



10
CBSE
TERM-2

ENGLISH

Communicative

(As per the latest CBSE Syllabus)

Includes:

- Reading Skills
- Writing Skills & Grammar
- Interact in English—Literature Reader
- Interact in English—Main Course Book
- Interact in English—Workbook
- Diary of a Young Girl—Novel
- The Story of My Life—Novel

FULL MARKS PVT LTD

Educational Publishers

New Delhi-110002



Published by:

FULL MARKS PVT LTD

4238A/1, Ansari Road, Daryaganj
New Delhi-110002

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NEW EDITION

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Note from the Publisher

FULL MARKS ENGLISH COMMUNICATIVE-10 has been thoroughly revised as per **the latest CBSE Syllabus**.

As per the new Curriculum, **Section A: Reading** carries 20 marks with 02 Reading Tasks; **Section B: Writing and Grammar** carries 25 marks — 15 for Writing and 10 for Grammar; **Section C: Literature & Long Reading Text** carries 25 marks — 15 for Literature and 10 for Long Reading Text. Hence, now the question paper will carry only 70 marks. There will be an **Assessment of Speaking & Listening (ASL)** carrying 20 marks. Marking Scheme and the pattern of questions have been recently modified and so this book has been revised accordingly.

All Sections—Reading, Writing, Grammar and Literature have been completely modified. This book contains perfect and high quality content in order to provide complete support to students.

The book meets the need of a high quality, up-to-date, dependable and learner-friendly resource. The support website www.fullmarks.org is an added benefit for the users where one can get much more and also an opportunity to share one's academic complexities.

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SYLLABUS

Section		Total Weightage 90
A	Reading Skills	20
B	Writing Skills with Grammar	25
C	Literature Textbooks and Long Reading Text	25
D	Assessment of Speaking and Listening (ASL)	20
TOTAL		90

- Note:**
- It is division of marks assigned to all the four skills of language. The distribution of marks for Formative Assessments carrying 40% weightage may be done by the school themselves. A variety of activities to assess all the skills of language may be used for Formative Assessments.
 - The Summative Assessment Question Papers, if developed by the schools themselves, may be for 70 marks to which 20 marks may be added for Assessment of Speaking and Listening skills making the paper of 90 marks. The one third of the 90 marks *i.e.* 30 should be added each in both Summative Assessments.
 - Assessment of Speaking and Listening skills (ASL) will be done formally at the term end examination in Summative-II. Schools can conduct ASL for Summative-I themselves as per the guidelines provided by the CBSE. However assessment of these skills may also be done under the Formative Activities spread over two terms.

There will be one written paper of English at the end of each term carrying 70 marks. The time limit will be three hours.

SECTION A: READING SKILLS

20 MARKS 50 PERIODS

Qs 1-2: This section will have two unseen passages of a total length of 700-750 words. The arrangement within the reading section is as follows:

- Q1.** A **Factual passage** of 300-350 words with eight very short answer type questions. **08 marks**
- Q2.** A **Discursive passage** of 350-400 words with four short answer type questions to test inference, evaluation and analysis with four MCQs to test vocabulary. **12 marks**

SECTION B: WRITING SKILLS & GRAMMAR

25 MARKS 60 PERIODS

- Q3.** Letter to the Editor/Article in about 100-120 words based on any visual/verbal stimulus. **05 marks**
- Q4.** Writing a short story based on a given outline or cue/s in about 150-200 words. **10 marks**

The Grammar syllabus will include the following areas in classes IX & X:

1. Tenses
2. Modals (have to/had to, must, should, need, ought to and their negative forms)
3. Use of passive voice
4. Subject – verb concord
5. Reporting:
 - (i) Commands and requests
 - (ii) Statements
 - (iii) Questions
6. Clauses:
 - (i) Noun clauses
 - (ii) Adverb clauses of condition and time
 - (iii) Relative clauses
7. Determiners, and
8. Prepositions

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

- Q5.** Gap Filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **03 marks**
- Q6.** Editing or Omission **04 marks**
- Q7.** Sentences Reordering or Sentence Transformation in context. **03 marks**

SECTION C: LITERATURE TEXTBOOK & LONG READING TEXT

25 MARKS 60 PERIODS

- Q8. One out of two** extracts from **prose/poetry/play** for reference to the context. Three very short answer questions.
One mark in each extract will be for vocabulary. One question will be used for testing local and global comprehension and one question will be on interpretation. **03 marks**
- Q9. Four short answer** type questions from the **Literature Reader** to test local and global comprehension of theme and ideas (30-40 words each). **2 × 4 = 08 marks**
- Q10. One out of two long answer** type questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed (80-100 words). **04 marks**
- Q11. One out of two very long answer question** on theme or plot involving interpretation, inference and character in about 150-200 words based on prescribed novel. **10 marks**

Prescribed Books: Published by CBSE, New Delhi

Interact in English Series:

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

Novel (either one):

- *Diary of a Young Girl – 1947* By Anne Frank (unabridged edition)
- *The Story of My Life – 1903* By Helen Keller (unabridged edition)

NOTE: Teachers are advised to:

- (i) encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- (ii) reduce teacher-talking time and keep it to the minimum,
- (iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and
- (iv) use the performance descriptors scale for conversation skills to test the students for continuous assessment.

Besides measuring attainment, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' attainment, each language skill is to be assessed through a judicious mixture of different types of questions. In addition to the summative tests, formative assessment is essential to measure the level of attainment in the four language skills and the learners' communicative competence. Formative assessment should be done through 'in class' activities throughout the year.

Reading Section: Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested in Formative as well as Summative Assessments.

Writing Section: All types of short and extended writing tasks will be dealt with in both I and II Term Formative as well as in Summative Assessments.

Grammar: Grammar items mentioned in the syllabus will be taught and assessed formatively over a period of time. There will be no division of syllabus for Grammar in the Summative Assessment for the two terms.

Speaking and Listening Skills: Since the introduction of Assessment of Speaking and Listening Skills (ASL) in classes IX and X, it has become imperative to carry out speaking and listening activities in regular classroom teaching. Sufficient practice should be given to students in order to prepare them for ASL. Performance descriptors should be shared with students from time to time.

50 Periods

SUMMATIVE ASSESSMENT

TEXTBOOKS	
SUMMATIVE ASSESSMENT-I	SUMMATIVE ASSESSMENT-II
LITERATURE READER	
Prose	
1. Two Gentlemen of Verona	1. A Shady Plot
2. Mrs. Packletide's Tiger	2. Patol Babu, Film Star
3. The Letter	3. Virtually True
Poetry	
1. The Frog and the Nightingale	1. Ozymandias
2. Mirror	2. The Rime of Ancient Mariner
3. Not Marble, nor the Gilded Monuments	3. Snake
Drama	
1. The Dear Departed	1. Julius Caesar
MAIN COURSE BOOK	
1. Health and Medicine	1. Environment
2. Education	2. Travel and Tourism
3. Science	3. National Integration
LONG READING TEXT—NOVELS (either one)	
<i>Diary of a Young Girl–1947</i> June 12, 1942 to March 14, 1944 By Anne Frank (unabridged edition)	<i>Diary of a Young Girl–1947</i> March 16, 1944 to August 01, 1944 By Anne Frank (unabridged edition)
<i>The Story of My Life–1903</i> Chapters 1-14 By Helen Keller (unabridged edition)	<i>The Story of My Life–1903</i> Chapters 15-23 By Helen Keller (unabridged edition)

WORKBOOK* —Suggested Break-up of Units for the Purpose of Classroom Teaching only – NOT FOR TESTING (see the note below).

TERM-I	TERM-I
1. Determiners	8. Comparison
2. Tenses	9. Avoiding Repetition
3. Subject-Verb Agreement	10. Nominalization
4. Non-Finites	11. Modals
5. Relatives	12. Active and Passive
6. Connectors	13. Reported Speech
7. Conditionals	14. Prepositions

*** NOTE ON WORKBOOK**

The suggested split up of the units of the Workbook reflects a distribution for the purpose of classroom teaching only. **Since grammar and usage is not be tested discreetly, but in an integrated manner, the split up as shown above will not restrict question in the grammar section of SA I and SA II question papers to the specific units shown in the split up of Workbook units.** Grammar will be tested by recycling grammar items learnt over a period of time in a comprehensive manner. Teachers may adapt this suggested distribution for classroom teaching making modifications according to their specific needs. Similarly Formative Assessment of grammar items may also be carried out in an integrated manner along with the skills of Reading, Writing, Speaking and Listening as well as Literature.

- Note:**
1. Formative Assessment is **assessment ‘for’ learning**. Thus schools may adapt the above break-up as per their convenience.
 2. All activities related to Formative Assessment such as Language games, quizzes, projects, role plays, dramatization, script writing etc. must be done as ‘in class’ and ‘in school’ activities. In case, field survey or visit is taken up it must be under the direct supervision of the teacher.

QUESTION PAPER DESIGN

Typology	Testing competencies/ learning outcomes	VSAQ 1 mark	Short Answer Questions 30-40 words 2 marks	Long Answer Question-I 80-100 words 4 marks	Long Answer Question-II 100-120 words 5 marks	Very Long Answer Question 150-200 words (HOTS) 10 marks	Total Marks
Reading Skills	Conceptual understanding decoding, analyzing, inferring, interpreting and vocabulary.	12	04	—	—	—	20
Creative Writing Skills and Grammar	Expressing an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency.	10	—	—	01	01	25
Literature and Textbooks	Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub themes, understanding the writer's message and writing fluently.	03	04	01	—	01	25
Total marks		25×01 = 25 marks	08×02 = 16 marks	01×04 = 04 marks	01×05 = 05 marks	02×10 = 20 marks	70 marks
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency						20
TOTAL							90

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SECTION A

READING SKILLS

20 MARKS

SYLLABUS

SECTION A: READING SKILLS

20 MARKS 50 PERIODS

Qs 1-2: This section will have two unseen passages of a total length of 700-750 words. The arrangement within the reading section is as follows:

Q1. A **Factual passage** of 300-350 words with eight very short answer type questions.

08 marks

Q2. A **Discursive passage** of 350-400 words with four short answer type questions to test inference, evaluation and analysis with four MCQs to test vocabulary.

12 marks

1



Factual Passages

Read the passages given below and answer the questions that follow them: (8 marks)

PASSAGE 1

AS 'DIRTY' FACTORIES THRIVE, TOXINS SPREAD ACROSS

Industrial pollution is not restricted to the peripheries but is silently causing damage inside the city. On the Edge, a study by an NGO, has identified 18 potential pollution hotspots in the capital.

Unsafe, and often unorganized, methods of e-waste dismantling, dyeing, lead acid battery recycling, cathode-ray tube (CRT) dismantling and other processes have given rise to health and environmental concerns, says the Toxics Link study. Delhi has more than 1.2 lakh industries and 29 industrial estates, necessitating a watch over acid and lead fumes, as well as groundwater and air pollution.

The researchers assessed 51 industrial areas on five parameters--industrial processes, chemicals used, emissions, disposal technique and occupational health hazard. They found that 18 of them were flouting the norms.

Prem Nagar in Mandoli houses 110 lead acid battery recycling units. There is no understanding of pollution control, claims the report. "Most units in this area rely on coal-to-fuel crude furnaces and recover lead in a crude manner. While recycling, battery acid is dumped on the ground, waste pile or into a waterbody. As lead plates are melted, lead ash settles in the surroundings, collects on clothing or is inhaled by workers," it says.

A large amount of waste at Seelampur, where e-waste is recycled, comes from the US and Europe. Workshops emit lead fumes and the melted lead solder often finds its way to nearby drains. "The working conditions are appalling with poorly ventilated rooms and no safety measures," says the report about Moti Nagar, which recycles CFL devices.

The landfills at Ghazipur, Bhalswa and Okhla are responsible for toxic leachate contamination of air and groundwater. The Najafgarh drain basin, which includes Wazirpur, Naraina, Anand Parbat and Okhla industrial areas, is the largest surface drain joining Yamuna and contributes to over 50% of the wastewater discharged into the river. Wazirpur is one of the worst managed areas with 1,200 small units, a majority of which are involved in steel pickling. The report also highlights the need to address toxic smoke and dust from open dumping, burning and spilling of chemicals. "In 2011, MCD was supposed to close down around 22,000 units, but not much seems to have been done", said Satish Sinha of Toxics Link.

Source: Times News Network

Word-Meaning: **Restricted**—limited, सीमित। **Peripheries**—outer-limits, बाहरी सीमाएँ। **Potential**—(here) likely, सम्भावित। **Dismantling**—destroying, नष्ट करना। **Concern**—worry, चिन्ता। **Emissions**—throwing out in the (air), (हवा) में बाहर छोड़ना। **Flouting**—breaking, अवहेलना करना। **Norms**—(here) rules, नियम। **Crude**—not refined, कच्ची। **Appalling**—shocking, शोचनीय। **Ventilated**—(here) airy, हवादार। **Contaminating**—polluting, दूषित करते हुए। **Toxic**—poisonous, जहरीला। **Spilling**—separating, अलग करना।

Questions

(8 × 1 = 8)

1. Is industrial pollution restricted to the peripheries in Delhi?
2. How many potential pollution hotspots have been identified by an NGO?
3. Name three things that have given rise to health and environmental concerns.
4. What were the parameters of industrial areas assessed by the researchers?
5. Where does a large amount of waste at Seelampur come from?
6. What harm do the landfills at Ghazipur, Bhalswa and Okhla do to the environment?
7. Name the problems that should be addressed immediately as recommended by the report.
8. What contributes to 50% of the wastewater discharged into the river?

Answers

1. No, the industrial pollution has gone down deeper into the city of Delhi.
2. An NGO has identified 18 potential pollution hotspots in the capital.
3. Unsafe methods of the e-waste dismantling, dyeing and lead acid battery recycling have given rise to health and environmental concerns.
4. The researchers assessed 51 industrial areas on the given parameters — industrial processes, chemicals used, emissions, disposal technique and occupational health hazard.
5. A large amount of waste at Seelampur where e-waste is recycled, comes from the US and Europe.
6. The landfills at Ghazipur, Bhalswa and Okhla contaminate air and ground water making it toxic.
7. The report highlighted the need to address toxic smoke and dust from open dumping, burning and spilling of chemicals.
8. The Najafgarh drain and the industrial areas contribute to over 50% of the wastewater discharged into the river.

PASSAGE 2

The government indicated on Tuesday that it was considering conferring the country's highest civilian honour, the Bharat Ratna, on Dhyan Chand. The home ministry has forwarded several recommendations to the PMO for awarding the legendary hockey player. It is now up to PM Narendra Modi to forward his name to the President.

In reply to a question in the Lok Sabha, minister of state for home Kiren Rijiju said, "The recommendations for the Bharat Ratna are made by the Prime Minister to the President of India. Although no formal recommendations for Bharat Ratna are necessary, recommendations have been received from several quarters for Bharat Ratna for Late Major Dhyan Chand. These recommendations have been forwarded to the Prime Minister's Office."

Speculation is rife over the identity of this year's Bharat Ratna awardees, even as the government has ordered five medallions from the RBI Mint. Two names discussed most frequently are those of freedom fighter Netaji Subhas Chandra Bose and of senior BJP leader Atal Behari Vajpayee.

There has been a growing demand for conferring the award on Dhyan Chand ever since cricketering legend Sachin Tendulkar was given the award this year. The sports ministry had last year recommended Dhyan Chand's name too, but the PMO nodded in favour of Tendulkar who had just announced his retirement from international cricket.

Many quarters called this a bias in favour of the more popular sport cricket and maintained that Dhyan Chand's contribution to sports and the nation was greater than Tendulkar's and that he should have been considered first.

Several noted people have already expressed favourable views on conferring the award on Dhyan Chand. Cricketer Virender Sehwag, during a CRPF function on Tuesday, said, "I am not on the panel so I can't decide whether Dhyan Chand should get the award. But I believe all great sports men who have contributed immensely to any sport must be awarded. Sachin Tendulkar has already got the Bharat Ratna. Others too should be considered."

