

English Guide

Class

9

Section-A Beehive

(A) PROSE

(1) THE FUN THEY HAD

EXAM ORIENTED QUESTIONS

Comprehension

Read the following passages and answer the questions that follow :

- (1) They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to — on a screen, you know. And then when they turned back to the page before, it had the same words on it that it had had when they read it the first time.

“Gee,” said Tommy, “what a waste. When you’re through with the book, you just throw it away, I guess. Our television screen must have had a million books on it and it’s good for plenty more. I wouldn’t throw it away.”

Questions :

- (i) Who turned the pages? Describe the pages.

Ans. Margie and Tommy turned the pages. The pages were yellow and they had many folds.

- (ii) What was awfully funny?

Ans. It was awfully funny to read words that stood motionless instead of moving the way as they did on the screen.

- (iii) What did they find when they turned back to the pages before?

Ans. When they turned back to the previous page, they found with that they were the same words which they had read the first time.

- (iv) What was Tommy’s guess?

Ans. Tommy’s guess was that Margie would throw away the book after she had read it completely.

- (2) MARGIE even wrote about it that night in her diary. On the page headed 17 May 2157, she wrote, “Today Tommy found a real book!”

It was a very old book. Margie’s grandfather once said that when he was a

little boy his grandfather told him that there was a time when all stories were printed on paper.

They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to — on a screen, you know. And then when they turned back to the page before, it had the same words on it that it had had when they read it the first time.

Questions :

- (i) What did Margie write in her diary?

Ans. On the page headed 17 May 2157, Margie wrote, “Today Tommy found a real book!”.

- (ii) Had Margie ever seen a book before?

Ans. No, Margie had never seen a book before.

- (iii) ‘They’ turned the pages. Who does ‘They’ refer to?

Ans. They are Margie and Tommy.

- (iv) What was funny about the book?

Ans. The words in the book stand still instead of moving.

- (v) Why had the pages of the book turned yellow and crinkly?

Ans. The pages of the book had turned yellow and crinkly because it was very old.

- (3) “Gee,” said Tommy, “what a waste. When you’re through with the book, you just throw it away, I guess. Our television screen must have had a million books on it and it’s good for plenty more. I wouldn’t throw it away.”

“Same with mine,” said Margie. She was eleven and hadn’t seen as many telebooks as Tommy had. He was thirteen.

She said, “Where did you find it?”

“In my house.” He pointed without looking, because he was busy reading. “In the attic.”

“What’s it about?”

“School.”

Questions :

(i) **What is a waste for Tommy?**

Ans. Printing books on paper is a waste for Tommy.

(ii) **What sort of books did Margie and Tommy have in their schools?**

Ans. They have moving books on their television screen.

(iii) **How old were Margie and Tommy?**

Ans. Margie was eleven and Tommy was thirteen years old.

(iv) **Where did Tommy find the book?**

Ans. Tommy found the book in his house in the attic.

(v) **What was that book about?**

Ans. It was about ‘School’.

(3) **Margie was scornful. “School? What’s there to write about school? I hate school.”**

Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the County Inspector.

Questions :

(i) **Name the writer of the story ‘The Fun They Had’.**

Ans. Issac Asimov.

(ii) **What was Margie’s opinion about school?**

Ans. Margie hated school.

(iii) **What was her mechanical teacher doing?**

Ans. Her mechanical teacher had been giving her test after test in geography.

(iv) **What were Margie’s responses?**

Ans. Margie’s responses were very poor.

(v) **Why was the County Inspector sent for?**

Ans. The County Inspector was sent to check the mechanical teacher.

Long Answer Type Questions

Q.1. Differentiate between the school today with those in the story.

Ans. Today’s school is situated in a specific building /location. Children go there to study. Kids are of the same age. They do different activity. Teachers come in their classroom and teach them with their teachers, students interact and share their views. Teachers assign them

their homework. Students can ask questions to their teachers. They make new friends. They laugh and shout. They don’t feel loneliness and boredom. They have fun in their schools. The school in the story is a room in the house of a kid. Mechanical teachers (computers) are fixed there. The kids have to sit before them alone at the fixed hours. Kids cannot interact with the teachers. They fell boredom and loneliness.

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

Ans. Margie hated school because it did not have any fun. Her schedule was too regimented and she had to study at a fixed time on all days of the week except Saturdays and Sundays. She did not have any classmates to study with and seek help from. Her mechanical teacher sometimes developed a snag and assigned the tests that were quite difficult for her. Constant Failure to perform well in such tests was disappointing for her. There were times when she wanted a break, but the technical advancement of 2157 did not give her a chance. The County Inspector took just a little while to set right the Geography sector of her teacher. She thought that the old kind of school must have been fun because unlike her school, the ancient schools were in special buildings where the students from the whole neighbourhood came laughing and playing. Students of the same level would be in the same room and were taught by human teachers. The students would sit together In the schoolroom, go home together, learn the same things, help one another with the homework and talk about it. Hence, schools in olden days did not restrain their students but gave them a chance to grow up together.

Q.10. The old schools are considered fun by the modern generation. Explain.

Ans. The ancient schools consisted of Gurukuls in which the students stayed in the building with the guru. Then with the change of time Gurukuls changed into schools. Hence the teacher and the student have a formal relationship. In these schools, teachers are human beings and books are real ones made of paper. Now with times, the modern generation’s school replaced by e-text and computers. The future generation would envy

4 | English Class IX (Guide)

when they come to know about the old system of education in which all the kids went to school together. They studied together, played together. They could have better innovative minds as they got a chance to discuss things with each other. The old system of education in which 'man' as a teacher could influence his students by the charisma of his personality. Future generation would utter what fun the schools were long ago.

Short Answer Type Questions

Q.1. What did Margie hate the most about her school?

Ans. The part that Margie hated most was the slot where she had to put homework and test papers. She always had to write them in a punch code that she was made to learn at the tender age of six. Besides, the mechanical teacher calculated her marks in no time which left no scope for Margie to relax after submitting the assigned tasks.

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

Ans. Margie's mother sent for the County Inspector because the mechanical teacher was not functioning efficiently. It had been giving her test after test in geography and she had been doing worse and worse.

Q.3. What do you mean by a regular teacher?

Ans. Tommy and Margie mean by regular teacher were robotic teachers have large black screen on were lessons we're flashed and questions asked this teachers as a slot where students have to put their answer papers.

Q.4. How did Tommy find the telebooks of his own time to be better?

Ans. Tommy felt that his telebooks were better than the printed books of the ancient times because they could be stored on television and read again and again. They occupied very little space as compared to the printed books and need not be discarded once they had been read.

Q.5. What did Margie write in her diary?

Ans. On 17 May 2157 Margie recorded in her diary the discovery of a real book by Tommy. It was a very old paper book with yellow and crinkly pages.

Q.6. Where did Tommy find the book and in what condition?

Ans. Tommy found a real book in the attic of his house. The pages had turned yellow and

crinkly because it was at least two hundred years old. Moreover, it was all covered with dust as it had been lying in the attic for ages.

Q.7. Did Margie like the printed book? Why/why not?

Ans. Margie was so excited to know that Tommy had found a 'real' book which was unlike the on-screen books the two were used to reading, that she recorded the discovery in her diary. As she turned the yellow and crinkly pages of the book with Tommy, she found it awfully funny to read it. While Tommy found it a waste, Margie was fascinated by it and liked it.

Matching the Word

Match the words in column 'A' with those in column 'B'.

	Column 'A'	Column 'B'
1.	Fun	amusement
2.	Scornful	hateful
3.	Disappointed	sad
4.	Pattern	sequence
5.	Awfully	dreadfully



2. THE SOUND OF MUSIC

EXAM ORIENTED QUESTIONS

Unseen Passages

Read the following passages and answer the questions that follow :

- (1) RUSH hour crowds jostle for position on the underground train platform. A slight girl, looking younger than her seventeen years, was nervous yet excited as she felt the vibrations of the approaching train. It was her first day at the prestigious Royal Academy of Music in London and daunting enough for any teenager fresh from a Scottish farm. But this aspiring musician faced a bigger challenge than most: she was profoundly deaf.

Questions :

- (i) Where do the crowds jostle and why?
Ans. The crowds jostle on the underground train platform in London for taking position.
- (ii) Describe the slight girl at the platform.

Ans. The girl is small thin, She looks younger than her seventeen years. She is nervous yet excited as the train approach.

(iii) Why was it daunting enough for the girl at the Royal Academy of Music in London?

Ans. The girl comes from a Scottish farm. She is not used to London life. It was therefore daunting enough for her at the Royal Academy of Music in London.

(iv) Which work in the passage means 'frightening'?

Ans. The word 'daunting' in the passage means 'frightening'.

(2) Evelyn Glennie's loss of hearing had been gradual. Her mother remembers noticing something was wrong when the eight-year-old Evelyn was waiting to play the piano. "They called her name and she didn't move. I suddenly realised she hadn't heard," says Isabel Glennie. For quite a while Evelyn managed to conceal her growing deafness from friends and teachers. But by the time she was eleven her marks had deteriorated and her headmistress urged her parents to take her to a specialist. It was then discovered that her hearing was severely impaired as a result of gradual nerve damage. They were advised that she should be fitted with hearing aids.

Questions :

(i) At what age was her deafness sighted first?

Ans. At the age of eight years.

(ii) For what her name was called?

Ans. Her name was called to play the piano.

(iii) What was Evelyn's response when her name was called?

Ans. She did not move at the call of her name.

(iv) When was her deafness confirmed?

Ans. Her deafness was confirmed when she was eleven years old.

(v) From whom did she try to conceal her deafness?

Ans. From her teachers and friends.

(3) She never looked back from that point onwards. She toured the United Kingdom with a youth orchestra and by the time she was sixteen, she had decided to make music her life. She auditioned for the

Royal Academy of Music and scored one of the highest marks in the history of the academy. She gradually moved from orchestral work to solo performances. At the end of her three-year course, she had captured most of the top awards.

Questions :

(i) Why did she tour the United Kingdom?

Ans. With a young orchestra for giving music performances.

(ii) What did she decide to make her life?

Ans. Music.

(iii) What was her performance in the audition for the Royal Academy of Music?

Ans. She scored the highest marks in them, history of the academy.

(iv) From orchestra what did she decide to move?

Ans. She decided to move to solo.

(4) Not surprisingly, Evelyn delights her audiences. In 1991 she was presented with the Royal Philharmonic Society's prestigious Soloist of the Year Award. Says master percussionist James Blades, "God may have taken her hearing but he has given her back something extraordinary. What we hear, she feels — far more deeply than any of us. That is why she expresses music so beautifully."

Questions :

(i) What according to the author, is not surprising?

Ans. Evelyn has full mastery over music. It is therefor not surprising that that she delights her audiences with her music.

(ii) Which award was resented to her int 1991?

Ans. In 1991 she was presented with the Royal Philharmonic Society's prestigious Soloist of the year Award.

(iii) What does James Blades say about Evelyn?

Ans. James Blades says' "God may have taken her hearing but he has given her back something extraordinary."

(iv) Why can she express music so beautifully?

6 | English Class IX (Guide)

Ans. She can express music so beautifully because what we hear, she feels and she does a far more deeply than us.

Long Answer Type Questions

Q.1. Who helped Evelyn Glennie to continue with music? Why did he do and say?

Ans. Evelyn catches music in some other ways. She feels the higher lower one from the waist down. She senses certain notes in different parts of her body. She has She says that it pours in through every part of her body. It tingles in her skin, her cheekbones and learnt to open her mind and body to sounds and vibrations. even in her hair. When she plays the xylophone, she can sense the sound passing up the stick into her fingertips. She can feel the reverberation flowing into her body. She bares her feet on a wooden platform. She does so to let the vibrations pass through her bare feet and up her legs.

Q.2. How does Evelyn catch music?

Ans. Evelyn become deaf in her teen age. Despite deafness, Evelyn was determined to lead a normal life. She had great interest in music. One day she saw a girl playing a xylophone. She decided to play it too. Most of her teachers discouraged her. But percussionist Ron Forbes saw her ability. He began by tuning two large drums to different notes. He told her not to listen through ears. He told her to try to sense that some other way. Suddenly Evelyn realized that she could feel the higher drum from the waist up and the lower one from the waist down. She could sense certain notes in different parts of her body. He repeated this exercise with her. She had learnt to open her mind and body to sounds and vibrations. These words said by Ron Forbes, became the golden words for Evelyn.

Short Answer Type Questions

Q.1. When was her deafness first noticed?

Ans. Her deafness was first noticed at the age of eight.

Q.2. At what age did Evelyn go to the Royal Academy of Music in London?

Ans. She went there at the age of seventeen.

Q.3. Who was Ron Forbes?

Ans. Ron Forbes was the music instructor in Evelyn's school.

Q.(4) What award did Evelyn win in 1991?

Ans. In 1991 she was presented with the Royal Philharmonic Society's Prestigious Soloist of the Year Award.

Q.5. While leaving for the Royal Academy of Music, why was Evelyn excited despite her nervousness?

Ans. For Evelyn, going to the Royal Academy of Music, London was a dream come true. She was going to Join a three-year course in an institute she had cherished to Join. It excited her to think that despite her impaired hearing she had made her way to such a prestigious Institute.

Part-II

EXAM ORIENTED QUESTIONS

Comprehension

Read the following passage s and answer the questions that follow :

- (1) **EMPEROR Aurangzeb banned the playing of a musical instrument called *pungi* in the royal residence for it had a shrill unpleasant sound. *Pungi* became the generic name for reeded noisemakers. Few had thought that it would one day be revived. A barber of a family of professional musicians, who had access to the royal palace, decided to improve the tonal quality of the *pungi*. He chose a pipe with a natural hollow stem that was longer and broader than the *pungi*, and made seven holes on the body of the pipe. When he played on it, closing and opening some of these holes, soft and melodious sounds were produced.**

Questions :

(i) Why did Emperor Aurangzeb ban the playing of *Pungi* in the royal residence?

Ans. Emperor Aurangzeb banned the playing of *pungi* in the royal residence because it had a shrill unpleasant sound.

(ii) What does '*Pungi*' stand for?

Ans. *Pungi* is a generic name. It stands for the reeded noisemakers.

(iii) What does '*Pungi*' and how?

Ans. A barber of a family of professional musicians, who had access to the royal palace,

revive Pungi. He changed its shape and tonal quality.

(iv) Which word in the passage mean ‘came back to life’?

Ans. When he played on the instrument, closing and opening some of its holes, soft and melodious sounds were produced.

(2) Few had thought that it would one day be revived. A barber of a family of professional musicians, who had access to the royal palace, decided to improve the tonal quality of the *pungi*.

Questions :

(i) What does ‘it’ refer to?

Ans. ‘It’ refers to a musical instrument called the *pungi*.

(ii) Why did ‘it’ need to be revived?

Ans. The Mughal emperor Aurangzeb had banned the *pungi* in the royal residence as he found its sound to be shrill and unpleasant. Therefore, it needed to be revived.

(iii) Why did the barber probably have interest in ‘it’?

Ans. The barber hailed from a family of professional musicians. That is why he probably had an interest in the reeded musical instrument, the *pungi*.

(iv) Did he succeed in improving it? If yes, how?

Ans. Yes, he succeeded in improving the tonal quality of the *pungi*. He took a reed or a pipe with the natural hollow stem which was wider and longer than the *pungi*. He made seven holes in it. When played, it produced soft and melodious music instead of the shrill, unpleasant sound of the earlier *pungi*.

(3) As the story goes, since it was first played in the Shah’s chambers and was played by a *nai* (barber), the instrument was named the ‘shehnai’.

Questions :

(i) What is ‘it’ here?

Ans. It is shehnai a musical instrument made with a hollow stem with seven holes in it.

(ii) How, did ‘it’ get its name?

Ans. The instrument was played by the barber in the chambers of the emperor. ‘Shah’ is an Urdu word for ‘emperor’ and ‘nai’ for a barber. The two words combined to form the name

‘shehnai’ that was the improved version of *pungi*.

(iii) Who was the barber that played the instrument first?

Ans. The barber who first played the instrument belonged to the family of musicians. He had made an improved form of *pungi*.

(iv) What is the significance of the instrument being played in the royal court?

Ans. The *pungi* had been banned by the emperor Aurangzeb in the royal residence. Therefore, concerts of the shehnai in the royal court made it a significant instrument.

(4) Till recently it was used only in temples and weddings. The credit for bringing this instrument onto the classical stage goes to Ustad Bismillah Khan.

Questions :

(i) Which instrument is being referred to in the extract?

Ans. The instrument is referred to in the extract is ‘shehnai’.

(ii) Why do you think, it was used only in temples and weddings?

Ans. The sounds of shehnai were so melodious that they were considered to be auspicious. As the temple a holy place and wedding, is an auspicious occasion, shehnai came to be played there.

(iii) Who was Ustad Bismillah Khan?

Ans. Ustad Bismillah Khan was the renowned shehnai player who contributed in a major way to the promotion of shehnai as a significant musical instrument.

(iv) How did Bismillah Khan bring the shehnai to the classical stage?

Ans. Bismillah Khan did a great service to shehnai as it came to be regarded as an instrument of classical music because of the new melodies produced by him.

(5) In spite of having travelled all over the world—Khansaab as he is fondly called—is exceedingly fond of Benaras and Dumraon and they remain for him the most wonderful towns of the world. A student of his once wanted him to head a shehnai school in the U.S.A., and the student promised to recreate the atmosphere of Benaras by replicating

the temples there. But Khansaab asked him if he would be able to transport River Ganga as well.

Questions :

(i) Why is Khansaab very fond of Benaras and Dumraon?

Ans. Khansaab is very fond of Benaras and Dumraon because they are for him the most wonderful towns of the world.

