to in the poem "A pair of sarus crane"?

The cry of the bird is compared to the Morse Code.

5. How was the end of female bird suggested in the poem?

A wave of the seas which the female bird had never seen came to her from far away and carried to her, towards her dead partner.

6. What did the hunter do with the dead male sarus crane?

The hunter did not treat it with care and concern but picked up its lifeless body by hands and jaws and stuffed it like one stuff dirty clothes in a washing bag.

7. How did the hunters handle the dead male bird? (OR) How was the majestic neck humbled by the hunters?

The neck of a Sarus crane is very long, graceful, and beautiful. At a time when the bird was stretching its neck and trying to do something impossible like pulling the sun out of the rim of the horizon, the bird was shot in the neck. When it fell dead, the hunter, without paying any attention to the beauty that was lost through his action, casually picked up the bird's hands and jaws, crumpled it like a piece of paper and threw it into his bag without a second look at it. In this manner, the majestic neck has humbled by the hunter. The hunters picked up the male bird by its hands and jaws and stuffed it into a bag, just as one puts dirty clothes into a washing bag.

8. How does the poet contrast the deaths of the male and the female cranes?

The male bird was killed with a cruel shot of the hunters. Witnessing her partner's death, the female bird grieves for her lost mate and finally dies as a wave takes her away from this selfish world. She was always very happy, and the death of the male bird pushed her towards sadness. Grieving for the male bird and sitting on his blood-stained feathers, the female bird forgot to eat or drink and thus, becoming very weak, met her end.

9. How did the female bird react when the male bird was shot by the hunters?

The female bird flew crying and circled the sky. She returned to the death scene and cried with intense sorrow. She picked few blood-stained feathers of her mate and sat to hatch it into a toddling chick.

10. 'A wave of sea she had never seen Came to her and carried him to her'. How do you say that birds too have feelings?

'A wave of seas' means a wave of grief or the angel of death came and carried away the female bird. It means the bird pined away to death in sorrow of her dead mate. The way the female bird grieved shows that birds too have feelings. It means that the female bird suffers for the dead mate and gives up her life.

11. Bring out the comparison between the human traits and animal traits we notice in the poem 'To a pair of sarus cranes.'

When the male bird was shot, the female bird flew crying and circled the sky in graceful movements over his disgraceful end. She picked few blood-stained feathers of her mate and sat to hatch it into a toddling chick. The female bird

grieves for her lost mate and finally dies. The hunters picked up the male bird by its hands and jaws and stuffed it into a bag, just as one puts dirty clothes into a washing bag. They never considered it as a being with life like they were. Just because the bird did not have speech, they treated it as an inanimate object.

12. How does the poet bring out the agony and desperation of the female crane in the poem?

The female crane flew about crying when she saw that the mate was shot down by the bird killers. She cried bitterly when his body was stuffed into a bag and carried away. She went on circling the sky in deep sorrow over his disgraceful end. She sat where the mate had fallen and cried and sent her sorrow to the heaven in a telegraphic mode. She kissed a few feathers of her mate which lay strewn and in desperate hope sat on those feathers hoping to bring back the life of her mate. She grieved so much that God heard her and took her away to unite her soul with that of her mate. The female Sarus Crane was the epitome of marital fidelity.

Reference to context

1. **She flew crying as he was picked hands and jaws.** This line is taken from the poem 'To a pair of Sarus Cranes' written by Manmohan Singh. The female sarus crane flew crying in grief after the male sarus crane was shot by the hunters and his lifeless body was picked by its hands and jaws.

2. **"With her beak she kissed few feathers"** This line is taken from the poem 'To a pair of Sarus Cranes' written by Manmohan Singh. After the hunter took away the dead bird, the female crane sat where the dead bird previously lay. There were few feathers of the bird. She kissed those feathers and in desperation sat on them hoping to bring the mate's life back.

3. **"She circled the sky in the movements of grace"**. This line is taken from the poem "To a pair of Sarus cranes" written by 'Manmohan Singh'. In agony and desperation, she circled the sky in moments of grace over the disgraceful death of her male partner. She descended to the death scene and expressed her grief in long and short cries.

4. **"She flew crying as he was picked up hands and jaws"** This line is taken from the poem "To a pair of Sarus cranes" written by 'Manmohan Singh'. The male Sarus bird was shot down by the hunters and with scant respect towards the bird; they picked it up by hands and mouth and stuffed into a bag. The female bird continued to fly around crying sorrowfully at the death of its mate.

5. **"The male was shot as he necked to pull the reluctant sun out"**. This line is taken from the poem "To a pair of Sarus cranes" written by 'Man Mohan Singh'.

One morning during sunrise, a pair of Sarus cranes was flying in the sky. Suddenly the male bird which had stretched its neck out as if trying to pull up the unwilling sun from the rim of horizon was shot down by the bird hunters.

6. **“With her beak she kissed a few feathers”** This line is taken from the poem “To a pair of Sarus cranes” written by ‘Man Mohan Singh’. After the hunters took away the dead bird, the female crane sat where the dead bird previously lay. There were a few feathers of the bird. She kissed those feathers and in desperation sat on them hoping to bring the mate’s life back.

THE ELIXIR OF LIFE

1. What has man sought in vain?

Man has sought in vain for an imaginary elixir of life, the divine Amrita.

2. How was Egypt’s ancient civilization created and sustained?

Egypt’s ancient civilization was created and sustained by the lifegiving waters which come down year after year with unfailing regularity.

3. What plays an important role in the South Indian agriculture?

Rain fed tanks play a vital role in South Indian agriculture.

4. Which is one of the most remarkable facts about water?

One of the most remarkable facts about water is its power to carry silt or finely divided soil in suspension.

5. What can be considered as a source of untold wealth to the country?

The systematic planting of suitable trees in every possible and even in impossible areas and the development of civilized forests would directly or indirectly prove a source of untold wealth to the country.

6. Which is the cheapest means of transport?

The cheapest means of transport is by boats and barges through canals and rivers.

7. Why is Indian agriculture very sensitive?

Indian agriculture is very sensitive because it depends on seasonal rainfall which is inadequate and irregular.

8. What are civilized forests?

Systematic planting of suitable trees in every possible and impossible area is called as civilized forests or man-made forests.

9. What according to the writer is the basis of all life?

Water is the basis of all life.

10. Why couldn't one notice that the rain-fed tanks are not shallow?

The rain-fed tanks are shallow, but this is less evident since water in these tanks is silt laden and throws the light back and the bottom does not show up.

11. Which are the two main sources of water?

Artesian water and rain or snowfall are the two main sources of water.

12. What is a catchment area?

Catchment area is an area which collects plentiful rainfall.

13. What is contour cultivation?

Contour cultivation is cultivation along the same level of elevation to prevent soil erosion.

14. Define the term "Elixir."

Elixir is a liquid substance with a magical power to prolong life indefinitely.

15. What is artesian water?

Artesian water is underground water springing from a hole.

16. What is a scrub jungle?

Scrub jungle is a forest consisting of stunted trees.

17. What does Sir C. V. Raman refer to the real elixir of life?

C. V. Raman refers to water as the real elixir of life.

18. What is the cheering sight according to C. V. Raman.

The rain-fed tanks that are common in South India are a cheering sight when they are full.

19. What is the main cause of soil erosion?

The sudden bursts of excessively heavy rain resulting in a large run off of surplus water is the main cause of soil erosion.

20. What are wild and untamed jungles?

Wild and untamed jungles are jungles that are produced by nature.

21. How do the civilized forests prove a source of untold wealth to the country?

The civilized forests provide raw materials for the industries. They also check soil erosion and conserve the rainfall of the country from flowing the waste.

22. How will the development of hydro-electric power help to overcome inadequacy of water supply?

The development of hydro-electric power will enable underground water to be tapped. It will help to overcome the difficulties arising from irregularity or inadequacy of other sources of supply.

23. The flow of water has played both a beneficent and destructive part in the geological process. Explain.

The flow of water has helped in the formation of soil on the earth's surface. It also plays a destructive part by washing away of the soil which is the foundation of agriculture.

24. What adds to the beauty of the country side?

The presence of water adds to the beauty of the country side. A little stream trickling over the rocks. A little pond by the wayside where the cattle quench their thirst in the evening.

25. In what sense is water considered as the most uncommon liquid?

Water is the commonest of liquids. It is also considered as the most uncommon of liquids because of its amazing properties which are responsible for its unique power to maintain both animal and plant life.

26. Mention the advantages of civilized forests.

Civilized forests are a source of untold wealth to the country. They check soil erosion and conserve the rainfall of the country from following to waste.

27. How does prevention of soil erosion serve a double purpose?

The adoption of technique preventing soil erosion would help to conserve water. It also helps to keep the water where it is wanted.

28. How does the water in the rain - fed tanks get its colour?

The water in the rain-fed tanks gets its colour from the silt or finely divided soil in suspension. This colour varies with the nature of the earth in the catchment area.

29. How does C.V. Raman show that water is the real elixir of life? OR C.V. Raman says that water is the real elixir of life. Justify this statement giving examples.

According to Sir C.V. Raman, the real elixir of life is water because it has the power to transform a desert into fertile land as can be seen in the case of Egypt through which river Nile flows. It has shaped the course of the Earth's history. Water is basis of all life as everything whether, plant or animal has a big proportion of water in its body. Agriculture depends on water as moisture in the soil is important for the life and growth of plants. Harnessing of water resources will solve all major problems and help in growing of vegetation and generation of hydro-electric power. This in turn will enable the economy to be improved. Water could also act as a means of transport. Thus, the commonest of liquids has the most uncommon properties for its unique power of maintaining life on this planet. The preservation and utilization of water is thus fundamental for human welfare as water is necessary for both animal and plant life.

30. How will development of hydro-electric power help to overcome inadequacy of water supply?

The development of hydro-electric power would make a tremendous difference to the life of the countryside and enable rural economy to be improved in various directions. It would enable underground water to be trapped and help to overcome the difficulties arising from irregularity and inadequacy of other sources of supply.

31. What are the various causes of soil erosion? How can it be prevented?

The main cause of soil erosion is the sudden bursts of heavy rainfall resulting in a large run-off of surplus water. And the subsidiary causes of soil erosion are; the slope of the land, removal of natural protective coat of vegetation, the ruts along which the water can flow and the absence of any checks to such flow.

Methods to prevent soil erosion are: • Terracing of land. • Construction of bunds to check flow of water. • Contour cultivation. • Planting of appropriate types of vegetation.

32. How does Sir C.V. Raman describe the rain fed tanks?

The rain-fed tanks are a common scene in South India, though not maintained properly. These tanks play a vital role in South Indian agriculture. • They are cheering sight when

they are full of water. • These water tanks are shallow and silt-laden and throws the light back, the bottom is not visible. • It is a lovely sight to see the sunrise and sunset over these tanks. • Sir C.V. Raman has compared these tanks to the eyes in the human face, • Because they indicate the mood of the hour being bright and happy during the day and dark and sad when the sky is cloudy.

33. Describe the observation made by Sir C.V. Raman standing near the valley of Nile? What explanation was given by geologists about it?

Sir C.V. Raman observed by standing on the line that separates the Libyan desert from the valley of the Nile in Egypt. • On one side he could see a sea of billowing sand without a speck of green or single living thing. • While on the other side he saw one of the greenest, most fertile and densely populated areas. • Geologists tell us that the entire soil of river Nile is because of the river itself. • The river has brought down the finest silt from the highlands of Abyssinia and Central Africa. • Ancient civilizations had started due to the life-giving waters of the Nile.

POEM: 2

ABRAHAM LINCOLN'S LETTER TO HIS SON'S TEACHER

ABRAHAM LINCOLN

1. What does the poet father mean when he says, "He will have to learn"?

The poet father says that his son has no choice but to all the values taught by the teacher.

2. What does the phrase "learn to lose and also to enjoy winning" mean?

He wants his son to accept both failure and success positively.

3. "For every scoundrel there is a hero" what does this statement mean?

In spite of all wickedness in this world, there is enough goodness.

4. Which line in the poem tells us that hard earned money has greater value?

"That a dollar earned is of far more value than five found".

5. What does "brawn and brain" refer to in the poem?

'Brown and brain' refer to the physical strength and intellectual ability that the son should learn to use and offer for his livelihood.

6. Why is it necessary for the son to have love and passion towards his books?

The son must have love and passion towards his books because only then he will be able to gain knowledge.

7. How does Lincoln highlight the value of honesty?

According to Lincoln it is more honourable to fail than to cheat. This line means that it is better to fail in school or in life rather than show great results through cheating. Honesty is better than being a cheat.

8. What kind of listener does the poet father want his son to be?

The father wants his son to be a good listener and listen to everyone. He needs to filter what he hears and take in only the good after knowing the truth.

9. Why doesn't the father want his son to follow the crowd?

The poet father does not want his son to follow the crowd. Anyone who follows the crowd blindly does not think for himself and does not exercise his reasoning. He wants his son to be independent and take his own decision.

10. Why is it necessary to have sublime faith in mankind?

According to Abraham Lincoln we must have faith in oneself only then we can have sublime faith in mankind. Having sublime faith in mankind is fundamental for all human relationship without which we cannot live together in a society.

11. Abraham Lincoln compares many good values with negative ones. Give examples from the poem for such comparisons.

For every scoundrel there is a hero; for every selfish politician there is a dedicated leader. All men are not just all men are not true. For every enemy there is a friend. A dollar earned is more valuable than five found. Learn to lose and enjoy winning, honourable to fail than to cheat.

12. What does the poet father want his son's teacher to teach his son about – Books and Nature and Being honest?

Regarding Books and nature: to teach him the wonder of books. To give him quiet time to ponder the eternal mystery of birds in the sky, bees in the sun, flowers on a green hillside. The value of being honest: the value of a dollar earned is far greater than five dollars found. In school to teach him it is far honourable to

fail than to cheat.

13. “Only the test of fire makes fine steel” Explain.

This line refers to the way the poet wants his son to be trained in school. Literally the line means that when steel is melted in the fire, it becomes stronger. Similarly, if his son is put through a hard training, he will become stronger. So, he wants his son to go through hardships in order to become successful and strong.

14. List the values which the poet–father wants the teacher to teach his son.

Abraham Lincoln wants the teacher to teach his son, the following qualities to make him a fine citizen: To be positive and believe in the goodness of the world and the people in it.

- a. It is better to earn a meagre amount honestly than a huge wealth dishonestly.
- b. There is no harm in losing sometimes.
- c. It is better to be away from envy.
- d. It is better to fail than to cheat.
- e. Never be afraid of bullies.
- f. To have faith in his ideas even if others do not agree.
- g. To strike the right balance between gentleness and toughness.
- h. Not to be a blind follower
- i. To listen to the voice of truth and follow good
- j. To be able to be cheerful during trying times.
- k. To take tears as expressions of genuine emotions and not to be ashamed of tears.
- l. To be able to laugh at the cynics and be cautious about insincere flattery
- m. To be able to make use of his physical and mental faculties
- n. Not to be influenced by the mob mentality
- o. To remain steadfast when in the right
- p. To have faith in himself
- r. To have faith in mankind

15. What does Abraham Lincoln want his son to be taught, to make him a positive and optimistic person?

Abraham Lincoln is of the opinion that all men are not just, all men are not true. For every scoundrel there is a hero. He feels that for every selfish politician there is a dedicated leader. For every enemy there is a friend. A dollar earned is far more valuable than five dollars found. Lincoln wants the teacher to teach his son to learn to lose and to enjoy winning. To steer him away from envy and to teach the secret of quiet laughter. To learn that bullies are the easier to lick.

To have faith in his own ideas even if everyone tells him, they are wrong. Finally, how to laugh when he is sad, as there is no shame in tears.

THE GIFT OF THE MAGI- O' Henry

1. How did Della save her 1 dollar and 87 cents?

By bargaining with vegetable vendor and meat seller.

2. Why did Della decide to sell her hair?

To buy a gift for her husband Jim.

3. What did Della buy for Jim?

Della bought a platinum fob chain for Jim.

4. Who were magi?

Magi were wise men who brought gift to Babe in the manger.

5. What did Jim buy for Della?

Jim bought a set of beautiful combs.

6. How much money did Della get for her hair?

Twenty dollars.

7. What are the most precious possessions of Jim and Della?

Jim had a watch inherited from his father. Della had beautiful hair like a brown cascade.

8. Why did the writer compare Jim with the platinum chain?

Jim was like a platinum chain simple and plain. He proclaimed his value by himself without any decoration.

9. What was the reaction of Della when she saw Jim's gift?

Della screamed with joy and hugged the Gift to her bosom. She also felt unhappy because she could not use it as her hair was cut off.

10. How has the writer compared Jim's Watch to king Solomon's treasure?

If the king Solomon's all treasures piled up in the basement, then Jim would pull his watch every time he passes just to see jealousy of the king.

11. Give a brief description of Jim's flat?

Jim lived in a rented flat for dollar eight per week. At the entrance Of it, there was a letter box in which no letter would go. From the calling bell no one could make a ring. It also had a name plate bearing the owner's name Mr. Dillingham from which the letter D had been flung away.

12. Describe Della's beautiful hair.

Della had a beautiful long hair like a cascade of brown. It reaches below her knee and made itself almost a garment for her. It is so silky and shining that if she put it outside the window to dry, it would depreciate the jewellery of Queen Sheba.

13. Why did the writer compare Jim and Della's gift to that of Magi?

The Magi were the wise men who brought gift to the babe in the manger. They invented the art of giving Christmas presents. Being wise their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication. They brought Jesus costly gifts. But their greater gift to him was the sacrifice of their comfort in taking the tough journey. Jim and Della's sacrificial love was like the sacrifice the Magi showed to Jesus. Both wanted to honour each other with worthy gifts and both had to sacrifice to do it. So, the comparison is apt.

14. "Jim and Della loved each other". Justify this statement with reference to the lesson "The Gift of Magi".

Jim and Della were a couple lived in a flat. On the eve of Christmas, they decided to give present for other. Della saved one dollar and eighty-seven cents by bargaining with vegetable vendor and meat seller. But the money was not sufficient to buy a beautiful gift for Jim. She sold her beautiful hair and bought a platinum fob chain for Jim. Jim had a golden watch without chain. He sold his watch and bought a set of beautiful combs for Della. Jim and Della sacrificed the most precious possessions of them for other. So, they loved each other.

Explain with reference to context

1. **'But if you'll unwrap that package, you may see why you had me going a while at first'**. This line is taken from the lesson 'The Gift of Magi' written by O' Henry. Della sells her beautiful hair to buy a fob chain for Jim's gold watch as a Christmas gift. While, Jim sells his gold watch to buy a set of combs for Della's lovely hair. When Jim comes back home, he sees that Della's hair is gone. He simply stares at her with a peculiar expression. When Della pacifies him, Jim says these words to her.

