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WORKSHEET–1

I. (a) Along with oxygen masks and other protective equipments, stamina is the most important factor that determines the success of the climbers.
(b) A climber is always accompanied by death.
(c) Local climbers have a thorough knowledge of the nature of the terrain.
(d) Every unsuccessful expedition contributes to the success of later expeditions.
(e) Ordinary people can climb less ambitious heights.
(f) To ordinary people, mountaineering is a fearful journey that always is faced with death.
(g) Every big expedition takes with it men who are interested in botany, biology, geology and various other branches of science, and these men carry with them equipment for recording their observations concerning the weather, the terrain, and different forms of life in higher altitudes.
(h) To ordinary people, going to a hill station or mountaineering is an outing with friends, enjoying nature, and scale less ambitious heights without any risk to life or limb.

WORKSHEET–2

I. (a) No, fizzy and sugary drinks don’t cause osteoporosis. But, because they are often a substitute for a glass of milk, kids are not getting the calcium and vitamin D they need to build a strong skeleton.
(b) Many of them also lead a sedentary lifestyle, so they aren’t getting the bone building benefits for vigorous exercise either. These children aren’t just in jeopardy for brittle bones and fractures decades down the road. They could be at a risk of osteoporosis at a younger age than ever before.
(c) Osteoporosis starts in childhood but has consequences later in life. The condition causes bones to become riddled with holes, like the framework of a house that’s been attacked by termites. That can lead to broken bones, which in turn can cause deformity, chronic pain or disability. Osteoporosis can be fatal: up to 25 per cent of older people who suffer a broken hip die within a year.
(d) Simple lifestyle changes and nutrition will help save your bones. It’s never too late to adopt bone-friendly habits—exercise, get enough sunlight, and have adequate calcium. This way, we can keep our bones healthy and prevent osteoporosis.

II. 1. (b) fatal 2. (b) vigorous 3. (a) fizzy 4. (d) chronic

WORKSHEET–3

I. (a) Birds cry out and make sounds that other birds understand.
(b) Human speech is a very complicated process, which no animal can perform. One reason is that in a very special way we use a whole series of organs to produce the sounds we want to make when we utter words.
(c) Human beings use a whole series of organs to utter words and thereby communicate with each other.

(d) The way our vocal cords are made to vibrate, the way the throat, mouth and nasal cavities are adjusted, the way the lips, teeth, lower jaw, tongue, and palate are moved—just to make vowel and consonant sounds, is something animals can’t do.

(e) Smell, movements, and sounds are used for communication by animals through which they express joy, anger or fear.

(f) For human beings, therefore, the use of words means the use of labels or symbols, and then organising them in a certain way to communicate something. This requires a degree of intelligence and logical thinking that no animals have.

(g) Communicate.

(h) Throat, mouth, nasal cavities, teeth, jaws, lips and tongue help humans to speak.

**WORKSHEET–4**

I. (a) Discipline should be the order in public life and is the crying need of the hour more than even before. Discipline stands for training, especially of the mind and character, aimed at producing self-control, obedience in the face of temptation or provocation. Discipline in public life ensures peace and harmony, which in turn offer impetus to the forces of progress and prosperity.

(b) Whenever people in public life or in private enterprise dilute the demands of discipline, most aspirations and achievements go astray, leading to failure and frustration at various levels.

(c) Discipline for countries like India which are standing at the threshold of economic breakthrough and a stupendous store of opportunities, it's the most immediate and urgent pre-requisite. Discipline for the rulers and the ruled, is an essential ingredient if we mean business in fields and factories.

(d) The ease with which state opposition sponsored ‘Bandhs’ are organised in our country is another area of concern. With discipline in public life under a cloud, the entire socio-economic momentum is brought to a grinding halt. When such is the sadistic approach towards discipline, there is nothing that can come to our rescue if some bigger calamity overtakes us in future.

II. 1. (a) impetus 2. (c) pre-requisite 3. (d) aspiration 4. (d) stupendous

**WORKSHEET–5**

I. (a) The Silk Road was important in olden times as it served as a link between East and the West.

(b) The Silk Road stopped serving as a shipping route around 1400 AD.

(c) Apart from trade the silk route served as route to cultural and religious exchanges.

(d) The Silk Road was of great significance then as it served the route to cultural, economic and religious exchange between East and the West.

(e) When Vasco-de Gama discovered sea route to India, the Silk Road lost its importance.

(f) Khotan was the connecting point between China, India, Western Central Asia and Iran.

(g) Many artifacts demonstrate that East and West had trade connections between them.

(h) Monks and merchants were responsible for commercial, religious and cultural contacts between India, Central Asia and China.
WORKSHEET–6

I. (a) The woeful condition of our state schools is the root cause of students engaging in private tuition.
   (b) Private tuition industry has grown at such an alarming rate because our State school does not impart quality education and teachers themselves encourage private tuitions.
   (c) State government’s attempt to ban tuition has failed miserably because school management does not cooperate. They sabotage such attempts on the part of the govt.
   (d) Introduction of grades in place of marks, lighter school bags etc. were introduced by NCERT to ease the situation of private tuition.

II. 1. (b) clear minded  2. (c) guilty
     3. (c) destructive  4. (a) seeking pleasure

WORKSHEET–7

I. (a) When the body works with the rhythm of nature, it functions at its best.
   (b) Working within the rhythm of nature provides us good health, lots of energy and calm mind.
   (c) Gentle morning exercises include yoga, walking and breathing deeply.
   (d) Lunch should be the biggest meal of the day as the digestive fire of pitta is at its peak.
   (e) Oily, fatty, fried foods, alcohol, caffeine, red meat etc. should be avoided during breakfast.
   (f) Fresh grated ginger and a few drops of lemon juice is recommended before lunch and dinner.
   (g) The writer suggests that animal meat should be taken at a minimal quantity.
   (h) Setting a routine for good health is the central theme of the passage.

WORKSHEET–8

I. (a) The causes of the erosion in Uttarkashi are the random layout and alignment of the roads and unplanned construction on the face of the hills.
   (b) Geologists from the Kumaon University have observed through field researches that several cracks on the ridge are advancing from north to the south which can be seen close to the ropeway system at compartment no. seven.
   (c) The PIL was filed because in spite of the promise made by the district administration construction spree continued unabated at the most vulnerable Sher-ka-Danda.
   (d) That Nainital is heading towards doomsday is inferred from the reports of Prof. R. Balagan that in Nainital, roads have a rather straighter elongation at the foot and face of the hill adjoining it.

II. 1. (b) sudden disaster  2. (b) prominent
     3. (a) unprotected  4. (b) noticeable

WORKSHEET–9

I. (a) Our dependence on IT is evident from the fact that no sector of economy is untouched, be it agriculture, manufacturing, banking, media, medicine, etc.
   (b) The use of electronic voting machine is an example of e-governance.
   (c) It is being rated as the fastest growing industry over the years.
   (d) Indian software professionals have built a strong brand equity for themselves in the world.
   (e) India has become the destination of software engineering and BPO.
   (f) Indian software professionals have a major opportunity as skilled IT professionals continue to be scarce.
(g) Sectors affected by IT are agriculture, manufacturing, banking, media, medicine, defence, private and government organisations.
(g) India weathered the global slowdown and is back on sustained growth path.

WORKSHEET–10

I. (a) Neem oil is a better mosquito repellent because it is cost effective and does not impact on human health adversely. It is cheaper as compared to other repellents.
(b) Market based repellents like coils, mats and vaporisers have adverse effect on humans. Skin reaction, facial sensations, sneezing, sniffing are caused by these repellents.
(c) Most attractive feature of the neem oil is that it has no side effects on the human body as it is a plant chemical.
(d) Neem oil application on the exposed body parts make it safe from mosquito bites.

II. 1. (b) nuisance 2. (a) showed 3. (a) very surprising 4. (c) result

WORKSHEET–11

I. (a) Ten per cent extra expenses in the construction of buildings can make it earthquake proof.
(b) Two points that are to be considered before raising a building are assessment of soil’s nature and its geo-history.
(c) Around 12 per cent of country’s land falls under very seismic vulnerability.
(d) Raising structures on ‘ignored’ building codes leads to a catastrophe the likes of that struck in Gujarat.
(e) IIT Roorkee provides a graduate course on earthquake engineering.
(f) A safe and sound building must have RC beam, in the foundation area.
(g) The safety measure recommended for the safety of building is that experienced engineers should assess the sustaining capacity of earth’s vibration first before constructing any building.
(h) Retrofitting means providing a new piece of equipment into something that did not have it when it was built.

WORKSHEET–12

I. (a) Causes of back pain are sedentary lifestyle and bad posture leading to lack of muscle tone in the back muscles.
(b) According to the doctors the factor responsible for back pain is the lifestyle followed by youngsters these days. Lack of physical exercise is the most important cause. Also slipping of one vertebra over the other and curvature of the spine too cause back pain.
(c) One should avoid long hours at the computers; take healthy diet; checking of weight and enough exercise are the precautions to avoid back pain.
(d) Specific exercises and physiotherapy can cure back pain. But in more serious cases, surgery is the only option.

II. 1. (c) very severe pain 2. (a) spending much time seated 3. (c) insufficient 4. (c) to show

WORKSHEET–13

1. (a) US combat pilots saw a German munitions train under heavy camouflage.
(b) The result of strafing run was that the train was hit by bombs and exploded with terrible force.
(c) By concealing the body of American pilot Braly and covering his body with flowers, the people of Remy showed their respect and gratitude to the American pilot.
(d) The surviving fighter pilots decided to replace the plain glass of the Church with the stained glass.
(e) The villagers of the Remy wanted an organ for the Church.
(f) The surplus of $65,000 was sent to the United States to help the victims of September 11, 2001.
(g) The motive of the villagers was to help the victims of incident of 9/11 of America.
(h) No, the stained-glass in the church of St. Denis had never been replaced. Instead, a plain plate glass had been installed.

WORKSHEET– 14

I. (a) India may not achieve gender parity by 2015 because adult literacy rate is much below the world’s literacy rate and about two-thirds of the region’s illiterates are women.
(b) NGO’s can play a bigger role in solving this deadlock. They can supplement the states efforts for providing education for all.
(c) UNESCO’s report of 2003-04 is discouraging because it highlights the drawbacks of Education for all policy. According to the report, in half of South and West Asia, the gross enrolment ratio at the pre-primary level is less than 25 per cent of the total.
(d) The region reported the world’s lowest adult literacy rates, with only 55 per cent of the population of 15 years and above able to read and write in 2000 AD.

II. 1. (b) taking lead
   2. (a) a state of being equal
   3. (b) considerably
   4. (c) powerful effect

WORKSHEET– 15

1. (a) The dominant greenhouse gas is Carbon dioxide.
(b) The climate experts have reported that atmospheric levels of methane has stopped growing.
(c) Stabilization of methane implies that it would help in reducing global warming.
(d) The side effects of methane control are the improvement in air quality and its contribution to the formation of ozone.
(e) Measures to curb methane emission yields quicker results because methane lasts in the atmosphere for a shorter period of time.
(f) The main source of release of Carbon dioxide are fossil fuels and forests when they are burnt.
(g) Human activities are the main cause of rise in atmospheric levels of methane.
(h) Methane is considered as lesser evil because its lasts in the atmosphere for a shorter period of time as compared to Carbon dioxide.

WORKSHEET– 16

I. (a) The common problems of schools is that most of them put the number of students beyond a prescribed limit. This prevents the teachers to attend to each student’s problems.
(b) Students can be made confident by motivating them to perform better. We should not put unnecessary pressure on the students.
(c) In many schools the strength of a classroom is about sixty or seventy. It becomes difficult for the teacher to pay due attention to all the students.
(d) We should build self confidence among the students by motivating them to perform better. This can go a long way to dispel fear among students.
I. (a) Certain energies appear and begin to distract the meditator from his/her dhyan.
(b) The practitioner starts looking here and there. The whole effort of meditation goes waste.
(c) One should not have to worry about physical world, just concentrate on meditation.
(d) Some subtle and powerful energies around the person.
(e) Maya
(f) Yoga practice leads to awakening of soul in the person and he does not yield to maya.
(g) Maya attacks more forcefully on a much evolved person than a normal human.
(h) He will cross over the hurdles of maya and goes into dhyan mudra.

II. 1. (d) to work hard 2. (a) problem
3. (b) to expose oneself 4. (a) to give in

WORKSHEET–17

I. (a) One can get far ahead of his/her colleagues with a good combination of technical and communication skills. People will judge, evaluate, promote you based on your communication skills.
(b) Since habits form by repeating both good and bad forms of communications, learn to observe great communicators and adopt their styles and traits – in written and verbal forms. The art of listening and learning from each and every interaction, is another secret recipe. Develop the subconscious habit of listening to yourself as you speak and know when to pause.
(c) Speak when you have value to add, else refrain. Poorly constructed e-mails with grammatical errors are acceptable between friends, but they should be seriously avoided while communicating formally with your seniors. Avoid any communication in an emotional state when you might say things you will regret later.
(d) Adding humour and wit is also essential. But realize that not all jokes are funny and observe certain boundaries. Never say anything that could offend. Remember you are not a comedian who must offend as many people as you can to be witty.

II. 1. (a) estimate 2. (c) quality
3. (b) speak 4. (c) trouble

WORKSHEET–18

I. (a) Flowing from Himalayas, the Ganga terminates in the Bay of Bengal, the sea in the east of India.
(b) The Ganga water drains one-fourths of India’s land area.
(c) The Indians rely on the Ganga for its water which they use for drinking, for industrial uses and for irrigating the agricultural land.
(d) They consider the Ganga as the most sacred of all Indian rivers.
(e) Around 112 towns and cities are situated across the Ganga.
(f) Most of this is untreated human sewage, industrial sewage, carcasses of animals, etc.
(g) Yes, the Ganga has a high capacity for natural self-cleaning, but it cannot cope up with the dumped waste.
(h) The seven kilometre curve at Varanasi is the most polluted stretch of the Ganga.
I. (a) A bad mood can lead to anxiety, anger and lethargy. To avoid it, people either talk about their problems with others, or they use tranquillizers, anti-depressants and anti-anxiety drugs prescribed by neurologists. These drugs are easily available with the chemist.

(b) Of all the self-help techniques available, with a man, aerobic exercises such as running, cycling, brisk walking, swimming prove the most effective cure for a bad mood. These kinds of repetitive activities boost the heart rate, increase blood circulation and improve the body’s utilization of oxygen.

(c) Patricia, the colour psychologist advised that we should wear warm, bright and active colours that lighten our mood. Red colour causes irritation and anger and should be avoided. She advised not to wear black or dark blue that make you feel sad. Instead wear soft shades of blue which soothes and calms your mood.

(d) Carbohydrates eaten alone stimulate the brain and make us feel calm and relaxed. Intake of protein tends to sustain alertness and mentally charged. One should avoid high intake of caffeine to avoid depression and anxiety.

II. 1. (b) dull and exhausted 2. (b) calm 3. (a) curing 4. (c) exciting

WORKSHEET–21

I. (a) Coorg is situated in Western Ghat in the south-west of Karnataka. It is famous for finest mild coffee.

(b) Tea leaves require sunlight to grow whereas the coffee bush requires shade.

(c) Coorg has tropical climate, abundant rainfall and fertile soil which is good for coffee production.

(d) Coorg coffee is famous for its blue colour, clean beans and fine liquoring quality.

(e) Crude oil is at number one followed by coffee.

(f) March and April

(g) Coorg is one of the largest producers of pepper, cardamom and honey in the world.

(h) Kodava rajas ruled over Kodagu (now Coorg) and established their capital at Mercara in Karnataka.

WORKSHEET–22

I. (a) The suitable title to paragraph 1 is ‘Means and Ends’ as it is in this paragraph that Gandhian thought on adoption of just, moral and right means to achieve ends in the most ethical way are suggested. Gandhiji never allowed himself to use wrong means to attain the right ends.

(b) Here the ‘words’ is a literal representation of the valuable writings and speeches of Gandhiji which cover six decades of active life of Gandhiji. Gandhiji’s ‘words’ inspired countless individuals to follow truth, ahimsa and develop moral values in life. His ‘words’ emphasised cultural values which sought to be preserved for coming generations to learn from them.

(c) Gandhiji believed that sense of morality is inherent in the spiritualism. If the human beings take spiritualism the way of life, morality itself will come into being. He believes that man should have an abiding trust in man. This will make an individual progress and attain higher living standards in life.
(d) Gandhiji’s concept of economics is often confounded with too much simplicity and austerity, if not scarcity. His disciplines, to some people, are considered rigid morality, lacking colour and beauty. He lived with few and limited means. The golden mean remains to be discovered and adopted.

II. 1. (b) impressive 2. (a) care for 3. (d) border 4. (c) simplicity

ENRICHMENT ACTIVITY

COMPREHENSION

WORKSHEET–23

1. (a) She wanted to pursue her dream. It was to train blind Tibetan youngsters in certain skills. These skills were needed to become confident and valuable members of their society.
(b) The blind children at the centre in Lhasa move around with confidence. They do not betray fear or uncertainty that the blind show when they move.

ACTIVITIES

1. You fail to enjoy the wealth of literature.
   You remain ignorant of the latest developments.
   You can’t reap the fruit of flowering knowledge.
   You have to depend on others for enlightenment.
   You remain backward and superstitious.

2. EDUCATION FOR ALL

   1. ♦ read
   2. ♦ 12 are illiterate
   3. ♦ strengthening of democracy
   4. ♦ write to us

   ♦ write
   ♦ 10 can’t write
   ♦ help in development work
   ♦ send an e-mail

VOICE PROJECTION

WORKSHEET–24

1. Word | Pronunciation | Word | Pronunciation
-------|---------------|-------|---------------
Academic | əkədemɪk | Accept | ək′sept
Academy | əˈkædəmɪ | Athlete | ˈæθlt
Allergy | ′ælədʒi | Content | ˈkɒntent/ˈkʌntent
Allergic | əˈlɜrɪk | Drowned | ˈdrəʊnd
Alley | əlɪ | Film | film
Abate | əˈbæt | Figure | ˈfɪgə(r)
Audacity | əˈdɑsətɪ | Genuine | ˈdʒiːnjuən
Alibi | əˈlɪbɪ | Modern | ˈmɒdən
Abandoned | əˈbændənd | Myriad | ˈmɪriəd
Attacked | əˈtækt | Panorama | ˈpænərəmə
2. Dear Students!

It gives me great pleasure to address you on an important subject, namely higher education in foreign countries. I have been informed that some of you are seriously considering going abroad for further studies in the USA or Australia and to that end they have been contracting the embassies and foreign educational institutions as well.

Well, I won’t dissuade you from going in for specialisation abroad. I agree that their laboratories are better equipped and the standard of living is far better. At the same time I would like to draw your attention to two points. First, education in the states involves huge financial expenses. You must have a rich sponsor either at home or abroad. Secondly, most of you may be lured by the rosy prospects to stay there. Consequently our country will suffer from brain-drain. I would fervently appeal to you to devote your talents, energy, expertise, hardwork and devotion to the service of the motherland. Educational facilities in various scientific courses in our country are in no way inferior to those obtaining abroad.

Don’t construe that I am biased against education abroad. Must go to a foreign country if it provides advanced technology, expertise or specialisation not available here and that too after doing your graduation (B.E., B.Tech., MBBS) here, so that you don’t drain the meagre resources of the country.

I would like to conclude by asking you to remember what an old, fond mother said to her young son, “Go there to study, but come back to serve your mother.”

**CREATIVITY**

**WORKSHEET–25**

1. (i) keeping one’s head   (ii) trusting oneself
   (iii) waiting patiently   (iv) truthfulness
   (v) not hating others    (vi) not looking too good
   (vii) not talking too wisely   (viii) not make dreams your master
   (ix) ability to meet triumph and disaster equally (x) risking all, losing and starting again

**WORKSHEET–26**

1. 1. (a) three shining red operating tables   (b) the dials
    (c) the anaesthetic machines
   2. (a) brightly   (b) emerged   (c) clambered   (d) opened

**WORKSHEET–27**

1. 1. (a) change   (b) world   (c) handiest
    (d) SMS   (e) part   (f) examination
   2. (a) (i) It is the handiest tool of communication   (ii) It saves time and energy
    (b) because they use SMS language
    (c) incomplete, immature
    (d) Favour: Most English words are twice as long as they need to be, staggering under a weight of unvoiced vowels and surplus consonant. So SMS saves time and paper.
    Against: SMS lambasts the rules of spelling in a manner which is immature and despicable
   3. (a) conundrum   (b) meticulous   (c) brevity   (d) despicable
LETTER TO THE EDITOR

1. 1239 Vayu Vihar
   New Delhi
   23 October 20XX
   The Editor
   The Viewpoint
   Chennai-40
   Dear Sir
   Recently you published an advertisement about ‘MEDHA-07’. It was claimed in the advertisement that it is a wonder drug and could help children to achieve all-round perfection. The user will become a super human with sharpened intellect, active memory, extraordinary brain power, strong bones and powerful muscles. Its user can enjoy full vitality of nerves, brain and heart.
   All this sounds quite attractive. But if one goes deeper and re-reads the advertisement, one notices many loopholes. For example, the advertisement is silent about the system of medicine on which the wonder drug is based. Secondly, there is no mention of the ingredients that it contains. There is no mention of certification or testing.
   It seems that some crafty persons are out to make a fast buck by playing on the psychology of harassed parents, who are anxious to see their children perform better. In my humble opinion giving such untested and uncertified drug to young children will be just inviting trouble. It may cause more complications than it may cure. I am surprised how such an advertisement could find space in your esteemed magazine.
   I appeal to you to get the drug tested in some renowned lab and if found ineffective/harmful, the results may be published for the enlightenment of parents and children.
   Yours truly
   Sonu

2. 356, F Block
   Rohini, New Delhi-110067
   8 March 20XX
   The Editor
   The Times of India
   Bahadur Shah Zafar Marg
   New Delhi-110002
   Sub: Invasion of alien culture on our moral and social values
Sir
The decision of the Union Cabinet to exclude cable TV from the purview of Indian Cinematograph Act, 1950 may help some vested interests but it is full of dangers for the common people. Since the cable TV operators have no obligation to seek licences, they are free to choose and relay the programmes they like most. In all probability they will try to switch over to unpaid or free channels instead of the paid ones. Most of these free channels depict programmes, films and fashion shows that are obscene, vulgar and violent and an alien culture with no concern for moral and social values.
The youngsters of the socially highups are prone to overdoses of this imported alien culture. Other youth may copy them.
Hence the government is requested to reconsider its decision. I hope your esteemed readers will appreciate my concern and join me in the protest.
Yours truly
Rohan

1. 567 Ring Road
   Dehradun
   18 February 20XX
   The Editor
   The Indian Express
   New Delhi
   Sir
I wish to draw the attention of the authorities against reckless and rash driving.
Reckless driving has become a fashion these days. It is a regular nuisance and a great danger to school-going children as well as the old persons as they cannot cross the road quickly. Cyclists, rickshaws, tangas and bullock-carts are hit by speeding cars and trucks everyday. Some of the streets in our town are very busy and overcrowded. Even then, the motorists drive their vehicles recklessly.
Accidents are almost an everyday occurrence caused by the rash driving. The drivers knock down the people and escape. Sometimes it becomes difficult even to note the number of the vehicle of the offender.
The police and traffic authorities should take immediate measures. The offenders should be brought to book so that they may never repeat the offence. Unless strict measures are taken and a sharp eye is kept on such drivers, people cannot heave a sigh of relief.
Thanking you
Yours truly
Meenakshi Joshi

2. Do it yourself

1. 61 Johri Bazar
   Kaithal
   5 May 20XX
   The Editor
   The Times of India
New Delhi
Sir
Through the columns of your esteemed daily, I would like to highlight the sufferings of the people of our town.
For the last six months, the sanitation of this town has been in a very bad shape. Drains are uncovered. They give out foul smell. There is no proper arrangement for cleaning the drains. Heaps of rubbish lie everywhere. There are big pools of stagnant water on most of the roads and this results in breeding of mosquitoes.
Lighting along the main road is inadequate. The result is that accidents take place very often. There is every likelihood of accidents, robbery, chain-snatching and eve-teasing because of lack of lighting on the roads in the colonies.
We have made repeated requests to the Municipal Committee, but in vain. I, therefore, appeal to the government to take notice of these shortcomings and initiate some action before mishaps take place.
Yours truly
Shobit Khurana

2. D-2 Green Park
   Hisar
   Haryana
   10 August 20XX
   The Editor
   The Times of India
   New Delhi
   Sir
   Sub: Health Hazards Caused by Junk Food
   Through the columns of your esteemed daily, I want to recount my experiences and sufferings as a consumer of fast food. Fast food is growing in popularity among teenagers. I too, had a craze for junk food and relished all types of such food five years ago. Little did I realise then that all those items with lot of fats, salt and spices are a potential danger to health. The first effect of junk food was visible in the form of obesity. I became overweight. The doctors advised me to reduce weight by running, jogging and doing exercises. I felt breathlessness and exhaustion too soon. The accumulated fat and excessive weight increased the load on my heart and I became a victim of heart disease. Now, I have been forced by circumstances to give up fast food altogether.
   I would, therefore, request all persons, especially the teenagers, to avoid eating junk food. They are very bad for health. Simple, home-made food, cooked hygienically, is the best food for us.
   I am confident you will publicize my views.
   Yours truly
   Swati/Sourav

1. IMPACT OF TV WATCHING ON READING
   Television has become the most popular source of entertainment these days. It is holding a vice-like grip on the imagination of the young children. They are more familiar with TV serials, their stars and intricacies of their respective plots. The greatest casualty is of course reading.
The need is of the hour to promote reading habits among the students. They have to be weaned away from TV tactfully and gradually. A love for reading adventure stories, science-fiction, books of travel etc. has to be cultivated. Once the reading habit has been cultivated, the young children will certainly be eager to learn more. Children's magazines and digests may help to develop and sustain their tastes. The parents must exercise restraint on themselves. The parents are their role-models. So the parents must sit and read, if they want their wards to develop reading habits. Once they begin, the children will follow suit.

2. IMPROVING THE CHAOTIC TRAFFIC CONDITIONS OF BENGALURU

Bengaluru has one of the most complex traffic situations in the world. Bullock carts, tongas, cycle-rickshaws and push carts vie with fast running cars and sometimes block the traffic for hours. Besides there are three-wheelers which juxtapose anywhere and spring like mushrooms everywhere. The buses and trucks moving at an average speed of 40 km. per hour cause enough accidents as well as traffic blocks. Pedestrians are another source of chaotic traffic conditions in the capital. Bengaluru has a metro rail system to reduce the traffic on city roads. This system should provide point-to-point service to commuters. It is being expanded rapidly in all directions. It will help in reducing pollution and accidents in Bengaluru. The number of vehicles must be reduced for the betterment of the traffic system in Bengaluru. Car pooling is a good option which people should follow. Many countries have a rule that personal vehicles (cars) having even registration numbers are allowed to ply on particular days in a week while vehicles having odd numbers are allowed to come out on other days. This system may prove very helpful in Bengaluru too. Autorickshaws and cyclerickshaws are a big cause for traffic snarl-ups in certain parts of Bengaluru. The government should make separate tracks for these vehicles.

VIP movement in the capital causes the biggest snarl-ups in our traffic system. The government should self-regulate itself. A one-way traffic system also reduces road accidents.

WORKSHEET–32

1. There are mainly four seasons—summer, winter, rainy and spring. Of all these, spring season is considered the queen of all seasons. We see flowers in their full bloom all over the gardens and parks. Bright flowers in a variety of colours and shades indeed offer a fascinating view. Nature is at its very best in this season. The air is scented and we find greenery everywhere. In this season, farmers harvest their crops and celebrate their foodgrains ripening festivals like Pongal, Bihu, Sankranti, Baisakhi, etc. It is the best season for honeybees to collect nectar as flowers are in plenty. Florist shops are also full of variety of flowers. Old leaves that fall down in winter get replaced by fresh new green leaves. Birds welcome the spring season. Some of them like the cuckoo produce sweet sounds which can be heard wherever there is a dense growth of trees. Indeed spring season signifies that something new will always replace the one that exists.

2. THE ROLE OF STUDENTS IN REMOVING ILLITERACY

(By Asha/Asit)

Illiteracy is a blot on the fair name of India. Most of the people living in the villages and slums are illiterate. Illiteracy is a real handicap.

Education makes a man enlightened and perfect. Education helps us to prosper physically, economically, socially and even spiritually. It broadens our outlook.

Students can play an effective role in removing the curse of illiteracy and in educating the under-privileged children. They can organise classes in groups. They can pay individual attention to the illiterates. By personal contact, they can remove the obstacles in their road to learning. They can easily spare an hour a day for this noble purpose. By carrying the lamp of knowledge and literacy to the deprived ones, they will serve the country. We must participate in a continuous campaign against illiteracy.
1. **BOOKS ARE OUR BEST COMPANIONS**  
(By Shobha/ Shobhit)

Books enlighten us, cheer us and encourage us. They make us wise. They are our best companions. They never desert us in our hour of need. Friends may give us a cold shoulder in our adversity, relatives may turn their faces away, but it is not so with books. They amuse, entertain and inspire us even in our darkest hours.

Books contain the best thoughts and experiences of the noblest minds that ever lived on the earth. They are storehouses of knowledge. They give us a glimpse of the divergent cultures, traditions and customs. When we are sad or alone, books provide cheerful company. Loneliness is no more a problem for a reader. In short, books are a source of pleasure and healthy diversion for us.

2. **POVERTY IS THE CAUSE OF ALL SOCIAL EVILS**  
(By Aditi/ Aditya)

Poverty means the state of being poor. We find around us many people who are unable to afford the basic necessities of life. They face difficulties in getting a square meal. They are clad in rags. They are engaged in petty jobs to earn their daily bread. They lead a miserable life. Hunger and poverty make them shameless. Poverty leads them to indulge in criminal activities. Some of them become pickpockets. Others indulge in thefts, robbery, murder, kidnapping and arson. Young street urchins rob vendors. Young boys sell cinema tickets in the blackmarket. All of them are the products of poverty. Without proper education and training they fail to get good jobs. So they adopt dishonest means to earn their livelihood. Many of them become criminals. Poverty compels them to indulge in social evils. If we want to eradicate social evils, we must remove poverty and help the poor to become self-sufficient.

1. **COMPUTERS PLAY A VITAL ROLE IN OUR YOUTH’S LIFE**  
(By Uma)

Today’s youth are the natives of the technology revolution era. In such a scenario, computers play an indispensable role in their lives. The modern youth have grown up with tech gadgets around them and they may not be able to imagine a world without computers. Computers are predominantly used in almost every sector of life—be it education, business or service—PCs have invaded everywhere. Could you think of a place where computers are not employed? The answer is void. Teaching children is now done on smart boards and tablets instead of the conventional blackboards. Industries, financial institutions, defense, educational research, healthcare and medicine, entertainment domain, telecommunication, media, and space research and exploration—the entire gamut of our life is automated with the help of computer technology and internet. No doubt that computers are adroit in data storing and handling. They have made our life more organized, systematic, simple, easy and truly efficient.

2. **CONSERVING WATER TO OVERCOME SHORTAGE**  
(By Shobhita/ Shobhit)

We celebrate World Water Day to propagate the importance of water in our life and the need for its conservation, proper use and checking wastage. The first step is to use less water. We must avoid wasting water. Every drop is precious. Conservation of water thus deserves top priority. Next comes water harvesting. During the rainy season more than 70% of rainwater
goes waste or flows into the rain through overflooded rivers. Rainwater harvesting ensures supply of pure water throughout the year. Proper storage facilities should be built and kept neat and clean. This rainwater can be stored in ponds, tanks and aquifers. It can be used for washing and bathing. Separate portions can be earmarked where animals can easily drink water and lie in the ponds. Rainwater harvesting can restore the sinking watertable. Another important and effective means of conserving water is by recycling of water. We must purify the dirty water of drains and sewers. This will not only give us fine compost for our crops, but also release water of potable quality. This process of recycling of used water has been adopted successfully in many cities. I am confident that if the above measures are adopted in right earnest, the nation will be able to ensure water availability.

WORKSHEET–35

1. THE PLIGHT OF CHILD LABOUR
   (By Gopal)

   The evil of child labour is rampant in our society. It is a blot on the name of our socialist society. The other day I happened to watch some children engaged in odd jobs. It disturbed me a lot.
   These children live and work in deplorable and inhuman conditions. They are made to do hard labour. They are underpaid and exploited. They work in homes, restaurants, factories, building sites etc. They are made to work hard for 10 to 12 hours everyday. They are hardly provided any nutritious meals.
   The government has passed laws against engaging child labour in hazardous industries. But the laws are not properly implemented. The greed and selfishness of the poor parents is also at fault. They let their children work to supplement their income. These children need attention and care. They deserve a better childhood. Society must look after them well and educate them.