(ii) What did a student of his ask him to do?

Ans. A student of his asked him to head a shehni school in the U.S.A.

(iii) What did the student promise to do?

Ans. The student promised to recreate the atmosphere of Benaras by replicating the temples there.

(iv) Which word in the passage means 'making an exact copy of'?

Ans. The word 'replicating' means 'making an exact copy of'.

Long Answer Type Questions

Q.1. Write a note on the origin of the Shehnai.

Ans. It is said that in the past a musical instrument called *pungi* used to be played in palaces before the Kings and Nawabs. But Aurangzeb did not like the shrill and unpleasant sound of the *pungi*. So he banned the playing of this musical instrument in the royal residence. There was a barber who belonged to a family of musicians.

He had access to the royal palace. He tried hard to improve the tonal quality of the instrument. He chose a pipe with a natural hollow stem that was longer and broader than the original *pungi*. He carved seven holes on the body of the instrument. When he played on it, an impressive sonorous tonal sound was produced. The barber played it before the king and his courtiers. Everybody was impressed. The instrument was called *Shehnai*, because it was born in the Shah's chamber and was invented by a 'nai' (barber). There is another story about the origin of *Shehnai*. It is said that a doctor of Iran invented it. His name was *Ilaqim Bu All Saina* and the instrument was named after him.

Q.2. What are the recurring themes of Bismillah Khan's music and how did they originate?

Ans. At the age of flute, Bismillah Khan went to Banaras here his maternal uncle Ali Bux

taught him the nuances of the *Shehnai*, the *lie* used to practise in the temple of Balaji and Mangla Maiya. He also practised on the banks of the Ganga. There is practised for hours in complete solitude. The flowing waters of the Ganga inspired him to improvise his music. There he invented the 'ragas' that were earlier considered beyond the range of *Shehnai*. The atmosphere of the temple and the solitude of the banks of the Ganga had a great effect on him. They influenced the themes of his music also. One such theme was the ethos of the temple. The other theme was the relationship between human beings based on the tune of the flowing river. These became the recurring themes of Bismillah Khan's music.

Q.3. Write a note on the life and achievements of Bismillah Khan as a 'Shehnai Vaadak'. What values of life do you derive from his story?

Ans. Bismillah Khan's journey as a 'shehnai vaadak' carries in itself deep moral values of dedication, simplicity and patriotism. It started at the young age of three and continued up to the age of ninety. The journey ranged from playing the instrument in the temples to getting international fame.

Hailing from a family of musicians, Bismillah Khan inherited an interest in the *shehnai*. At a young age of three, he started accompanying his maternal Uncle Ali Bux to the Vishnu temple in Banaras and learnt a lot from him. He would sing scriptures like the Bhojpuri *chaita*.

Bismillah Khan got a significant break when he started playing for the All India Radio, Lucknow in 1938. His music was so admired that he was invited to play at the historic moment of Indian independence on 15 August, 1947. In recognition of his talent, he was conferred upon with the greatest awards of India - the Padmashri, the Padma Bhushan and the Padma Vibhushan. He was awarded by the Bharat Ratna, the highest civilian award in India, in 2001, Bismillah Khan ventured into the film world but abandoned it after he found it to be too artificial and glamorous. On the international level, he mesmerized the King of Afghanistan with his *shehnai* music. He was the only Indian to be invited to play *shehnai* in the Lincoln

Central-Hall, USA. He also played in international events like the World Exposition, Montreal, the Cannes Art Festival and the Osaka Trade Fair. As a token of appreciation, the Teheran government has named an auditorium after Bismillah Khans.

Q.4. How does the author of 'The Sound of Music' portray Bismillah Khan as a great patriot?

Ans. Bismillah Khan, in "The Sound of Music", emerged as a person imbued with intense and strong patriotic emotions. He had a profound and passionate love for his birthplace, Dumraon in Bihar and for Banaras where he took training to play the shehnai. He feels a deep bond with the Ganga because the flowing waters of the holy river made him improvise and spontaneously play new raagas-the ones which were earlier regarded to be beyond the range of the shehnai. Such was Bismillah Khan's love for his country and the Ganga that he refused to settle down in America to head a school for the shehnai. His strong attachment with the sacred river made him miss Banaras when he was in Mumbai or elsewhere. Equally strong was his bonding with his birthplace Dumraon.

Bismillah Khan had a great regard for the Hindustani music which, for him, is the richest cultural heritage of India. He wanted the tradition of the Indian music to be carried on from generation to generation. That is why he advised the people of India to teach music to their children and felt proud that this music fascinated even the people of the west.

Short Answer Type Questions :

Q.1. Who invented 'Shehnai'?

Ans. A barber in Aurangzeb's court invented 'Shehnai'.

Q.2. How many holes does a shehnai have on its body?

Ans. It has seven holes in its body.

Q.3. What was the name of Bismillah's grandfather?

Ans. His name was Rasool Baux Khan.

Q.(4) What did one of his students in the US want him to do?

Ans. One of his students in the U.S.A. wanted him to head a Shehnai school in the U.S.A.

Q.5. Who revived the pungi and what shape did it take?

Ans. When Aurangzeb banned the playing of the pungi in the royal residence, a barber who belonged to a family of professional musicians revived it by taking a wider and longer hollow stem and making seven holes in it. The improved pungi produced soft and sweet sounds.

Q.6. How did the 'Shehnai' get its name?

Ans. It is believed that the barber (nai) who improved the pungi, played his instrument in the chamber of the emperor (shah). The combination of the two words 'shah' and 'nai' formed the name 'shehnai'.

Q.7. Where did Bismillah Khan usually sing at the age of five? How was he rewarded and by whom?

Ans. At the age of five, Bismillah Khan usually sang the Bhojpuri 'chaita a' in the Bihariji temple in his native town Dumraon in Bihar. At the end of the song, he earned a big laddu weighing 1.25 kg which was given by the local Maharaja as a prize.

Matching the Word

Match the words in column 'A' with those in column 'B'.

	Column 'A'	Column 'B'
1.	crinkly	wrinkled
2.	patted	tapped
3.	blanked out	cleared completely
4.	fraction	small part
5.	interact	communicate with one another

□

3. THE LITTLE GIRL

EXAM ORIENTED QUESTIONS

Comprehension

Read the following extracts and answer the questions that follow :

(1) To the little girl he was a figure to be feared and avoided. Every morning before going to work he came into her room and gave her a casual kiss, to which she responded with "Goodbye, Father". And oh, there was a glad sense of relief when she heard the noise of the carriage growing fainter and fainter down the long road!

10 | English Class IX (Guide)

In the evening when he came home she stood near the staircase and heard his loud voice in the hall. "Bring my tea into the drawing-room... Hasn't the paper come yet? Mother, go and see if my paper's out there — and bring me my slippers."

Questions :

(i) What did father do every morning and how did the little girl respond?

Ans. Every morning before going to work father kissed the little girl and she responded with "Goodbye, Father."

(ii) When did the little girl feel a happy sense of relief?

Ans. The little girl felt a happy sense of relief when her father's car had gone away.

(iii) Explain 'he was a figure to be feared and avoided.'

Ans. 'He was a figure to be feared and avoided'. The little girl's father was a person who was a source of fear for her and she wanted to keep away from him.

(iv) When did the little girl stand near the staircase and why?

Ans. When her father came home in the evening, the little girl stood near the staircase to hear his loud voice.

(2) Laboriously, with a double cotton, the little girl stitched three sides. But what to fill it with? That was the question. The grandmother was out in the garden, and she wandered into Mother's bedroom to look for scraps. On the bed-table she discovered a great many sheets of fine paper, gathered them up, tore them into tiny pieces, and stuffed her case, then sewed up the fourth side.

That night there was a hue and cry in the house. Father's great speech for the Port Authority had been lost. Rooms were searched; servants questioned. Finally Mother came into Kezia's room.

Questions :

(i) Why did the little girl go to her mother's bedroom?

Ans. She went to her mother's bedroom to search for something to stuff the pin cushion.

(ii) What did she discover on the bed table?

Ans. She discovered a great many sheets of fine paper on the bed-table.

(iii) Why was there a hue and cry in the house?

Ans. There was a hue and cry in the house because the great speech for the Port Authority was missing.

(iv) Why did she need paper sheets?

Ans. She needed them to fill the pin-cushion.

(3) "Oh, a butcher — a knife — I want Grannie." He blew out the candle, bent down and caught up the child in his arms, carrying her along the passage to the big bedroom. A newspaper was on the bed. He put away the paper, then carefully tucked up the child. He lay down beside her. Half asleep still, still with the butcher's smile all about her it seemed, she crept close to him, snuggled her head under his arm, held tightly to his shirt.

Then the dark did not matter; she lay still.

"Here, rub your feet against my legs and get them warm," said Father.

Questions :

(i) What was Kezia's nightmare?

Ans. In her nightmare, Kezia saw a butcher, with a knife and a rope in his hands.

(ii) How did her father comfort her?

Ans. He asked her to rub her feet against his legs to make them warm.

(iii) Where did she see the butcher?

Ans. She saw him in the nightmare.

(iv) How did her father behave when she had a nightmare?

Ans. He behaved with love and affection.

(4) Her grandmother told her that father's birthday was next week, and suggested she should make him a pin-cushion for a gift out of a beautiful piece of yellow silk.

Laboriously, with a double cotton, the little girl stitched three sides. But what to fill it with? That was the question. The grandmother was out in the garden, and she wandered into Mother's bedroom to look for scraps.

Questions :

(i) Who is 'she' referred to in the above passage?

Ans. 'She' is referred to Kezia,

(ii) What did her grandmother suggest her?

Ans. Her grandmother suggested that she should make a pin-cushion and gift it to her father on his birthday.

(iii) What was her problem?

Ans. Her problem was to find scraps to fill the pin-cushion.

(iv) What does the pin-cushion symbolise for her?

Ans. It symbolises her love and affection for her father.

(5) Tired out, he father dear.

Questions :

(i) Why had father slept before the little girl?

Ans. Father had worked hard the long day. He was tired. So he had slept before the little girl.

(ii) What was the funny feeling that came over the little girl?

Ans. The little girl felt that none looked after her poor father. His being hard was natural but nice.

(iii) Why would her father not be a Mr. Machonald?

Ans. Every day her father had to work hard. He was too tired to be Mr Macdonald.

(iv) What was Kezia's feeling about her father at the end of the story?

Ans. At the end of the story, Kezia felt after all her father was a human being. sympathy from her. He needed sympathy from her.

Long Answer Type Questions :

Q.1. How did the little girl start understanding her father?

Ans. Kezia was a little girl. She was very afraid of her father. To her, he looked like a giant. He spoke very loudly in the house. So she always avoided him. One day she tore up an important speech written by her father. He became very angry and beat her with a stick. Kezia started weeping. She wondered why God had made fathers.

One day Kezia's mother was ill. She was taken to the hospital. Kezia was alone in the house. At night she had a bad dream. She cried with fear. Her father took her to his own bed, She

lay beside him. Then she realised that her father was not bad. lie had to work hard, lie had no time to play with her. It was her fault to tear up the speech. Now Kezia felt that her father was large-hearted.

Q.2. Kezia slept one night with her father and her opinion about him got changed? What was her previous opinion about her father? What was the changed opinion?

Ans. Earlier Kezia thought that her father was a cruel man. She always avoided him. She saw that her neighbour Mr Macdonald loved her children. But her father never cared for her. One day Kezia's mother was taken to a hospital. Kezia was alone in her room. At night she had a nightmare. She cried with fear. Her father took her to his bed. She slept with him. Her father asked her to rub her feet against his legs to make them warm. She felt sorry for her father. He worked hard, the lie was so tired that he had no time to play with her. She realised that it was her fault to tear up the sheets. Now it appeared to her that her father was not a hard-hearted man.

Q.3. What was the pin-cushion incident?

Ans. The little girl wanted to gift a pin-cushion to her father on his birthday. She took a piece of yellow silk and stitched its three sides. She left the fourth side for filling, But she did not know' what to fill it with. She found some sheets of paper. She tore them into pieces. She stuffed the cushion with them. Then she stitched the fourth side also, Unfortunately, those papers contained a very important speech. It was written by her father. When he came to know that Kezia had torn the papers, he was very angry. He took a ruler and hit Kezia on her hands.

Q.4. Write a short character sketch of Kezia's father.

Ans. Kezia's father has big hands, neck and mouth. In the beginning, he appears to be a very cruel person. He never talks to his daughter kindly. He never plays-with her. Once Kezia tears up his speech, He beats her badly. But in Fact, he is not cruel. He is very good at heart. One day Kezia cries out at night. She has a nightmare. Her father comes and carries her to his room. He puts her by his side. Now Kezia feels how her father loves her. Infact, he has to work very hard. He becomes too tired to play with

his daughter. But the little girl thinks her father does not love her. At last, she does come to know how dearly her father loves her.

Q.5. How do you interpret the behaviour of Kezia's mother towards her?

Ans. The behaviour of Kezia's mother towards her is unlike the expected role played by mothers in households. Perhaps, her husband's strict nature does not leave enough room for her to pay the desired attention to her daughter. The story reveals that her relationship with her daughter is distant. She treats the little girl in accordance with her husband's expectations. She orders her to take off her father's shoes and put them outside as this would indicate obedience. On Sunday afternoons, she spends time engrossed in a newspaper sitting with her husband instead of talking to her daughter. When Kezia mistakenly tears the papers of her father, she drags her downstairs to face the wrath of father, She does not try to soothe her when father scolds and beats her. Neither does she defend her or try to protect her in anyway. That is why Kezia turns to her grandmother to fulfil her need for motherly care and affection.

Short Answer Type Questions

Q.1. What made Kezia's father punish her? What do you think he should have done?

Ans. Kezia's father punished her because she tore all the important notes of her father. without his permission she done that it was a mistake as she have done to give him surprise as cushion but she does not know that it was important so punishment of her father is correct.

If I should be in her place must have asked about these papers and without permission must not touch anything in my parents room.

Q.2. Why did the little girl start making the pin-cushion?

Ans. The little girl, Kezia, started making the pin-cushion as a gift for her father for his birthday the following week. Kezia's grandmother had suggested that she make a, pin-cushion for him from a piece of beautiful yellow silk.

Q.3. How did the little girl feel when her father left for the office in the morning?

Ans. The little girl felt relieved when her father left for the office in the morning.

Q.4. On what occasion did Kezia's grandmother ask her to present a gift to her father?

Ans. She asked Kezia to present a gift to her Father on the occasion of his birthday.

Q.5. Why was there hue and cry on the loss of the papers in the house?

Ans. Kezia was given a Idea by her Grandmother to prepare a gift for his father, as his Birthday was about to come soon. So Kezia decided to make a Pin cushion for her father and had high hopes he would like it.

Q.6. Kezia looked through a hole in the fence into Mr MacDonald's garden. What did she see?

Ans. Looking through a hole in the fence, the little girl saw them playing 'tag' in the evening. The father with baby Mao on his shoulders, the little girl hanging on to his coat pockets ran round and round, the flowers beds shaking with laughter.

Matching the Word

Match the words in column 'A' with those in column 'B'.

	List A	List B
1.	brink	edge
2.	discovered	found out
3.	nightmare	shouted
4.	screamed	a bad dreams
5.	suggested	advised
6.	scraps	pieces of clothes



4. A Truly Beautiful Mind

EXAM ORIENTED QUESTIONS

Comprehension

Read the following passages and answer the questions that follow :

(1) ALBERT Einstein was born on 14 March, 1879 in the German city of Ulm, without any indication that he was destined for greatness. On the contrary, his mother thought Albert was a freak. To her, his head seemed much too large.

At the age of two-and-a-half, Einstein still wasn't talking. When he finally did learn to speak, he uttered everything twice. Einstein did not know what to do

with other children, and his playmates called him “Brother Boring.” So the youngster played by himself much of the time. He especially loved mechanical toys. Looking at his newborn sister, Maja, he is said to have said: “Fine, but where are her wheels?”

Questions :

(i) When and where was Albert Einstein born?

Ans. Einstein was born on 14 March, 1879 in German city of Ulm.

(ii) What problems were faced by Einstein in his childhood?

Ans. He uttered every word twice.

(iii) What did Einstein love in his childhood?

Ans. In his childhood, he loved mechanical toys.

(2) One of the famous papers of 1905 was Einstein’s Special Theory of Relativity, according to which time and distance are not absolute. Indeed, two perfectly accurate clocks will not continue to show the same time, if they come together again after a journey if one of them has been moving very fast relative to the other. From this followed the world’s most famous formula which describes the relationship between mass and energy.

Questions :

(i) What did the theory reveal?

Ans. The theory revealed that time and distance are not accurate.

(ii) What formula follow this theory?

Ans. From this followed the world famous formula which describes the relationship between mass and the energy.

(iii) What paper did he publish in 1905?

Ans. In 1905, he published the famous paper ‘Eihstein’s special theory of relativity’.

(iv) Elaborate the formula :

Ans. Do it yourself.

(3) In 1900, at the age of 21, Albert Einstein was a university graduate and unemployed. He worked as a teaching assistant, gave private lessons and finally secured a job in 1902 as a technical expert in the patent office in Bern. While he was supposed to be assessing other people’s inventions, Einstein was actually

developing his own ideas in secret. He is said to have jokingly called his desk drawer at work the “bureau of theoretical physics.”

Questions :

(i) When did Albert Einstein become a university graduate?

Ans. Albert Einstein became university graduate in 1900.

(ii) What a job did he finally secure?

Ans. He finally secured a job of a technical expert in the patent office in Bern.

(iii) What lines in the passage show that Einstein was a rebel?

Ans. The following lines show Einstein to be a rebel : “While he was supposed to be assessing other people’s inventions, Einstein was actually developing his own ideas in secret.”