Meanwhile, several BJP MPs, responding to news of Dhyan Chand's name having been included in the probable awardees list, expressed happiness. Sports minister Sarbananda Sonowal was quoted as saying: "If Major Dhyan Chand is given the Bharat Ratna, we will all be really happy."

Born in 1905, Dhyan Chand earned the moniker of 'Hockey Wizard' for his superb skills and ball control. He won three Olympic gold medals for India between 1928 and 1936.

Dhyan Chand retired from the game in 1948 and was awarded the Padma Bhushan eight years later. He retired from the Indian Army with the rank of Major and passed away in New Delhi in 1979 at the age of 79. The National Stadium, where the first ever Asian Games were held in 1951, is named after the great player and at the entrance, houses a giant statue of the legendary player.

Word-Meaning: Indicated—pointed out, इशारा किया। **Legendary**—(here) historically great, ऐतिहासिक व्यक्तित्व। **Speculations**—guess work, अन्दाजे। **Mint**—where currency is printed or cast, टकसाल। **Bias**—prejudice, ईर्ष्या। **Moniker**—(a great name), नाम कमना।

Questions

(8 × 1 = 8)

1. What is the intention of the government regarding conferring the Bharat Ratna award this year?
2. Who has to forward Dhyan Chand's name to the President of India for the award?
3. What has the government ordered to the RBI Mint?
4. Who was the first sportsman to be awarded the Bharat Ratna award?
5. Is Dhyan Chand's contribution to sports and the nation lesser than Tendulkar's?
6. What does Sehwag say about the award?
7. What was the moniker that Dhyan Chand earned during his lifetime?
8. What is the National Stadium named after?

Answers

1. The intention of the government is to confer the country's highest civilian honour, the Bharat Ratna on Dhyan Chand.
2. The PM Narendra Modi has to forward Dhyan Chand's name to the President of India for the award.
3. The government has ordered five medallions from the RBI Mint.
4. Sachin Tendulkar was the first sportsman to be awarded the Bharat Ratna award.
5. No, Dhyan Chand's contribution to sports and the nation is greater than that of Tendulkar's.
6. Sehwag says that the Bharat Ratna award should be conferred on Dhyan Chand.

7. Dhyan Chand earned the moniker of “Hockey Wizard” in his life time.
8. The National Stadium, Delhi is named after the great “Hockey Wizard”, Dhyan Chand.

PASSAGE 3

DIFFICULT BUT WORTH IT

With high-visibility film releases and continued discounts on all brands, Delhiites usually have a lot to do on their much awaited August 15 holiday. But as some kite lovers tell us, even with all the options available to them, switching off from those options and coming back to kites and socializing is worth it. Amit Chadha, who runs his own business in Kamla Nagar, tells us, “The excitement of flying kites is not the same as it used to be when we were kids. *Tab toh kuch aur hota hi nahi tha karne ko, sirf terrace kite wars hote they.* Now, cancelling movie and travel plans to fly kites with friends seems like a bad idea to most, but my group of friends and I still make it happen. We think it’s worth switching off from the usual rigmarole on one day and doing something relaxed and fun like this. Every year, we get a lot of friends who see our updates online, and then join us by the evening. This year also, we have a kite flying get-together at my place on the 15th.”

Saurabh Tiwari, an MBA student staying with his family in Paschim Vihar in West Delhi, adds, “I’ve been away from home for the last two I-Days, but now that I am back, I want to do what we’ve always done on this day — get a music system on the roof, some snacks, lots of friends - and fly kites. I have made a WhatsApp group and I’m convincing my friends to get together and come over to our old flat’s terrace. August 15 used to be a day-long kite-flying party for us, and I really want to do the same thing now, even though it doesn’t happen so much in other parts of the city these days.”

Passing on the tradition

Getting over the whole August 15 kite flying concept is most difficult for children of the 80s and the 90s, who have grown up participating in society functions where they indulged in kite battles. And for them, getting their kids and the next generation excited about the same is a very “important challenge”. Juhi Malpani Bhatt, a professor of architecture, who stays with her family in Dwarka, tells us, “When we were kids, we would get excited about kites weeks in advance. I really missed all that when I moved out of Delhi for a short while. But now, I want both my kids to feel the same way about kites. We’ve been getting them kites for the past couple of years, and thanks to their school functions and our efforts, they’ve developed a liking for it and that makes me happy and nostalgic.”

Vinod Taneja, who works with a bank in Green Park, is still trying to get his kids out of their rooms and onto the terrace. He says, “For us, kite flying came so naturally. We were never taught how to do it, *bas dekhi dikhai ho jaati thi.* I am trying to get my son to be involved in the whole August 15 kite flying thing now. But *usko TV se hata ke upar leke jaana hi ek struggle hai.* Plus, how do I teach him? This year again, we’ve got kites and manjhas and have invited friends over. I really want him to feel the way we felt about this day. So let’s see what happens.”

Word-Meaning: **Visibility**—in sight, नज़र में आयी हुई। **Options**—alternatives, विकल्प। **Switching off**—changing, बदलना। **Rigmarole**—complicated, पेचीदा। **Concept**—idea, विचार। **Manjhas**—thread for flying kites, डोर, माँझा।

Questions

(8 × 1 = 8)

1. What do some kite lovers tell about their option?
2. What does Amit Chadha say about the excitement of flying kites?
3. Do people in general like cancelling movies and travel plans to fly kites?

4. How does Saurabh Tiwari enjoy flying kites on the roof?
5. Is getting over the whole August 15 kite flying concept easy for children of the 80s and 90s?
6. What makes Juhi happy and nostalgic?
7. How does Vinod Taneja struggle with his son regarding kite flying?
8. What does Vinod Taneja want his son to feel?

Answers

1. Some kite lovers would like to use the option of flying kites on August 15.
2. Amit Chadha feels that the excitement of flying kites is not the same as it used to be when he was a kid.
3. No, people in general would not like cancelling movies and travel plans to fly kites.
4. Saurabh Tiwari will take some snacks, a music system and lots of friends on the roof to enjoy kite flying on the Independence Day.
5. No, the children of 80s and 90s were brought up in the tradition of flying kites on the Independence Day.
6. Flying kites on the Independence Day with her kids makes Juhi happy and nostalgic.
7. Vinod Taneja struggles with his son as the child is glued to the television and has no interest in flying kites.
8. Vinod Taneja wants his son to feel the way he felt about the Independence Day himself when he was a kid.

PASSAGE 4

US PIPS RUSSIA AS TOP ARMS SUPPLIER TO INDIA

The US has overtaken Russia as the largest arms supplier to India in the last three years. But in terms of overall numbers, Russia still remains the biggest weapons exporter to India, having notched military sales worth over \$40 billion since the first MiG-21 jets and T-55 tanks in the 1960s to the present-day Sukhoi-30MKI fighters and T-90S main-battle tanks.

Russia, of course, is now running scared of the aggressive inroads being made by the US into the money-spinning Indian arms market, as if the continuing challenge from France and Israel was not enough. India, incidentally, has even turned to Israel to upgrade some of its Russian-origin equipment.

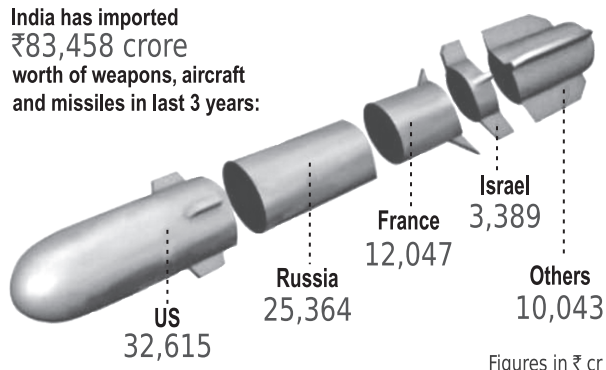
With IAF having inducted over 200 of the 272 Sukhoi-30MKI fighters ordered for over \$12 billion, Russia is eager to quickly seal the final R&D contract with India to jointly develop the stealth fifth-generation fighter aircraft. If India indeed moves to induct over 200 such “swing-role” stealth fighters in the next decade, it will spend close to \$35 billion on them.

DEFENCE SHOPPING

► **India remains world's largest arms importer.** Saddled with poor defence-industrial base, imports **65%** of its military hardware and software

► Indian arms imports almost 3 times as high as 2nd and 3rd largest arms importers, China and Pakistan

India has imported ₹83,458 crore worth of weapons, aircraft and missiles in last 3 years:



But that is in the future. On Tuesday, in a written reply to Rajya Sabha, defence minister Arun Jaitley said India spent Rs 83,458 crore on importing weapons over the last three years. The US stood first in this list with Rs 32,615 crore, followed by Russia (Rs 25,364 crore), France (Rs 12,047 crore) and Israel (Rs 3,389 crore).

The US has bagged Indian defence deals worth almost \$10 billion since 2007-2008. The deals include ones for 12 C-130J 'Super Hercules' aircraft (\$2 billion), eight P-8I long-range maritime patrol aircraft (\$2.1 billion) and 10 C-17 Globemaster-III giant strategic airlift aircraft (\$4.1 billion), as earlier reported by **TOI**.

India is also now close to inking another two deals with the US, worth over \$2.5 billion, for 22 Apache attack helicopters and 15 Chinook heavy-lift choppers. Both these helicopters outgunned their Russian rivals, Mi-28 Havocs and Mi-26s, in the sweepstakes. The Apache deal will get bigger in the coming years since the Army also wants 39 such attack helicopters after IAF inducts the first 22.

US defence secretary Chuck Hagel also made a renewed pitch for co-production of another dozen arms projects during his visit here last week. They range from Javelin anti-tank guided missiles, MH-60 Romeo multi-role helicopters, "big data" and cyber-security to magnetic catapults for aircraft carriers, spy drones, mine-scattering systems and 127mm warship guns.

India has consciously tried to diversify its arms imports since the 1999 Kargil conflict due to Russia's propensity to not adhere to delivery schedules, jack up costs midway through execution of contracts, create hurdles in transfer of technology and unreliable spares supply. The long-delayed delivery of aircraft carrier INS Vikramaditya (Admiral Gorshkov) as well as the huge jump in its refit cost to \$2.33 billion was just the most prominent example of it.

Source: Times of India

Word-Meaning: **Pips**—beats in the race, दौड़ में पछाड़ देता है। **Notched**—achieved, प्राप्त कर लिया है। **Scared**—fearful, डरा हुआ। **Consciously**—deliberately, जान बूझ कर। **Diversify**—branch out, दूसरे क्षेत्रों में प्रवेश करना। **Propensity**—inclination, झुकाव। **Adhere**—follow, अपनाना, मानना। **Jack up**—increase, बढ़ाना। **Hurdles**—obstacles, बाधाएँ।

Questions

(8 × 1 = 8)

1. How has the US overtaken Russia?
2. Why is Russia scared?
3. Why has India turned to Israel?
4. How much money will India invest to develop the stealth fifth generation fighters in the next decade?
5. Name four countries that have topped in the sales of weapons to India.
6. What did the US defence secretary say about arms project in India?
7. Why is India consciously trying to diversify its arms imports?
8. What is INS Vikramaditya?

Answers

1. The US has overtaken Russia in the supply of arms to India.
2. Russia is scared of the aggressive inroads made by the US in sales of arms to India.
3. India has turned to Israel to upgrade some of its Russian-origin equipments.
4. India will spend close to \$ 35 billion in the purchase of 200 stealth fighters in the next decade.

5. The US, Russia, France and Israel are the four countries that have topped in the sales of weapons to India.
6. US defence secretary made a renewed pitch for co-production of arms in another dozen projects.
7. India is consciously trying to diversify its arms imports as it doesn't want to depend on any one country, mainly Russia, in this regard.
8. INS Vikramaditya is an aircraft carrier of the Indian Navy.

— PASSAGE 5 —

LOOKING TO MAKE A FRESH START

Yesterday, the nation heard its first Independence Day speech by a prime minister born after Independence. Expectations were sky high. And Narendra Modi did deliver, while posting some surprises along the way.

For years the norm has been ho-hum speeches and abstract statistics, while doling out favours to different sectors, communities and states. Modi turned that formula on its head, taking it out for a John F Kennedy spin — Ask not what your country can do for you, ask what you can do for your country. Do *'jan bhagidhari'* instead of always asking *'mujhe kya milega'*.

He also broke with the formulaic fetishising of diversity. He spoke to a shared national character by speaking to shared shame — like rapes. A good speech is judged by its style and substance, but above all by its impact. The PM's words on reducing rapes drew huge applause at Red Fort but they derive their true power from the possibility of how they will be heard in the millions of households where they were beamed.

No sooner do girls enter puberty that parents become super vigilant, keeping a constant check on where they are going, who they are meeting. From the grand heights of Red Fort, the PM spoke the plainest commonsense — It would be better all round if parents quizzed their sons more and daughters less. After all every rapist and almost every extremist is someone's son.

He laid out an ambitious goal of a toilet in every school within a year, saying it was at this level that giving dignity to the poor started. Speaking extempore, he's shown an ability to meld small details — the difficulty that poor women face in relieving themselves — with a larger vision and agenda for implementation: a manufacturing revolution, financial inclusion and digital makeover.

While Modi may have passed the oratorical test big questions remain: of implementation. For example, take his invitation to the world to 'Make in India' everything from paper to plastic, satellite to submarines. This won't be heeded until India makes big improvements in infrastructure, the land acquisition logjam, labour laws et al.

He indicated a greater role for states by reading the obituary of the Planning Commission. Federalist direction was echoed in urging every MP to develop model villages by the next elections. Since there are more MPs from BJP than other parties, it's an example of how this PM treads development and electoral tracks simultaneously.

Modi was very conscious of addressing all Indians as directly as possible. But he sent a message across the border too — If our ancestors threw the coloniser out together, can't we just get along now? Instead of fighting each other, let's fight poverty together. This year, India's Independence Day speech is sure to get some attention in the neighbourhood too.

Word-Meaning: **Expectation**—hope, आशा। **Norms**—rules, नियम। **Abstract Statistics**—vague accounts, अस्पष्ट आँकड़े। **Doling out**—money given by the government, सरकार द्वारा पैसा/धन देना। **Formulaic**—according to a formula, फार्मूलागत। **Fetishising**—(here) spending too much time, बहुत समय लगाते हुए। **Super vigilant**—over cautious, अति सावधान। **Quizzed**—asked questions, सवाल किया जाना। **Extempore**—(here) speaking without reading, अलिखित भाषण। **Oratorical**—(here) speaking art, भाषण कला। **Acquisition**—acquiring, हॉसिल करना। **Logjam**—bottlenecks, बाधाएँ। **Simultaneously**—at the same time, उसी समय।

Questions

(8 × 1 = 8)

1. How did the nation hear the first Independence Day speech of Narendra Modi?
2. What did Modi remind the people like John F. Kennedy?
3. How did the PM speak to a shared national character?
4. When and why do parents become super vigilant?
5. Why did the PM ask the parents to quiz their sons more than their daughters?
6. Did the PM deliver a prepared and written speech on the Independence Day?
7. What invitation did Modi send to the nations of the world regarding India?
8. What should we do instead of fighting each other?

Answers

1. The nation heard the first Independence Day speech of Narendra Modi with great expectations and hopes.
2. Like John F. Kennedy, Modi reminded his countrymen what they can do for their nation than asking what the nation can do for them.
3. The Prime Minister spoke freely to a shared national character by speaking to a shared shame — like rapes.
4. Parents become super vigilant when their daughters attain puberty, keeping a constant watch on their activities.
5. The PM asked the parents to quiz their sons more than their daughters as every rapist and extremist is someone's son.
6. No, the Prime Minister made an extempore speech on the Independence Day.
7. Modi invited the advanced nations of the world to invest in India and make things in India.
8. Instead of fighting each other, we should fight poverty together.

PASSAGE 6

Two-thirds of a century into India's independence, two aspects of the country's political evolution are noteworthy. The first is the institutionalization of the periodic transfer of power, peacefully and predictably, recently evident in NDA's victory earlier this year. But the journey has been much rockier with regard to another critical question: how to direct that power for the broader public good.