2. IMPACT OF TV HABITS ON READING
   (By Rohan/Rohini)

   Television has become the most popular source of entertainment these days. Young children are fascinated by it. They are quite familiar with TV serials, their stars and the intricacies of their plots. The greatest casualty is of course reading.
   A study of the graph showing the time spent on watching TV and on reading, amply supports my contention. Twenty years ago a kid would spend 9-10 hours daily on reading. The number of hours devoted to reading have steadily declined and reached the pathetic figure of two hours a day. On the other hand, TV watching which occupied only two hours then now holds us captive for 8 to 10 hours per day.
   The need of the hour is to promote reading habits among students. A love for reading adventure stories, science fiction, books of travel etc. has to be cultivated. Children’s magazines may help to develop and sustain their tastes. Parents must exercise restraint on themselves. They are role models for their children. They must read books instead of watching TV, thereby setting an example for their children.

STORY WRITING

WORKSHEET–36

1. THE WASPISH GONG

   Once a tiger saw a hare sitting under a tree and asked what he was doing. “Oh,” answered the hare, “I am keeping watch over my grandfather’s gong.” “Where is the gong?” asked the
tiger. “Up there,” said the hare, pointing to a large round object hanging from one of the branches. “If you like you may strike it to see how well it sounds. But let me go farther away, for the sound always brings tears to my eyes.”

The tiger said he would like to sound the gong, and the hare at once scampered off down the path. The tiger raised his paw and gave the gong a great blow, which shattered it. It was a wasps’ nest and not a gong at all. Hundreds of wasps at once settled on the tiger’s face and stung him with such violence that he nearly went out of his mind. The stings made brown marks on the tiger’s face, and to this day all tigers have those marks.

2. **THE BLIND LADY AND THE GREEDY DOCTOR**

Once a rich lady, who lived in a spacious mansion, became blind. She called in an eye specialist, who promised to cure her within a fortnight. She agreed to pay a hefty fee for his services. The doctor operated upon her eyes and bandaged them.

The doctor came everyday. He gave her some medicine, stayed there for some time and removed some furniture or valuable article. This went on for fourteen days. On the fifteenth day, the doctor removed her bandages and said, “Now, you can see. Please pay my fees.”

The lady was cured. Her eyesight had been restored but she was shocked to see that all the pieces of expensive furniture were missing. She refused to pay the fees on the plea that she could not see her furniture in her room which meant that her eyesight had not been restored.

The doctor filed a suit against her for not paying his fees. The court heard both the parties. On knowing the reality, the judge dismissed the doctor’s case. He was charged with theft and sentenced to prison for swindling and stealing.

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**WORKSHEET–37**

1. **Story: NO PAINS, NO GAINS**

Work is worship. Hard work is the key to success. We cannot achieve anything without efforts. It is rightly said, ‘No pains, no gains’.

Once there was a farmer. He had four sons. They were very lazy. He advised them to work hard, but all in vain.

The farmer became old. He fell ill. He wanted to teach his sons a lesson. He called them to his bedside. He said, “I have hidden a treasure in the field. Dig it out after my death.” After saying these words, the farmer died.

After his death, all his sons went to the field. They dug it deep. But did not find any treasure. They were very sad. A wise man passed that way. He advised them to sow wheat. They did so. They harvested a rich crop. They sold it. They became rich. They learnt a lesson. They began to work hard.

2. **Story: SLOW AND STEADY WINS THE RACE**

Sustained efforts, however slow, lead to success. Random spurts show splendid ability. Pride of one’s capability may lead to fall and shame. Slow and steady wins the race. There is a story about it.

There lived a hare. A tortoise also lived there. They were fast friends. The hare was proud of being a fast runner. So he laughed at the tortoise for his slow speed. The tortoise took it ill. He asked the hare to run a race. Both agreed.

A goal was fixed. The race began. The hare ran very fast. He reached a cool place under a tree. It was very hot. He lay down under the tree. He soon fell asleep. The tortoise went on slowly. He saw the hare asleep. He reached the goal.
1. **A FRIEND IN NEED IS A FRIEND INDEED**

Raju's father was a small businessman. Being in seventh-class, Raju didn't get meaty some of pocket money, but he got the highest sum among all his class fellows. Hence, all became his friends. They even celebrated their birthdays on Raju's money. Only one was not his friend. He was Rakesh. He was very poor and thus didn't get any pocket money. Everyone despised him and no one talked to him. Time played such a role that Raju's father's business collapsed and he went bankrupt. They had to leave their house. Raju's father asked Raju to stay with his friends for the time being. Raju tried every of his so called “friends” but they all showed him the door. He met Rakesh on his way back. Rakesh asked Raju why he was looking so dejected. When Raju told the whole story, Rakesh offered him his place by saying, 'Friend, you can stay with me and we would share what I have'. It is true A friend in need is a friend indeed.

2. **LOOK BEFORE YOU LEAP**

Once upon a time there lived a lion in a jungle. He used to kill as many animals as he could. The population of the jungle started dwindling. All the animals called for a meeting to deal with this grave situation. After many deliberations it was decided that the lion should be offered an animal a day as his lunch. The lion agreed to it. Thus everyday an animal was sent to feed the lion. One day it was the turn of a rabbit. The rabbit was very clever. He went to the lion very late. By the time, lion had become very angry. The lion roared and asked why he had come late. The rabbit informed him that another lion had detained him. The lion became even more angry and asked the rabbit to show him the lion. The rabbit took the lion to a well and showed that the other lion was living in the well. The lion jumped into the well when he mistook his own image as another lion and killed himself. It is rightly said that look before you leap.

**WORKSHEET–39**

1. Once there lived a king in Scotland. His name was Robert Bruce (his kingdom was overpowered by the English). He fought very hard to free his country from the English. But he lost repeatedly on the battlefield. He was badly defeated. He had to run for his life into the forest. There he hid himself in a cave.

One day he was sitting feeling much depressed. He noticed a spider, trying to climb up the wall to reach the roof. Bruce for the time being forgot his own troubles and watched the efforts of the insect with interest. It climbed and fell down again and again but the spider did not lose heart. The spider began to climb up again. It went up steadily inch by inch and at last reached the roof.

The king at once rose up crying, “I must try again and again like the spider and the success will surely by mine.” He learnt a lesson. He once again raised a strong army. He fought against the English. He won back the liberty of his country.

**Moral:** Try again and again, till you succeed.

2. Once upon a time there was a traveller. He was passing through a forest. He was very thirsty. He searched for water everywhere but all in vain. At last he came under a coconut tree. Coconuts were hanging down from it. He could not climb up the tree because coconuts were very high on it.

There were many monkeys on the tree. The wise traveller thought of a plan. He threw some stones at the monkeys. The monkeys got very angry. They too, plucked coconuts and threw
at the traveller. The traveller collected the coconuts and broke them and drank their water. In this way, he quenched his thirst.

Moral: Wisdom always pays.

WORKSHEET – 40

1. Once there lived an old farmer in a village. He had four sons. All were very lazy. He often advised his sons to work hard. But the lazy sons never listened to his advice. The old man was much worried.

One day the farmer fell ill. His condition was serious. He wanted to teach his sons the value of hard work. So he called his sons and said to them, “There is a big treasure in my field. I am on deathbed. If you dig up the field, you will surely find it. Dig it out only after my death. But I do not know the exact place where I have buried it.” Soon after this the old farmer died.

After some days, the sons dug up all the field to search the treasure. But they found nothing. They were disappointed.

In the meantime, an old man passed that way. He knew what their father meant. He advised them to sow seeds. They did so. There was a good crop. They became rich. Thus they learnt the value of hard work.

Moral: No pains, no gains.

GOOD OUT OF EVIL

Once there lived a merchant in a village. One day he earned a lot of money and was returning home. His way lay through a thick forest. The forest was infested with robbers, so he was in a hurry. He had not gone very far when it began to rain in torrents. He was drenched to the skin. He was beside himself with anger and cursed God for the untimely rain and bad weather. As he was doing so, he came across a robber with a loaded pistol in his hand. Pointing the pistol towards the merchant, the robber said, “your life or your money!” The merchant did not lose heart and kept his presence of mind. He began to run as fast as he could. The robber gave him a hot chase.

Soon the robber overtook the merchant. He aimed at him with his pistol and pulled the trigger. The pistol had become jammed due to heavy rain, so it did not go off. The merchant escaped unhurt. Then he thanked God for rain and bad weather. He concluded that his safety was due to the rain and said, “Sometimes good comes out of evil.”

Moral: God does everything for our good.

WORKSHEET – 41

1. Once in a village a unique situation occurred when two women started quarrelling over the possession of a child. They both claimed that the child was theirs. Village panchayat too failed to come to any conclusion as there was no witness to their claim. They finally decided to go to the king’s court for the settlement of the dispute. The wise king heard their case and ordered that the child was to be cut in two parts so that both the women get half of the child. The first woman said, ‘It is fine, I have no objection’. The second woman started crying and fell at the king’s feet and pleaded, ‘Please! Please! do not divide the child. Give the child to the other woman.’ King immediately understood that the second woman was the mother and gave the child to her and the first woman was sent to jail.

2. Once upon a time a tiger got encaged in a jungle. The infuriated tiger roared and roared. A brahmin heard the roar of the tiger and went to see what the matter was. When tiger saw the brahmin, it requested the brahmin to set him free. The brahmin felt pity on the tiger
and freed him. Once outside the cage, tiger wanted to eat that brahmin. Brahmin got scared. Suddenly a fox appeared from nowhere. The brahmin asked the fox to help him. The cunning fox asked the tiger how it was possible for a huge tiger to get encaged in such a small cage. The fox challenged the tiger to show how he got encaged. The tiger entered the cage to show how he was caught and encaged. The fox immediately asked the brahmin to shut the cage door. Then the fox asked the brahmin to and thus the life of the brahmin was saved.

ENRICHMENT ACTIVITY

GROUP DISCUSSION

WORKSHEET–42

1. TV WATCHING CAN BE HARMFUL FOR STUDENTS

For the motion

In my opinion, TV viewing has really harmed the children. Excess of TV viewing causes physical, emotional and intellectual setbacks. Due to weak eyesight, many children have to wear spectacles. They find it difficult to study or do homework as TV leaves no time for either of these. The students tend to develop anxiety, tension and fear. Some of them begin telling lies or playing truants to cover their inability.

Children have impressionable minds. They catch wrong impressions/habits quite easily. TV programmes present a make-believe world which is entirely different from the real world. Life is not so easy as depicted on the screen. Confrontation with real life causes frustration and disillusionment.

The most harmful effect of TV viewing is the exposure of young minds to violence. It harms proper human development. We find many adolescent youths taking to crimes, forgeries and dacoities following what they see on screen.

I, therefore, wholeheartedly support the motion.

Against the motion

My knowledgeable friend has given weighty arguments to prove that TV viewing is really harmful for children. TV viewing may harm the eyesight but only if it is watched in a wrong way. If TV is viewed at a proper distance and in sufficient light, it has no adverse effect on the eyesight.

Secondly, TV viewing does not disturb the homework. The time allotted to TV viewing and the selection of programmes should be done carefully. TV programmes can provide knowledge, entertainment and inspiration. Young children can be helped to think freely. Their latent faculties can be developed.

Thirdly, TV viewing provides a wholesome educative entertainment. It widens the faculties of understanding, fellow feeling, cooperation and mutual love. Violence is not depicted every time on TV. It is the environment at home and in society which is responsible for spreading violence and social evils. So why blame TV. I, therefore, oppose the motion. I assert that TV viewing is not at all harmful.

2. Develop the following value points:

As a showpiece—status symbol—impressing peers by flaunting it—distraction in class—diverts attention—disturbs peace and concentration—shifts focus of users from studies to entertainment—reaction—misuse by students—SMS—MMS—games, etc.
BUDDING ARTISTS AND POETS

1. For self-attempt.
2. ONE CANNOT PLEASE ALL

Once there was a farmer. He had a donkey. He wanted to go to the town. His son also insisted on going with him. Perhaps he wanted to see the town. Maybe he was more interested in having a ride on the donkey. The farmer sat on the donkey and asked his son to follow him. They came to a well. Some women were drawing water. One of them said, “Look at that heartless man. How smugly he sits on the back of the donkey and makes the young boy run after him.” Others also criticised the man. The farmer felt small. He got down and asked his son to get on the back of the donkey. The son enjoyed riding, so he kicked the donkey. The donkey began to run. The farmer had to run harder. Soon he was breathless. They came across a group of men. One of them said, “How ungrateful that boy is! He is making his old father run hard. He might faint and fall.” Others also called him ‘shameless’ and ‘heartless’. The son now asked his father to get on the back of the donkey. The two had gone only a little farther when they came across some young children. One of them shouted, “Look! Two donkeys are riding a donkey! Won’t they kill it? Don’t they have any pity?” To please them both of them got off the donkey. They found a bamboo. They tied the legs of the donkey and carried it on their shoulders. They were crossing a bridge. The sound of the horn of a truck frightened the donkey. It brayed and twisted its body. It fell into the river and was drowned. The farmer and his son watched helplessly. They failed to please any one.

FIND THE SOLUTION

1. Solution will depend on responses to questions that follow the conversation. One such solution is given below.

Asha will embrace Vibhuti and try to calm her down. She knows full well that force doesn't work in such circumstances. Reasons have no appeal when one feels emotionally hurt. Gifts and sweets may soften a kid but not a youngster in teens. Hence the only solution is emotional approach. She should behave like a friend or a sister and persuade her gradually.

2. ...if she would accompany her to school in the evening. Asha consulted her engagement diary and exclaimed that she had an important meeting of Ladies Club the next day followed by dinner. Vibhuti told her mother that her presence was so inspiring for her. She pleaded/asked if she couldn't postpone her meeting for once. Very affectionately Asha told her to be reasonable. She explained that she was the chairperson. If she didn't go, there would be a mess. Vibhuti suggested that she could ring some of her close friends and brief them on the points she wanted to be sorted out. Asha yielded a little and said that she had a point there, but... Vibhuti cut short her reasoning by saying that she should not make any lame excuses then. She reminded her that last year too neither she nor (her) daddy had come to her school. She said that other students had been escorted by their parents, so even their rank performances had been applauded. Since no one had clapped for her, she felt as if she had been an orphan. Asha exclaimed with regret that she was sorry. She promised that next time she would certainly... . This infuriated Vibhuti who exclaimed that there would be no next time. For her it was now or never.

3. I was in Class X. My First Semester Exam was to begin the next day. The first paper was of Maths. I dreaded studying Maths. Preparation for the examination put me at my wit's ends. I kept staring at the syllabus and the ceiling. I found myself completely at sea.
remembered my parents’ advice. They had told me to read carefully, study solved examples and attempt the practice questions. In case I felt any difficulty, I could consult them or my classmates or teacher. I felt shy of doing so. The result was that my problems and ignorance kept on compounding and here I was—a completely lost person. My mother was the first one to realise my predicament. She soothed my fears and asked me to have courage. Then came my father. He was sweeter than ever. He advised me to forget my fear of Maths. Perhaps the dislike for it was the root cause. He advised me to go through the solved examples and learn to proceed stepwise. He kept sitting there. I did as he told me. Now I found the subject easy and interesting. Next day, I did well in my exam.

**CONVERSATION**

1.1 (a) Polluted water is killing more people globally than all forms of violence, including war and terror.
(b) Children are the worst sufferers. More than 3 million people die across the world every year due to waterborne disease. 1.2 millions of them are children. One child dies every 20 seconds.
(c) Waste water is likely to be one of the biggest dangers to environment. Waste water is a cocktail of fertiliser run off and sewage disposal.
(d) Only 30 per cent waste water is treated in India. It has a child malnourishment rate of 46 per cent. Drinking water in one-third of India’s 600 districts has a high flouride content. The result is that 65 million people are suffering from flurosis. This causes crippling problems.
(e) More than one lakh people die of waterborne diseases in India every year.
(f) Two million tonnes of water is spilled into sewage system everyday. It generates two billion litres of polluted water everyday.
(g) These districts do not have a system of early detection of ill-effects of contaminated water. By the time the disease is detected, it is too late for cure.
(h) World population is likely to double in next 40 years.
(i) Things are changing at a slow pace.
(j) It is about one billion tonnes.

**ACTIVITY**

- **Hints**
  - use the format of speech
  - make the introduction interesting
  - develop the tips given
  - make the conclusion of your speech convincing

(a) (iv) others
(b) (iii) by producing fruit for them
(c) (ii) a good man
(d) (i) the men of noble heart
(e) (iii) benefiting mankind
**ACTIVITY**

First option

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<tr>
<td>NOTICE</td>
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<td>25 March 20XX</td>
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<td>IMPROVEMENT IN COMMUNITY PARK</td>
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All the elected members of RWA are requested to attend a meeting this Sunday.

- **Date**: 28 March
- **Time**: 11.00 am
- **Venue**: Community Centre
- **Agenda**: Suggestions for Improvements in Community Park

Senior residents are also requested to attend the meeting.

Please come forward with your suggestions and solutions.

Udit Vohra
Secretary RWA

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**Second option**

Secretary, RWA: Gentleman! I draw your kind attention towards the bad shape of the Community Park. Grass has withered at many places and bald patches are visible. The plants and trees have stunted growth.

A Senior Citizen: May I know who was given the responsibility of looking after the park?

Cashier, RWA: Sir, a whole time gardener was engaged during autumn. It was not human negligence, but the vagaries of nature which are responsible for this sorry state of affairs.

A member, RWA: What leads you to say so?

Cashier, RWA: Sir, we had a very hot summer but not sufficient rains. The earth lay parched and baked. Lack of rains led to withering of grass. Plants with short roots could not get enough nourishment for growth.

Chairman, RWA: Well, gentlemen. Let us discuss what steps should be taken to spruce up things.

A Senior Citizen: Let us involve local youths, students and residents to supervise the relaying of grass, plantation of saplings, pruning of trees, hedges, weeding out, manuring and watering etc.

Chairman, RWA: Any other suggestion?

A member, RWA: I support the above suggestion, but I would like to add something. Let us be practical and not simply idealistic. Duties must be fixed. If responsibilities are properly assigned, we may get better performance.

Secretary, RWA: If the house approves it we may appoint a subcommittee to elicit cooperation from all the users as well as the horticulture department and municipal corporation. Thus we shall get plants, water and expert advice as well.

Chairman, RWA: Any dissensions? Those in favour may say ‘Aye,’ dissenters may say ‘No’.

All: Aye.

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WORKSHEET–47

1. In favour of the motion: Try yourself.

Against the motion:

Respected chairperson and dear friends!

The Internet has ushered in a change in communication. There is no doubt about it, but it is just a new form of communication. We can't say that it has changed everything in our lives. People still like to visit banks and commercial establishments, have a face-to-face interaction—to haggle and bargain. Some of them enjoy window-shopping while going shopping. They prefer real interaction to virtual ones. In a poor country like India, many people don't have the
resources, patience and knowledge to use computers and the Internet. Reading on a computer screen is uncomfortable. People prefer to listen music and be entertained in traditional ways. Being glued to computer screen has led to passivity, poor eyesight and indigestion. Sedentary habits have led to obesity and lack of physical agility.

Thank you

SHORT PARAGRAPH/ARTICLE/E-MAIL/STORY

WORKSHEET–48

1. MISUSE OF INTERNET
Like other inventions of science, Internet may be misused. The data available on the Internet is objective and can be surfed easily. Young children get addicted to surfing and waste a lot of time doing so. Sometimes they come across undesirable sites which pour out a lot of garbage. Malicious sites pour out data with adult content. They may receive e-mails containing viruses. Hackers and spammers try to steal the password of genuine but innocent net users. Then they can log in onto their account details. Even the debit cards and credit cards of reputed banks are copied and misused. The data of these cards inserted in slot machines at various outlets may be misused by malicious persons by creating spurious cards. So one should protect one’s password carefully.

2. IMPACT OF THE INTERNET ON OUR LIFE
The Internet has indeed revolutionised our life. It has changed the world into a global village. We stay in touch with our friends/relatives in distant countries/places through the Internet. Information Technology has worked wonders for us. Communication has speeded up and become instant. No doubt people have discarded the old-fashioned mail and adopted the e-mail for communication. New business opportunities have been created by the Internet in the world of commerce. Banks have adopted e-banking. Many public and private sector institutions are providing new and economically viable facilities through the Internet. Besides being a storehouse of knowledge and information, the Internet provides us entertainment. We can watch a video or listen to MP3s on the Internet. People can stay at home and work via the Internet.

3. Message
Hi! I’m overjoyed to learn of your success. It must be very nice bagging the first prize and the trophy.
Heartiest congratulations to you and your team.
Keep it up!
Bye till we meet again.

4. A HARROWING EXPERIENCE
It was around Christmas when I went shopping in the fashionable shopping centre in the heart of the city. As usual there was a lot of rush. I had selected the articles and was about to take them to the cashier’s counter, when suddenly I heard a sound. It seemed as if a big and powerful cracker had burst. Cries of people and clouds of smoke filled the air. Panic spread everywhere. The guards advised the customers to duck near the counters. As people rushed downstairs, there was a stampede. People were crushed under the feet. Electricity had failed and phones had stopped functioning. Full twenty minutes we spent huddled like animal which felt like two hours. The arrival of anti-bomb squad and fire-brigade eased the situation. The police rescued the people stranded inside. I felt happy that I was one of those who had been rescued first. It was a great relief to be alive and be with my family once again.
1. For self-attempt.

2. CHILDREN-TARGETED COMMERCIALS

Good Morning Everybody!
Most of the TV commercials are targeted on the children of 5 to 15 years age group. These vary from toothpaste, soap, liquid shop, pen, pencils, chocolates, chewing gums, food supplements or eatables themselves. The advertisers target children knowing fully well that children are their prospective buyers. Once something catches their fancy, they insist on buying it. They spread its popularity by the word of mouth and all the children of a group vie with each other to possess the latest advertised object. Sometimes parents have to yield to some unreasonable demands of the children, who would not compromise on alternatives and must have the brand of their choice. The commercials do not commit themselves on the genuineness of the claims made in the advertisements. Some of these prove to be mere sales gimmicks.

Thank you

3. For the motion: Develop these value points
Mobile phones — source of distraction in class
— misuse by children: games-MMS-SMS
— divert attention from studies/games/driving etc.
— exposure to electromagnetic waves: not good for brain

Against the motion: For self-attempt.

INTERVIEW/DESCRIPTION

1. Shweta: Hi, Roshni! Welcome to Blue Bells School. Will you please spare a few minutes for us?
Roshni: Oh, yes! With pleasure!
Shweta: How did you get the idea of 'Diwali without polluting'?
Roshni: I observed the strange behaviour of my pets and the restlessness of my grandmother on Diwali night. And I felt disturbed.
Shweta: Was this sufficient motivation for you?
Roshni: It started the ball rolling. I got a direction to move forward. Then I interacted with my neighbours and children in the street.
Shweta: What was the outcome of your discussion?
Roshni: We decided to have a Diwali without crackers.
Shweta: Which was the first step that you took?
Roshni: I gave a slogan: "Say No To Crackers".
Shweta: How was the response?
Roshni: The response was encouraging. Many more joined us.
Shweta: How did you spread the message of Cracker-free Diwali?
Roshni: We started with banners and posters. Then we held group discussions, seminars and declamation contests. We told people about the disadvantages of crackers such as pollution and wastage of money.
Shweta: To what extent did you succeed in your mission?
Roshni: To a great extent, I suppose. In some of the schools, students felt so inspired that they threw all crackers in water and joined our movement.

Shweta: Congratulations, Roshni! It is a remarkable motivation.

Roshni: Thanks for your compliment.

Shweta: You're welcome.

2. LEG LOST IN CRACKER BURST
I shudder as I recall the horrific incident of that fateful Diwali night. The people of our street had assembled in the square to watch illumination of homes and to celebrate Diwali with the bursting of crackers. Young boys were quite enthusiastic. One of them ignited the wick of 20 cm long 3 cm wide cracker. Unfortunately, the direction went wrong. Instead of rising upwards, it hit the leg of the boy. The cracker burst inside his leg. Both the bones of the leg were broken. The ankle and foot hung limp. The boy cried and fell down unconscious. A cloth was wrapped to stop bleeding, but in vain. He was immediately rushed to hospital. The doctors performed an emergency operation. In spite of their best efforts they could not put the foot and leg together. The poison of gunpowder had infected the wound up to knee. The doctors had to save a life or a limb. In order to save life, they amputated the youngman's leg just below the knee. Thus a young man lost his leg in cracker burst.

3. Develop these value points
- children love sweets, new clothes, toys and bursting crackers
- disadvantages of crackers—pollution: wastage of money, fear of injury
- loss to property and lives due to firecrackers or pollution
- if crackers not exploded—pollution-free environment
- if money to be spent on crackers is saved, it can be used to help the poor
- if needy persons are helped—their condition will improve
- individual/social welfare
GRAMMAR

SUBJECT ASSESSMENT

FILLING BLANKS WITH SUITABLE WORDS

WORKSHEET–51

1. (a) 4. would (b) 2. an (c) 3. into (d) 1. was (e) 4. had (f) 3. on (g) 1. a (h) 2. my
2. (a) 1. mention (b) 2. your (c) 4. climbing (d) 3. into (e) 2. throw (f) 3. on (g) 4. reporting (h) 1. repeat
3. (a) 4. declining (b) 3. in (c) 1. of (d) 2. most (e) 3. larger (f) 4. because (g) 2. requires (h) 3. acknowledged
4. (a) 4. opacity (b) 3. medical (c) 4. formation (d) 2. an (e) 3. are (f) 2. and (g) 1. like (h) 4. in

WORKSHEET–52

1. (a) 3. finding (b) 4. in (c) 1. after (d) 2. weighing (e) 3. the (f) 3. because (g) 4. who (h) 1. by
2. (a) 3. may (b) 4. before (c) 1. will (d) 2. or (e) 2. been (f) 3. that (g) 1. can (h) 4. as
3. (a) 4. at (b) 1. of (c) 3. which (d) 2. at (e) 2. seen (f) 4. with (g) 3. than (h) 1. the
4. (a) 1. congratulate (b) 4. passing (c) 2. glad (d) 3. over (e) 3. succeeds (f) 2. for (g) 3. has (h) 1. intends

WORKSHEET–53

1. (a) 3. on (b) 4. and (c) 2. through (d) 1. which (e) 4. from (f) 3. when (g) 1. their (h) 2. like
2. (a) 3. who (b) 4. think (c) 1. like (d) 3. for (e) 2. each (f) 1. for (g) 2. so (h) 4. these
3. (a) 4. and (b) 3. in (c) 2. during (d) 1. can (e) 2. a (f) 3. when (g) 4. hearing (h) 1. about
4. (a) 2. in (b) 3. as (c) 4. by (d) 1. and (e) 3. on (f) 3. the (g) 2. are (h) 1. each

PARAGRAPH COMPLETION

WORKSHEET–54

1. (a) 3. was a German by (b) 4. acquired British citizenship
   (c) 1. admirer of Indian culture (d) 2. translation of many Sanskrit
   (b) acquired British citizenship (c) 1. admirer of Indian culture
   (d) 2. translation of many Sanskrit

2. (a) 2. discovery of paper was made by (b) 3. was made of stalks of tall
   (c) 4. is derived from the word ‘papyrus’ (d) 3. restriction was imposed
   (b) 3. was made of stalks of tall (c) 4. is derived from the word ‘papyrus’ (d) 3. restriction was imposed

3. (a) 3. was built (b) 4. was revived
   (c) 2. fame as (d) 1. are organised
   (b) 4. was revived (c) 2. fame as (d) 1. are organised

4. (a) 4. has a small build and long arms but no tail (b) 2. birth it is
   (c) 3. licking dew or rain (d) 4. maintaining territory
   (b) 2. birth it is (c) 3. licking dew or rain (d) 4. maintaining territory

WORKSHEET–55

1. (a) 3. is a living memorial to (b) 4. have been learnt
   (c) 2. continue (d) 3. were crippled
2. (a) 2. were attacked  
   (c) 4. than 5000 people died  
(b) 3. towers collapsed  
(d) 2. were the two suicide bombers
3. (a) 4. was conducted  
   (c) 2. was organised by  
(b) 3. who are studying  
(d) 4. to help the students to choose
4. (a) 4. when I stopped at a red light  
   (c) 2. drove onto a footpath  
(b) 3. get controlled  
(d) 1. who were killed

WORKSHEET–56

1. (a) 3. was lashed by steady heavy rain  
   (c) 2. water had rushed inside their homes  
(b) 4. streets were flooded terribly  
(d) 1. there was no road, rail or air traffic
2. (a) 2. are evacuating  
   (c) 4. is forcing  
(b) 3. is built  
(d) 1. to leave ahead of
3. (a) 1. was celebrated  
   (c) 1. was accorded a warm welcome on his arrival  
(b) 3. who was the Chief Guest  
(d) 4. Prizes were given away by
4. (a) 3. has grown fast  
   (c) 4. who had migrated from Pakistan  
(b) 1. have worked hard  
(d) 2. attracts industrialists

DIALOGUE COMPLETION

WORKSHEET–57

1. (a) 4. Will you like to join us  
   (c) 3. When is she coming  
(b) 1. Why is it not possible  
(d) 2. I will miss you
2. (a) 3. Could you give me some information  
   (c) 1. You will have to fill up an application form  
(b) 4. How can I help you  
(d) 2. Do you have your ID Card
3. (a) 4. Did you sleep well  
   (c) 1. Did you watch the Grand Finale  
(b) 3. How did you manage to keep cool  
(d) 2. How sad I missed it!
4. (a) 2. Could I speak to Vartica, please  
   (c) 3. Why didn’t you inform me earlier  
(b) 4. Do you think you can  
(d) 4. I will try my best

WORKSHEET–58

1. (a) 3. What do you think about  
   (c) 4. How many marks did you get  
(b) 1. Who is the best teacher  
(d) 2. How did your teacher react
2. (a) 4. Where are you going  
   (c) 2. have you not been invited  
(b) 3. Has Renu invited many people  
(d) 4. Will you also forget to invite me
3. (a) 2. Can I have an appointment with  
   (c) 3. you tell him that I had called  
(b) 4. so that he can start the treatment  
(d) 4. to bring all the reports with you
4. (a) 4. I will be able to find you  
   (c) 2. I can still bite you  
(b) 3. I switch off the light  
(d) 4. How will you bite me

WORKSHEET–59

1. (a) 4. Who will be elected  
   (c) 2. what he would do  
(b) 1. that they will vote  
(d) 3. that he would promote
2. (a) 3. Do you attend dance classes  
   (c) 2. From which film was it  
(b) 4. Did you like this dance  
(d) 3. Have you seen it
3. (a) 4. Have you got admission (b) 2. When does the course begin
(c) 3. How will you spend this fortnight (d) 4. Where is your Business School located
4. (a) 4. Where are you coming from (b) 3. Why did you go there
(c) 1. What has happened to her (d) 2. When did it happen

SENTENCE REORDERING

1. (a) But sadly this mother of all instruments has no takers today.
(b) There are few exponents to whom the rare students can turn to.
(c) It is not even a subsidiary subject in university curricula.
(d) So we have buried the instrument even before it is born.
2. (a) Prolonged high blood-pressure is the main cause of paralytic attack.
(b) People affected with a paralytic stroke can communicate either with limbs, tongue, lips and vocal cords.
(c) Some can even blink their eyes to answer.
(d) But in a few even a small gesture is impossible due to extensive damage to the voluntary nervous system.
3. (a) The method allows officials to detect bacteria with a hand-held device.
(b) The technique is based on naturally occuring bacteria killers known as bacteriophages.
(c) The extracts of an enzyme produced by bacteriophages have been shown to destroy anthrax that has become resistant to antibiotics.
(d) In a few years this technique may help fight infections difficult to treat.
4. (a) It must be practised everyday. (b) It activates both mind and body.
(c) Take exercise daily and avoid diseases. (d) Only a healthy person can really enjoy life.

2. (a) My parents left me with her when they went to live in the city.
(b) She used to wake me up in the morning.
(c) She said her morning prayers in a monotonous sing song.
(d) I listened because I loved her voice.
3. (a) Vendors carrying sweet smelling flowers were at the platform to board the train to Surat.
(b) We wondered how they would get on the train without crushing the delicate flowers.
(c) The flower vendors jumped off the platform to the other side of the rails just before the train arrived on the platform.
(d) As the train pulled into the station the flower bags were quickly fastened to the window rods.
4. (a) In Africa and America advertising aiming at children below 12 years of age is not permitted.
(b) Doordarshan’s code bans advertisements that endanger the safety of children.
(c) Advertisements which make children feel inferior if they do not use the product are also banned.
(d) Dangerous stunts must carry a warning advising watchers not to copy them.
WORKSHEET–62

1. (a) They are closely related to pipits.
   (b) Its bill is needle like and the feet are well developed with long toes.
   (c) There are about eight species of wagtails.
   (d) They constantly wag their tails up and down as they move in search of food.