(iv) What did Einstein call his desk drawer at the patent office? Why?

Ans. Einstein called his desk drawer the ‘bureau of theoretical physics’ at the patent office because it contained his work on physics which he was developing secretly.

(iv) Who was Maja?

Ans. The word ‘patent’ means a document which gives the right to an inventor of its legal ownership.

(4) Einstein’s new personal chapter coincided with his rise to world fame. In 1915, he had published his General Theory of Relativity, which provided a new interpretation of gravity. An eclipse of the sun in 1919 brought proof that it was accurate. Einstein had correctly calculated in advance the extent to which the light from fixed stars would be deflected through the sun’s gravitational field. The newspapers proclaimed his work as “a scientific revolution.”

Einstein received the Nobel Prize for Physics in 1921. He was showered with honours and invitations from all over the world, and lauded by the press.

Questions :

(i) What did he publish in 1915?

Ans. In 1915, he published his General Theory of Relativity.

(ii) What did the theory published in 1915 interpret?

Ans. This theory gave a new interpretation of gravity.

(iii) When was Einstein given Nobel Prize and in what field?

Ans. He was given the Nobel Prize in 1921 for working in the Field of Physics.

(iv) Why was he showered with honours and invitations all over the world?

Ans. For winning Nobel Prize.

(5) At the urging of a colleague, Einstein wrote a letter to the American President, Franklin D. Roosevelt, on 2 August 1939, in which he warned: "A single bomb of this type ... exploded in a port, might very well destroy the whole port together with some of the surrounding territory." His words did not fail to have an effect. The Americans developed the atomic bomb in a secret project of their own, and dropped it on the Japanese cities of Hiroshima and Nagasaki in August 1945.

Questions :

(i) Why did Einstein write a letter to Franklin Roosevelt?

Ans. The discovery of nuclear fission in Berlin upset the American physicists. At the urge of a colleague, Einstein wrote a letter to Franklin Roosevelt, the President of America.

(ii) What warning did the letter carry?

Ans. The letter warned that a single bomb (nuclear bomb), if exploded in a port, would destroy the whole port along with some of the surrounding territory.

(iii) Had his letter any effect? What?

Ans. Yes, his letter had its effect. The Americans developed the atom bomb in a secret project of their own.

(iv) When and where was the atom bomb dropped?

Ans. They dropped the atom bomb on the Japanese cities of Hiroshima and Nagasaki in August.

(6) Einstein was deeply shaken by the extent of the destruction. This time he wrote a public missive to the United Nations. In it he proposed the formation of a world government. Unlike the letter to Roosevelt, this one made no impact. But over the next decade, Einstein got ever

more involved in politics —agitating for an end to the arms build-up and using his popularity to campaign for peace and democracy.

When Einstein died in 1955 at the age of 76, he was celebrated as a visionary and world citizen as much as a scientific genius.

Questions :

(i) How did Einstein react to the bombing of Hiroshima and Nagasaki?

Ans. Einstein was deeply shaken by the large destruction of Hiroshima and Nagasaki.

(ii) What was the public missive about Einstein wrote to the United Nations?

Ans. Einstein wrote a public missive to the United Nations in which he proposed the formation of a world government.

(iii) Why does the world remember Einstein as a 'world citizen'?

Ans. When Einstein died in 1955, he was celebrated as the world citizen because he worked for the welfare of mankind in the field of science and politics.

(iv) Which word in the passage means 'a formal letter'?

Ans. The word 'missive' means 'a formal letter'.

Long Answer Type Questions

Q.1. Describe the childhood of Albert Einstein.

Ans. **Place of birth :** Albert Einstein was born on 14 March, 1879 in the German city of Ulm.

His childhood : He showed no sign of greatness at his birth. On the contrary, his mother thought Albert was a freak. His head seemed to be very large. He was a late talker. He learnt to speak after two and a half years and he spoke everything twice. He could not mix and play with other children. His playmates called him Brother Boring.

He played by himself much of the time. He especially loved mechanical toys.

His attention : When he looked at his newborn sister, he said, "Fine, but where are her wheels?" He thought her as a plaything like his other toys.

Q.2. Which values does the life of Einstein teach you?

Ans. Einstein was not only a great scientist but a man with love for peace. His life history

contains in itself the moral lesson that one must love one's fellow beings and all the discoveries of science should be oriented towards the aim of establishing peace. Einstein had written a letter to the American President Roosevelt to warn him against the destructive atom bomb that Germany would build on the principle of nuclear fission. But Einstein was terribly shocked when America caused a large scale destruction in Japan by dropping an atom bomb on Hiroshima and Nagasaki. Einstein made sincere efforts to spread the message of peace. He even wrote a letter to the United Nations proposing that a world government should be established. He did not use his popularity for selfish or personal gains. Instead, he worked for furthering the cause of democracy and peace. He was never carried away by his achievements; on the contrary, the honours bestowed on him encouraged him to work more for the welfare of humanity. The life of Einstein thus inspires in us the values of sincere work, devotion to humanity, selfless service of mankind and love of peace.

Q.3. What important lessons can Educationists today learn from the biographical sketch of the great scientist Einstein?

Ans. "A Truly Beautiful Mind" forms a powerful comment on the education system in many institutions. A brief life sketch of the great scientist reveals that Einstein was not a fast learner at the early stage of schooling. One of his teachers had remarked that he would not succeed in any course he took. But the reality proved to be otherwise. Einstein turned out to be an intellectual genius. Educationists today can learn several important lessons from his education career. First, teachers must encourage all the students all the times. Instead of making negative remarks, they should discover the individual potential of students and try to develop it to the maximum. Second, students should be provided with a liberal and conducive environment, so that they feel encouraged to think originally and their ideas may find nourishment instead of being smothered. Einstein felt much suppressed in his school in Munich because of the stifling regimentation over there. Such strictness made him leave the school for good and move to Switzerland. His talent bloomed in the liberal environment of the university in Zurich. Third, all stakeholders of the education system today should be free from all kinds of biases and prejudices.

Q.4. What prompted Einstein to write the letters? What impact did they make?

Ans. Einstein wrote a letter to the American President, Franklin D, Roosevelt on 2 August, 1939 in which he tried to warn the American President about the effects of this bomb and also wanted them to make other bomb that could utilize it's potential of destruction.

According to Einstein, bombing of Hiroshima and Nagasaki was unnecessary. Einstein played an important role in the making of atomic bomb but the Americans developed the atomic bomb in secret project of their own and dropped it on these two Japanese cities. He was later depressed and felt guilty by the extent of destruction, He also wrote a long letter for the formation of World Government in order to stop the destruction caused by the nuclear weapons.

Short Answer Type Questions

Q.1. Why did Einstein's mother think him to be a 'freak'?

Ans. Einstein's mother thought him to be a 'freak' because his head seemed too large to her. This made him look different from the other children of his age.

Q.2. Why did Einstein play all alone when he was a child?

Ans. Einstein did not know what to do with other children. His shy and introvert nature made his company boring to his playmates. So, they teased him as "Brother Boring" and did not include him in their games. Therefore, he played all alone when he was a child.

Q.3. Why did Einstein try to look for wheels on the body of his newly born sister?

Ans. Einstein was much too interested in mechanical toys and had scientific inclinations. When his sister was born, he thought her to be a new toy, that is why he tried to search for wheels on her body.

Q.4. Which musical instrument did Einstein begin to learn? Why?

Ans. Einstein began to learn to play upon the violin at the young age of six. He kept this interest alive throughout his life and became a gifted amateur violinist. He began learning the violin because his mother wanted him to.

Q.5. What was the opinion of the school headmaster about Einstein?

16 | English Class IX (Guide)

Ans. The school headmaster considered Einstein to be a good-for-nothing boy. He was of the opinion that Einstein would never succeed in any profession. Therefore, choice of profession would not make any difference in the results of his efforts.

Q.6. How did Einstein perform in various subjects while studying in Munich?

Ans. Although as a young child Einstein was very slow, still while studying in Munich, he showed great progress in almost all the subjects and scored very good marks. He showed a special interest in Physics and Mathematics.

Q.7. Why did Einstein's marriage with Mileva not survive long?

Ans. Although Einstein and Mileva had been in love, still their marriage did not survive long because Mileva gradually lost her intellectual vigour and aspirations. She became a frustrated housewife. There were frequent scuffles between the couple which resulted in their ultimate divorce in 1919.

Q.8. When and for what Einstein gain international fame?

Ans. Einstein gained international fame when his paper on General Theory of Relativity was found to be accurate in 1919. As per this theory, the calculations made by Einstein in advance about the deflection of light in the solar gravitational field during the eclipse were proven true. This theory was treated as "a scientific revolution."

Matching the Word

Match the words in 'List A' with their meanings in 'List B' :

	List A	List B
1.	Unravelling	Starting to fall
2.	Absolute	Complete
3.	Ally	A friend
4.	Missive	Long official letter
5.	Unhappy	Sad
6.	Honour	Reverence



5. THE SNAKE AND THE MIRROR

EXAM ORIENTED QUESTIONS

Comprehension

Read the following passages and answer the questions that follow :

(1) **I was no mere image cut in granite. I was suddenly a man of flesh and blood. Still holding my breath I got up from the chair. I quietly went out through the door into the veranda. From there I leapt into the yard and ran for all I was worth.**

Questions :

(i) **Who is 'I' in these lines? When had he felt like an "image cut in granite"?**

Ans. In these lines is the homoeopathic doctor who narrates his encounter with the snake.

He felt that he was an image cut in granite' when he found a snake coiled strongly around his forearm with its taugth hood barely three or four inches away from his face. Grippped in fear he could neither move nor breathe properly.

(ii) **What is the meaning of 'a man of flesh and blood'?**

Ans. 'A man of flesh and blood' means a living person with human feelings, strengths and weaknesses.

(iii) **How was 'I' suddenly 'a man of flesh and blood'?**

Ans. When the snake let go of its hold on his arm, the doctor was able to come out of the state of shock which had made him numb like a stone. He regained his senses and faculties of body and mind.

(iv) **What did 'I' do as 'a man of flesh and blood'?**

Ans. When the doctor got over his numbing shock, he got up from his chair, quietly went through the veranda, leapt into the yard and ran with all his might.

(2) **It was a small rented room. I had just set up medical practice and my earnings were meagre. I had about sixty rupees in my suitcase. Along with some shirts and dhotis, I also possessed one solitary black coat which I was then wearing.**

Questions :

(i) **Where did the narrator have his meal?**

Ans. He had his meal at the restaurant.

(ii) **What did he do after having his meal?**

Ans. He returned to his room.

(iii) **What time did he return to his room?**

Ans. It was st about 10 o'clock.

(iv) What happened as he opened the door?

Ans. He heard a noise from above.

(3) I took off my black coat, white shirt and not-so white vest and hung them up. I opened the two windows in the room. It was an outer room with one wall facing the open yard. It had a tiled roof with long supporting gables that rested on the beam over the wall. There was no ceiling. There was a regular traffic of rats to and from the beam. I made my bed and pulled it close to the wall. I lay down, but I could not sleep. I got up and went out to the veranda for a little air, but the wind god seemed to have taken time off.

Questions :

(i) What clothes did the narrator take off?

Ans. He took off his coat, his shirt and vest.

(ii) What did he do with the clothes he had taken off?

Ans. He hung them up.

(iii) What does he say about the vest he was wearing?

Ans. He says that it was not so white.

(iv) Why do you think he could not sleep?

Ans. It was very cold and hot.

(4) I took a close look at my face in the mirror. I made an important decision — I would shave daily and grow a thin moustache to look more handsome. I was after all a bachelor, and a doctor! I looked into the mirror and smiled. It was an attractive smile. I made another earth-shaking decision. I would always keep that attractive smile on my face ... to look more handsome. I was after all a bachelor, and a doctor too on top of it! Again came that noise from above.

Questions :

(i) What was the first decision of the doctor?

Ans. The doctor's first decision was that he would shave daily and grew a thin moustache to look more handsome.

(ii) What was his second decision?

Ans. His second decision was that he would always keep an attractive smile on his face.

(iii) Which phase and which line has been repeated?

Ans. The phrase-'to look more handsome' and the line-'I was after all a bachelor, and a doctor'!

(iv) Which word in the passage means 'a man who is not and has never been married'?

Ans. The word 'bachelor' means 'a man who is not and has never been married'.

(5) It seemed as if God appreciated that. The snake turned its head. It looked into the mirror and saw its reflection. I do not claim that it was the first snake that had ever looked into a mirror. But it was certain that the snake was looking into the mirror. Was it admiring its own beauty? Was it trying to make an important decision about growing a moustache or using eye shadow and mascara or wearing a vermilion spot on its forehead?

I did not know anything for certain. What sex was this snake, was it male or female? I will never know; for the snake unwound itself from my arm and slowly slithered into my lap. From there it crept onto the table and moved towards the mirror. Perhaps it wanted to enjoy its reflection at closer quarters.

Questions :

(i) What was it that God seemed to appreciate?

Ans. God seemed to appreciate doctor's humility which came after the loss of pride.

(ii) Why did the snake, according to the doctor, move towards the mirror?

Ans. According to the writer, the snake moved towards the mirror to enjoy its reflection at closer quarters.

(iii) Could the doctor know the sex of the snake?

Ans. The doctor couldn't know the sex of the snake because he had no sense or time.

(iv) Which word in the passage means 'a cosmetic for eye lashes'?

Ans. The word 'mascara' means 'a cosmetic for eye lashes'.

Long Answer Type Questions

Q.1. What was the narrator's opinion about himself? How did this opinion change after his encounter with the snake?

Ans. The doctor had a very high opinion of himself regarding both his appearance and profession. He was conscious of his looks and

wanted to look even more handsome. He repeatedly looked at himself in the mirror to admire his handsomeness. He wanted to be attractive to women because he was an eligible bachelor. He was also proud of being a doctor and was arrogant because of his professional qualification.

But a short encounter with a snake, a full-blooded cobra, cured him of his pride. When the snake reached his shoulder and coiled itself around his arm, the doctor lost all arrogance and was reminded of the existence of God. Face to face with death, he realised what a weak and foolish man he was. When he recalled that there were no medicines in his room to cure him of a snake-bite, he humbly regarded himself to be a stupid and helpless person.

Thus, the encounter with the snake transformed the doctor from a vain and foolish person into a humble and God-fearing man.

Q.2. What kind of room was the doctor living in and why did he decide to leave that room?

Ans. The room that the doctor was living in was a small, poor, uncomfortable and unhygienic one. Since his medical practice was yet not well-established, he did not earn much and could not afford a better place. This room was without the facility of electricity and he had to depend on a kerosene lamp for studying. The room was on the outer side of the house and one of its walls opened into the yard. It had two windows; its roof was tiled and had long supporting gables which rested on a beam over the wall. The room did not have any ceiling and it was infested with rats that kept squeaking all the time.

The doctor's description of the room shows that he was not happy with this poor accommodation. But he decided to leave it only after his encounter with the snake. It was such a horrifying experience that he had to run to a friend's house to save his life. Therefore he decided not to live in the room any longer.

Q.3. What are the similarities between the behaviour of the doctor and of the snake?

Ans. The behaviour of the doctor and the snake did have certain similarities. Both of them were enamoured by their reflection in the mirror and stood looking longingly at it. However, the similarity ended at this aspect of their

respective behaviour since the doctor could not as certain confidently the reason behind the snake getting charmed by its own image. The doctor was certainly compelled by his vanity to repeatedly look at his image. So, when he notices the snake looking into the mirror, he thinks that perhaps it too was admiring its beauty or was trying to make some "important" decisions just like him. But these two were as frivolous as the doctor's decision to shave daily and keep a thin moustache.

Just like the doctor's obsession with his looks landed him in trouble, the snake too seemed to be "taken with its beauty." It releases its victim to have a better look at itself in the mirror. Thus both the doctor and the snake display narcissistic tendency.

Q.4. Write a note on the element of humour in the story.

Ans. Although the story "The Snake and the Mirror" by Vaikom Muhammad Basheer is the narration of a serious incident. It is not devoid of the element of humour. This humour is generated by way of contrasts employed by the writer. The doctor reveals his pride and arrogance by telling us how highly he rated his looks and his profession as a doctor. This pride and arrogance stand in contrast to his admittance that he felt feeble and foolish when encountered by the snake. Again, his desire to marry a fat and a wealthy lady-doctor who cannot run after him when he commits some silly mistakes stands in contrast to the thin and agile lady, with the physique of a sprinter, whom he finally marries. Further, the doctor pokes fun at himself when he tells that the thief did not take away his dirty vest because he had "a sense of cleanliness. His remark about the snake that perhaps it was making some decision about growing a moustache or using eyeshadow and mascara or wearing a vermilion spot on its head is also very witty and humorous.

Thus, even a serious incident is made interesting by the doctor's witty treatment of a very dangerous situation.

Short Answer Type Questions

Q.1. Where did the narrator spend his night when he was free from the snake's grip?

Ans. He spent the night in a friend's house.

Q.2. What was the narrator's first decision while sitting before the mirror?

Ans. He took the decision that he would shave daily and grow a thin moustache.

Q.3. What was the second earth shaking decision?

Ans. His second earth-shaking decision was that he would always keep an attracting smile on his face.

Q.4. Who did the narrator decide to marriage?

Ans. He decided to marry a woman doctor who had plenty of money and good medical practice.

Q.5. When did the incident regarding the snake take place?

Ans. The incident took place after the doctor had taken his meal in a restaurant and had returned to his room at about ten o'clock in the night.