While popular commentary on political power focuses on its misuse for private gain or corruption, there has been less attention on the limited ability of political power to translate intentions into outcomes.

The history of independent India is replete with government programmes, ranging from state-owned enterprises to multiple poverty programmes, where political power did have good intentions, but where outcomes have left much to be desired. Critics have put the onus on misaligned incentives and a craven political-bureaucratic nexus.

These factors have their roots in a distinctive feature of India's political evolution: namely the weakness of the Indian state, hobbled as much by lack of competence as by corruption. Historically the state in India has always been weak and this changed only modestly after Independence. Yes, the state expanded massively; and yes the social composition of the functionaries of the Indian state has changed markedly.

Size and social legitimacy undoubtedly have built state 'strength' — the negative power of the Indian state to thwart is certainly manifest. But positive power — the power to do something, to execute programmes and provide basic public goods that are the bread and butter of a state's responsibilities to its citizens — is still a far cry.

Why strong states develop in some societies and not in others is a complex historical question. One argument is that a strong state can only be built on a firm foundation of nationhood which itself is still a work-in-progress in India. Another view is that warfare laid the foundations of the modern nation state especially in Europe and East Asia.

Historian Charles Tilly famously argued that states make war and war makes states, a reference to the rise of the modern European state after centuries of warfare among hundreds of polities and kingdoms. The ability to wage war successfully requires states to create viable systems of taxation, mobilization and coordination — and only those states that can, survive. But these attributes are also critical for any modern state to deliver public goods and services.

—Devesh Kapur

Word-Meaning: Evolution—(here) peaceful progress, विकास। **Institutionalisation**—becoming a part of an organised system, संस्थागत भाग हो जाना। **Periodic**—(here) from time to time, समय-समय पर। **Predictably**—possible, सम्भावित। **Evident**—clear, स्पष्ट। **Rockier**—(here) hard, कठिन। **Focusses**—centres on, केन्द्रित है। **Intentions**—desirous of doing, इरादे। **Replete**—(here) full of, भरी है। **Outcomes**—results, परिणाम। **Onus**—responsibility, जिम्मेदारी। **Misaligned**—not in a correct position, गलत स्थिति। **Incentives**—something that encourages, प्रोत्साहन देने वाली। **Craven**—cowardly, कायरतापूर्ण। **Bureaucratic**—of officials, अफसरशाही का। **Nexus**—(here) (evil) connection, गठजोड़। **Distinctive**—different, अलग। **Hobbled**—limping, लँगड़ाते हुए। **Competence**—ability, योग्यता। **Modestly**—(here) limited, सीमित ढंग से। **Legitimacy**—validity, वैधता। **Thwart**—stop, रोकना। **Manifest**—easily seen, आसानी से देखा जाने वाला। **Execute**—put into action, काम को करना। **Far cry**—a distant possibility, दूर की बात। **Viable**—feasible, करने योग्य। **Survive**—live, जिंदा रहना। **Attributes**—qualities, लक्षण/गुण।

Questions

(8 × 1 = 8)

1. How has the transfer of power in India taken place?
2. Why has the journey been much rockier regarding the second critical question?
3. Why has there been less attention on the implementation of schemes?
4. What were the outcomes of the good intentions of the government?
5. Whom do critics hold responsible for this poor show?
6. What has still remained a far cry?
7. What is another view regarding laying the foundations of the modern nation state?
8. What has the historian Charles Tilly argued?

Answers

1. The transfer of power in India has taken place quite peacefully and in a democratic manner.
2. Regarding translating good intentions into solid result, the journey has been quite rockier for the government so far.

3. There has been more stress on talking than, giving attention to the implementation, of schemes by the government.
4. The outcomes of the good intentions of the government were not very encouraging.
5. Misaligned incentives and the nexus between politicians and bureaucrats have been held responsible for the poor show.
6. Providing relief to the masses and implementing the welfare programmes has remained a far cry so far.
7. Another view is that warfare laid the foundations of the modern nation state in Europe and East Asia.
8. Historian Charles Tilly argues that states make war and war makes states.

PASSAGE 7

SKILLING INDIA: THE WAY AHEAD

India has over 35,000 institutions of higher education, a number that is one of the largest in the world. The central and state universities together still comprise a substantial percentage of them. However, over the next decade or two, this is likely to shift towards private institutions as more and more Indians decide to get higher education.

India today is a rapidly changing country, which is markedly different from what it was 20 years ago when it started on a new path to liberalisation. With a large number of companies in the other hemisphere outsourcing jobs to India, the country has virtually become the world's back-office. This has also spurred the demand for quality graduates in multiple disciplines.

With the number of middle class Indians swelling, the requirements of careers changing and a new breed of young Indians leading the clamour for world-class education at home, India's education sector is also changing rapidly.

The Gross Enrolment Ratio or GER in higher education in India is still a little less than 15 per cent. This too varies from region to region.

With 60 per cent of this huge population under the age of 25, the demand for higher education is set to grow. The government is responding to these requirements by establishing more AIIMS and IITS across states, but given the state's limited resources, there remains a certain limit to government's spending on education. In these circumstances, the rapidly increasing demands of Indians on the education front can be met only when the private sector invests heavily in the field. And this is something it is already doing.

According to a McKinsey report on Indian demography, 590 million people will live in Indian cities by 2030, almost twice the current US population. There will be 91 million urban homes by 2030 in India, as against 20 million today. A large number of rural residents would be shifting base to urban centers, giving up their age-old family profession of farming and cultivation in favour of new avenues for their children.

These create a never-before seen demand for higher education in India. This is where the role of the private sector will and is proving to be crucial.

It is not just the numbers that are increasing. Another major shift is in the demand for quality. More globally-exposed Indians are today asking why a greater number of Indian educational institutions cannot provide world-class education, comparable to prestigious foreign institutions.

Consequently, not only are more and more private universities and colleges emerging everywhere, but also there is an increasing consciousness among 'education providers' that quality education is what the young Indians are looking for. Private universities are also breaking new paradigms in education by offering wide options of learning to students and developing new mechanisms of learning. The teaching techniques and the quality of learning have also been transformed. Indian institutions today are also working to cater to a growing international clientele of students that are looking for new pastures to get an education. Some prestigious institutions today also attract foreign students to the country, with their state-of-the-art infrastructure and world-class education. It is time the government recognises the role of private sector education in building a sound future for India.

—Arvina Purkayastha

Word-Meaning: **Substantial**—enough, काफी। **Rapidly**—fast, तेजी से। **Virtually**—literally, वास्तव में। **Spurred**—increased, बढ़ायी। **Swelling**—increasing fast, तेजी से बढ़ते हुए। **Clamour**—(here) noise for, demand, शोर, माँग। **Demography**—(here) changes in the population, जनसंख्या में परिवर्तन। **Avenues**—(here) opportunities, अवसर। **Crucial**—very important, अति आवश्यक। **Emerging**—rising, उठ खड़े होना/खुलना। **Paradigms**—patterns of things, चीजों की पद्धतियाँ। **Options**—alternatives, विकल्प। **Mechanism**—(here) methods, तरीके। **Clientele**—demand of becoming clients, ग्राहकी। **Pastures**—(here) grounds, opportunities, अवसर।

Questions

(8 × 1 = 8)

1. Does India have a high number of institutions of higher education?
2. Where will more and more Indians decide to get higher education in the coming decades?
3. How has India virtually become the world's back office?
4. What are the requirements of careers changing in India?
5. How is the government responding to the requirements of higher education?
6. What will be the condition of Indian cities by 2030?
7. What is the thing in higher education that the young Indians are looking for?
8. What role can the private sector education play in the future?

Answers

1. Yes, India has over 35,000 institutions of higher education.
2. In the coming decades more and more Indians will look towards private institutions for higher education.
3. India has virtually become the world's back office as foreign companies are outsourcing jobs to India.
4. With the number of educated middle class Indians swelling, the requirements of careers are changing in India.
5. The government is responding to the requirements of higher education by establishing more AIIMS and IITs across states.
6. By 2030, almost 590 million people will live in cities in India, almost twice the current population of the United States of America.
7. Young Indians are looking for the quality education or the world-class education in India.
8. The private sector education can play a leading role in building a sound future of India.

PASSAGE 8

NEW SAFETY RULES FOR E-RICKSHAWS SOON

Importing motors, batteries and other parts from China to assemble e-rickshaws and selling them in India by fly-by-night operators won't be possible any more with the road transport ministry set to tighten norms governing safety and quality of such vehicles.

The new norms and mandatory tests would take care of safety concerns including roll over, brake, battery quality, speed, installation of rear view mirrors for drivers and other parameters for all vehicle parts besides passing gradient test since e-rickshaws also need to cross flyovers. All new models will have to undergo about 28 tests and must comply with the norms before these are registered and are allowed to ply.

However, the biggest catch is how the government would regularize the thousands of e-rickshaws that are already plying or standing idle after the Delhi high court order.

TOI has learnt that there will be one-time registration of these battery-operated vehicles. The mechanism that is being mooted is the e-rickshaw association would prepare a list of e-rickshaw models and certify them before submitting it to the state government, in case of the capital it would be Delhi government by a cut off date. The transport department would then submit it to test agencies notified under the Central Motor Vehicle Rules such as ICAT and IRAI. After getting the certificate from test agencies the department would register e-rickshaws of that model.

But this provision is set to face severe criticism since pulling power tests on 53 e-rickshaws by TERI showed that the components and processes used in the manufacturing of these vehicles are not standardized. "Therefore, the performances of e-rickshaws belonging to the same model vary," it had concluded.

S P Singh of IFTRT, a think tank on transport issues, said, "These vehicles have over 150 variants with different size, structure, material, wheels and tyres, mismatch in payload and gross vehicle weight. Any attempt to retrospective regularization is illegal."

He added e-rickshaw kits were imported, assembled and sold in Delhi and other cities and were purchased ignoring notices issued since 2012. Since the manufacturers and assemblers have shortchanged the public exchequer and have sold unsafe, non-certified vehicles for greed they should be directed to take back these vehicles and refund the money to buyers. "There cannot be trade off between road safety and business gains," Singh said.

Source: Times of India

Word-Meaning: **Norms**—rules, नियम। **Mandatory**—compulsory, अनिवार्य। **Comply**—follow, अनुसरण करना, मानना। **Ply**—(here) move on roads, सड़क पर चलना। **Catch**—a hidden difficulty, छुपी हुई बाधा/पेशानी। **Mooted**—put forward, प्रस्ताव रखा गया है। **Severe**—harsh, कठोर। **Components**—parts, हिस्से। **Standardized**—according to the given standards, मानक के अनुसार। **Retrospective**—from the back date, पीछे से। **Exchequer**—treasury, खजाना।

Questions

(8 × 1 = 8)

1. What attitude is the transport ministry going to adopt towards the e-ricks operators?
2. What tests will have to be cleared by all new models of e-rickshaws?
3. What is the biggest catch in the government's ambitious plans?
4. When will the department register e-rickshaws of a particular model?
5. Do the e-rickshaws of the same model give the same performance?
6. How have the assemblers deceived the public and the exchequer?

7. What is the opinion of a think-tank on transport issues?.
8. Can there be any trade off between road safety and business gains?

Answers

1. The transport ministry is set to tighten norms governing safety and quality of e-rickshaws.
2. All new models will have to undergo 28 tests, and must comply with the safety norms before they are registered.
3. The biggest catch in this ambitious plan of the government is the regularisation of thousands of rickshaws that are already plying or standing idle after the High Court's order.
4. The department will register a particular model of e-rickshaw only, after it has cleared all the 28 tests.
5. No, the e-rickshaws of the same model may not give the same kind of performance.
6. The assemblers who deceived the public and the exchequer must be directed to take back these vehicles and refund the money to buyers.
7. The think-tank on transport issues opined that e-rickshaws have over 150 variants with different size, structure, material, wheels and tyres, mismatch in payload and gross vehicle weight.
8. No, there can't be any trade off between road safety and business gains.

PASSAGE 9

It was in the 1986 Asian Games at Seoul when Kartar Singh beat Pakistan's Shahid Pervaiz Butt in 100kg category to claim the yellow metal. It was the last time an Indian grappler had won gold in the Asian Games.

Twenty eight years hence, the wrestling contingent will be looking to break the jinx.

The wrestling squad -7 freestyle, 7 Greco-Roman and 4 women will be without two-time Olympic medallist Sushil Kumar who pulled out due to a shoulder injury and lack of preparation.

In his absence, London Olympics bronze medallist and Glasgow Commonwealth Games gold winner Yogeshwar Dutt will spearhead the Indian challenge in Incheon.

"We have trained very well. Sushil ki kami khalegi (The squad will miss Sushil's presence). But we are still expecting around four to five medals in freestyle and this includes some gold medals too. In wrestling, an Asian Games medal is like winning the World Championship," a confident Yogeshwar said.

India's performance dropped from six medals (1 silver and 5 bronze) in the 2006 Asiad in Doha to only three bronze medals in 2010. But this time round, the squad promises to surpass expectations.

Young Amit Kumar, who won gold in the Glasgow Commonwealth Games and bronze in the World Championship, is one of the leading contenders for gold in the 57kg category. World No. 1 Hassan Rahimi of Iran is likely to pose a tough challenge for the Indian, who is ranked second in the world.

World No. 5 Narasingh Yadav will fill in for Sushil in the 74kg category while World Junior medallist Praveen Rana (70kg), who also won a gold in Colorado Springs, US, early this year, will look to impress. The 70kg category is being introduced for the first time after the International wrestling federation (FILA) introduced new rules and tweaked weight categories late last year in an attempt to make the sport more exciting.

Glasgow CWG silver medallist Bajrang Punia (61kg), bronze medallist Pawan Kumar (86kg) and silver medallist Satayavrat Kadiyan (97kg) complete the line-up in the freestyle category.

There will be no participation in the 125kg category. The Indians are likely to face a stiff challenge from South Korea, Mongolia, Iraq, Japan and Kazakhstan.

“This team is better than the team that participated in Guangzhou in 2010. Yogeshwar and Amit are contenders for gold while Bajrang, Praveen and Narsingh have the capability to contribute to India’s medal haul,” coach Yashvir summed it up.

In the Greco-Roman, India, traditionally a force at the Asian level, are likely to return with a rich medal haul. The squad includes five-time Commonwealth champion and Asian Games bronze medalist Ravinder, Asian champion Krishan Kumar Yadav, World Championship bronze winner Sandeep Yadav, Asian Championship bronze medalist Manoj Kumar and, Arjuna Awardee Dharmender Dalal.

Word-Meaning: **Yellow metal**—gold, सोना। **Break the jinx**—break the bad luck, दुर्भाग्य दूर होना। **Surpass**—cross, पार कर जाना। **Contenders**—(here) rivals, प्रतिद्वंद्वी। **Stiff**—hard, कठोर।

Questions

(8 × 1 = 8)

1. When did an Indian grappler win gold in the Asian games last time?
2. What has the wrestling contingent been looking forward to during these 28 years?
3. Name the Olympic medalist who has pulled out of the games due to a shoulder injury.
4. Who will spearhead the Indian challenge in wrestling in Incheon?
5. How is winning an Asian games medal in wrestling like?
6. How did India perform in 2010 in New Delhi?
7. Who will fill in for Sushil in the 74 kg category at the Asian games?
8. Name the countries that will throw a stiff challenge to Indian wrestlers in Incheon.

Answers

1. It was in 1986 Asian games at Seoul when the Indian wrestler Kartar Singh won the gold medal last.
2. During these 28 years the wrestling contingent has been looking forward to break the jinx.
3. Sushil Kumar, the two time Olympic medallist, has pulled out of the Asian Games 2014 due to a shoulder injury.
4. Yogeshwar Dutt, who won the bronze at the London Olympics will spearhead the Indian challenge in wrestling in Incheon.
5. Winning an Asian Games medal in wrestling is like winning the world championship.
6. India’s performance dropped from six medals in Doha to only three bronzes in 2010 Asian Games.
7. Nar singh Yadav, World No. 5, will fill in for Sushil in the 74 kg category.
8. South Korea, Mongolia, Iraq, Japan and Kazakhstan will throw a stiff challenge to Indian wrestlers in Incheon.