2. (a) They are usually situated in a secluded and elevated place where the chicks would be safe.
   (b) The parents pick up the young ones on their way from food hunting.
   (c) The parent cackles at the top of its voice and the child responds to it.
   (d) The furlike feathers of penguins help them to live on the icy shores of Antarctica and nearby islands.

3. (a) Bats, one of the world’s most misunderstood creatures, are wonderful, unique and diverse.
   (b) There are about 1000 kinds of bats that account for nearly one quarter of the world’s mammal population.
   (c) They are found in virtually every country and inhabit every continent except Antarctica.
   (d) They are the only mammals that can fly.

4. (a) The Secretary Bird is widely regarded as a beneficial species.
   (b) Its crest of long plumes suggest a bunch of quill pens stuck behind the ear.
   (c) Well-known as a snake-killer, the Secretary Bird also preys on other reptiles and large insects.
   (d) The Secretary Bird is protected by the game laws wherever they exist in Africa.

WORKSHEET–63

1. (a) command commanding (b) dwelt dwelling (c) outweighs outweigh (d) much more
   (e) which those (f) from of (g) radiating radiation (h) one ones

2. (a) at of (b) his her (c) while when (d) suffer suffers (e) for from (f) getting get
   (g) but and (h) been being

3. (a) infecting infected (b) can’t can (c) who that (d) calling called (e) do does
   (f) or and (g) by from (h) from with

4. (a) into to (b) us our (c) those that (d) many more (e) at of (f) at in
   (g) performing performance (h) which who

WORKSHEET–64

1. (a) more most (b) a the (c) stands stand (d) great greatness (e) have has
   (f) attracted attracts (g) which who (h) in of

2. (a) maintaining maintain (b) among between (c) of for (d) or and (e) it’s its
   (f) were was (g) an the (h) the an

3. (a) some a (b) say says (c) causing cause (d) damage damaging (e) systems system
   (f) patch patches (g) excess excessive (h) pigment pigmentation

4. (a) for in (b) by over (c) in to (d) arrives arrived (e) reach reached (f) quiet quite
   (g) tiring tired (h) attend attention

WORKSHEET–65

1. (a) animal animals (b) welcome welcomes (c) for to (d) on in (e) took take (f) a the
   (g) them themselves (h) are is

2. (a) since for (b) wanted want (c) temple temples (d) very some (e) their its
   (f) hundred hundreds (g) at of (h) to for
3. (a) a the (b) the that (c) on with (d) Touch Touching (e) where which (f) helped help (g) to and (h) they you
4. (a) huge human (b) sweep sweeps (c) is are (d) a an (e) catch catches (f) move moves (g) These This (h) in of

OMISSION: SUPPLYING MISSING WORD

WORKSHEET– 66

1. (a) shouted for help (b) passing by jumped (c) As the man (d) boy stopped him (e) him the reason (f) boy thanked him (g) that when you (h) your life was
2. (a) U.K. on May (b) third of eleven (c) Arthur was sent (d) school in Lancashire (e) excelled in cricket (f) gift as a (g) storyteller by inventing (h) tales to entertain
3. (a) labour or any (b) which didn't come (c) and that he (d) own or within (e) held to be (f) There was hardly (g) he didn't influence (h) according to his
4. (a) attacks on the (b) Pentagon in Washington (c) began to be (d) man behind the (e) President declared him (f) as though a (g) denied any involvement (h) praised those who

WORKSHEET– 67

1. (a) attraction for the (b) pattern as that (c) situated in the (d) of the lush (e) imparts an added (f) magazines and journals (g) library is becoming (h) hundreds of tourists
2. (a) north and the (b) aircraft for navigation (c) who go for (d) have a small (e) pivoted and floated (f) needle so that (g) in a compass (h) between the angles
3. (a) wilderness which had (b) me from the (c) knocked on the (d) like this I (e) over a year (f) Mrs Broadwith who looked (g) animals but my (h) I would go
4. (a) him if he (b) began to weep (c) too was moved (d) father had expired (e) join his last (f) him a few (g) my own experience (h) endure what we

WORKSHEET– 68

1. (a) morning. They stopped (b) near the dam (c) in the rest (d) there were several (e) boys and girls (f) water was flowing (g) They saw the (h) there was lightning
2. (a) forgotten the Tomb (b) time who was (c) Built in 1547 (d) stands as a (e) Aliyazi, a nobleman (f) at the court (g) of his efforts (h) Islamshah could retain
3. (a) electron has a (b) charge. When the (c) room to light (d) flow every second (e) source of electricity (f) has a negative (g) electrons leave the (h) terminal to complete
4. (a) not do it (b) judged by the (c) writer's capability is (d) the opinion of (e) typist's skill is (f) accuracy of his (g) by the degree (h) and not by

COMPLETING PASSAGES (using Reported Speech)

WORKSHEET– 69

1. (a) he wanted a balloon which he could release into the air (b) asked him which colour he wanted (c) enquired which balloon could take him up (d) that it was not the colour of the balloon but the matter inside which made it go up
2. (a) if he knew how to play cricket  
(b) that he had never had a chance to learn it  
(c) that every student had to learn it in that school  
(d) to give him a chance and he would learn it  
3. (a) wanted to know why they were asking money  
(b) it was because they were poor  
(c) if they could give the fruits they had bought  
(d) they would give them money to buy whatever they chose  
4. (a) had exceeded the speed limit  
(b) she was late for work  
(c) him to let her go that time  
(d) she had to report to the police station only tomorrow

1. (a) if anything was missing  
(b) he had stolen one of their blankets  
(c) which one was it  
(d) it was the one they had taken  
2. (a) whether he could have an appointment with the doctor that evening  
(b) apologised saying that there was a long waiting list  
(c) he would have to wait for at least two weeks  
(d) there was no problem, if his wife informed him, she could cancel the appointment  
3. (a) if he had seen Venus transiting the Sun the previous day  
(b) it had been a sight no living human had seen  
(c) he had been too busy looking out for another sight  
(d) what that was  
4. (a) if she might go to visit her friend Veena  
(b) whether she had completed her home work  
(c) she would complete it after she returned  
(d) why she was so anxious to go

1. (a) he had spent time on that homework assignment and it really showed  
(b) thanked his teacher  
(c) if/whether she meant it was that good  
(d) that it was covered with stains from a whole evening’s worth of snacks  
2. (a) why she looked so worried  
(b) that she had not prepared well for her exams  
(c) there would be no question from MCB  
(d) looked fully relieved and thanked her  
3. (a) that he was going to fly out to Arizona to visit his sister Martha  
(b) he would be finding a lot of faults with him  
(c) to just buy a one-way ticket  
(d) Harry would be glad to pay his way back  
4. (a) why he was late  
(b) he had missed the school bus  
(c) his mother was ill and she had been hospitalised the previous day  
(d) she might get well soon
COMPLETING NEWS REPORTS (by using Headlines)

**WORKSHEET–72**

1. (a) has been banned/is banned (b) persons were killed in an accident  
   (c) has/has have launched a drive against  
   (d) has already claimed the lives of  
2. (a) had been blocked (b) calling on President  
   (c) has increased  
3. (a) shook (b) has been elected  
   (c) was killed (d) escaped  
4. (a) were honoured (b) has been completely wiped out  
   (c) has held up...to operate (d) was sacked

**WORKSHEET–73**

1. (a) was averted/prevented (b) will be conducted  
   (c) has issued  
2. (a) begins...will be (b) has been made available  
   (c) has been reconstituted (d) has killed  
3. (a) has ordered (b) escaped unhurt in an accident  
   (c) were injured (d) has killed  
4. (a) have seized (b) was shot dead  
   (c) has been filed (d) has decided to observe

**WORKSHEET–74**

1. (a) was detained (b) was robbed of 1 lakh  
   (c) has been nominated  
2. (a) who died (b) were arrested  
   (c) have resorted to flushing (d) exchanged  
3. (a) has been killed (b) were killed  
   (c) is being transferred (d) has banned  
4. (a) were injured (b) has forced  
   (c) were settled (d) has decided

SENTENCE TRANSFORMATION

**WORKSHEET–75**

I. 1. (d) He called upon God to witness that he had not abused him.  
   2. (c) He swore (by God) that he had not seen it (that).  
   3. (b) The peon asked the officer respectfully if he might go out.  
   4. (c) He said that I needn’t wait.

II. 1. (a) Priya is not so tall as Madhu.  
   2. (c) No one has come to see you.  
   3. (b) No one wants to be a traitor.  
   4. (d) I am responsible for what I do.
ENRICHMENT ACTIVITY

VERB FORMS

1. (a) is  (b) are  (c) take
(d) gets  (e) wants  (f) becomes
2. (a) has acquired  (b) fills  (c) add
(d) is  (e) blare  (f) impairs
3. (a) (iii) waiting  (b) (iv) standing  (c) (iii) was
   (d) (ii) looked  (e) (iii) saw  (f) (i) hear
4. (a) (ii) saw  (b) (i) striking  (c) (iii) coming
   (d) (ii) fell  (e) (i) gathered  (f) (iii) took

SENTENCE STRUCTURE

1. (a) Divya had upset the old man with her remarks.
   (b) A student treats work as his duty.
   (c) Examinations are a challenge to the students.
   (d) Trees help us in many ways.
2. (a) A strong breeze was blowing through the fir-trees.
   (b) A good student takes part in all the student activities of the school.
   (c) Students work till late at night for the preparation of the examination.
   (d) Trees give us oxygen and food.
3. (a) Young animals cannot take care of themselves.
   (b) An ideal student is quite regular and punctual.
   (c) Examinations test the ability of students.
   (d) She went to the temple to offer her prayers.
4. (a) 2. Did you sleep well last night?
   (b) 4. Are the joints aching as well?
   (c) 3. roll up your shirt sleeve, please?
   (d) 2. only measure your blood pressure

CONNECTORS

1. (a) but  (b) When  (c) which  (d) and  (e) so  (f) who
2. (a) but  (b) and  (c) and  (d) yet  (e) but  (f) and
3. (a) (iii) as  (b) (iii) so  (c) (ii) as  (d) (ii) But  (e) (ii) As  (f) (iii) and
### DETERMINERS

**WORKSHEET-79**

| 1. (a) The | (b) X | (c) many | (d) the | (e) the | (f) the |
| 2. (a) other | (b) some | (c) the | (d) a | (e) the | (f) the |
| 3. (a) our | (b) an | (c) some | (d) the | (e) A | (f) a |
| (g) the | (h) those | (c) (i) the | (d) (i) the | (e) (i) a | (f) (iii) the |

### PRONOUNS

**WORKSHEET-80**

| 1. (a) he | (b) himself | (c) I | (d) my | (e) one | (f) we |
| 2. (a) my | (b) who | (c) he | (d) us | (e) one | (f) Some |
| 3. (a) my | (b) mine | (c) Some | (d) their | (e) myself | (f) who |
| 4. (a) (ii) your | (b) (iv) which | (c) (i) This | (d) (i) which | (e) (iii) They | (f) (ii) some |

### PREPOSITIONS

**WORKSHEET-81**

| 1. (a) to | (b) at | (c) in | (d) for | (e) of | (f) to |
| 2. (a) since | (b) in | (c) of | (d) in | (e) of | (f) at |
| 3. (a) for | (b) for | (c) of | (d) to | (e) to | (f) of |
| 4. (a) (ii) for | (b) (iii) for | (c) (i) in | (d) (ii) at | (e) (ii) into | (f) (iii) on |
| 5. (a) (iii) to | (b) (i) in | (c) (iii) of | (d) (i) of | (e) (i) for | (f) (iii) in |

### CLAUSES

**WORKSHEET-82**

| 1. (a) if | (b) when | (c) unless | (d) as | (e) although | (f) so that |
| 2. (a) which | (b) who | (c) which | (d) why | (e) which | (f) that |
| 3. (a) 3. when we are going | (b) 2. where we can relax and enjoy | (c) 4. What you say |
| 4. (a) 3. how I can prepare it | (b) 2. what type you want to prepare |
| (c) 4. when you are going to prepare it |

### MODALS

**WORKSHEET-83**

| 1. (a) should | (b) could | (c) must | (d) will | (e) should | (f) will |
| 2. (a) can | (b) must | (c) should | (d) must | (e) can | (f) must |
| 3. (a) must | (b) Will | (c) must | (d) will | (e) should | (f) should |
| 4. (a) can | (b) would | (c) could | (d) can | (e) could | (f) need |
**PASSIVE VOICE**

WORKSHEET–84

1. (a) 4. were given  (b) 3. were counted  (c) 3. was handed over
2. (a) 3. was hit  (b) 4. was taken  (c) 1. was operated
3. 1. (d) will be replaced  2. (b) are suspected  3. (c) were attacked  4. (a) was found

**NARRATION**

WORKSHEET–85

1. (a) 4. what she would like to have  (c) 3. which saree she liked
   (b) 2. that she wanted a saree  (d) 4. to give her a plain cotton
2. (a) 4. how he was getting on with his studies  (c) 3. how many students there were
   (b) 2. that he was doing fine  (d) 1. had to admit that there were
3. (a) 3. how he was feeling then  (c) 3. that it had been a very sound sleep
   (b) 4. if he had slept well the previous night  (d) 2. to take the yellow tablet
SUBJECT ASSESSMENTS

TWO GENTLEMEN OF VERONA (Fiction)

WORKSHEET–86

1. (a) Their appearance and behaviour most impressed the narrator.
   (b) Their boyish faces had a manly seriousness.
   (c) ‘Artless’ here means guileless or innocent.

2. (a) Luigi, the driver, was very cautious. He shrugged his shoulders to convey his disapproval of their shabby appearance. He didn’t approve of the two boys because they were untidy and poorly dressed.
   (b) The narrator and his companion noticed that the two boys were quite useful to them. They were always busy in doing one thing or the other. Their willingness to work impressed the narrator and his companion.
   (c) The boys are self-respecting. They never talk of their plans or problems to anyone. They work hard to earn enough money to pay for their sister’s stay in the hospital.
   (d) The brothers went to Poleta every Sunday. They hired cycles and cycled 60 kilometres. Riding in a car could be easy and save money. But Nicola was self-respecting and hardworking. He did not want a stranger to become involved with their plans.

3. LESSONS OF LOVE, FAITH & TRUST
   The two boys, Nicola and Jacopo were quite rich earlier. War brought a series of tragedies in their lives. They face their sudden poverty bravely. They strive in every possible manner to overcome their difficulties. Instead of breaking down under the difficulties, they try their best to overcome them. They love their sister deeply and go through a lot of trouble so she could stay in the hospital for treatment. They work from morning till late out in night at different kinds of work. They eat little. Their meal is usually black bread and figs. All the money they earn is paid to the hospital for the treatment of their sister afflicted with tuberculosis. Through their hard life, selfless action and devotion to their cause they succeed in accomplishing an almost impossible task. Their deep faith and trust in God and humanity help them to remain cheerful even in adverse circumstances. Though young in age, they are mature enough in mind to discharge their responsibilities perfectly well. They are self respecting and do not talk of their problems to everyone they meet. In short, the sacrifice of the boys, their sincerity and the devotion to their cause, their love for their sister and the optimism born of truth and faith in humanity are noble lessons for all of us to follow.

WORKSHEET–87

1. (a) Through the glass partition, the narrator saw the two boys talking to their sister. Her eyes were soft and tender. The narrator was a stranger. He did not want to intrude upon this happy family party.
   (b) The boys did not tell the narrator why they visited that place and whom they wanted to see. They kept it a secret. The narrator learnt about it from the nurse. He did not speak to the boys because he thought they would prefer to feel they had safely kept their secret.
(c) The narrator was impressed by the selfless action, love for sister and devotion to her. He praised them for their struggle against odds and fighting spirit. They brought a new nobility to human life.

2. (a) On the first day the author saw the two boys selling fruit. The next morning he saw them polishing shoes. The author was surprised because he thought that the two brothers sold fruit.
(b) The boys were quite useful to the author. They helped him get American cigarettes. They also helped him to buy tickets for the opera. Moreover, they helped him to choose good Italian restaurants.
(c) The boys were waiting for the last bus from Padra to come to Verona. They hoped to sell all their newspapers to the passengers. It shows that they are hardworking. They were also able to bear hardships.
(d) The boys are self respecting. They never complain. Nor do they talk of their problems. They work hard to earn money to enable their sister to stay in hospital for treatment. Love guides and inspires them.

3. Sunday

Once again Nicola and Jacopo covered the distance of 30 kilometres and came all the way from Verona to this tiny village, Poleta. The village is set high upon the hillside and I am lodged in a large red-roofed villa, which has been turned into a hospital. I have been confined to bed for the last twelve months. It is said that I have been suffering from tuberculosis of the spine. The doctors and nurses are very kind. They tell me that I have made good progress. They are hopeful that one day I would be able to walk and sing again.

Well, that reminds me of the years before the war. We led a comfortable and cultured life then. Our small family comprised my father, my two brothers and myself. My father was a well-known singer. I had been training as a singer. The war came as a bolt from the blue. Our father was killed in the early part of the war. Shortly afterward a bomb had destroyed our home and threw us—three children into the streets. We suffered horribly from near starvation and exposure to the cold winter. For months we had barely kept ourselves alive in a sort of shelter we built with our own hands amidst the rubble. Then the Germans ruled the city for three years. Nicola and Jacopo joined the resistance movement and I was left alone. When the war was over they returned and brought me here. They persuaded the hospital authorities to admit me. They promised to pay the fee weekly.

We are living through hard times. Everything is so difficult. Food is scarce and so is work. But my younger brothers work hard and manage to make the weekly payment. Their weekly visit every Sunday fills me with fresh hope. Their love and devotion rejuvenates my sagging spirit and aching bones. I earnestly pray to God to bless me with a speedy recovery so that I may be able to walk and sing again. Thus their selfless actions will be suitable rewarded.

1. (a) ‘I’ here refers to the narrator himself.
(b) The narrator waited outside the hospital because he did not want to intrude into their privacy.
(c) The narrator did not speak to the boys on their return journey because he thought the boys would prefer to keep their secret.

2. (a) The narrator had seen Nicola and Jacopo work very hard from morning till late in the night. He observed that they must be earning quite a lot. They did not spend much on their food or clothes. He concluded that they must be saving a lot. He asked Nicola what he did with all the money. Since Nicola did not want to share the secret, he felt embarrassed and grew pale.
(b) The narrator suggested that Nicola must be saving money to emigrate to America. Nicola agreed but added that at present they had other plans. He did not elaborate because he preferred to keep their mission a secret. Their plan was to get their sister cured of tuberculosis. He smiled uncomfortably without divulging the secret.
(c) Yes, I think the boys looked after Lucia willingly. They loved their sister very much. They returned to her when the resistance movement was over. They carried her to hospital and persuaded the authorities to keep her there. They worked hard and never complained of tiredness. Their love and devotion was voluntary, not forced.

(d) Nicola and Jacopo were young boys of 13 and 12 respectively. They chose a hard life so that they could pay for the treatment of their sister afflicted with tuberculosis. The sacrifice of the boys, their sincerity and devotion to the cause is noteworthy. They display a maturity in their actions. Their behaviour promises a hope for society.

3. Thursday

20 March 20XX, 8 p.m.

I couldn’t help shedding tears as I went through the story ‘Two Gentlemen of Verona’. It revived old memories, scars and pain. I know that I can’t be reunited with my children in this life, so I will try my best to improve the lot of these three homeless orphans. I will try to shower all motherly affection and discharge duties and responsibilities that only a mother feels towards her children.

As the first step, I would bring them to my home. I would send the boys to good school, where they get proper education. I hope that the boys have a bright future. They already have many splendid qualities. A good education would help them to be more independent. I will look after the girl till she recovers fully. Then I’ll arrange for speech therapy and training in music for her.

I hope the children will cooperate with me and help me implement the plans I have envisaged for their betterment.

There is lurking doubt. Probably the boys wouldn’t like to be adopted by an unknown person and they might refuse monetary help as they are so self-respecting. Well, I’ll have to be tactful and win their love and confidence by introducing myself as a distant cousin of their dear departed father.

WORKSHEET–89

1. 124, AGN Road
   Kanpur 221011
   December 16, 20XX
   Dear Arun

   Yesterday I came to know from your father that you have not been able to pass the competitive examination you had appeared for last month. Well, please don’t lose heart. You have one more chance next year. All you have to do is to do your best from today onwards. Thomas Alva Edison, the great scientist who invented the electric bulb and the motion picture camera, which made movies possible once said, “Genius is one percent inspiration and ninety-nine percent perspiration.” Hard work is very important to achieve success, even for a genius. Half our worries about an exam are because we have not done our best. For example, if we have prepared well for an exam, we can be quite relaxed, but if we haven’t, there are butterflies in our stomach right from the beginning. So there is nothing as important for success as doing your best. There is also another reason why it is important to do your best. Only action is in our hands. The result is not in our hands. Since the only thing we have full control over is our action, we must do our best in all that we do. Only then can we hope for good results. As David Bly said, “Striving for success without hard work is like trying to harvest where you haven’t planted”.

   So gird up your loins and get going at full steam ahead. Maintain a proper regimen for studies, rest, play and entertainment. And I am sure you will be crowned with success in next year’s examination. Do your best and leave the rest to God.

   Your lovingly
   Mohan Kumar
2. **APPEARANCE CAN BE DECEPTIVE**

Outwardly appearances can be often deceptive. It is not always correct to make a judgement about anyone by his external appearance. One should be judged only by one’s character. We shouldn’t be judging anyone we haven’t fully known. We shouldn’t be biased just because of their looks or where they came from. Our ideas and thoughts about a person or object should not be based on what we see, how they look physically, what they wear, how they act etc. A person may look lazy but in reality he could be working hard and efficiently. Those who put their trust in people’s outer appearance often find that they have been deceived, because the person may turn out to be different inside. Those who rely on first impressions would find making friends hard as they only rely on their first instincts, usually making the wrong choices because people who look ‘good’ might actually be bad in their personality. They may hurt us in the end if we told them things which we would tell a trusted friend. In other words do not jump to conclusions or make assumptions about someone by only looking at his/her surface appearance. Once we have known them better through proper interaction, they would be willing to express themselves, and reveal their true character to us.

**ENRICHMENT ACTIVITY**

**WORKSHEET– 90**

**UNDERSTANDING THE TEXT: Two Gentlemen of Verona (Fiction)**

1. (a)

   ![Diagram of Qualities of a Gentleman]

   (b) Yes, a gentleman has consideration for others and their feelings. He is kind, considerate and polite. He would not speak a word or do anything that might hurt the feelings of others.

2. ✤ The story is about two gentlemen of Verona. Their qualities are highlighted by their actions as well as reactions to adverse circumstances.

   ✤ The gentlemen here are two young boys. Though young in years, they have ample maturity to realise their responsibility and work hard with full devotion and dedication.

3. (a) The narrator had seen the two boys selling fruit. Next morning, he saw them polishing shoes. Then Nicola explained that they did many things like shining shoes, selling fruit, hawking newspapers, conducting tourists round the town and running errands. He glanced at the narrator and his friend hopefully as he expected to get some work from them.

   (b) The narrator had seen Nicola and Jacopo doing different things. They worked hard from morning till late at night. He observed that they must be earning a lot. Since they did not spend much on food or clothes, they must be saving a lot. He asked Nicola what he did with all the money. Nicola did not want to share the secret. He felt shy and then embarrassed. So he grew pale.
Nicola did not want a stranger to become involved with their plans. So he smiled uncomfortably. He answered gently in a low voice that these were mere plans. He did not disclose the plan to pay the hospital for the treatment of his sister.

Nicola and Jacopo were very young boys. They were aged 13 and 12 respectively. They were shabbily dressed, but their behaviour was excellent. They had attained maturity well before attaining youth. They performed their responsibility with the seriousness of a grown up person.

The boys were shabbily dressed. One boy had put on an old and damaged jersey and cut-off khaki pants. The other was wearing a shortened army tunic gathered in loose folds. They had tangled hair and brown skins. But their eyes were dark and earnest. Later on the narrator discovered that the boys were hardworking, self-respecting, clever and brave. They loved their sister deeply and went through a lot of trouble so that she could stay in the hospital for treatment. They were homeless and had to be out even during very cold winter months. War did not break their spirits. They were able to bear hardships. They cycled sixty kilometres on hired bicycles to go and meet their sister every Sunday. They were perfect gentlemen. They did not seek money help or donation from strangers. Nor did they reveal their plans to them. They suffered patiently but never complained.

SUBJECT ASSESSMENT

MRS PACKLETIDE’S TIGER (Fiction)

1. (a) It was her desire to outshine/surpass Loona Bimberton.
   (b) Nimrod is famous as a mighty hunter.
   (c) Mrs Packletide needed them to counter Loona Bimberton’s boast.

2. (a) Mrs Packletide’s friend Loona Bimberton had enjoyed a ride in an aeroplane. In those days it was quite risky. Mrs Packletide wanted to prove that she was more adventurous than Loona. So she wished to kill a tiger.
   (b) Mrs Packletide was jealous of her friend, Loona Bimberton. She wanted to impress her. The party would be supposedly in honour of Loona. But she would show off the tiger skin to her friends. She would talk about it. She also intended to give Loona a tiger-claw brooch on her birthday.
   (c) Mrs Packletide offered a sum of one thousand rupees to the villagers for arranging a tiger for her to shoot. This was a big amount. The villagers decided to arrange a tiger for her. They chose an old and weak tiger. It was too weak to hunt wild animals. It had to satisfy its hunger by killing only small animals.
   (d) The tiger was very old. The villagers feared that the tiger might go away to another jungle. Children were given the duty of keeping a watch to check the tiger from leaving that jungle. Cheaper kind of goats were left behind so that the tiger could eat them and remain satisfied. Mothers hushed their singing while passing through the jungle. They did not want to disturb the sleep of the respectable old tiger.

3. Friday

   18 March 20XX, 9.30 p.m.

   More than twenty years have elapsed since I undertook that ambitious tiger-hunt in a remote Indian village. At that time I was young and ambitious and swayed by emotions rather than reason. My jealousy of Loona Bimberton’s adventurous feat led me to plan the tiger hunt in order to get more publicity as a great adventurous person.
The circumstances seemed favourable. The villagers were lured by the offer of one thousand rupees. They arranged a weak and old tiger for me to shoot. A high platform was built and a goat was tied at a safe distance. My paid-companion, Miss Louisa Mebbin sat with me on the machaan. With guns in hand, we waited for the tiger. As soon as I saw the tiger, I fired a shot. The tiger fell down to one side. Louisa Mebbin noticed that my shot had killed the goat and not the tiger. The big beast had died of heart failure.

Both Louisa Mebbin and the villagers cheated me. The villagers shouted with joy at my success in killing the tiger. They welcomed the happy news with the beating of drums as they were anxious to get the money.

Louisa Mebbin went a step further. She cunningly hinted to me that Loona Bimberton would be very happy if she came to know the truth about the shooting of the tiger. It was a clear hint to me that she might tell the truth to Loona Bimberton and get money for the information. Then she talked of a certain weekend cottage she wanted to buy, but had no money. I did not want to be a laughing stock and could not bear that Loona should know the truth. So I had to pay her six hundred and eighty pounds to keep her mouth shut. Thus the tiger-hunt proved a costly affair. Now I can rebuke myself and regret for my foolish whims.

WORKSHEET–92

1. (a) She offered a large sum of money because she wanted to shoot a tiger without much exertion or risk.
   (b) It means the most liked meeting place of tiger having glorious past.
   (c) The tiger was compelled to hunt domestic animals because it was old and weak.

2. (a) Miss Louisa Meebin was the paid companion of Mrs Packletide. She was neither sincere nor devoted to Mrs Packletide. She has a keen eyesight. She is money-minded. She remarks that it needn't pay for the goat if the tiger doesn't touch it. She noticed that Mrs Packletide's shot has missed the tiger. She had hit the goat. She told this to Mrs Packletide. Later on she blackmailed her because of this discovery.
   (b) Mrs Packletide wasn't a good shooter. She had an accurately sighted rifle in hand. Mrs Packletide fired a shot. The tiger jumped to one side, rolled and died. It died of heart failure caused by the loud noise of the rifle. Her shot had killed the goat, not the tiger. It shows that her aim was quite poor.
   (c) Louisa Mebbin commented that the goat was dying as the bullet had hit it. Her shot had missed the tiger. Miss Mebbin was cunning and money-minded. She pointed out a fact. It could spoil the fun and charm of tiger shooting. Mrs Packletide was rightly annoyed at this discovery.
   (d) The villagers felt very excited. They had swarmed on to the scene. Their shouting speedily carried the glad news to the village. They thumped on tom-toms and sang together of the triumph. The villagers were greedy. They were anxious to get their thousand rupees. So they gladly connived at the fiction that Mrs Packletide had shot the tiger.

3. Monday 6 March 20XX, 10 p.m.

How strange are the quirks of fortune! Till a fortnight ago I was a darling among my friends at the Ladies Club. I was hailed as a great adventurous lady who had risked her life in boarding a flight manned by an Algerian pilot. During those days I talked of nothing else. The wheels of fortune moved and took a complete turn. My friend, Mrs Packletide went to Indian forests and shot a tiger. She gained instant fame as a tiger-hunter. Her pictures with the dead tiger at her feet appeared in various newspapers and magazines. Two favourites of the fashionable society ‘The Texas Weekly Snapshot’ and the illustrated Monday supplement of ‘The Novoe Vremya’ are said to be full of her pictured fame.
My heart overflowed with dislike and jealousy of Mrs Packletide. I was so much annoyed that I refused to look at an illustrated paper for weeks. To add insult to injury, she invited me to a luncheon party. It was supposed to honour my feat. But I know my friend inside out. She would spread the tiger-skin rug in the foreground and most of the conversation would centre around it. I declined the invitation to the luncheon party as I couldn’t repress my emotions any further.

To rub in her point she offered to present me a tiger-skin claw brooch on my next birthday. I felt really annoyed and upset. The hurt and insult was more than if she had slapped me on the face publicly. Somehow, I managed to control myself and wrote her a polite letter of thanks for the gift. My repressed emotions, however, were apparent through my words.

WORKSHEET– 93

1. (a) Louisa Mebbin drew attention to the fact that the tiger had not been hit by Mrs Packletide’s bullet. The goat was in death-pain from a mortal bullet wound.
   (b) The ‘beast of prey’, i.e. the tiger died of heart failure caused by the sudden loud noise of the rifle. His death was made more speedy by decay due to old age.
   (c) Mrs Packletide was visibly annoyed at the discovery that she had hit the wrong animal.

2. (a) Yes, I think Mrs Packletide was able to achieve her heart’s desire. She wanted to outshine Loona Bimberton. Her pictured fame as a tiger-hunter impressed the fashionable circle of the society. Since all her motives were largely governed by dislike of Loona Bimberton, she must have rejoiced at her own triumph and the discomfiture of her rival in fame.
   (b) Miss Mebbin managed to get her week-end cottage by blackmailing Mrs Packletide. She hinted that she wanted to buy a cottage but had no money. Since Miss Mebbin was able to get the cottage due to the old tiger, she planted many tiger-lilies in her garden.
   (c) The tiger shooting organized by the villagers was a mock-serious affair. They were interested only in getting one thousand rupees promised to them for a tiger hunt without much risk or exertion. They chose a weak and old tiger. They posted boys on duty lest it should not wander away to another forest. Goats of cheap variety were thrown to satisfy its hunger. Their only worry was that the tiger might not die before the day fixed for tiger-hunt.
   (d) Viewed in the light of the above remark, Mrs Packletide is certainly vain. She plans the tiger-hunt and luncheon-party to establish her superiority over her friend, Loona Bimberton. She incurs a lot of expenditure in her tiger hunt. She has to buy a cottage for her paid companion to keep her mouth shut. She satisfies her vanity but pays a high price for it.

3. Monday

Another busy week-end is over and with it have departed a host of admiring friends. All of them are inquisitive as to how I manage to keep a pretty week-end cottage. Revealing the secret to them may perhaps lower my prestige in their eyes. They may consider me mean, moneyminded and miserly. They might call me shrewd and stingy. But I have to keep body and soul together and thrive at the cost of others if chance permits me.

Fortune smiled on me when Mrs Packletide chose me as her paid companion for the tiger hunt. I did not like to waste money on giving tips to bearers in hotels. I disliked the idea of spending one thousand rupees for an old and weak tiger. I told Mrs Packletide clearly that she ought to get the tiger cheaper since it was old.

During the hunt, I sat on the platform with Mrs Packletide. We played patience and waited for the tiger. I did only as much for as I was paid. My keen power of observation opened the knot of the bundle of riches. I told Mrs Packletide that her shot had missed the tiger and killed the goat. She remarked that no one would believe it. I played on her vanity and said that Loona Bimberton would. She would feel amused to know the truth. Mrs Packletide did not want to be a laughing stock in the fashionable society. Well, some person may call me a blackmailer, but...
I only extracted from her the sum needed to buy this cottage. The rich lady is generous enough and knows that I’ll keep my mouth shut as long as she helps me with money to maintain the cottage and its garden.
May God send me another cash rich but vain and ambitious employer soon!