2. **'Will you buy my hair?'** This line is taken from the lesson 'The Gift of Magi' written by O' Henry. Della wanted to sell her beautiful long hair to buy a Christmas gift for Jim. Because, the money saved by her was not sufficient to buy a Christmas gift, she goes to Madame Sofronie to sell her hair and asks if she would buy her hair.

3. ‘Shall I put the chops on?’ This line is taken from the lesson ‘The Gift of Magi’ written by O’ Henry. Della sold her beautiful hair to buy a fob chain for Jim’s gold watch as a Christmas gift. When Jim comes back home, he sees that Della’s hair is gone. He simply stares at her with a peculiar expression. So, she pacifies him and asks whether she should put on the chops for dinner.

4. Please God, make him think I am still pretty. This line is taken from the lesson ‘The Gift of Magi’ written by O’ Henry. Della sold her beautiful hair to buy a fob chain for Jim’s gold watch as a Christmas gift. She had a habit of saying silent prayer about simplest things. When she heard Jim climbing up the stairs, she prays saying the above words.

5. It will grow out again, you won’t mind. Will you? This line is taken from the lesson ‘The Gift of Magi’ written by O’ Henry. Della sells her beautiful hair to buy a fob chain for Jim’s gold watch as a Christmas gift. When Jim comes back home, he sees that Della’s hair is gone. He simply stares at her with a peculiar expression. So, Della pacifies him saying the above words.

6. You’ll have to look at the time a hundred times a day now. This line is taken from the lesson ‘The Gift of Magi’ written by O’ Henry. Della sells her beautiful hair to buy a fob chain for Jim’s gold watch as a Christmas gift. While Jim sells his gold watch to buy a set of combs for Della’s lovely hair. When Jim comes back home, he sees that Della’s hair is gone. After Jim gives his gift, Della says that her hair grows fast and gifts Jim a fob chain and says the above words.

7. I’m me without my hair, ain’t I? This line is taken from the lesson ‘The Gift of Magi’ written by O’ Henry. Della sells her beautiful hair to buy a fob chain for Jim’s gold watch as a Christmas gift. When Jim comes home and sees her hair gone. He simply stares at her with a peculiar expression. To pacify him Della asks Jim the above words.

THE TEMPLE AND THE BODY (VACHANA)

By Basavanna

1. What is the poet lamenting in the poem ‘The temple and the Body’?

The poet Basavanna laments that rich people can build temples to prove their devotion to God, but he is unable to do so as he is very poor.

2. Why are the poet’s legs compared to pillars?

The pillar supports the temple structure just as the poet’s legs support his body. Hence his legs are compared to the pillars.

3. What opposite ideas are suggested in ‘the moving shall ever stay’?

‘The moving shall ever stay’ means there is no death to the soul. It keeps moving from one body to another body by the will of God. So, this continuously moving

soul is the one which is permanent.

4. How is the human body compared to a temple?

The legs of the human body are compared to the pillars that are found in the temple. The body houses the soul which is a part of God, hence it is a shrine. Every temple has a Cupola on top of its tower and so the head becomes the Cupola.

5. Why does the poet say his head is a Cupola?

All the temples have Cupolas on the top of their domes. Since the head is on the top of the body, he calls it is cupola.

**6. “Things standing shall fall,
But the moving ever shall stay”.**

Briefly explain the message that these two lines convey?

All that is physical or static is subject to destruction. The spiritual, the moving is permanent.

7. What ideas of spirituality emerge from this well-known Vachana?

Poet Basavanna tells us that rich people build big and beautiful temples for God which will be destroyed in the course of days. A poor man can only offer his body which he compares to the temple by saying that his two legs are the pillars of a temple and a human body a shrine where the soul resides just like the idol in a temple. The head which is the Copula of the human body is like the tower of the temple. As the time passes man-made temples might fall but one's true love and devotion for God continue to live forever even after the person's death. The soul which is moving from one body to another cannot fall or be destroyed. These are the ideas of spirituality that are given in this Vachana.

FIGURES OF SPEECH

1. My legs are pillars-**Metaphor**
2. The body the shrine- **Metaphor**
3. The head a cupola of head- **Metaphor**
4. Things standing shall fall-**Paradox**
5. The moving shall ever stay – **Paradox**
6. Listen, O ‘lord of the meeting rivers – **Apostrophe**
7. What shall I a poor man do? **Rhetorical question**

UNIT 4
PROSE: 4 LOUIS PASTEUR, CONQUEROR OF DISEASE
E.H. CARTER

1. What are bacteria?

Bacteria are vegetable organisms – little rod-shaped plants which exist in the air, water and soil, and in the bodies of animals and plants; some but not all are the causes of diseases; some convert matter into food for plants.

2. What is rabies?

Rabies is a dangerous disease of dogs and other mammals, caused by a virus that can be transmitted through the saliva to humans, causing madness and convulsions.

3. What is pasteurization?

Pasteurization is the process of heating the wine or milk or any other liquid to a temperature of 50 to 60 degrees centigrade to make the germs harmless. Pasteurized milk is milk which has been treated in this way and then sealed to prevent more germs from entering.

4. What does spontaneous generation mean?

Some scientists believed in ‘spontaneous generation’, i.e., they believed that germs had no parents but just occurred by themselves.

5. What is inoculation?

Introduction of weak or dead organisms into the body to produce immunity is called inoculation.

6. As a scientist how was Louis Pasteur unique?

Louis Pasteur not only made some exciting discoveries about germs but he was also able to use his discoveries in very practical ways. He could help many people running various industries in France.

7. What was Pasteur’s interest as a young chemist?

Why living things decay, milk turns sour, Wine ferments, meat goes bad.

8. What is the supreme happiness Pasteur talks about?

According to Pasteur the supreme happiness comes when one has contributed in some measure to the progress and welfare of suffering humanity.

9. How was the very low death rate among the troops during the First World War a great tribute to Pasteur’s work?

During the I world war, the troops going abroad were inoculated against diseases like typhoid and enteric fever. So, there was very low death rate from these illnesses. This was a great tribute to Pasteur's work.

10. At the opening ceremony of Pasteur Institute in Paris, Pasteur talked about two opposing laws. A) Which are the two laws? B) Which one did he favour?

A) The two opposing laws are the law of blood and death and the law of peace. The former law opened out each day new methods of destruction, forced nations to be always ready for the battle and the other is a law of peace, work and health, whose only aim is to deliver man from the disasters that surround him.

B) He favoured the second law which provided relief to humankind.

11. What was his message to young students on the occasion of his 70th birthday celebration?

On the occasion of 70th birthday celebrations Louis Pasteur advised the young students to first question themselves, what they have done for their education and as they advance in life, to question what they have done for their country.

12. How is vaccination different from inoculation?

Introducing live organisms into the body to generate immunity is vaccination (for viral diseases like small pox, rubella, chicken-pox, measles, tuberculosis) whereas introduction of weak or dead organisms into the body to produce immunity is called inoculation (for bacterial diseases like typhoid, diphtheria and cholera).

13. How was Pasteur a better scientist than Jenner?

Although Dr. Jenner had already discovered how to vaccinate against smallpox, he did not really understand about bacteria. Pasteur after giving his life to this study was able to prove the value of inoculation and to find out ways of varying it for different diseases.

14. What made the scientists angry?

Pasteur wanted to experiment inoculation method and see if his theory was right. He wanted to inject weak germs of anthrax to cows and sheep to test out. Since it was a dangerous idea, it angered many scientists.

15. What discoveries did Pasteur make about the yeast?

Louis wanted to help a beer manufacturer whose beer was getting spoilt. In this process Louis discovered a lot of things about yeast. He found out that yeast was made up of tiny living cells. When those cells were healthy the yeast acted well, but if they were diseased the yeast and the beer went wrong.

16. How did Pasteur try to solve difficult problems?

While trying to solve difficult problems, Pasteur used to sit for hours, silent and immovable, thinking hard. He found this the easiest way to solve a problem and when he found the solution, he would happily rush around to tell his discovery to his wife and his helpers.

17. How did Pasteur develop the idea of immunity?

Pasteur was busy in discovering cure of Anthrax. He found that a cow could not get it twice. He thought of giving weak old germs to make beings safe from Anthrax.

Explanation: Pasteur was trying to discover a cure for the terrible disease called Anthrax, which men sometimes get from infected shaving brushes, and which was attacking cows and sheep in France and killing them off very quickly. He found out first of all that a cow could not have anthrax twice. Then he began to wonder whether it would not be possible to make a cow and even a man just a little ill with anthrax so that they might not get again. He conducted an experiment with sheep. Perhaps this could be done by giving the cows or sheep very weak old germs to make them safe or 'immune' for the future and successfully developed the idea of immunity.

18. Describe the experiment conducted by Louis Pasteur to cure Anthrax.

Pasteur collected some sheep, goats and cows, and divided them into two lots. To one lot he gave injections of his weak anthrax germs. The other lot was left alone. Then on a certain day all the animals were injected with the most deadly anthrax germs that could be produced. On the third day after the experiment, a crowd of people gathered round the sheds to see what had happened to the animals. Pasteur, even though he was so sure of himself, must have felt nervous. All the two dozen animals that had first been protected by the weak germs were perfectly well. The deadly injection had done them no harm at all. Of the other two dozen animals, twenty-two were dead and the other two were dying. When the news spread that Pasteur had discovered a cure for anthrax, hundreds of people wrote to him for supplies of "vaccine" or weak germs, and he had to turn his laboratory into a kind of small germ factory.

19. What was troubling the French wine-growers? How did Pasteur solve their problem? What is the name of the process which was the solution to the wine-growers?

French wine-growers troubled by a germ. Pasteur showed how to render these germs harmless. This process was called 'Pasteurization'.

Explanation: Some French wine growers were troubled by a germ which had turned their wine sour. Pasteur showed that by heating the wine to a temperature of 50 or 60 degrees centigrade, the germs were made harmless. This process was

called 'Pasteurization'.

20. "Pure air is different from stale air" How did Pasteur prove this?

Pasteur conducted an experiment to prove this theory. He filled some bottles with soup. He took some to a hotel room where the air hardly ever changed and allowed air to enter the bottle. He took a few more to a field nearby and allowed the air from there to enter the bottles. He took some bottles to the top of a mountain and allowed the air from there to get into the bottle. After a few days it was noticed that the soup in the bottles from the hotel bedroom had turned mouldy completely, the soup in the bottles from the field had turned somewhat mouldy, whereas the soup in the bottles from the mountain top had no germs at all. Thus, he said that pure air does not breed germs.

21. "All the research which he did in his laboratories was meant to help his fellow human beings". Elucidate.

Louis Pasteur devoted his entire life for the welfare of the people. All the research which he did in his laboratories was meant to help his fellow human beings. He never experimented with anything which would harm people. He found immunity for various diseases. He made everyone realize that germs in the air attack people or animals which result in various diseases. Among the people whom Pasteur was able to help were brewers, breeders of silk worms, and cow keepers, all of whom were trying to carry on important industries in France. He discovered 'inoculation' which provided immunity to people and animals against anthrax and also the dreaded disease, rabies. The pasteurization technique helped in milk and beer not getting spoilt. His inoculation for various diseases helped in longevity of life. He worked tirelessly for the progress and welfare of humanity.

Explain with reference to the Context

1. "If you can cure animals, you can cure my son".

Lesson - Louis Pasteur, Conqueror of Disease writer – E. H. Carter. It was said by the mother of the boy who was bitten by a mad dog to Louis Pasteur. Pasteur had discovered a cure for the terrible disease called anthrax that attacked cows and sheep, during that time a young Alsatian boy came to him in Paris covered with bites from a mad dog.

2. "What I have done for my country?" Lesson - Louis Pasteur, Conqueror of Disease Writer – E. H. Carter. Pasteur's 70th Birthday/Jubilee was celebrated. His Speech was read by his son that was addressed to the young students. In the speech Louis said that the young must ask themselves after their education what have I done for my education? As they advance in life what have I done for my country so that they will get the supreme happiness in their life.

**POEM :4 LOCHINVAR
WALTER SCOTT**

1. Who was Lochinvar?

Lochinvar was a brave young knight who was in love with Ellen.

2. Why did Lochinvar ride to Netherby Hall?

Ellen was getting married to another person at Netherby Hall. So, Lochinvar came to claim her as his own.

3. How did Ellen express her love towards Lochinvar?

Ellen kissed the goblet of wine which Lochinvar drank. She looked down to blush and looked up to sigh, with a smile on her lips, and a tear in her eye.

4. What answer did Lochinvar give the bride's father?

Lochinvar answered bride's father that he had come to attend the wedding, dance once with the bride and drink one cup of wine. He also says that there are many maidens in Scotland who are lovelier than Ellen and would gladly be his wife.

5. What clues of his plan does Lochinvar give Ellen?

As they danced and came near the door, Lochinvar touched Ellen's hand and whispered one word in her ear, signaling her to be ready to escape.

6. What brings a smile on Ellen's face? Why does she shed a tear?

The fact that Lochinvar had come to Netherby hall probably gave her hope. So, she smiled, she shed a tear as she has to marry someone else.

7. How did the bride's father receive Lochinvar? And what did he ask him?

With his hand on his sword, the bride's father wanted to know whether Lochinvar had come in peace or in a war to the hall, or to dance at the wedding.

8. What answer did Lochinvar give the bride's father?

Lochinvar said that he had wanted to marry Ellen but her father did not agree to the proposal. The love he had for Ellen which swelled like Solway, ebbed like its tide. He came to attend the wedding, dance once with her and drink one cup of wine. He said that there were so many lovelier maidens in Scotland who wished to become his bride.

9. What qualities of the bridegroom are listed in the poem?

He was a 'laggard in love', so timid that he couldn't even express his love to Ellen, and was a 'dastard in war', i.e., cowardly and hardly any competition to brave Lochinvar.

Explain with reference to the Context

10. “There are maidens in Scotland more lovely by far”

Poet – Sir Walter Scott

-Lochinvar said this to Ellen’s Father

-Lochinvar enters the Netherby hall

-The Girl whom he loved was getting married to a laggard

Ellen’s father asked him whether he had come to attend the wedding or to fight

Lochinvar hides his actual intention and says just to attend the wedding and dance with Ellen

11. “He rode all unarm’d, and he rode all alone.”

Poem - Lochinvar

Poet - Sir Walter Scott. The Poet said these words to the readers. Lochinvar was a brave Knight.

Who came out of the west through the border between England and Scotland. He rode all alone with his steed, only with his broad sword. He had no other weapons with him

12. How did Lochinvar finally win Ellen for himself?

Lochinvar gave Ellen’s father to understand that he had come to the wedding in peace. Before he could be stopped, he took Ellen by her hand and began to dance. He used this as an excuse to lead her close to the door where his war horse was waiting. Once at the door he whispered something into her ear and then took off with Ellen at such speed that the supporters of the Netherby clan couldn’t catch up with them. Lochinvar finally managed to win Ellen as his bride.

12. “Only the brave deserve the fair.” Justify the statement with reference to the poem:

-Lochinvar and Ellen had been in love with each other for a long time.

-Lochinvar had asked Ellen’s father for permission to marry her but had been denied.

-Lochinvar tells a number of lies in order to gain time and understand Ellen’s feelings.

Explanation: The cowardly groom didn’t deserve Ellen not any bride as his companion. The poem illustrates this point very clearly. Lochinvar having been in love with Ellen wished to marry her. But her father didn’t approve of his offer of marriage. A coward was chosen to be her groom. But being brave Lochinvar took the matter into his hands. He attended Ellen’s wedding like any peaceful guest. He tricked the father to believe that he had come to wish Ellen well. He chose to dance with her. Being both brave and clever he led her towards the door and he lifted her on to the waiting horse. They swiftly galloped away. The Netherby clan was never able to find the couple. Hence, brave Lochinvar was rewarded.

13. Pick out all the details from the poem which help Lochinvar to hide his real intentions

Lochinvar arrived at Netherby Hall all alone which made people think that he could have come to participate in the wedding. When he was questioned, he said that he had come to drink wine and dance in the wedding. He boasted that though he loved Ellen he did not have the same feelings as she was now getting married to someone else. He also showed off that there were so many maidens in Scotland far lovelier than Ellen who were willing to marry him. Then he requested just a dance with Ellen and danced with her in front of all her people. All these acts made the people not to realize his real intentions.

**UNIT 5
PROSE: 5 MORAL ACTION
M.K GANDHI**

1. What is a nonmoral action?

Action which is performed without a sense of duty, conscience, mechanically or without a good intention can be called a nonmoral action.

2. When according to Gandhiji, we regard ourselves to have stepped on the moral road?

According to Gandhiji, when we all care only for what a conscience says, then alone we can regard ourselves to have stepped on to the moral Road.

3. What is the belief that Gandhiji talks about in the lesson?

The belief that Gandhiji talks about is the belief that God is within us, the god of all, is the ever-present witness to all our acts.

4. When can the messenger's act become a moral action?

If the Messenger bears the order considering it to be his duty, it can be called a moral action.

5. Why is it difficult to judge the morality of a man's action?

It is difficult to judge the morality of a man's action because we cannot penetrate the depth of his mind.

6. What qualities of David Webster does Gandhiji mention?

Daniel Webster was known for his intellect, sense of the heroic and the sublime.

7. Who said "serve God from love alone without fear of hell?"

Mother Theresa said to serve God from love alone without fear of hell and without temptation of heavenly bliss.

8. In the example of feeding the poor, whose action is moral action?

In the example of feeding the poor, a man who out of great pity feeds the poor, then his act is considered moral.

9. What is necessary condition for a man to understand morality?

Using our own intelligence and power of thought in doing an act is the necessary condition for a man to understand morality.

10. Why does Gandhi consider Wendell Philips a great Hero?

Gandhiji considers Wendell Philips a great Hero because he defined convention and acted on his own with a view to doing absolute good.

11. On what does, whether an act is moral or not, depends?

Whether an act is moral or not depends on the intention of the doer.

12. Who is the ever-present witness to all our acts?

God is the ever-present witness to all our acts.

13. Conventional behaviour is often necessary. Why?

Conventional behaviour is often necessary. If no such rules are observed anarchy would be the result. Society and social interaction would come to an end.

14. What is the difference between conventional behaviour and a moral act.

If the action is done mechanically and does not spring from our own will, there is no moral content in the act. It is a mechanical act. On the other hand, an action done out of one's own will without a thought of reward or gratitude can be called a moral act.

15. What qualities of Daniel Webster does Gandhiji mention? What is the single mean act of Webster?

Daniel Webster, for all his great intellect and his sense of the heroic and the sublime, once sold his intellectual integrity for a price. By a single mean act he wiped out all his good deeds.