PASSAGE 10

98 COUNTRIES HAVE ABOLISHED DEATH PENALTY

Written history has several mentions of capital punishment. The legal principle *lex talionis* — an eye for an eye, a tooth for a tooth, a life for a life — was mentioned in the 18th century BCE code of Babylonian king Hammurabi. Many ancient societies had similar

codes to justify judicial executions. The 7th century BCE's Draconian Code of Athens, the 5th century BCE Roman Law and Kautilya's Arthashastra, all had provisions of death sentence. These executions were done by several methods like crucifixion, drowning, beating to death, stoning, burning alive, impalement, hanging and so on.

According to Amnesty International's 2014 report on death penalties, in 2013, at least 778 executions were reported in 22 countries, 96 more than in 2012. With at least 369 executions in the year, Iran leads the list. It is followed by Iraq (169+), Saudi Arabia (79+), USA (39) and Somalia, where at least 34 judicial executions took place. Other countries that reported more than 10 executions were Sudan and Yemen. The global executions figure does not include China which is believed to have been executed thousands of convicts. China classifies death penalty as a state secret. The report also shows that at least 1,925 people were sentenced to death in 57 countries in 2013. As of 2013, there are 23,392 death row inmates globally. The methods of execution range from beheading, hanging, lethal injection to shooting.

Amnesty International reports that as of the end of 2013, more than two-thirds of all countries have abolished death penalty in law or in practice. There are 98 countries which have abolished it for all crimes. Most of these are in Western Europe and the Americas. Seven countries, including Brazil, Chile and Kazakhstan have abolished it for ordinary crimes. In these countries, death penalty can only be given for exceptional crimes such as crime committed under military law or under exceptional circumstances. Another 35 countries are categorized as abolitionist in practice. These retain the death penalty for ordinary crimes, but there have been no executions in the past 10 years. The death sentence is retained by the legal system of 58 countries. More than half of the world's population lives in these countries.

They say that it is possible for innocent people to get executed because of unfair and discriminatory application of the death penalty. Studies across the world have shown that in most cases the person sentenced to death is from an economically and socially backward section of society, indicating the inability to hire good lawyers to contest their cases. Many studies have suggested that there is no evidence to show that capital punishment has any effect on murder rates. It is also argued that the sentence is a denial of human rights and sends a wrong message — that killing is acceptable under certain circumstances.

Word-Meaning: Mentions—descriptions, वर्णन। **Capital punishment**—death, मृत्युदंड। **Codes**—(here) laws, कानून। **Executions**—killings, मारना। **Provisions**—(here) alternatives, उपाय। **Convicts**—those punished by the law, सजायाफ्ता कैदी। **Ethal**—(here) deadly, घातक। **Categorized**—listed as, सूचीबद्ध हैं। **Abolitionist**—those who believe in abolition, जो उन्मूलन में/हटाने में विश्वास करते हैं। **Executed**—killed, मारे जाना।

Questions

(8 × 1 = 8)

1. What did the code of Babylonian king Hammurabi say about death penalty?
2. Name any three methods of executing the death penalty to the condemned persons.
3. How many people were executed in 2013 in different countries of the world?
4. Why does the Amnesty International's 2014 report not include China in it?
5. How many countries have abolished the death sentence?
6. How many countries retain the death sentence in their legal system?
7. What do opponents of capital punishment say?
8. Is there any evidence to show that capital punishment has any effect on murder rates?

Answers

1. The code of Hammurabi believed in the concept — an eye for an eye, a tooth for a tooth, a life for life.
2. Crucifixion, burning alive and hanging were the three main methods of executing the death penalty to the condemned persons.
3. According to Amnesty International's 2014 report, at least 778 people were executed in 22 countries in 2013.
4. The Amnesty International's 2014 report doesn't include China as it classifies death penalty as a state secret.
5. There are 98 countries in the world which have abolished the death penalty for all crimes.
6. The legal system of 58 countries still retain the death sentence for the condemned persons.
7. They argue that the death sentence is a denial of human rights to live.
8. There is no concrete evidence to show that capital punishment has any appreciable effect on murder rates.

TEST YOUR SKILLS

Read the passages given below and answer the questions that follow them: (8 marks)

1. BPOs have often been faulted for the lack of women in their senior managerial positions. "Communication and self-expression are the key challenges that women working in the BPO sector face today. These problems arise from lack of confidence", says the CEO of sitagita.com, a blog for women who work in BPOs.

Not all BPO women are considered to be confident and on par with their male colleagues. Women at the senior level may be very confident but lower rung employees have a long way to go.

Another interesting angle to the debate on female self-expression is the number of women from small towns and conservative backgrounds who are new to the BPO culture. What awaits them at the industry is a complete cross cultural dilemma—a new work culture, pressure of deadlines and never-experienced-before graveyard shifts. Such dilemmas tend to worsen when self-expression is curtailed or not encouraged.

The sector wants more women to join. The companies, especially, are looking at women for the stability factor. The current man-woman ratio in the BPO sector is 69 : 31. And the number of women is set to rise. So sitagita.com is a platform that women can use to express their concerns.

Questions

(8 × 1 = 8)

1. Why have BPOs often been faulted?
2. What main challenges do women working in the BPO sector face today?
3. Why do these problems arise?
4. Are all women considered to be confident?
5. What awaits women from small towns and conservative background working in BPOs?

6. Why are companies looking at women?
 7. What is the current man-woman ratio in the BPO sector?
 8. What is the platform that woman can use to express their concerns?
2. Legends will tell you that flamingoes are no ordinary visitors to Kutch. They were the honoured guests of King Lakho and he had forbidden the hunting of flamingoes, which came to Kutch from various parts of the world every year to breed. For centuries the region has been a haven for the migratory bird. Today, Flamingo City, an island in the middle of the Rann of Kutch, known the world over as one of the biggest breeding grounds of the Greater Flamingo, is strewn with bodies of hundreds of flamingo chicks. The parents of these chicks have fled the island due to lack of food. Zooplanktons, algae and small fish that these birds survive on are dying due to a sudden increase in the salinity of the Rann waters. One can even see dead fish floating.

Flamingoes need salt-encrusted, damp mud to build nests. The place where they build their nests has to be inaccessible to predatory cats and birds. It should also have sufficient food. The right mix of sweet and brackish water in the Rann is crucial for the proliferation of planktons and algae that the flamingoes feed on. Faced with starvation flamingoes have fled the island leaving their chicks to fend for themselves. Till date around a thousand flamingoes have died.

Questions

(8 × 1 = 8)

1. What will legends tell us?
 2. Whose honoured guests were flamingoes?
 3. Why do they come to Kutch from various parts of the world?
 4. Where is flamingo city?
 5. What is this land strewn with?
 6. Why have the parents fled?
 7. What do flamingoes need to build nests?
 8. Why is the Rann crucial for flamingoes?
3. Most of us undoubtedly realise that God gives parents the responsibility of raising their children. After all, they are the parents. Sometimes, however, it is great to think outside the box. Recently in an exclusive survey it was discovered that now the time has come for Gen X to start parenting the other way round. To really work out that generation gap and even bring parents up to the maturity levels of a teen and how?

Some of the greatest joys of life can occur as teens and parents come to deeper understanding of each other sharing their feelings, dreams, desires and even fears. Sensitivity and openness is the key, our Gen X feels. "Parents need to listen to us," says Gauri, a student of class XI, "They need to realise that proper communication is the key to bringing each other closer and to make each other comfortable." "For the same", adds Apoorva of class XII, "they should participate in the same things as their kids, and try to see things from our point of view." This, she says will give them a lot of perspective and insight in our psyche, and they will understand our problems better.

Questions

(8 × 1 = 8)

1. What responsibility does God give to parents?
 2. Why does God give them this responsibility?
 3. What is great to think sometimes?
 4. What has time come for now?
 5. How can parents work out the generation gap?
 6. When do the greatest joys of life come?
 7. What can they share with each other?
 8. What is the key to bringing each other closer?
4. Do children really need such long summer breaks, was a question posed by some experts recently. Apparently, such a long break disrupts their development and comes in the way of their learning process. Let's get them back to their books, is perhaps the expert view, if not in so many words. One would have thought the children are doing too much during their vacations and not too little, given the plethora of classes, camps and workshops involving swimming, art, personality development, music, computers and the like that seem to cram their calendar. Even the trips taken in the name of holidays seem laden with exotic destinations and customized experience packed into a short period of time. We can do Europe in ten days and Australia in a week and come home armed with digital memories and overflowing suitcases. Holidays are in some way no longer a break but an intensified search for an experience not normally encountered in everyday life.

Questions

(8 × 1 = 8)

1. What do some experts ask recently?
 2. What does such a long break disrupt?
 3. Where do experts want them to get back?
 4. What would one have thought about the children doing in breaks?
 5. What things keep them busy during the long summer breaks?
 6. How are trips taken in the name of holidays?
 7. How do we come from foreign trips?
 8. How have holidays no longer remained a long break?
5. The newspapers have taken the place of the *Gita*, the *Bible* and the *Quran* with the people. For them, the printed sheet is gospel truth. The fact throws a great responsibility on the editors and newswriters.

Newspapers are a powerful influence. It is the duty of the editors to see that no false report or report likely to excite the public is published in their newspapers. The editors and their assistants have to be extra careful about the news they give and the manner in which they dress it. In a state of independence, it is practically impossible for Governments to control the Press. It is the duty of the public to keep a strict watch on the newspapers and keep them on the right path. An enlightened public would refuse to patronise inflammatory or indecent newspapers.

Newspapers which indulge in untruth or exaggeration harm the cause they profess to espouse. I admit that there is enough untruth in enough newspapers to warrant action. But my experience is that no amount of public criticism will affect the policy

of newspapers which make their livelihood by such policy But I write this in no way to condone untruths in newspapers. I am quite clear that if newspapers weighed every word that is printed therein, we should have a speedier removal of abuses whether in the States or elsewhere.

Questions

(8 × 1 = 8)

1. Whose place have the newspaper taken?
2. What is the gospel truth for people?
3. What throws a great responsibility on editors and newswriters?
4. What is the duty of the editors?
5. Is it possible for governments to control the press?
6. What is the duty of the public?
7. How do newspapers harm their own cause?
8. How can we have a speedier removal of abuses?



2



Discursive Passages

Read the passages given below and answer the questions that follow them:
(12 marks)

PASSAGE 1

Mixed show: Industrial growth slows to 3.4%, retail inflation nears 8%

The country's industrial output growth slowed to 3.4% in June, while retail inflation inched to nearly 8% in July, posing fresh challenges for policymakers, who are battling to revive growth and tame inflation.

Data released by the Central Statistics Office (CSO) on Tuesday showed industrial output in June rose 3.4% year-on-year from a decline of 1.8% in June 2013 and slower than the upwardly revised 5% expansion in May 2014.

Separate data showed retail inflation rose 7.96% in July, compared to previous month's 7.46%, largely driven by pressure on fruits, vegetables and beverages prices. Retail inflation is close to the Reserve Bank of India's target of keeping it at 8% by January 2015.

"Inflation uncertainty exists, given that the monsoon outcome, though improving is still below-normal. Under these conditions, inflationary expectations would tend to get embedded till the harvest season sets in," said Madan Sabnavis, chief economist at CARE ratings.

"Depending on the spread of rainfall, a clearer picture would emerge in September-October on the exact impact on output. Therefore, RBI is likely to maintain a cautious stance in the next policy too," Sabnavis said in a note.

Economists said although the factory data for June was disappointing but the overall picture showed some recovery, though not a significant turnaround. The Narendra Modi government has vowed to steer the economy out of two consecutive years of sub 5% growth.

"Industrial growth too disappointed as it slowed to 3.4% in June after growing at 5% in May. However, its overall performance in first quarter of FY-15 is signalling a gradual recovery," ratings agency Crisil said in a note. "Given the first quarter IIP growth and assuming that the construction sector grew at the same rate as in FY-14, industrial GDP is likely to have grown around 3.3% in first quarter of FY15," the agency said.

Electricity and mining posted handsome growth but manufacturing remained sluggish and continued to be a concern. The manufacturing sector rose 1.8% in June compared to a contraction of 1.7% in the same month last year.

The electricity sector grew 15.7% in June compared to zero growth in June 2013, while the mining sector, which borne the brunt of policy delays, grew 4.3% compared to a contraction of 4.6% in June 2013.

The consumer goods sector continued to remain sluggish and declined 10% compared to a contraction of 1.5% in June 2013, while consumer durables fell 23.4% in June compared to a decline of 10.1% in June 2013.

The industrial sector has remained sluggish for a significant period due to a string of factors such as policy and regulatory delays, high input costs, slowing demand, investment and high interest rates. But the approval to a number of stalled projects is expected to steer a recovery in the months ahead and should augur well for the overall growth.

Source: Times News Network

Word-Meaning: **Revive**—bring back, वापिस लाना। **Tame**—control, नियंत्रित करना। **Inflation**—high prices, मुद्रास्फीति। **Output**—production, पैदावार। **Target**—aim, उद्देश्य। **Embedded**—fixed firmly in, अंदर निश्चित हो जाएगा। **Cautious**—careful, सावधानीपूर्ण। **Stance**—(here) attitude, रुख, दृष्टिकोण। **Vowed**—(here) determined, दृढ़ प्रतिज्ञा। **Steer out**—take out, बाहर निकालना। **Consecutive**—continuous, लगातार। **Gradual**—(here) slow, धीमा। **Posted**—showed, दिखाया। **Sluggish**—slow, सुस्त। **Bore the brunt**—to suffer the main force of something, किसी चीज का प्रभाव, झटका सहन करना। **Stalled**—not working, closed, बंद पड़े हुए।

Questions

I. Answer briefly:

(4 × 2 = 8)

1. What fresh challenges are posed for the economic policy makers in India?
2. Why does inflation uncertainty exist even today?
3. Name the sectors that have posted handsome growth. Why does the manufacturing sector remain a cause of concern?
4. Give the main reasons for the sluggish growth of the industrial sector.

II. Vocabulary:

(4 × 1 = 4)

1. The synonym for the 'high prices' is:
 (a) inflation (b) depression
 (c) dearth (d) boom
2. 'Something fixed firmly in something' is:
 (a) embedded (b) included
 (c) inclusive (d) studied
3. The opposite of the word 'fast' in the passage is:
 (a) sluggish (b) slow
 (c) decreased (d) static
4. The noun form of the word 'disappoint' is:
 (a) disappointed (b) disappointing
 (c) disappointment (d) none of these

Answers

- I. 1. Slowing down of the country's industrial output growth to 3.4% and the inching of the retail inflation to almost 8% have recently posed fresh problems for the economic policy makers in India.
2. Monsoon outcome has been quite erratic so far this year. Though improving, it is still below the normal. Only in September-October, a clearer picture will emerge. Till then inflation uncertainty will continue in India.
3. Electricity and mining sectors have posted handsome growth. Electricity sector grew 15.7% while the mining sector grew 4.3% compared to the last year. The manufacturing sector remained sluggish at 1.8% and continues to be a cause of concern.

4. A string of factors were responsible for the sluggish growth of the industrial sector. Policy and regulatory delays, high input costs, slowing demand, investment and high interest rates only slowed down the growth of the industrial sector.

- II. 1. (a) inflation 2. (a) embedded
3. (a) sluggish 4. (c) disappointment

PASSAGE 2

CONFUSING SIGNALS

Prime Minister Narendra Modi's comment during his recent visit to Leh that Pakistan had lost the ability to fight a conventional war and was hence engaging in a proxy war by aiding and abetting terrorists does nothing to move the needle forward on improving India-Pakistan relations. The comment – made to Indian soldiers and officers – fails to take cognisance of the fact that the Nawaz Sharif government in Islamabad isn't the sole or even main actor in determining Pakistan's India policy.