WORKSHEET–94

1. CRUELTY TO ANIMALS SHOULD BE STOPPED
One often sees animals like dogs, cows, buffaloes, camels, donkeys, horses beaten, neglected or forced to struggle for survival. In circuses we often find lions, tigers, elephants, bears, dogs forced to do terrible acts like jumping through a fire, riding a bicycle etc. These animals are left in insanitary conditions with little food or water. They have little hope as they live out their days without the compassion they deserve. Some are found and rescued, given the chance to experience how great life and humans can be; others are not so lucky. To grow as a nation, we must fight for these abused animals’ rights and severely punish the heartless owners. It is up to us to speak for these creatures who lack a voice, for who will if we don’t?
The abuse of animals happens as a result of neglect or lack of action. Abuse can lead to starvation, untreated parasitic infections, inadequate shelter in extreme weather conditions and the failure to provide medical care. Animal abuse is sometimes due to the owner’s ignorance, so it is necessary to educate animal owners on how to properly care for animals. There is another form of cruelty that is more well known and disturbing. It involves purposefully inflicting harm on an animal in order to feel more powerful or gain control. Thus cruelty against animals should be taken very seriously, since it is a sign that a person has serious psychological issues and may commit more acts of violence possibly against humans. Animal abusers find some sort of fulfilment or power in torturing a victim who they know can’t fight back.
It is necessary to enact an anti-cruelty law to protect all animals, apply it to all first-time offenders, carry stiff fines and lengthy prison terms, have no leniency, prohibit abusers from owning or living with animals.
All citizens need to take care of their pets and learn the facts so that they can educate others on proper animal care.
Remember it as our duty to be the voice for creatures who cannot speak up for themselves. As a society we need to make it our priority to come together and ensure the safety of our beloved pets.

2. Human beings have violated every aspect of nature and have also violated the rules of human life. Here is an example. Carnivorous animals never kill for sport. They kill only for food. Nature has made it necessary for them to survive on the meat of other animals, and that is their basic instinct from birth. Once their hunger is satisfied they never attack till they need food again.
What about human beings? Why do people go for hunting? Only for pleasure and excitement, as human beings do not need to hunt for food.
Mark Twain said, “Man is the only creature that inflicts pain for sport, knowing it to be pain”.
While all other animals are true to their nature (because of the powers of instinct) human beings alone have a choice. They can behave as a human should. But they often behave in a manner lower than any animal.
Human beings have created havoc everywhere. They have depleted nature-cutting down forests, polluting rivers and the skies, killing animals in thousands, wiping out entire species. Animals live every minute of their lives in harmony with nature. So they have certain powers born of their instinct. Human beings do not have these powers because they have tried to conquer and exploit nature instead of living in kinship with nature.
Can we call ourselves superior to animals? No.
So it is time we learn from animals, to respect nature and to live in harmony with nature. Let us stop wanton killing of animals for pleasure and treat them decently as they deserve. We
should understand that animals also feel pain and joy just as human beings do. Human beings are able to explain their feelings through language and speech but animals are unable to do so. This does not mean they do not suffer. Animals who feel pain cannot pour their hearts out into words to a friend or relative as humans can. So, we must be kind to them. We must respect animals as fellow occupants of planet earth and learn to live with them in a truly neighbourly way. Let us remember that they also have a right to happiness and freedom in a world that we both share.

3. Louisa knew that Mrs Packletide had not shot the tiger dead; it died due to heart failure, caused by the sudden report of the rifle, accelerated by old age. Rather a goat tied there nearly got shot. And Mrs Packletide believed that Louisa would keep that secret and not blurt it out, as she had been paid for her services. But when Louisa wanted to buy a weekend cottage for herself and she didn't have the money to buy it, she decided to be dishonest i.e., she tried to blackmail Mrs Packletide. This incident teaches us that taking undue advantage of others by betraying their trust is a bad thing. This shows dishonesty on our part. If someone has trusted us to keep a secret, live up to the trust by all means. Do not blackmail that person and make him shell out a large sum of money in order to make us keep our mouth shut and not cause embarrassment to that person. We need to examine our actions and motives. We must think carefully and weigh the pros and cons of our actions i.e., are we doing the right thing by breaking the trust? What will the person who trusted us think about us? Will we be able to face him next time? Will we have a proper sleep after doing such a wrong action? Moreover just because others are dishonest, it doesn't give us an excuse to be dishonest. In a world full of temptations and opportunities for dishonesty we need to be vigilant. Remember that God Almighty is always watching all our actions.

**ENRICHMENT ACTIVITY**

**WORKSHEET – 95**

**DISCUSSION: Mrs Packletide’s Tiger (Fiction)**

1. To make the forests safe for the workers
   To gain publicity
   **Was thought to be an act of bravery**

   **Reasons for Hunting**

   To save the cattle of the villages
   To wipe out man-eaters
   For amusement and recreation

2. (a) She wanted to kill a tiger to outshine Loona Bimberton.
   (b) She was a rich lady eager for fame in her social circle. Her vanity prompted her to go to any length to prove her superiority.
   (c) The tone of the storywriter is 'mocking' or 'sarcastic'.
   (d) She was partly successful. She got the publicity but she had to spend a lot. Moreover, she got credit for killing the tiger which actually she hadn't.
   (e) The story is about the vanity, ego and competitiveness of the idle rich fashionable ladies.

3. Mrs Packletide (i) competitive (ii) manipulative (iii) vain
   Louisa Mebbin (i) materialistic (ii) stingy (iii) shrewd (iv) cunning
   Loona Bimberton (i) jealous (ii) spiteful
SUBJECT ASSESSMENT

THE LETTER (Fiction)

WORKSHEET–96

1. (a) Ali, the old man, was filled with joy on seeing the post office building. He hoped that he would get his daughter Miriam’s letter.
   (b) The post office building had now assumed the status of a pilgrimage for the old man.
   (c) A pilgrim is filled with joy when he sees the goal of his journey.

2. (a) The author builds up an atmosphere of extreme cold and chill step by step. He portrays the old man drawing his tattered clothes tighter to shield his body from the cold and biting wind. In the early morning people were still asleep on account of “intense winter cold”. The cold became ‘more intense’ when the old man came out of the town gate and took a straight road.
   (b) He heard the sounds of grinding mills from houses women were singing in sweet voices at their work. Occasionally a dog would bark or the distant steps of a workman going early to work would disturb the peace. Sometimes the screech of a bird was heard. These were the only sounds heard in the morning while the town was wrapped in deathly silence.
   (c) As soon as the old man beheld the wooden arch of the handsome building of the newest style, he was filled with joy and excitement. He was happy like the pilgrim who is pleased “when he first sees the goal of his journey”. For the old man the post office had become his pilgrimage and he visited it with faith and hope every morning.
   (d) As soon as Ali heard his name called, he felt electrified. He got up from his seat. Then he raised his eyes to heaven in gratitude. After that he would step forward and put his hands to the door. He would tell Gokul Bhai, the clerk, that he had come for his letter in response to the call made.

3. Friday 10 May 20XX

I can’t contain myself today. I got the shock of my life when I visited Rajapur yesterday. I enquired about our old comrades Coachman Ali, the famous hunter. I was shocked to see an old man doubled with age. His frail body was wrapped in tattered cloak. I took courage and confronted him. What Ali told me was simply unbelievable. But such is the nature of human heart. It craves for love and affection. It yearns more when it is deprived of them.

Well! Ali had only one child, Miriam. She married a soldier and went to his regiment in Punjab. Thus poor Ali was left alone. Love for daughter made the grief of separation more intense. For the last five years he has been waiting for a letter from her. Rain or sunshine he goes to the post office everyday. He has firm faith that one day he will get a letter from Miriam. People at post office consider him mad and make fun of him. Like a devout worshipper he visits the post office, the place of his pilgrimage. He has passed many anxious nights waiting for the letter. He has grown quite week and has to walk with the help of a stick.

WORKSHEET–97

1. (a) Ali speaks these lines to the Postmaster. He addresses the postmaster as ‘Brother’.
   (b) The phrase means when he is dead.
   (c) “It” here is the address of Ali.

2. (a) The old man lived alone. He woke up at 4 a.m. and started walking to the post office all alone. He reached there at 5 a.m. The road was deserted at that time. He went into the veranda of post office building and sat by himself at a particular seat in a particular corner of the building.
(b) Darkness of early morning, intense cold or fast blowing wind did not dissuade Ali from undertaking his journey to the post office. He had followed this routine for the last five years no matter what the weather was. He went to the post office with the hope that he would get a letter from his only child Miriam and this would comfort his lonely heart.

(c) On reaching the arch with the board ‘Post Office’ the old man went in quietly and squatted on the veranda. He would listen to the voices of the post office workers busy in their routine work. He did not make any enquiry or disturb them but wait patiently and hopefully for his name to be called.

(d) Two traits distinguished Ali as a clever Shikari. First, he had keen eyesight. His power of observation helped him to sight an earth-brown partridge, almost invisible to other eyes. His sharp eyes saw the hare crouching even when the dogs failed to see the cunning creature hidden there. Secondly, Ali was a good shot. When he saw a bird or animal, the prey was as good as in dead.

3. Tuesday 25 February 20XX

What a troublesome day it was yesterday. I had been waiting anxiously for news of my daughter who lay ill at Lucknow. I saw an envelope of the colour and shape I expected to receive. I snatched it up eagerly, but the next moment I dropped it as if it had given me an electric shock. The letter was addressed to coachman Ali.

I had been worried all night, as I had not received my daughter’s letter. A single night in suspense filled me with sympathy for the poor old man who had been waiting anxiously for a letter for the last five years. At the stroke of five I heard a soft knock on the door. Feeling sure that it was Ali, I rose quickly from the chair and flung the door wide open.

Ali was standing outside. He was leaning on a stick, bent double with age. Tears were wet on his face. His eyes had an unearthly light. I shrank back in fear and astonishment.

Soon Lakshmi Das came towards the office from another quarter. I took no notice of him but kept staring with wide open eyes at the doorway from which Ali had disappeared. I was surprised to learn from Lakshmi Das that Ali had died three months ago I was bewildered. I listened to Lakshmi Das’s recital of the last interview he had with Ali. I wondered whether I had really seen Ali or my imagination had deceived me.

I suffered the pangs of anxiety and separation yet again as I didn’t receive any letter from home today. In the evening I, accompanied by Lakshmi Das, visited Ali’s grave and laid the letter on it.

For the first time in my life I realised what anxiety and pangs of separation mean to a father I kept reproaching myself for my failure to understand Ali’s anxiety. I was tortured by doubt and remorse, but I sat down by the charcoal sigri to wait for another night. O how long and tiresome must have been Ali’s waiting!

WORKSHEET—98

1. (a) They refer to Ali’s five guineas.
   (b) They would be of no use as he would be dead.
   (c) The one thing mentioned here is Miriam’s letter.

2. (a) Ali would walk to the post office each morning. He would reach there at 5 a.m. and always occupy a particular seat in a particular corner of the building. People laughed at him as he waited for a letter which never came. The postmen began to make a fun of him. They would call out his name for the fun of seeing him jump up and come to the door. Thus he was a familiar figure at the post office.

(b) The author uses the literary device of a simile to bring out clearly Ali’s love for hunting. It was an addiction for him. As an opium eater can’t pass a day without opium, similarly Ali couldn’t live without hunting. When Ali’s eyes would catch sight of the hair’s ears, it was dead the next moment. As he sighted the partridge it was as good as in his bag.
(c) Coachman Ali realised this truth of human existence during his loneliness. Miriam, his only child left him alone after her marriage to a soldier. Ali the hunter was overtaken by loneliness. He forgot hunting and reflected deeply. He came to the conclusion that the whole universe is built up through love and that the grief of separation is inescapable.

(d) Although it was an uninteresting building, the post office became a place of pilgrimage for coachman Ali. He would come there every morning with a devout certainty. Guided by faith and love he would wait patiently for his turn to receive the letter. Ali would salute the post office as though it housed some precious relic. In short, he revered it as a holy place.

3. This morning I was the first to come to the post office at 5 o’clock in the morning. I saw that the postmaster had flung the door wide open. Loudly he spoke “come in, brother Ali” and tried to hand him a letter. I found no one there so I asked him who that person had been and if that was old Ali. The postmaster took no notice of my searching questions. He was staring with wide-open eyes at the doorway. He was wondering where Ali could have gone. Then he admitted that he had been speaking to Ali. I told him that old Ali was dead and asked him to give me that letter. He did not feel convinced. A postman who had just arrived confirmed that Ali had died three months ago. The postmaster was bewildered. Miriam’s letter was still lying near the door. Ali’s image was still before his eyes. Then I narrated to him the last interview I had had with old Ali. The postmaster was still unconvinced. He could not doubt the reality of the knock on the door and tears in Ali’s. He was perplexed—whether he had really seen Ali or his imagination had deceived him.

Finally, I used my trump card to convince him, I asked him to accompany me to Ali’s grave and let me perform my duty and fulfill my promise to deliver his letter to his grave. Perhaps convinced at last, the Post Master did the same.

WORKSHEET–99

1. 4/20 Xavier’s Street
   Bengaluru
   March 21, 20XX
   Dear Vinod
   The other day I was reading a story “The Letter” written by Dhumaketu. It is a very touching story of an old man who came patiently to a nearby post office for the last five years, hoping to get a letter from his only daughter whom he adored. She never bothered to contact him or write to him ever since she got married five years ago. The postal clerks ridiculed him, made fun of him and called him mad. The postmaster also treated him with disgust and behaved rudely to him. None bothered to offer him a cup of tea or a glass of water or ask him what his problem was. No one bothered to ask him why he was coming there and waiting patiently. None had any kind word for him. None offered him a word of sympathy, or a word of hope that he would get a letter someday. Surely that was bad on part of the society to treat an old man so rudely. Old people deserve to be treated well, cared for properly. One should sit with them and hear out what they have got to say or listen to their views. One can offer a word of sympathy, support them or show kindness to them. That is what old people desire i.e., sympathy, love, care and affection. They would definitely bless you if you give them what they desire. So if there is any old member in your family say a grandfather or a grandmother, reach out and be friendly to them, sit and talk to them, share their problems. They will feel a lot happier. So will you.
   Yours lovingly
   Vikash Saxena

2. Faith is not belief. It is much more than belief. It is a strong belief along with understanding and confidence. When we have faith in God, which means belief strengthened by an understanding that God is all powerful, all knowing and all loving, the more the troubles that envelop us, the
more does our faith deepen. When people with true faith face challenges in life, even great sorrows vanish for they are sure there is a divine purpose for whatever happens. They know that there are lessons hidden in every challenges which are going to make them stronger and better people. So in tough situations, if people have only belief they lose it, but if they have faith, their faith becomes stronger. In a crisis belief fails but faith deepens.

Faith includes a clear understanding that what we have faith in, will always be there for us. Faith is also a confidence that what we have faith in will one day soon come true in our lives.

Roman philosopher Cicero said, “A man of courage is also full of faith”. Faith gives us a great deal of courage and security. The faces of great saints and religious leaders are full of joy and serenity. They have no fear or worry; this is because they have full faith in God. However terrible their problems, they know that God is with them, and that He will either solve their problems or give them the strength to face them”. This does not mean that we can just sit down and pray and expect everything to come our way. We must do whatever we can, as best we can and then have the faith that God is with us and loves us. So do your best and leave the rest to God.

**ENRICHMENT ACTIVITY**

**WORKSHEET–100**

**UNDERSTANDING THE TEXT: The Letter (Fiction)**

1. **Loneliness**
   - An old man was walking through the town, now and again drawing his tattered clothes tighter to shield his body from the cold and biting wind
   - Ali went off, a pitiable figure, a century behind his time
   - Ali was never seen again
   - No one troubled to enquire after him

2. **Grief**
   - the whole town was wrapped in deathly silence
   - his eyes were filled up with tears of helplessness
   - Today is my last day; my very last alas!
   - There were tears in Ali’s eyes

2. (a) Ali was an old man. He was known as coachman Ali. Every day he would go to the post office at 5 a.m. He was the first to reach there. He sat on a bench and waited for a letter. He had followed this practice for the last five years.

   (b) Ali faced the cold and biting wind of cold morning. He drew his tattered clothes tighter to shield his body. He walked when the whole town was asleep. His faith and love warmed him to bear the bitter cold. He sat patiently on a bench outside the post office and waited for a letter to arrive from his only child Miriam who had left him five years ago. His actions display the qualities of faith, love and patience.

   (c) A change came in Ali’s life when his only child Miriam got married and left him alone. She went off with her husband to his regiment in the Punjab. Now he understood the meaning of love and separation. He could no longer feel pleased or laugh at the bewildered terror of young partridges bereft of their parents. Ali gave up hunting.

   (d) A ‘pest’ is a troublesome or destructive thing, animal etc. Here the word is used in a derogatory sense. The postmaster considers old Ali a troublesome person, as he disturbs them regularly with his enquiry regarding his letter. We do not agree with the statement of the postmaster. The postmaster fails to understand the anxiety, love and hope of the old man.
3. Phrase/Sentence               Meaning

...happy memories light up a life that is nearing its close. ▶ Happy memories of the past fill the sad life of an old man with brightness and joy.

...the sounds helped him along his lonely way. ▶ The sweet sounds inspired him to face the odds.

...the cold used sleep to extend its sway over all things even as a false friend lulls his chosen victim with caressing smiles. ▶ A false friend makes a show of love by close embraces and caressing smiles and lulls him. Similarly the cold used sleep to overpower all persons.

...when the evening of his life was drawing in, he left his old ways and suddenly took a new turn. ▶ As he was getting older, he gave up his old ways of violence and changed to peace, love and affection.

...that the whole universe is built up through love and that the grief of separation is inescapable. ▶ Love is the basis of life. Separation brings grief but it is a fact of life and one should accept it.

...the postmaster, a man with a face as sad and as inexpressive as a pumpkin, would be seen sitting on his chair inside. ▶ The postmaster was insensitive and lacked sympathy or understanding. His sad and feelingless face showed his physical presence.

The haughty temper of the official had quite left him in his sorrow and anxiety, and had laid bare his human heart. ▶ Anxiety, suspense and sorrow of separation had filled the postmaster's heart with sympathy. Suffering mellowed him. He gave up his haughtiness.

SUBJECT ASSESSMENT

A SHADY PLOT (Fiction)

1. (a) Helen, the ghost.
   (b) The extract has been taken from ‘A shady plot’, by Elsie Brown.
   (c) the members of ‘The Writer’s Inspiration Bureau’.

2. (a) Jenkins wants the narrator to write ghost stories or stories on the supernatural. These stories are full of horrors and the reading public wants them. Moreover John Hallock’s ghosts are live propositions.
   (b) John wants the ghost to disappear before his wife appears on the scene. Being seen with Helen might create a wrong impression. The narrator’s wife would be shocked. The narrator’s words show that his wife is of possessive as well as suspicious nature.
   (c) The ghost spelled out the word “traitor”. When the Ouija board was asked to explain what she meant, the Ouija directed Miss Hinkle to ask Mr John Hallock. The speaker gave her name as Helen. The ladies assembled in the narrator’s house were shocked and surprised to learn that someone called Helen was trying to communicate with John. They thought he had betrayed his wife.
   (d) Lavinia refers to John’s flirtations with some lady over the Ouija Board. It has been the news reported over all the live Ouija boards in the room. She talks of the affair in the literal sense. John uses above-board in the sense of ‘honest’. Then pun in John’s statement aims at clarifying his position.
3. The publisher of the magazine wanted to have a story in which thrill and suspense is predominantly emphasised. Such suspense stories create a lively atmosphere around the reader. The writer is able to bind his readers through these elements. One is tempted to complete such stories in a go. If presented in a humorous way, the story thrills its readers and creates an atmosphere of thrill and suspense. The interest of the reader is maintained throughout the story. It is because of this that publishers search for such stories which attract a greater audience.

**WORKSHEET-102**

1. (a) the ghost who claims to inspire the narrator to write.
   (b) On learning of assistance he got in writing from someone.
   (c) As he thought of the shock his wife would get on learning of Helen’s contact with him.

2. (a) Helen did not like the work of being a reader on a magazine. She decided to do something creative. She found other co-ghosts who had also suffered badly like her. They organised the Bureau to inspire writers ‘without ideas’ and with minds ‘soft enough to accept impressions’ to do creative writing.
   (b) The narrator did not use the Ouija board himself. Secondly, Helen the ghost had promised him a conditional support in the business of writing. He was to get all his friends and acquaintances to stop using the Ouija board. So he hesitated be a partner to Laura Hinkle during the Ouija board party.
   (c) After breakfast on Sunday morning, the narrator sat at his desk in the library. He heard a tap at the door. A white slip of paper slid under it. Lavinia announced that she was leaving him. Her lawyer will communicate with him later. John was shocked. He wished he were dead.
   (d) John feared that his wife would be shocked to see the ghost. She might even faint and fall down unconscious. He made every effort to avoid her encounter with the ghost. His apprehensions are proved unfounded as she is a strong person. She does not flinch when she meets the ghost but talks to her casually.

3. It is said that the first step is the hardest. Writers face the problem of starting the work because providing a proper and interesting beginning is of utmost importance. It is important for a writer to attract the attention of his readers from the very beginning. Unless it is a good start, the novel becomes boring to the readers. A good start binds the reader to the novel from the very beginning. It is said that well begin is half done. A good and perfect beginning gets readers appreciation. The beginning is the critical stage where a writer is bound to be confused and thus at this stage he devotes maximum time to decide the moment at which to begin his story.

**WORKSHEET-103**

1. (a) The speaker is a ghost named Helen. “We” refers to her co-ghosts.
   (b) The ghosts used to haunt this world purely for amusement. At that time they had nothing much to keep them busy.
   (c) The speaker dislikes sitting on the Ouija board and answering questions. This assignment keeps them busy. Sometimes they are called out of their beds a little too often. She is sick of it.

2. (a) A ghost story had been the first fiction the narrator had written. He doesn’t seem to like writing them but he has no option. He says, “I didn’t specialize in ghost stories, but more or less they seemed to specialize in me.”
   (b) Helen, the ghost, helped the narrator to write ghost stories by supplying him plots for stories. She was going on strike as she did not like working on Ouija boards. She asked the narrator to persuade his friends and acquaintances to stop using Ouija boards. Then she would go on helping him.
(c) The ghost of Helen told him that she had helped him on many occasions to write ghost stories by leaning on his shoulder when he thought he was thinking hard. Thus she undermined the narrator’s faith in his ability to write ghost stories.

(d) The Ouija board of Miss Hinkle accused John of being a ‘traitor.’ Some lady named Helen was trying to contact John through Mrs Hunt’s and Mrs Sprinkle’s Ouija. It was strange. The conversation hinted that Mr John was false to his wife. John’s wife felt angry at his unfaithfulness. She decided to go back to her grandmother and end her married life by seeking divorce.

3. The Ouija board occupies an important position in the story. It is the latest fad prevalent in the fashionable society. Ladies delve into the other world with the help of Ouija boards. Ghosts like Helen have a hard time answering the questions put on Ouija board. That is why she asks the narrator to exert his influence and stop his friends and acquaintances from using the Ouija board.

Lavinia, the wife of Mr John, who is crazy for taking up new fads brings an Ouija board home and uses superlatives like the ‘loveliest’, ‘duckiest’ and ‘darlingest’ Ouija board. She rejects her husband’s request to return it. She organises an Ouija board party at her home and persuades her husband to participate in it as partner of Miss Laura Hinkle. The Ouija board plays a mischief by accusing John of being a traitor. Helen is the lady who is calling for him. Lavinia is naturally angry. She feels that her husband is faithless. Her relationship is on the verge of breaking. The revelation that Helen is a ghost saves her life. Even the cook threatens to leave as she does not like the hoodoos of the board. Ultimately Lavinia decides to burn the Ouija board to retain her cook as well as love. Thus the Ouija board dominates the story from beginning to end.

WORKSHEET – 104

1. Sunday 23 July 20XX 9.30 p.m.

What a terrible Saturday evening I had! First of all Helen, the ghost, materialised in parts just to announce that. I should expect no help from them in writing stories about the supernatural. She asked me to exert my influence over all my friends and acquaintances and get them to stop using the Ouija board.

Fate, however, willed otherwise. My wife Lavinia brought an Ouija board and in spite of my persuasion, she refused to return it. To complicate the matter she not only organised an Ouija Board party, but also compelled me to be the partner of one of her guests—Miss Laura Hinkle. This was a complete breach of the assurance given to Helen. I was not the least surprised when Helen charged me of being a ‘traitor’. Helen played a prank. Every Ouija board shouted my name. Miss Hinkle read the name ‘Helen’ on her Ouija and told Lavinia that some lady named Helen had been calling her husband. This was enough to arouse the streak of jealousy in my wife. In the meantime, Helen materialised. I didn’t want my wife to see the apparition lest she should faint due to shock. She, however, felt I was hiding something from her. She accused me of flirting with someone else. Helen’s presence, her brief conversation with Lavinia and her dematerialising set Lavinia’s doubts to rest. She forgave me. Domestic bliss returned. Helen bade us good bye and disappeared. My creativity was inspired and I sat down to write. The actions of Helen and reactions of Lavinia and my efforts to avoid a meeting between them, all now seemed funny. I felt relieved that the worst was over.

2. It was twilight. I was sitting at my desk in the library. I had forgotten to switch on the lamp. I remarked sarcastically “writing business is delightful.” A voice from the shadows confirmed it. The sight of the ghost materialising in my room filled me with excitement rather than fear. She came over and stood in front of me and glared. I sat still feeling quite helpless. She shouted: “What are you gaping at?” I asked her politely why she had come there and if she always came in sections. I humorously remarked that her parts might get mixed up sometimes. It seemed that she was annoyed. She crisply shot back if I hadn’t sent for her. I stammered and
tried to explain. She then retorted if I hadn’t been calling on heaven and earth all afternoon to help me write a story. I nodded my agreement. She then explained that she was not going to bother me as she and her co-ghosts were going on a strike. Hence I wouldn’t get another plot from her. I was dumbfounded. I stared at her. My lips were dry. She then explained how she and her co-ghosts worked and why they had decided to go on strike. Her anger was due to the Ouija boards which had become a rage in social circles. I assured her that I had nothing to do with Ouija boards. She gave me a pitying look. She offered to help me to write but on the condition that I used my influence to persuade my friends and acquaintances to stop using the Ouija board. The voice of my wife made me wave my arms at the ghost. She had the good sense to demobilize and evaporate before my wife stepped into the library.

ENRICHMENT ACTIVITY

WORKSHEET–105

UNDERSTANDING THE TEXT: A Shady Plot (Fiction)

<table>
<thead>
<tr>
<th>Person</th>
<th>Extract from story about the character</th>
<th>What it tells us</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Hallock</td>
<td>1. ...in the end things had always come my way..... somehow I’d always been able to dig one (plot) up for him, so I’d begun to get a bit cocky as to my ability (to write stories).</td>
<td>1. overconfident</td>
</tr>
<tr>
<td></td>
<td>2. “But my ghosts aren’t a bit like you....”.</td>
<td>2. sceptical</td>
</tr>
<tr>
<td></td>
<td>3. We scout around until we find a writer without ideas and with a mind soft enough to accept impression.</td>
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</tr>
<tr>
<td></td>
<td>4. ”I felt a sudden strong desire to write. The sheets of paper on my desk spread invitingly before me.”</td>
<td>4. creative</td>
</tr>
<tr>
<td></td>
<td>5. ”I threw a protecting husbandly arm about her to catch her when she should faint.”</td>
<td>5. protective</td>
</tr>
<tr>
<td>Lavinia Hallock</td>
<td>1. ”...how on earth I was going to cure her of her alarming tendency to take every new fad that came along and work it to death.”</td>
<td>1. loves novelty and thrills</td>
</tr>
<tr>
<td></td>
<td>2. ”Being bookkeeper for a lumber company does help with the grocery bills and pay for Lavinia’s fancy shopping.”</td>
<td>2. spendthrift</td>
</tr>
<tr>
<td></td>
<td>3. ”John, there’s not a bit of use trying to deceive me. What is it you are trying to conceal from me?”</td>
<td>3. suspicious</td>
</tr>
<tr>
<td></td>
<td>4. ”It’s bad enough to have you flirt over the Ouija board with that hussy...”</td>
<td>4. jealous</td>
</tr>
<tr>
<td></td>
<td>5. Buys the Ouija board but says it is for John’s research</td>
<td>5. manipulative</td>
</tr>
<tr>
<td></td>
<td>6. Does not flirt when she meets the ghost but talks to her casually.</td>
<td>6. strong</td>
</tr>
</tbody>
</table>
2. (a) Yes, I agree with the narrator calling the assembly of women “manipulators”. He refers to their manipulative skills, i.e. ability to handle the Ouija boards skilfully.
(b) Helen, the ghost, is neither scary nor gruesome. She is quite helpful to the narrator and inspires his creativity. Her materialization in parts/sections is quite humorous.

3. For discussion at group/class level.
Hints. Humour in this story arises out of (a) the narrator’s ability to laugh at himself (b) clever use of language as well as (c) comic situations.
(a) The narrator’s ability to laugh at himself
   (i) I’d begun to get a bit cocky as to my ability.
   (ii) I had reached the stage of imbecility when I was talking to myself.
   (iii) When I am nervous or excited there is a muscle in my face that starts to twitch, and this pulls up one corner of my mouth and gives the appearance of an idiotic grin.
   (iv) I felt my ears grow crimson, purple, maroon. My wife was looking at me as though I were some peculiar insect.
(b) Clever use of language
   (i) I didn’t specialize in ghost stories, but more or less they seemed to specialize in me.
   (ii) ...a possible explanation occurred to me and my spine got cold.
   (iii) ...but I had been hunting three lost receipts at the time.
   (iv) My wife is never so pretty as when she’s doing something she knows I disapprove of.
   (v) Miss Laura Hinkle...grinning in my face like a flirtatious crocodile.
   (vi) ...with her brow corrugated, and the light of the huntress in her pale blue eyes.
(c) Comic situations
   (i) appearance of ghost—in sections—like film cartoons being put together.
   (ii) the Ouija Board Party—Behaviour of Ladies—Narrator’s reaction.
   (iii) Lavinia’s decision to break off her relationship.
   (iv) Gladolia threat to quit.
   (v) Narrator’s effort to avoid a confrontation between Helen and Lavinia.

SUBJECT ASSESSMENT

PATOL BABU, FILM STAR (Fiction)

1. (a) Patol Babu’s wife
(b) Patol Babu
(c) To become successful
2. (a) Nishikanto Ghosh told Patol Babu that his brother-in-law, Naresh Dutt, was looking in for an actor for a scene in a film they were shooting then. They needed a man around fifty, short and bald headed. Naresh would come to see Patol Babu around ten-thirty.
(b) Patol Babu was excited. It was a pleasant surprise for an unassuming or modest sort of person. He had never imagined that he would get an offer to act in a film at the age of 52. While buying provisions in the market, he mixed up his wife’s orders.
(c) In his youth Patol Babu had a real passion for the stage. He was an amateur actor. He took active part in the plays staged by the club in Kanchrapara. Patol Babu was always in demand. Indeed there was a time when people bought tickets especially to see him.
(d) Patol Babu was offered higher pay in a clerical post with Hudson and Kimberley in Calcutta. He was also lucky to find a flat in Nepal Bhattcharji Lane. He gave up his factory job in Kanchrapara. He shifted to Calcutta with his wife. Before he could start a club in his neighbourhood, he lost his job due to retrenchment in office. So his acting career ended.

3. The power of speaking is emphasised here. The presentation matters most. It is how you present something before the audience which matters most. One has to be very articulate in preparing oneself to such perfection. The art of speaking with correct pitch and emphasis on words spellbounds the audience. A single word presented differently conveys different feelings of the presenter. It is this art of speaking that makes an actor great in the eyes of his audience. This creates a lasting impression on the minds of the audience that lasts forever in their minds.

WORKSHEET– 107

1. (a) Mr Gogon Pakrashi, Patol Babu’s mentor, spoke these lines.
   (b) An actor should not consider it below his dignity to accept even a small role. He should make the most of the chance he got.
   (c) An actor should try to extract the last drop of meaning out of the lines he has to speak.

2. (a) Patol Babu worked with Hudson and Kimberley in Calcutta from 1934 to 1943. He was in the good books of his employers. Still he lost his nine-year old job. The reason was war. There was a sudden retrenchment due to war.
   (b) After losing his job in Calcutta, Patol Babu had to struggle to make a living. He opened a variety store. He had to wind it up after five years. Then he had a job in a Bengali firm for some time. He was an insurance salesman for ten years. Now he was looking for a job in a firm dealing in scrap iron.
   (c) Patol Babu has been an amateur actor. He feels excited at the offer of a role in the film at the age of fifty plus. Secondly, he is unemployed. Mr Ghosh had told him that he would be paid for his role.
   (d) Patol Babu was shocked to learn that his dialogue was just one word: ‘Oh’. A sigh came out of his heart. Then he remembered the words of Mr Pakrashi. He tried to extract different shades of meaning of the word by speaking it in different ways.