16. Why did Saint Mother Theresa wish to have a torch in a right hand and a vessel of water in her left hand?

Saint Mother Teresa wish to have a torch in her right hand and a vessel of water in a left hand so that with the one she might burn the glories of heaven and with the other extinguish the fires of hell, and men might learn to serve God from love alone without fear of hell and without temptation of heavenly bliss.

17. Explain how according to Gandhiji a good act should also be done with good

intentions.

It is not enough that an act done by us is in itself good. It should have been done with the intention to do good. Whether an act is moral or otherwise depends upon the intention of the doer. Two men may have done exactly the same thing but the act of one may be moral and that of the other the contrary. A man who out of great pity feeds the poor and another who does the same but with the motive of winning prestige or with some such selfish end. Though the action is the same, the act of one is moral and that of the other nonmoral.

18. Why does Gandhi say that Alexander's conquests cannot be called moral actions?

King Alexander, wherever he went in the course of his conquests, he took the Greek language and the Greek culture, arts and manners and today we enjoy the benefits of Greek civilization. But the intention of Alexander behind all this was only conquest and renown. The intention behind that act was only conquest and fame. So, he can be termed 'great' but not 'moral'

19. What is Gandhiji's comment on the idea of honesty is the best policy?

Gandhiji comments that if someone tries to be honest in his actions and does not have any self-interest behind it only then an honest act becomes a moral act. On the contrary if someone acts honestly believing that honesty is the best policy and has a self-interest in it, then it cannot be called a moral act.

20. When Gandhiji quotes Shakespeare, what argument does he want to strengthen?

Gandhiji says that a moral action should have no self-interest behind it. As Shakespeare says, love born out of the profit motive is no love. So, an action prompted by the motive of material gain is non moral. If honesty is practiced in the belief that it is the best policy. It will not endure for long.

21. What is Gandhiji's assessment of king Richard's act?

The peasants rose in revolt against king Richard II of England demanding their rights. He granted them the rights under his own seal and signature. But when the danger was over, he forced them to surrender the letter. It would be mistake for anyone to say that King Richards first Act was moral and the second immoral. For, his first Act was done only out of fear and had not an iota of morality about it.

22. Explain the difference between a mechanical act and an intentional act with an example.

According to Gandhiji, an action that springs from our own will is an intentional act. Any action done without the involvement of our will is a mechanical act. It may be moral of a king to pardon a culprit. But the Messenger bearing the order of pardon plays only a mechanical part in the king's moral act. But if the Messenger were to bear the kings order, considering it to be his duty, his action would be a moral one. One who does not use his

own intelligence and power of thought will be swept along like a log of wood and he cannot understand morality. When we care for a conscience, then alone we can regard to have stepped on to the moral road.

23. What are the different principles that make an act a moral one, as told by MK Gandhi?

The five principles considered by Gandhiji to decide an action as moral are: 1. It should spring from one's own will. It must be done intentionally not mechanically. 2. It should be done with the intention to do good. 3. It is done without any fear or compulsion. 4. There should not be any self-interest behind it as Gandhiji quotes from Shakespeare who said 'love born out of profit motive is no love' 5. Any action done for the comfort and happiness of another world is non-moral because men should serve God from love alone not from fear of life hereafter.

24. Write on Gandhiji's comments on actions prompted by motive of happiness in another world. OR Explain in detail why Mahatma Gandhi cites the examples of St. Francis Xavier and saint Theresa.

Gandhiji said that just like action done with motive of material gain in this world is non-moral, the actions done for comfort and personal happiness in another world is also non-moral. An action becomes moral when it is done only the sake of doing good. Gandhiji quoted the examples of two great saints to strengthen his comments. St Francis Xavier always prayed fervently that his mind should always remain pure. For him, devotion to God was not for enjoying a higher seat after death. He prayed because it was man's duty to pray. In the same manner Saint Theresa wanted people to serve God from love alone without the fear of Hell and temptation of heavenly bliss. Thus, Gandhiji says that we have to do moral action because it is the right thing to do and not because it gives either earthly or heavenly benefits.

25. Why does Gandhi say that a moral act should be done without compulsion.

Gandhiji said that it is not enough for a moral act to be done with good intention. It should also be done without compulsion. If people wake up early to go to work for the fear that they might lose job, then their action of waking up early is not a moral one. If people lead a plain and simple life because they cannot lead life in any other manner, then they are not leading a moral life. Simple living would become moral when a wealthy person thinks of all the misery in the world and feels that he should live a plain, simple life and not one of ease and luxury. If an employer treats his employees with respect or pay them wages lest they leave him, then his action is not moral. Likewise, when farmers revolted against King Richard II, he granted them their rights but when the danger was over, he forced them to give back the letters. His first act was done out of fear so it was not moral act. Gandhiji by quoting the above examples said that for an act to be moral it must free from fear and compulsion.

POEM: 5 POISON TREE
WILLIAM BLAKE

1. How did the poet end his anger with his friend?

The poet expressed his anger; thus, his anger came to an end.

2. Why did the anger grow with the poet?

The anger grows with the poet because he did not reveal it to his foe.

3. How did the poet grow His anger?

The poet watered the tree of anger with tears, fears and sunned it with the hypocritical smiles.

4. When did the enemy come into the poet's garden?

The enemy came into the poet's garden in the night.

5. What did the poet see in his garden in the morning?

He saw his enemy lying dead in his garden near the poison tree after having eaten the poisonous fruit.

6. What happened to the speaker's anger when he was angry with his friend?

When he was angry with his friend, he expressed it. So, it ended.

7. Where does the poison tree grow?

The poison tree grew in the garden of the speaker which is a metaphor for the heart or mind of the speaker.

8. How does the speaker nurse the tree of anger?

He watered it with his tears and sunned it with his wiles.

9. What did the speaker water the tree of anger with?

With his fear which was the outcome of his anger.

10. What did the poison tree bear?

A poisonous apple.

11. Who went into the speaker's garden?

An enemy went into the speaker's garden.

12. Why did the enemy go into the speaker's garden?

The enemy went into the speaker's gardens to steal the Apple.

13. Why is the poet glad at the end of the poem?

He is glad to see his enemy lying dead beside the tree after having eaten the poisonous Apple

14. What does the poison tree symbolize?

The poison tree symbolizes the speaker's hatred and wrath.

15. How did the poet William Blake nourish his anger?

When the poet was angry with his foe (enemy), he did not express his anger. He watered it in fears, night and morning with his tears. He nourished his anger with smiles and with soft deceitful tricks, just to behave normal in front of his enemy.

16. What would happen if one let's once anger to grow like a tree?

If one allows once anger to grow like a tree, anger becomes destructive. If a tree gets nurtured by water and sunlight in a positive manner for a positive outcome anger gets nourished for negative outcome. That is why the fruit turns out to be a poisonous one.

17. How does the poet use the image of a tree to bring out a destructive effect of suppressed anger? Was the speaker right in being glad at his foe's death? Why/ Why not?

The speaker was angry with his enemy and did not express it. As a result, his anger grows. His growing anger is compared to the growth of a tree. Just as a tree requires soil, water and sunlight for its growth, in the same way the speaker nurtured his anger with fears, tears, fake smiles and evil tricks. The tree of anger bears an Apple that shines brightly. It attracts the enemy and he steals it at night entering into speaker's garden. As a result, the Apple from a poisonous tree kills the enemy. This the destructive effect of suppressed anger. The speaker too dies spiritually and emotionally for allowing his anger to grow and for rejoicing at the death of his enemy.

No, the speaker was not right in being glad at his enemy's death. Destructive thoughts only bring about destruction, difference of opinion, hatred and vengeance. It is always better to clear a misunderstanding, whether it is with a friend or an enemy. We will feel happier. Anger only serves to destroy.

18. How does the poet use the image of a tree to bring out the destructive effect of suppressed anger?

The speaker was angry with his enemy but he did not reveal it to him hence the anger grew more fierce in him. The speaker metaphorically uses his growth of the anger into a growing of poisonous tree. He helped the growth of that tree of hatred by nurturing it with his misery, anger, deceit, frustration etc. until it grew into a tree which bore a beautiful apple. It means that the enemy was misled by the deceitful behaviour of the speaker and thought that the speaker was his friend. The apple tempted the enemy so much that he stole it, ate and fell down dead. It means that the enemy fell into the trap of false friendship laid by the speaker and was destroyed.

UNIT - 6
PROSE: 6 THE EYES ARE NOT HERE
RUSKIN BOND

1. According to the narrator, which is the best month to visit Mussoorie?

October is the best month to visit Mussoorie.

2. Where was the girl going in the lesson 'The Eyes Are Not Here'?

The girl was going to Saharanpur.

3. Why did the girl tell the narrator that her aunt was meeting her at Saharanpur?

The girl told the narrator that her aunt was meeting her at Saharanpur because she wanted to convey a message that he couldn't take advantage of her thinking that she was alone.

4. How did the narrator realize that the girl was wearing slippers?

The narrator realized that the girl was wearing slippers due to the slapping sound that it made against her heels.

5. What were the narrator's thoughts on the girl's hair?

As the girl was getting ready to alight, the narrator began to wonder if the girl wore her hair in a bun or if it was plaited or if it hung loose over her shoulders or if it was cut very short.

6. What did the new co-passenger tell the narrator about the girl?

The new fellow traveler told the narrator that he did not notice anything else about the girl except for her attractive eyes which were of no use to her as she was completely blind.

7. What did the narrator infer when the girl was startled by his voice?

He thought it often happens that people with good eye-sight fail to see what is in front of them. He must have been sitting in a corner.

8. How could the narrator, being blind, describe Mussoorie?

The narrator describes Mussoorie based on his memories. We could infer from this that the narrator was not always blind and had visited Mussoorie when eye-sight was good.

9. Why did the narrator tell the girl, " She had an interesting face"?

The narrator made these remarks with the intention of firstly flattering her, however, he also made this safe remark in order to gather more information about

her looks.

10. What contrast does the narrator say about people with eyesight and without?

The narrator feels that people with good eye-sight fail to see what is right in front of them as they have too much to take in. On the other hand, people without eye-sight take in only the essentials or whatever register their senses deeply.

11. What made the narrator believe that the girl had still not discovered that he was blind?

The narrator constantly wondered if the girl had discovered his blindness. However, this doubt was dispelled when she asked him to look out of the window. This question of hers made it clear to the narrator that the girl had still not discovered his blindness.

12. What conclusion did the narrator reach based on the happenings at the Rohana station?

The narrator heard a girl board the train at the Rohana station. He immediately knew that she was being seen off by her parents, judging by anxious tone in their voices. While he was unable to tell what she looked like, he knew that she wore slippers due to the slapping sound that it made.

13. "The trees seem to be moving while we seem to be standing still". Explain.

The blind narrator was trying to pretend to be normal sighted to the girl who was traveling with him in the same compartment of the train. When the girl asked him to look out of the window, he moved to the window edge, thus making a pretense of studying the landscape. He said that trees seemed to be moving while they seemed to be standing still.

14. Give instances to show that the narrator in the train tried his best to impress the girl that he could see.

He describes the countryside flashing by and about the trees that seem to move along with the train. Yet another instance is his pretense is observed in his flattering comment about the girl's interesting face.

15. Why does the narrator say that October is the best time in Mussoorie? Being blind how could he describe it?

The narrator told the girl that October is the best time in Mussoorie, though he was blind he described how beautiful it was through his memories. He said that the hills in Mussoorie are covered with wild dahlias, the sun is warm and delicious and the night are pleasant and can be spent in front of a log-fire listening to music. As October is not a tourist season in Mussoorie, the roads are quiet, mostly deserted and peaceful. Thus, he confirmed that October is the best time in Mussoorie.

16. Give instances to show that the narrator tried his best to impress that he was normal sighted during his encounter with the girl.

The narrator did not reveal his handicap when he spoke to the girl. When the girl spoke of the beauty of Mussoorie during October, he too spoke about it as if he was able to see it. He never said that his thoughts on the place were got from his memories. He then described the countryside flashing by. A little later, he told the girl that she had an interesting face. All these instances show that the narrator tried his best to impress that he was normal sighted during his encounter with the girl.

17. The story ends with the new fellow traveler telling the narrator that the girl was completely blind. What would be the feelings and thoughts of the narrator after knowing the truth?

The narrator on finding out that the girl was blind, would have experienced the following emotions. He would have felt astonished as he least expected the beautiful girl sitting across him to be blind. He must have also felt a sense of embarrassment for putting up pretense in front of the girl when there was no need for it. He would have regretted not talking to the girl like they were similar in somewhere, in that they both lacked the sense of sight.

Explain with reference to the context:

18. "Can you tell me - did she keep her hair long or short".

This is taken from the lesson 'The Eyes Are Not Here' written by Ruskin Bond. This was asked by the narrator to the new fellow traveler. The fellow traveler was a beautiful girl who was blind. The narrator too was blind but always played a game preventing others from discovering that he was blind and he succeeded in it with the girl. The girl too hid about her blindness. When she alighted from the train and a new passenger came in, the narrator who was curious about the appearance of the girl asked this.

19. "I'm not as attractive a travelling companion as the one who just left".

This is taken from the lesson 'The Eyes Are Not Here' written by Ruskin Bond. The next companion traveler who boarded the train told to the narrator. The narrator became silent after the girl got down from the train. The new traveler who boarded the train after the girl alighted began his conversation with the above statement.

20. "She was an interesting girl".

This is taken from the lesson 'The Eyes Are Not Here' written by Ruskin Bond. The narrator said this to the man who entered the compartment after the girl got down in the next station. Then the man remembered the conversation with the girl without realizing that she was blind.

21. "You may break; you may shatter the vase if you will but the scent of the roses will linger there still..."

This is taken from the lesson 'The Eyes Are Not Here' written by Ruskin Bond. These are the sentiments of the narrator as he thinks about the girl. The presence of girl is compared to the vase. The shattering of the vase refers to the departure of the girl, who the man was charmed by from the train. The scent of the roses refers to the lingering perfume of the girl's hair.

22. "Aunts are usually formidable creatures"

This is taken from the lesson 'The Eyes Are Not Here' written by Ruskin Bond. These words are said by the narrator. He said this when the girl said that she was getting down at Saharanpur and her aunt was meeting her there. The narrator did not want to be familiar with the girl and said these words.

23. "Thank goodness it's a short journey "

This is taken from the lesson 'The Eyes Are Not Here' written by Ruskin Bond. The girl in the train says these words to the narrator. When the narrator said that they would be at her station, the girl made this statement because she could not bear to sit in a train for more than two or three hours.

24. Give instance to show that the blind girl's parents were very concerned about her.

The blind girl's parents were very concerned about her due to the following instances of their behaviour: They seemed very anxious about her comfort. Her mother gave the girl detailed instructions as to where to keep her things. She also told the girl when not to lean out of the window. The mother also advised the girl to avoid speaking to strangers.

25. What game was narrator trying to play with the passenger sitting across him? Mention instances in which we see the narrator playing his games.

The narrator was attempting to conceal his blindness to the passengers sitting across him. This is seen in various instances where the narrator pretends to be a man of normal eye- sight. He exclaims that the game should not be too difficult to play as long as he keeps to his seat. The first instance where the narrator is seen to be playing a game is when he gives a detailed description of Mussoorie in October. The second instance in which the narrator seen in pretense is when he looks out of the window and pretends to study the landscape. Finally, the narrator informs the girl that they would soon be at her station. This gives off the impression that he was capable of reading the sign board on the way.

POEM: 6 SONNET 73
WILLIAM SHAKESPEARE

1. What time of year is it in the poet's life?

The poet compares the weather to time of year. His old age is like late autumn, he says, when the leaves have almost completely fallen from the trees, and because of the early winter weather has grown cold, and the birds have left their branches.

2. Describe the tree parallel.

The poet compares his age to nature on the whole. He draws a parallel between his old age and the tree, here the leaves have almost completely fallen from the trees because of late autumn and the branches are shaking because of early winter.

3. What does the phrase "Death's second self" refer to?

The black night which closes up everyone in sleep is referred to as 'Death's second self'. "Death's second self." is a metaphor, the light that is seen after sunset and before the dark night sets in is compared to the passing of the youth and stepping into the chilliness of old age which the poet stresses as "Death's Second Self".

4. What metaphors does the poet use to indicate the approach of death?

The autumn season. The twilight of the day, the ashes and embers are the metaphors used by the poet to show the approach of death.

5. What time of the day is it in his life?

The poet says that his age is like late Twilight, just as the sun fades away after setting in the west the remaining light is slowly extinguished in the darkness.

6. What does the poet mean when he says "black night"?

The poet means the steady vanishing of the youth is like "black night" where the light is seized slowly and old age sets in like the sunset.

7. When does love grow stronger?

When the poet's friend understands that the poet is at the fag end of his life, his love for the poet will become stronger as the poet will be on the earth only for a very short time.

8. Why can't the fire ever be lit again?

The image of the fire consumed by the ashes of its youth is significant, one for its brilliant disposition of the past and the second for the ashes. The ashes eventually snuff out the fire. The fact however is that when the fire is extinguished, it can never be lit again.

9. What must the poet and younger individual resign 'themselves' to?

The poet and the younger individual resign 'themselves' to the fact that they must soon leave each other, so it is important for the youth to love the poet well.

10. In the poem sonnet 73, which are the four stages of man's life that the poet is speaking about? Where does the poet imagine himself?

The four stages of man's life that the poet is speaking about are childhood, youth, old age and death. The poet imagines himself to be in the stage of old age.

11. What comparison does the poet give to explain that he is approaching the night of his life?

The comparison that the poet gives to explain that he is approaching the night of his life is with the setting of the sun at the end of the day. He has reached that twilight of the day when the sun is going to fade soon in the West. Further, he compares the night to death when he says that the night will end all activities in sleep.

12. Describe the autumn in the speaker's life at this point.

The speaker refers to a sequence of metaphors to portray the nature of what he perceives to be in his old age. In the first quatrain, he tells the beloved that his age is like a "time of year", late autumn, when the leaves have almost completely fallen from the trees, and the weather has grown cold, and the birds have left their branches. It highlights the severity and unimportance of old age, with its branch shaking against the cold and its "bare ruined choirs" without the birds singing.

13. What must every individual resign themselves to?

Every individual must resign themselves to the fact that just like the fire, old age of everyone will be extinguished by time, so it is better that we recognize these things and strengthen our love by the knowledge that we will soon be parted from the bloom of our youth into the ever-fading old age.

14. Explain the comparisons used by William Shakespeare to describe his aging body?

If a year is divided into four seasons - spring, summer, autumn and winter, the poet compares his stage of life to the second last season before the end of the year that is autumn. Secondly, he uses the stages of a day that is morning, noon, evening and night; compares himself to be in the evening stage before night closes up everything in sleep. Thirdly, he uses the image of fire with four stages fuel, flame, ember and ash, puts himself in the ember stage to represent his aging body before death.