It's hardly a coincidence that hours after Modi's comment Pakistani troops violated the ceasefire along the border. Again predictably, Islamabad's foreign office responded to Modi's charge by stating that Pakistan itself was a victim of terrorism and that New Delhi would do well not to engage in blame games. All of this takes away from the positive momentum that had been generated when Modi invited SAARC leaders to attend his swearing-in ceremony in May. That Sharif had made the trip to New Delhi had given rise to hopes that Modi is capable of thinking out of the box on Pakistan. But putting the screws on Islamabad ahead of the upcoming meeting of foreign secretaries will only strengthen hawks in the Pakistani establishment.

Moreover, the Sharif government is under siege with two separate protest marches to Islamabad – one led by opposition leader Imran Khan and the other by Canada-based religious scholar Tahir-ul Qadri – planned for today, Pakistan's independence day. Both sets of protesters want Sharif to go and are rumoured to be supported by Pakistan's military-intelligence complex. If the latter is true, it would mean that Pakistan's security establishment is using the protests to send out a clear message to the civilian dispensation that it retains a veto on key issues.

Instead of doing the familiar talks-no talks routine with Pakistan, there is an unconventional path the Modi government can adopt to resolve the various irreconcilables it faces. If the Pakistan army is the main actor in determining India policy, a way must be found to engage the Pakistani armed forces themselves, whether through formal or informal channels, and to assuage their anxieties vis-a-vis India. UPA was hardly capable of this since it generally stuck to the tried and tested path. But Modi has shown a capacity to innovate and surprise, as in the case of his invitation to Sharif. More of such innovation will be needed for progress in India-Pakistan ties.

Word-Meaning: **Conventional**—traditional, परम्परागत। **Proxy war**—hidden war, छुप कर लड़ना। **Abetting**—inciting, उकसाते हुए। **Cognizance**—consideration, विचार, नोटिस। **Sole**—only, केवल मात्र। **Coincidence**—by chance, अक्समात्र। **Violated**—broke, भंग की। **Ceasefire**—a pact not to fight, युद्ध-विराम। **Responded**—replied, जवाब दिया। **Engage**—busy in, व्यस्त। **Momentum**—speed, गति। **Generated**—produced, पैदा की थी। **Hawks**—those who believe in wars, जो युद्ध में विश्वास रखते हैं। **Under seize**—(here) under the control and pressure of, दबाव में घिरी हुई है। **Dispensation**—special permission, विशेषानुमति, विधान। **Retains**—keeps, रखती है। **Veto**—deciding vote, अंतिम निर्णय।

Channels—avenues, ways, रास्ते। **Irreconcilables**—that can't be made to agree, अनमेल, परस्पर विरोधी।
Assuage—to make less severe, नरम करना, हल्का करना। **Innovate**—(here) to make sudden changes, स्थिति के अनुसार अचानक बदल जाना।

Questions

I. Answer briefly:

(4 × 2 = 8)

1. Why is Pakistan indulging in a proxy war?
2. What hope had Sharif's trip to Delhi during Modi's swearing-in-ceremony generated? Did it materialise?
3. How is the Pakistani security establishment using the protests against the Sharif's government?
4. How can Modi deal with Pakistan in the new situation?

II. Vocabulary:

(4 × 1 = 4)

1. The most appropriate synonym for the word '**traditional**' in the passage is:
 (a) conventional (b) convention
 (c) convent (d) innovative
2. Choose the right option from those given below to give the noun form of the word '**responded**' in the passage:
 (a) responsible (b) response
 (c) responsive (d) responding
3. Those who believe in wars are called:
 (a) fighters (b) jingoes
 (c) hawks (d) violents
4. Making sudden changes according to situation is called:
 (a) invention (b) innovation
 (c) innovate (d) innovated

Answers

- I.**
1. Pakistan has lost the ability to fight a conventional war with India. Hence, it is engaging India in a proxy war by aiding and abetting terrorists.
 2. Sharif's trip to New Delhi to attend Modi's swearing-in-ceremony generated a hope that the relations between India and Pakistan would improve in future. The continued ceasefire violations have belied all such expectations.
 3. The Pakistani security establishment is using the recent protests led by Imran Khan and Qadri to strengthen its position. It wants to give a clear message to the government that it retains a veto on key issues.
 4. Modi has already shown a capacity to innovate and surprise in such complex matters. He can adopt the right strategy to deal with Pakistan in the changed circumstances.
- II.**
1. (a) conventional
 2. (b) response
 3. (c) hawks
 4. (b) innovation

PASSAGE 3

MY NATION, MY PRAYERS

So many religious and ethnic groups, so much cultural diversity... over 350 languages; more than 1600 dialects; nearly 650 different tribes. A different food habit every few kilometers... and yet, one country!

With Independence, we just didn't become free from British rule; we regained the freedom to be what we are, to live the way we want to. And that freedom has been the hallmark of this great region. It's not a coincidence that India has never invaded a country in her long history. It's her unwritten mission statement to be a giver, not a taker. She gave the concept of zero to the world; the game of chess, algebra, trigonometry and calculus; she gave the world its first university, the earliest school of medicine, and she gave four religions to the world. She nurtures hundreds of mosques, churches, temples and gurdwaras, to name a few; she gave asylum to more than 300,000 refugees who fled religious and political persecution. The list is endless and unparalleled. But all this will pale in front of one gift she has given to the world: PRAYER.

Take for example the most popular Gayatri Mantra. It doesn't invoke God for any small individual comfort. Instead, it calls out for inspiration and guidance for our intellect. No polytheism, no segregation, no discrimination. Just a genuine cry for righteousness!

And that has been core of all common and popular prayers of this nation. A longing to move from untruth to truth; from darkness to light and from death to immortality is the spirit of "*Asato ma sad gamaya...*" Where else can we find a more inclusive wish for well-being than the meaning of "*Sarve bhavantu sukhinah...*"? This elementary prayer wishes happiness, goodness, and freedom from misery and pain for all.

There is even a prayer seeking not to hate each other. Add to it such simple but profound prayers like "*Lokah samastah sukhino bhavantu*" (May peace and happiness prevail) and "*Satyam param dhimahi*" (Let truth, divinity and knowledge shine through me). They unite the entire creation into a bond of divine blessing. Another one-liner that is mind boggling for its exclusiveness came to my knowledge when I heard Sri Sri Ravi Shankar inspire a huge gathering to say the prayer "*Annadata shukhbava*" before eating. It was different from the more traditional mealtime prayers like the "*Brahma arpanam...*" But when explained how this wish for happiness covers the entire food chain from the farmer to the miller to the trader to the cook to the waitress... I was awestruck.

It made me wonder why we haven't made such deep prayers a part of our national consciousness. Who can have objections to praying for such divine attributes? They nowhere limit whom you should pray to. Allah, Jesus, Krishna, Ganesh or Shiva don't seem to matter. Then, why are our children not being taught the essence of these prayers? Those who protest such prayers in the name of secularism not only expose their ignorance of their meaning, but also do the biggest disservice to the ideals of secularism. If everybody is blessed with these attributes, the essence of secularism will be a *fait accompli*.

It's time to turn to the last word of the Rig Veda, another gem from the Indic region. This word is the ultimate essence of unity. It's a commitment, a call to move together, not just at the physical level but at the levels of thoughts, feelings and consciousness. Sanghachadwam! Let's progress together!

—M Rajaque Rahman

Word-Meaning: Ethnic groups—people or cultural groups, लोक और सांस्कृतिक समूह। **Dialects**—forms of spoken languages, बोली जाने वाली भाषाओं का रूप। **Hallmark**—a feature/quality, लक्षण। **Invaded**—attacked, आक्रमण किया है। **Asylum**—shelter, शरण। **Persecution**—harassment, प्रताड़ना। **Pale**—fade in colour, मंदा, फीका पड़ना। **Polytheism**—different religions, बहुधर्म। **Segregation**—separation, अलगाव। **Discrimination**—unequal treatment, भेदभाव। **Awestruck**—highly surprised, अचम्भित। **Attributes**—qualities, लक्षण, गुण। **Essence**—the jist, निचोड़। **Fait accompli**—that has been fixed and you can't change, पूर्व निर्धारित जिसे बदला न जा सके।

Questions

I. Answer briefly:

(4 × 2 = 8)

1. Why has India never invaded a country in her long history?
2. What does the Gayatri Mantra invoke?
3. How does the prayer “Annadata Shukhbava” cover the entire food-chain?
4. How is the last word of the Rig Veda the ultimate essence?

II. Vocabulary:

(4 × 1 = 4)

1. Forms of spoken languages are called:
(a) languages (b) dialects
(c) alphabets (d) letters
2. Synonym for the word ‘**harassment**’ in the passage is:
(a) persecute (b) persecution
(c) torture (d) torturing
3. The correct noun form of the word ‘**segregate**’ is:
(a) segregated (b) segregating
(c) segregation (d) segregate
4. The expression ‘**fait accompli**’ means:
(a) as already decided by fate (b) fate
(c) fortune (d) fate will decide

Answers

- I.
1. India has never invaded any country in her long history as it has her unwritten statement. It has always been a ‘giver’ and not a ‘taker’.
 2. The ‘Gayatri Mantra’ doesn’t invoke God for small individual gains. It is a genuine cry for righteousness and well-being of mankind.
 3. The prayer “Annadata Shukhbava” is a wish for happiness. It covers the entire food chain from the farmer to the miller, from the trader to the cook and the waitress.
 4. The last word of the Rig Veda is the ultimate essence of unity at both the physical as well as the levels of thoughts, feelings and consciousness. It invokes progressing together.

- II.
1. (b) dialects
 2. (b) persecution
 3. (c) segregation
 4. (a) as already decided by fate

PASSAGE 4

THE PM KNOWS HE IS A SERVANT

Prime Minister Narendra Modi’s maiden Independence Day speech from the ramparts of Red Fort was a departure from earlier speeches by earlier prime ministers on many counts. However, from a philosophical viewpoint, him saying, ‘*Mein pradhan mantri nahin, pradhan sevak hoon*’ -- ‘I am not prime minister; I am first servant’ could restore to public memory, the true place of elected representatives, as servants of the people who have chosen them to act on their behalf. Gandhiji was the one who first said, ‘President means Chief Servant’. And in the 1970s, Robert Greenleaf, with his book on servant leadership, brought the issue of good leadership back into public discourse.

Clearly, those in governance are not meant to ride roughshod over people and exploit them for their own personal beliefs and ends or exult in the power that such positions bring, or see it as one more accomplishment to include in a CV, memoir or biography. Leaders are meant to take their responsibilities seriously, whether the position has come through popular mandate or nomination. In a democracy, the keyword is 'service' just as seva or service is an integral part of any spiritual seeker's path to salvation.

"I'm not here to rule; I'm here to serve," said Modi, implying that he is different. If you have doubts, he would articulate that fact, to convince you. "I came here all prepared to criticise Modi's speech," confessed M K Gandhi's grandson Tushar Gandhi to the moderator on a TV show that was analysing the I-Day speech. "But I can't find fault with the speech!" Most Modi bashers – and those who Modi refers to as the 'elite who hate me' – might be upset that Modi's speech presented him as a Mr Goody Two-Shoes, with a fabulous Humility Quotient full of good intentions.

Sages have advised seekers that when you lack a certain virtue, try, try and succeed. In the beginning, if you don't feel humble but wish to become humble, then try faking humility. Sri Sri Ravi Shankar says, "If you can't make it, fake it!" The idea is that with repeated auto-suggestion, you begin to acquire the virtue over time, and lo and behold, one day you are that humble person you have been trying to be. Humility is perhaps among the most difficult virtues to cultivate or acquire at a time when everything is so focused on satiation of the individual's wants or wishes. And hence the aggressive attitude we see all around us. If you think it is aggression at work, relationships and markets, that makes things work, it is a skewed view. You could be soft-spoken and open and yet achieve results without getting trodden all over, if only you allow the spirit of service to stay topmost in whatever you do. As Krishna points out in the Gita, Do your duty without an eye on the fruits of your action. Good thoughts and work are bound to produce good results.

Even business models are now being constructed with humility included as a parameter for good leadership; it is no longer considered a sign of low self-esteem or poor confidence. Dada J P Vaswani points out that humility is an attitude which allows for others' greatness, and thus helps the manager create the right perspective which enables him – not just to manage, direct and order people – but to help them discover their best potential, by helping them to transform themselves.

—Narayani Ganesh

Word-Meaning: Maiden—opening, first, पहली। **Ramparts**—wide and protective walls, परकोटे। **Departure**—(here) different, अलग। **Discourse**—a long and serious discussion, गम्भीर बहस। **Ride rough shod**—treat badly, दुर्व्यवहार करना। **Mandate**—verdict, निर्णय (लोगों का)। **Integral**—essential, अखंड। **Salvation**—liberation, मुक्ति। **Elite**—(here) a privileged group, एक विशिष्ट समूह। **Fabulous**—extremely good, बहुत अच्छा। **Humility**—modesty, विनम्रता। **Quotient**—number, संख्या। **Sages**—saints and wise men, पहुँचे हुए संत लोग। **Fake**—copy, नकल करना। **Cultivate**—acquire, पैदा करना। **Aggression**—aggressive behaviour, उग्र व्यवहार। **Spewed**—distorted, गलत, भ्रमित। **Potential**—hidden ability, छिपी हुई योग्यता। **Transform**—change (from within), बदलना (अन्दर से)।

Questions

I. Answer briefly:

(4 × 2 = 8)

1. How does Modi echo Gandhiji in his maiden Independence Day speech?
2. What is the keyword in democracy and how?
3. Why is humility perhaps the most difficult virtue to be cultivated or acquired?
4. How does Dada J P Vaswani define humility?

II. Vocabulary:

(4 × 1 = 4)

1. Wide and protective walls of a fort are called:
(a) moat (b) ramparts
(c) fortifications (d) shelters
2. A long and serious discussion is called:
(a) speech (b) debate
(c) discourse (d) sermon
3. The opposite of the word '**common**' is:
(a) great (b) grand
(c) privilege (d) elite
4. Synonym for '**saints and wisemen**' is:
(a) sages (b) holymen
(c) priests (d) clergy

Answers

- I. 1. Modi's maiden speech delivered on the Independence Day echoes the spirit of Mahatma Gandhi. Modi declares that he is not the Prime Minister but the first servant of the people. Gandhiji was the one who said, "President means Chief Servant".
 2. The keyword in democracy is the 'service' of the people. 'Seva' or 'Service' of the people is an integral part of a democratic system. Leaders are there not to rule over the people but to serve them.
 3. Humility is perhaps among the most difficult virtues to be cultivated or acquired by human beings. They are always busy in the satiation of their individual wants and desires.
 4. Dada J P Vaswani defines humility as an attitude which allows for others' greatness. It helps people to discover their best potential by helping them to transform themselves.
- II. 1. (b) ramparts 2. (c) discourse
3. (d) elite 4. (a) sages

PASSAGE 5

IN SCHOOL, BUT ARE THEY

Across the country, there is a simmering unease with the education that our 315 million students are getting. Everybody wants education, but most are dissatisfied with it. The biggest issue is this: will it help make a better life? But there is also the feeling, often confirmed, that students are not really learning much.

Several surveys of how well students are learning have shown dismal results. According to the ASER 2013 survey report, 60% of Class 3 students surveyed couldn't read a Class 1 text. This is up from 53% in 2009. This doesn't improve in higher classes – 53% of Class 5 students couldn't read a Class 2 text, up from 47% in 2009. A higher proportion is unable to deal with subtraction and division.

Although she doesn't give much credence to these surveys, Anita Rampal, professor of elementary and social education at Delhi University's Central Institute of Education, agrees that the schooling system is not delivering. There are three key factors behind a successful schooling system, according to her: building of knowledge and critical faculties,

good facilities and environment in school, and an equitable system where all kinds of children learn together.

“In India, we’re lagging in all three and that is why students are not learning to their full potential,” rues Rampal.