3. The author insists that however a small part, one should not feel awkward in accepting it. One should not be tempted to ignore even a small part of one’s role. It is perfection in the role which is emphasised here. As an artist one should make the most of one’s opportunity. One has to thorough one’s lessons in his life. Even the minutest thing matters most. This has its bearings on life as well. Dignity of labour is emphasised here. One has to follow his path diligently. If you are thorough in your approach you are bound to succeed.

WORKSHEET– 108

I. (a) Naresh Dutt is the speaker of these lines.
   (b) The speaker wants to express surprise through these lines.
   (c) Because he left the place before he had been paid.

2. (a) Mr Gogon Pakrashi was Patol Babu’s mentor. His words of advice inspired Patol Babu to try his best and to squeeze the last drop of meaning out of the words. All this helped Patol Babu in enacting his role.
   (b) Patol Babu paid careful attention to every detail. Before the shot he worked out how he would react physically when the collision took place—how his features would be twisted in pain, how he would fling out his arms and how his body would crouch to express pain a surprise.
(c) For Baren Mullick it was a simple shot. Moreover, shooting the scene in sunlight was necessary. A large patch of cloud was approaching the sun. So he turned down Patol Babu’s request for a rehearsal.

(d) Patol Babu had a newspaper open in his hand. He was given a butterfly moustache. He had to walk five steps, while the hero took four. The word ‘oh!’ was to be said with sixty parts of irritation and forty parts of surprise. Ultimately, he uttered it with fifty parts of anguish with twenty-five of surprise and twenty-five of irritation.

3. Excellence can be achieved in any field of life. An industrious person strives hard to explore new avenues. He moves ahead with dogged determination and do not get upset by trivialities. He believes in accomplishing task with excellence and satisfaction. Perfection is not attainable but if we chose perfection we can catch excellence. There is no speed limit on the road of excellence. Also the nature of work has nothing to do with excellence. Even a sweeper can sweep the street as Michelangelo painted or Beethoven composed music or Shakespeare wrote poetry. One has to be convinced of the dignity of labour. Excellence is a habit which should be inculcated in the character.

WORKSHEET–109

1. 37 Nepal Bhattacharji Lane
   Kolkata
   15 June 20XX
   Dear Mr Ghosh
   At the outset I would like to thank you for being instrumental in my getting a role in a film. Your youngest brother-in-law was a great help. He was waiting outside Faraday House on Sunday morning. He had told me to reach there at eight-thirty sharp. As Naresh Dutt was about to leave, I asked him about my part. Naresh explained that it was the part of a pedestrian—an absent-minded, short-tempered pedestrian. He enquired if I had a jacket which buttoned up to the neck. I had a woolen one of nut-brown colour.
   I was excited to know that it was a speaking part. He promised that I would be given my lines on the spot. There was a big crowd outside the building. Cameras were mounted on trolleys and shooting was going on. Naresh asked me to wait. So I stood in the shade of a paan shop. I had never watched a shooting before. I felt impressed to see how hard these people worked. I came to know that Chanchal Kumar was the hero and the director was Baren Mullick. I was shocked and embarrassed to learn that I had to say only one word: ‘Oh’. I remembered the words of my mentor, Gogon Pakrashi and practised saying ‘oh’ in several different ways. Though Mr Mullick turned down my request for a rehearsal, I worked out how I would react physically and how my body would express pain and surprise. I timed my steps perfectly and the collision proved to be a perfect shot. I felt so satisfied with my performance that I walked away before I could be paid for the role.
   Thanking you once again for your help.
   Yours sincerely
   Patol Babu

2. Patol Babu is offered a walk-on part in a movie. The part is that of an absent-minded, short-tempered pedestrian. He collides with the hero, is hurt in the head and says “Oh!” The hero pays no attention to him due to his preoccupation and goes into the office. At first Patol Babu feels hurt that he has to speak just one word: ‘Oh’, which is not even a word, but a sound. Then the amateur actor in him comes to his rescue. He remembers the invaluable advice of his mentor Gogon Pakrashi. He tries to extract the last drop of meaning out of it. He speaks the exclamation “oh” with a different inflection. He discovers that the
same exclamation when spoken in different ways, carried different shades of meaning. This single word contained a gold-mine of meaning. He felt that he could write a whole thesis on that monosyllabic exclamation. As the hero’s head banged against Patol Babu’s forehead, an excruciating pain robbed him of his senses for a few seconds. But the next moment made a supreme effort of will power. He pulled himself together. Mixing fi fi y parts of anguish with twenty-fi ve of surprise and twenty-fi ve of irritation, he cried “oh!” Then after a brief pause, he resumed his walk. Patol Babu felt elated to learn from Baren Mullick that the shot was jolly good. The words of praise ‘you’re quite an actor’ gave him satisfaction. He had done his job really well and performed the challenging part to the best of his ability.

3. Patol Babu walked away before he could be paid for his role. He was not ignorant of the value of money and in fact he needed money very badly. But how much was he likely to get—ten, fi fteen or twenty rupees? When measured against the intense satisfaction of a small job done with perfection and dedication, the sum of twenty rupees seemed insignificant. Patol Babu was a meticulous actor. He paid attention to minor details to make his walk-on part in the movie realistic and effective. He rehearsed speaking the word ‘Oh’ several times in different ways. He also worked out how he would react physically at the time of collision. He gave a perfect shot. His face, arms and body conveyed his anguish, surprise and irritation as the hero’s head banged against his forehead. He had done his job really well. He was praised by the director, Baren Mullick and the hero, Chanchal Kumar. The episode shows Patol Babu’s love for artistic excellence. For him ripeness is all. Self-satisfaction is more important than money. His acting talent is sharp. He puts in a lot of labour and imagination into a single shot. The pleasure he gets out of his splendid performance is far more valuable than any amount of money.

ENRICHMENT ACTIVITY

WORKSHEET–110

UNDERSTANDING THE TEXT: Patol Babu, Film Star (Fiction)

1. (a) unassuming, modest (b) talented (c) arrogant/short-tempered (d) self respecting (e) diligent; meticulous (f) passionate actor
2. (a)—(ii); (b)—(i); (c)—(v); (d)—(iii); (e)—(vi); (f)—(iv)
3. Patol Babu: Oh, yes, I had the time of my life. The fi lm is directed by Baren Mullick. He’s had three smash hits in a row. He is a stout man of medium height. He has three assistants.

Patol Babu’s wife: Well, you seem to be quite impressed by him.

Patol Babu: Of course. The man has an ability to understand persons and things quickly and accurately.

Patol Babu’s wife: How can you say so?

Patol Babu: He asked the make-up man to give me moustache for the shot. It suited me very well. He rejected my suggestion for a rehearsal but agreed to my request for having a newspaper in my hand while I had to collide with the hero.

Patol Babu’s wife: Well, who is the hero of the fi lm?

Patol Babu: The hero is Chanchal Kumar. He’s playing the lead role in four fi lms at the moment.

Patol Babu’s wife: How did they like your acting?

Patol Babu: Well they praised me for my performance. Baren Mullick said, “Jolly good! Why, you’re quite an actor”. Chanchal Kumar praised me for timing the collision to perfection.
Patol Babu’s wife: How much did they pay you? Please give the money to me.
Patol Babu: Oh, I walked away before I was paid.
Patol Babu’s wife: Why did you behave so foolishly?
Patol Babu: The performance gave me self-satisfaction. No amount could repay my labour and imagination for that shot.

PROJECT: Activity for self-attempt under the guidance of the teacher.

SUBJECT ASSESSMENT

VIRTUALLY TRUE (Fiction)

WORKSHEET–111

1. (a) Black-Eyed Jed is the speaker of these lines.
   (b) To move out of the town for solo combat.
   (c) Cool but challenging.

2. (a) According to the newspaper Sebastian Shultz had been badly injured in a motorway accident six weeks ago. Since then the boy lay unconscious at the General Hospital. Yesterday, he awoke from his prolonged state of deep unconsciousness.
   (b) Sebastian Shultz’s recovery from coma was a miracle. Michael had got to know the boy so well recently. He saw the photograph that went with the story and gasped. He felt nervous and shivery. He could not understand how Shultz had recovered from coma. So the news shocked Michael.
   (c) Michael’s dad had got a Pentium 150 Mhz processor, with 256 of RAM, a 1.2 Gb hard disk drive and 16 speed CD ROM, complete with speakers, printer, modem and scanner. It could do anything.
   (d) Michael as Sheriff Dawson, was playing the game ‘Wildwest’ on his computer. He was challenged by Black-Eyed Jed to have a gunfight. Just when Jed left, the second sheriff appeared through the back door. It was Sebastian Shultz. He asked Michael not to go out to fight Jed.

3. I do not think that such type of a thing, as happened in the story virtually true, can happen in real life. The storyline is based on science fiction and fictions can not happen in real life. There can not be any connection between animate and inanimate objects. However, there is interaction between the two. Two intelligences exist on the earth. They are dependant on each other. But it is not possible at present to predict the future. There are remote chances of intermingling of the two in the near future.

WORKSHEET–112

1. (a) Sebastian was on the roof of the cell when spoke these words.
   (b) His idea was to escape from the jail with the help of a helicopter. He was referring to a helicopter in the distance.
   (c) Yes, the idea was a good one. They were surrounded by twelve guards with vicious dogs. Aerial route was the only way of escape. The idea succeeded eventually. Michael pulled Sebastian on to the helicopter as the latter was thrown in the air when the tank crashed into their jeep.

2. (a) Michael and his dad were fascinated by the latest computers and new gadgets that came in the market. For example, they bought a virtual reality visor and glove and a handful of latest interactive psycho-drive games. They thought that the more futuristic the computers got, the better one could understand the past.
(b) Michael was virtually transported first of all to a saloon in the centre of the town. This town has dusty tracks. Michael had the badge of a sheriff pinned to his shirt then.
(c) Sebastian Shultz asked Michael’s help to retrieve him as he was stuck. He suggested that Michael should try ‘DRAGONQUEST’. He conveyed the message on the printer. The sheet had his picture on the top and the message at the bottom.
(d) The second game seemed very real as it had the old world setting. Michael walked through the massive studded doors of the dragon’s castle lair. He had to rescue Princess Aurora who had been imprisoned at the top of a tall tower. He had also to collect the wicked creature’s treasure along the way.

3. The latest electronic gadgets have fascinated the techno-savy people of our society. The young generation is viewing TV and are glued to the screen most of the time. This has catastrophic consequences. Their health is affected. Besides they live an isolated life cut off from the main stream. It deprives them of their outside exposure and affects their reasoning ability. In the long run they feel alienated and thus get depressed. Their social life is affected. The interaction between people gets affected and they are cut off of the society. They are doomed physically and mentally.

WORKSHEET – 113

1. (a) Sebastian Shultz is the speaker of these lines. 
(b) Princess Aurora refers to ‘her’ here.
(c) When he was imprisoned in the dragon’s castle.

2. (a) Sebastian Shultz leapt for the window in the dragon’s castle. He came down the hair rope. Michael followed him. The dragon followed them. The two boys ran across moonlit battlements, down a spiral staircase and through a secret passage. They wanted to hide in the dungeons. The dragon appeared at the end of the corridor and caught Shultz. Michael’s sword couldn’t save Shultz.
(b) Sebastian Shultz and Michael dodged the guards, fled the dogs and reached the roof. But the helicopter had not arrived there. Its being late deprived them of the chance to escape. Secondly, the pursuers surprised Sebastian by appearing suddenly through a door behind us. Sebastian took a step backwards, slipped and fell down. So the rescue attempt ended in a disaster.
(c) Sebastian Shultz had a terrible accident as he slipped from the roof. He saw the rescue helicopter in the distance and hoped it would go a bit faster. Just then twelve guards with vicious dogs hurtled towards them. Sebastian took a step backwards. It proved disastrous. He slipped and tumbled back through the air, down to the concrete below. He was badly injured in the accident.
(d) Sebastian Shultz had entered the games with the help of the advanced technology in the field of computers. Latest gizmos, virtual reality visor and glove and psycho-drive must have helped him to enter the games. It was just like Michael’s entry in the virtual world of the games.

3. Outdoor games make us strong and agile. Games inculcate the habit of discipline, cooperation and optimism among the children. They also come to know about group behaviour. Those who do not play games feel sick and lethargic. A healthy mind resides in healthy body. Therefore, it is essential to play games. Games increase the stamina of a person which is good for health. One should pursue any one of the outside games to stay fit and healthy.
1. **A CLOSE BRUSH WITH DEATH**

I had a harrowing experience in the virtual world. Black-Eyed Jed pursued me and his horsemen fired at me and I was hit. I had no option but to hide myself in a wardrobe. Michael retrieved me with ‘dragonquest’. Now the dragon wanted to kill me. I leapt for the window. Michael leapt behind me. We ran down a spiral staircase. Then we went through a secret passage to the dungeons. But the dragon got me and put me in jail. I again asked Michael for help.

With the help of a skeleton swipercard, we were soon out of the cell. We raced down corridors. We dodged the guards, fled the dogs, made to the staircase and pounded upwards. We wanted to take the helicopter, but it was late. I slipped and tumbling back through the air fell down to the concrete below.

I couldn’t contact Michael for long time. Yesterday I asked him to try Warzone. Our aim was to reach the helicopter. Machine guns and tank fire pushed us to wall. I shouted to Michael to take the jeep. A tank followed us. I slammed on the brakes. Michael leapt and jumped into helicopter. Then the tank crashed into the jeep and I was thrown into the air. Michael pulled me up and the helicopter soared in the sky. Thus I was rescued from the jaws of death.

2. **VIRTUAL GAMES ARE A REALITY**

The opinions cited above regarding computer games are biased. These take into account only the negative aspects of computer games. Technology is advancing everyday. Virtual reality visor and glove change what we see. Interactive psycho-drive games are driven by mental power. The player can become a participant in the game and also control the action by what one is thinking. Thus the virtual games are true and real. The images are all around one. Big screen and loud volume creates the atmosphere one desires and makes one feel as if one were inside the games. One is no longer an idle spectator watching from the sofa, but an active participant in the game. One enjoys all the thrill and excitement, triumph and joy as well as risks and hurts. Thus the virtual games are a reality.

3. At the end of the story Michael gets a real message from the real Sebastian Shultz. There is every likelihood that Michael and Sebastian Shultz will meet in real life. Since they are two advanced intelligences on earth it is possible that they will like each other and be friends. They may try to re-enter the virtual world together. By reliving the whole incident, something wonderful may happen. In the real world, Sebastian Shultz was injured in a motorway accident. At the time of accident, Sebastian was using his laptop to play one of the psychodrive games that Michael got later. The computer had saved Sebastian’s memory in its own and transferred it to the disk. Michael began to play the game Wildwest and met Sebastian who was the second sheriff. Sebastian warned Michael to ignore Jed’s challenge but to run away with him.

During the next games— ‘Dragonquest’ Sebastian is ensnared by the dragon and imprisoned in the cell. He appeals to Michael for help. They try jailbreak. The attempt to rescue fails. It is only after a lot of adventure, gunshots and accident with tanks that Sebastian is rescued.

In the real world too Sebastian Shultz recovers from coma.

**ENRICHMENT ACTIVITY**

**UNDERSTANDING THE TEXT: Virtually True (Fiction)**

1. The correct sequential order is:
   (a), (d), (j), (e), (g), (h), (i), (f), (b), (c), (k)
2. (a) These games can be put under the headings
   (i) Virtual Games or (ii) Computer games or (iii) Psycho-drive games
   (b) Michael thought that Sebastian’s memory had been saved in the computer. It was transferred
   to the disk he was playing at the time of accident. When Michael played the game, he
   entered into Sebastian’s memory. Thus Sebastian also entered the games.

3. Various responses are possible. One such response is given below:
   I don’t think it is a true story that has happened to real people in the real world on earth. As
   such there is no likelihood of its occurring to me any day. At the end of the story the author
   strikes an ambivalent attitude by saying that Michael and Sebastian Shultz are two real
   persons. Then he adds: “Now that there are two advanced intelligences on earth, who can say
   what is and what isn’t possible.”
   He concludes by saying: “What I know is this. Everything that I’ve described is true—Virtually!”
   We agree that the story is true only on virtual plane not on the real one.

PROJ ECT: For self-attempt under the guidance and supervision of the teacher.

SUBJECT ASSESSMENT

THE FROG AND THE NIGHTINGALE (Poem)

WORKSHEET–116

1. (a) Singing of the frog was unpleasant, harsh and rough.
   (b) They hated the frog’s croaking sound.
   (c) Cacophony is a very loud and unpleasant noise.

2. (a) The frog used to croak all night from his hole under the sumac tree. The frog considered
   himself the master musician of that area and sang from dusk to dawn for self-satisfaction
   and self-expression.
   (b) They used the words “Bravo!” “Too Divine!” and “Encore!” All these exclamations show that
   the creatures were enraptured. They cheered the song of the nightingale and requested her
   for more singing.
   (c) By calling the frog ‘a solitary loon’, the poet isolates it as the only creature who behaves strangely
   towards the sweet song of the nightingale. He is growing sarcastic towards the frog.
   (d) The frog introduced himself as the master of the sumac tree. He said that he was famous
   for his baritone and was also music critic of “Bog Trumpet” magazine.

3. The poem begins like a fairy tale. It contains the familiar opening “Once upon a time...”. Given
   the hypothesis of ancient times when birds could talk like human beings, we suspend our disbelief
   and accept the fable as a likely or real story. Thus the opening at once sets the tone and tempo
   of the poem. Since ‘the Frog’ is the first component of the title, the poet introduces it in the very
   first line and thus imparts it prominence. The poet uses rhyme to create a musical effect. He even
   distorts words to make them rhyme. For example, ‘on’ has been misspelt and mispronounced so
   that it rhymes with dawn. In the text we find it as ‘awn’ and it has been repeated three times
   in one line to create the effect of monotony.

WORKSHEET–117

1. (a) The frog was dumbstruck with the nightingale’s sweet song.
   (b) They admired the song of the nightingale.
   (c) It means all the creatures admired the nightingale’s songs.

2. (a) The nightingale is competent, skilful and intelligent but nervous and shy. The frog is
   incompetent, rough and coarse but patronizing and authoritative.
(b) The frog is referred to as heartless because he was really cruel in his attitude and treatment of the nightingale. He was regardless of her feelings, made her sing day and night and led her to death.

(c) It is because he has reviewed her song and given his considered opinion as profoundly as the great Austrian composer, Mozart.

(d) The frog is haughty, boastful, arrogant and presumptuous. He can't brook a rival and tries to eliminate the nightingale by his cunning and crafty ways. He dupes the nightingale and the other birds and makes money. The frog is thus cunning, crafty and stone-hearted.

3. The nightingale felt that though her song was not divine, it was at least original. This according to the frog was not much to boast about. The frog added that without proper training she would remain a mere beginner. He boasted about his mastery in music and offered to train her. He promised that she would be a sure winner after practising with him. He added that he would charge a modest fee. The frog was really cruel in his attitude and treatment of the nightingale. He was regardless of her feelings. He had no feeling of sympathy or any emotion for the nightingale. The timid nightingale was highly impressed by the boastful and authoritative frog. It is ironic that a creature with no musical attainments "trains" a sweet song bird like the nightingale.

WORKSHEET–118

1. (a) The croaking of the frog startled nightingale.
(b) When frog intervened nightingale spoke very politely and respectfully.
(c) The attitude of the frog was cold, authoritative and imposing.

2. (a) The nightingale asked the frog whether he liked her song. He remarked that it was not too bad. He pointed out its drawback saying that it was far too long. He further added that the technique was fine but it lacked force. The nightingale felt flattered and impressed that a critic of such renown had discussed her art and throat. The nightingale had admitted that the song was her own, though it was ‘not divine’. This shows that she lacks confidence. She does not know the high quality of her song. The nightingale is competent, skilful and intelligent but she is nervous and shy. The frog is incompetent, rough and coarse but patronizing and authoritative. The nightingale’s acceptance of the Frog’s opinions and her eagerness to be tutored by the frog shows that incompetent, rough and coarse people rule the competent, skilful and intelligent ones.

(b) Next night, the nightingale prepared herself to sing. She shook her head, twitched her tail, closed an eye and fluffed a wing. Then she cleared her throat to sing. Just then she heard the croaking of a frog. The nightingale very politely asked the frog if it was he who had spoken. The frog then came forward and introduced himself as the master of the sumac tree. He said that he was famous for his baritone and was also the music critic of “Bog Trumpet” magazine.

The behaviour of the nightingale and the frog offer a study in contrast. The nightingale behaves very politely and respectfully towards the frog whereas the latter’s attitude towards her was cold, authoritative and imposing. This represents the eternal conflict between the artist—the creator and the critic—the dissector and destroyer.

WORKSHEET–119

1. (a) The nightingale calls the frog ‘Mozart’ in disguise out of humility.
(b) Cunning and deceitfulness is revealed here.
(c) The frog volunteered to train her to become a singing star.

SOLUTIONS
2. (a) The frog and the nightingale practised singing different notes and pitches at a fast speed. As a result of the long practice, the nightingale's voice became hoarse and shaky and she was thoroughly exhausted.

(b) Lack of rest and excessive singing subdued the nightingale. The unrestrained applause by the appreciative audience and the nightingale's enthusiasm to please them revived her throat at night.

(c) Her song has been called ‘tired’ because it no longer had any melody and freshness about it. It was worn out and monotonous. It did not inspire any more and failed to attract the audience.

(d) He uses this expression as he feels that she does not use her brains while singing. As the income from the concerts dips sharply the frog loses his temper and lashes out on the poor bird.

3. The frog was far too cunning for the timid, nervous and shy nightingale. He volunteered to train the nightingale to become a singing star. The nightingale was impressed and called him a ‘Mozart in disguise’ who had come in a new form to assess her song. Mozart was a great musician. He was a renowned Austrian composer and singer. The nightingale uses this title for the frog out of humility. She feels obliged that the great critic had reviewed her song and given his considered opinion as profoundly as the great Austrian composer, Mozart. To the polite, humble, timid and modest nightingale, this is like a fairy tale. However, it shows the Frog’s cunning and deceitful nature. He can’t brook a rival and tries to eliminate the nightingale by his cunning and crafty ways. Such a haughty, boastful, arrogant and presumptuous person does not deserve to be called a Mozart.

ENRICHMENT ACTIVITY

GROUP DISCUSSION: The Frog and the Nightingale (Poem)

1. 1. (d) was earning less money.
   2. (c) puffing her lungs with passion
   3. (b) to remain the solitary singer in the bog

2. The words are:
   Croaked, cacophony, blared out, minstrelled, melody, serenaded, baritone, twittering, trills, zipped, bounced, foghorn.
   These could be grouped according to their qualities—sweet/unpleasant or attractive/repulsive.
   (a) croaked, cacophony, blared out, baritone, bounced, foghorn—unpleasant/repulsive
   (b) minstrelled, melody, serenaded—sweet/attractive
   (c) twittering, trills, zipped—neither sweet nor repulsive.

3. The required answer is given under the heading ‘personality features’.

<table>
<thead>
<tr>
<th>Extract</th>
<th>Personality features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nightingale</strong>: Sorry—was that you who spoke?</td>
<td>polite, timorous</td>
</tr>
<tr>
<td><strong>Frog</strong>: Yes, ...you see, I’m the frog who owns this tree. In this bog I’ve long been known For my splendid baritone.</td>
<td>territorial, boastful</td>
</tr>
<tr>
<td><strong>Nightingale</strong>: Did you—did you like my song?</td>
<td>nervous, shy</td>
</tr>
</tbody>
</table>
Frog: Not too bad—but far too long
   The technique was fine, of course,
   But it lacked a certain force.
   
Frog: Without proper training such as
   I—and few others—can supply,
   You'll remain a mere beginner,
   But with me you'll be a winner.
   
Nightingale: This is a fairy tale—
   And you're Mozart in disguise
   Come to earth before my eyes.
   
Nightingale: But I can't sing in this weather.
   
Frog: Come, my dear—we'll sing together.
   
Frog: We must aim for better billings.
   You still owe me sixty shillings.
   
Frog: Brainless bird—you're on the stage—
   Use your wits and follow fashion.
   Puff your lungs out with your passion.
   
Frog: I tried to teach her,
   But she was a stupid creature.

SUBJECT ASSESSMENT

MIRROR (Poem)

1. (a) The mirror is like a lake because both have reflective surfaces.
   (b) Candles and moon are called liars because their dim light hides the blemishes of one's face.
   (c) The figure of speech used is metaphor.

2. (a) The mirror is not affected by the whims of persons. An ordinary piece of glass is affected by
   the mist in the atmosphere and loses its power of observation, assimilation and reflection.
   This mirror remains vigilant, watchful, dispassionate and neutral.
   (b) The ugliness of the fish aptly suggests the decaying beauty and lack of charm of a middle-
   aged woman. The fish is described as ‘terrible’ to suggest the ugly hideous face of the old
   woman who has lost her beauty and charm.
   (c) He means that the mirror is absolutely unbiased. It reflects exactly what it sees without
   adding or subtracting. It does not have any preconceived notions about things. It neither
   has any likes nor dislikes. Its reflection is totally dependable.
   (d) It remains busy reflecting the wall opposite it. This reflection is interrupted only when
   someone stands between the mirror and the wall or when darkness blocks the visibility.
   However, someone stands in front of the mirror, it reflects back the image objectively.

3. We generally use a mirror to watch our face, to check our appearance, to apply/remove make
   up and to ensure our neatness and tidiness. No, in modern life a mirror has become constant
   companion of beauty for look conscious girls/ladies. Even boys/grown-up males spend a
   lot of time before mirrors.
   The other possible reasons for using a mirror are:
   (a) To check one's appearance.
   (b) To make sure that one is neat and tidy before going out.
(c) To check the face for a pimple or a grey hair.
(d) To apply make up.

**WORKSHEET–122**

1. (a) I here refers to the mirror.
   (b) The mirror has a keen power of absorbing.
   (c) Personification is used in ‘I swallow’.

2. (a) The mirror is bright as silver. Its shining surface serves as a good reflecter. The mirror is exact and truthful. It has a great power of observation and assimilation. Whatever it sees, it ‘swallows’ immediately. It does not distort anything because the mirror is objective in its approach. It has no preconceived notions or false ideas. So it gives a true and faithful report of what it observes. The decisions of the mirror are exact. They are not coloured by personal feelings of love or dislike. People may accuse it of being cruel, whereas the reality is that it is only truthful. The mirror is transparent and powerful like the eye of a little god. It has four corners.

(b) The mirror is a keen observer of life and the things around it. It hangs on a wall and most of the time it watches the opposite wall carefully. It notices the red spots on its pink surface. The mirror feels an affinity with the opposite wall for it has been looking at it for such a long time that the wall has now become a part of its personality. Then the image of the wall flickers, not because of any shortcomings on the part of the mirror, but because some faces and darkness come over and over again between the mirror and the wall and separate them. The mirror functions only when there is light. It reflects the bright faces of persons as well as bright things. It fails to respond to darkness.

**WORKSHEET–123**

1. (a) ‘She’ is the woman who looks at the mirror.
   (b) The woman feels upset.
   (c) She shows worry and anxiety by moving her hands aimlessly.

2. The two distinguishing features of the mirror are:
   (i) its silvery brightness.
   (ii) exactness of observation and reflection.

3. **First Option**

   The mirror assumes the form of a lake. Earlier it had four corners. Its rectangular or square size had only two dimensions—length and breadth. Now another dimension has been added to the mirror—the lake has depth. It is true that the mirror ‘swallows’ whatever it sees, but the lake performs another function also. It not only ‘swallows’ an image but absorbs and transforms it as well. The example of a woman bending over the lake illustrates this additional function. The mirror is a testimony to the change in her figure over the years. There was a time when she was young and pretty. That figure of a young girl has been drowned somewhere in the depth of the lake and only the hideous, repulsive figure of an old woman rises to the surface. She now looks as terrible as a fish.

   **Second Option**

   The mirror says this because the woman looking at her face into the mirror was once a pretty young girl. Now this ‘girl’ is fast becoming into an old woman. She has lost her youthful beauty but she wants to be always beautiful. She turns to candles and the moon. These become ‘liars’ because they help to hide the wrinkles by adding their lights on her face. The mirror reflects the woman’s face truthfully which is growing old. But she behaves like a terrible fish because of her growing old. She in her old age doesn’t want to face the reality of life. She has always desired to look young. But the mirror can’t help her at all. It appears to be advising its users to accept the reality.
1. In the poem ‘Mirror’, the poet personifies the mirror to tell its own tale. The poem is a first-person account of the mirror. The silvery-suraced mirror is exact and gives only true images. It doesn’t have any preconceptions. Whatever it sees, it absorbs or swallows immediately in it. It ‘swallows’ a thing ‘as it is’. It is totally unaffected by love or dislike. Nor does it suffer from preferences or prejudices. The mirror is never cruel but it is truthful. It is ‘the eye of a little god’ and it is fair and impartial to all. The four-cornered mirror seems to be mediating on the opposite wall.

The mirror assumes the form of a lake. A woman bends over it searching its ‘reaches’ for what she really is. The mirror can’t deceive, flatter or tell sweet lies. It reflects her face faithfully. In it ‘she has drowned a young girl’. And now an old woman’s image emerges out of the mirror. She can’t bear this bitter reality. She turns to liars like candles and the moon. They give a flattering and soothing coating to her image. But when she returns to the mirror, she weeps and moves her hands in agitation. When reality bites her, she becomes restless and behaves like a terrible fish out of water.

2. Objectivity and truthfulness are the most important characteristics of the mirror. This silvery-surfaced four-cornered little god never gives a false and biased image. It is exact and truthful. Whatever it sees, it immediately swells as it is. And then reflects it truly. It has no preconceived notions, preferences, likes or dislikes.

Sometimes the reality of the mirror bites. It also gives the impression of being somewhat cruel. At least, the woman who has been coming to the mirror for long doesn’t seem to be satisfied with it. She realises that she has drowned her youth in it all these years. Now the image that emerges from it, is not the image of youth but the image of an old woman. This is unbearable. When reality bites her, she turns to those liars, the candles or the moon. Their soothing and dim light can hide her blemishes. She can flatter herself and indulge in self-deception. However, the mirror can’t be anything but true and real. When she realises that she is no more young and has become old, she is upset, restless and agitated. She feels like a fish out of water.

**ENRICHMENT ACTIVITY**

**APPRECIATION OF THEME: Mirror (Poem)**

1. The mirror has been personified. It has been given human characteristics.

   - **Judgment**: I have no preconceptions
   - **Sight**: Whatever I see — I swallow immediately just as it is
   - **Temperament**: (unbiased) — unmisted by love or dislike
     - I am not cruel
     - only truthful

**Mirror’s Routine**

- **Keen Observer**
  - contemplates the opposite wall
  - faces and darkness disturb meditation.
- **Patient Reflector**
  - A woman searches for her real looks/beauty in the depths of the pool
  - reflects faithfully
  - reality is frightening
  - watches woman’s tears and agitation of the hands
2. (a) The woman is bending over the mirror, now a lake.
   (b) The woman bends over the edges of the lake-like mirror and searches its depths to know what she really/​exactly looks like.
   (c) No, she is not satisfied with what she observes. Her ‘tears’ and ‘agitation of hands’ convey her displeasure and dissatisfaction.
   (d) The candles and the moon have been called ‘liars’ because they create the illusion of beauty by their soft light. So even an ugly face looks glamorous in their faint light.
   (e) She wants to satisfy the general human weakness of “appearing beautiful”. These ‘liars’ make her look beautiful in their soft/faint light. Perhaps, her ego is also satisfied this way.
3. ...I am silvery bright and exact in my work. I suffer from no prejudices. I have no preconceptions or misconceptions. I am very fair in my judgment. I assimilate at once whatever I see and do so as it is. My response is not coloured by personal emotions. Hence my judgment is unmisted by love or dislike. Since there is no personal element involved in my decision making, my observations are full of truth and exactness. I faithfully depict whatever I see. Those who do not like their reflected images may accuse me of being cruel. But remember, I am no flatterer. I am quite truthful and faithfully reflect whatever I see. I do not add or subtract anything. I hope to remain true, exact and sincere even if the beholder may feel upset, worried, sad or angry. The day I lose my objectivity and truthfulness you humans will dub me a ‘liar’ and discard me to your dustbin.