□

6. MY CHILDHOOD

EXAM ORIENTED QUESTIONS

Comprehension

Read the following passages and answer the questions that follow :

(1) The Second World War broke out in 1939, when I was eight years old. For reasons I have never been able to understand, a sudden demand for tamarind seeds erupted in the market. I used to collect the seeds and sell them to a provision shop on Mosque Street. A day's collection would fetch me the princely sum of one anna. My brother-in-law Jallaluddin would tell me stories about the War which I would later attempt to trace in the headlines in Dinamani. Our area, being isolated, was completely unaffected by the War. But soon India was forced to join the Allied Forces and something like a state of emergency was declared.

Questions :

(i) When did the Second World War break out?

Ans. The Second World War broke out in 1939.

(ii) What thing rose in sudden demand after the Second World War broke out?

Ans. It was the demand for tamarind seeds.

(iii) When was a state of emergency declared?

Ans. A state of emergency was declared when India was forced to join the Allied forces.

(iv) Find words in the passage which mean the same :

(i) exploded (ii) bring

Ans. (i) erupted (ii) fetch.

(2) Every child is born, with some inherited characteristics, into a specific socio-economic and emotional environment, and trained in certain ways by figures of authority. I inherited honesty and selfdiscipline from my father; from my mother, I inherited faith in goodness and deep kindness and so did my three brothers and sister. I had three close friends in my childhood — Ramanadha Sastry, Aravindan and Sivaprakasan. All these boys were from orthodox Hindu Brahmin families. As children, none of us ever felt any difference amongst ourselves because of our religious differences and upbringing.

Questions :

(i) Who is the writer of the passage?

Ans. Sh. A.P.J. Abdul Kalam is the writer of this passage.

(ii) What did the writer inherit from his father?

Ans. He inherited honesty and self-discipline from his father.

(iii) What did he inherit from his mother?

Ans. He inherited faith in goodness and kindness from his mother.

(iv) Who were the three friends of the writer?

Ans. His three friends were; Ramanadha Shastry, Aravindan and Shivaprakasan.

(3) On the whole, the small society of Rameswaram was very rigid in terms of the segregation of different social groups. However, my science teacher Sivasubramania Iyer, though an orthodox Brahmin with a very conservative wife, was something of a rebel. He did his best to break social barriers so that people from varying backgrounds could mingle easily. He

used to spend hours with me and would say, “Kalam, I want you to develop so that you are on par with the highly educated people of the big cities.”

Questions :

(i) **What was the society of Rameswaram very rigid for?**

Ans. The society of Rameswaram was very rigid in terms of the separation of different social groups.

(ii) **Who was Sivasubramania Iyer?**

Ans. Sivasubramania Iyer was the science teacher of the writer. He was an orthodox Brahmin and his wife was very conservative.

(iii) **In what way was he a rebel?**

Ans. He was rebel because he did his best to break social barriers.

(iv) **What did he want to see in the writer**

Ans. He wanted to see the writer on par with the highly educated people of the big cities.

(4) **One day, he invited me to his home for a meal. His wife was horrified at the idea of a Muslim boy being invited to dine in her ritually pure kitchen. She refused to serve me in her kitchen. Sivasubramania Iyer was not perturbed, nor did he get angry with his wife, but instead, served me with his own hands and sat down beside me to eat his meal. His wife watched us from behind the kitchen door. I wondered whether she had observed any difference in the way I ate rice, drank water or cleaned the floor after the meal. When I was leaving his house, Sivasubramania Iyer invited me to join him for dinner again the next weekend.**

Questions :

(i) **Who wife is referred to here?**

Ans. The wife of Kalam's science teacher is referred to here.

(ii) **Why was she horrified?**

Ans. She was horrified at the idea of a Muslim boy eating in her kitchen.

(iii) **What did Shivasubramaniam Iyer do?**

Ans. He served Abdul Kalam with his own hands.

(iv) **From where did Iyer's wife watch them?**

Ans. She watched from behind the kitchen door.

(5) **I asked my father for permission to leave Rameswaram and study at the district headquarters in Ramanathapuram.**

He told me as if thinking aloud, “Abul ! I know you have to go away to grow. Does the seagull not fly across the sun, alone and without a nest?” He quoted Khalil Gibran to my hesitant mother, “Your children are not your children. They are the sons and daughters of Life's longing for itself. They come through you but not from you. You may give them your love but not your thoughts. For they have their own thoughts.”

Questions :

(i) **What did the writer seek his father's permission for?**

Ans. The writer sought his father's permission to leave Rameswaram and study at Ramanathapuram.

(ii) **Why does he compare Abdul to a seagull?**

Ans. Abdul has to go out to study and to grow. He will have to live alone. A seagull flies across the sun, alone and without a nest.

(iii) **Why does he quote Khalil Gibran?**

Ans. The writer's mother is reluctant to send Abdul out. So Abdul's father quotes Khalil Gibran who thinks of the children altogether different.

(iv) **Explain ‘They come through you but not from you.’**

Ans. “They come through you but not from you”—children are the extension of Life's longing. Parents are the medium, through them the children see the world but they do not belong to their parents.

Long Answer Type Questions

Q.1. How does Abdul Kalam describe his three close friends?

Ans. Abdul Kalam says that in his childhood, he had three close friends. Their names were Ramanadha Shastry, Aravindan and Shivaprakasan. All these boys were from orthodox Hindu Brahmin families. Ramanadha Shastri was the son of Pakshi Lakshmana Shastry. He was the high priest of the Rameshwaram temple, When Ramanadha grew up, he took over the priesthood of the temple from his father. Aravindan went into the business of arranging transport for the pilgrims who visited Rameshwaram. The third friend, Shivaprakasan became a catering contractor

for the Southern Railways. Abdul Kalam says that although they were from different religions, none of them ever felt any difference among themselves because of different religious backgrounds. Their parents were also liberal and generous, Rarnanathan's father rebuked the new teacher for spreading the poison of social inequality in the minds of innocent children.

Q.2. In this chapter APJ Abdul Kalam describes two of his teachers.

Ans. Abdul Kalam describes two teachers of his school days. When he was in the fifth standard, a new teacher came to the class. Abdul Kalam was sitting in the front row, next to his close friend Ramanadha Shastry. The teacher could not tolerate that a Muslim boy should sit with a Brahmin boy. He sent Abdul Kalam to the back bench. It made both Abdul Kalam and Ramanadha very sad. Later, however, the teacher realised his mistake.

The attitude of Abdul Kalam's science teacher was quite different. His name was Shivasubramahiam Iyer. He did not believe in social barriers and tried his best to break them. One day he invited Abdul Kalam home for a meal. His wife was a traditional lady. She refused to serve a Muslim boy into her kitchen. But Iyer served Abdul Kalam with his own hands. Then he sat down beside him to eat his meal. Thus we find that there is a lot of difference in the outlooks of the two teachers.

Q.3. What mistake did the new teacher in Kalam's elementary school commit one day? How was he reformed?

Ans. Abdul Kalam was in the fifth standard at the Rameshwaram Elementary School when a new teacher came to their class. Kalam used to wear a cap which marked him as a Muslim. He always sat in the front row next to his Brahmin friend, Ramanadha Sastry. This new teacher could not tolerate a Muslim boy sitting with the son of a Hindu priest. So, he asked Kalam to go and sit on the back bench which, according to this new teacher, was in accordance with the social ranking. This incident made both the boys very sad and brought tears to Ramanadha's eyes. They reported this incident to their respective parents. Lakshmana Shastry, Ramanadhan's father, sent for the teacher and reprimanded him for spreading the poison of social

Inequality and communal intolerance in the minds of innocent children. He asked him to either apologise or quit school. The teacher not only regretted his unbecoming behaviour but also reformed himself.

Q.4. Teachers can either 'make' or 'break' their student' lives. Cites two incidents from 'My Childhood' to prove the truth of his statement.

Ans. Abdul Kalam's life was influenced in a major way by some experiences that he had during his school days. They were instrumental in shaping his character and later on his career.

Once, when he was in the fifth standard, a new teacher came to his class. He did not like Kalam, a Muslim boy, sitting next to Ramanadha Shastry, a Brahmin. So, he shifted Kalam to the back seat simply because it was in accordance with the social ranking of that time. This was, a heart-breaking experience for Kalam. This poison of social inequality and communal intolerance could have demoralized the young Kalam if his friend's father, Lakshmana Shastry had not intervened. He ensured that the teacher not only regretted his action but also reformed himself.

Another experience that made Kalam a stronger and wiser person was when his science teacher Shivasubramaniam Iyer invited him to his house for a meal. During the meal Iyer noticed that Kalam was upset at his wife's attitude, so he invited Kalam to another dinner the following weekend saying, "Once you decide to change the system, such problems have to be confronted".

These two experiences could have had disastrous consequences for Kalam in particular and Rameshwaram society in general, had they not been dealt with foresight and wisdom by Kalam's teachers. Thus, from these incidents, it is clear that teachers can make or 'break' their students' lives.

Short Answer Type Questions

Q.1. When did the Second World War break out?

Ans. The Second World War broke out in 1939.

Q.2. What did the New teacher in 5th standard ask Abdul Kalam to do?

Ans. The new teacher asked him to sit on the last bench.

Q.3. What could the new teacher not tolerate about Abdul Kalam?

Ans. The new teacher could not tolerate a Muslim boy sitting with a Hindu priest's son and asked Abdul Kalam to sit on the back bench.

Q.4. Name three close friends of Abdul Kalam.

Ans. They are Ramanadha Shastry, Aravindan, and Shivaprakasan.

Q.5. What made Shivasubramania Iyer's wife change his mind?

Ans. Shivasubramania Iyer's wife watched Kalam having his meal from behind the kitchen door. She did not find any difference in the way he took his meal. This made her change her mind. On his next visit to the teacher's house, she took Kalam inside the kitchen. She served him food with her own hands.

Q.6. What kind of a person was Kalam's father?

Ans. Tall and handsome, Kalam's father-Jainulabdeen, did not have much of formal education. He didn't even have much wealth. However, he was a very practical man with a vast store of wisdom. He was generous and never obstructed the progressive ways of his children. As a responsible head of the family, he provided both material and emotional security.

Matching the Word

Match the words in 'List A' with their meanings in 'List B':

Ans.

	List A	List B
1.	Erstwhile	Former
2.	Kindness	Pity
3.	Regret	Repent
4.	Conviction	Guilt
5.	Perturbed	Disturbed
6.	Watched	Looked



7. REACH FOR THE TOP

EXAM ORIENTED QUESTIONS

Comprehension

Read the following passages and answer the questions that follow :

(1) When her mother was expecting Santosh, a travelling 'holy man', giving her his blessing, assumed that she wanted a son. But, to everyone's surprise, the unborn child's grandmother, who was standing close by, told him that they did not want a son. The 'holy man' was also surprised! Nevertheless, he gave the requested blessing... and as destiny would have it, the blessing seemed to work. Santosh was born the sixth child in a family with five sons, a sister to five brothers. She was born in the small village of Joniyawas of Rewari District in Haryana.

Questions :

(i) What did the travelling holy man assume?

Ans. The travelling holy man assumed that the mother wanted a son.

(ii) Why was the holy man surprised?

Ans. The holyman was surprised to hear that the grandmother of the unborn child told him that they did not want a son.

(iii) Explain 'the blessing seemed to work'.

Ans. The blessing seemed to work-with the holyman's blessing a girl was born.

(iv) Where was Santosh born?

Ans. Santosh was born in a small village, Joniyawas, in the district of Rewari, Haryana.

(v) Which word in the passage mean 'the events that will necessarily happen to a person in the future?'

Ans. The word 'destiny' means the event that will necessarily happen to a person in the future.

(2) Santosh's parents were affluent landowners who could afford to send their children to the best schools, even to the country's capital, New Delhi, which was quite close by. But, in line with the prevailing custom in the family, Santosh had to make do with the local village school. So, she decided to fight the system in her own quiet way when the right moment arrived. And the right moment came when she turned sixteen. At sixteen, most of the girls in her village used to get married. Santosh was also

under pressure from her parents to do the same.

Questions :

(i) What was the profession of Santosh's father?

Ans. Her father was an affluent farmer.

(ii) Where did Santosh get her elementary education?

Ans. She got her elementary education in the local school in the village.

(iii) Why was she not sent to a good school?

Ans. She was not sent to a good school following the tradition of the family.

(iv) When did the right time come for her fight with the system?

Ans. That time came when she turned of sixteen.

(v) What pressure was put on Santosh by her parents?

Ans. They put pressure on her to go for the marriage.

(3) A marriage as early as that was the last thing on her mind. She threatened her parents that she would never marry if she did not get a proper education. She left home and got herself enrolled in a school in Delhi. When her parents refused to pay for her education, she politely informed them of her plans to earn money by working part time to pay her school fees. Her parents then agreed to pay for her education.

Questions :

(i) How did Santosh consider a marriage?

Ans. She considered marriage the least important thing in her life.

(ii) What did she threaten to her parents?

Ans. She threatened her parents not to marry forever if she did not get a good education.

(iii) Why did she leave home?

Ans. She left home to get an education in Delhi.

(iv) Why did her parents refuse to pay for the education in Delhi?

Ans. Her parents refused to pay for her education in Delhi, because they did not want their should live away from home.

(v) What was Santosh's plan to make arrangement for her fee?

Ans. She planned to do a part time job to pay her school fee.

(4) Thereafter, Santosh went on an expedition every year. Her climbing skills matured rapidly. Also, she developed a remarkable resistance to cold and the altitude. Equipped with an iron will, physical endurance and an amazing mental toughness, she proved herself repeatedly. The culmination of her hard work and sincerity came in 1992, just four years after she had shyly asked the Aravalli mountaineers if she could join them. At barely twenty years of age, Santosh Yadav scaled Mt Everest, becoming the youngest woman in the world to achieve the feat. If her climbing skills, physical fitness, and mental strength impressed her seniors, her concern for others and desire to work together with them found her a special place in the hearts of fellow climbers.

Questions :

(i) On what expedition did Santosh go every year?

Ans. Every year, Santosh went on an expedition of climbing mountains.

(ii) When did she go on her first expedition to Mt. Everest?

Ans. In 1992, she went on her first expedition to Mt. Everest.

(iii) At what age did she conquer Mt Everest?

Ans. At twenty years of age.

(iv) How did she impress his seniors?

Ans. She impressed her seniors by her climbing skills, physical fitness, and mental strength.

(v) How did her fellow climbers treat her?

Ans. Her fellow climbers treated her by giving her a place in their hearts.

(5) Then there was no looking back for this determined young girl. She saved money and enrolled in a course at Uttarkashi's Nehru Institute of Mountaineering. "My college semester in Jaipur was to end in April but it ended on the nineteenth of May. And I was supposed to be in Uttarkashi on the twenty-first. So, I did not go back home; instead, I headed straight for the training. I had to write a letter of apology to my father without whose permission I had got myself enrolled at Uttarkashi."

Questions :

(i) **Where did she get herself enrolled for a course?**

Ans. She got herself enrolled in a course at Uttrarkashi Nehru Institute of Mountaineering.

(ii) **Explain ‘there was no looking back’.**

Ans. ‘There was no looking back’—She had determined to learn climbing mountains and she pursued it.

(iii) **Why did she not go home after the semester ended?**

Ans. Her college semester in Jaipur was to end in April but it ended on 19 May. She supposed to be in Uttarkashi on 21 May. Therefore she did not go home in between the two dates.

(iv) **Why did Santosh have to write a letter of apology to her father?**

Ans. Santosh had to write a letter of apology to her father because without his permission she got herself enrolled at Uttarkashi.

(v) **Which word in the passage means ‘went towards’?**

Ans. The phrase ‘headed straight’ means ‘went towards’.

Long Answer Type Questions

Q.1. Give a brief character sketch of Santosh Yadav.

Ans. Santosh Yadav was born in a traditional family. She was born in the small village of Joniyawas in Haryana. The girl was given the name Santosh, which means ‘contentment’ But Santosh was not always content with her place in a traditional way of life. She began living life on her own terms from the start, Where ever other girls wore traditional Indian dresses. Santosh preferred short. Santosh did not yield to the traditions. In opposition to her family, she enrolled herself in a school in Delhi. When her parents refused to pay for her education. She politely informed them of her plans to earn money by working part-time to pay her school Fee, This shows that she was a determined child. She developed a love for mountaineering. She saved money and enrolled herself in a course of mountaineering. She scaled Mt. Everest twice. This is the achievement of her heroic character.

Q.2. Santosh decided to fight the system in her own quiet way, says the author. How did Santosh rebel but quietly?

Ans. Santosh was a very rational, progressive and sensible girl, who wished to shape her life herself. Though it was not easy for a girl to fight the rigid system of those times, Santosh was confident that if she choose a correct and rational path. She would be able to change things around her. She waited patiently for the right moment to take up the issues with the orthodox, irrational and hackneyed traditions that obstructed her aspirations and her goals. For example, she opposed her parents' decision to marry her off at the early age of sixteen and got herself enrolled in a school in Delhi, When her parents refused to pay for her education in the city, she told them politely that she would earn money for her fee by working part-time. She quietly made it clear that she was determined to overcome all obstacles. Finally, her parents had to surrender. Her decision to take up mountaineering as a career was also handled very boldly and fearlessly by her. She took admission in Uttarkashi's Nehru Institute of Mountaineering without seeking the permission of her parents. Her parents had no choice but to accept her decision. Thus, Santosh rebelled against the orthodox, conservative system in a quiet but sure way.

Q.3. Santosh is not only a good mountaineer but also a genuinely good human being. Discuss.

Ans. Santosh Yadav proved her mountaineering skills quite early in her career. She displayed an unflinching will and a fearless mind that fought a rigid, orthodox society to rise to the top, But the stern will and bold decisions did not smother her qualities of co-operation and concern for others.