15. Why does the poet identify himself with the images of 'autumn' and 'evening' in the poem 'That Time of the Year'?

The speaker refers to a sequence of metaphors to portray the nature of what he

perceives to be his old age. In the first quatrain, he tells the beloved that his age is like a "time of year", the late autumn, when the leaves have almost completely fallen from the tree, and the weather has grown cold, and the birds have left their branches. It highlights the severity and unimportance of old age with its branch shaking against the cold and its "bare ruined choirs" grieving of birds singing. The poet compares his old age to nature on the whole. He draws a parallel between his old age and the tree, here the leaves have almost completely fallen from the trees because of late autumn and the branches are shaking because of early winter.

Explain with the reference to context:

16. "Which by and by black night doth take away".

This is an extract from William Shakespeare's Sonnet 73 "That time of the year". Here the poet tells his friend that he is aware of his advancing age and he compares his life to the autumn season, the evening of the day and a dying fire. He says his life is like the twilight when sun would soon set causing darkness and this darkness of the night, which is personified, will take away his sleep or Death's second self. Just as death closes up everything in one's life the dark night engulfs everyone in sleep.

17. "Death's second self, the seals up all in the rest."

This is taken from the poem "That time of the year" written by William Shakespeare. "Death's second self" is a metaphor, the light that is seen after sunset and before the dark night sets in - is compared to the passing of the youth and stepping into the chilliness of old age which the poet accentuates as "Death's Second Self".

18. What is the message and to whom does Sonnet 73 convey?

"Sonnet 73" is introspective and talks about the growing pensiveness of old age. It is written to a much younger individual but this does not manifest in itself until the last couplet. This poem speaks of old age slowly catching up on the speaker and his distaste for it. However along with the distaste, the speaker highlights that growing old and death is inevitable and no matter how much we dislike it, we must find the strength in us to accept it. The strength, as he tells the younger individual, comes from the love he has for 'the older man'. The poem is relatable, renews the appreciation for life in the present, and also endeavors to prepare us for the inevitable.

UNIT – 7
PROSE: 7 THE GIRL WHO WAS ANNE FRANK
LOUIS DE JONG

1. Otto Frank decided to migrate to the Netherlands. Give reason.

In the autumn of 1933, Hitler issued Anti-Jewish decree one after another so, Otto Frank decided to emigrate to hospitable Netherlands.

2. Who was a real problem child?

Annelies Marie was a real problem child.

3. What is the message given by Anne to the world?

Anne carries the message of courage and tolerance all over the world.

4. What is adolescence?

Adolescence is a period of time in a person's life when she or he is developing into an adult.

5. Who was Miep?

Miep was one of the typists at Otto Frank's office.

6. What does Ann's diary reveal about her mother?

Anne revealed about her mother in the diary that she feels that her mother does not understand her.

7. Why did Anne write "I feel like a song bird whose wings have....."?

She compared herself to the song bird because she had been isolated from the outside world for nearly 16 months

8. What was Anne's father?

Anne's father Otto Frank was a banker.

9. What horror did Anne see one day in the camp?

One day, in the camp Anne saw hundreds of Hungarian Jewish children who were standing naked in freezing rain, waiting to be led to the gas chambers.

10. How was Anne Frank honored in Germany after her death?

In West Berlin, Anne Frank home was opened, devoted to social work for young people. The people of Berlin had chosen her name "to symbolize the spirit of racial and social tolerance". In Germany an organization was set up in the name of Anne Frank.

11. How did Anne compare herself to a song bird?

Anne was a girl who loved chatting and being with people. She had been isolated from the outside world for nearly 16 months. So, she felt like a songbird whose wings have been brutally torn out and who is flying in utter darkness against the bars of its own cage.

12. What qualities of Mr. Frank did his staff admire?

The staff liked his warm personality. They admired his courage and evident care he took to give his two girls a good education.

13. Write about Anne's pathetic physical state in the concentration camp.

Anne was cold and hungry. Her head was shaved. Her skeleton like form draped in the coarse, shapeless striped garb of the concentration camp. She was weak and her body racked by typhoid fever.

14. What did Anne record in her diary?

Anne Frank recorded her life in the annex with all its inevitable tensions and quarrels. She created a wonderful and delicate record of adolescence with complete honesty of a young girls' thoughts and feelings.

15. Why does the writer call Anne a courageous leader?

Anne proved to be a courageous leader of her small Auschwitz group. When there was nothing to eat, she dared to go to the kitchen to ask for food. She constantly told Margot never to give in.

16. Give two examples to prove the popularity of Anne Frank's diary.

The diary of Anne Frank has been published in 19 languages including German and has sold nearly 2 million copies. It was made into a play by Frances Goodrich and Albert Hackett.

17. How did Anne describe her life in Annex?

While in hiding, Anne decided to continue a diary which her parent had given her on her 13th birthday. She described the life in Annex with all its inevitable tensions and quarrels. She created first and foremost a wonderfully delicate record of adolescence, sketching with complete honesty a young girl's thoughts and feelings, her longing and loneliness. She compares herself to a song bird whose wings have been brutally torn out and who is flying in utter darkness against the bars of its own cage. Her diary reveals the trust she puts in a wise father and a grief that she feels that her mother doesn't understand her.

18. How did the young people and students respond to a Hamburg student in March 1957?

More than 2000 young people eagerly answered his appeal. Hundred peddled on bikes 120 km in lashing rain. Standing in front of one of the mass graves, a seventeen-year-old school girl expressed what all felt. Anne Frank was younger than them when her life so horribly ended. She had to die because others had decided to destroy her race. Never again among them as such a diseased and inhuman hatred arise.

Explain with reference to the context:

19. “I have read Anne Frank’s diary.”

This line is from the lesson “The Girl who was Anne Frank” by Louis De Jong. A professor said this to his argumentative young student. An argumentative young student asked his professor how he knew that the human race was worth saving. The professor replied that he had read Anne Frank’s diary. The small Book had tremendous impact on all, as it carries the message of courage and tolerance all over the world.

20. **“She was a real problem child, a great talker and fond of nice clothes.”** This line is from the lesson “The Girl who was Anne Frank” by Louis De Jong. Otto Frank describes his daughter to the author. The author remembers Otto Frank describing his daughter Anne. According to him Anne was not particularly brilliant like her sister Margot. She was emotional and strong willed. She was a real problem child, a great talker and fond of nice clothes. She was always surrounded by a chattering crowd of girl-friends.

21. **“Where are your money and jewels?”** This line is from the lesson “The Girl who was Anne Frank” by Louis De Jong. The Nazi policeman said this to Mrs. Frank and Mrs. Van Daan. On August 4, 1944 one German and four Dutch Nazi policeman suddenly stormed upstairs of the Annexe where Mr. Frank’s family was hiding and shouted the above question to Mrs. Frank and Mrs. Van Daan.

22. **“Oh look, their eyes”.** This line is from the lesson “The Girl who was Anne Frank” by Louis De Jong. These words were said by Anne. Once Anne passed some Hungarian Jewish children in the concentration camp at Auschwitz, standing naked in freezing rain waiting to be led to the gas chambers. She noticed the fear in their eyes as they were unable to grasp the horrors inflicted upon them in the world of adults.

23. **“Sometimes I do not know where myself begins and Anne Frank ends”** This line is from the lesson “The Girl who was Anne Frank” by Louis De Jong. A girl wrote these words to Otto Frank. After Anne’s diary was published, Otto Frank received letters from around the world. Girls of Anne’s age poured out their troubles. One girl wrote that Anne was so much like her that she did not know

where she begins and Anne Frank ends.

24. **“Anne’s brief life is in the deepest sense only just beginning”**. This line is from the lesson “The Girl who was Anne Frank” by Louis De Jong. The headmistress of one of the England's largest School wrote to Otto Frank. The letters that Otto Frank received from around the world sadly reminded him of the losses he had suffered. But he felt there was truth and consolation in what the Headmistress of one of England’s largest schools wrote. She said that in all his sorrow, it must be a source of joy for him that Anne’s brief life is only just beginning with the world reading Anne’s diary.

25. **In spite of everything, I still believe that people are really good at heart”**. This line is from the lesson “The Girl who was Anne Frank” by Louis De Jong. These words are an extract from Anne Frank’s diary. At the close of the epilogue of the play on Anne Frank's life, Anne’s father would appear on the stage, a lonely old man. He would turn the pages of the diary to find a certain passage and as he found it, Anne’s confident voice was heard saying the above words. She carries the message of courage and tolerance around the world.

26. **How did “The Diary of Anne Frank” succeed where German administrators had failed?**

For years Germany's post-war administrators toiled to make people feel the senseless and criminal nature of the Nazi regime. But they failed. The Diary of Anne Frank succeeded. Leading actors received dozens of letters. It expressed that he was a good Nazi and never knew what that meant until that night. German school children sent Otto Frank letters signed by entire classes saying that Anne's Diary had opened their eyes to the viciousness of racial persecution. In West Berlin, Anne Frank home was opened, devoted to social work for young people. The people of Berlin had chosen her name to symbolize the spirit of racial and social tolerance. In Vienna, money was collected for Anne Frank Forest, to be planted in Israel.

27. **No Nazis were seen on the stage but their ominous presence made itself felt every minute. Illustrate.**

When the play opened in seven German Cities simultaneously, no one knew how the audience would react. The drama progressed through eight brief scenes. No Nazis were seen on the stage, but their ominous presence made itself felt every minute. Finally, at the end Nazi Jack boots were heard storming upstairs to raid the hiding place. At the close of the epilogue only Anne's father was on the stage, a lonely old man. Quietly he told how he received news that his wife and daughters had died.

28. **The prose “The girl who was Anne Frank” gives us a glimpse of Nazi cruelty. Illustrate.**

Nazis were hateful towards Jews. They had no compassion for men women and children too. Jews had to follow many rules. They were called up by the police without any reason and deported to concentration camps. They were made to starve and die there. Members of the family were separated and children died of typhoid. The Jews were transported in cattle trucks filled way beyond capacity. Adults were usually taken directly to gas chambers. Starvation and disease killed them in holocaust camps. Human dignity was stripped in these camps and everyday was a struggle physically and emotionally.

**POEM – 7 THE STOLEN BOAT
WILLIAM WORDSWORTH**

1. Where was the boat moored?

The boat was tied to a willow tree within a rocky cave.

2. What stealthy act does the boy commit?

The boy took the boat which doesn't belong to him without the permission of the owner.

3. How many peaks are mentioned in the poem?

There are two peaks mentioned in the poem. Craggy Ridge and the huge black peak.

4. Why is the poet's pleasure troubled?

The poet's pleasure is troubled because his conscience pricks him on his stealthy act.

5. What does “elfin pinnacle” mean?

Elfin Pinnacle means a small and a delicate boat.

6. How does the poet describe the appearance and effect of the huge peak that disturbed the boy?

The peak was described as black and huge peak. The boy felt that the peak moved towards him and was filled with the voluntary power raising its head. He felt that it was growing continuously in height with a fearful shape. It rose up like a tower between the boy and the stars. It looked like a living thing walking with long steps towards the boy. All these appearances of the peak made the boy fearful.

7. How does Wordsworth describe the beauty of nature as he rows the boat that he had stolen?

The evening is silent and still. The boat is moored near a willow tree. The lake

appears smooth and shining under the moonlight. This creates a picture of peace, charm and natural beauty. As he begins to row, he feels a sense of freedom and delight. The ripples he creates sparkle in the light. The natural world seems to welcome him, filling him with pride and excitement.

8. Why did Wordsworth say that his moving the boat is an act of stealth? Why was he guilty of his act?

The boat was tied to a willow tree within a rocky cave. The poet moves the boat without asking anyone. As the boat belongs to someone else this act of moving the boat without any permission makes him feel that it is an act of stealth. The boy realized that it was an act of stealth. So, his joy was troubled by a sense of guilt. It is morally not correct. So, he feels guilty.

9. To Wordsworth nature was a living presence. Pick out any five details from the poem to support this.

Wordsworth starts the poem by blaming mother nature for coaxing him into stealing the boat. He uses the phrase 'led by her' and shows that for him nature is a living presence. The rocky cave is described as 'home' a human dwelling place. When he steals the boat mountains are said to warn him. This is an example of personification. One more example of personification is found in the description of the lake as a silent lake. Finally, the peak that seems to follow him is said to have life and purpose of its own. Thus, we see that for Wordsworth nature is a living presence.

10. Explain how the narrator was haunted by a mysterious presence within him after the stolen boat experience.

The narrator left the boat and he went homeward in a serious mood. After that spectacle, for many days his brain worked with a dim and undetermined sense. Unknown mode of being took over his thoughts. There hung a darkness, solitude or blank desertion. No familiar shapes remained. No pleasant image of trees, sea or sky. No colors of green fields. But he was troubled by huge and mighty forms that did not live, like living men moved slowly through his mind during the day and in his dreams.

11. The stolen boat experience was a long-lasting memory in the mind of William Wordsworth". Explain.

After stealing the boat, he rowed it with troubled pleasure fixing his view upon the summit of a craggy ridge. Suddenly a huge and black peak put its head up as if it were a living creature endowed with a will power of its own. Slowly growing larger in stature, the awful peak seemed to stand between him and the stars and seemed to follow him with regular steps. This spectacle remained in his mind for many days even in his dreams. No pleasant images of trees, sea or sky, no colors of green

fields and familiar shapes came to his mind. Huge and mighty forms that do not live moved slowly through his mind.

12. **“She was an elfin pinnacle”.**

This line is taken from the poem ‘The Stolen Boat’ written by William Wordsworth. The poet had personified nature and its elements throughout the poem. He personifies the boat to be an elfin, the poet is a nature lover and unable to resist the temptation of stealing the boat which was moored in its usual place to a willow tree within a rocky cave and he refers the boat as an elfin pinnacle.

13. **“With trembling oars, I turned. And through the silent water stole my way”.**

This line is taken from the poem the ‘Stolen Boat’ written by William Wordsworth. Here the trembling oars refers to the trembling of the boy’s hands due to the menacing and threatening echoes of the mountain which was large and dark and which loomed above him towering up between him and stars made the boy tremble. The boy immediately turned around and rowed the boat back to the place from where he had taken it in a stealthy manner.

14.

15. **“Back to the cover of the willow tree”.**

This line is taken from the poem ‘The Stolen Boat’ written by William Wordsworth. When his guilty conscience made the nature around him look very menacing and threatening, he became afraid and quickly returned to the mooring place and tied the boat.

16. **“Leaving behind her still, on either side, small circle glittering idly in the moon”.**

This line is taken from the poem ‘The Stolen Boat’ written by William Wordsworth in which the poet describes his childhood experience. The poet stealthily takes a boat from its mooring place and goes on sailing the calm lake. The movement of the boat created tiny ripples in the water which glistened with the moonlight falling on it.

17. **“My boat went heaving through the water like a swan”.**

This line is taken from the poem ‘The Stolen Boat’ written by William Wordsworth in which he describes an experience of his during his boyhood. The poet was rowing in the calm lake feeling very excited and happy. He felt that his boat had the appearance of a fairy and the graceful movement of the boat in the water made it look like a swan.

18. **“There hung darkness, call it solitude or blank desertion”.** This line is taken from the poem ‘The Stolen Boat’ written by William Wordsworth in which he describes an experience of his during his boyhood. The poet became very scared of

the mountain and returned the boat to its mooring place very quickly. He went home in a grave and serious mood and for a long time afterwards, he was haunted by those disturbing images which left him with thoughts which were filled with darkness, solitude, and blank desertion.

19. Wordsworth defined poetry as “emotion recollected in tranquility”. What dominant emotion of the boat experience is recollected by the poet?

The poet had stealthily taken a boat from its mooring place and had gone rowing in the calm lake. He was both anxious and excited. But the guilt inside him made nature look very menacing and threatening and the mountain which appeared before him looked large and as if it was following him. So, he became very afraid and quickly returned to the mooring place and tied the boat. Even days after the incident, the poet is disturbed by the mysterious shapes and images. The dominant emotion of the boat experience recollected by the poet is fear and guilt.

UNIT - 8
PROSE – 8 A VILLAGE CRICKET MATCH
A.G. MACDONELL

1. Name the fielders in the field mentioned in the village cricket match.

The fielders mentioned are Mr. Shakespeare Pollock, Mr. Southcott and Mr. Hodge.

2. Who won the match in the lesson ‘A village cricket match’?

The match was a tie.

3. What was Napoleon’s dictum?

Napoleon laid a dictum that it was impossible to have too many men upon a battle field but used to do everything in his power to call up every available man at battle.

4. Name the players who knew that the match was a tie.

Mr. Hodge knew that the match was a tie.

5. Name the two teams.

The two teams were the English and Scottish team.

6. Why was Boone angry after catching the ball?

Boone was angry even after catching the ball because it hit his midriff very hard causing great pain.

7. How does the writer take a dig at the government officials?

The writer mocks at the government official that they never do any work citing the reasons of not wanting to take any risks.

8. What is the humorous reference to the major?

The humorous reference to the major is that he had already downed a quart and a half of drinks.

9. What is chief invention of Sir Isaac Newton referred to here?

The chief invention of Sir Isaac Newton referred to here is the “Theory of Gravity”.

10. Who ran like “a pair of high stepping hackneys”?

The blacksmith and the baker ran like a pair of high stepping hackneys.

11. Who congratulated Boone for his catch?

Donald congratulated Boone for his catch.

12. Where did both the teams spend the evening after the cricket match?

Both the team spent the evening after the cricket match at the Three Horse shoes.

13. What was Mr. Harcourt doing in the field?

Mr. Harcourt had lost sight of the ball altogether and he was running round and round Boone, giggling foolishly.

14. What does the French “Mouvemente’ mean?

The French word ‘Mouvemente’ means something which indicated a dramatic incident.

15. How did Mr. Pollock finally catch the last ball?

The ball landed on the Professor’s head and it leapt up into the air a foot or so, hit Boone’s head and trickled slowly down the wicket keeper’s broad back. When it was only a foot from the ground Mr. Pollock sprang with a loud roar and grabbed it off the seat of the wicket keeper’s trousers.

16. What fatal mistake did Hodge make?

Initially Hodge ordered Livingstone to catch the falling ball. Then he remembered Livingstone’s two missed catches and so reversed his decision and roared to Bobby to catch it. That was the fatal mistake committed by him because Livingstone had not heard the second order of Hodge and continued running and all crashed together.

17. What behavior of Livingstone, Pollock and Southcott show that they were tensed?

Livingstone balanced himself on his toes, Pollock hopped about almost upon the batsman and breathed excitedly and audibly. Southcott discarded the grass that he had been chewing steadily.

18. Why didn't Sexton and the Postman take a run when it was possible?

The Sexton was old, therefore was of cautious nature and the postman was a government official who did not take any risks. Therefore, they both did not take a run when it was possible.