Lessons in schools are often information driven, with the teacher giving information that students are expected to soak up and reproduce in the poorly designed examinations, she explains. Classrooms are dull, teachers just stuff information into students and the exam-centric approach finishes off any possibility of ‘learning’.

Contrary to popular perception, children drop out of school most often because they are not getting anything from it, says Meena Shrinivasan, an award winning children’s books author and educational consultant.

“Either the language used in school is too foreign to them and they are treated like inferior species, or the matter being taught is irrelevant, or the absence of toilets for girls makes it impossible to continue, or the teacher is harsh and beats children for not understanding or performing, or it is all just so boring and burdensome that it is just more fun to drop out,” she says. The most vulnerable students, dalits, tribals and girls quit school the first.

A recent survey of nearly 1.52 million schools by NUEPA reveals a startling picture of facilities in schools. Over 41% schools do not have a playground, 43% don’t have electricity connection, 76% don’t have computers. Although more than three quarters of the schools had a library, 82% did not have a librarian to look after the books and guide the children.

Worldwide, research shows that one of the most reliable predictors of success in later grades is good reading ability in early grades, which comes from good teaching and from a print-rich environment, says Shrinivasan. “Most children in this country come from homes where recreational reading is not a priority or even a possibility, and so they depend on school for their books. Most schools tend to choose some preachy morally uplifting books that no one wants to read, and these too are not easily accessible to children,” she stresses. Teachers who enjoy books and can share this passion with children, and know how to teach reading, and a plentiful supply of age-appropriate interesting fiction and non-fiction are what children need more than any other educational input, Shrinivasan says.

But the condition of teachers is such that 28% teachers in primary schools are not even professionally qualified according to official statistics. In some states the situation is even worse. In the eight north-eastern states, just 36% teachers are qualified on an average. In Bihar, Bengal and J&K about 3 out of 5 teachers are not duly qualified to teach primary students.

Whole generations of children—India’s future - are going through this broken education system, somehow managing to get past exams, or dropping out by the wayside. It is not difficult to imagine what their, and the country’s future is likely to be if things are not improved drastically.

Word-Meaning: **Simmering**—seething, सुलगती हुई। **Unease**—restlessness, बेचैनी। **Not delivering**—not giving the required results, चाहने वाले परिणाम नहीं दे रहा। **Facilities**—comforts, सुविधाएँ। **Lagging**—behind, पीछे। **Potential**—(here) future ability, सम्भावित योग्यता। **Perception**—belief, धारणा। **Species**—(here) kinds (of persons), प्रजातियों। **Startling**—highly surprising, चौंकाने वाला। **Predicators**—those who can predict, पहले से ही बताने वाले। **Drastically**—sudden and extreme, अचानक/अतिवादी।

Questions

I. Answer briefly:

(4 × 2 = 8)

1. Why is there a simmering unease with the education that 315 million students are getting today?

2. What are the possible three key factors behind a successful schooling?
3. What are the factors that let a large number of students drop out of school in the middle?
4. What is the general condition of teachers in most of our primary schools?

II. Vocabulary:

(4 × 1 = 4)

1. The most appropriate option for the word '**seething**' is:

(a) simmering	(b) restless
(c) violent	(d) anger
2. Synonym for the word '**kinds**' of persons is:

(a) variety	(b) disparities
(c) species	(d) races
3. The opposite of the word '**relevant**' is:

(a) irrelevant	(b) irrelevance
(c) relevance	(d) irreverent
4. The noun form of '**recreational**' is:

(a) recreating	(b) recreating
(c) recreation	(d) recreationing

Answers

- I.
 1. Students want good education but most of them are dissatisfied with it. There is a simmering unease among them that they are not really learning much in such a set up.
 2. There are three possible key factors behind a successful schooling system. They are:
 - (i) building of knowledge and critical faculties
 - (ii) good facilities and environment
 - (iii) an equitable system for all students
 3. Language problem, ill treatment, irrelevant subject matter, absence of toilets for girls are some of the factors that let students drop out of their schools in the middle.
 4. About 28% of teachers in primary schools are not even professionally qualified. In the North-eastern states and in Bihar, Bengal and J&K, 3 out of 5 teachers are not duly qualified to teach primary students.
- II.

1. (a) simmering	2. (c) species
3. (a) irrelevant	4. (c) recreation

PASSAGE 6

REVISION OF GREEN LAWS MAY HIT DELHI

The ministry of environment and forests has asked for the public's comments on reviewing five crucial environmental laws, including the Air and Water (prevention and control of pollution) Acts—any amendment to which will impact the city massively.

Delhi Pollution Control Committee (DPCC), the pollution watchdog that implements these acts in Delhi, will not comment. DPCC officials claimed MoEF hasn't asked them to. "We are not sure if we are supposed to express our views. We may comment once the draft new law is ready. The state governments can't do much when a committee to review the laws has already been set up," said a senior official.

Sanjiv Kumar, environment secretary, Delhi, also said he has no idea if state governments are to make suggestions. The committee, however, said on MoEF's website that it "desires" to engage in consultation with state governments.

Meanwhile, environmentalists are concerned they may not be able to articulate how these Acts can be strengthened given the ministry's 1,000 character (a little over six text messages) limit. Many are worried the review has been commissioned to dilute environmental laws and penalties on polluters, especially industries.

Rahul Choudhury, advocate and NGT Bar Association member said, "There is no scope to dilute these laws because they are already very weak." He cited the example of state pollution control boards that continue to renew no objection certificates to industries not conforming to norms. "There is no provision in the acts to review past conduct by pollution boards and revoke NOCs. The head of the board is usually a political appointee, often with no knowledge of environmental issues. Such loopholes make things easy for industries," he said.

Comparing the country's pollution control boards with the US Environmental Protection Agency, Choudhury said, "They have far more stringent parameters. In the last few years, more than 80% industries in Ghaziabad and Noida have not been complying with the Air Act".

C R Babu, DU professor emeritus and chairman of the state-level expert appraisal committee, and Anumita Roychowdhury, head of Centre for Science and Environment's clean air programme, said emissions from automobiles need to be brought under the Air Act from the motor vehicle (MV) Act. As of now, vehicular emissions are under MV Act.

"I am quite certain that this process has been started to weaken the acts but this will not help business in the long run. We will lose out tremendously on natural capital and ecological services. Can you imagine what's going to happen if air and water pollution control laws are relaxed further in Delhi? People can't survive in the city if that happens," said Babu.

Word-Meaning: Amendment—change in the law, कानून में बदलाव करना। **Impact**—influence, प्रभाव। **Massively**—in a big way, बहुत अधिक। **Concerned**—worried, चिंतित। **Articulate**—expressing clearly, स्पष्ट रूप से व्याख्या करना। **Dilute**—to lessen the effect, प्रभाव कम करना। **Stringent**—harsh, कठोर। **Emissions**—leaving out in the air, हवा में छोड़ना।

Questions

I. Answer briefly:

(4 × 2 = 8)

1. Why has the ministry of environment and forests asked for public comments on environmental laws?
2. Why are environmentalists worried?
3. How do India's pollution control boards compare with their counterparts in the US?
4. What will happen if air and water pollution control laws are relaxed in Delhi?

II. Vocabulary:

(4 × 1 = 4)

1. The word '**articulate**' means
 - (a) speaking
 - (b) writing clearly
 - (c) meditating
 - (d) expressing clearly
2. Synonym for the word '**harsh**' in the passage is:
 - (a) hard
 - (b) difficult
 - (c) stringent
 - (d) tough

3. The noun form of the word '**pollute**' is:
 - (a) polluting
 - (b) pollution
 - (c) polluted
 - (d) none of these
4. The opposite of '**strengthening**' in the passage is:
 - (a) weakening
 - (b) diluting
 - (c) removing
 - (d) eliminating

Answers

- I.
 1. The ministry of environment and forests has asked for public comments on environmental laws to review them rationally and amending Air and Water Acts, if needed, in the changing circumstances.
 2. Environmentalists don't have genuine faith in the intention of the ministry of environment and forests. They are worried that the review has been commissioned only to dilute the laws regarding the prevention of pollution.
 3. In the US, the US Environmental Agency has far more stringent parametres when compared to their counterparts in India. In the last few years, 80% of industries in Ghaziabad and Noida have not been complying with their Act.
 4. It will have a disastrous effect on the environment if air and water pollution control laws are relaxed in Delhi. People can't survive in the city if that happens.
- II.
 1. (d) expressing clearly
 2. (c) stringent
 3. (b) pollution
 4. (b) diluting

PASSAGE 7

PROPERTY RIGHTS BOOST FOR CHRISTIAN MOMS

The Narendra Modi government is readying an amendment in the Indian Succession Act of 1925 that will allow Christian women to get rights in the property of their deceased children. As per Sections 41 to 48 of Indian Succession Act, 1925, governing Christians, it gives mothers no right to inherit property of deceased children who have not left behind any will. All such properties are to be inherited by the father. If the father is not alive, the properties go to the siblings.

Section 41 of the Act provides that rules of distribution where the intestate has left no lineal descendants shall be contained in Sections 42 to 48, "after deducting the widow's share if he has left a widow".

The law ministry had asked the Law Commission to give its recommendations on removing this inequality against women in the Succession Act that continued since the British era, though Britain itself removed this gender-based discrimination in the 1950s.

The Law Commission on Friday gave its report to the government proposing changes in Sections 41 to 48 of the Act. The Indian Succession Act, 1925 is "archaic in nature and fosters an approach that solidifies distinctions based on gender and thus prejudicial and unfair to status of women and Christian mother of deceased intestate", the law panel said, recommending repeal of these provisions.

Christians are the third largest religious community in India, after Hindus and Muslims. The government has been receiving representations from community leaders seeking removal of this anomaly which deprived a mother of her rightful share in her children's wealth.

The government will soon bring an amendment in Parliament based on the recommendations of the Law Commission, sources said.

“A plain reading of provisions built in Sections 42 to 46 of the Indian Succession Act, 1925 reveals how the scheme envisioned therein incorporates a preferential approach towards men and is unfair and unjust towards Christian women,” Law Commission chairman Justice A P Shah said.

Provisions in Sections 42 to 46 reveal how the scheme envisioned is unfair and unjust. According to Section 42, where the deceased’s father is living and there are no lineal descendants, father succeeds to property and mother gets no share. Preferential approach is writ large, the law panel said.

Further, even in case where the deceased’s father does not survive, provisions of Section 43 require the mother to equally share with brothers or sisters of the deceased, rather being entitled to what her husband was entitled to.

“Unfairness runs through provisions of Sections 44 and 45 as well, and it is only when neither father, brother, sister or the children of the deceased intestate are living that the property goes to the mother under Section 46 — a situation to a great extent created by forces of divine circumstances,” the commission said, strongly recommending repeal of all such provisions and giving mother first and equal rights as father.

Word-Meaning: **Deceased**—dead, मरे हुए। **Inherit**—(here) to receive by law a left property, मरे हुए लोगों की सम्पत्ति मिलना। **Siblings**—brothers and sisters, भाई और बहन। **Lineal descendants**—legal successors of the family, परिवार के कानूनी वंशज। **Deducting**—cutting, काट कर। **Discrimination**—partial treatment, भेद-भाव का व्यवहार। **Fosters**—produces, पैदा करता है। **Solidifies**—strengthens, मजबूत करना। **Status**—position, अवस्था। **Repeal**—remove, हटाना। **Provisions**—measures, प्रावधान। **Envisioned**—seen, देखी गयी। **Incorporates**—includes, शामिल करता है। **Preferential approach**—a way of favouring one against the other, एक को दूसरे से अधिक फायदा पहुँचाने का दृष्टिकोण। **Writ large**—(here) quite clear, स्पष्ट है।

Questions

I. Answer briefly:

(4 × 2 = 8)

1. Why is the Indian Succession Act 1925 governing Christians being amended?
2. What has the Law Ministry asked the Law Commission to do in this regard?
3. Why and what have the Christians of India been representing to the government of India?
4. How will the proposed amendments affect the rights of mothers?

II. Vocabulary:

(4 × 1 = 4)

1. The opposite of the word ‘**alive**’ in the passage is:

(a) deceased	(b) died
(c) dead	(d) death
2. Synonym for ‘**brothers and sisters**’ is:

(a) siblings	(b) children
(c) wards	(d) descendants
3. The most appropriate option for the word ‘**remove**’ in the passage is:

(a) eliminate	(b) extract
(c) option	(d) repeal
4. Choose the right verb of the word ‘**discrimination**’:

(a) discriminate	(b) discriminating
(c) discriminated	(d) none of these

Answers

- I.**
1. The Indian Succession Act 1925 is being amended because it doesn't allow Christian women to have rights in the property of their deceased children.
 2. The Law Ministry has asked the Law Commission to give its recommendations on removing this inequality against women in the Succession Act that has continued since the British era.
 3. The government has been receiving representation from the Christians of India to remove this anomaly which deprives a mother of her rightful share in the property.
 4. The repeal of such discriminating provisions will give mother their first and equal rights in the property of their deceased children.
- II.**
1. (a) deceased
 2. (a) siblings
 3. (a) repeal
 4. (a) discriminate

PASSAGE 8

REALITY CHECK BY TOI REVEALS OVERFLOWING GARBAGE DUMPS AND DEBRIS

Will the city be free from garbage and dirt by August 15? A week-long sanitation and cleanliness drive was launched with much fanfare by the administration a few days back, but a reality check reveals that it has remained sporadic. While the civic agencies are making tall claims publicly, the enormity of the task rules out making any significant difference by the end of the exercise.

TOI took a round of the city. Overflowing garbage dumps and waste and debris along the roads were a common sight though the corporations claim to be removing 30% more of garbage daily as part of the drive.

Hardly 500m away from the north and south corporations' headquarters, Civic Centre, on Jawahar Lal Nehru Marg, at Turkman Gate, one found a huge garbage dump with the waste spilling on to the road. "It is a shame that the corporation has failed to clean the area visible from its own office. In the past one month, hardly anyone has been seen cleaning the area," said Ramesh Babbar, a local trader.

Across the city, on CV Raman Road, outside New Friends Colony, there is a huge garbage pile. The residents have complained to the corporation several times since during peak traffic hours, this stretch becomes a bottleneck. "Never are the bins placed on the road clean. From the dhalao, garbage spills on to the road," complained Madhu Arora, a resident living just across the road.

Similarly, in Lajpat Nagar-I's B-block, just outside a government school, garbage has remained dumped for days. Several complaints have been made but to no avail. "From the school principal to parents, everyone has complained about the heap of garbage outside the school. It is very difficult for the girls to pass through this stretch. The stench is overpowering, especially during monsoon, and diseases are rampant in the area. The lane is narrow and the parked cars and garbage ensure that it remains blocked," said area councillor Abhishek Dutt.

Across the river, near Laxmi Nagar's V3S mall, the story is no different. There is a dhalao virtually in the middle of the road and the garbage spills out, making the space even narrower. With massive gridlocks during peak traffic hours, it is a nightmare for commuters. "With shops and a mall nearby, there are cars parked on the road, and the dhalao only adds to the chaos. It's a breeding ground for mosquitoes, and for pedestrians, it's a nightmare. But the corporation isn't doing anything despite several complaints," said BS Vohra of East Delhi RWA's Federation.

But corporation officials are patting themselves on the back. A rally of school children was organized by North Delhi Municipal Corporation for City Zone on Tuesday to create awareness about sanitation, health and hygiene. "From every zone we are removing around 150 metric tonnes more than usual. On an average, Delhi produces 7000 metric tonnes of waste everyday, but for the past one week, we are removing more than 9000 metric tonnes," said Mukesh Yadav, south corporation's spokesperson.