That Santosh is endowed with a caring heart is obvious from the fact that she took great care of a climber at the South Col. Though, the climber could not be saved, Santosh's concern for him was really commendable, in another incident, she saved the life of a fellow climber, Mohan Singh by sharing her own oxygen with him. This sense of sacrifice and team-spirit won for her the esteem of her team mates. Moreover, Santosh's heart overflowed with patriotism when she

unfurled the national flag on the top of Mt. Everest. Her concern for the purity of the environment also proves that she is a good human being. Such is her love for nature that she brought down five hundred kilograms of Garbage from the Everest. Thus, Santosh is blessed with the human qualities of both head and heart.

Short Answer Type Questions

Q.1. Why is Santosh Yadav mentioned as a fervent environmentalist?

Ans. She collected and brought down 500 kilograms of garbage from the Himalayas.

Q.2. When did Santosh Yadav scale Mt Everest for the first time?

Ans. She scaled Mt Everest for the first time in 1992.

Q.3. What do you know about Santosh's family?

Ans. Santosh was born in the small village of jonyawas in Haryana, Her parents were affluent land owners. She was the only sister of five Brothers.

Q.4. What did Santosh do after being motivated by the mountaineers to take to climbing?

Ans. Santosh saved money and enrolled herself in a course at Uttarkashi's Nehru institute of Mountaineering and after completion of her semester in the college, headed straight for the institute to be able to reach for her training in time.

Q.5. Why did Santosh write a letter of apology to her father?

Ans. Santosh had got herself enrolled in the Uttarkashi Nehru Institute of Mountaineering without seeking her father's permission. She had thought of talking to her family about this during her holidays. However, there was hardly any time between the end of the semester and her reporting date at the institute, Due to her inability to go home, she wrote a letter of apology to her father

Q.6. When did Santosh get an opportunity to scale Mt Everest?

Ans. Santosh got an opportunity to scale Mt. Everest in 1992, Just four years after she had Joined the Uttarkashi's Nehru institute of Mountaineering, She was hardly twenty years of age at that time when she became the

youngest woman in the world to scale the highest peak.

Q.7. Why is Santosh Yadav's name recorded twice for climbing Mount Everest?

Ans. Santosh Yadav earned, the credit for being the youngest woman in the world to climb the Mount Everest. She was all of twenty years when she scaled the peak for the first time in 1992) She earned another credit when she climbed Mount Everest for the second time soon after. Now her name was recorded again for being the only woman in the world to have climbed the mighty Everest twice.

Match the words in 'List A' with their meanings in 'List B' :

	List A	List B
1.	Blessing	Boon
2.	Curse	Bane
3.	Contentment	Satisfaction
4.	Custom	Tradition
5.	Refuse	Deny
6.	Remarkable	Very much

Part-II : Maria Sharapova

EXAM ORIENTED QUESTIONS

Comprehension

Read the following passages and answer the questions that follow :

(1) **THERE is something disarming about Maria Sharapova, something at odds with her ready smile and glamorous attire. And that something in her lifted her on Monday, 22 August 2005 to the world number one position in women's tennis. All this happened in almost no time. Poised beyond her years, the Siberian born teenager took just four years as a professional to reach the pinnacle.**

Questions :

(i) **To which sport Sharapova is associated with?**

Ans. Maria. Sharapova is attached to lawn tennis.

(ii) **To which country does she belong?**

Ans. She belongs to Siberia a part of Russia.

(iii) **When did she win the world's number one position?**

Ans. She won the world's number one position on 22 August, 2005.

(iv) How many years did she take to reach the top?

Ans. She took nine years to reach the top.

(2) "I used to be so lonely," Maria Sharapova recalls. "I missed my mother terribly. My father was working as much as he could to keep my tennis-training going. So, he couldn't see me either.

"Because I was so young, I used to go to bed at 8 p.m. The other tennis pupils would come in at 11 p.m. and wake me up and order me to tidy up the room and clean it."

Questions :

(i) Who did Maria miss so badly?

Ans. Maria Sharapova missed her mother so badly.

(ii) Where was Maria living at that time?

Ans. At that time she was living in the U.S.A. in a tennis training camp.

(iii) What was she doing there?

Ans. There she was having training in tennis.

(iv) Why was her father working very hard?

Ans. Her father had to work very hard to pay for her tennis fee.

(v) What did her roommates ask her to do?

Ans. Her roommates asked her to tidy and clean up the room.

(3) That trip to Florida with her father Yuri launched her on the path to success and stardom. But it also required a heart-wrenching two-year separation from her mother Yelena.

Questions :

(i) Who does 'her' refer to in this extract?

Ans. 'Her' refers to the famous tennis player, Maria Sharapova.

(ii) From where did she make a trip to Florida and why?

Ans. She made a trip from Russia to Florida with the purpose of taking training in tennis.

(iii) What was the heart wrenching thing about the trip?

Ans. The 'heart-wrenching' thing was that she had to part from her mother for two years.

(iv) Why could her mother not accompany her?

Ans. Her mother could not accompany her because of visa restrictions.

Long Answer Type Questions

Q.1. How did adversity stand Maria in good stead in the long run?

Ans. Marie's childhood was full of struggle and loneliness. She had to leave for the U.S. at the young age of nine years. Her mother could not accompany her to the U.S.. due to some visa restrictions. She missed her mother terribly during the two years of their heart-wrenching separation. Though her father had accompanied her to the U.S., he too could not frequently visit her as he had to spend a lot of time to earn money to be paid for Maria's-tennis training. Apart from it, the other co-trainees used to bully, humiliate and insult her. They were inconsiderate to Maria who was much younger to them. To bully her, they would return to the room late at night, wake her up and make her tidy up the room. All these problems made her life during her training in U.S. miserable and desolate.

However, she was able to sail through these adverse times by never letting herself go into depression or think to quit. Instead, she strengthened her will-power and kept her passion for tennis alive. Eventually, her determined and consistent efforts paid when she became the number one tennis player in the world. She moulded Adversity in her favour with her strength, toughness and tolerance.

Q.2. Write in brief about Maria's journey to the top?

Ans. Maria Sharapova was born in Siberia, Russia. At the age of nine years she left Russia for Florida in the U.S.A. she went there with her father Yuri. She had to spend two hard years in the tennis training camp. She did hard efforts in the training camp. It was a heart wrenching two-years separation from her mother. Maria Sharapovas learnt an important lesson is a life that tennis excellence would only come at a price. Maria Sharapova was just for nearly ten years old. The senior's in the training camp treated her badly. They looked her up. They asked Maria to tidy up the room and clean it.

Q.3. Draw a comparison between Santosh Yadav and Maria Sharapova.

Ans. Today both Santosh Yadav and Maria Sharapova enjoy the status of a celebrity. To attain this position they both had to work

very hard in their life. Both of these girls were of strong and true determination. They had a clear vision of their life. They wanted to become something in life. They Wanted to raise themselves up from the common people around them. They sacrificed all comforts and pleasure of I life to achieve their aim. Both of them were able to realise their aims. They reached the world, Santosh Yadav became the only women of the world to scale Mt Everest twice. Maria Sharapova got the fibre position in the world in women tennis. They proved that nothing is impossible before true determination and iron will.

Short Answer Type Questions

Q.1. What does Sharapova ful about her Russian nationality?

Ans. Maria Sharapova speaks with a pounced American accent, She proudly parades her Russion nationality. Clearing all doubts, she tells her blood is totally Russian. She is a Russian citizen. She will play the Olympics for Russia.

Q.2. What does Sharapova love reading?

Ans. Maria Sharapova loves reading the novels of Arthur Conan Doyle.

Q.3. Where did Sharapova go for tennis coaching?

Ans. She went to Florida in the United States.

Q.4. How was Maria different from other children?

Ans. Maria was calmer and more composed, confident and tolerant than the other children of her age. She also had an inner strength that enabled her to endure the sacrifice that few children could think of facing. Unlike most children, she did not buckle under hardships and adverse circumstances.

Q.5. What motivated Maria to keep moving ahead?

Ans. Maria is motivated by her spirit of competitiveness to keep moving ahead. She works very hard once she has decided to achieve something. She considers it her job to excel despite hardships and severe demands.

Match the words in 'List A' with their meanings in 'List B'

	List A	List B
1.	Endure	Tolerate
2.	Trip	Journey
3.	Pupils	Students

4.	Quit	Leave
5.	Toughness	Hardness
6.	Summit	Conference



8. KATHMANDU

ORIENTED QUESTIONS EXERCISE

Comprehension

Read the following passages and answer the questions that follow :

- (1) At Pashupatinath (outside which a sign proclaims 'Entrance for the Hindus only') there is an atmosphere of 'febrile confusion'. Priests, hawkers, devotees, tourists, cows, monkeys, pigeons and dogs roam through the grounds. We offer a few flowers. There are so many worshippers that some people trying to get the priest's attention are elbowed aside by others pushing their way to the front. A princess of the Nepalese royal house appears; everyone bows and makes way. By the main gate, a party of saffron-clad Westerners struggle for permission to enter. The policeman is not convinced that they are 'the Hindus' (only Hindus are allowed to enter the temple).

Questions :

- (i) What does the signboard proclaim outside the temple?

Ans. The signboard which is put outside the temple proclaims 'Entrance for the Hindus only'.

- (ii) How will you describe the atmosphere of the temple?

Ans. There is an atmosphere of feverish confusion at the temple.

- (iii) Why do the people push one another?

Ans. The people push one another to go to the front to the lord.

- (iv) Why does the policemen not allow the Westerners?

Ans. The policeman does not allow the Westerners because he is not convinced that they are 'the Hindus.'

- (2) A fight breaks out between two monkeys. One chases the other, who

jumps onto a shivalinga, then runs screaming around the temples and down to the river, the holy Bagmati, that flows below. A corpse is being cremated on its banks; washerwomen are at their work and children bathe. From a balcony a basket of flowers and leaves, old offerings now wilted, is dropped into the river. A small shrine half protrudes from the stone platform on the river bank. When it emerges fully, the goddess inside will escape, and the evil period of the Kaliyug will end on earth.

Questions :

(i) What do the two monkeys do?

Ans. The two monkeys fight each other and one monkey chases the other.

(ii) Which river flows by the Pashupatinath temple?

Ans. Bagmati flows by the temple.

(iii) What activities are going on the banks of the river?

Ans. A dead body is being cremated; washerwomen are washing clothes, children are taking bath.

(iv) What is the people's belief about half submerged temple?

Ans. People believe that when the whole temple comes, the period of Kaliyug on earth will come to an end.

(3) From time to time he stands the pole on the ground, selects a flute and plays for a few minutes. The sound rises clearly above the noise of the traffic and the hawkers' cries. He plays slowly, meditatively, without excessive display. He does not shout out his wares. Occasionally he makes a sale, but in a curiously offhanded way as if this were incidental to his enterprise. Sometimes he breaks off playing to talk to the fruit seller. I imagine that this has been the pattern of his life for years.

Questions :

(i) Who is 'he' in the above passage?

Ans. A flute seller is being referred to in this passage.

(ii) How does the flute played by 'him'?

Ans. He plays slowly and meditatively.

(iii) What did the author feel about his attitude?

Ans. The writer says that his behaviour is casual and careless.

(iv) What did the author imagine?

Ans. The author imagined that this had been his pattern for years.

(4) Kathmandu is vivid, mercenary, religious, with small shrines to flower-adorned deities along the narrowest and busiest streets; with fruit sellers, flute sellers, hawkers of postcards; shops selling Western cosmetics, film rolls and chocolate; or copper utensils and Nepalese antiques. Film songs blare out from the radios, car horns sound, bicycle bells ring, stray cows low questioningly at motorcycles, vendors shout out their wares. I indulge myself mindlessly: buy a bar of marzipan, a corn-on-the-cob roasted in a charcoal brazier on the pavement (rubbed with salt, chilli powder and lemon); a couple of love story comics, and even a Reader's Digest.

Questions :

(i) In the first line, how did the writer describe Kathmandu?

Ans. In the first line of the passage the writer described Kathmandu as vivid, mercenary, religious with small shrines to flower-adorned deities along the narrowest and busiest streets.

(ii) From where does the writer hear film songs?

Ans. The writer heard film songs from the radio.

(iii) What does the writer do in the market?

Ans. The writer mindlessly bought s bar of Marzipan a corn-on-the-cob roasted in a charcoal brazier on the pavement, a couple of love story comics and even a Reader's Digest.

(iv) What sounds did the writer hear in the market?

Ans. The writer heard film songs, car horns sound, bicycle bells ring, stay cows low questioningly at motorcycles and vendors shout their wares.

(5) I find it difficult to tear myself away from the square. Flute music always does this to me: it is at once the most universal and most particular of sounds.

There is no culture that does not have its flute — the reed *neh*, the recorder, the Japanese *shakuhachi*, the deep *bansuri* of Hindustani classical music, the clear or breathy flutes of South America, the high-pitched Chinese flutes. Each has its specific fingering and compass. It weaves its own associations. Yet to hear any flute is, it seems to me, to be drawn into the commonality of all mankind, to be moved by music closest in its phrases and sentences to the human voice. Its motive force too is living breath: it too needs to pause and breathe before it can go on.

Questions :

(i) Why does the writer consider flute music ‘the most universal’?

Ans. The writer considers flute music ‘the most universal’ because every culture has its own flute.

(ii) How does one feel when one hears a flute?

Ans. When one hears a flute one feels as if one were linked with the common people of all mankind.

(iii) Name the five kinds of flute.

Ans. The five kinds of flutes are the reed *neh*, the Japanese *shakuhachi*, the deep *bansuri* of Hindustani classical music, the clear or breathy flutes of South America, the high pitched Chinese flutes.

(iv) Which word in the passage means ‘way of placing the fingers to play different notes’?

Ans. The word ‘fingering means’ way of placing the fingers to play different notes.

Long Answer Type Questions

Q.1. What idea do you get about the author from the extract ‘Kathmandu’?

Ans. The extract “Kathmandu” taken from Vikram Seth’s travelogue, ‘Heavenly Lake’, brings forth certain traits of his personality. As a traveller, Seth displays a keen sense of observation and as a person with a fine aesthetic sense, his ability to capture the vivid details comes to the fore.

The pictures of the temples of Kathmandu and its crowded streets become alive with his vivid descriptions, Though indirectly, he also appears to be a lover of serenity and tranquillity when he terms the stupa as a “haven of quietness”. He also shows his

concern as an environmentalist who does not approve of the polluting activities carried on the banks of the Bagmati river. Vikram Seth’s fondness for travelling is obvious by the fact that although tired, he still contemplates taking a longer route back home to Delhi.

His fondness for music is brought forth when we find him so enchanted by the music of the flute that he has to force himself to leave the square where the flute is being played by the seller.

His choice of reading reveals that when tired, he prefers to read light and popular stuff. Like a typical traveller, he indulges himself with the eatables he finds available in the bazaar of Kathmandu.

Thus, the author emerges as a man with a profound fondness for travelling, love for music, a keen sense of observation, reflective mind and an ability to portray places and people minutely and realistically.

Q.2. How does the author describe the flute seller? What does he say about the flute music?

Ans. The author finds a flute seller in a corner of the square near his hotel. There is a pole in his hand. There is an attachment at the top of the pole. Fifty or sixty flutes are stuck on it. These flutes protrude in all directions. The author compares these flutes to the quills of a porcupine. These flutes are made-of bamboo: From time to time, he stands the pole on the ground. Then he selects a flute and plays on it for a few minutes. The sound rises clearly above the noise of the traffic and the hawkers cries. He plays the flute slowly and thoughtfully. He does not shout out his wares. Occasionally someone buys a flute from him. But the flute seller's attitude is carefree. The author likes his attitude. He imagines that this has been his pattern of life for years. The author finds it difficult to come away from there. He has always been attracted by the flute music: He says that the flute is a very common musical instrument. It is found in almost all cultures. It is the common link of all mankind.

Q.3. Listening to the music of the flute in the square, the author is reminded of various kinds of flutes. Which kinds does he describe?

Ans. As the author listens to the music of the flute being played by the flute seller, he is reminded of different kinds of flutes. He

mentions certain kinds of them like the 'cross-flutes', the 'reed new', the recorder, the Japanese 'shakuhachi' and the Hindustani 'bansuri'. Other flutes are distinguished by their tonal quality like the clear or breathy 'flutes' of South America and the 'high-pitched' flutes of China.

Q.4. What draws the author to the music of the flute?

Ans. The author finds a flute seller along with many other hawkers in a corner of the square near his hotel in Kathmandu, But the flute seller's style of selling his ware differs absolutely from that of the other vendors. He does not shout to attract the customers nor does he-shoul any kind of desperation to sell.

He carries a pole with about fifty to sixty flutes attached at the top. The author compares these flutes protruding in all directions to the sharp quills of a porcupine. Most of the flutes on the poles are of the varieties of recorders and 'cross-flutes'. The flute seller, instead of hawking loudly, places the pole on the ground every now and then, selects a flute and plays upon it slowly and in a meditative manner without ever resorting to excessive display.

The sound of the flute is distinct and clear and can be heard even above the noise created by the traffic horns and the shouts of the hawkers. He does not seem to run a very brisk business and it appears as if playing the flute is his chief activity and selling of flutes is incidental to it.

The mesmerising music of the flute draws the author to it. He is left spell-bound by its hypnotic notations. The impact is so deep that he has to force himself to leave the square where the flute is being played. This music is etch din his memory and he carries it with him to his home in India.

Short Answer Type Questions

Q.1. How does the author decide to take his return journey to Delhi?

Ans. He decides to come back by the plane of Nepal Airlines.

Q.2. Which river flows through Kathmandu?

Ans. The Bagmati river flows through Kathmandu.

Q.3. What is written on the signboard outside the Pashupatinath temple? What does the proclamation signify?