19. Why were the three batsmen running for a run?

The ball hit by the blacksmith went high up in the air and fell back quite slowly. Therefore, the batsman the blacksmith, the baker who was his substitute runner and Joe, three of them began running for getting a run.

20. How were the three batsmen running?

All the three had their heads turned towards the falling ball and did not notice the batsman running from the other end. They also did not see where they were going. Therefore, they crashed into one another and fell down.

21. How did Mr. Hodge disagree with dictum?

When Mr. Hodge saw his fielders getting ready to catch the descending ball, he disagreed with the dictum that it was bad to have too many men in the field.

22. The ball struck powerfully by the Sexton went straight and hit Boone's stomach. What comparison does the writer make?

The writer compared the ball to a thunderbolt that struck his midriff like a red-hot cannon ball upon a Spanish galleon. Comparing the cricket ball to a red-hot cannon ball on a Spanish galleon is humorous.

23. How has the author described the thunderbolt that struck Boone's stomach? Bring out the humour in this comparison?

Struck in the midriff like a red-hot cannon ball upon a Spanish galleon and the sound of drumstick upon an insufficiently stretched drum. It hit him very hard so he was in great pain. When Sexton hit the ball, it flashed like a thunderbolt at the youth in blue jumper. Boone who was standing behind got hit by the ball on his midriff. He caught and threw it angrily. Then he started to massage the injured spot.

24. Describe how the three batsmen were running between the wickets?

Joe the batsman was running with his head thrown back and his eyes goggling at the hawk like cricket ball. The other two batsmen ran with their heads sometimes upwards and sometimes backwards looking at the ball with an alarming sort of squint and a truly terrific kink in their necks.

25. Narrate any three humorous situations that took place in the village cricket match?

When the Sexton hit the ball, it flashed like a thunderbolt straight at the youth in blue jumper but he sprang backwards out of its way. It went and struck the mighty Boone in the midriff like a red-hot cannon ball upon a Spanish galleon. Boone clasped his hands to his outraged stomach and found that the ball was on the way. When the blacksmith lashed the ball wildly, it hit straight up into the air to an enormous height. In his excitement the blacksmith forgot his sprained ankle and started running for the run. So, there were three batsmen running. Since the three batsmen were running with their heads thrown back and eyes goggling at the cricket ball, halfway down the pitch the three met with a magnificent clang. The two batsmen and the runner, undaunted to the last, picked themselves up and were bent on completing the run but unfortunately dazed by their falls, they all ran for the same wicket, simultaneously realized their error and all three turned back and ran for the other.

When the blacksmith lashed the ball, almost all the fielders were running for the catch. Mr. Harcourt lost sight of the ball and he was running round and round Boone and giggling foolishly. Livingstone and Southcott were approaching competently for the catch. Mr. Hodge had to choose between them. So, he yelled to Livingstone to catch and Southcott stopped. Then remembering Livingstone's two missed sitters, he yelled to Southcott to catch. Livingstone who did not hear this, went a head-thus created a confusion.

26. How does A G Macdonell humorously described the running between the wickets?

When the blacksmith lashed the ball wildly, it hit straight up into the air to an enormous height. In his excitement the blacksmith forgot his sprained ankle and started running for the run. So, there were three batsmen running. Since the three batsmen were running with their heads thrown back and eyes goggling at the cricket ball, halfway down the pitch the three met with a magnificent clang. The two batsmen and the runner, undaunted to the last, picked themselves up and were bent on completing the run but unfortunately dazed by their falls, they all ran for the same wicket, simultaneously realized their error and all three turned back and ran for the other.

27. Write a short note on the status quo episode?

Mr. Hodge saw that Livingstone and Southcott were both approaching towards the falling ball competently. He knew that either of them would catch it easily. So, he yelled at Livingstone to catch it. Southcott, the disciplined cricketer stopped when he heard Hodge's orders. Suddenly Hodge remembered Livingstone's two missed catches and reversed his decision and asked Southcott to catch it. Southcott started

again, but Livingstone had not heard the order, went straight on and both crashed against each other. Captain Hodge had restored the status quo but it resulted in a crash and fall.

28. How was the approach of the Sexton, the Postman, the Blacksmith and the Baker to the game the typical of their profession?

The Sexton: A Sexton is a person who works in the church ringing the bell, cleaning, digging graves in churchyard etc. He was old therefore cautious. He displayed this quality in his batting too. His strokes were powerful because of his regular digging work.

The Postman: He was a government official and therefore did not take any risk. He showed this quality in the game.

The Blacksmith: He was injured, but came into the field leaning heavily upon the shoulder of the baker, who was going to run for him and limping as if in great pain. The kind of work the blacksmith do is physically strenuous and batting style of this man was also quite savage like hitting iron on the anvil.

The baker: He had come to the field to run as a substitute runner to the injured blacksmith. Like his profession, he did not do the taxing work of hitting the ball, but physical work like running which was not taxing on his body just like baking.

29. How does the uncertainty and disorganization among the ranks of the invaders add to the humor?

There was no understanding among the fielders. There was a lot of uncertainty and disorganization. When the ball was hit by the blacksmith which had risen high up in the air began its descent, all the fielders began running to get under it to catch it. They kept looking only at the ball and not at the other fielders running, not one of them appeared to be aware that anyone else existed. All ran together, crashed against each other, and fell. This confusion was due to the contradictory instruction given by Hodge. The fact that all the players running from their positions to catch one ball add to the humour.

**POEM - 8 MENDING WALL
ROBERT FROST**

1. Who are the characters in the poem “Mending wall”?

The two characters in the poem “Mending wall” are the speaker and the neighbour.

2. When does the mending of the wall take place?

The mending of the wall takes place during spring time.

3. What is the neighbour’s stock reply?

The neighbour's stock reply was that "Good fences make good neighbours".

4. How does the neighbour carrying a stone in each hand appear to the poet?

The neighbour appears to the poet as an armed savage of the Stone Age.

5. What argument does the speaker give to convince his neighbour that they do not need the wall?

The speaker tells he has apple trees and his neighbour has pine trees in each other's properties. The speaker's apple trees will not walk into his property and eat up his pine cones. Hence there is no need of a wall between their properties.

6. Why do you think the speaker resents the wall? What does he want?

The speaker resents the distance his neighbour wants to maintain with him. He wants both of them to become friendly and open-minded sharing both physical and mental spaces.

7. By building a wall between neighbours, what are we 'walling in' and what are we 'walling out'?

By building a wall between neighbours, we are 'walling in'- distance, distrust, privacy etc and 'walling out'- friendship, open-mindedness, and togetherness.

8. Explain how the nature and the hunters damage the wall?

During the spring, mending time the speaker tells his neighbour about the damaged wall. During winter the moisture of the earth hardens into ice, swells the ground and dislocates the wall. When the rabbits are chased by the hunters, they hid between the stones, the hunters try to put out the rabbits.

9. What is referred to as just another outdoor game? Why does the speaker call it a game?

The speaker refers to rebuilding the wall as just another outdoor game. Every spring the wall has to be rebuilt as it gets destroyed frequently. Their hand gets rough because they repair it now and then. While repairing the wall the speaker and the neighbour stand on the either side of the wall so the speaker calls it a game.

10. Summarize the poet's ideas regarding the wall in the poem "Mending Wall"?

Walls are destroyed by natural factors and hunters. Neighbours continuously rebuild the wall in spring. He feels there is no need of the wall. Nothing to wall in and wall out. Neighbour replies that "Good fences make good neighbours". In order to maintain privacy wall is built, which leads to disharmony, hatred, differences and leads to mental darkness.

Explain with reference to context:

11. "Stay where you until our backs are turned!". Poem – Mending wall. Poet -

Robert Frost. Here the poet is speaking about the stones on the wall requesting them not to fall down at least till such time that he and his neighbour go away from that place. However, the neighbour on the contrary believes in an age-old proverb; “Good fences make good neighbours”. The poet feels skeptical about this and so he playfully pressurizes the neighbour to move past this conventional thinking.

12. **“Good fences make good neighbours.”** Poem – Mending wall. Poet - Robert Frost. While mending wall, poet thinks that there is no need to build a wall. Poet has apple trees; neighbour has pine trees. Poet said that there was no need of building a wall. But neighbour answered “Good fences make good neighbours”.

UNIT -9
PROSE 9 – CONSUMERIST CULTURE
CHERIYAN ALEXANDER

1. **What do the advertisers mean by the catchy phrase “Shop till you drop”?**
The advertisers want the buyers to shop until they are physically and financially exhausted.
2. **According to Cherian Alexander, what should one do to make one’s life meaningful and sustainable?**
According to Cheriyan Alexander one should turn to the commodities of the spirit, the art, culture, community life in order for life to be truly meaningful and sustainable.
3. **What is the phrase used by the author to refer to ‘advertisement’?** Machinery of persuasion
- 4.
5. **What thrills the present-day Indian shoppers?**
The present-day Indian shoppers are thrilled to get the kind of choice that people in the west have enjoyed for a long time.
6. **How according to the author, is a bottle of coke harmful to our human body?**
A bottle of Coke is harmful to one's health as it has no nutritive value, but rather has a damaging effect on the digestive system and the bones.
7. **Why does the author call the phrase ‘shop till you drop’, apt and ironic?**
It is apt and ironic because it is the media driven mania of mindless consumption that characterizes our lives in the modern age.
8. **Which word shows that the writer is condemning consumerism?**
Mindless consumption

9. The author is being critical regarding the present-day buyers. Elucidate

In the very first paragraph, the writer makes it clear that he is very critical of the present-day buyers, where he refers to 'posh' malls and their catchy phrase "shop till you drop" which ironically sums up the media driven mania of mindless consumption.

10. How has shopping become more than a need?

Shopping has become more than a need for increasing number of people today. It has become the chief form of entertainment and obsessive compulsion they have little control over and is very often an end in itself.

11. What are the advertisers and marketing professionals working at?

Advertisers and marketing professionals are working hard to see that even people who live at the subsistence level in remote rural pockets are lured and absorbed into becoming passive consumers of everything from cola drinks to shampoos.

12. What is the success story of Pepsi and Cola?

Pepsi and cola are sold even in the remotest nook and corner of the world today. These sellers of colored sweetened water are giant multinational corporations with revenues measured in billions of dollars bigger than the combined GNP of nearly a score of the world's poorest countries.

13. What was the 'dream come true' for the US returned Indian?

The high-consumption lifestyle of their first world counterparts is now well within the reach in India, which is a dream come true of the US returned Indian.

14. What is the 'deep irony' referred to by the author?

The deep irony is that while pockets of private prosperity are growing, there is an unstoppable disadvantage of the resources that belong to the public realm. There is thus an amazing variety of sleek new car models to choose from, but the roads in our cities are in pretty bad shape and getting worse. Fashionable luxury resorts for the affluent are coming up everywhere, but lung spaces for public use like parks and playgrounds are shrinking. It is the same story with many other services in the public domain including transportation, health care, libraries and education. Even the most essential services are pushed into private realms so that some company or other can make a profit on them.

15. What negative impact will free market economy have on our country?

It will be easier to get a bottle of coke rather than tender coconut or buttermilk. The increasing presence of plastic garbage in our rural areas is a clear warning signal. A day will come to face the sheer tonnage of the garbage we throw out.

16. What according to the author, is the only way to restore sanity?

The only way to restore sanity is for local communities, cooperatives, civil societies and democratic governments everywhere to take back the autonomy and initiative for their own development which they recently traded away to the giant global business corporations.

17. Why does the writer say that the model of development based on consumerism is suicidal?

The price paid in ecological terms will make it the most suicidal enterprise the human race has ever embarked upon. The sheer tonnage of the garbage we throw out, plastic cups, junk cars, refrigerators and TV sets, matches the level of the land of the almighty dollar. The resources of the planet will prove horribly inadequate. We would need at least another three planets to develop only India and China into developed countries.

18. What kind of vision do the enthusiasts of free market economy have for India?

In the name of development, the agencies like the World Bank have made the way smooth for the unbridled expansion of the so-called free market economy into every corner of the globe. Enthusiasts of this vision of development are dreaming of a day when all of India will look like the United States with two cars in every garage and the reassuring glow of MacDonald and Pepsi signs all along every highway.

19. How does the author interpret the phrase “shop till you drop” in the end?

In the end, the author says that all human beings have a right to the basic material requirements for a life of dignity. But there comes a point beyond which it is necessary to say enough to the merely material. He also hopes that humanity can muster up enough soul force to contain the damage caused by unrestricted consumerism, lest we really shop till we drop and nothing of value is left standing on our beloved Mother Earth.

20. Why shouldn't the businessmen be given the task of ruling the world?

Businessman cannot be counted upon to have the wisdom or will to think of the welfare of all of humanity, leave alone the health of the planet. They are mainly trained to do everything possible to maximize profits for the corporation that employ them.

21. “Man, today is an unstoppable buying machine” Explain with examples.

The author brings to the notice of the readers, their own spending habits. He wants the readers to understand why they are shopping and what they are shopping for. Is their shopping meeting their basic requirements or are they indulging in unnecessary purchase? He holds advertisers and big corporations responsible for

creating attempting market, where the consumers become unstoppable buying machines. An example of it would be buying flavored drinks with no nutritive value. Buying commodities which is not of much use to them. Buying another pair of shoes just because it is on 50% sale.

22. How does the author express about the tragic comedy of ‘development’? Why does he call it tragic comedy?

The author is of the opinion that in the name of development modern consumerism aims at selective development. In a consumer’s personal life, he or she has many options to choose from. Lured by aggressive advertising he becomes unstoppable buying machine, but in the public domain things are still under- developed. Roads are bad, public parks and playgrounds are shrinking. The trend is to push even the most essential services into the private realm. In the process, the poor are being pushed into becoming consumers of increasingly expensive goods and utilities.

23. Why should any model of development based on high consumption and limitless market expansion prove to be highly dangerous?

Any model of development based on simulating high consumption lifestyles through aggressive advertising and limitless market expansion is not only unsustainable but also highly dangerous for the well-being of humanity. The price paid in ecological terms will make it the most suicidal enterprise the human race has ever embarked. To make this paradigm of development a reality for developing countries like India, the resources of planet Earth will prove horribly inadequate paving the way to ecological destruction.

**POEM 9: BUTTOO
TORU DUTT**

1. Why had Buttoo gone to Dronacharya?

Buttoo had gone to Dronacharya to learn archery.

2. What was the science that Buttoo wanted to learn from Drona?

Buttoo wanted to learn the science of archery from Drona.

3. What did Drona seek from Buttoo as recompense?

Drona asked for Buttoo’s right- hand thumb as recompense.

4. How did Buttoo fulfil his promise to his master?

Buttoo cheerfully, without any hesitation, severed his right thumb and offered it to Drona.

5. How did Drona respond to Butto's request?

Buttoo was neither from a royal family nor rich, hence Drona rejected to take him as his disciple.

6. Why did Butto revere Drona as his master?

Buttoo revered Drona as his master because Drona was the best in archery and Buttoo got his inspiration and knowledge from him.

7. How did Drona justify his unfair demand?

Drona justified his unfair demand by saying that he had promised Arjuna that he shall make him the best archer ever and there shall be no equal to Arjuna in archery.

8. How did Dronacharya bless Buttoo? Why?

Dronacharya moved by Buttoo's reverence and sacrifice blessed him that his fame shall spread everywhere and men shall remember him as a model of self-help, truth and modesty.

9. Write any five qualities of Buttoo.

Though born in a low caste, Buttoo had high ambitions of becoming a great archer. His dedication to pursue knowledge is commendable. His reverence, truthfulness, modesty, self- help and sacrifice personify the noblest human qualities.

10. Explain why and how Buttoo learnt archery by himself?

Once Buttoo went to Dronacharya and requested him to teach the science of archery. Dronacharya rejected to take him as his pupil as he did not belong to royal family nor was he rich. Driven by shame, Buttoo learnt all by himself before a stone idol of Dronacharya, as he revered Dronacharya as his master. With complete dedication he mastered the art of archery.

Explain with reference to context:

11. "Beware ! Rash promises ends in strife"

This line is extracted from the poem Buttoo written by Toru Dutt. It is said by Dronacharya to Buttoo. This was said when Dronacharya asked Buttoo for his due for being his guru and Buttoo readily agrees to give whatever his master asks for. Dronacharya also says these lines regretting his promise made to Arjuna.

12. "Lo, all my inspiration here. And all my knowledge is from thee"

This line is extracted from the poem 'Buttoo' written by Toru Dutt. It is said by Buttoo to himself. After being rejected by Dronacharya, Buttoo learns all by himself the art of archery before the stone idol of his master. At this point he says the above lines with great respect and reverence to his master from whom he took inspiration and knowledge.

13. “Thou art my master – ask! Oh ask”

This line is taken from the poem ‘Buttoo’ written by Toru Dutt, this is said by Buttoo to Dronacharya. Buttoo learnt archery on his own but considered Drona as his guru and revered him as his master. Buttoo practiced archery keeping his statue drew all his inspiration and knowledge. Drona asked him for recompense as his master. Buttoo agrees to give him anything he wants. Then the above words were said.

14. “Master, into thee I came. To learn thy science”. This line is taken from the poem ‘Buttoo’ written by Toru Dutt, this is said by Buttoo to Dronacharya. In this ballad, based on the legend of Ekalavya, the humble youth, Buttoo went to the great teacher and warrior Dronacharya to learn the science of archery but was rejected by Drona as he belonged to the lower caste. Then the above words were addressed by Buttoo to his Guru.

15. “Give me, O youth your right-hand thumb”. This line is taken from the poem ‘Buttoo’ written by Toru Dutt, this is said by Dronacharya to Buttoo. In the given context, Dronacharya was revered as his guru by Buttoo because he owed all his conquests by his skill of archery to Dronacharya. When he displayed his skill to his master, his guru asked him his right-hand thumb as recompense. Then the above statement was made by Dronacharya.

16. The poem Buttoo is a saga of loyalty and faithfulness, as well as selfishness and cunningness. Explain

In the poem “Buttoo” written by Toru Dutt. she has personified the noblest human qualities of truthfulness, modesty, self-help and sacrifice. Buttoo is made an epitome of all these qualities as against the selfishness and cunningness of Dronacharya. Dronacharya under the pretention of keeping up his promise made to Arjuna demands for a sad recompense. Although Buttoo is aware about the fact that he cannot practice archery, with great respect and reverence to his master sacrifices his right thumb as recompense, leaving everything to God and was at peace with himself.

17. “And men shall link thy name with self-help, truth and modesty.” Narrate the circumstances that led Dronacharya to bless Buttoo saying the above words.

Dronacharya, the master of archery had refused to teach Buttoo the art of archery as he had promised Arjuna that there would be none equal to Arjuna in the archery, yet Buttoo revered him as his master because all his inspiration and knowledge came from him. Dronacharya asked Buttoo his right-hand thumb as recompense because he had promised Arjuna that he would make him the greatest archer. Buttoo severed his right-hand thumb and offered it to his guru willingly without

any regret. So Dronacharya was humbled by the act and blessed him saying that his fame shall spread from one end of the earth to the other and his name will be linked with self-help, truth and modesty.