Word-Meaning: **Garbage**—rubbish, कूड़ा। **Reveals**—shows, दिखाता है। **Sporadic**—happening only occasionally, intermittent, जो कभी-कभी या रूक के हो। **Enormity**—vastness, विशालता। **Spilling**—littered here and there, इधर-उधर पड़ा हुआ। **Stretch**—part, हिस्सा। **Bottleneck**—obstacle, बाधा। **Stench**—bad smell, बदबू। **Rampant**—widespread, विस्तृत। **Blocked**—not cleared, अवरुद्ध। **Nightmare**—a bad dream, दुःस्वप्न। **Breeding ground**—ground for the growth, बढ़ने की जगह।

Questions

I. Answer briefly:

(4 × 2 = 8)

1. What has been the outcome of a week-long sanitation and cleanliness drive that was launched by the administration with so much fanfare?
2. What does the reality check by TOI reveal?
3. What is the situation just outside a government school in Lajpat Nagar-I's B-Block?
4. Why are corporation officials patting themselves on the back?

II. Vocabulary:

(4 × 1 = 4)

1. The word used in the passage for '**rubbish**' is:

(a) garbage	(b) dirt
(c) dust	(d) litters
2. Choose the appropriate noun form of the word '**enormous**' in the passage:

(a) enorm	(b) enormity
(c) anomaly	(d) none of these
3. A '**bad smell**' is called:

(a) odour	(b) stench
(c) gas	(d) scent
4. The correct synonym for the word '**widespread**' in the passage is:

(a) rampant	(b) enormous
(c) universal	(d) common

Answers

- I. 1. The campaign of freeing the city from garbage and dirt by August 15, started by the administration has been a great flop. The campaign failed to make any significant improvement in the prevailing situation.
2. The reality check by TOI reveals that overflowing garbage dumps, waste and debris lying along the roads are still a common sight in the city. The tall claims of the administration have been proved totally false.
3. Garbage remains dumped for days outside a government school in Lajpat Nagar-I's B-Block. It gives a foul stench. Diseases are rampant in the area.
4. The Corporation officials are patting themselves on their back just for nothing. Their campaign of creating awareness about sanitation, health and hygiene has not achieved its desired aims. Dirt and garbage still stink the city.

- II. 1. (a) garbage 2. (b) enormity
3. (b) stench 4. (a) rampant

PASSAGE 9

MAN VS NATURE

In 1999, sitting in the Srinagar Development Authority office with a team of planners to prepare the city's 2000-21 master plan, I had not thought that it would stand gravely defied within its lifetime. Did the planners foresee Jhelum swelling up to breach the embankments, and water engulfing the whole city? Probably not.

Perhaps we were not so far-sighted, and driven only by the history of disasters in the city rather than their future possibilities. This is not a handicap exclusive to those of us who drew up what we thought was a forward-looking master plan for Srinagar.

Veteran planner G M Pampori was leading the team based on his experience of preparing the first master plan of the city (1971-91). At 78 years, he appeared impatient and twitchy, as the exercise had started late – almost a decade late. The last master plan had lapsed in 1991. For almost 10 years we lived without a master plan in one of the most rapidly urbanising cities, and Srinagar in all probability was not an exception. The city grew at a fast rate, water bodies shrank, unauthorised colonies came up. Residents certainly took their land, nature, vegetation and water bodies for granted.

Stand on top of Shankaracharya hill in Srinagar overlooking the city, and you can tell that the centre of Srinagar city is Dal Lake. The city shares a unique relationship with water. Water bodies have played a huge role in its expansion and development. Geological evidence proves that Kashmir was once a vast lake, and this is also part of the many narratives on Kashmir, most famously *Rajatarangini* by Kalhana.

Meandering Vitasta — ancient name of river Jhelum — was the genesis of Srinagar city, which served as the main artery of transportation and as the nerve centre of its social and cultural life. People's daily life revolved around the river and the numerous water channels linked to it. Today, old-age monuments situated on its banks are clustered with buildings of the modern city.

Dal, Nagin, Anchar lakes, river Jhelum, wetlands like Khushalsar, Hokarsar and many other water bodies make the city a picturesque sight, besides continuing to provide it vital means of sustenance. They have borne silent witness to ruthless modernisation, villages turning into towns, towns turning into cities. Modern concrete structures squeezed out natural bodies, and master plans were repeatedly violated.

The city grew oblivious to its surroundings and expanded without showing any mercy to its water bodies and natural habitat. Encroachment on Dal Lake reduced its size to 15% of the original, shrinking it from 75 sq km to around 12 sq km.

The natural hydrology of this region connects its water bodies through small channels, to provide natural flow and even outflow of water within them. Rapid urbanisation and growth have cut off these connections between the water bodies and increased pollution in them. This has led to choking of several lakes — including Dal Lake — which earlier formed a natural flood lung of Jhelum, and took in reverse flows when it flooded. A flood spill channel was also constructed in the early 20th century to take the strain of water in Jhelum when it passed through the city, but it hardly worked.

The early 20th century also witnessed the beginning of a continuous, ongoing process of migration from the inner, older core to city suburbs. New residential colonies came up and

Srinagar got its first motorable roads, leading to a decline of its traditional system of canal transportation. As a result, in the 1970s the famous Nallah Mar Canal (built in the 15th century) was filled in and a road-widening scheme was launched along its bank, cutting through much of the historical fibre of the city. This scheme also spelled ecological doom for the Brarinambal and Khushalsar water lagoons.

In the 15th century, when Sultan Zain ul Abidin (commonly known as Bud Shah) was building the Nallah Mar Canal as a main artery of communication between the old city in Srinagar and the villages near Dal Lake, was he ahead of his time in understanding and sensitively promoting the natural linkages of water bodies?

Word-Meaning: **Defied**—violated, भंग किया गया। **Embankments**—raised banks, उठे हुए किनारे। **Engulfing**—swallowing, निगल जाना। **Far sighted**—seeing the coming things, दूरदर्शी। **Disasters**—destructions, बर्बादी। **Twitchy**—restless, बेचैन। **Took for granted**—took things without much thinking, बिना सोचे धारणा बना लेना। **Geological evidence**—evidences or proofs gathered from the study of earth, भूविज्ञान का प्रमाण। **Meandering**—flowing in a winding course, बलखाती हुई। **Artery**—(here) hub, केन्द्र। **Clustered with**—surrounded dusters, झुंडों से घिरा हुआ। **Means of sustenance**—means of sustaining life, जीवन निर्वाह के साधन। **Oblivious**—not noticing or realising, अनभिज्ञ, बेखबर। **Hydrology**—natural water bodies, प्राकृतिक पानी के साधन।

Questions

I. Answer briefly:

(4 × 2 = 8)

1. How and why were the city planners of Srinagar Development Authority caught unprepared by the unprecedented disaster that struck it recently?
2. Name some of the causes that led to such a sorry state of affairs in Srinagar.
3. How have rapid urbanisation and growth affected the natural hydrology of the region?
4. How was Sultan Zain ul Abidin ahead of his time?

II. Vocabulary:

(4 × 1 = 4)

1. Raised banks of a river are called:

(a) bunds	(b) dams
(c) embankments	(d) banks
2. The word related to the 'earth' in the passage means:

(a) earthly	(b) worldly
(c) geological	(d) geology
3. Synonym for the word 'hub' in the passage is:

(a) artery	(b) centre
(c) main	(d) central
4. Choose the most appropriate word for 'natural water bodies and water' in the passage is:

(a) water	(b) hydrology
(c) precipitation	(d) none of these

Answers

- I. 1. The city planners of Srinagar were caught unaware by the unprecedented floods in September 2014. They were not foresighted and were driven only by the history of disasters in the past rather than their future possibilities.

2. Unplanned urbanisation, shrinkage of water bodies, unauthorised colonies, encroachments on Dal Lake were the reasons that led to such a sorry state of affairs in the state. The Dal Lake shrank from 75 sq km to around 12 sq km.
3. Srinagar continued expanding without showing any mercy to its water bodies and natural habitat. Encroachments, unplanned constructions and unauthorised colonies only worsened the situation and destroyed the hydrology of the region.
4. Sultan Zain ul Abidin built the Nallah Mar Canal as the main artery of communication between the city of Srinagar and the villages near Dal Lake. He understood the sensitivity of promoting the linkages of water bodies and so was far ahead of his time.

- II.**
- | | |
|--------------------|-------------------|
| 1. (c) embankments | 2. (c) geological |
| 3. (a) artery | 4. (b) hydrology |

— **PASSAGE 10** —

JOURNEY WITH CONFIDENCE AND VIVEKA

The journey looks difficult and lonesome, the goal very far away; what do we do? Anything and everything may look difficult at times, but you should never lose confidence in yourself and feel that you have no motivation and drive. As long as you are confident of your own abilities to achieve what you wish in life, I do not think that you will ever feel lonely.

We are constantly under the sway of our mind, performing and desiring according to our likes and dislikes, but we should realise that our likes and dislikes are not the final destination. Sometimes we may have to go against our likes and dislikes as part of viveka, the ability to discriminate between what is just, proper and correct and what is wrong. With viveka and confidence, that tiny spark will eventually become a torch.

There is a song: 'When the day is dark and dreary and the way is hard to find, don't let your heart be weary, just keep this thought in mind: It is better to light one little candle than to stumble in the dark; it is better to light one little candle, all you need is a tiny spark.'

When we are confronted by darkness, we get nervous and tense, not realising that the spark can be produced by many methods. We can use a lighter, match, flint, wood, anything, because everything which surrounds us in this universe has the power to assist us in our evolution. Every circumstance, even if difficult, helps you grow. Have confidence.

Can yoga change our destiny? Yes, it can. First, know what our destiny is and what we mean by destiny. If we know ourselves, our mind, personality, behaviour, actions and reactions; if we direct our actions and transform our negative tendencies into positive ones with a clear mind, inner tranquillity and inner vitality; if we go beyond the normal frame of mind, emotions and behaviour and develop a better perspective, then we can definitely direct our own lives and thus change our destiny.

There are two paths: one is the path of ignorance; the other is of knowledge. Usually human beings live in the area of ignorance, a lack of total knowledge. We may be sharp intellectually, we may be brilliant in our career, but we do not know our mind or personality; we do not really know anything about ourselves. One can be a scientist, great mathematician or philosopher, but when it comes to the human personality there is lack of understanding. We do not know what we think, what we believe, what we experience or how to understand these experiences, and we do not know what to rationalise and what not to rationalise. There are so many things which we can and cannot understand.

When we walk the path of knowledge, our awareness and consciousness bloom. We see everything clearly with a new perspective. It is like sitting in a room in total darkness and

looking around, and then sitting in a room filled with bright light and looking around. There are two viewpoints here. When we are in the bright room we can see every detail; when we are in the dark room we cannot see much.

Through the growth of awareness, development of consciousness and awakening of our inner faculties, we can reconstruct our life and personality.

—Swami Niranjananand

Word-Meaning: **Motivation**—inspiration, प्रेरणा। **Drive**—energy, ऊर्जा। **Sway**—(here) control, नियंत्रण। **Eventually**—(here) gradually, धीरे-धीरे। **Stumble**—walk unsteadily or fall, डगमगाते चलना। **Confronted**—faced, सामना होना। **Destiny**—fate, भाग्य। **Transform**—change, परिवर्तित करना। **Tranquillity**—peace, शांति। **Vitality**—(here) energy, ऊर्जा। **Perspective**—attitude, दृष्टिकोण। **Bloom**—flowering, खिलना। **Rationalise**—finding a logical reason, तर्कपूर्ण हल ढूँढना। **Faculty**—a particular ability of doing, करने की विशेष निपुणता।

Questions

I. Answer briefly:

(4 × 2 = 8)

1. How are we constantly under the sway of our mind?
2. What should we do when we are confronted by darkness?
3. Define the two paths of life.
4. How can we reconstruct our life and personality?

II. Vocabulary:

(4 × 1 = 4)

1. Choose the opposite of the word 'fade' from those given below:
 (a) bloom (b) open
 (c) blow (d) shine
2. Synonym for the word 'inspiration' in the passage is:
 (a) discouragement (b) motivation
 (c) encouragement (d) support
3. The noun form of 'transform' is:
 (a) transformed (b) transforming
 (c) transformation (d) none of these
4. The adjective form of the word 'negation' is:
 (a) negating (b) negated
 (c) negative (d) none of these

Answers

- I. 1. We are always under the sway of our mind. We are always performing and desiring according to our likes and dislikes.
2. When we are confronted by darkness, we should not get nervous and tense. It is better to light one little candle than to stumble in the dark.
3. There are two paths of life. The first is the path of ignorance. The other is the path of knowledge. When our minds are in the grip of ignorance, we lack knowledge. When our minds, ideas and actions are illuminated, we are on the noble path of life.
4. We can certainly reconstruct our life and personalities. We can do so through the growth of awareness, development of consciousness and awakening of our inner faculties.

- II. 1. (a) bloom 2. (b) motivation
3. (c) transformation 4. (c) negative

TEST YOUR SKILLS

Read the passages given below and answer the questions that follow them:

(12 marks)

1. Sometimes kids will need a small push in the right direction. Victoria encouraged her seven-year-old son, Philip, to take part in their local library's summer reading club. For every book report a child wrote, he received a raffle ticket. At the end of the summer, sports prizes were raffled off. Philip, who'd painstakingly produced seven book reports, won an autographed picture of a hockey star and had his name and one of his reports printed in the local newspaper. (If that's not possible, encourage children to write letters to editors on current affairs, or about school-related issues.) "Philip moaned and groaned about writing the reports, but in the end, he was happy he put the effort in," notes his mother. "And his ability to express himself really improved."

"It's the daily doses of stimulation—intellectual, creative, esteem-building—that parents can give their children that have the greatest impact," says an eminent researcher. In an informal study conducted in 1998 other researches surveyed successful college students about how they spent their free time from ages five to 12, then compared their activities with those of troubled youngsters. They found that the successful ones were more likely to play spontaneous games, more involved in household chores and more likely to engage in playful activities with their parents.

Questions

I. Answer briefly:

(4 × 2 = 8)

1. What do kids need sometimes?
2. Why did Victoria encourage her son Philip?
3. What did a child get after writing a book report?
4. When were sports prized raffled off?

II. Vocabulary:

(4 × 1 = 4)

1. Another word for '**lottery**' in the passage is:

(a) gambling	(b) raffle
(c) gaming	(d) puzzle
2. Giving encouragement amounts to:

(a) incitement	(b) stimulation
(c) patronizing	(d) support
3. Synonym for '**famous and important**' in the passage is:

(a) popular	(b) well-known
(c) eminent	(d) legend
4. Choose the right option for '**happening naturally**' from the following:

(a) automotive	(b) effortlessly
(c) spontaneously	(d) automatically

2. If your credit card is more of a functional accessory while you shop or entertain in your own town, you will want a higher credit limit. Here, foreign and private banks will give you a higher limit. But if you are a value-for-money person who likes the convenience offered by a card, but will alternate between paying by cash and card, you could consider credit cards offered by the public sector banks. Their entry fees are typically lower. Moreover, if you need them, you get longer credit periods and lower credit charges. But you may not get a very high credit limit.

Many of us nowadays carry more than one card, and under the circumstances, you could use them to segregate your expenses. For example, if your employer reimburses you for certain travel and entertainment expenses, it would be a good idea to charge all official expenses to one card and all personal expenses to the other card. This will help you account for your official expenses easily.

It's all very well to be a member of the plastic age. Like all good things in life, a credit card privilege has to be enjoyed.

Questions

I. Answer briefly:

(4 × 2 = 8)

1. When will you need a higher credit limit?
2. How will we get a higher limit from?
3. How does a value-for-money person pay?
4. What is best for a value-for-money person?

II. Vocabulary:

(4 × 1 = 4)

1. Anything that is '**extra or subordinate**' to the main is called:
(a) linkage (b) accessory
(c) trolley (d) minor
 2. Keeping an account '**separate**' means to:
(a) segregate (c) keep extra
(c) divide (d) break
 3. Compensating or paying back means:
(a) reimbursement (b) repayment
(c) arrears (d) increment
 4. Find the antonym of 'bad' in the passage:
(a) privilege (b) good
(c) credit (d) convenient
3. Getting a good night's sleep can help you cope with stress more effectively. But not getting enough sleep can cause more stress. Insomniacs have higher concentrations of stress hormones than others.

Women are prone to sleep disturbances. Their sleep problems frequently interfere with their daily activities.