Ans. Outside the Pashupatinath temple, the signboard announces : "Entrance for the Hindus only", it signifies the rigid sanctity that this place of worship associates with and the dogmatic discrimination practised saving this place from being treated like a tourist destination.

Q.4. What activities are observed by the writer on the banks of the Bagmati river?

Ans. The writer observes some polluting activities on the banks of river Bagmati, He notices some washerwomen washing clothes, some children taking a bath and a dead body being cremated on the banks of this sacred river. He also observes someone throwing a basketful of wilted flowers and leaves into the river.

Q.5. What picture of the Baudhnath Stupa does the author portray?

Ans. The author gives a brief but vivid picture of the Boudhnath stupa. He admires the serenity and calmness of this shrine. There are no crowds even on the road surrounding the stupa which has some shops run by the Tibetan immigrants. The stupa has an immense white dome with silence and stillness as its distinctive features.

Q.6. What differences does the author note between the flute seller and the other hawkers?

Ans. The author points out that while other hawkers shout loudly to attract the customers for their wares, the flute seller plays upon his flute slowly and meditatively. He does not indulge in excessive display nor does he show any desperation to sell his flutes. Although the flute player does not shout, the sound of the flute is distinctly heard above the noise of the traffic and of the hawkers.

Match the words in 'List A' with their meanings in 'List B'

	List A	List B
1.	Proclaim	Announce
2.	Struggle	Strife
3.	Stillness	Peace
4.	Andorned	Decorated
5.	Brazier	Open Stove
6.	Familiar	Known



9. IF I WERE YOU

ORIENTED QUESTIONS EXERCISE

Comprehension

Read the following extracts and answer the questions that follow :

- (1) **GERRARD** : ‘Nonchalant’ is your word, I think.

INTRUDER : Thanks a lot. You’ll soon stop being smart. I’ll make you crawl. I want to know a few things, see.

GERRARD : Anything you like. I know all the answers. But before we begin I should like to change my position; you may be comfortable, but I am not.

INTRUDER : Sit down there, and no funny business. (*Motions to a chair, and seats himself on the divan by the bag.*) Now then, we’ll have a nice little talk about yourself!

GERRARD : At last a sympathetic audience! I’ll tell you the story of my life. How as a child I was stolen by the gypsies, and why at the age of thirty-two, I find myself in my lonely Essex cottage, how ...

Questions :

- (i) Who is ‘nonchalant’ the intruder’s word?

Ans. The intruder was looking for a word to describe Gerrard. At this Gerrard suggested the word ‘nonchalant.’

- (ii) The intruder wants to know a few things. What does Gerrard reply?

Ans. Gerrard replies that he knows the answers of his all questions, but let him sit in a comfortable position.

- (iii) Who is a sympathetic audience here and how?

Ans. Here the intruder is the sympathetic audience. He wants to have a nice little talk about the speaker.

- (iv) What is the story of the speaker’s life?

Ans. The word ‘nonchalant’ means ‘casually calm and relaxed.’

- (2) **GERRARD** : You’re not particularly decorative.

INTRUDER : No! Well, that goes for you, too. I’ve only got to wear specs and I’ll be enough like you to get away with it.

GERRARD : What about your clothes? They’ll let you down if you’re not careful.

INTRUDER : That’ll be all right. Yours will fit me fine.

GERRARD : That is extremely interesting, but you seem to miss the point of my remark. I said, you were luckier than most melodramatic villains. It was not a tribute to your intelligence. You won’t kill me for a very good reason.

INTRUDER : So that’s what you think.

Questions :

- (i) What does Gerrard mean when he says that the intruder is not decorative?

Ans. He means to say that the intruder's personality is not attractive.

- (ii) What has the intruder to do to look like Gerrard?

Ans. He thinks that he has only to wear spectacles to look like Gerrard.

- (iii) What does the intruder say about clothes?

Ans. He says that Gerrard's clothes will fit him.

- (3) **GERRARD** : Apparently you haven’t the intelligence to ask why I am invested in this cloak of mystery.

INTRUDER : (*preparing to shoot*) As I said before, this conversation bores me.

GERRARD : Don’t be a fool. If you shoot, you’ll hang for sure. If not as yourself, then as Vincent Charles Gerrard.

INTRUDER : What is this?

GERRARD : This is your big surprise. I said you wouldn’t kill me and I was right. Why do you think I am here today and gone tomorrow, never see tradespeople? You say my habits would suit you. You are a crook. Do you think I am a Sunday-school teacher?

Questions :

- (i) What has the intruder not asked Gerrard?

Ans. The intruder has not asked Gerrard why he lives in mystery.

(ii) What would happen according to Gerrard if the intruder killed him?

Ans. He would be hanged, if not as himself, then as Gerrard.

(iii) Why according to him, has Gerrard, behaves in a mysterious way?

Ans. He behaves in a mysterious way to escape the police.

(4) INTRUDER : I could tell you plenty. You think you're smart, but I'm the top of the class round here. I've got brains and I use them. That's how I've got where I have.

GERRARD : And where precisely have you got? It didn't require a great brain to break into my little cottage.

INTRUDER : When you know why I've broken into your little cottage, you'll be surprised, and it won't be a pleasant surprise.

GERRARD : With you figuring so largely in it, that is understandable. By the way, what particular line of crime do you embrace, or aren't you a specialist?

Questions :

(i) Why has the intruder broken into Gerrard's cottage?

Ans. The intruder broken into Gerrard's cottage for a special purpose.

(ii) What does the intruder think about himself?

Ans. The intruder thought himself to be an extremely smart and wise person.

(iii) Use 'precisely' in a sentence of your own.

Ans. I am going to London next month precisely.

(5) GERRARD : Hello. Yes, speaking. Sorry I can't let you have the props in time for rehearsal, I've had a spot of bother — quite amusing. I think I'll put it in my next play. Listen, can you tell our friend the Sergeant to come up here at once? You'll probably find him in the Public Bar.

Questions :

(i) Why is the speaker sorry?

Ans. The speaker receives a phone because he was late for his anointment. Therefore he is sorry.

(ii) Who had a 'spot of bother'? What was it?

Ans. The speaker had a 'spot of bother'. He was engaged with the intruder. This was the trouble.

(iii) Why does he call the 'Sergeant'?

Ans. He calls the sergeant to get the intruder arrested.

(iv) What must be the profession of 'I' here?

Ans. The speaker 'I' is a playwright.

(v) Which word in the passage means 'material'?

Ans. The word 'props' means 'material'.

Long Answer Type Questions

Q.1. The intruder is boastful. He threatens Gerrard, "I'll make you crawl". Was he able to carry out his threat? What happened to him?

Ans. An intruder forcibly enters Gerrard's room. There is a revolver in his hand. His intentions are evil. He threatens to kill Gerard. But Gerrard talks pleasantly to him. The intruder is surprised. He thinks that Gerrard is playing a trick. He tells him to stop playing smart. He boasts that he is intelligent. He threatens Gerard, "I'll make you crawl". But the subsequent happening shows that an intruder is a foolish person. Instead of making Gerrard crawl, he finds himself shut in a cupboard in the end. The intruder wanted to know more about Gerrard. But Gerrard, makes him talk about himself. He discloses that he is a jewel thief. He has murdered a policeman. Now he is running from the police. He resembles Gerrard. His plan is to kill Gerrard and live in his room under his name. Gerrard guesses rightly that the intruder is not intelligent. He plays a clever game and shuts him in a cupboard. Then he calls the police. Thus the boast of the intruder is proved wrong.

Q.2. The best way to deal with a crisis is not to lose your calm. Discuss the statement with reference to the behaviour of Gerrard in the play.

Ans. A cool person is more successful than a person who loses his temper or acts rashly. In this play, Gerrard saves his life by acting calmly. Moreover, he is able to catch the murderer also, it would not be possible if he lost his calm. An ordinary person is terrified of seeing an intruder with a gun in his hand. He acts foolishly. The person fears that he may not

harm him. So, generally, in such cases, the criminal kills his victim. But Gerrard does not lose his calmness and patience. He poses that he is pleased to see the intruder. He talks to him a friendly manner. He makes the criminal talk about himself, This gives Gerrard enough time to plan his line of action. Thus Gerrard was not frightened to see the intruder: This calmness saved his life.

Q.3. Bring out Gerrard's intelligence, the presence of mind and sense of humour. How did these traits help him out with the intruder?

Ans. Being an intelligent person, Gerrard did not show even the slightest of nervousness at the sight of the gun-toting criminal. He knew that his cool-headedness and presence of mind would not only help him to manage the crisis but would also contribute towards unnerving the intruder, who too must be having some fear lurking in his mind. Keeping the atmosphere light and lively with his sense of humour and funny remarks, Gerrard instantly cooked up a story about his criminal background. Convincing the intruder that the police would arrive any minute to nab them, he impressed upon the intruder that they would have to escape immediately. Cleverly, he made him peep into a cupboard saying that it was an escape route. The moment the intruder leaned forward to inspect it, Gerrard pushed him into the cupboard and knocked the revolver out of his hand. He then closed and locked the door. Thus, his intelligence, sense of humour, and presence of mind turned the tables on the intruder.

Short Answer Type Questions

Q.1. What did Gerrard tell the intruder about his childhood?

Ans. Gerrard told the intruder that in childhood he was stolen by the gypsies.

Q.2. What was Gerrard's Christian name?

Ans. His Christian name was Vincent Charles.

Q.3. What did the intruder tell Gerrard about his speciality?

Ans. 'He intruder told Gerrard that his speciality was jewel robbery.'

Q.4. Why does the intruder intend to kill Gerrard?

Ans. The Intruder is a criminal who is being chased by the police for having murdered a cop. As per his plan, the intruder intends to kill Gerrard in order to take on his identity and avoid being caught by the police. In this way, he can lead a peaceful life without being haunted by the fear of arrest and punishment.

Q.5. Why does the intruder not kill Gerrard at once?

Ans. The intruder does not kill Gerrard immediately because he first wants to get all the necessary information from him. Without this information, his plan to disguise and act as Gerrard will not succeed.

Q.6. Why does the intruder call himself 'a poor hunted rat'?

Ans. The intruder describes himself as "a poor hunted rat" because he is being chased by the police and he has to keep dodging them. He has killed a cop and is trying to escape punishment by hiding like a rat being chased by a cat.

Match the words in 'List A' with their meanings in 'List B'

	List A	List B
1.	Enough	Sufficient
2.	Trouble	Difficulty
3.	Trades people	Merchants
4.	Frustrated	Depressed
5.	Freedom	Independence
6.	Admit	Confess



(B) POETRY**1. THE ROAD NOT TAKEN****EXAM ORIENTED QUESTIONS****Comprehension**

Read the following stanzas and answer the questions that follow :

- (1) Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Questions :

- (i) Where did the poet stand? What did he see?

Ans. The poet was standing where the road forked into two. He saw that one road was used more by the people and the other was less used by the people.

- (ii) Why did the poet stand there for 'long'?

Ans. The poet stood for a long time because he thinks about his life as he looks down one path as far as he can see trying to see what life will be like if he walks that path. The poet in the poem "The Road Not Taken" is thinking about which path he should choose in life.

- (iii) Why does the poet describe the woods as yellow?

Ans. In the poem, 'The Road not Taken', the poet refers to the wood as 'The Yellow Wood' because it was the time of Fall (Autumn). So, all the leaves have turned yellow or yellowish-orange.

- (2) Then took the other, just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same.

Questions :

- (i) Which road did the poet take?

Ans. The poet chose the road that was grassy and less frequented (travelled by fewer people). He chose the road as he felt the road that 'wanted wear' would be more challenging adventurous and thrilling.

- (ii) Why did the poet take the 'other' road?

Ans. The poet took the other road because he thought that it was more challenging to travel

on it as only a few had used (trodden on) it. The poet discovered, while travelling on the other road, that the second was almost equally used as the first one.

- (3) And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

Questions :

- (i) How did both the roads look like that morning?

Ans. Both the roads look equal that morning. They were covered with leaves on which no one had stepped out.

- (ii) Explain : "Oh I kept the first for another day".

Ans. "Oh, I kept the first for another day," means that I, the traveler, decided to leave the other path to take another day- but it's a little sarcastic, that line, because "I doubted if I should ever come back."

- (iii) What does the poet mean when he says, "Way leads on to way"?

Ans. This poem really is about the choices we make in life. If you look at it from that perspective "way leads on to way" means that one choice we make leads to a set of other choices and events and, really, there is no going back to make the same choice again.

- (iv) What did the poet doubt?

Ans. The poet doubted that which road he could choose. He thought that in real life which way helps him to make good human being

Short Answer Type Questions

- Q.1.** What do the 'two roads' symbolize in the poem?

Ans. The 'two roads' symbolize the two opportunities or choices in life where one has to choose one of them.

- Q.2.** What did the poet see in the yellow wood?

Ans. The poet sees two roads diverging in a yellow wood. Perhaps it was autumn and both the roads were covered with dead or fallen yellow leaves.

- Q.3.** How was one path different from the other?

Ans. One path differs from other as one is less taken by the people whereas the other is more opted by the people. The poet chooses the path less opted by and it makes all the difference in his life.

Q.4. When the poet chose one of the paths what did he hope to do?

Ans. The narrator hoped to come back and try the other path someday. No, he did not think he would do so because he knew that one path led to another and it would be difficult for him to come back.

Q.5. Which path had been walked on that morning before the poet travelled on one?

Ans. The less traveled path had been taken by the poet as not many people had walked on it. After choosing that path, he knew that he couldn't turn back and choose another path even though he wished to come back one day and travel the other path or the path more travelled upon by the people.

Q.1. What lesson does the poet want to teach his readers through the poem 'The Road Not Taken'?

Ans. Through the poem 'The Road Not Taken' the poet wants to teach us that we should adopt the majority way.

□

2. WIND

EXAM ORIENTED QUESTIONS

Comprehension

Read the following stanzas and answer the questions that follow :

- (1) Wind, come softly.
 Don't break the shutters of the windows.
 Don't scatter the papers.
 Don't throw down the books on the shelf.
 There, look what you did—you threw them all down.
 You tore the pages of the books.
 You brought rain again.
 You're very clever at poking fun at weaklings.
 Frail crumbling houses, crumbling doors,
 crumbling rafters,
 crumbling wood, crumbling bodies,
 crumbling lives,

Questions :

(i) Why does the poet want the wind to come slowly?

Ans. The wind asks the poet to come softly so as to prevent it from breaking the shutter of the windows of his house. The scattering of the papers caused by the strong winds, disturb him. He asks the winds to come softly so that it does not throw away the books down from the shelf.

(ii) What is the effect of the strong wind on the books?

Ans. When a strong wind blows, it destroys everything. It breaks the shutters of the windows, scatters the papers, throws the books off the shelves, and tears the pages of the books.

(iii) What does the wind do to the windows?

Ans. The wind breaks the doors of the window, scatters the papers and throws down the books on the shelf. It also tears the pages of the books and brings rain.

(iv) What does the wind god do?

Ans. Do your self.

(2) He won't do what you tell him.

So, come, let's build strong homes,

Let's joint the doors firmly.

Practise to firm the body.

Make the heart steadfast.

Do this, and the wind will be friends with us.

The wind blows out weak fires.

He makes strong fires roar and flourish.

His friendship is good.

We praise him every day.

Questions :

(i) Why does the poet ask us to make strong houses?

Ans. The poet wants to make people strong at hearts. His desire is that they should be bold enough to face the challenges of life. When we have strong houses, we can protect ourselves from the angry wind. In the same manner when we are strong at heart we can face the challenges of life.

(ii) What should we do with our hearts and bodies?

Ans. Our bodies and hearts should also be strong. It is the way of the world to kick the weak and to be friends with the strong. The wind blows

out the weak fires but makes the strong fires roar and flourish. Thus the poem conveys the idea that nobody cares for the weak.

(iii) When will the wind be our friend?

Ans. When we have friendship with the strong, we learn several new things. We learn that we may become strong when we fight with difficulties. The people say that if we are strong, the wind may be our friend.

(iv) What is the effect of the wind on the fire?

Ans. The name of the poem is Wind and the poet is Subramania Bharati.

(v) Name the poem and the poet.

Ans. The name of the poem is Wind and the poet is Subramania Bharati.

Short Answer Type Questions

Q.1. What should the wind not break?

Ans. The wind should not break the shutters of the windows.

Q.2. What should the wind not scatter?

Ans. He requests the wind not to break the shutters of the windows.

Q.3. What should the wind not throw down?

Ans. The wind should not throw down the books on the shelf.

Q.4. What lesson can we learn from the action of the wind on the tire?

Ans. The moral lessons that we learn from the poem is that the poem inspires us to face challenges and hardship with courage, firm determination and grit. The poem Wind is a symbol of problems and obstacles which are to be dealt with without fear.

Q.5. How does the wind poke fun at weaklings?

Ans. The wind pokes fun at weaklings by crumbling their lives, crumbling their houses, rafters, and causing devastation. It winnows the weaklings out of the the strong ones and crushes them all.

Q.6. Why does the poet plead with the wind to blow softly?

Ans. The poet asks wind to blow softly because he knows that a strong wind will causes a lot of damage to structures that are not very strong. It will break the shutters of windows, throw the books from the shelves, and tear their pages and bring rain.

Q.7. What kind of destruction is caused by the violent wind?

Ans. When the wind blows violently, it destroys everything. It breaks the window shutters, scatters papers around, makes the books fall down, tears their pages and brings about the heavy downpour.

□

3. RAIN ON THE ROOF

EXAM ORIENTED QUESTIONS

Comprehension

Read the following stanzas and answer the questions that follow :

- (1) When the humid shadows hover
Over all the starry spheres
And the melancholy darkness
Gently weeps in rainy tears,
What a bliss to press the pillow
Of a cottage-chamber bed
And lie listening to the patter
Of the soft rain overhead!**

Questions :

(i) What do the humid shadows refer to?