SUBJECT ASSESSMENT

NOT MARBLE, NOR THE GILDED MONUMENTS (Poem)

1. (a) The rich and powerful be remembered till posterity.
   (b) He addresses the sonnet to the person he loves.
   (c) The rhyme scheme is abab.
2. (a) According to Shakespeare even gold plated, ornate monuments become unclean and faded with the passage of time. They get tarnished and unclean. On the other hand, poetry remains fresh, lively and vibrant.
   (b) Shakespeare calls war wasteful. It causes a lot of destruction all around. Fine works of art and architecture like beautiful statues and buildings are destroyed by the fast moving gun fire. People are killed in the prime of their lives. The ravages of war are quite horrible.
   (c) Time is a great destroyer. It tarnishes memory and objects and spoils their appeal. War is another destroyer. The weapons of war spread wide-spread destruction. But his friend will enjoy everlasting memory through the sonnet about him.
   (d) According to Shakespeare, his poetry will survive longer than the ornate gilded monuments. He says that neither forces of nature nor war can destroy his poetry. In fact, even godly powers of Mars will not have a devastating effect on his poems.
3. Poetry springs out of human heart and resides there. As long as the human heart throbs, it keeps the emotions alive. The sonnet written by Shakespeare in praise of his friend has certainly outlived both the poet and his friend. It is as fresh, lively and vibrant today as it was when the poet composed it almost 400 years ago. Huge monuments made of beautiful stones like white marble and embedded with precious gems have faded with the onslaught of time. The hostile forces of nature and the deadly engines of war have left their devastating effect on these physical objects. On the other hand poetry has survived the ravages of cruel time, hostile forces of nature and deadly engines of war. Shakespeare has indeed succeeded in immortalising his friend. As we go through the poem an image of his friend springs up in our imagination. Thus he has immortalised his friend through his poem.
1. (a) War spreads large-scale destruction. It destroys statues and beautiful buildings. Objects of art become the first casualty.
(b) It represents monuments built in memory of princes etc.
(c) The 'living record' here refers to the sonnet the poet has written for his friend. This written memory of his life will continue even after he is dead.

2. (a) Some rich persons want to show off their wealth. Some powerful persons want to display their power and artistic talent. However, the common factor is that they want to be remembered till future generations. So they get monuments and statues erected in their memory.
(b) Time is a great destroyer. It leaves marks of its cruel fangs and finger tips on every thing. Monuments and statues brave the ravages of time for some period. Ultimately these are ruined and reduced to rubble.
(c) A 'slut' is a person with unclean habits and behaviour. Time has been personified here and called 'sluttish'. Shakespeare wants to emphasize how things get tarnished and dirty in the company of Time that leaves its dirty imprint on everything it comes in contact.
(d) These lines reveal the optimism and confidence of the poet. He is certain that poetry survives the ravages of time, war and nature. It immortalizes the person or object. People read about him or the object and recreate the image even when the person/thing is no more in existence.

3. Time is a great destroyer. It leaves marks of its cruel fangs and finger tips on everything. People try to thwart the ravages of time and erect statues and monuments to keep alive their memory in the hearts of the coming generations. Their efforts, in general, get only partial success. The hostile forces of nature, wasteful wars and cruel conquerors play havoc and ruin these famous specimens of human architectural skill to rubble. Time covers everything with dust. Its hands are unclean and dirty. Everything gets tarnished as it comes in contact with time.

Poets have written poems in praise of their friends and benefactors. These are living records of the memory of the persons eulogised/remembered therein. The poems still exist and have thwarted ravages of time. The beautiful buildings of 'Taj Mahal' or the churches in Europe are rare examples of buildings that have braved the ravages of time.

**WORKSHEET–127**

1. Not Marble, Nor the Gilded Monuments’ is Sonnet 55, of the 154 sonnets written by William Shakespeare. In this sonnet the poet develops a single theme. The ravages of time spare none. All signs of worldly power, glory and grandeur fade away with the passage of time. All the gold plated monuments, memorials and statues of stone lose their glory and grandeur and fall to utter neglect, decay and deterioration. Only great poetry outlives all such monuments and memorials. Neither the ravages of times nor wasteful wars and tumults can obscure its glory and grandeur. The words of ‘this powerful rhyme’ will be a living record of the memory of the poet’s friend and patron. Neither death nor enmity and wars will affect it. This ‘powerful rhyme’ will immortalise him and his memory. He will find a permanent place in the eyes and hearts of the coming generations and all the lovers. This sonnet will keep his memory alive till the doomsday or the day of the Last Judgement.

2. Time has always been portrayed as the mighty destroyer. The sickle of time spares none. The princes, rulers and the rich make vain attempts to perpetuate their memory. It is a human tendency to be loved, liked and remembered even after one’s death. The princes and rulers erect monuments, memorials and statues of gilded-gold and stones. They make a show of their power, wealth and grandeur through them. They think that such monuments and memorials will bring them immortality. But ironically it proves only to be their delusion. The ravages of
time spare none. With the passage of time those monuments lose their glory and grandeur. The ravages of ‘sluttish time’ decay, destroy and deteriorate them. There are other agents of decay, deterioration and destruction. Wasteful wars, tumults and turmoils overthrow such statues and ‘root out the work of masonry’.

The poet knows how he can immortalise his friend and patron. He knows that his ‘powerful rhyme’ written in the praise of his friend and patron will outlive all the agents of destruction or deterioration. Neither death nor wars can affect the poet’s ‘powerful rhymes’. The great poetry will immortalise the memory of his friend and patron. He will find a permanent place in the eyes and hearts of the coming generations and lovers. Through the words of this powerful poem he will be remembered till the day of the Last Judgement.

**ENRICHMENT ACTIVITY**

**DISCUSSION: Not Marble, Nor the Gilded Monuments (Poem)**

<table>
<thead>
<tr>
<th>Quatrain 1</th>
<th>Rhyme scheme</th>
<th>Theme</th>
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<tbody>
<tr>
<td>abab</td>
<td>Comparison between poetry and monuments.</td>
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<th>Rhyme scheme</th>
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<tr>
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<td>Ravages of time on monuments contrasted with ever fresh recorded memory</td>
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<tr>
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<th>Rhyme scheme</th>
<th>Theme</th>
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<tr>
<td>efef</td>
<td>The recorded memory of friend will outlive him and he will be remembered till posterity.</td>
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<th>Rhyme scheme</th>
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<td>gg</td>
<td>Poetry immortalises friend</td>
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4. (a) Some of the examples of alliteration are
   (i) unswept stone, be smear’d with sluttish time (line 4)
   (ii) when wasteful war (line 5)
   (iii) shall statues overturn (line 5)
   (iv) shall still find (line 10)
   (v) wear this world out (line 12)

   (b) (i) ‘Time’ in line 4 has been given attributes of a person.
       (ii) ‘Mars’ in line 5 is depicted as a fighter with a sword in hand.

SUBJECT ASSESSMENT

OZYMANDIAS (Poem)

1. (a) It refers to a desert.
   (b) The poem is set in Egypt.
   (c) It means broken face.

2. (a) The hands are of the sculptor. He has stamped the feelings on lifeless stone. The heart is
    of the king that fed these feelings of anger, contempt, sneer and hatred.
    (b) By referring to himself as king of kings, ozymandias wants to assert his supremacy over
        other kings. He is a great emperor. This statement reveals that the king is vain and
        haughty.
    (c) Shelley brings out the vanity of Ozymandias through his broken statue. The frown on his
        face and his wrinkled lip expressed his cruelty, pride and vanity. The words on the pedestal
        also show his ego and vanity.
    (d) Being a revolutionary, Shelley hated tyranny, because it was bad for the subjects or the
        persons ruled over by the despot kings. Tyranny did no good to the king himself. It could
        neither save him from death nor bring him glory or honour posthumously (i.e. after his
        death).

3. Monday, 8 March 20XX 8.30 p.m.
   I used to think that I was the mightiest of all but the neglected condition of my ruined statue
   has made me realise the futility of human endeavour to immortalise oneself or garner glory
   and honour after death. My vast empire had disappeared after my death. My glory vanished
   with the passage of time. The words on the pedestal now seem a hollow boast. There is nothing
   near the pedestal or the broken statue. The broken statue stands alone in a vast desert. Only
   lone and level desert sand spreads around. The broken face lying half buried in the sand
   makes fun of my vanity. Time has proved to be more powerful than I. It has punctured the
   balloon of my vanity. If I were given another chance, I would serve my people with kindness
   and love. Their progress would enrich the nation. I won’t seek any glory for myself. Real joy
   lies in giving, not in extracting.

1. (a) The poetic device used is alliteration.
    (b) The figure of speech used is synecdoche.
    (c) abab acdc is used as rhymic scheme.

2. (a) The sculptor was a skilled artist. He was a good judge of human character. He understood
    the passions of the king’s heart very well. He stamped them on the face of the statue very
    correctly.
(b) Ozymandias was a mighty ruler. He was cruel and vain. He was boastful and proud. He looked down on others.

(c) This poem conveys the message that human pride and glory is hollow. Time is a great destroyer. It levels every thing. Even great kings are destroyed by time. Their flourishing kingdoms turn to ruins. Future generations forget the kings and their exploits.

(d) The poem brings out the futility of human endeavour to gain everlasting glory through huge statues and carvings on them. The vast statue erected to convey the king’s might, fame and glory outlived him but now it lies broken and neglected among vast stretches of sand. The man and the memorial both are hit by the ravages of time.

3. Shakespeare has depicted ‘Time’ as ‘sluttish.’ It is of unclean habits and behaviour. It besmeares everything it comes in contact with. It tarnishes the beauty and glory of marble statues as well as gold plated monuments. Time is a devastating agent. The ravages of time leave their mark on every world object and living beings. Time ruins human efforts to keep their memory alive by erecting memorials or statues.

Shelley has not said anything directly about ‘Time’. We can infer that he depicts time as a great destroyer, conqueror and equaliser. It humbles the mightiest. Time is a great leveller. It is greater tyrant than the most tyrant king. The flourishing kingdom of Ozymandias has been wiped off and turned into a desert. His huge statue lies broken and neglected. The ravages of time have destroyed even an object of art.

WORKSHEET– 132

1. (a) Contempt is evident on the face of the statue.
   (b) Boastful is obvious of the nature of Ozymandias.
   (c) The tone of the poem is mocking.

2. (a) Ozymandias was a mighty ruler of ancient Egypt. He was very proud of his achievements. He thought that no one could equal his achievements. He perhaps thought that this huge statue and the words engraved on the pedestal would bring him everlasting name, fame and glory.

   (b) The narrator wants to highlight the utter desolation surrounding the neglected and broken statue. There are miles and miles of sand around the huge ruin. Time has proved a great destroyer.

   (c) As a king, Ozymandias was a cruel ruler. He was short-tempered. Anger was writ large on his forehead. He was a feelingless person whose orders must be obeyed. He held others in contempt and was proud of his own achievements. He was boastful and eager to get fame and glory.

   (d) The statue of Ozymandias now lies in ruin. The vast legs are without a trunk. A broken face lies half buried in sand. It shows that art survives longer than human beings. However, the ravages of time destroy even the objects of art. The present state of the statue brings out the vanity of Ozymandias and futility of his attempts to get everlasting name, fame and glory.

3. Room No. 32
   Hotel Persipolis
   Kairo
   9 March 20XX
   Dear Anju

   Ruins sometimes hide history in their debris and need an imaginative mind and sympathetic heart to unravel their past glory and mystery. During my travels across the sandy deserts away from the Nile I was bewildered to see two huge trunkless legs standing on a high pedestal. The broken face of the statue lay half buried in sand. The words on the pedestal confirmed
that it was the statue of Ozymandias, the mighty emperor of Egypt who was renowned for his exploits and brave deeds. I felt shocked to see the utter neglect of the ruined memorial and the end of the flourishing kingdom. Time, the great destroyer, has left its imprint on everything. The sight was a shock as well as surprise for me. It also gave me a valuable lesson. It is futile to erect memorials to seek everlasting name, fame and glory. Good deeds alone shine even after one leaves the world.

More when we meet.

Yours sincerely

Asmit/Asmita

ENRICHMENT ACTIVITY

GROUP DISCUSSION: Ozymandias (Poem)

WORKSHEET– 133

1. 1. (c) sonnet
   2. (b) feared by the people
   3. (a) without the upper body
   4. (c) feelings

2. The Narrator: I met a traveller from an antique land who said.
   The Traveller: Two vast and trunkless legs of stone
   Stand in the desert. Near them, on the sand,
   Half sunk, a shattered visage lies, whose frown
   And wrinkled lip, and sneer of cold command,
   Tell that its sculptor well those passions read
   Which yet survive, stamped on these lifeless things
   The hand that mocked them, and the heart that fed;
   And on the pedestal these words appear:
   Nothing beside remains, Round the decay
   Of that colossal wreck, boundless and bare
   The lone and level sands stretch far away.

Ozymandias: “My name is Ozymandias, king of kings:
Look upon my works, ye Mighty, and despair!”

3. Rhyme scheme  Theme
   Octave   ababcded   sculptor’s engraving of the king’s feeling on stone: survival of object of art longer than that of king
   Sestet   fefgfg   Time—the greatest tyrant and destroyer of name, fame, glory

4. Poetic Device | Lines from the poem
-----------------|-----------------------------------
Alliteration     | ...and sneer of cold command
                | ...king of kings
                | ...boundless and bare
                | ...lone and level sands
Synecdoche (substitution of a part to stand for the whole, or the whole to stand for a part) | the hand that mock’d them the heart that fed
SUBJECT ASSESSMENT

THE RIME OF THE ANCIENT MARINER (Poem)

1. (a) He wanted him to listen to his story.
   (b) He was a close relation of the bridegroom.
   (c) The wedding guest was forced to hear the story of the mariner.

2. (a) The ancient mariner had brightly shining eyes. His eyes seemed to have a mesmerising effect. He stopped the wedding-guest with the power of his eyes.
   (b) No, the wedding guest was not happy to be stopped. He was very closely related to the bridegroom. The marriage party was eagerly waiting for the wedding guests. He was very impatient and annoyed at the delay caused by the old mariner.
   (c) The ancient mariner was an old, thin and tall person. He had skinny hand, a long grey beard and glittering eyes. His eyes had some supernatural power. The old man had good communicative skills and was good at relating tales.
   (d) The wedding guest was getting rather restless as he was impatient to join the wedding feast. But he felt helpless as he could not move away from his play. So he began to beat his breast with a feeling of anger and despair.

3. The Rime of the Ancient Mariner is a ballad. It tells the story of an ancient mariner. The old sailor is a relic of the past—an age gone by. The poet uses old fashioned, archaic words to create the old world charm. The poem begins abruptly and dramatically. An old sailor stops one of three persons passing by him. The stranger is surprised and asks, “Old man, with your long grey beard and glittering eye, why are you stopping me?” The man then informs him that he is a wedding guest—a relative of the bridegroom. All the guests have arrived and the wedding feast is ready. This naturally arouses our curiosity and makes us interested in learning the outcome of the meeting.

WORKSHEET–135

1. (a) Here ‘He’ stands for the ancient Mariner.
   (b) Listens intently as a three years old listens to a fairy tale.
   (c) Ancient mariner hath his will when he stops the Wedding-Guest.

2. (a) The Wedding-Guest was a close relative of the bridegroom. He should have been by the bridegroom by then, whereas he was still standing with the ancient Mariner. The arrival of the bride meant that the marriage ceremony would start soon. Naturally, the wedding guest was restless to join the wedding-party.
   (b) The ship was given a warm send-off when it left the harbour. They were full of joy and sailed on merrily. As the ship moved on, they left behind the church, the hill and the lighthouse. The ship sailed southwards under a brightly shining sun.
   (c) At the beginning of their journey, the sailor enjoyed a pleasant warm weather. The sun was shining brightly. The ship was sailing southward. The sun seemed to come out of the sea on their left and went down into the sea on their right.
   (d) A severe storm blast pushed the ship towards the South Pole. The sailors reached a region full of mist and snow. There were huge icebergs. These were as green as emerald and kept floating in the sea.
3. 'The Ancient Mariner' is one of the best known supernatural poems written in English. Coleridge has tried to make the supernatural look natural. That is why the poem begins in the familiar atmosphere of the world a day world. We see three wedding guests going to attend a wedding feast. The gray bearded old sailor with glittering eyes and skinny hands seems to be an anachronism in the milieu. The unnatural hold that he exercises on the wedding guest also baffles us. Many questions crop up: e.g. “Who is this old man?”, “Why does he insist on telling a story?” etc. etc. We can’t enjoy the poem if we keep pondering on them. So we should suspend our disbelief and critical faculties for a while. We should go through the narrative and accept it as such. Only then we shall be able to enjoy the poem.

WORKSHEET–136

1. (a) We refers to ancient Mariner and other sailors.
   (b) The journey began on a happy note.
   (c) Repetition is used as poetic device.

2. (a) The ship looked like someone trying to run away from an enemy who is chasing him. The sailors were gripped by fear and pain with death staring them in their panicked faces. In a state of uncertainty they helplessly got drifted by the storm.
   (b) The icebergs were so huge that they reached up to the top of masts. There were neither men nor beasts around them. The ship was completely surrounded by icebergs. The ice cracked and growled, roared and howled like noises heard in a fainting fit.
   (c) The albatross was not afraid of the humans. The sailors offered it food and it flew round and round. It seemed to enjoy the company of the sailors and responded to their call. The sailors hailed it in God’s name because the weather improved after its arrival.
   (d) The terrible deed done by the Mariner was of killing the Albatross with his crossbow. It had become friendly with the sailors and visited the ship for nine evenings. Perhaps the white fog-smoke and mist around the moon led the Mariner to shoot it.

3. One day the Mariner killed the Albatross with his crossbow. His fellow mariners accused him of having committed a crime, which would bring them great unhappiness and sorrow. They cursed him for killing the bird which had brought the good breeze. The fog cleared and the sun shone brightly. Now the sailors approved of the Mariner’s action. Their ship sailed on and they reached the silent sea. Suddenly the wind stopped blowing and the ship came to a halt. It was extremely hot. The ship looked like a painted ship on painted ocean. They had no water to drink. The ocean seemed to rot, yet some slimy creatures crawled in it. The water of the ocean burnt green, blue and white like witch’s oils. They suffered untold miseries.

WORKSHEET–137

1. (a) It stands for the Albatross.
   (b) Vespers is the evening prayer.
   (c) abcb is used as the rhyme scheme.

2. (a) The ship was sailing towards the North after the Albatross was killed. The following lines of the poem make it clear:
   “The sun now rose upon the right’
   “..., and on the left
   went down into the sea”. (lines 83, 85-86)
   “And the good south wind still blew behind.” (line 87)
   (b) The Albatross did not follow the ship because the ancient Mariner had killed the bird with his crossbow. The sailors missed its company. Now even the ancient Mariner missed it.
At first the other mariners accused the Ancient Mariner of having committed a crime. They cursed him for killing the bird which had brought the good breeze. Then the fog cleared and the sun began to shine brightly. Now the sailors changed their mind. They approved of the Ancient Mariner’s action. The sailors changed their mind yet again when they felt dry in mouth. It shows that the sailors were fickle minded.

The fog cleared and the sun shone brightly. The ship sailed with soft breeze and they reached the silent sea. Now the wind stopped blowing and the ship came to a halt. It was extremely hot. The mariners blamed the ancient Mariner for this change as they were dying of heat and thirst.

The fog cleared and the sun shone brightly after the Ancient Mariner had killed the Albatross. Suddenly the wind stopped blowing. The ship came to a halt in the silent sea. It was extremely hot. They had no water to drink. Even the ocean seemed to rot. The sailors suffered untold miseries.

3. The ancient mariner was held responsible for their misery as he had killed an innocent bird. The sailors had condemned him because the conditions had worsened and they were dying of heat and thirst. Some sailors dreamt that a spirit was plaguing them. It had followed them nine fathom deep from the land of mist and snow. The mariner and sailors felt dry in the mouth and couldn’t speak. They felt as they had been choked with soot. The sailors gave the ancient Mariner evil looks. Holding him to be the sole cause of their suffering, they hung the dead Albatross round his neck in place of the cross as a sign of his guilt.

ENRICHMENT ACTIVITY

APPRECIATION OF THE THEME: *The Rime of ...* (Poem)

| Worksheet-138 |

1. Something that is with you all the time, as a reminder that you have done something wrong.
2. An albatross is a large seabird with a wing span of about 4 m.
3. (a) The Ancient Mariner stops the wedding guest. He is compelled to tell the story of his sufferings to someone. His eyes have a grasp on the beholder. He stops the particular wedding guest for this purpose.
   (b) The Ancient Mariner suffers from a sense of guilt. He cannot get peace unless he tells the story of his sufferings to someone.
   (c) The poet is trying to convey through this poem that love for the creatures of God, however small, slimy or repulsive, leads to peace and salvation. Hatred, cruelty and violence towards birds, fishes etc. fills one with sense of guilt. The acts of such person harm himself as well as others. As we sow, so shall we reap.
4. |

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. The Wedding-Guest stood still And listens like a three years’ child:</td>
<td>Simile: the wedding guest was completely under the control of the mariner</td>
</tr>
<tr>
<td>2. Below the kirk, below the hill, Below the lighthouse top</td>
<td>Repetition: fixes the direction of the movement of the ship</td>
</tr>
<tr>
<td>3. The sun came up upon the left, Out of the sea came he</td>
<td>Personification: the sun is given human attributes</td>
</tr>
<tr>
<td>4. The bride hath paced into the hall, Red as a rose is she</td>
<td>Simile: heightens the beauty of the bride. She is extremely pretty</td>
</tr>
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5. And now the storm-blast came, and he was tyrannous and strong: ship towards the South Pole

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<tr>
<th>5.</th>
<th>And now the storm-blast came, and he was tyrannous and strong: ship towards the South Pole</th>
<th>Personification: the blast of storm acts like a powerful tyrant and pushes the</th>
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<tr>
<td>6.</td>
<td>With sloping masts and dipping prow, As who pursued with yell and blow Still treads the shadow of his foe</td>
<td>Metaphor: the ship is compared to a man who is being pursued so closely by his enemy that the pursuer's shadow falls on him, and he is running fast for fear of life</td>
</tr>
<tr>
<td>7.</td>
<td>The ice was here, the ice was there, The ice was all around a musical touch to the poem</td>
<td>Repetition: it heightens the effect of vast expanse of ice all around. It also lends</td>
</tr>
</tbody>
</table>

5. The weather improves a little. Fog still blots the sun. The sailors blame the ancient Mariner of his wrong act. The fog may not clear. Then the sailors may praise the act of the old Mariner. Thus they too become partners in his sin. Their bad acts are likely to plague them and they will be paid in the same coin. The Ancient Mariner will be constantly tormented for his evil act. He might be able to lessen his torment only by confessing his guilt.

6. Class-room activity: to be performed under the guidance and supervision of the teacher.

PROJECT: Mainly a classroom activity.

Various answers are possible. One such possible report is given below:
The Polar Spirit pushed the ship of the Ancient Mariner on and on towards the north. The sun became hotter every day. The throats of the sailors were parched. All of them died one by one, casting glance full of curse on the Ancient Mariner. Perhaps the avenging spirit took pity on them and liberated their souls from bodies by their death. But the old Mariner’s guilt was immense, and so was his punishment. He was the only man left to witness the death of his two hundred companions. Their dead bodies lay scattered around him. Then he saw the slimy creatures once again. There was a change of heart and he tried to pray to God and love His ugliest creatures. Perhaps this got him a reprieve. His life was spared but he was under a curse to retell his story from time to time. He did so when the fit was high. He had to wander from place to place like a lunatic and narrate the story of his evil deed, agony and punishment.

SUBJECT ASSESSMENT

SNAKE (Poetry)

WORKSHEET–139

1. (a) It drinks water just like cattle.
   (b) It was a really hot day when the snake came.
   (c) It means thought about/reflected

2. (a) The snake had come out from a fissure in the earthwall. He was a yellow–brown snake, which is generally considered to be quite poisonous in Sicily. He had a long, slack body and soft belly. He used his soft belly to drag himself. He had straight gums and a forked tongue.
   (b) It was a hot day of July. It was an extremely hot day. Sicilian July is usually hot. Etna volcano was emitting smoke. The bottom of the earth was burning with heat.
(c) The interior of the earth was burning hot. Snakes usually live in holes, pits and fissures in mud walls. Extreme heat makes them thirsty and they come out to quench their thirst. They depart peacefully after they pacified.

(d) Yes, the snake was conscious of the poet’s presence. He lifted his head and looked at the poet vaguely in the same manner as drinking cattle generally look at others.

3. 25, Brown Mead
Hertford
15 July, 20XX
Dear John

An incident occurred yesterday which gave a jolt to my conscience and I thought it fit and proper to share my thoughts and feelings with you. The incident revealed the conflict in my mind between the voice of education and my own natural human instincts. Well, I am narrating the whole incident in its chronological sequence. It was a hot day of July. I felt thirsty and came out to fill a pitcher with water. When I came near the water-trough, I found a snake resting his throat at the edge of trough stone. It was a long and golden brown snake. In Sicily, such snakes are very poisonous. The voice of my civilised social education demanded that I must kill him at once.

On the contrary, I developed a fancy for the snake. He was sipping water patiently. I felt honoured at the arrival of the snake to drink water at my water-trough. I thought him as a guest.

In the meantime, the snake had his fill of water and began to drag its long body. A feeling of horror gripped me now. I picked up a log of wood and threw it at the snake. It did not hit him. He withdrew into the hole and disappeared.

I felt I had committed a sin. I started hating myself for what I had done. My natural instincts won ultimately. I cursed the voices of civilised social education. Kindly do write and enlighten me with your frank opinion.

Yours sincerely
Daniel/ Dona

WORKSHEET–140

1. (a) Because the colour of the snake was golden brown and it meant that it was a venomous snake.

(b) It means harmless.

(c) Figure of speech used is alliteration.

2. (a) The snake’s thirst was satiated as he took his time to quench his thirst. The expressions ‘drank enough’, ‘peaceful and pacified’ show that he had drunk to his fill and was contented and completely in a relaxed mood.

(b) The golden brown snake was a poisonous snake. The poet had this knowledge. So he had a sense of fear and terror. But the snake also fascinated the poet. He liked the snake. He considered him like a guest who had come to drink water from the trough. He was glad to see him depart peacefully and pacified mood.

(c) It is ironical that the poet’s earlier fancy, love and respect for the snake were replaced by a sort of horror and protest. This rash act is prompted by fear, hatred and violence.

(d) The grace or majesty of the snake leads the poet to compare him to a god. He looks relaxed and pacified. He is splendidly unconfused and detached. The expressions are: ‘lifted his head, dreamily’, ‘seeing to lick his lips’, ‘looked around...unseeing, into the air’, ‘slowly turned his head’.
3. Monday 7 March 20XX 9.30 pm

I threw a stick at the snake, but it failed to hit him. The snake withdrew his body into the hole and disappeared. I cursed myself. I hated the voice of education that urged me to throw the stick to kill the snake. I felt I had committed a sin. I was reminded of the Albatross of Coleridge's poem 'The Rime of the Ancient Mariner'. The old Mariner had killed the sea-bird Albatross. He had to suffer a lot on this account. This very same fear gripped my heart as I had tried to kill the snake. I wished that the snake would come again. I would then expiate for my sin in trying to kill the snake.

WORKSHEET–141

1. (a) The poet was filled with protest. He wanted to kill it so that it couldn't return again.
   (b) It means slipping in with majestic grace.
   (c) The poet wants to emphasise that the snake was like a king enduring banishment.

2. (a) In the beginning of the poem the snake's movement is slow and relaxed. The snake 'trailed his yellow-brown slackness soft bellied down'. The poet has repeated the word 'slow' or 'slowly' to highlight this movement of the snake. When the poet strikes it with a log of wood, the snake speeds up his movement into his hole. The phrases 'convulsed in undignified haste' and 'writhed like lightning' describe his movement.
   (b) The poet despised himself for his cowardice. The poet regretted having acted in a vulgar and mean way. The poet is ashamed of his pettiness and wants to atone for his guilt. The words are 'paltry, vulgar and mean', and 'I have something to expiate: A pettiness'.
   (c) The killing of innocent albatross by the mariner brought a lot of ill-luck to the sailor. Similarly, the snake was quite innocent. It came silently, drank water and withdrew into its hole in a pacified and peaceful manner. Throwing a log at such and innocent and honoured guest was really a mean act like the killing of the albatross.
   (d) Ungratefulness is a sin. Teasing or killing an innocent animal is also a sin. Throwing a log of wood at an innocent snake that meant no harm or mischief was really a vulgar and mean act. The poet is ashamed of his pettiness. He wants to atone for his sinful action.

3. The voice of education told the poet that the snake was poisonous. Therefore it told him to pick up something (a stick) to kill it. This voice of education continued to ring in his ears but he could not do so. On the contrary, the poet soon felt 'honoured' in the coming of the snake to drink water at his water trough. He thought him as a guest. In the meantime, the snake had its fill of water and began to drag its long body. A feeling of horror gripped him now. He picked up a log of wood and threw it at the snake. The snake was not hurt but it withdrew its body into the hole and disappeared. At this the poet felt that he had committed a sin. He started hating himself for what he had done and wished the snake to come again so that he might atone for his sin. The poet's own feelings won ultimately as he cursed the voices of education.

ENRICHMENT ACTIVITY

WORKSHEET–142

APPRECIATION OF THEME: Snake (Poem)

1. The correct logical sequence is
   (d), (g), (a), (h), (j), (e), (c), (i), (b) and (f)

2. 1. (c) the act of throwing a log of wood at the snake
2. (d) someone who, if disturbed, might harm the poet
3. (a) slowly and lazily
4. (b) cowardice

3. (a) It was a very hot day in July in Sicily.
   (b) The smoke rising from the volcano of Mt. Etna made the heat more intense.
   (c) The colour of the snake is yellow-brown or golden brown.
   (d) His belly is soft.
   (e) The poet compares the snake to some ‘god’.

4. Repetition:
   (a) hot (line 2)—to emphasize the fact that it was very hot day.
   (b) must wait (line 7)—to show the extent of the writer’s fear of snake.
   (c) “drinking, as cattle do” (line 15 and 16)—to hint that the snake looked at the poet vaguely.
   (d) black (line 23)—to emphasize that black snakes are harmless in Sicily.
   (e) afraid (line 34)—to show fear of snake.
   (f) slowly (line 42-43)—snake’s slow action.

Simile:
line 27—he had come like a guest → snake is worthy of honour.
line 40—looked around like a god → snake’s grace and majesty.
line 65—like a king in exile → glory and respect due to the snake.

   To be performed under the guidance of the teacher.

SUBJECT ASSESSMENT

THE DEAR DEPARTED (Drama)

1. (a) Victoria speaks these words.
   (b) These words are spoken to Mrs Slater.
   (c) They are the speaker’s uncle and aunt.

2. (a) Mrs Slater hopes to outshine the Jordans by quickly changing into partly black clothes before
    their new dress of mourning is ready. She is certain that her sister Elizabeth Jordan and her brother-in-law
    Ben Jordan wouldn’t have thought about mourning yet. It shows that she is showy and jealous.

   (b) Mrs Slater is greedy and possessive. She decides to shift the bureau from grandfather’s
    room before the arrival of the Jordans. She knows that her sister Elizabeth Jordan has never seen it. So she
    will never know that it belonged to grandfather. Henry is startled at her suggestion. He looks daft and
    stupefied. He thinks it does not seem delicate to pinch it.

   (c) The Jordans took a long time to get to the house of the Slaters because they had to wait to
    get the new dress of mourning. Mrs Slater is in half mourning dress as she does not like
    buying readymade things. The two sisters don’t seem to have much love or affection for each
    other. They stand on ceremony and outward appearance. Each tries to outdo the other.

   (d) Mrs Jordan describes not calling in a doctor as a fatal mistake. Mrs Slater remarks that
    Dr Pringle attended him when he was alive. She asserts that Pringle shall attend him
    when he is dead. She calls it professional etiquette. The irony in the comment is that the
    grandfather is only drunk, not dead.
Saturday

The long day full of bickerings, taunts and sarcasm is over at last. How tired do I feel—both mentally and emotionally. I feel bewildered and upset at the low money-grubbing spirit of the elders. I had never imagined in the wildest of my dreams that they could be so mean and calculating. They have no sincere love or affection for the grandfather, but are in a haste to don black to exhibit their grief at the loss of the dear departed. They believe in form and show. Instead of going upstairs to examine grandfather, they sit down to take tea and discuss the division of the bits and pieces they are likely to inherit. The grandfather has left no jewellery or valuables. Mrs Jordan lays claim to his gold watch as he had promised it to her son Jimmy. Mother shows her amazement and expresses ignorance of it. Then they talk about his insurance money. Uncle Ben inquires about the receipt of the premium he paid that morning. I remind them that he didn’t go to town that day. Aunt Elizabeth gives her opinion that he has not paid the premium which was overdue. Uncle Ben calls him ‘the drunken old beggar’. Mother accuses him of swindling. He rather went to the pub to have a drink. Ben fears loss of money from insurance claim due to unpaid overdue premium. So he changes his opinion about grandfather and calls him a ‘drunken old beggar.’