UNIT - 10
PROSE -10 THE PIE AND THE TART
HUGH CHESTERMAN

1. Who opens the door of the cake shop when Pierre knocks on it for the first time

Gaultier opens the door of the cake shop when Pierre knocks on it for the first time.

2. What according to Pierre is a sure sign of starvation?

Begging for seven days without food with squint slightly.

3. Why was Pierre pinched?

Pierre was pinched for begging by judge Gaston.

4. What did Jean tell Pierre to convince him that he should go to get the tart?

By telling him that Marion would not give the tart to just anyone, it had to be the same messenger who had come for the pie or none at all.

5. How did Jean convince Marion that he was Gaultier's messenger?

Jean had overheard Gaultier telling Marion that he would tell the messenger whom he would send to take the pie to kiss her hand so that she will know that everything is all right. Pierre went to take the pie deceitfully; he attempted to seize her hand to kiss it. So, she thought him to be Gaultier's messenger.

6. Why did Jean lie to Pierre and send him to fetch the tart?

He was beaten black and blue by M. Gaultier when he went to fetch the tart so he told him that it was Pierre who had taken the pie and that he would get him soon. He wanted Pierre also to get some beating.

7. Why did Pierre think he was dreaming?

Marion believed Pierre and placed the pie on his hands when he said that he was a messenger of M. Gaultier and he had them only once or twice before.

8. Why did Jean ask Pierre to get the pie instead of taking it himself?

Jean had already gone there once pretending as a beggar. He was sent back without being given anything and had a fear of getting recognized.

9. How did Pierre outwit M Gaultier and take away the tart too?

When M. Gaultier accused him of telling the lie that he had given the pie to the mayor because the mayor was out, Pierre said that the mayor had returned just after he left and was grateful for the pie and was waiting for him. M. Gaultier believed it. Then Pierre offered to carry the tart too which Gaultier gave readily.

10. How does the playwright bring out Pierre's nervousness when he presents himself as the messenger to carry the eel pie?

Pierre mixes up the words in reverse order. He says he has come from M Pie, who sends him to fetch Gaultier.

11. How did Gaultier send away the beggar who knocked on the door?

Gaultier told the beggar that he had nothing for him and his wife was away. He also said he was busy and advised him to go to the next street and slammed the door.

12. What was Gaultier's excuse for not carrying the eel pie to the mayor's house himself?

He could not be seen carrying the eel pie through the streets of Paris. It was not quite the thing for a man of his position to do.

13. Why was Pierre pinched? How did he defend himself?

Pierre was pinched for begging. When Judge Gaston asked about begging, Pierre said that he must live.

14. Give any two comparisons that Pierre mentions while describing how he would carry eel pie?

He would travel by keeping it close to his bosom as a mother with her bantlings, as a shepherd with his ewes, as St. Ursula with her maidens, as a guardian angel with his pie.

15. According to Pierre, the pie eaten by them was a master piece. How?

It was a work of an artist. The flavor and composition were faultless. The crust was like never before. The memory of it still stayed with him.

16. What were the reasons for Pierre to wish to eat the cranberry tart?

The tart was succulent, spiced, sugared, white as a maid's bosom. It would sit affably on a foundation of eel pie.

17. “The pie was a master piece.” Elaborate.

After eating the pie Pierre feels that it was a masterpiece. Jean added, it was the work of an artist. The composition was faultless. The flavor, just so, and the crust, memory of it still abides. He also speaks about the eels, its tenderness and plasticity.

Reference to context:

18. **“But make it seven days and squint slightly.”** Lesson: Pie and the Tart. Author: Hugh Chesterman. Pierre says this to Jean. Pierre wanted to know how Jean would beg. Jean says, “For the love of St. Agatha and all blessed saints have pity on a poor miserable who has had no food for three days.” In reaction to this Pierre says about the line.

19. **“I don’t really see the necessity.”** Lesson: Pie and the Tart. Author: Hugh Chesterman. Pierre repeated the words spoken by the Judge Gaston. Pierre was pinched the previous month for begging. Judge Gaston questioned him why he did that. Pierre answered that he wanted to live. Gaston looked Pierre up and down and said these words.

20. **“Paris should be proud of us.”** Lesson: Pie and the Tart Author: Hugh Chesterman. Pierre said to Jean. Pierre was pacing up and down blowing on his fingers. Jean was irritated. He asked Pierre to stop it but Pierre said that he would die it is stopped and said the above line.

21. **“Thief, dog, cut-purse, reptile, rascal, slubberdegullion! What have you done with my pie?”** Lesson – Pie and the Tart. Author – Hugh Chesterman. Gaultier asked Jean. After Pierre sent Jean to fetch the tart. Jean informs Marion that Gaultier had sent him to get the cranberry tart. Marion goes in to get it. When Gaultier hears Jean, he runs out from the shop, begins to cudgel him and says the above line.

22. **“Well, your honour, I must live.”** Lesson – Pie and the Tart Author – Hugh Chesterman. Pierre said to Judge Gaston and this was conveyed to Jean. Pierre and Jean were starving without food. Pierre was pinched the previous month for begging. Judge Gaston asked Pierre why he did it, Pierre said the above sentence.

23. **“My husband is out and I have nothing for you.”** Lesson – Pie and the Tart. Author – Hugh Chesterman. Marion said to Pierre. Jean and Pierre are two vagabonds. They were dying of hunger and cold. So, they decide to go for begging. Jean knocks the door of the cake shop and ask for alms. Marion opens the door sends him away.

24. **“My wife is away and I am busy.”** Lesson – Pie and the Tart Author – Hugh Chesterman. Gaultier said to Pierre. Jean and Pierre are two vagabonds. They were dying of hunger and cold. So, they decided to go for begging Pierre knocks the door of the cake shop and asks for alms Gaultier opens the door – sends him away with the above words.

POEM 10 - C.L.M. JOHN MASEFIELD

1. How does the poet John Masefield attribute his life to his mother?

Poet John Masefield attributes his life to his mother when he says that he began his life in her womb and it was her life which has made him a man. She fed him through her life during the months he was a helpless babe in her womb. She partially died trying to give him life.

2. What might happen to John Masefield if the grave’s gates are opened?

The poet’s mother might not have recognized her little son as he has grown up. If they meet by chance, she would just pass by him without knowing. Only his soul’s face might be able to recognize her for what she had sacrificed for him.

3. How does John Masefield justify that he was born at the cost of his mother’s life?

The poet’s mother’s life made him a man. All through the months of human birth, his mother’s beauty has fed him, he could not see, breathe, nor move but still destroyed or leeches a part of her life.

4. Why did the poet want the grave’s door to keep shut in the poem C.L.M.?

If his mother were to see him she would be ashamed. He expresses disgust over how men treat women, how they trample over the rights of women.

5. Write the summary of the poem C.L.M.

John Masefield – guilty of having been born at all – causing pain to his mother –

how well his mother nurtured him – now in the grave – never knows how her child turned out – whether he has utilized his life well or not – her sacrifice has been worth it or not – whether he has paid his debt to his mother – giving her a happier life would make up for all the wretchedness she has experienced – compares himself to a leech that has sucked the life out of his mother – hopes that his mother would rise to see her son of whom she would be ashamed of.

6. How does John Masefield describe his mother's suffering?

The mother lost her beauty in bearing him. - She suffered pain and strain while he was in her womb. - - - - He sucked the nutrients while he was in her womb making her suffer and weak. He feels that every child she bore brought about partial death of her.

7. Explain how John Masefield regrets for being ungrateful towards his mother.

The poet questions himself asking what he has done to keep in mind his debt to his mother and womankind. - - - - - He also asks for those months of wretched days, how he has given her happier days. He remembers how his mother's life was consumed by him before he was born. He also laments that he has done nothing in gratitude to that dear woman, who is dead now. He says how men overpower women even today. How men ignore the rights of women and treat them as if they are not important. He says man's strong desire for supremacy over women roams about in the world untamed.

8. "Providing a happier life to one's mother will repay for all her sacrifice." How does John Masefield regrets for being ungrateful towards his mother?

He regrets for not having done anything for his mother. - Sucking life in the womb like a leech. - - Consuming mother's life for his growth. He laments that he has done nothing to her in gratitude who is dead now. Says that man has empowered women in superiority. Man has ignored the rights of women.

9. Summarize John Masefield's sense of guilt in the poem C.L.M.

John Masefield explains the dedication to his mother. The poet had begun his life in the dark womb of his mother His mother's life made him a man. Mother did not care for her beauty. She sustained all pain while giving birth. She could not see her child grow as she died. John Masefield gives importance to the woman-kind. Men triumph over women. The poet feels that he has not done, tried or said anything to thank that dear woman dead.

Explain with reference to context:

- 10. O grave, keep shut lest I be ashamed!** Poem – C.L.M. Poet – John Masefield - -
The poet John Masefield says this to the readers. The poet asks himself, what he

had done, tried or said to thank his dear woman (mother) who was dead. He also states that man trample women's rights at their will and man's lust roams untamed in the world and then he wants the grave to keep shut otherwise he would be ashamed of himself. So he doesn't want her to come back to see such things.

11. **“What have I done to keep in mind, My debt to her and womankind?”** Poem – C.L.M. Poet – John Masefield - - Spoken by the poet about his mother. The poet says that his mother's life made him a man because it was in her womb that he got nourishment. Now that his mother is in the grave, the poet asks himself the question what he has done to repay that debt – in what way he has repaid her gratitude to womankind because all around him in the world he finds atrocities on women.

12. **“If the grave's gates could be undone, She would not know her little son.”** Poem – C.L.M. Poet – John Masefield - - Said by the poet regarding his mother who is dead. The poet says that his mother's life made him a man by the nourishment that he got in her womb. He also says that in the darkness of the grave she could not see him or know whether he has used his life ill or well and even if she came out of the grave, she would not recognize as he has grown.

13. **What woman's happier life repays? Her for those months of wretched days?** Poem – C.L.M. Poet – John Masefield - The poet recalls how his mother's life made him a man. He remembers her pain and sufferings that she underwent during child birth. Therefore, he feels that he is indebted to her and to the womankind in general. But he regrets that he has not repaid her sacrifice by doing anything to womankind.

14. **....if we should meet, She would pass by me in the street, “My mother's life made me a man.”** Poem – C.L.M. Poet – John Masefield - - - Poet says to readers. When he talks about his mother who is dead and he longs to see her. The poet brings out the sadness of the situation when he says the above lines. If his mother meets him as a passerby, she, his own mother would be unable to recognize him because he has now grown into an adult.

15. **“What have I done, or tried or said. In thanks to that dear woman dead?”** Poem – C.L.M. Poet – John Masefield - - - The poet said this He says that he was

born at the cost of his mother's life She destroyed a part of her life to make him a man

16. **“For all my mouthless body leeches.”** Poem – C.L.M. Poet – John Masefield - -
- John Masefield explains the dedication of his mother; he gives importance to the womankind. Men triumph over women in society. Men show their superiority and treat them as if they are not important. The poet feels that he has not done, tried or said anything to thank that dear woman dead.

17. **“But through the death of some of her.”** Poem – C.L.M. Poet – John Masefield
- - - - John Masefield writes the poem in memory of his mother Caroline L Masefield She died while giving birth to her sixth child The poet feels that every child she bore brought about partial death of her. He says that like a leech, he sucked mother's life for his own growth.

18. **How is the sense of guilt and ingratitude of the son brought out in the poem C.L.M.?**

The poet remembers the sacrifice made by his mother which made him a man. - Feels sorry for his mother who was in the grave - who couldn't see her son whom she gave life. - - - - - Even if the gates of the grave are opened, she cannot recognize him. Only his soul's face can recognize her as she had done a lot for him. He regrets that he was not able to repay his mother who underwent a lot of pain and sufferings for his sake. His mouthless body in the womb leeches on his mother and he is indebted to her. He regrets that he has done nothing for the happiness of the womankind as gratitude to his mother. When men triumph over women and trample women's rights, he has never tried to bring women out of such situations. He does not want his mother to come out of the grave because he is ashamed to show his face to her.

Treasure Island

I. Answer briefly the following questions:

1. **What was Admiral Benbow?**

It was an inn in a small bay in the west of England, managed by Jim Hawkins' father and mother.

2. **Who was the guest who took up a room in Admiral Benbow?**

Bill, a wizened old seaman, took up a room in Admiral Benbow.

3. What was his cherished possession?

An old sea-chest.

4. Why did he give Jim four pence?

He told young Jim to be on the look-out for a seafaring type of man with one leg.

5. Why was Billy looking out to sea every evening?

Billy was afraid that pirates from Captain Flint's crew were coming there to steal his old sea-chest.

6. Describe the encounter between Billy and the mysterious seafaring man.

The mysterious seafaring man argued with Billy, and soon both of them were fighting furiously. Wounded, the stranger was put to flight, but Billy was left stretched out on the floor, gasping for breath.

7. What is the black spot?

The black spot was a pirate summons; Billy had been a member of the notorious Captain Flint's crew, and he was afraid the pirates would come and steal his sea-chest.

8. What did Jim and his mother take from Billy's Sea chest before they fled the inn?

Jim's mother took as many coins as would be sufficient to cover the old pirate's rent, and not a half penny more, while Jim found an intriguing bundle of papers, wrapped in oilcloth, which he pocketed as payment for his services.

9. What important document did the bundle of papers contain?

The bundle of papers contained a treasure map, showing where the pirate Captain Flint had buried all the looted treasure.

10. Who did Jim give it to?

Jim gave it to the Squire and the doctor who were dining together.

11. How did Blind Pew die?

As the pirates were escaping, one of the horses of the revenue officers knocked down Blind Pew and he fell dead.

12. What arrangement did squire Trelawney and Dr. Livesey make for a voyage for treasure hunt?

The squire travelled to Bristol, where he bought a fine schooner called The Hispaniola, as well as hiring a sea-captain. The ship's cook was to be a one-legged old sailor called Long John Silver, who had given Squire Trelawney invaluable help in picking the rest of the crew.

13. There are 2 Captain Flints in the story. Who are they?

One of them is the notorious leader of the pirates, Captain Flint who had buried the treasure on the treasure-island. The second one is Long John Silver's pet parrot which goes on crying: "Pieces of eight, Pieces of eight!".

14. Who was nicknamed Barbecue? And why?

Long John Silver, the one-legged old sailor, was nicknamed Barbecue because he was the cook on board 'The Hispaniola'.

15. Why was Capt. Smollett unhappy?

Captain Smollett was unhappy because he had no hand in choosing his crew, and was unhappier still that everyone knew that they were sailing for treasure.

16. What was John Silver's treacherous plan?

John Silver was planning to kill the skipper, the squire and the doctor once the treasure was found.

17. How did Jim come to know about it?

Late one evening, when Jim was looking for an apple to eat, he happened to climb right into the nearly empty apple-barrel. While he was sitting hidden inside it, he overheard a conversation between Long John Silver and the ship's captain.

18. Why did Capt. Smollett say that the odds were stacked against their survival?

Of the twenty-six people aboard the ship, there were only seven upon whom Captain Smollett could rely, and this made him say that the odds were stacked against their survival.

19. How does Jim manage to escape to the island?

When the ship was at anchor, acting more on instinct than anything else, Jim hid himself aboard the boat that rowed ashore, and as soon as the chaos was clear, made a run for the shelter of the nearby undergrowth.

20. Who is Ben Gunn?

When Jim was running away from Long John Silver who had just then stabbed a pirate, he stopped to catch his breath and found himself facing a wild-looking man, dressed all in rags. He announced that he was poor Ben Gunn.

21. Why and how was Ben left marooned on the island?

Ben had been on Captain Flint's ship when the treasure was buried. The wicked pirate had taken six men ashore with him to hide the booty and murdered them all so

its location remained a secret. Ben had returned on another ship to look for the treasure three years back, but when they could not find it, his shipmates had left him marooned on the island.

22. Why did Capt. Smollett and others consider the stockade an ideal place for them?

When they reached the shore, Captain Smollett and the others saw the sturdy log cabin, with loopholes for muskets in its walls, protected by a perimeter fence of stout wooden paling, six-feet high. They decided this stockade was as good a place as any to make a stand against the pirates.

23. What was Sliver's demand for a truce? What was Capt. Smollett's response?

John Silver offered to spare the defenders' lives if they gave him the treasure map. Captain Smollett refused him point blank, saying the pirate's word was not worth a rotten ship's biscuit, and that they had no intention of giving up the treasure map anyway.

24. What was the result of the attack of the pirates on the stockade?

When the pirates attacked the stockade, the defenders retreated into the log cabin, from which they exchanged musket fire with the pirates. Suddenly, several attackers swarmed over the perimeter fence. Two were shot down, one retreated, but four of them made it to the cabin wall, where they were able to shoot in through the building's loopholes at will. Realizing the tables had been turned, the defenders rushed outside and fought the pirates hand-to-hand. A few minutes later, the pirates lay dead, but two of the squire's man had perished as well, and the captain was wounded.

25. What surprise awaited Jim when he returned to the stockade?

Very pleased that he had captured the ship and taken it to a safe place, Jim made his way back to the stockade, but to his horror, it was Long John Silver and the pirates who greeted him. For some reason, the doctor had given it up to them along with the treasure map.

26. Give any two examples of Jim's acts of bravery.

One act of bravery was shooting down his attacker dead on board 'The Hispaniola', and the second act was that of revealing to John Silver and the other pirates that it was he who had uncovered their plot and it was he who had taken the ship.

27. On what condition was Silver willing, to surrender to Capt. Smollett?

Silver was willing to surrender to Captain Smollett if he were given the promise of lenient treatment.

28. Why did the pirates serve the black spot on Silver?

The pirates were very angry at losing so many men and being marooned, and so gave Long John Silver the black spot.

29. Why had the doctor given the pirates the stockade and the treasure map?

The doctor had gone to find Ben Gunn. When he learned that Ben Gunn had already found the treasure and taken it to his cave, and also saw that the ship had vanished, he gave the Pirates the treasure map, which was now useless, and let them have the stockade, where he was sure they would go down with malaria.

30. Why did the pirates accuse Silver and Jim of treachery?

The pirates, along with Silver and Jim, came to the giant tree that marked the spot where Captain Flint had buried the bulk of his treasure. Then they saw a gaping hole under the tree in the ground, that had obviously been dug several months ago. The despairing pirates dug the earth at the bottom of the hole with their bare hands, but the treasure had gone. Then they turned on Long John Silver and Jim, accusing them of treachery.

31. Why did the captain want to sail to the Spanish Americas?

The captain wanted to sail there because they were short of men, and they could take on more men in the nearby Spanish Americas.