Ans. "Humid shadows" refer to the dark clouds that bring rain.

(ii) How does the melancholy darkness weep?

Ans. The melancholy darkness gently weeps in the form of rain drops. The rain creates an echo in his heart. It also brings thousand dreamy fancies alive to his mind. The poet listens to the patter caused by the sounds of the raindrops on the roof.

(iii) What is a bliss for the poet?

Ans. The poet loves rain because it carries him in old memories. He thinks it is bliss to hear the sound of the rain on the roof. He lies in his cozy bed and enjoys the music of nature.

(iv) What is the poet listening?

Ans. The poet is listening to the sound of rain.

(v) Name the poet.

Ans. The name of the poet is Coates Kinney.

(2) Every tinkle on the shingles

Has an echo in the heart;

And a thousand dreamy fancies

Into busy being start,

And a thousand recollections

Weave their air-threads into woof,

As I listen to the patter

Of the rain upon the roof.**Questions :****(i) What makes an echo in the poet's heart?****Ans.** The raindrops falling on the roof of the poet's heart make an echo in his heart. The sound of the raindrops makes the poet imagine different things.**(ii) What rises in the poet's mind?****Ans.** As the poet is a grown up man, he remembers his childhood times with every ringing sound on the roof. The poet says that innumerable recollections weave their air threads into a woof.**(iii) What do the recollections do?****Ans.** Every raindrop on the tiles of the roof creates a rhythm with the poet's heartbeat. This evokes thousands of dreams making his thoughts busy. While he focuses on the listening to the pitter-patter on the roof, his mind starts weaving recollections of fond memories of yesteryears.**(iv) What does the poet listen?****Ans.** The poet is listening to the sound of the rain.**(v) What is the meaning of the word 'shingles'?****Ans.** So Your Self.

**(3) Now in memory comes my mother,
As she used in years ago,
To regard the darling dreamers
Ere she left them till the dawn:
O! I feel her fond look on me
As I list to this refrain
Which is played upon the shingles
By the patter of the rain.**

Questions :**(i) Where is the poet's mother now?****Ans.** The poet is seen fondly remembering his mother while enjoying the ecstasy the pitter-patter of the rain has to offer. Most probably, the poet's mother is no more alive, and so nostalgically reminisces the moments he had spent with his beloved mother.**(ii) What memory comes in the poet's mind?****Ans.** The single major memory that comes to the poet is that of his mother and her fond look. The "darling dreamers" are the poet and his siblings in their childhood when they were lovingly put to sleep by their mother.**(iii) Whose fond look is the poet feeling?****Ans.** The poet is feeling the fond look of his mother.**(iv) What music is he listening?****Ans.** The poet is listening to the music of the sound of the falling rain on the roof.**Short Answer Type Questions****Q.1. What sound do the raindrops make?****Ans.** Because the words are self-explanatory : pitter-patter is the sound of raindrops.**Q.2. What makes an echo in the poet's heart?****Ans.** The raindrops falling on the roof of the poet's heart make an echo in his heart.**Q.3. Where do the raindrop patter?****Ans.** In the poem the rain drops patter on the author's house's roof.**Q.4. What was the weather before the rain starts?****Ans.** As described by the poet, the weather before the rain is humid. It is dark, and the starry night sky is covered by thick clouds just before it begins to rain.**Q.5. According to the poet, what is nature's mood in 'rainy darkness'?****Ans.** The poet shows the darkness to be in a melancholy or sad mood. This sadness is further heightened when the poet shows the darkness to be weeping and shedding tears in the form of raindrops.**Q.6. Is the rain referred to in the poem a heavy downpour?****Ans.** No, the rain referred to in the poem is not a heavy downpour. Instead, it is soft and gentle as is obvious from the pattering sound made by it while falling on the roof.**Q.7. Why does the poet call the sound of the rain as 'refrain'?****Ans.** A refrain is a line repeatedly used in a song or a poem. The drops of the rain produce a distinct and continuous music by way of their pattering. This repetitive sound of the rain is called 'refrain' by the poet.**Q.8. Is the poet now a child? Is he mother still alive?****Ans.** No, the poet is not a child anymore. He is a grown-up individual. The poet's mother is not alive.

4. THE LAKE ISLE OF INNISFREE

Read the following stanza and answer the questions that follow :

- (1) I will arise and go now, and go to
Innisfree,
And a small cabin build there, of clay and
wattles made:
Nine bean-rows will I have there, a hive
for the honeybee,
And live alone in the bee-loud glade.

Questions :

- (i) Name the poem and the poet.
Ans. The name of the poet is The lake Island of
Innisfree and the poet is William Butler Yeats.
- (ii) Where does the poet want to go?
Ans. The poet wants to go to the lake island of
Innisfree.
- (iii) What sort of house will the poet build
there?
Ans. The poet wants to build a small hut of clay and
wattles. He will have a nine bean-rows and a
hive for the honeybees.
- (iv) What will the poet do for the honeybee?
Ans. As he will need some food to eat also, so he will
grow nine rows of beans near his room. Also, he
will get the honey from the honey bee hive.
- (v) Who else will live with the poet there?
Ans. The poet will live in the natural surrounding
with the honey bees humming all around.
- (2) And I shall have some peace there, for
peace comes dropping slow
Dropping from the veils of the morning to
where the cricket sings;
There midnight's all a glimmer, and noon
a purple glow,
And evenings full of the linnet's wings.

Questions :

- (i) Who does 'I' refer to in the first line?
Ans. I refer to the poet in the first line.
- (ii) What will the poet get there?
Ans. The poet will get peace from living all alone
near the lake of Innisfree in a small cabin
made of clay and wattles. Amidst the nature, in
the bee-loud glade, he will have just nine-bean
rows and a hive for honey bees
- (iii) What is unique about that place at mid
night?
Ans. That land glimmer's at midnight.

- (iv) How is the evening at that place?
Ans. The evenings of that land are full of small
birds.
- (v) What land is the speaker talking about?
Ans. The speaker is talking about 'Innisfree'
island.
- (3) I will arise and go now, for always night
and day
I hear the lake water lapping with low
sounds by the shore;
While I stand on the roadway, or on the
pavements grey,
I hear it in the deep heart's core.

Questions :

- (i) Where will the poet go?
Ans. The poet will go to Innisfree island.
- (ii) For how long will the poet go there?
Ans. He will go there forever.
- (iii) What will the poet hear?
Ans. The poet will hear the lapping sound of the
water against the shore.

Short Answer Type Questions

- Q.1. Where had the poet, WB Yeats, spend his
childhood?
Ans. The poet had spent this childhood at Innisfree
island.
- Q.2. What happens to the Innisfree Island at
midnight?
Ans. The whole island glimmers at midnight.
- Q.3. What kind of a life does the poet want on
the Lake Isle?
Ans. The poet wants to lead a life of serenity and
contentment, away from the bustle and
loudness of urban life. He longs for living in a
simple cabin made of clay and sticks. A small
piece of land with a few bean- rows and some
honey fresh from the bee-hive will be enough
to satisfy his needs.
- Q.4. How does the poet describe the
mornings on the lonely Island?
Ans. The poet describes the mornings on the lonely
island to be very peaceful and quiet. The
atmosphere of the morning is hazy with fog or
mist. Out of the hazy heavens, peace comes on
the land falling softly and noiselessly.
- Q.5. What does the poet mean to say by
"from the veils of the morning to where
the cricket sings."

Ans. By this expression, the poet implies that the span of time from morning to evening is full of peace on the Lake isle of Innisfree. Here, quietness reigns supreme. The singing of the cricket adds to the music of nature and can be enjoyed on this island.

Q.6. What is it that fascinates the poet day and night?

Ans. He hears the pleasing noise of the bees in the orchard of Innisfree Island.

5. A LEGEND OF NORTHLAND

EXAM ORIENTED QUESTIONS

Comprehension

Read the following stanzas and answer the questions that follow :

(1) Away, away in the Northland,
Where the hours of the day are few,
And the nights are so long in winter
That they cannot sleep them through;

Questions :

(i) Which country does this legend belong to?

Ans. The legend belongs to the “Northland”, an area that could refer to any of the extremely cold countries in the Earth’s north polar region, such as Greenland, the northern regions of Russia— Siberia, or the Scandinavian countries—Denmark, Norway, Sweden, Iceland and Finland.

(ii) How were the days and nights there?

Ans. The Northland is far away in the north. In this land of snow and ice, the days are very short.

(iii) How did the people drive their sledges when it snowed?

Ans. Sledges are better vehicles for the snow.... They slide easily due to the low friction of the surface of snow. As snow contains huge amount of air in it, it presses the snow and calmly slide over it.

(iv) How did the children look in their furry clothes?

Ans. The children of the Northland look like the bear’s cubs. Furry dresses children look like bear-cubs.

(2) He came to the door of a cottage,
In travelling round the earth,
Where a little woman was making cakes,
And baking them on the hearth;
And being faint with fasting,
For the day was almost done,
He asked her, from her store of cakes,
To give him a single one.

Questions :

(i) Where did St. Peter come?

Ans. After much travelling and preaching, St. Peter had become tired. He had become weak and hungry after the fast. He came to the cottage of the little woman for food.

(ii) What was the little woman doing?

Ans. She was making cakes and baking them on a hearth.

(iii) Why was St. Peter fainted?

Ans. Saint Peter has been fasting for almost a day, that is, he hadn't eaten anything for a day. Hence, due to weakness, he was about to faint.

(iv) What did he ask the woman for?

Ans. Saint Peter asked the woman to give him a cake as he was hungry. The lady did not give him a cake out of the ones that she had baked, instead she baked a smaller one for him.

(3) Then good Saint Peter grew angry,
For he was hungry and faint;
And surely such a woman
Was enough to provoke a saint.
And he said, “You are far too selfish
To dwell in a human form,
To have both food and shelter,
And fire to keep you warm

Questions :

(i) Why did St. Peter grow angry?

Ans. Saint Peter became angry at the lady’s greed because she did not give a piece of cake to Saint Peter to satiate his hunger.

(ii) Who made St. Peter angry?

Ans. The lady grew the saint Peter angry.

(iii) Who was very selfish?

Ans. The woman was selfish.

(iv) Who is described good in this stanza?

Ans. Saint Peter described well in this extract.

(4) Then up she went through the chimney,
Never speaking a word,

And out of the top flew a woodpecker,
For she was changed to a bird.

Questions :

(i) What was the effect of St. Peter's curse on the little lady?

Ans. St. Peter's curse had its immediate effect. The little lady changed into a bird.

(ii) What did the old lady do after she had been changed to a bird?

Ans. The old lady went up through the chimney. She did not utter a word and flew away.

(iii) Point out the words in the above stanza which rhyme together.

Ans. Word rhymes with bird.

(5) And every country school boy
Has seen her in the wood,
Where she lives in the trees till this very day,
Boring and boring for food.

Questions :

(i) How has the legend of an old and greedy lady become a part of the folklore of the Northland?

Ans. The legend of the old and greedy lady has become a part of the folklore of the Northland. Every country school boy knows it. The legend has been passed on orally from St. Peter's times to coming generations.

(ii) What does every country school boy see in the wood even today?

Ans. Every country school boy asserts that he has seen the woodpecker. She lives in the trees of the forest till this very day.

(iii) Point out the words in the above stanza which rhyme together.

Ans. Wood rhymes with food.

Short Answer Type Questions

Q.1. How did the first piece of cake appear to the little woman?

Ans. This piece of cake appeared to her to be too big to give to Saint Peter.

Q.2. How did St. Peter punish the little woman?

Ans. He punished her by changing her into a little bird.

Q.3. How did St. Peter describe the little woman?

Ans. He described her as a selfish woman.

Q.4. What did St. Peter ask the old lady for? What was the lady's reaction?

Ans. Saint Peter asked the old lady for a piece of cake. The lady behaved miserly and kept changing the size of the cake. At last, she did not give him anything to eat.

Q.5. What is a legend? Why is this poem called 'A Legend of the Northland'?

Ans. A legend is a tale from ancient times about people and events that may or may not be true. It is a traditional story, it contains moral messages. The poem is a legend because it teaches us to be generous, unlike the old woman.

Q.6. What happened to the cake every time the old lady tried to bake it?

Ans. The old lady was a greedy woman. She had no desire to share her things with others. Once Saint Peter was tired and hungry. He arrived at her cottage to get something. The old lady tried, again and again, to bake a too small cake for Saint Peter. But the size of the cake always appeared to her bigger and the lady was unable to give this cake to the saint. □

6. NO MEN ARE FOREIGN

EXAM ORIENTED QUESTIONS

Comprehension

Read the following passages and answer the questions that follow :

(1) It is the human earth that we defile.
Our hells of fire and dust outrage the innocence
Of air that is everywhere our own,
Remember, no men are foreign, and no countries strange.

Questions :

(i) What are we doing to the earth?

Ans. We are polluting this earth.

(ii) What is outraging this earth?

Ans. Hells of fire and dust are outraging this earth.

(iii) What can we call our own?

Ans. We can call the air our own.

(iv) What should we remember?

Ans. No, there is not any strange country.

(v) Is there any strange country?

Ans. We should remember that no men are foreign and no country is strange.

- (2) **Let us remember, whenever we are told
To hate our brothers, it is ourselves
That we shall dispossess, betray, condemn.
Remember, we who take arms against
each other**

Questions :

- (i) **Who are we told to hate?**

Ans. We are told to hate our brothers.

- (ii) **Whom do we hate when we hate others?**

Ans. When we hate others we hate ourselves.

- (iii) **What are we doing to our fellow beings?**

Ans. We are disposing of; betraying and criticising our fellow beings.

- (3) **Or sleep, and strength that can be won
By love. In every land is common life
That all can recognise and understand.**

Questions :

- (i) **What do the eyes do?**

Ans. The eyes wake and sleep.

- (ii) **How can strength be won?**

Ans. Strength can be won with love.

- (iii) **What is common in every land?**

Ans. Life is common in every land.

- (iv) **What can all recognise and understand?**

Ans. All can recognise and understand that life is common in every land.

Short Answer Type Questions

- Q.1. What are we doing to the earth?**

Ans. We are polluting the human earth.

- Q.2. Whom does the poet refer to as 'our brothers' and why?**

Ans. The poet refers to the people living in other countries as 'our brothers'. He says so because the superficial dissimilarities of complexion, language, dress, culture and nationality do not, and must not, segregate us as human beings. Human wants, human needs, human hopes, human emotions are the same anywhere in the world.

- Q.3. What does the poet mean when he says, in which we all shall lie'?**

Ans. The poet means that we all shall lie under the same earth. Here 'lie' means to be buried after death. This is to highlight that all of us have to meet the same fate, sooner or later; hence there is no point in hating each other.

- Q.4. Why does the poet call harvests 'peaceful' and war as 'winter'?**

Ans. Harvests are called 'peaceful' because they bring abundance and prosperity and they thrive in peaceful times only. War, on the other hand, is like the severe and harsh 'winter' that ruins the crops and starves people, it is only the peaceful times that bring harmony and contentment. War destroys everything and forces people to face hunger, poverty, disease and death.

- Q.5. In one of the stanzas, the poet finds similarity in human hands. What is it?**

Ans. The poet feels that people of all countries have to work hard in a similar fashion to earn their livelihood, This is done by them with the help of their hands. It is the hands that do all the work in the world and it is the hands that are a source of all creativity. □

7. ON KILLING A TREE

EXAM ORIENTED QUESTIONS

Comprehension

Read the following stanzas and answer the questions that follow :

- (1) **So hack and chop
But this alone won't do it.
Not so much pain will do it.
The bleeding bark will heal
And from close to the ground
Will rise curled green twigs,
Miniature boughs
Which if unchecked will expand again
To former size.**

Questions :

- (i) **How should we kill a tree?**

Ans. We should kill a tree by hacking and chopping it.

- (ii) **What will happen to a tree's bleeding skin?**

Ans. Its bleeding skin will heal very

- (iii) **What rises from close to the ground?**

Ans. Small green twigs rise from close to the ground.

- (iv) **What is the meaning of 'Miniature bough'?**

Ans. 'Miniature boughs' means small branches.

- (2) **No,
The root is to be pulled out —**

Out of the anchoring earth;
It is to be roped, tied,
And pulled out — snapped out
Or pulled out entirely,

Questions :

(i) What should we do to kill a tree entirely?

Ans. To kill a tree entirely we should pull out its root from the earth.

(ii) What is the main anchor of the trees?

Ans. The earth is the main anchor of the trees.

(iii) What should we do to its roots?

Ans. The roots should be snapped and taken out of the earth

(iv) Where does the strength of a tree lie?

Ans. The strength of a tree lies in its roots.

(3) Out from earth.

Questions :

(i) What is being taken out from the earth's cave?

Ans. The root of a tree is taken out of the cave.

(ii) What is the source of the strength of a tree?

Ans. Root is the source of the strength of a tree.

(iii) Where does the root remain hidden for years?

Ans. Under the earth.

(iv) What is the most sensitive part of a tree?

Ans. The most sensitive part of the tree is its root.

Short Answer Type Questions

Q.1. What should we do to kill a tree permanently?

Ans. To kill a tree permanently we should take out its root from the earth.

Q.2. Where does the strength of a tree lie?

Ans. The strength of a tree lies in its roots.

Q.3. What finally kills the tree?

Ans. Scorching and choking kill the tree finally.

Q.4. You have read the phrase 'consuming the earth' in the poem. Who consumes the earth and how?

Ans. It is the tree that consumes the earth by drawing its nourishment from the soil through its root. The diet required by the tree lies deep inside the earth and the root sucks and absorbs nutrients and nourishes the tree.