Aunt Elizabeth calls it artistic. Uncle Jordan condemns it at being second hand. Mom tells a lie that bought it. The falsehood of my parents and their acts of stealing become know once grandfather asks for his things and notices them in the sitting room downstairs.

WORKSHEET–144

1. (a) ‘It’ here refers to grandfather’s bureau lying in bedroom upstairs.
(b) Victoria is a precocious girl of ten. She overhears the conversation of her parents and learns of her mother’s keenness to have it. They are going to replace it by the shabby old chest of drawers lying downstairs.
(c) Mrs Slater says that she always wanted to have the bureau after grandfather died. She can’t wait for division of inheritance. She says that her sister, Elizabeth is very sharp. She will drive a hard bargain about it.

2. (a) At first Ben appreciates grandfather’s action to pay his overdue premium. He thinks it thoughtful of him. Later on he learns that the old man did not go to town to pay the premium. He rather went to the pub to have a drink. Ben fears loss of money from insurance claim due to unpaid overdue premium. So he changes his opinion about grandfather and calls him a ‘drunken old beggar.’
(b) Grandfather decides to make a change in his new will. He would leave all his bits of things to whoever he’s living with when he dies. Both his daughters—Elizabeth and Amelia—now want to have him and quarrel over this point. Amelia reminds her father of their previous quarrel over the issue of keeping the old man with them by turns.
(c) First, he will go to the lawyer and change his will. Secondly, he will go to the insurance office and pay his premium. Third, he will go to St. Philip’s Church and get married.
(d) Grandfather thanks Amelia Slater for bringing the bureau downstairs. It will be handier to carry across to the ‘Ring-O’-Bells’ on Monday, where he will live after his marriage.

3. The title of the play ‘The Dear Departed’ is highly ironic. Abel Merryweather, the grandfather is neither the darling of the two families nor has he departed. Abel’s two daughters Amelia and Elizabeth are more interested in the old man’s belongings than in the man himself. Their greed, acquisitiveness, shallowness, insensitivity and rudeness are amply exposed through their quarrel over the old man’s petty possessions. They pretend to show their grief and profound loss by putting on the formal mourning dress. They do not bother to ascertain whether the man has really died. Thus formal show is more important to them than genuine feelings.
Neither of them wants to keep the old man with her. The grandfather decides to marry a widow who will look after him with pleasure. This announcement shatters their hopes and plans. The discussion on the obituary notice is highly amusing and ironic. They reject one suggestion after another on one pretext or the other. The cost factor is the most important. Then comes that of sincerity, love and loss due to the departure of the noble soul. Thus the title of the play is quite ironic.

1. (a) The speaker of these lines is Elizabeth Jordan.
(b) In the above lines “it” refers to the obituary notice in newspaper.
(c) The attitude of the speaker is materialistic.

2. (a) According to Mrs Jordan it is a fatal mistake not to have called in the doctor to examine the grandfather. She says that many persons have been restored to life hours after they were thought to be gone. Henry observes that it applied only to those who had been drowned. Ben adds that there wasn’t much fear of that as the old man couldn’t bear the sight of water.
(b) Mrs Jordan suggests that they won’t talk about his taking a drop too much at times. Mrs Slater makes it look dignified by adding that their father had been ‘merry’ that morning. A little later she adds that he returned in the evening from the pub ‘Ring-O’-Bells’. Then he seemed extremely happy and carefree.
(c) The old man had no jewellery or valuables. He had, however, taken an insurance policy. Its premium was overdue. Mrs Slater says that soon after breakfast he went out to pay his insurance. Ben praises him for this act. Mrs Jordan calls him thoughtful and honourable.
(d) The grandfather refused to have any dinner. He expressed the desire to go to bed. When Henry went upstairs he found the old man undressed and lying comfortably in bed. He asked Henry to take his boots off. When Mrs Slater went to his room with something to eat, she found him quite cold. They thought that he ‘was gone’.

3. Elizabeth Jordan criticizes the Slaters for their indecent haste to step into a dead man’s shoes. Then the fondness of the grandfather for the grandchildren comes up. Amelia says he is fond of her daughter Victoria. Elizabeth claims that he loves her son Jimmy and had promised his gold watch to him. The old man says that he didn’t sleep last evening and was lying in a dazed state. The old man chides Amelia and Henry for shifting his bureau from his bedroom. This leads to an exchange of heated words between the two sisters. Elizabeth accuses Amelia and Henry of robbing the old man. This spat makes it clear to the old man that they had thought him to be dead and it didn’t take them long to start dividing his things between them. Elizabeth Jordan clarifies her position. She accuses Amelia of getting hold of his things on her own account. The quarrel between the two sister for retaining him after he talks of changing the will exposes them further. The grandfather discovers the truth. His daughters do not love him. They are interested only in his things—furniture, watch, clock and insurance policy.

1. (a) Abel Merryweather, the grandfather, speaks these lines. He addresses his daughters Amelia and Elizabeth and their husbands, Henry Slater and Ben Jordan.
(b) “It” here refers to the grandfather’s will. He is thinking of destroying the old will and making another.
(c) Each of them now tries to coax him to live with her. Each claims to look after him in better way. The real motive is to get the things. These will go to whoever he is living with when he dies.
2. (a) Mrs Slater does not approve of Victoria's behaviour. She is dressed in coloured clothes and moving about the street seeking pleasure. It does not behave her to do so as her grandfather is lying upstairs cold and dead. She advises Victoria to put on her white frock with a black sash before her Aunt Elizabeth Uncle Ben arrive.

(b) Amelia Slater points out only the negative qualities of Elizabeth. She says that she is quite prying and sharp and accuses her of having a low money grabbing spirit. Her greed will prompt her to come fast enough after her share of what grandfather has left. These qualities are not unique to her. Henry Slater's remark “I suppose it’s in the family” establishes that Amelia Slater is equally greedy.

(c) The bureau episode forms one of the focal points in the play. It furthers the movement of the play. It reveals the hidden qualities of Mrs Slater—her greed, selfishness, acquisitiveness, bluntness and insensitiveness. She is a dominating person who overpowers her husband. This episode also adds to the humour of the play.

(d) Mrs Slater suggests a brief announcement in prose mentioning her residence. Mrs Jordan calls ‘Never Forgotten’ more refined. Mrs Slater fancies that “A loving husband, a kind father, and a faithful friend” is better. Henry Slater suggests a verse. Mrs Jordan wants a verse highlighting their love for him, his good qualities and the heavy loss they had. Mrs Slater rejects it as it would cost a good lot. So they fail to agree.

3. Amelia Slater is quite greedy and acquisitive by nature. She is quarrelsome, overbearing and dominating. She is blunt and outspoken. She is prepared to do any amount of straight talking to get her own way. She can be impolite if not downright rude. She is insensitive to the feelings of others. Henry Slater is a submissive person ordering on being a hen-pecked husband. He humbly follows the dictates of his wife. Much against his will, he has to put on grandfather's slippers and help his wife in bringing grandfather’s bureau downstairs. Amelia has no hesitation to tell a lie, but he's not that rotten. Amelia is prosaic and moneyminded. Henry is poetic and feels embarrassed when he is forced to tell lies.

The flashes of wit that pour from Henry are limited but meaningful. He speaks little but his interventions are timely and meaningful. Elizabeth calls him a ‘poor creature’ who does every ‘dirty thing’ Amelia asks him to do. He, however, outshines his wife Amelia Slater due to his keen understanding, sharp wit and genuine love for fairness.

WORKSHEET–147

1. (a) Abel Merryweather speaks these lines.

(b) The speaker intends to leave his money to the person he is living at the time of his death.

(c) The decision of the speaker to “go to someone that does” shows his intention to lead a peaceful, happy life.

2. (a) The elders are greedy and money-minded. They want to grab as many of the grandfather’s things as they can. They don’t wait for the division of inheritance. Vicky is innocent, gentle and affectionate. She loves her grandfather. She is shocked at what the elders are doing.

(b) The Slaters assumed the grandfather to be dead. They didn’t even call a doctor to confirm whether he had a drunken hang over or had ‘gone’ cold and lifeless. This error leads to the exposure of their true nature and temperament. They are exposed and deprived of the inheritance.

(c) Ben Jordan and Henry Slater are surprised. Mrs Elizabeth Jordan seems equally surprised. Mrs Amelia Slater is one who is shocked as she thinks the old man is out of his senses. There is general consternation. This reveals the selfishness and greed of the four major characters.

(d) The Slaters and the Jordans are anxious to know whether the old man has paid the premium of his insurance policy or not. Mrs Slater asks Victoria to run upstairs and fetch the bunch of keys lying on the grandpa’s dressing table. Victoria is hesitant to go upstairs as she has been told that grandpa is lying there cold and dead. It shows an innocent child’s fear and insecurity.
3. At first, the grandfather’s decision to leave his daughters altogether seems correct. He gives solid reasons for it. He is sore that his daughters’ not treating him properly. He has lived with Elizabeth for five years and for the last three years he is staying with Amelia. They have not cared to put up with him. Each wanted the other to keep him. They have even quarrelled on this issue. They are found wanting in filial obligation and disregard modesty and decency. However, I don’t feel that the grandfather can be fully justified in practically disowning his family. His decision to get married and leave everything to his new wife seems quite harsh on the two daughters. The selfish and greedy daughters get a bitter pill to swallow them. It is a cruel joke played on them by an old man of seventy-two. It can be a sort of shock-treatment to bring round her errant daughters. But to severe all connections is too much to bear. Besides this, Victoria loves him sincerely. He seems to have spared no thought for her feelings. So I do not feel his decision to be fully justified.

1. Caring for our elders in their old age is our sacred duty. We must consider it a privilege to have our parents and grandparents living with us. We should feel greatly blessed if we get an opportunity to do so. Honouring the elderly is part of every religious outlook. Seeking the blessing of elders is a common practice in our country. The reasons are obvious. Our elders did their best for us while they were able to. When they grow old they need our love and support just as we needed the same from them when we were young. So we should not neglect them because they are old. We should not neglect them as we think that we do not need their help anymore. Moreover we need to love our elders, spend some time with them and by doing so let them know that we value them. It makes them happy when we listen to their experiences, ask them for advice and share our experiences with them. We must not forget that we too will be old and weak and need help one day. So let us value and enjoy the warmth of personal attachments and relationships by caring for our elders.

2. It is indeed an irony that elderly people are being cared for in the society grudgingly because of selfish motives. They may have big houses, property, valuables like jewellery, paintings. They may not have much use for these things because they are not materialistic. They only like to see their children and grandchildren happy. But their children do not bother to care for the happiness of their old parents. They eye the property of their old parents. They care for them with a selfish motive. They would make their parents live in a secluded corner of their house. Food is also served but without any love or affection. They are scolded for any mistake committed by them or anything broken by them. No one speaks to them politely or hears their woes. Even the grandchildren are forbidden by their parents to interact with their grandparents. In fact they have none with whom they can share their problems. All these are a terrible injustice that we mete to these people. We must put an end to them, as old people deserve to be treated with compassion, dignity, patience and love. They had cared for us when we were young and now when they have become old, we need to reciprocate. After all we too would become old one day and a similar fate could await us too. So we must change our attitude towards old people be it our home, market or street or anywhere in the world. Remember that they also have a right to live with respect and dignity.

3. When you gain a thing by cheating or hurting others, you can never find happiness from it because your conscience will always trouble you and will not allow you to really enjoy the thing you have gained. You will not have good sleep. You will have to plan and think a lot about how to avoid being caught, where to hide the money, and how to keep your servants from revealing the truth, and many other things. Is it not easier to work hard, earn whatever you can, live as happily as you can with that, and enjoy peace of mind and good sleep?

There is a good deal of happiness in being a good human being, trying to make others happy and being warm and pleasant in our interaction with others. Good and kind people see more good around them and they find less reasons to fight or hurt others. So they have easier, happier lives.
There is much happiness and fulfilment in living according to our principles. When we give up values for the sake of convenience or comfort, we are troubled by guilt, whereas sticking to our convictions gives us satisfaction and peace. Through crooked and dishonest means we may become rich or famous for sometime. But to be truly happy, the only way is a life of values. In other words, a life of values ensures everlasting happiness.

ENRICHMENT ACTIVITY

ROLE-PLAY: The Dear Departed (Drama)

1. The correct sequence of the incidents is:
   (a) Mrs Slater discovers that grandfather is ‘dead’.
   (b) Mrs Slater instructs Victoria to put her white frock on with a black sash.
   (c) Henry wears the new slippers of grandfather’s.
   (d) The Slaters fetch the bureau and the clock from upstairs.
   (e) The Jordans arrive and learn the details of grandfather’s ‘demise’ from the Slaters.
   (f) They discuss the obituary announcement in the papers and the insurance premium payment.
   (g) The family sits down to have tea.
   (h) Victoria is asked to fetch the bunch of keys to the bureau to look for the insurance receipt.
   (i) Grandfather comes to know how his daughters were in a hurry to divide his things between them.
   (j) Grandfather announces his intention to change his will and to marry Mrs Shorrocks.

   Thus the correct sequence is: 3, 2, 6, 4, 11, 10, 5, 1, 9, 7 and 8.

2. Greedy:
   (i) Henry, I’ve been thinking about that bureau of grandfather’s that’s in his bedroom.
       You know I always wanted to have it after he died.
   (ii) I thought I’d fetch this down as well... . Our clock’s worth nothing and this always appealed to me.

   Overpowering/dominating:
   (i) Get your boots off, Henry.
   (ii) Here! You’d better wear these slippers of grandfather’s now. It’s lucky he’d just got a new pair.
   (iii) Don’t look so daft. Why not?

   Blunt/Straight talking:
   (i) What good could a doctor have done?
   (ii) It’s nothing short of swindling.

   Impolite:
   (i) And you were trying to turn him over to us all the time.
   (ii) Remember where you are Elizabeth.
   (iii) He’s out of his senses.

  Insensitive:
   (i) Well, will you go up and look at him now, or shall we have tea.
   (ii) No, if I’m not to have him, you shan’t either.

3. (a) Mrs Slater thinks that the Jordans—her sister and brother-in-law will arrive any moment in response to their telegram about grandfather’s demise. They are not in dress of mourning. She wants to appear sad and in grief. Every sound seems to signal their arrival.

   (b) The widow of John Shorrock does not make a physical appearance on the stage. Amelia Slater remarks that her father, Abel is always hanging about there. Abel himself admits that she thinks it a pleasure to look after him. Her consent to get married to Abel indicates that she loves him and cares for him. Their union will relieve them of their loneliness and boredom.
(c) Mrs Elizabeth Jordan accuses Amelia and her husband Henry Slater of being mean, moneyminded, insensitive and lacking decency. Henry has put on the old man's slippers who is supposed to have departed. Elizabeth taunts them on the indecent behaviour.

4. (a) Ben Jordan speaks these lines. 
(b) He finds Amelia Slater sniffing back a tear. He tries to console her. 
(c) He means it might have been one of them. 
(d) Ben Jordan is a jolly, humorous person. He is trying to be solemn, sincere and grief stricken. 

5. While enacting different roles remember that the characters are sharply contrasted, e.g. 
(a) Amelia Slater is a vigorous, plump, red-faced, vulgar woman, prepared to do any amount of straight talking to get her own way. 
(b) Her husband Henry Slater is a stooping, heavy man with a drooping moustache. He doesn't seem to enjoy the best of health. They are clad in half-mourning dress. 
(c) Elizabeth Jordan is a stout, complacent woman with an impassive and an irritating air of being always right. 
(d) Ben Jordan is rather a jolly little man, accustomed to be humorous, but at present trying to adapt himself to the regrettable occasion. He has a bright, chirpy little voice. They are putting on full mourning dress. 
(e) Abel Merryweather is an old man of seventy-two. He is vigorous and well coloured. His bright, malicious eyes twinkle under his heavy, reddish-grey eyebrows. He is clad in a faded but gay dressing gown. He appears in his stockinged feet. 
(f) Victoria Slater is a precocious girl of ten. She is often dressed in colour.

SUBJECT ASSESSMENT

JULIUS CAESAR (Drama)

WORKSHEET–150

1. (a) Decius Brutus is the speaker of these lines. 
(b) The speaker (Decius Brutus) changes Caesar's mind about going to the senate by appealing to his vanity. 
(c) Decius Brutus convince Caesar by saying that the senate has concluded to crown him and if he does not go to the Senate House that day, they may change their mind and he may miss such a golden opportunity to be the Roman king. 

2. (a) Calpurnia is terrified by unnatural and extraordinary things which she thinks portend danger to Caesar's life. She persuades him not to leave house that day. Caesar turns a fatalist and overrules her. Then he boasts of his bravery. He dismisses her fear saying death is inevitable. Calpurnia feels sad. She tells him that he has allowed his better judgement to be swayed and over-powered by his rash confidence. For her it is misplaced over-confidence. He seems to have thrown caution to the winds and ignored his personal safety. 
(b) Decius gives an interpretation that inflames Caesar's ego. He asserts that it is his love for him that speaks thus. This love has over-shadowed his better judgement and discretion. On the other hand, Calpurnia merely pleads, requests and urges him not to leave house. Caesar is so impressed by the arguments of Decius that Calpurnia's fear and apprehensions now appear to be quite groundless, rather foolish. 
(c) Antony is a practical politician. He finds his life in danger and asks the conspirators to kill him if they so desire. He addressed the conspirators as the noblest and most influential man of the present generation in Rome. He would prefer to die at their hands and
lie beside Caesar than live for thousand years. Thus the skilful and practical politician that Antony is, tries to make peace with the conspirators by eulogising (praising) them.

(d) By his skilful oratory Antony has aroused the anger and hatred of the mob against Brutus, Cassius and other conspirators. The mob plans to torch their houses with the burning sticks of wood from Caesar’s pyre. Pursued by such a hostile, furious and blood thirsty mob, Brutus and Cassius have no option but to run away from Rome to save their lives. Their fate is sealed. As they leave Rome, another Caesar—Octavius Caesar arrives in Rome to join Antony and have revenge on the conspirators.

3. That Caesar was a brave person is revealed in these lines. According to him valiant persons die only once. Only the cowards die many times before their deaths. It is a strange thing that men should fear death. Death to him will certainly come when it had to come. Why fear death? Fear death is no solution. Fear mars the destiny of man. In order to achieve something in life, one has not to fear death.

WORKSHEET–151

1. (a) Antony speaks these lines to himself. These form the concluding part of his famous soliloquy. He is alone with the corpse (dead body) of Caesar.

(b) The ‘foul deed’ refers to the murder of Caesar. The soul of Caesar will roam about in search of vengeance. With the authority of a monarch, he will cause destruction in these territories by fire, famine and civil war.

(c) ‘Ate’ is the Greek goddess of revenge. She will come in hot haste from the hell. She will help Caesar’s spirit to take revenge.

2. (a) Calpurnia tries to convince Caesar of the impending danger to his life. Both heaven and earth have been terribly disturbed. She had a frightening dream. She saw Caesar being murdered. She cried thrice in her dream for help as people were murdering Caesar. Her anxiety for her husband’s safety makes her request Caesar not to leave house at any time that day.

(b) Cassius advises the conspirators that some of them should go to the common pulpits. They should proclaim, “Liberty, freedom and enfranchisement.” For these Republicans Caesar is a dictator and so a curse for Rome and Romans. They have got rid of slavery and ushered in freedom.

(c) He calls Caesar all-mighty. He is shocked to see that Caesar has fallen down so low from his greatness. He is bewildered that Caesar who so far towered above mankind is now lying so low in the dust. With almost certain disbelief he enquires whether this is all that now remains of all his glorious victories, distinctions, glories, honours and magnifi cent trophies brought from all corners of the world. Then he bids farewell to Caesar.

(d) Cassius objects to allowing Antony to speak at Caesar’s funeral. He tells Brutus that he is going to commit a blunder. They do not know what Antony will say there and how the people will be excited by his speech. So in his political sagacity (wisdom) Cassius requests Brutus not to permit Antony to say anything during Caesar’s funeral.

Brutus overrules his objection. He says that he will go up to the platform first and speak to the people. He will explain to them fully the reasons for killing Caesar. He will declare that Antony is speaking with their full knowledge and permission. Finally, he will inform them that Caesar’s funeral will be conducted with full rites and religious observances.

3. That Caesar was a fearless person is revealed through these lines. According to him Caesar was more dangerous than danger itself. He regarded himself superior to danger by saying he was elder between the two. He regarded himself more terrible than danger. It is this fearless factor that makes him go to the Senate to meet his fate.
1. (a) Through these lines Calpurnia tries to convince Caesar that these signs are most unnatural and foretell something wrong to happen. She considers all these signs an ill-omen and fears that there may be a threat to Caesar’s life.

(b) Here these words have been used as an alliteration and indicate towards powerfulness, ferociousness and abruptness of the misfortune that may happen.

(c) Because Calpurnia believes in omens and forecasts, she is worried about Caesar’s safety and pleads him to keep in mind these supernatural signs and not to go out of his house as there may be something unnatural to his life.

2. (a) Calpurnia believes in omens and portents. She has seen and heard about strange sights. This superstitious woman had had a bad dream about her husband. She is anxious about his safety and pleads with him to keep in mind these supernatural signs. She says that when beggars die, their death is never foretold by the appearance of comets in the sky, but when princes and kings (greatmen) are about to die, the very heavens announce and foretell the coming of disaster and utter ruin to them.

(b) First, he gives a favourable interpretation of the happy dream. He knows Caesar’s love of flattery and his eagerness to become a crowned monarch. He informs Caesar that the Senate has decided him to give the crown of a king that day. If Decius gives them the message that Caesar is not coming, they might change their decision. Secondly, people may consider him weak, timid, cowardly and superstitious, laugh at him and declare in a mocking manner, “Come, dissolve the senate to-day till the time Caesar’s wife sees a better dream!” Moreover, if Caesar hides him in this manner, will not some people whisper, “Lo, Caesar is afraid!”

(c) Decius gives an interpretation that inflames Caesar’s ego. He asserts that it is his love for him that speaks thus. This love has over-shadowed his better judgment and discretion. On the other hand, Calpurnia merely pleads, requests and urges him not to leave house. Caesar is so impressed by the arguments of Decius that Calpurnia’s fear and apprehensions now appear to be quite groundless, rather foolish. He even feels ashamed that he gave way to her request. He is so convinced by Decius that he decides to go to senate and ask for his robe.

(d) Antony calls Brutus and the others ‘butchers’ or cruel murderers. May the men who shed Caesar’s precious blood be cursed for ever. May ruin and disaster overtake them. Thus Antony gives vent to his emotions. He, paying a touching tribute to Caesar, seeks pardon for being meek and gentle with his murderers.

3. Man is a social animal. He needs friends to share his feelings, ideas, sufferings and happiness. A good friend never deceives. He supports and guides his companion in all circumstances. Man cannot lead a happy life unless he has true friends. He should keep his friends forever. A true friend is the most precious of all possessions. The principal components of friendship are trust, honesty, truthfulness and love. True friends are the source of inspiration. True friendship is a plant of slow growth and must undergo and withstand the shock of adversity before it is entitled to the appellation. One has to be very cautious to find true friend.

1. (a) Decius Brutus speaks these words to a large group of citizens—the Roman mob.

(b) Through these words he (Decius Brutus) requests the citizens to believe him to be respectable so that they can believe in what he says and should use their wisdom to pass judgement on him.
(c) Decius Brutus is a politician and a politician loves only the ‘chair’. He never loved Caesar. Had he loved Caesar he would not have assassinated him. These are mere words to get sympathy, backing on support of the citizens of Rome.

2. (a) Caesar agrees to stay at home to allay the fears of his wife Calpurnia. He agrees to send a message to the senate through Mark Antony. He will say that Caesar is not well. Just then Decius Brutus arrives and Caesar wants him to convey that message to the senators. He tells Decius to carry his greetings to them and tell them that he will not come that day. When Calpurnia suggests saying that Caesar is not well, Caesar bursts with anger. He boasts that he is not afraid to tell them the truth. He shows scant regard for the senators. He contemptuously calls them ‘Grey beards’.

(b) Decius is working with a plan. The conspirators have decided to kill Caesar in the Senate. They have sent Decius to persuade Caesar to come to Senate. Decius knows that Caesar loves flattery. In order to flatter him, he gives an auspicious interpretation of Calpurnia’s dream. He says Caesar’s blood will renew the vitality of Roman Empire. People will consider it a favour to retain stains of Caesar’s blood as relics. Then he plays upon Caesar’s ambition. He informs Caesar of the decision of the Senate to offer him a crown. If he does not go that day, they might change their decision. Caesar is completely deceived by the sweet words of Decius and Calpurnia’s fear and apprehensions now appear to be quite groundless and rather foolish.

(c) The conspirators know that Caesar is superstitious. He may not come to the senate-house that day. So, first of all they send Decius Brutus to his home. He is very clever at flattery. By his subtle flattery he persuades Caesar to agree to go to the capitol that day. The conspirators do not want to leave anything to chance. So they come to Caesar’s house in a group to lead him to the Capitol. Caesar welcomes them as friends and offers them some wine. He agrees to go with them like friends. The conspirators lead Caesar to the Capitol in a procession and surround him there.

(d) Brutus tells Antony not to ask them to kill him. Their hands are blood-stained and the dead body of Caesar is lying there. Their swords which were so strong in the hatred of Caesar, have absolutely no strength against him. Their swords have lost all their sharpness. As far as Antony is concerned, they have no quarrel with him. They have no wish to do any harm against him. He, therefore, welcomes Antony as a brother, with all brotherly feelings of affection, kind wishes and respect.

3. Public speaking in an art. A public speaker has to be eloquent so that his listener understand his ideas fully. One has to be very cautious in what he is speaking. He should produce such facts which help gain public sympathy. He should know what to speak, where to speak, how to speak and why to speak. A good speaker spellbounds his listeners. The speaker’s thoughts should come out effectively. Only then he can be a successful speaker. There should be no ambiguity in the speech. Speaker’s tone, pitch, diction, content and body language should convey the same message. Eloquence shape the destiny of a speaker.

WORKSHEET– 154

1. (a) Antony is very clever and a practical politician. Here he does not want to offend the conspirators. He wishes to give them the impression of his friendly attitude, so that he would get right time to avenge Caesar’s death. He knows how to feel the pulse of the common people.

(b) To Antony Caesar was the noblest and the most powerful personality of his time.

(c) Because he knows well that it is the best time to instigate the mob, to move the public and turn the tide against the assassins.
2. (a) Like a really brave person, Caesar is not afraid of death. He knows that death is the inevitable end of life. He also seems a believer in fate as he says that death ‘will come when it will come’.

(b) Greatmen shall gather around Caesar and stain their handkerchiefs in this blood which will serve as colours added to a coat of arms, an object of reverence, mementos and a badge of service.

(c) A curse will fall upon the Romans who will suffer from various terrible happenings like famine etc. There will be a civil war in Italy. People will become habituated to bloodshed and dreadful sights. Even mothers shall smile if they see their infants cut to pieces before their very eyes.

(d) He says that his love for Rome was far greater than his regard and love for Caesar. For him the worst punishment is slavery. He asks people if they should live in a state of slavery all their lives or that Caesar should be dead and all of them live in perfect freedom from tyranny and oppression.

WORKSHEET– 155

1. (a) Antony speaks these words to himself.

(b) In the second line ‘butchers’ refers to Cassius, Casca, etc.

(c) Antony praises Caesar by calling him the noblest person of the age.

2. (a) He is totally disillusioned at the pathetic end of Caesar. For him it is an extremely sorrowful sight to see the mighty Caesar lying on the ground in such an abject condition.

(b) Their pity for the general feelings of Roman people led them to murder Caesar. Brutus says that as one fire burns out another, their pity for Rome drove out their pity for Caesar and they have been incited to this act.

(c) Antony calls him the most illustrious man the world has ever known. It is one of the most glorious tributes to the memory of the great departed.

(d) Whenever Caesar heard the poor men cry, whenever they suffered from hardships and misery, Caesar always shed tears. Antony refers to it to prove that Caesar was not ambitious because an ambitious person should be more hard-hearted than this.

3. When there is one meaning for the actors on the stage and another opposed to it to the audience, we have dramatic irony. It makes the play all the more enjoyable. There is dramatic irony in Caesar’s position. He thinks himself invincible and is quite blind to his coming fate. He talks like a god while his enemies are surrounding him with hidden daggers.

The many blunders of Brutus are also ironical in character. Decision not to kill Antony along with Caesar and allowing Antony to speak at Caesar’s funeral boomerang on him. There is dramatic irony in the speech of Brutus. He speaks against Caesar but the ignorant mob wants to make him a Caesar.

The most exquisite bit of verbal irony is seen in the speech of Antony. His repetition and repetition of the statement, “Brutus is an honourable man” is so deadly that it makes Brutus the most dishonourable man in the end.

ENRICHMENT ACTIVITY

WORKSHEET– 156

ROLE PLAY: Julius Caesar (Drama)

1. ♦ Mahatma Gandhi ♦ John F Kennedy ♦ Smt Indira Gandhi ♦ Rajiv Gandhi

2. (a) Killing is an act of making somebody or something die. It may be accidental.
(b) Murder is the crime of killing somebody deliberately. There is a clear motive and intention. (c) Assassination refers to the murder of an important or famous person, especially for political reasons.

3.

<table>
<thead>
<tr>
<th>Person</th>
<th>Extract from play</th>
<th>What it tells us about the character</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julius Caesar</td>
<td>1. the things that threaten’d me Ne’re look’d but on my back; when they shall see The face of Caesar, they are vanished.</td>
<td>arrogant</td>
</tr>
<tr>
<td></td>
<td>2. Cowards die many times before their deaths; The valiant never taste of death but once.</td>
<td>brave</td>
</tr>
<tr>
<td></td>
<td>3. What can be avoided Whose end is purposed by the mighty gods?</td>
<td>fearless</td>
</tr>
<tr>
<td></td>
<td>4. Shall Caesar send a lie? Have I in conquest stretch’d mine arm so far, To be afraid to tell greybeards the truth?</td>
<td>great conqueror</td>
</tr>
<tr>
<td></td>
<td>5. ....from you great Rome shall suck Reviving blood, and that great men shall press For tinctures, stains, relics and cognizance</td>
<td>loves flattery</td>
</tr>
<tr>
<td></td>
<td>6. Caesar doth not wrong, nor without cause Will he be satisfi ed.</td>
<td>over-confident</td>
</tr>
<tr>
<td>Mark Antony</td>
<td>1. I know not, gentlemen what you intend, Who else must be let blood, who else is rank: If I myself, there is no hour so fi t.</td>
<td>fearless</td>
</tr>
<tr>
<td></td>
<td>2. Shall it not grieve thee dearer than thy death, To see thy Antony making his peace, Shaking the bloody f ngers of thy foes</td>
<td>Loyalty</td>
</tr>
<tr>
<td></td>
<td>3. Good friends, sweet friends, let me not stir you up To such a sudden fl ood of mutiny.</td>
<td>Shrewd</td>
</tr>
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<td></td>
<td>4. My heart is in the coffee there with Caesar, And I must pause till it come back to me.</td>
<td>Manipulative</td>
</tr>
<tr>
<td></td>
<td>5. For I have neither wit, nor words, nor worth, Action, nor utterance, nor the power of speech, To stir men’s blood.</td>
<td>oratory</td>
</tr>
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<td></td>
<td>6. I will not do them wrong; I rather choose To wrong the dead, to wrong myself and you, Than I will wrong such honourable men.</td>
<td>crafty</td>
</tr>
</tbody>
</table>

4.

<table>
<thead>
<tr>
<th>Words/actions of the mob</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “Bring him with triumph home unto his house.” “Methinks there is much reason in his sayings.” “I fear there will a worse come in his place.”</td>
<td>Foolish</td>
</tr>
<tr>
<td>2. Let him (Brutus) be Caesar.” “Caesar’s better parts Shall be crown’d in Brutus”.</td>
<td>Does not understand the ideals of democracy</td>
</tr>
<tr>
<td></td>
<td>Emotional</td>
</tr>
<tr>
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</tr>
<tr>
<td>4.</td>
<td>They were Willains, murderers: the will! read the will.” “...The will! Let’s stay and hear the will” “Most noble Caesar! We'll revenge his death.” “O royal Caesar!”</td>
</tr>
<tr>
<td>5.</td>
<td>“This Caesar was a tyrant” “If thou consider rightly of the matter, Caesar has had great wrong. “Away then! come, seek the conspirators.”</td>
</tr>
<tr>
<td>6.</td>
<td>“We'll mutiny.” “We'll burn the house of Brutus”</td>
</tr>
</tbody>
</table>
SUBJECT ASSESSMENT

THE STORY OF MY LIFE

WORKSHEET–157

1. Helen Keller regarded writing her autobiography a difficult one because when she tried to classify her earliest impression, she was unable to decipher between fact and fancy while going through this exercise. She says that she found fact and fancy look alike across the years that link the past with the present. She painted child’s experiences with her own fantasy. She says, “a few impressions stand out vividly from the first years of my life; but the shadows of the prison house are on the rest.” Besides many of the joys and sorrows of childhood had lost their poignancy; and many incidents of vital importance in her early education had been forgotten in the excitement of great discoveries. Therefore, she insists that she would be presenting only those episodes which seemed to be the most interesting and important.