32. What did Silver do at the end?

When they reached the mainland, Long John Silver managed to slip off the board, taking with him some 400 in coins.

Karna

I. Answer briefly the following questions:

1. Why was a large crowd assembled in the arena?

The Pandavas and the Kauravas had learnt the practice of arms first from Kripacharya and later from Drona. A day was fixed for a test and exhibition of their proficiency in the use of arms in the presence of the Royal family. The public too had been invited to witness the performance of their beloved princes. Thus, there was a large crowd assembled in the arena.

2. What did Duryodhana envy?

Arjuna displayed superhuman skill with his weapons and this earned the wonder and admiration of the whole crowd assembled there. This scene made Duryodhana envious and hateful towards Arjuna.

3. How does the writer introduce the Karna to the assembly?

The writer introduces the Karna in a very impressive manner. At the close of the day, there came suddenly from the entrance of the arena a sound, loud and compelling like thunder, the sound made by the slapping of mighty arms in challenge. All eyes turned in that direction. They saw enter through the crowd, which made way in awed silence, a godlike youth from whom light and power seemed to emanate. He was Karna.

4. What was the cause for Duryodhana's exultation?

After Arjuna's exhibition of his superhuman skill with his weapons, with Drona's permission, Karna, then and there, duplicated all Arjuna's feats with careless ease. This made Duryodhana feel exulted.

5. How does Karna challenge Arjuna?

Laughing in scorn, Karna says: "This arena is open to all, O Arjuna, and not to you alone. Might is the sanction of sovereignty and the law is based on it. But what is the use of mere talk which is the weapon of the weak? Shoot arrows instead of words."

6. Who were the divine parents of the two heroes?

Indra, the lord of the thunderclouds was the parent of Arjuna, whereas Bhaskara of the infinite rays, was the parent of Karna.

7. Why was Kunti stupefied?

When Kunti saw Karna, she recognized him as her first born, and now seeing him get ready to fight with her other son, Arjuna, she was stunned with anguish not knowing how to stop the fight between brothers.

8. Why did Kripacharya object to Karna joining in the battle?

Kripacharya objected to Karna joining in the battle because his lineage and parentage were unknown, and, Arjuna being a high-born prince, could not engage in single combat with unknown adventurers.

9. How did Duryodhana restore Karna's honour?

Duryodhana announced that he would crown Karna as the king of Anga. He obtained the assent of Bhishma and Dhritarashtra, performed all the necessary rites and invested Karna with the sovereigns of the Kingdom of Anga giving him the crown, jewels and other royal insignia.

10. How does Bhima ridicule Karna?

On seeing the charioteer call Karna his son, Bhima roared with laughter and said:

“O he is after all only the son of a charioteer! Take up the driving whip then as befits thy parentage. Thou art not worthy of death at the hands of Arjuna. Nor should thou reign in Anga as a king.”

11. How does Duryodhana defend Karna against Bhima’s accusations?

Duryodhana admonishes Bhima for speaking so contemptuously about Karna. He says that great heroes and mighty rivers should not be traced to their sources, and points out that there might be awkward questions about Bhima’s origin also. He points to Karna’s godlike form and bearing, his armour and earrings, and his skill with weapons, and says that he has to be of a noble birth, and is definitely worthy to rule the whole world.

12. How and why did Indra approach Karna?

Indra foresaw that a supreme contest was inevitable between his son Arjuna and Karna; and he put on the garb of a Brahman and came to Karna, who was reputed for his charity, and begged of him his earrings and armour.

13. a) Why couldn’t Karna refuse the gift asked of him?

Karna could not bring himself to refuse any gift that was asked of him.

b) What does this tell us about Karna’s character?

This tells us that Karna is a very kind and dignified person who will not deny anyone anything.

14. Why does Indra offer a boon to Karna? What is the boon?

Indra was filled with surprise and joy when Karna cut off his earrings and armour with which he was born and gave them to him. In return, he told Karna to ask for a boon. As Karna desired to get Indra’s weapon, the Sakti, Indra granted the boon.

15. Indra granted the boon with a condition. What was the condition?

Indra said that Karna could use the Sakti weapon only against one enemy, and it would kill him whosoever he might be. But after this killing was over, the weapon would no longer be available to him. Instead, it would go back to Indra.

16. How did Parasurama realise that Karna was not a Brahmana?

When Parasurama was reclining on Karna’s lap, a stinging worm burrowed into Karna’s thigh. Blood began to flow and the pain was terrible, but Karna bore it without tremor for fear that the master’s sleep should be disturbed. When Parasurama awoke and saw the blood flowing from the wound, he said: “Dear pupil, you are not a brahmana. A Kshatriya alone can remain unmoved under all bodily torments.”

17. What was Parasurama’s curse?

Parasurama curses Karna that, as he had cheated his guru, the Brahmastra that he had learnt from the Guru shall fail him at the fated moment. Karna would be unable to recall the invocatory mantra when his hour comes.

18. What does Bhishma ask Karna to do?

Bhishma asks Karna to befriend the Pandavas, since that was the right path for Karna who was their brother.

19. What does Karna say about his loyalty to Duryodhana?

Karna says that he has eaten Duryodhana's salt and so must be true to him, to be true to his own lineage. He says that Bhishma should permit, Karna to repay with his life the debt he owes to Duryodhana for his love and trust.

20. How does Lord Krishna save Arjuna from Karna's arrow?

Lord Krishna, who was Arjuna's charioteer, at the nick of time, pressed the vehicle down five fingers deep in the mud, so that the serpent shaft just missed Arjuna's head but struck off his helmet.

21. What mishap happened to Karna's chariot?

The left wheel of Karna's chariot suddenly sank in the blood mire, and would not allow the chariot to move.

22. When Karna appeals to Arjuna's sense of dharma Lord Krishna recounts many acts of Karna and the Kauravas which violated fair play and chivalry. Pick out any 3 such acts.

- a) Karna, along with Duryodhana, Dushyasana and Sakuni, had dragged Draupadi to the hall of Assembly and insulted her.
- b) Karna had conspired with the wicked men who had sought to poison and kill Bhima.
- c) Karna had agreed to the plot to burn the Pandavas alive when sleeping in the palace of wax to which they had been lured.

23. a) What was Karna's response to Lord Krishna's denouncement?

When Krishna was denouncing him, Karna bent his head in shame and uttered not a word.

b) What does this tell you about Karna?

It tells us that Karna was not truly wicked, but was forced by his gratitude and loyalty to Duryodhana to assist him in all his wicked deeds.

24. Why was Arjuna's mind wavering when Lord Krishna asked him to slay Karna?

Lord Krishna urged Arjuna to kill Karna when he was unsuccessfully trying to

raise his chariot out of the mud in which it had stuck. According to the code of honour and laws of war prevailing then, it was wholly wrong to attack such a warrior. Hence Arjuna's mind wavered.

25. Was killing Karna when he was not ready for the fight wrong?

According to the code of honour and laws of war prevailing then, it was wholly wrong to kill Karna when he was not ready for the fight. But it was Lord Krishna who revealed the absence of fair play in Karna's behaviour and how he had breached the dharma, and urged Arjuna to shoot. Arjuna had not done this on his own. Hence it was not wrong.

26. How does the poet justify this wrong?

The poet does not have the heart to credit this act of Arjuna who was the embodiment of nobility. It was Lord Krishna who had incited Arjuna to kill Karna when he was not ready for the fight. Except for the Lord Himself, no one could bear the responsibility for breaches of dharma.

II. Discuss in pairs and answer the following questions.

1. Karna is easily one of the most tragic and compelling characters of the epic.

List any 5 great qualities of Karna which you admire most. Justify your choice of qualities.

Karna's superhuman courage to challenge Arjuna to a battle is admirable.

When he was told by Bhishma that he should give his enmity with the Pandavas and not fight them as he himself is a Pandava, Karna told him that he couldn't be disloyal to Duryodhana whose salt he had eaten. Even if he had to give up his life, he would fight the Pandavas as he was indebted to Duryodhana for his love and trust. This showed that he was loyal.

When the wheel of his chariot got stuck in the mud, he called on Arjuna to honour dharma and not take advantage of his accident and attack him. Lord Krishna taunted Karna for the number of occasions when he had himself violated dharma. Karna could easily have surrendered to Arjuna or run away from fighting him. Instead, he showed great courage and presence of mind and tried to stun Arjuna by sending him an arrow of great power to win a respite and set the chariot wheel free.

When Krishna was denouncing him for having violated dharma, he had the choice not to say a word, but listen to him with his head bent in shame.

Karna is known for his generosity. He could not refuse any one any gift. When Indra asked for his earrings and armour, he gave it to him readily.

Ulysses and the Cyclops

I. Answer briefly the following questions

1. Who were Cyclops?

The cyclops were giant shepherds who lived on the steep heads of mountains in caves.

2. Pick any 5 details to show that they were not civilized.

The Cyclops neither sowed nor ploughed, but the earth untilled produced for them rich wheat and barley and grapes. They had neither bread nor wine, nor did they know the arts of cultivation, not cared to know them. They lived each man to himself, without laws or government or anything like a state or kingdom. Their dwellings were in caves on the steep heads of mountains, every man's household governed by his own caprice or not governed at all. They did not have any ships or boats, no trade or commerce or wish to visit other shores.

3. Why did Ulysses and his men enter the habitation of the Cyclop?

Ulysses, with Chosen party of twelve followers, landed, to explore what sort of men dwelt there, whether hospitable or friendly to strangers or altogether wild and savage.

4. How strong was the Greek wine?

The Greek wine was so strong that no one ever drank it without an infusion of twenty parts of water to one wine, yet the fragrance of it even then so delicious, that it would have vexed a man who smelled it to abstain from tasting it; but whoever tasted it, it was able to raise his courage to the height of heroic deeds.

5. How did Ulysses introduce himself and his group to the Cyclop?

Ulysses said that they came neither for plunder, nor business, but were Grecians, who had lost their way, returning from Troy. He added that they acknowledged him to be mightier than them, and hence prostrated themselves humbly before his feet.

6. What horrid response did the Cyclop give to Ulysses' request for hospitality?

The cyclop replied nothing, but gripping two of the nearest of Ulysses' followers as if they had been no more than children, he dashed their brains out against the

earth, and tore in pieces their limbs, and devoured them, yet warm and trembling, making a lion's meal of them lapping the blood.

7. What prevented Ulysses from attacking the Cyclop with his sword?

When the Cyclop slept among his goats, Ulysses wanted to draw his sword and thrust it with all his might into the bosom of the sleeping monster; but wiser thought restrained him because he realized that he would need Polyphemus alive as only he could have removed the mass of stone which he had placed to guard the entrance.

8. How did Ulysses prove that “manly wisdom excels brutish force”?

Ulysses hatched a plot to weaken the Cyclop and escape from the cave alive. He chose a stake from among the wood which the Cyclop had piled up for firing, in length and thickness like a mast, which he sharpened, and hardened in the fire; and selected four men, and instructed them what they should do with his stake and made them perfect in their parts.

9. What ‘gift’ does the Cyclop offer Ulysses in return for the wine?

The Cyclop took the wine and drank it, and vehemently enjoyed the taste of wine, which was new to him, and swilled again at the flagon, and entreated for more; and prayed Ulysses to tell him his name, that he might bestow a gift upon the man who had given him such brave liquor. When Ulysses says that his name is Noman, the Cyclop promises Ulysses that he will eat him after he has eaten all of Ulysses' friends.

10. How do the brave Greeks blind the Cyclop?

Ulysses waited for some time while the Cyclop lay insensible; and heartening up his men, they placed the sharp end of the stake in the fire till it was heated red-hot; and the four men with difficulty bored the sharp end of the huge stake, which they heated red-hot, right into the single eye of the drunken cannibal.

11. Why didn't the fellow Cyclops help Polyphemus when he cried out for help?

When the fellow Cyclops came flocking from all parts to inquire what troubled Polyphemus, Polyphemus answered from within the cave that Noman had hurt him and Noman was with him in the cave. The other Cyclops thought that Polyphemus was alone in the cave ‘and no one had hurt him but he himself. So, they went away, thinking that some disease troubled him.

12. How did Ulysses help his men escape from the cave?

Ulysses made knots of osier twigs upon which the Cyclop, commonly slept, with

which he tied the fattest and fleeciast of the rams together, three in a rank; and under the middle ram he tied a man. Thus, the man could escape from the cave along with the ram which was moving towards its accustomed pasture.

13. How did Ulysses himself escape from the cave?

Ulysses wrapped himself fast with both his hand in the rich wool of a ram, the fairest of the flock. As the sheep passed the doorway of the cave, the Cyclop who was sitting there at the entrance, felt the back of those fleecy wools, without realizing that they carried his enemies under them. When the last ram came with Ulysses under it, the Cyclop stopped the ram and felt it, and had his hand once in the hair of Ulysses, but did not recognize it.

14. How did Ulysses introduce himself to the Cyclop at the end of the story?

Ulysses introduced himself as ‘Ulysses, son of Laertes; he was called the King of Ithaca and a waster of cities’.

Letter Writing

CONTENT

1. Name, Address of writer
2. Date
3. Receiver’s Address
4. Greeting or Salutation
5. Subject or Business heading (Official Letters / Business Letters / Formal Letter only)
6. Opening sentence
7. Body composition of letter
8. Concluding sentence
9. Subscription or leave taking
10. Signature and nature of the writer

1. Imagine you are Veena / Venu of Government High School, Mysore. Write a letter to the commissioner, City Municipality, highlighting the need of a public park in your locality.

From,
Ms. Veena,
Government High School,
Mysore – 570001.

Date: 22nd May, 2026.

To,
The Commissioner,
City Municipality,
N. R. Square,
Mysore-570001.

Respected Sir,

Subject: Request for a Public Park in Our Locality

I am Veena, a student of Government High School, Mysore, and a resident of Adarsh Nagar locality. I am writing this letter to bring to your kind attention the urgent need for a public park in our area.

Our locality, though growing rapidly in terms of housing and population, lacks proper recreational space. There is no park where children can play, senior citizens can walk, or residents can gather for leisure and community activities. The absence of such a facility is affecting the physical and mental well-being of the people, especially the young and the elderly.

A well-maintained public park with walking tracks, greenery, benches, and play areas would greatly benefit all age groups and contribute to a healthier community. It would also enhance the beauty and liveability of our neighbourhood.

We request you to kindly look into this matter and take necessary steps to establish a public park in our locality at the earliest. We, the residents, will be extremely grateful for your support and action.

Thanking you,

Yours faithfully,
Veena

2. A. Imagine you are Priya / Prakash of Government high school, Kolar. Write a letter to the Municipal Corporator of your area drawing his attention to the urgent need for a Government hospital in your town.

From,
Master Prakash,

Government High School,
Kolar – 56310.

Date: 22nd April 2026

To,

The Municipal Corporator,
Ward No.10,
Kolar Municipality,
Kolar – 563101.

Respected Sir,

Subject: Request for Establishment of a Government Hospital in Our Town.

I am Prakash, a student of Government High School, Kolar. I am writing this letter to draw your attention to the urgent need for a government hospital in our town.

Kolar is a growing town with a large population, but unfortunately, it does not have a well-equipped government hospital. Many people in our area are unable to afford treatment in private hospitals and have to travel long distances to access proper medical facilities. This becomes a serious problem during emergencies and for elderly citizens.

A government hospital in Kolar would provide affordable and timely healthcare to all, especially the poor and needy. It would also reduce the burden on hospitals in nearby cities.

We request you to take immediate steps to propose and initiate the construction of a government hospital in our town. Your support in this matter will truly benefit the health and well-being of our entire community.

Thanking you,

Yours sincerely,
Prakash

3. A. Imagine you are Neeta / Nutan from Government High School, Honnavar. Write a letter to the Post Master of the local post office lodging a complaint about your missing letter which was posted from Mangalore a month back.

From,
Nutan
Government High School

Honnavar – 581334
Uttara Kannada District
Karnataka

22nd April, 2026.

To,
The Post Master
Honnavar Post Office
Honnavar – 581334.

Subject: Complaint regarding missing letter posted from Mangalore

Respected Sir,

I am Nutan, a student of Government High School, Honnavar. I am writing this letter to bring to your kind attention that an important letter addressed to me, which was posted from Mangalore about a month ago, has not yet reached me.

The sender had informed me that the letter was posted in the first week of May 2025. However, despite the passage of considerable time, I have not received it. The letter contains important academic documents, and the delay is causing me great inconvenience.

I kindly request you to look into the matter and trace the whereabouts of the missing letter at the earliest. I would be grateful if necessary, steps are taken to ensure its delivery or to inform me of its status.

Thank you for your attention to this matter.

Yours
Nutan

faithfully,

Degrees of Comparison

1. Adjective: tall

Positive: Very few buildings in the city are as tall as Sky Tower.

Comparative: Sky Tower is taller than most other buildings in the city.

Superlative: Sky Tower is one of the tallest buildings in the city.

2. Adjective: intelligent

Positive: Very few students in the class are as intelligent as Riya.

Comparative: Riya is more intelligent than most other students in the class.

Superlative: Riya is one of the most intelligent students in the class.

3. Adjective: beautiful

Positive: Very few parks in the town are as beautiful as Rose Garden.

Comparative: Rose Garden is more beautiful than most other parks in the town.

Superlative: Rose Garden is one of the most beautiful parks in the town.

4. Adjective: great.

Positive: Very few kings are as great as Ashoka.

Comparative: Ashoka is greater than most other kings.

Superlative: Ashoka is one of the greatest kings.

5. Adjective: large

Positive: No other island is as large as Australia.

Comparative: Australia is larger than any other island.

Superlative: Australia is the largest island.

6. Adjective: big

Positive: Very few cities in India are as big as Bangalore.

Comparative: Bangalore is bigger than most other cities in India.

Superlative: Bangalore is one of the biggest cities in India.

Examples

1. Very few athletes are as dedicated as she is.

Positive: Very few athletes are as dedicated as she is.

Comparative: She is more dedicated than most other athletes.

Superlative: She is one of the most dedicated athletes.

2. No other city is as vibrant as Bangalore.

Positive: No other city is as vibrant as Bangalore.

Comparative: Bangalore is more vibrant than any other city.

Superlative: Bangalore is the most vibrant city.

3. Cleopatra was more beautiful than any other woman.

Positive: No other woman was as beautiful as Cleopatra.

Comparative: Cleopatra was more beautiful than any other woman.

Superlative: Cleopatra was the most beautiful woman.

4. "The Hindu" is the most popular morning English newspaper.

Positive: No other morning English newspaper is as popular as "The Hindu".

Comparative: "The Hindu" is more popular than any other morning English newspaper.

Superlative: "The Hindu" is the most popular morning English newspaper.

5. The Japanese are more courteous than any other people in the world.

Positive: No other people in the world are as courteous as the Japanese.