Q.3. What do you understand by sunlight, air and water?

Ans. Years of sunlight, air and water means that the tree takes years together to grow up fully, in this course of time, it draws energy from sunlight, air and water.

Q.6. What is the role of hacking and chopping in killing a tree?

Ans. Hacking and chopping wound the body of a tree earning it great pains. They peel the bark of the tree and it appears to be bleeding when the sap oozes out. However, this pain or bleeding does not manage to kill the tree. □

8. A SLUMBER DID MY SPIRIT SEAL

ORIENTED QUESTIONS EXERCISE

Comprehension

Read the following stanzas and answer the questions that follow :

(1) A slumber did my spirit seal—
I had no human fears.
She seemed a thing that could not feel
The touch of earthy years.
No motion has she now, no force—
She neither hears nor sees,
Rolled round in earth's diurnal course
With rocks and stones and trees.

Questions :

(i) What does 'the slumber' refer to in the first line?

Ans. It refers to the death of a lovely child named Lucy,

(ii) Who does 'I' refer to in the stanza?

Ans. 'I' refers to the poet.

(iii) What could she not feel now?

Ans. She could not feel the touch of the time spent on this earth now.

(iv) Why can't she hear or see?

Ans. She can't see and hear because she is dead now.

(v) What does she do now?

Ans. Now she moves all around in this cosmos as the earth does.

Short Answer Type Questions

Q.1. Why can't Lucy see or hear now?

Ans. She can't see or hear now because she is dead.

Q.2. What does 'the slumber' refer to?

Ans. The slumber refers to the death of a lovely child named Lucy.

Q.3. Explain the line ‘She seemed a thing that could not feel’?

Ans. It means that she is dead now. She has no sense of feeling any human emotions. She can't grieved or happy because she is a dead thing now.

Q.4. What is the theme of the poem ‘A Slumber Did My Spirit Seal’?

Ans. It is a poem about the death of a loved one of the poet. The poet says that his soul has been

sealed for the deep sleep of a lovely child whom he loved very much. But when he thinks that the child has become a part and parcel of nature, this gives him some relief and peace.

Q.5. How would you describe William Wordsworth?

Ans. In this poem, William Wordsworth's deep love for nature has been expressed. He imagines that it is a point of relief and peace for him if someone near and dear becomes a part of nature after his/her death.

□

Section-B Moments

Supplementary Reader

1. THE LOST CHILD

EXAM ORIENTED QUESTIONS

Short Answer Type Questions

Q.1. What happened when the little child entered the grove? How did he enjoy there?

Ans. When the “lost child” entered the grove, a shower of young flowers fell upon him. He began to gather the raining petals. He heard the cooing of doves and ran towards his parents. He had a fun-filled splendid time in the grove.

Q.2. How did the child enjoy the beauty of nature on his way to the fair?

Ans. On his way to the fair, the child saw a flowering mustard field. He stopped there to watch the little insects and worms that were coming out from their hiding places.

Q.3. What did the child see at the sweetmeat shop? How did he react at this sight?

Ans. At the sweetmeat shop on the entrance of the fair, the child saw an architecture of many-coloured sweets that made his eyes open wide and left his mouth filled with water. He longed to have his favourite burfi but instinctively knew that his parents would not buy him any.

Q.4. How did the sight of a snake-charmer leave the child spell-bound?

Ans. The child was spellbound as he wanted to enjoy the snake charmer playing the flute because he never watched it before and he was fascinated by it but his parents told him not to hear such coarse music.

Q.5. What did the child find difficult to resist? What did he do?

Ans. The child saw a roundabout which carried men, women and children in a whirling motion and they shrieked excitedly. He could not resist this tempting ride and made a bold request to his parents to get him on that roundabout.

Q.6. What is the theme of the chapter “The Lost Child”?

Ans. The underlying theme of the story “The Lost Child” is the universality of a child’s desire for everything that he lays his eyes on. All that the child witnesses from the toys lining the street, to the dragon flies in the mustard field to the snake swaying to the tunes of a pungi obsesses the child.

□

2. THE ADVENTURES OF TOTO

EXAM ORIENTED QUESTIONS

Short Answer Type Questions

Q.1. How did Toto make use of his body parts?

Ans. Toto used his bright eyes to display a mischievous glint. He used his pearly white teeth to smile in a way that would scare Anglo-Indian ladies. He used his fingers quickly and wickedly to pick up things.

Q.2. Where was Toto kept immediately after grandfather got him? Why?

Ans. Toto was kept in a closet. He was tied securely to a peg because his presence was to be kept a secret from the writer’s grandmother as she abhorred animals.

Q.3. What was grandfather’s reaction when Toto destroyed things on his first day in the house?

Ans. Instead of being angry, Grandfather was pleased at the damage that Toto had caused on his first day in the house. He thought the monkey was clever and felt that if he had got more time, he would have tied the blazer shreds into a rope and escaped from the window.

Q.4. Why did grandfather decide to take Toto with him to Saharanpur?

Ans. He wouldn’t allow any of his companions to sleep at night. So, grandfather decided to take Toto to Saharanpur to provide some relief to other animals in the zoo. Toto was kept in a canvas bag that was too strong for Toto to bite and he could not get his hands out through the opening in the bag.

Q.5. How did the ticket-collector learn about the presence of Toto?

Ans. Toto's presence in the bag remained hidden until the journey to Saharanpur. But when Grandfather was getting his ticket checked at the railway turnstile, Toto peeped out of the bag and grinned at the ticket-collector.

Q.6. Who was Nana? How did Toto trouble him?

Ans. Nana was the narrator's family donkey. Toto troubled Nana by clinging on to its long ears with his sharp teeth. He did so on the very first night that he shared the stable with the donkey.

Q.7. What incident led to grandfather's decision of not keeping Toto as a pet?

Ans. Toto was once caught stuffing 'pullao' during lunchtime. On being screamed at by Grandmother and the narrator's aunt, Toto hurled a plate and a glass of water at them. □

3. ISWARAN THE STORYTELLER

EXAM ORIENTED QUESTIONS

Short Answer Type Questions

Q.1. Who was Mahendra? What did he do?

Ans. Mahendra was a simple man with simple needs. He was a junior supervisor in a firm which offered to hire supervisors at construction sites like factories, bridges, dams etc. His work involved moving from one site to another as per the orders by his head office and keeping an eye on the activities at the work site.

Q.2. How did Iswaran manage to make even the simplest incident interesting? Give an example.

Ans. Iswaran managed to make even the simplest of incidents interesting by employing dramatic gestures and movements while narrating. He would always add suspense and a surprise ending to the account.

Q.3. What did the elephant do before Iswaran controlled it?

Ans. After some time, the elephant entered a school ground where children were playing. All the boys ran into the classrooms and shut the doors. The elephant pulled out the football goalpost, tore the volleyball net and broke the drum kept for water.

Q.4. Do you think the ghost seen by Mahendra was only a trick played by his cook, Iswaran? Give reasons for your answer.

Ans. No, I think the ghost Mahendra saw was a creation of a weak mind. Iswaran had made Mahendra's mind a little weak by telling him the ghost story. When Mahendra rebuked him for believing in ghosts, he felt offended. To prove that he was right he himself posed as a ghost. So, that is why Mahendra thought that he had seen a ghost at that full moon night.

Q.5. Describe Iswaran's amazing capacity to produce vegetables etc.

Ans. Iswaran was the cook of Mahendra. He was attached to him; he kept his meal, his cloth and chatted with him at night. He had amazing capacity to produce vegetables and cooking ingredients. He had always these things ready even in a desert where there was no shop at all. He did miracles.

(6) What did Iswaran do after Mahendra had left for office?

Ans. After Mahendra left for work, Iswaran used to tidy up the shed and wash the clothes. Then, he would have a bath. After lunch, he would read for a while before dozing off.

Q.7. Why did Mahendra resolve to leave the haunted place the very next day?

Ans. He was afraid of the haunted place after hearing and watching a ghastly experience at night. He found that he often dreamt of that woman ghost. Therefore, he wanted to leave the place. □

4. IN THE KINGDOM OF FOOLS

EXAM ORIENTED QUESTIONS

Short Answer Type Questions :

Q.1. What was so strange about the Kingdom of Fools?

Ans. The Kingdom of Fools was strange and different from any other place. It was governed by a Mot king and his silly minister. They passed an order according to which people had to work at night and sleep during the day. Even the cattle were made to sleep during the day. In addition, everything had the same cost—one dudu.

Q.2. Why didn't the people go against the order of the king and the minister?

Ans. The people did not go against the order of the king and the minister because of fear of death. They had told that anyone who disobeyed would be punished with death.

Q.3. Why did the guru not want to stay on in the Kingdom of Fools?

Ans. The guru did not want to stay on in the Kingdom of Fools because as a wise man he knew that fools are unpredictable and hence dangerous. In addition, he knew that the foolish system of governance and way of life would not last for long.

Q.4. Why did the thief's brother accuse the rich merchant?

Ans. The thief had died because the wall of the merchant's old house had collapsed and fallen on his head. According to the thief's brother the rich merchant was to be blamed for this because he had not built a good strong wall.

Q.5. Why was the bricklayer found not guilty?

Ans. The old bricklayer was found not guilty because he claimed that he got distracted by the jingling anklets of the dancing girl who went up and down the street many times on the day the wall was built by him.

Q.6. How was the goldsmith able to escape punishment?

Ans. The goldsmith escaped punishment by pleading that he had made excuses to the dancing girl because of a rich merchant who had pressurized him to finish his order of jewellery first as there was a wedding in his family.

Q.7. Why did the king's servants catch the disciple?

Ans. The servants of the foolish king caught the disciple because they wanted a fat man to replace the rich merchant who was very thin and did not fit the stake. The disciple had grown fat after feasting for months on bananas, rice, wheat, and ghee and fitted the stake properly.

□

5. THE HAPPY PRINCE

EXAM ORIENTED QUESTIONS

Short Answer Type Questions :

Q.1. Describe the statue of the Happy Prince.

Ans. The statue of the Happy Prince was mounted on a tall column high above the city. It had thin leaves of fine gold gilded all over. Two bright sapphires were its eyes and a large red ruby glowed on its sword hilt.

Q.2. What made the statue of the Happy Prince cry?

Ans. The Happy Prince had never seen or experienced sorrow all his life. But after his death, his statue was put up on a high pedestal where he could see the ugliness and misery of his land, this made him cry with sorrow.

Q.3. Why did the Happy Prince request the swallow to stay with him for the night?

Ans. The Prince first asked the swallow to stay on for the night when he had seen the poor seamstress and her sick son. The Prince's feet were fastened to the pedestal and he could not move. So, he needed the help of the swallow in bringing relief and joy to the seamstress and her hungry and sick son.

Q.4. Where was the swallow going? Why did he decide not to go there?

Ans. The swallow was going to Egypt to join his friends who had already reached there six weeks ago. Initially, he had stopped only for a night to break his long journey but later got so attached to the Happy Prince that he could not bear to see him crying. He stayed back to be his messenger.

Q.5. What were the drops of rain actually? Why did they fall?

Ans. The drops of rain were actually the tears that rolled down the Happy Prince's sapphire eyes. The Prince's sapphire eyes shed them because he was sad to see the poverty and misery of the city dwellers.

Q.6. Why did the swallow refuse to carry the ruby to the seamstress? Why did he finally agree to do it?

Ans. The swallow first refused to carry the ruby to the seamstress because he wanted to be with his friends who were in Egypt. Moreover, when the Happy Prince expected help for the little boy of the seamstress, the bird said that he did not like boys. However, he agreed to stay for the night on seeing the Happy Prince in such a sorrowful state.

Q.7. What did the swallow overhear while going to the seamstress's house?

Ans. As he passed by the palace, the swallow saw a beautiful girl come out into the balcony. The swallow overheard her saying that she hoped her dress would be ready for the state ball and that she had ordered flowers to be embroidered on it but the seamstresses were a lazy lot. □

6. THE LAST LEAF

EXAM ORIENTED QUESTIONS

Short Answer Type Questions :

Q.1. Who were Sue and Johnsy? Where did they live?

Ans. Sue and Johnsy were two young girl-artists. They lived together in the artists' colony. Once Johnsy caught pneumonia She developed a fancy that she would die when the last leaf on the Ivy creeper fell.

Q.2. Why was Johnsy's condition worrisome according to the doctor?

Ans. According to the doctor, Johnsy's condition was worrisome because she did not show any signs of improvement despite good treatment. He thought that perhaps she had lost her will to live and no medicine could help her in this negative state of mind.

Q.3. How did Johnsy associate herself with the falling leaves?

Ans. It was autumn and the ivy creeper leaves were falling gradually, This depressed an already ill Johnsy and strangely enough she associated her falling health with the leaves. She believed that she would die when the last leaf fell.

Q.4. How did Sue try to revive Johnsy's interest in things around her?

Ans. Sue talked about clothes and fashions to draw Johnsy's interest in things around her. She also moved her drawing-board to Johnsy's room and whistled as she painted, to keep Johnsy's mind off her illness.

Q.5. Why was Johnsy counting backwards while looking out of the window?

Ans. A young girl named Johnsy suffers a severe illness and has lost all her hopes to survive. She counts the leaves falling from the ivy vine outside her window in descending order to make note of the days left for her survival as she believed that with the fall of the last leaf, she would die.

Q.6. How did Sue try to convince Johnsy that her belief about dying with the last leaf was nonsense?

Ans. Sue immediately rubbished Johnsy's belief as nonsense. She tried to convince her by telling that old ivy leaves had nothing to do with her illness.

Q.7. Who was Behrman? Why did Sue share her worry with him?

Ans. Behrman was a sixty-year-old painter who lived on the ground floor of the same building as Sue and Johnsy. Sue snared nor worry with him because Behrman was an elderly person and his vast experience of life could be of great help. □

7. A HOUSE IS NOT A HOME

EXAM ORIENTED QUESTIONS

Short Answer Type Questions :

Q.1. Why did Zan feel awkward and isolated during his first year of high school?

Ans. Zan's position during his first year of high school as the junior most class made him feel awkward. The big size of the new school and the separation from his closest friends made him feel isolated.

Q.2. Why did the author miss his old teachers?

Ans. The author's mother inhaled a little smoke when she ran into the burning house. She was rescued by the firemen who put an oxygen mask on her after bringing her out. However, she was fine soon then.

Q.3. What happened to the narrator's mother when she had run into the burning house?

Ans. The author's mother inhaled a little smoke when she ran into the burning house She was rescued by the firemen who put an oxygen mask on her after bringing her out. However, she was fine soon.

Q.4. Why did Zan's mother run back into the house after having saved the important documents?

Ans. Zan's mother ran back to save the pictures and letters of his father who had died when Zan was young. Zan knew that these memories of her husband were extremely

precious for her and she did not want them to go up in flames.

Q.5. Who brought out Zan's mother from the burning house? Why was an oxygen mask put on her?

Ans. A fireman brought Zan's mother out of the burning house. She had inhaled a little smoke and so he rushed her to the truck and put an oxygen mask on her to facilitate better breathing.

Q.6. When did the author realise that his cat was missing?

Ans. After five hours of a raging fire that burnt down the author's House almost completely, he realised that his cat was missing- He had not seen her all his while and realised to his horror that she was nowhere to be found.

Q.7. Why did the author dislike growing up?

Ans. The author disliked growing up because he felt that growing up had brought so many losses with it, He had lost his old school, his friends, his house and most of all his dear pet cat. □

8. THE BEGGAR

EXAM ORIENTED QUESTIONS

Short Answer Type Questions :

Q.1. Why did Lushkoff return to the yard on the first of the month? Why did he reappear often?

Ans. Lushkoff returned to the yard on the first of the month in order to chop wood and earn one rouble in return. He reappeared often because every time he used to be given odd jobs like shovelling snow, putting the wood-shed in order and beating the dust out of rugs and mattresses. The money he thus got him survive.

Q.2. How did Sergei feel after he saw Lushkoff chopping wood?

Ans. Sergei didn't feel angry anymore after he saw Lushkoff chopping wood, instead, he felt a little sorry and ashamed at having given me tough task of wood-chopping to Lushkoff who

seemed to him a spoiled, drunkard and probably a sick man. It was difficult for him to do such a menial task in the severe cold.

Q.3. Describe Lushkoff's attempt to chop wood.

Ans. In order to chop wood Lushkoff irresolutely pulled a billet of wood towards him, set it up between his feet; and tapped it feebly with the axe instead of hitting it hard. As a result the billet wavered and fell down. He again pulled it to him, blew on his freezing hands, and tapped it with his axe cautiously. The billet again fell to the ground without being chopped.

Q.4. Why did Lushkoff become embarrassed when he came to assist Sergei move to another house?

Ans. Lushkoff became embarrassed when he came to assist Sergei move to another house because he could not help in any way. He simply walked behind the wagons hanging his head and shivered in the cold. The other carters mocked at his idleness, feebleness and his tattered fancy over-coat.

Q.5. What did the beggar tell Sergei? Why did Sergei threaten to call the police?

Ans. The beggar told Sergei that he had an offer of a job in the province of Kaluga. But he had no money to go there. He further said that he felt ashamed of asking. But he did so because of adverse Circumstances Sergei had seen him earlier. Then he had told him that he was an expelled student. So he got angry with him and threatened to call the police.

Q.6. How did Sergei feel for treating Lushkoff harshly?

Ans. Sergei was an advocate. He must have followed some humane approach to reform Lushkoff. But he gave Lushkoff some kind of physically hard work that was to chop the wood for him. This task was not fit for a drunken and sick man. Besides, the weather was very cold. As it was the unjust full task for Lushkoff, Sergei felt ashamed of his act. □