2. Martha Washington was the daughter of Helen Keller’s cook. She was Helen’s companion in the childish pranks. Martha was able to follow Helen’s signs comfortably and this made her Helen’s friend. Helen dominated over her and Martha generally submitted to Helen’s whims fearing that she could be overcome by Helen as Helen was strong, active and indifferent to consequences. Helen always overpowered Martha even though they spent much of the time together. They spent time in kitchen kneading dough balls, helping make ice-cream, grinding coffee, quarrelling over the cake-bowl and feeding the hens and turkeys that swarmed about the kitchen steps. They went hunting for the guinea fowl’s eggs in the long grass. Martha and Helen took great interest in sheds where corn were stored; the stables where horses were kept; and the yard where cows were milked.

WORKSHEET–158

1. When Helen learnt that Miss Sullivan was arriving at her home, she felt very excited to receive her. She was like a rudderless ship to be provided with the correct path. She met Miss Sullivan with both her hands outstretched. Miss Sullivan took her hands and embraced her. Next day her teacher gave her a doll which the children at Perkins Institution had sent for her. When she had played with the doll for a while, Miss Sullivan slowly spelt d-o-l-l in her palm. Helen at once got interested in this play on the part of her teacher. She was enthralled to know the word doll and was filled with pleasure and pride. She at once went to her mother to reveal the mystery about the word meaning of doll. At that moment she could not understand that she was spelling a word or even that word existed at all. In the following days she learnt many letters and she began to learn that everything had a meaning. Helen started enjoying this game of finger spelling and her happiness knew no bounds.

2. The more Helen explored with her hands and learn the name of every object that she touched and the more she handled things and learned their names and uses, the more joyous and confident grew her sense of kinship with the rest of the world. She narrates how she learnt the ‘beneficences’ of nature by knowing how the sun and the rain make to grow every tree that was pleasant to sight and provided food. Gradually she learnt how birds, squirrels, deer, lion and every other creature finds food and shelter. As the knowledge of things around her grew she felt the delight of the world where she lived. In this knowledge her teacher Miss
Sullivan was always there to assist her. Exploring the world around her was the greatest
delight to her. Thus she explains by saying, “birds and flowers and I were happy peers”.

WORKSHEET–159

1. The narrator’s parents were grievied and perplexed because they felt helpless towards Helen’s
problems. Helen’s anxiety to express herself grew with her age and she was frustrated over this
inadequacy. Besides his parents lived in such a place which was far away from any school for
blind or a deaf. Helen’s parents were in search of such a place desperately. Her mother found
that Laura Bridgman, who herself was deaf and blind, was able to get education with the help
of Dr Howe. But Dr Howe had died long ago and his methods seemed to die with him. The
question was how Helen was to get such education, even if it existed somewhere. Helen’s parents
were keen to find such tutor who could enlighten her daughter in her miserable condition.

2. From the very beginning of Helen’s education Miss Sullivan tried to speak to her as if she
were speaking to a hearing child with the difference that she spelled the sentences into her
hand instead of speaking them. She even helped her suggesting conversation when Helen was
unable to keep up her end of the dialogue. The process was a tedious one as it was a lengthy
process to be continued for a very long time. The natural exchange of ideas, so explicit in a
hearing child, was denied to a deaf child. Miss Sullivan provided this stimulus to her. This
was done by repeated exchanges of ideas between the two. Miss Sullivan showed her how
to take part in conversation. Since the visual stimulus is absent in a deaf child, it becomes
difficult for such a person to visualise things and put in the perspective. Miss Sullivan tried
her best to provide all that she could to enhance Helen’s conversation.

WORKSHEET–160

1. The first Christmas after Miss Sullivan came to Tuscumbia was a great event in Helen’s life.
Miss Sullivan and Helen had prepared surprises for everybody. The mystery that surrounded
the gifts was her greatest delight and amusement. Helen and Miss Sullivan played a game
of guessing which taught her more about the use of language than any other set of lessons
could impart. The school children of Tuscumbia had invited Helen to the Christmas tree on
Christmas eve. Helen was beyond ecstasy when she was chosen to distribute the gifts to the
children. Miss Sullivan told her that her present would be even nicer than that she got from
her friends. Helen kept awake to see what Santa Claus wanted to give her. In the morning
she was showered with many gifts. But the most fascinating gift of them all was the gift of
her teacher—a Canary, a sweet singing bird. Helen’s happiness knew no bounds.

2. When the narrator plunged into the cool water of the ocean she felt no fear in doing so. She
felt great billows rock and sink the buoyant motion of the water with great joy. Suddenly her
ecstacy gave place to terror when her foot stuck against a rock and there was a sudden rush
of water over her head. When she thrust out her hands to grasp some support she clutched
water and seaweed. The waves tossed her here and there and she felt as if she would not
survive. She got frightened. The firm ground had slipped from her feet and everything seemed
to shut out. She was driven to the sea-shore by a huge wave where her teacher embraced her
in her arms. When she recovered from the shock she screamed, “Who put salt in the water?”

WORKSHEET–161

1. When Helen met Dr Graham Bell along with her parents, she at once felt the tenderness
and sympathy of Dr Graham Bell. Dr Graham Bell held her at his knees and admired her
curiosity. He understood her signs which made Helen comfortable in his company. Helen could never dreamt that that interview could be the door through which she would pass from darkness into light, from isolation to friendship, companionship, knowledge and love. Dr. Graham Bell advised Helen’s parents to write to Mr Anagnos who was the director of Perkins Institution in Boston and ask him if he could provide a teacher competent enough to begin Helen’s education. Ultimately a teacher, Miss Sullivan, consented to educate Helen.

2. The nature of the narrator was moody, arrogant, angry before she met Miss Sullivan. She threw tantrums at everything. She was like a rudderless ship wandering haphazardly in the sea. Her nature began to take shape in the company of Miss Sullivan. She became more and more sensible as the days progressed. Miss Sullivan taught her different spellings and the narrator understood that they stood for something. This brought a new ray of hope in the life of the narrator in spite of many handicaps. Slowly there was an awakening of the lost emotions in her life. The names of the people close to her like father, mother, sister made the world blossom for her and longed to know more and more by each passing day.

WORKSHEET–162

1. Helen Keller had vivid recollection of her childhood illness which she describes as very harrowing experience. In the month of February 1882 she fell ill which closed her eyes and ears for the rest of her life. The doctors called it acute congestion of the stomach and brain. The doctor thought that she could not live. But suddenly one day the fever was gone. The family took a sigh of relief little knowing that she could never see or hear again. She remembered the tenderness with which her mother tried to soothe her in her wailing hours of fret and pain. She lost her sight gradually each day. It all seemed to her as a nightmare. Gradually she got used to the silence and darkness that surrounded her. But her memory of the first nineteen months of her life had an indelible mark on her mental framework. She remarks, “If we have once seen, the day is ours and what the day has shown”.

2. While reading in her summer house one day alone she became aware of sweet fragrance of the mimosa tree and her arms swung automatically towards it. She went to the garden where mimosa tree stood near the fence. It seemed to her as if a tree of paradise had been transplanted to the earth. She climbed the tree apprehensibly. Ultimately she reached a little seat where she sat for a long time. She felt like a fairy on a rosy cloud. Her sense of fear had evaded her at that moment. It was something unusual and wonderful to her to climb the tree unaided. After that incident she spent many happy hours of her life in this tree of paradise where she dreamt of fair thoughts and bright dreams.

WORKSHEET–163

1. Miss Sullivan’s investigation with Dr. Bell about the narrator’s story threw up some interesting facts. Mrs Sophia. C. Hopkins had a copy of Miss Canby’s “Birdie and His Friends” in 1888, the year that the narrator and Miss Sullivan had spent the summer with her at Brewster. Mrs Hopkins was unable to find her copy; but she told the narrator at that time while Miss Sullivan was away on a vacation, she tried to amuse the narrator by reading from various books. Although she could not remember reading “The Frost Fairies” any more than the narrator yet she felt sure that “Birdie and His Friends” was one of them. She explained the disappearance of the book by the fact that she had a short time before she sold her house and disposed of many juvenile books, such as old school books and fairy tales and that “Birdie and His Friends” was probably among them.
The narrator mentioned that at that time she had made a great effort to remember the words, with the intention of having her teacher explain them when she returned. She said that Miss Canby's story was read to her once, and that long after she had forgotten it, it came back to her so naturally that she never suspected that it was the child of another mind.

2. The narrator was very scared and was still excessively scrupulous about everything she wrote. The thought that what she wrote might not be absolutely her own tormented her. A strange sensitiveness prevented her from referring to the “The Frost King” and often when an idea flashed out in the course of conversation she would spell softly to Miss Sullivan, that she was not sure that the idea was hers. An impish fear clutched her hand, so that she could not write any more that day. Miss Sullivan consoled and helped her in every way she could think of. It was with the hope of restoring the narrator's self-confidence that Miss Sullivan persuaded her to write for the Youth's Companion a brief account of her life. Miss Sullivan urged the narrator to write, saying that if she persevered she would find her mental foothold again and get a grip on her faculties.

1. Miss Sullivan was conscious of the narrator's apprehensions and worries. The narrator was at that time excessively scrupulous about everything she wrote. The thought that what she wrote might not be absolutely her own tormented her. No one knew of these fears than her teacher, Miss Sullivan. Miss Sullivan consoled her and helped her in every way she could think of. It was with the hope of restoring her confidence that Miss Sullivan persuaded the narrator to write for the Youth's Companion a brief account of her life. The narrator wrote timidly, fearfully, but resolutely, urged on by her teacher Miss Sullivan who knew that if she persevered, she would find her mental foothold again and get a grip on her faculties. Due to Miss Sullivan's efforts and her own hard efforts, the narrator gradually emerged from the darkness of that experience with a mind made clearer by trial and with a true knowledge of life.

2. The narrator said that she had a book on French grammar in raised print; as she already knew some French, she often amused herself by composing in her head short exercises, using the new words as she came across, and ignoring the rules and other technicalities as much as possible. She said that she even tried without any aid to master the French pronunciation, as she found all the letters and sounds described in the book. And so she acquired a sufficient knowledge of French to read with pleasure La Fontaine's “Fables”, “Le Medecin Malgre Lui” and passages from “Athalic”. The narrator said that she also gave considerable time to the improvement of her speech; she read aloud to Miss Sullivan and recited passages from her favourite poets which she committed to memory. Miss Sullivan corrected the narrator's pronunciation and helped her to phrase and inflect.
2. The narrator attached a great significance to John P Spaulding in her life. She said that only those who knew and loved him best can understand what his friendship meant to her. Mr Spaulding who made everyone happy in a beautiful unobtrusive way, was most kind and tender to Miss Sullivan and her. She said that so long as she and her teacher felt his loving presence and knew that he took a watchful interest in their work, fraught with so many difficulties, they knew that they could not be discouraged. His death left a vacancy in their lives that has never been filled.

WORKSHEET–166

1. The narrator’s determination and hard work enabled her to achieve what she wanted. She was aware that her progress in lip reading and speech was not what her teacher and she had hoped and expected it would be. It was her ambition to speak like other people, and her teachers believed that could be accomplished; but although she and her teacher worked hard and faithfully yet they did not quite reach that goal. But she pursued her other studies with unflagging interest, especially physical geography. The narrator also talked together with her German teacher in German language whenever she had a chance, and in a few month she could understand almost everything she said. Before the end of the first year she read “Wilhelm Tell” with the greatest delight. Indeed she made more progress in German than in any other subject. She found French much more difficult. She studied French with Madame Olivier, a French lady who did not know the manual alphabet, and was obliged to give her instruction orally. The narrator could not read her lips easily; so her progress in French was much slower than in German. She managed through sheer hard to read “Le Medicin Malgre Lui” again.

2. As regards her progress in the Cambridge School, the narrator faced serious drawbacks. Miss Sullivan could not spell out in the narrator’s hand all that the books required, and it was very difficult to have textbooks embossed in time to be of use to her although her friends in London and Philadelphia were willing to speeden the work. For a while indeed the narrator had to copy her Latin in braille so that she could recite with the other girls. Her instructors soon became sufficiently familiar with her imperfect speech to answer her question readily and correct the mistakes made by her. The narrator could not make notes in class or write exercises, but she wrote all her compositions and translations at home on her braille typewriter.

WORKSHEET–167

1. The narrator said that Mr Burke's speech was more instructive than any other book on a political subject that she had ever read. Her mind stirred with the stirring times and the characters round which the life of two contending nations centred seemed to move right before her. She was impressed by Burke’s masterly speech and its eloquence. As regards Macaulay she said that in spite of his brilliancy and admirable faculty of making the commonplace seem fresh and picturesque, his positiveness tired her at times. Macaulay’s frequent sacrifices of truth to effect kept the narrator in a questioning attitude very unlike the attitude of reverence in which she had listened to the Demosthenes of Great Britain.

2. The narrator said that for the first time in her life, at Cambridge School, she enjoyed the companionship of seeing and hearing girls of her own age. She lived with several other girls in one of the pleasant houses connected with the school, the house where Mr. Hovells used to live, and they all had the advantage of home life. The narrator joined them in many of their games, even blind man’s bluff and frolics in the snow; she took long walks with them; they discussed their studies and read aloud the things that interested them. Some of the girls learned to speak to her, so that Miss Sullivan did not have to repeat their conversation.
1. The narrator said that she encountered problems while studying algebra and geometry. They were as follows:

(a) Many of the books she needed had not been embossed in time for her to begin with the others in the class.
(b) She lacked important apparatus.
(c) The classes she was in were very large and it was impossible for the teacher to give her special instruction.
(d) Miss Sullivan, her teacher, was obliged to read all the books to her and interpret for the instructors.
(e) She could not write geometry and algebra in class until she bought a braille typewriter by means of which she could put down the steps and processes of her work.
(f) She could not follow with her eyes the geometrical figures drawn on the blackboard and her only means of getting a clear idea of them was to make them on a cushion with straight and curved wires, which had bent and pointed ends.
(g) She had to carry in her hand, the lettering of the figures, the hypothesis and conclusion, the construction and the process of the proof.
(h) She had no aptitude for mathematics; the different points were not fully explained to her as fully as she wished.
(i) The geometrical diagrams were particularly vexing because she could not see the relation of the different parts to one another, even on the cushion.

2. Mr Gilman had difference of opinion with Miss Sullivan that led the narrator and her sister Mildred to leave Cambridge School. They were as follows:

(a) Just before the books came, Mr Gilman had begun to complain to Miss Sullivan that the narrator was working too hard and in spite of her earnest protests he reduced the number of her recitations.
(b) Mr Gilman insisted that the narrator was overworked and that she should remain at his school three years more. The narrator did not agree with him for she wished to enter Radcliffe college with her classmates.
(c) When Mr Gilman heard that the narrator was unwell he declared that she was breaking down and made changes in her studies which would have made it impossible for her to take her final examination with her classmates.
she has learnt one thing anyway, and that is to make no reply to your long sermons. As to the vegetables, look at your own plate” Anne’s father came to her rescue at the right moment.

2. When the plumber was at work in the office building the problems of water supply and of natural calls were the utmost concern. They could not get water all the time and could not use the wc at the office. To overcome the problem of natural calls Anne and Mr Frank improvised a pottie for themselves. In the absence of a proper container (receptacle) they sacrificed a glass preserving jar for this purpose. During plumber’s visit, nature’s offerings were deposited in these jars in the sitting room.

WORKSHEET–170

1. Anne witnessed something outside the annexe which upset her. It was terrible outside. Day and night more and more people were being dragged out with nothing except a rucksack and little money. They were even deprived of these meagre things on the way. Families were torn apart—the men, women and children were separated from each other. Children coming home found their parents disappear, women returning from shopping found their houses shut up and families gone. Dutch people too suffered the brunt of fate, their children sent to Germany where they were supposed to labour. Everyone was afraid of the Germans. Every hour hundreds and thousands of people were killed in the war. The conditions were so bad that children went out in thin blouse and clogs, no coats, hats, no stockings and no one to help them. Countless children were forced to beg in the streets for a piece of bread. All this saddened Anne and she could not finish a single work properly.

2. The standard of living in the Annexe was certainly below par the standard of living in their home. In the annexe all the residents were subject to mere survival. But compared to the conditions of other unfortunate Jews, their life in annexe was nothing less than a paradise. When one is fighting for survival all other things look trivial. They had to use a single oil cloth for the whole stay for the table. Van Danns had been sleeping on the same flannelette sheet the whole winter as there was not enough soap to clean it properly. They had to use clothes which had worn out and in normal conditions would have been thrown out. Anne’s mother and sister Margot had managed the whole winter with three vests between them and Anne’s were too small to wear. But they had to manage somehow uptill the war was over.

WORKSHEET–171

1. The depressing and unpleasant news about Gastapo was that Jews friends were being taken away. Those people were treated by Gastapo very badly and there was no decency or leniency. They were loaded in trucks and sent to Westerbork, the big Jewish camp in Drente. In Westerbork the condition was pathetic: there was only one washing cubicle for hundred people and there were not enough lavatories. Men, women, children were cramped at one place which led to frightful deaths. Most of the people in the camp were forced to have shaven heads. In the concentration camps Jews were gassed and murdered in a most heinous manner. Gastapo never spared anyone—not even old and aged people. Prominent people, innocent people were thrown into prison to await their fate. To Germans Jews were the worst enemies to be exterminated at all cost.
2. Anne was so upset by the behaviour of the people around her that she wished to escape from it. She could not bear the scoldings of her mother and boiled with rage. That she was a sensitive girl is amply evident by the statement. But she was helpless as she could not escape from this misery. They had caused enough wounds on her tender heart and their remarks about her were like shafts from a tightly strung bow. Her desperation knew no bounds. She admits that if she talked everyone thought that she was showing off; if she was silent they thought her to be ridiculous; rude if she answered; sly if she got a good idea; lazy if she was tired; selfish if she ate a mouthful more than she should. To them she was stupid, cowardly, crafty etc. Moreover, she was angry with everyone though she could not express her feelings. In such desperate situation she wished to go away from the world.

1. The subject of hot discussion between Dussel and Anne was the use of the little table in their room for certain hours in the afternoon. Anne wanted to use this table between 4 p.m. till 5.30 p.m. in the afternoon twice a week. For this she requested, her father’s permission, Dussel to consider the proposal. Mr Dussel got enraged and outrightly rejected. When Anne insisted what was the reason of refusal, Dussel said that he too had to work too and there would be no daytime left for him to work. Dussel even told her that she didn’t work seriously at anything. He added that mythology, knitting and reading could not work at all. He would not let her do anything at the table at all costs. To this Anne replied that she worked seriously and there was no place for her to work in the afternoons. She even begged him to reconsider her request. When Anne said that she had a right to use the table for two afternoons, Dussel jumped up and told that she could not talk about her rights. Dussel considered Anne not mature enough to claim her right. He obliged her the use of table saying that he would be scolded later on when Anne failed her exam due to Mr Dussel’s non compromising attitude.

2. Anne’s fountain pen was gifted to her by her grandmother and it was her most precious possession. She valued it especially for its thick nib which helped her write neatly. It came in a red leather pack and it was shown to all her friends. When she was 10 years old she was allowed to take it to school and her teacher allowed her to even write with it. At eleven the pen was put up again as she was only allowed to use school stationery. When Anne was in Jewish lyceum at the age of twelve she was allowed to take her pen in a new case. At the age of thirteen the fountain pen, came with her in the ‘secret Annexe’. Anne wrote most of her diary with this pen. At the age of 14 while she was preparing to write something, Margot and Mr Frank started their Latin class at the table. She could not write with her pen and so left the pen at the table. Instead she started ‘Bean rubbing’. When she went to dispose of the dirt and discarded beans into the stove, her precious pen too went to the flames. Thus her pen was lost forever. The loss was confirmed when Anne’s father cleaned the stove the following morning and found the clip used for fastening in the ashes.
told that there was a great difference between the two. First of all Margot was a girl and girls are always more grownup than boys. Secondly, Margot had read quite a lot of serious books and does not go in search of such things which were forbidden to her and thirdly, Margot was far more developed and intelligent which she had shown by being in fourth form at the school. Mrs Van Dan, although she agreed, did not consider children to read books meant for grownups.

2. Van Daan's had had issued a prospectus and guide to the ‘Secret Annexe’ which were meant for temporary residents for Jews and such like. According to it the Annexe was open all the year round which could be reached by trams no 13 & 17, also by car, bicycles and even on foot. Here Board and lodging was free where fat free diet was available. There was running water in the bathroom, ample storage room for all kinds of goods. It owned a radio centre which could be assessed after six o'clock in the evening. Rest hours in the annexe were strictly to be observed between 10 o'clock in the evening till 7.30 in the morning. Holidays were postponed indefinitely. As regards language the residents were supposed to use all civilised languages except German. Mealtime were strictly to be adhered to; breakfast at 9 a.m. except Sunday and bank holiday which was to be at 11.30 a.m., lunch between 1.15–1.45 p.m., Dinner cold or hot depending upon the news broadcast. Residents were supposed to help in office work. Alcoholic beverages were allowed on medical grounds.

1. In her dream Anne saw her best friend Lies in front of her, clothed in rags, her face thin and worn. Her eyes were very big and she looked sad and reproachful. Lies asked Anne why she had deserted her. She pleaded Anne to rescue her from hell. Anne misjudged her as Lies was attached to a new girl friend and Anne thought that that girl was keeping Lies away from her. She dreamt how she had treated Lies earlier. Lies looked so helplessly with her pale face and imploring eyes. Anne felt very guilty when she realised that Lies had to face a terrible fate. Anne was stunned to see that both of them were same but fate has led her to life and Lies to death. Anne thought why they were so far from each other. Anne wished that Lies live until the war was over and Lies could come back to her. Then she would be able to do something for Lies which she could not do earlier.

2. Albert Dussel was the first member of the Annexe family who were in hiding. He was a dentist by profession and according to both the families, Annexe was known to be a quiet and congenial person. He wanted to join them after bringing his card index upto date, seeing to a couple of his patients and settling his accounts. He wanted to be sure of his earnings while in hiding. When Albert Dussel arrived at Annexe he was surprised to see Frank and family whom he supposed had fled to Belgium. To Anne he appeared to be a confused man as he asked twice over about the rules of Annexe. She thought it was due to sudden change of place. It was said that Mr Dussel could get wonderfully with children. But she was wrong in her perception as Mr Dussel started showing his true colours—a stodgy, old fashioned disciplinarian and preacher of long, drawn out sermons on manners.

1. After spending one and a half years in the annexe, one morning Anne had nothing to do and she turned over some of the pages of her diary and several times she came across letters dealing with the subject “Mummy” in such a hot headed mood that Anne was quite shocked and sad too.
She felt angry that how she could hate her mother. She suffered from all her confidences in her diary about her spitefulness for her mother.

Anne used to be furious with her mother. It was true that she could not understand her and even her mother could not either. She did love Anne very much and was gentle and sympathetic to her, but as she had landed in so many unpleasant situations due to Anne and was nervous and irritable because of other worries and difficulties, it was certainly understandable that she broke out with loud cries at Anne. But it was Anne who took it too seriously. She was offended, and was rude and aggravating to her mother, which in turn, made her mother unhappy.

So, it was really a matter of unpleasantness and misery rebounding all the time. It was not nice for either of them. Anne pitied herself for this and decided that now she had grown wiser, she would not produce any tears for her and try to keep her mouth shut if she get annoyed with her mother again.

She soothed her conscience with the thought that it was better for hard words to be on paper than carry them in her heart.

2. Koophius, Miep, Elli and Henk proved to be very good helpers to the residents of the secret annexe. They had pulled them through difficulties for more than two years and the residents hoped that they would bring them safely to their homes. These helpers had never uttered a word of burden which the residents certainly might be to them, never had one of them complained of all the trouble they got from the residents of the annexe.

They all came upstairs everyday, talked to the men about business and politics, to the women about food and wartime difficulties and about newspapers and books with the children. They put on cheerful faces, brought flowers and presents for birthdays and bank holidays, were always ready to help and do all they could. That was something the Germans, the residents’ helpers displayed heroism in their cheerfulness and affection.

1. Peter van Daan was a very retiring boy who tended to avoid company as Anne never dared to stay long in his room. He was an introvert, reserved but intelligent boy who had a mania for crossword puzzles and hardly had any other thing to do. But when it came to the matter of discussing about sex, he was never as tiresome as the boys at school of his age would be. He told Anne and Margot that while playing with Boche he noticed that it was a tomcat. This he had shown to Anne in the warehouse. Peter talked about its male organ quite normally without making anything unpleasant or embarrassing.

Shy, awkward, and introspective Peter could catch Anne's attention until they had been living in the annexe for almost two years. Then they began a deep friendship that led to some physical intimacy later. She was at first head over heels in love with him, then she realised that, although he was a nice young man, he was weak-minded and lacked character.

2. After meeting Peter van Daan, Anne's life became pleasant. She never thought of love from him other than close friendship. Whenever she went upstairs, she kept hoping that she would see him and talk to him.

One day Anne cried her heart out. The tears streamed down her cheeks and she felt desperately unhappy. The things which were going through her mind were the doubts about her relationship with Peter. She thought, she would never reach Peter like that.
Might be, he didn’t like her at all and didn’t need anyone to confide in. Perhaps he thought about her in a casual way. If this was true, she would have to go on alone once more, without friendship and without Peter. Soon, she would be without hope, comfort or anything to look forward to again. She thought he might not care about her at all and looked at others in just the same way. Perhaps she imagined that it was especially for her? She said to herself that if that was the truth, it would be difficult for her to bear.

1. After spending almost two years in the secret annexe Anne thought of her life in 1942 as it seemed unreal. It was quite a different Anne who enjoyed that heavenly existence at home from the Anne who had grown wise within those walls. She felt her life in Holland as heavenly. Boyfriends at every turn, about twenty friends and acquaintances of her own age, the darling of nearly all the teachers, pampered from top to bottom by her parents, lots of sweets, enough pocket money, what more could one want? All the teachers were entertained by her cute answers, amusing remarks, smiling face and her questioning looks. She was a coquettish and amusing girl. She had few qualities which kept her in favour. She was industrious, honest and frank. She never dreamt of cribbing from anyone else. She shared her sweets generously and was never excessively proud. It was good thing that in the midst of this state of cheerfulness she suddenly had to face the reality of life and it took her at least a year to get used to the fact that there was no more admiration forthcoming. Now Anne in hiding looked back at the Anne of the past as an amusing but very superficial girl who had nothing to do with the Anne of today.

2. The only son of Mr and Mrs van Daan, Peter was a shy, awkward and introspective young man. Anne realised the embarrassment that was caused to him several times due to his mother’s comments and her childish behaviour and lack of understanding for her only son.

It was when Peter said he did not need any friends, Anne felt that he really did not mean it a bit. She wrote in one of her letters about Peter.

“He clings to his solitude, to his affected indifference and his grown-up ways but it’s just an act, never to show his real feelings.”

From this statement Anne expressed her feelings about what Peter van Daan thought of himself. When his parents quarrelled, he felt desperate loneliness. Though he showed his artificial indifference to such situations, but internally he got affected. This shows his conservative and introspective personality. He was not an outspoken person who could easily express his inward thoughts easily. He was reserved and patient and bore such harsh cruelties without much complaints. He was a person who did not like to show his misery to anyone. He behaved like a mature young boy who silently bore such rudeness and irritation from his mother without even telling her how much embarrassment she had caused to him.

1. Margot wrote a letter to Anne dated March 20th, 1944 in which she expressed her feelings for Peter van Daan and later in response to Anne’s letter, she wrote another letter dated March 22, 1944. In both these letters Margot tried to clear the doubts of Anne about her love for Peter.
She wrote that she was not jealous of her relationship with Peter. She only felt a bit sorry that she had not found anyone yet with whom she could discuss her thoughts and feelings. But she was also certain that she would never have got so far with Peter because she felt that her boyfriend should be intellectually superior to her and that was not the case with Peter. She could not think of Peter as a person with whom she could share mutual confidence.

However, she felt that for her Peter was like a brother, a young brother and she only had affection of a sister for him, so Anne really need not pity herself. Now that Anne had found companionship, she should have enjoyed it as much as she could. She felt unpleasant that Anne’s conscience pricked her when she visited Peter but there was really no reason for that. So, Anne need not reproach herself in the least on her account.

2. Anne wanted to become a journalist because she knew that she could write, a couple of her stories were good, her description of the “Secret Annexe” was humorous, there was a lot in her diary that spoke for her work in literature, but whether she had a real talent remained to be seen.

“Eva’s Dream” was her best fairy tale, and the strange thing about it was that she did not know where it came from. Quite a lot of “Cady’s Life” is good too, but, on the whole, it’s nothing.

She was the best and the sharpest critic of her own work. She knew herself what was wellwritten and what was not. Anyone who did not write would not know how wonderful it was.

She used to lament on the fact that she couldn’t draw at all but now she was much happier that she could atleast write. And if she had not any talent for writing books or newspaper articles, then she could always write for herself.

She couldn’t imagine that she would have to lead the life of her mother and all the women who did their work and were then forgotten. She felt that she ought to have something besides a husband and children, something that she could devote herself to ! She wanted to go on living even after her death.

1. Anne had a number of hobbies and interests which she enjoyed whenever she got time. Some of them were as follows:

(a) Writing was her interest or passion which she hardly counted as a hobby.

(b) Family trees was her second interest. She had been searching for family trees of the French, German, Spanish, English, Austrian, Russian, Norwegian and Dutch royal families in all the books, newspaper articles and pamphlets she could find. She had been taking down notes from all the biographies and history books that she had read and even copied out many passages of history.

(c) History was her third hobby, and Mr. Frank had already brought her a lot of books on it. She could hardly wait for the day that she would be able to search through the books on history in a public library.

(d) Greek and Roman mythology were her fourth hobby. She had various books on these subjects too.
Other hobbies were film stars and family photos. She was mad for books. She had a great liking for history of art, poets and painters. She had a great hatred for algebra and geometry. History was her most interesting subject.

2. The residents of the secret annexe often asked themselves hopelessly what was the use of the war. They asked why couldn’t people live peacefully together and why all that destruction? The question was quite understandable, but no one had found a satisfactory answer to it so far. They wanted to know why they made more gigantic planes, still heavier bombs and simultaneously, the prefabricated houses for reconstruction. They also wanted to know why millions were spent daily on the war and yet there was not a penny available for medical services, artists, or for poor people.

They wanted to know why some people had to starve, while there were surpluses rotting in other parts of the world and why were people so crazy. Anne did not believe that the big men, the politicians and the capitalists alone were guilty of the war. The common man was just as guilty, otherwise the people of the world would have risen in revolt long ago. There was in the people simply an urge to destroy, to kill, to murder, and until all mankind underwent a great change. Wars would be waged, everything that had been built up, cultivated, and grown will be destroyed, after which mankind would have to begin all over again.

Worksheet–180

1. The causes of anti-Semitism according to the Christians were:
   — Jews gave secrets away to the Germans.
   — Jews were betraying their helpers.
   — A great many Christians had met a dreadful fate because of Jews only.

This was all true, but would have Christians behaved differently if they were in Jews’ place? Can a person, entirely at their mercy, always remain silent, irrespective of his religion? Why then did people criticize only the Jews. Anne felt sad that for the indefinite time, the old truth was again confirmed: “What one Christian does is his own responsibility, what one Jew does is thrown back at all Jews.”

Anne couldn’t understand that the Dutch, who were such a good, honest upright people, should judge the Jews like this. She only hoped that this hatred of the Jews would be a passing thing, that the Dutch would show what they are after all and that they would never lose their sense of right and in case this terrible threat would come true, then the pitiful little collection of Jews would have to leave Holland. Anne did not want to leave Holland and wanted it to be her fatherland and she still hoped for it.

2. Anne’s parents had always thoroughly pampered her, were sweet to her, defended her, and had done all that parents could do. And yet she had felt so terribly lonely for a long time, so left-out, neglected and misunderstood that she thought her parents never understood her inner self.

Mr Frank tried all he could to check her rebellious spirit, but it was of no use. Anne cured herself by seeing for herself what offered any wrong in her behaviour and keeping it before her eyes. Her father never offered any support to her in her struggle though he wanted to offer her a helping hand. He had always talked to her as a child who was going through difficult phases, he had given her the feeling that she was sensible. But he missed out on one thing; he had not realized that for Anne the fight to get on top was more important.
than all else. She did not want to hear about “symptoms of her age” or “other girls”. She wanted to be treated as Anne-on-her-own-merits. For that matter, she could not confide in anyone. Pirn always took up the older fatherly attitude, told her that he too had had similar passing tendencies. But he was not able to project himself to her like a friend. For these reasons, Anne never mentioned her well-considered theories to anyone but her diary and occasionally, to Margot.