Comparative: The Japanese are more courteous than any other people in the world.

Superlative: The Japanese are the most courteous people in the world.

6. Very few desserts are as delicious as chocolate cake.

Positive: Very few desserts are as delicious as chocolate cake.

Comparative: Chocolate cake is more delicious than most other desserts.

Superlative: Chocolate cake is one of the most delicious desserts.

7. Swimming is one of the healthiest exercises.

Positive: Very few exercises are as healthy as swimming.

Comparative: Swimming is healthier than most other exercises.

Superlative: Swimming is one of the healthiest exercises.

8. Everest is the highest peak in the world.

Positive: No other peak in the world is as high as Everest.

Comparative: Everest is higher than any other peak in the world.

Superlative: Everest is the highest peak in the world.

9. No stone is as expensive as diamond.

Positive: No stone is as expensive as diamond.

Comparative: Diamond is more expensive than any other stone.

Superlative: Diamond is the most expensive stone.

10. Mohan is stronger than any other boy in the class.

Positive: No other boy in the class is as strong as Mohan.

Comparative: Mohan is stronger than any other boy in the class.

Superlative: Mohan is the strongest boy in the class.

Combine the sentences using: So...that.....not

Examples:

1. The tea is very hot. I can't drink it.

The tea is so hot that I cannot drink it.

2. He is very weak. He cannot walk properly.

He is so weak that he cannot walk properly.

3. The box was very heavy. She could not lift it.
The box was so heavy that she could not lift it.
4. She is very poor. She can't buy a car.
She is so poor that she can not buy a car.
5. The weather was very cold. We couldn't go out.
The weather was so cold that we could not go out

Exercise – Combine using “so...that.....not

1. The road was very narrow. Two cars couldn't pass.
2. The book is very interesting. I couldn't stop reading.
3. She was very tired. She went straight to bed.
4. The bag was not very light. He couldn't carry it.
5. The question was very difficult. No one could answer it.
6. He is very busy. He cannot meet anyone.
7. The child was very hungry. He ate everything.
8. The news was not very surprising. We didn't react.
9. The match was very exciting. Everyone was thrilled.
10. It was very dark. We couldn't see anything.

Answers:

1. The road was **so narrow that** two cars could not pass.
2. The book was **so interesting that** I could not stop reading.
3. She was **so tired that** she could not stay awake and went straight to bed.
4. The bag was **so heavy that** he could not carry it.
5. The question was **so difficult that** no one could answer it.
6. He is **so busy that** he cannot meet anyone.
7. The child was **so hungry that** he could not stop eating until he finished everything.
8. The news was **so unsurprising that** we did not react.
9. The match was **so exciting that** everyone could not stop cheering.
10. It was **so dark that** we could not see anything.

Combine the sentences using: No sooner...than

Examples:

1. He reached the station. The train left.
No sooner did he reach the station than the train left.

2. I went to bed. I fell asleep.

No sooner did I go to bed than I fell asleep.

3. She opened the door. The cat ran out.

No sooner did she open the door than the cat ran out.

4. They started the movie. The lights went off.

No sooner did they start the movie than the lights went off.

5. He stepped outside. It began to rain.

No sooner did he step outside than it began to rain.

Exercise – Combine using “No sooner...than”:

1. I entered the room. The phone rang.

2. He finished his speech. The crowd started clapping.

3. They reached the beach. It started raining.

4. She drank water. She started coughing.

5. He opened his book. The bell rang.

6. I turned off the lights. I heard a noise.

7. She stepped into the class. The students stood up.

8. He started the car. It broke down.

9. We reached the airport. The flight took off.

10. The teacher arrived. The students became silent.

Answers:

1. **No sooner did I enter the room than** the phone rang.

2. **No sooner did he finish his speech than** the crowd started clapping.

3. **No sooner did they reach the beach than** it started raining.

4. **No sooner did she drink water than** she started coughing.

5. **No sooner did he open his book than** the bell rang.

6. **No sooner did I turn off the lights than** I heard a noise.

7. **No sooner did she step into the class than** the students stood up.

8. **No sooner did he start the car than** it broke down.

9. **No sooner did we reach the airport than** the flight took off.

10. **No sooner did the teacher arrive than** the students became silent.

Combine using: Not only...but also

Examples:

1. Padma knows Kannada and English

Padma knows not only Kannada but also English.

2. He is a doctor. He is a writer.

He is not only a doctor but also a writer.

3. The movie was interesting. It was educational.

The movie was not only interesting but also educational.

4. The boy was tired. He was hungry.

The boy was not only tired but also hungry.

5. They visited the zoo. They visited the museum.

They visited not only the zoo but also the museum.

Exercise – Combine using “Not only...but also”:

1. He plays cricket. He plays football.

2. She speaks English. She speaks French.

3. The boy is intelligent. He is hardworking.

4. We cleaned the house. We decorated it.

5. He lost his wallet. He lost his phone.

6. The teacher praised him. She gave him a gift.

7. They planted trees. They cleaned the park.

8. She is a good singer. She is a good dancer.

9. The book is useful for students. It is useful for teachers.

10. The girl won a medal. She won a scholarship.

Answers:

1. He plays not only cricket but also football.

2. She speaks not only English but also French.

3. The boy is not only intelligent but also hardworking.

4. We not only cleaned the house but also decorated it.

5. He lost not only his wallet but also his phone.

6. The teacher not only praised him but also gave him a gift.

7. They not only planted trees but also cleaned the park.

8. She is not only a good singer but also a good dancer.

9. The book is useful not only for students but also for teachers.

10. The girl not only won a medal but also won a scholarship.

DIRECT / INDIRECT SPEECH

1. Statement – Simple Present to Simple Past

Direct: She said, "I like chocolate."

Indirect: She said that she liked chocolate.

2. Statement – Present Continuous to Past Continuous

Direct: Rahul said, "I am watching a movie."

Indirect: Rahul said that he was watching a movie.

3. Statement – Future Tense

Direct: They said, "We will visit the museum."

Indirect: They said that they would visit the museum.

4. Yes/No Question

Direct: He asked, "Are you feeling well?"

Indirect: He asked if I was feeling well.

5. Wh- Question

Direct: She asked, "What is your name?"

Indirect: She asked what my name was.

6. Request (using 'please')

Direct: The teacher said, "Please complete your homework."

Indirect: The teacher requested us to complete our homework.

7. Command

Direct: The officer said, "Stand in a line."

Indirect: The officer ordered them to stand in a line.

8. Advice

Direct: My mother said, "Eat healthy food."

Indirect: My mother advised me to eat healthy food.

9. Promise

Direct: He said, "I will return your book tomorrow."

Indirect: He promised me that he would return my book the next day.

10. Exclamatory Sentence

Direct: She said, "What a beautiful painting!"

Indirect: She exclaimed that it was a beautiful painting.

Examples:

1. Direct: He said, "I am going to the library."

Indirect: He said that he was going to the library

2. Direct: "Where are you going?" he asked.

Indirect: He asked him where he was going.

3. The athlete said, "I broke the record during the last competition."

Indirect: The athlete said that he had broken the record during the previous competition.

4. Direct: He asked, "Can you meet me at the coffee shop at 5 PM?"

He asked if he could meet him at the coffee shop at 5 PM.

5. Rani said, "I will help you tomorrow."

Rani said that she would help me the following day.

Study the above sentences and rewrite the following sentences into indirect speech.

1. He said, "I will arrive early."

2. He asked, "What time will the meeting start tomorrow?"

3. He said, "I spoke to the client yesterday."

4. They said, "We will meet you at the restaurant later this evening."

5. She asked, "When did you last speak to him about the new project?"

6. Rani said, "Can we borrow the car for the weekend?"

7. She said, "The meeting has been postponed to next Monday."

8. The doctor said, "Take your medicine regularly."

9. John said, "Can I borrow your pen?"

10. He said, "Why did you leave early yesterday?"

11. The manager said, "Please submit the report by Monday."

12. He said, "I was working late last night."

13. She asked, "Have you seen my keys?"

14. The officer said, "Follow the instructions carefully."

15. The man asked, "Where is the nearest hospital?"

Answers:

1. He said **that he would arrive early.**

2. He asked **what time the meeting would start the next day.**

3. He said **that he had spoken to the client the day before.**

4. They said **that they would meet me at the restaurant later that evening.**

5. She asked **when I had last spoken to him about the new project.**

6. Rani asked **if they could borrow the car for the weekend.**

7. She said **that the meeting had been postponed to the following Monday.**

8. The doctor advised me **to take my medicine regularly.**

9. John asked **if he could borrow my pen.**

10. He asked **why I had left early the day before.**

11. The manager asked **to submit the report by Monday.**

12. He said **that he had been working late the previous night.**

13. She asked **if I had seen her keys.**

14. The officer instructed **to follow the instructions carefully**.

15. The man asked **where the nearest hospital was**.

Question Tag

A question tag is a short question added to the end of a statement. It is used to:

- Confirm information
- Ask for agreement or response

In simple terms: If a sentence is positive, the tag is negative. If the sentence is negative, the tag is positive.

Rules to Remember:

1. Use the helping (auxiliary) verb in the tag. If there is no helping verb, use do/does/did.
2. The noun subject becomes a pronoun in the tag (e.g., Ramesh → he).
3. Always end the tag with a question mark (?)
4. Keep the tense same as in the sentence.

Examples:

1. She is a good dancer, **isn't she?**
2. He doesn't like tea, **does he?**
3. They have finished the homework, **haven't they?**
4. You didn't go to school yesterday, **did you?**
5. The baby is crying, **isn't he?**
6. I am late, aren't I? (*Note: "I am" → "aren't I"*)
7. You are coming to the party, aren't you?
8. He doesn't eat meat, does he?
9. She was absent yesterday, wasn't she?
10. We have finished our work, haven't we?
11. They will arrive soon, won't they?
12. It is raining heavily, isn't it?
13. The students didn't complete the task, did they?
14. He can drive a car, can't he?
15. She has gone to the market, hasn't she?
16. You won't be late, will you?
17. I am your classmate, aren't I?
18. Ramesh sings well, doesn't he?
19. The birds are flying high, aren't they?
20. He didn't call you, did he?
21. Let's go to the park, shall we?

ACTIVE / PASSIVE VOICE

1. Simple Present

Active: She writes a letter.

Passive: A letter is written by her.

2. Simple Past

Active: He cleaned the room.

Passive: The room was cleaned by him.

3. Present Continuous

Active: They are watching a movie.

Passive: A movie is being watched by them.

4. Past Continuous

Active: The chef was preparing the meal.

Passive: The meal was being prepared by the chef.

5. Present Perfect

Active: I have solved the problem.

Passive: The problem has been solved by me.

6. Future (with *will*)

Active: She will deliver the message.

Passive: The message will be delivered by her.

7. Future (with *going to*)

Active: He is going to start the meeting.

Passive: The meeting is going to be started by him.

8. Modal (can)

Active: They can build a bridge.

Passive: A bridge can be built by them.

Active tense and their passive equivalents.

Tense/verb form	Active voice	Passive voice
Simple present	Keeps	Is kept
Present continuous	Is keeping	Is being kept
Past continuous	Was keeping	Was being kept
Simple past	Kept	Was kept
Present perfect	Has kept	Has been kept
Past perfect	Had kept	Had been kept
Future	Will keep	Will be kept
Conditional	Would keep	Would be kept
Perfect conditional	Would have kept	Would have been kept
Present infinitive	To keep	To be kept
Perfect infinitive	To have kept	To have been kept
Present participle	Keeping	Being kept

Perfect participle	Having kept	Having been kept
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Examples:

1. Active: Henry David built a solitary hut.

Passive: A solitary hut was built by Henry David

2. Active: He had finished the report.

Passive: The report had been finished by him.

3. Active: She is painting a picture.

Passive: A picture is being painted by her.

4. Active: They have completed the assignment.

Passive: The assignment has been completed by them.

Convert the following sentences into passive voice:

1. The chef prepares delicious meals every day.

2. She had finished the work before the deadline.

3. The teacher will announce the results tomorrow.

4. The manager is reviewing the project proposal.

5. The government built many schools in rural areas.

6. The children are watching a cartoon on TV.

7. The researchers discovered a new species.

8. The committee has made the final decision.

9. The choir sang the song beautifully.

10. The author has translated the novel into several languages.

11. She feeds animals.

12. They conserve the rainfall of the country.

13. I gave him a book on his birthday.

14. They were serving the lunch.

15. A dangerous dog attacked her.

Answers:

1. Delicious meals are prepared by the chef every day.

2. The work had been finished by her before the deadline.

3. The results will be announced by the teacher tomorrow.

4. The project proposal is being reviewed by the manager.

5. Many schools were built by the government in rural areas.

6. A cartoon is being watched by the children on TV.

7. A new species was discovered by the researchers.

8. The final decision has been made by the committee.

9. The song was sung beautifully by the choir.

10. The novel has been translated into several languages by the author.

11. Animals are fed by her.

12. The rainfall of the country is conserved by them.
13. He was given a book on his birthday by me. / A book was given to him on his birthday by me.
14. The lunch was being served by them.
15. She was attacked by a dangerous dog.

Homophones, Homographs, and Homonyms

1. Homophones:

- Words that sound the same but have different spellings and meanings.

Examples:

- *Pair* (a set of two) / *Pear* (a fruit)
- *Write* / *Right*
- *Flour* / *Flower*

2. Homographs:

- Words that are spelled the same but have different meanings (and sometimes different pronunciation).

Examples:

- *Tear* (rip) / *Tear* (from eye)
- *Lead* (to guide) / *Lead* (a metal)
- *Wind* (air) / *Wind* (to turn)

3. Homonyms:

- Words that are spelled and pronounced the same, but have different meanings.

Examples:

- *Bat* (an animal) / *Bat* (used in cricket)
- *Bank* (financial institution) / *Bank* (side of a river)
- *Watch* (a timepiece) / *Watch* (to observe)

Exercises

A. Homophones – Fill in the blanks with the correct word:

1. I can't wait to eat that juicy _____ . (pear / pair)
2. She read the whole book in one _____ . (night / knight)
3. Please _____ your name here. (write / right)
4. The wind blew through the open _____ . (pane / pain)
5. He knew the _____ to every riddle. (answer / ant-sir just a pun)
6. She wore a red bow in her _____ . (hair / hare)
7. The teacher praised his good _____ . (sight / site / cite)
8. I would like a _____ of cake. (piece / peace)

B. Homographs – Use the same word in two different sentences to show the different meanings:

1. Tear
 - a. _____
 - b. _____
2. Row
 - a. _____
 - b. _____
3. Lead
 - a. _____
 - b. _____
4. Bow
 - a. _____
 - b. _____
5. Close
 - a. _____
 - b. _____

C. Homonyms – Choose the correct meaning for the underlined word:

1. The bat flew out of the cave.
 - a. A piece of sports equipment
 - b. A flying mammalAnswer: _____
2. She sat by the bank to watch the sunset.
 - a. A financial institution
 - b. The land beside a riverAnswer: _____
3. Please watch the kids while I'm gone.
 - a. A timepiece
 - b. To observe carefullyAnswer: _____
4. He hit the ball with the bat.
 - a. A flying animal
 - b. A sports itemAnswer: _____
5. The army will march into the city.
 - a. A month of the year
 - b. A military walkAnswer: _____

Essay Writing

Hints for Writing Essays

1. Read the topic carefully and understand what it asks.
2. Collect a few important points before you start writing.
3. Begin with a short introduction to the topic.
4. Write the main ideas in separate paragraphs.
5. Use simple, clear, and correct sentences.
6. Do not write very long sentences.
7. Stay on the topic and do not add unrelated points.
8. End with a short conclusion or final thought.
9. Check spelling, punctuation, and grammar after writing.
10. Keep the handwriting neat and the presentation clean.

1. The Impact of Climate Change and Environmental Degradation

Climate change and environmental degradation are two of the most serious problems in the world today. They are affecting the natural balance of the earth and causing harm to human beings, animals, and plants. These problems are mainly caused by pollution, cutting of trees, use of vehicles, and careless use of natural resources.

One major effect of climate change is the rise in global temperature. Because of this, we face unexpected rainfall, droughts, floods, and heat waves. The melting of glaciers and rising sea levels are also dangerous signs. Environmental degradation has led to the loss of forests, polluted air, dirty water, and damaged soil. Many animals and plants are losing their natural homes.

To solve these problems, people must become more responsible. We should plant more trees, save water, reduce pollution, and use resources carefully. We should also support clean energy and avoid waste. If we protect nature today, we can secure a better future for the coming generations.

2. Advantages of Technology in Education

Technology has changed the way students learn and teachers teach. It has made education more interesting, effective, and convenient. Today, classrooms use computers, smart boards, projectors, and the internet to make lessons clear and enjoyable.

One of the biggest advantages of technology in education is easy access to information. Students can learn from online classes, videos, e-books, and educational websites. They can also revise lessons anytime and study at their own speed. Technology helps students understand difficult topics better through pictures, animations, and presentations. It also saves time and makes learning more practical.

Technology is also useful for teachers. They can prepare lessons well, show

examples easily, and keep students active in class. However, technology should be used in the right way. Too much screen time can be harmful, so it should support learning and not replace good study habits. In this way, technology is a great help in modern education.

3. Growth of Science and Technology in India

Science and technology have grown very fast in India in the last few decades. They have changed the way people live, work, travel, communicate, and learn. India has made remarkable progress in areas such as communication, medicine, transport, space research, agriculture, and education.

In the field of communication, mobile phones and the internet have made it easy for people to stay connected. In medicine, science has helped doctors treat diseases better and save more lives. In transport, modern trains, metros, airplanes, and highways have made travel faster and more comfortable. Indian scientists have also achieved great success in space research through missions like Chandrayaan and Mangalyaan.

Technology has also helped farmers by improving irrigation, seed quality, and crop production. In schools and colleges, digital learning has made education more effective and interesting. Science and technology are therefore very important for the development of our country. If used wisely, they can help India become stronger, smarter, and more advanced in the future.

4. The Harmful Effects of Overusing the Cell Phone

Cell phones have become a very useful part of our daily life. They help us communicate quickly, access information, and stay connected with others. However, overusing the cell phone can cause many harmful effects, especially among students and young people.

One major problem is that too much phone use affects health. It can cause eye strain, headache, poor sleep, and neck pain. Many people also become addicted to their phones and spend too much time on social media, games, or videos. This reduces the time needed for study, exercise, reading, and family interaction. As a result, students may lose concentration and perform poorly in their exams.

Overusing the cell phone can also affect behaviour and relationships. Some people become impatient, distracted, and less active in real-life conversations. They may ignore the people around them and become isolated. Therefore, cell phones should be used carefully and only for useful purposes. If used in a balanced way, they can be a great help; but if overused, they can become harmful.