Experts believe that sleep, especially deep sleep, enables our nervous system to function well. Without it, we lose our ability to concentrate, remember or analyse. Some experts speculate that during deep sleep, cells manufacture more proteins, which are essential for cell growth and repair of damage from things like stress and ultraviolet rays.

Scientists believe that activity in the area of the brain that controls emotions and social interactions lessens during sleep and that deep sleep may help people be emotionally and socially adept when awake.

Sleep may also help our brain to store a newly learned activity in its memory bank. In a study in Canada, students deprived of sleep after learning a complex logic game showed a 30 per cent learning deficit when tested a week later compared with students not deprived of sleep.

Questions

I. Answer briefly:

(4 × 2 = 8)

1. How does a good sleep help us?
2. What can getting not enough sleep cause?
3. What do insomniacs have more than others?
4. What are women prone to?

II. Vocabulary:

(4 × 1 = 4)

1. The word which means **'face'** in the passage is:
(a) encounter (b) cope
(c) damage (d) adept
 2. **'Emotional pressure'** is called:
(a) stress (b) tension
(c) insomnia (d) strain
 3. Antonym of the word **'enhances'** in the passage is:
(a) decrease (b) lessens
(c) slows (d) quickens
 4. **'Denied'** means:
(a) refused (b) stopped
(c) deprived (d) disallowed
4. As a young man, he was greatly impressed by Mahatma Gandhi's success in the political field and the power of ahimsa. King decided to follow the path of non-violence and get millions of Blacks their due. He felt that the Blacks had immensely contributed towards the building of America, and there was no reason why they should not be treated with respect.

King drew national attention in 1956. Since the Blacks were not permitted to sit in the same buses as the Whites, he led a boycott of public buses in Montgomery. A year later, after many arrests and threats, the US Supreme Court gave a ruling that racial segregation of public transport was unlawful. This victory taught the Blacks the power of non-violence. After 1957, King began visiting various places to deliver lectures. Soon he became a powerful orator, drawing the attention of people the world over.

King continued the fight, a peaceful fight, demanding the rights of the Blacks. In 1964, he was awarded the Nobel Peace Prize. In 1967, King led many peaceful demonstrations against the Vietnam War and in 1968 he declared a Poor People's campaign. On April 4, of that very year, while planning a demonstration of striking sanitation workers, he was shot dead by an assassin.

Questions

I. Answer briefly:

(4 × 2 = 8)

1. Who is the young man being referred to in the first line?
2. Who was he impressed with?
3. What did king decide to do?
4. Why did king feel that the Blacks be treated with respect?

II. Vocabulary:

(4 × 1 = 4)

1. The synonym for '**rightful share**' in the passage is:
(a) right (b) share
(c) due (d) justice
2. The right word for '**separation**' in the passage is:
(a) different (b) exclusive
(c) segregation (d) division
3. The noun form of '**assassinate**' is:
(a) assassin (b) assassination
(c) assassinate (d) assassinating
4. '**A public march**' is called a:
(a) campaign (b) demonstration
(c) strike (d) dharna
5. If we would see our dream of Panchayat Raj, i.e., true democracy realized, we would regard the humblest and lowest Indian as being the ruler of India with the tallest in the land. This presupposes that all are pure, or will become pure if they are not. And purity must go hand-in-hand with wisdom. No one would then harbour any distinction between community and community, caste and out-caste. Everybody would regard all as equal with oneself and hold them together in the silken net of love. No one would regard another as untouchable. We would hold as equal the toiling labourer and the rich capitalist. Everybody would know how to earn an honest living by the sweat of one's brow, and make no distinction between intellectual and physical labour. To hasten this consummation, we would voluntarily turn ourselves into scavengers. No one who has wisdom will ever touch opium, liquor or any intoxicants. Everybody would observe Swadeshi as the rule of life and regard every woman, not being his wife, as his mother, sister or daughter according to her age, never lust after her in his heart. He would be ready to lay down his life when occasion demands it, never want to take another's life. If he is a Sikh in terms of the commandment of the Gurus, he would have the heroic courage to stand single-handed and alone—without yielding an inch of ground—against the "one lakh and a quarter" enjoined by them. Needless to say, such a son of India will not want to be told what his duty in the present hour is.

Questions

I. Answer briefly:

(4 × 2 = 8)

1. What is the main aim of Panchayati Raj?
2. When will our dream of Panchayati Raj be really realised?
3. What does it presuppose?
4. What should go hand in hand with wisdom?

II. Vocabulary:

(4 × 1 = 4)

1. Choose the most appropriate synonym of the word **'fulfilled'**.
(a) Realised (b) Fulfilment
(c) Consummated (d) Attained
2. The phrase used in the passage meaning by working hard is:
(a) toiling labour (b) sweat of one's brow
(c) concave to stand (d) without yielding
3. The synonym for the word **'quicken'** in the passage is:
(a) hasten (b) shorten
(c) enhance (d) accelerate
4. Those who sweep and clean are called:
(a) cleanness (b) dusters
(c) scavengers (d) sweepers



SECTION B

WRITING SKILLS & GRAMMAR

25 MARKS

SYLLABUS

SECTION B: WRITING SKILLS & GRAMMAR **25 MARKS** **60 PERIODS**

Q3. Letter to the Editor/Article in about 100-120 words based on any visual/verbal stimulus. **05 marks**

Q4. Writing a short story based on a given outline or cue/s in about 150-200 words. **10 marks**

The Grammar syllabus will include the following areas in classes IX & X:

1. Tenses
2. Modals (have to/had to, must, should, need, ought to and their negative forms)
3. Use of passive voice
4. Subject-verb concord
5. Reporting:
 - (i) Commands and requests
 - (ii) Statements
 - (iii) Questions
6. Clauses:
 - (i) Noun clauses
 - (ii) Adverb clauses of condition and time
 - (iii) Relative clauses
7. Determiners, and
8. Prepositions

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

Q5. Gap Filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **03 marks**

Q6. Editing or Omission **04 marks**

Q7. Sentences Reordering or Sentence Transformation in context. **03 marks**

PART I: WRITING SKILLS

3



Composition-I Letter to the Editor/Article

I. LETTERS TO THE EDITOR

Letters are one of the most important and popular means of communication. Most of the important official and commercial correspondence is still done through letters. There are two types of letters:

1. **Formal Letters:** to officials, business heads etc.
2. **Informal Letters:** to relatives, friends etc.

Note: As per the latest CBSE Syllabus, students have to study only the Letters to the Editor. Hence, we shall deal only with this type which is under the category of **Formal Letters**.

Formal Letters: Formal letters demand a formal or matter of fact treatment. They are mostly written in impersonal style. Formal letters that students can expect in the examination will be of three kinds:

1. Letters to the editor
2. Business Letters
3. Emails (Formal correspondence)

FORMAT OF FORMAL LETTERS

There is no definite or fixed format for formal letters. However, students are advised to follow the guidelines laid down by the CBSE Board. It would be safer for them if they follow the guidelines given below.

1. Sender's Address

It is generally written on the top left-hand corner. Some institutions and commercial firms have their printed pads or letters. In them the name of the firm or establishment is printed in the middle.

12, Fort Road
Main Market
Cochin

2. The Date

It is generally written just below the sender's address. Students should write the same date on which they are appearing in that paper. Dates can be written in different ways as is given below:

20th May, 20xx
March 20th, 20xx

20th May, 20××

3. Name and Address of the Addressee

Give a reasonable space and write the name and designation of the addressee on the left-hand side below.

4. Salutation

Generally, the common and popular way of salutation in letters to the editor, business and commercial letters is the use of **Sir**, **Dear Sir** or **Madam**.

5. The Main Part or the Body of the Letter

Formal letters require a formal and impersonal treatment. There is no scope for unnecessary and superfluous descriptions in such letters.

6. Complimentary Close and Signature

Formal letters end with the following complimentary closures:

For official correspondence

Yours faithfully

Yours truly

Yours sincerely

Just below the complimentary closure come the signature and the designation of the sender.

SOLVED EXAMPLES

Q1. You are Radha/Raghu, C-15, Mayur Vihar, Delhi. Write a letter in 100-120 words to the editor of a newspaper on the consequences of climatic changes due to various man-made reasons. Take ideas from the notes given below:

Notes:

- Deforestation
- Pollution
- Unlimited needs and limited means
- Encroachments
- Unplanned urbanisation & industrialisation

Ans. C-15, Mayur Vihar
New Delhi

20th March, 20××

The Editor
The Hindustan Times
New Delhi

Sub: Consequences of Climatic Changes

Sir

Through the columns of your esteemed newspaper, I want to express my deep concern and anxiety on the climatic changes due to various manmade reasons.

Man is responsible for all the degradation of the environment. It started with the indiscriminate felling of trees. The deforestation has led to innumerable harms to the environment and ecology. Trees provide oxygen and absorb CO₂ from the atmosphere. The clearing of forests led to droughts and dryspells. This has resulted in global warming and sudden climatic changes.

Pollution of air, water and land is making our living quite miserable. Our seas, rivers and lakes are also polluted. They have become dumping grounds for human and industrial wastes. Glaciers are melting. So are the ice volumes of the Poles.

Man's unlimited needs and limited natural resources are further aggravating the problem. Unplanned urbanisation and industrialisation has adversely affected the landscape and climate. Let us check degradation of the environment and make this planet a pleasant place for human habitation.

Yours faithfully
Radha/Raghav

Q2. As an aware citizen of the country, you are concerned about the increase in road accidents in the metropolitan cities of India. Interpret the data given below and using your own ideas, write a letter in about 100-120 words to the newspaper 'The Chronicle'. You are Arun/ Anita.

Ans. 12, Patliputra Colony
Patna

8th March, 20xx

The Editor
The Chronicle
Patna

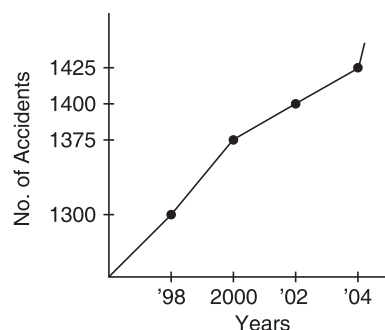
Sub: Increase in Road Accidents in Metros

Sir

Let me express my great concern and anxiety at the increase in road accidents in the metropolitan cities of India.

It is quite disturbing that over the last few years there has been a steady increase in the number of accidents in all the major cities. The year 1998 accounted for near by 1300 accidents. With in six years the graph shows a regular rise. In the year 2004 the number of accidents rose to 1425. These accidents resulted in the loss of many precious lives. Most of these accidents were caused by rash and negligent driving. Drinking and driving has become quite a common feature. The rules of the road safety and caution are thrown to the winds. The concerned authorities must give exemplary punishments to the rash and negligent drivers. Drinking and driving can't go together. The defaulters must be heavily fined or punished. The traffic police must enforce the rules and culture of the road very strictly. Only then our roads will be safe and secure.

Yours faithfully
Bimla



Q3. Taking help from the information given below, write a letter to the editor of a national daily showing your concern at the rising number of vehicles and cars on the roads of big cities in India. This causes not only a great inconvenience to the people and has become a great health hazard for others too. Give your suggestions for checking the number of vehicles and roads and promoting of a vehicle and affordable public transport. [Word Limit: 100-120]

Information:

- Growing number of vehicles and cars.
- Emit carbon monoxide and other harmful gases.
- Pollution of the air and noise pollution.
- Health hazards
- Affordable public transport only solution.

Ans. 12, Napeon Sea Road
Mumbai

20th March, 20xx

The Editor
The Times of India
Mumbai

Sub: Limiting the number of vehicles and cars and promotion of affordable public transport.

Sir

Through the columns of your esteemed newspaper, I want to highlight the damaging effect of the growing vehicles and cars on the environment and the general health of the masses.

The advent of 'Maruti' brought a revolution in the road culture of India. With liberalisation of our economy, many Korean, Japanese, American and European companies started producing lacs of vehicles, trucks and cars every year. Within the last two decades, the number of vehicles has reached to an unmanageable limit. The growing prosperity of the middle classes has added to the craze of owning new Fords, Hyundais, Mercedes, BMWs and Hondas. This has led to disastrous results. The smoke these guzzlers emit pollute the air making it unsafe for human use. Respiratory diseases and asthma have shown a marked rise in the recent years.

I suggest that the Government must limit the number of vehicles on the roads. Only one car be limited to one family. Those who own bigger cars using more petrol or diesel must be taxed. The government must promote a cheap and comfortable public transport system. The number of buses and metro-trains should be increased. I hope all these measures will bring order and peace on the roads of India.

Yours faithfully
Amrita

Q4. Taking help from the information given below, write a letter to the editor of a national daily showing your concern at the outdated education system which has not helped in creating more jobs in India. Also suggest some measures to make it more meaningful and job-oriented. [Word Limit: 100-120]

Information:

- Colonial influence
- Not job oriented
- Job-oriented
- More academic than practical
- Vocational training compulsory

Ans. 12, Albany Cottage
Nanital

20th March, 20xx

The Editor
The Hindustan Times
New Delhi

Sub: Job-oriented Education

Sir

Through the columns of your prestigious newspaper, I want to highlight that education system in India needs a new definition and direction.

Our present education system is merely a continuation of the Macaulian system of the colonial era. It is highly loaded in favour of academics. The old practices and traditions continue. The school education provides little or no vocational and technical training. The results are quite unproductive. Our educated young men and women don't get meaningful employment. Their frustration finds outlets in crimes and violence. It doesn't augur well for the nation and its youths.

The Government and the concerned educationists must take stock of the education system from new and meaningful angles. First of all, vocational and technical education and training should be made an essential part of high-school education. Every student must be asked to choose or select his trade or vocation. Adequate coaching and vocational training must be provided at the school level itself.

I hope the government and the educationists will rise up to the occasion and give a new definition and direction to our outdated education system.

Yours faithfully
Mohan/Mohini

Q5. You are Ram/Rehana. You genuinely feel that despite the ban on tobacco-related advertisements and the law against smoking in public places, the consumption of tobacco and its products is on the rise in India. You are of the opinion that banning such adds will not serve the purpose. The government should come out with a blanket ban on the use of tobacco and the closure of tobacco industry. Only such drastic measures will eliminate this evil. You decide to write a letter to the editor of a national daily expressing your views and suggestions. Using the hints given below together with your own ideas, write this letter in about 100-120 words.

Hints:

Smoking in public — law not effective — consumption of tobacco and its product — alarming rise in cases of oral and lung cancer — blanket ban must — closure of tobacco industry — drastic measures and exemplary punishments — awareness among public.

Ans. 12, M.G. Road
Imphal
Manipur
20th March, 20××
The Editor
The Statesman
Kolkata

Sub: Ban on Tobacco and closure of Tobacco Industry

Sir

Through the columns of your esteemed daily, I want to highlight that the steps taken by the Government against smoking have proved quite inadequate and ineffective. Only a blanket ban on the use of tobacco and the closure of tobacco industry will root this evil out of the country.

No doubt, the Government has made tobacco related advertisements mandatory. It has also passed the law against smoking in public places. But these steps have not produced the desired results. The consumption of tobacco and tobacco products is growing steadily in India. About nine lakh people die of tobacco related diseases every year. Deadly diseases like cancer have shown a steady rise. Addiction to tobacco, the silent killer, is increasing, particularly among the youths and students. The Government must eliminate the root cause of this evil. No doubt, tobacco is a great source of revenue for the Government. But millions of lives are more precious than earning this revenue. The only way to solve this problem is the closure of tobacco industry and complete ban on smoking and consumption of tobacco. Earlier, the better.

Yours faithfully
Ram/Rehana

Q6. You are Arushi/Aman. You genuinely feel that ‘Capital Punishment’ in no way takes justice to its logical end. Using the information given in the input below, along with your own views, write a letter to the editor of a national daily advocating for the abolishment of Capital Punishment in India and abroad. Give at least three reasons to prove your point. [Word Limit: 100-120]

Hints:

Legal system — still colonial — practices of blood for blood continue — capital punishment barbaric — state can't take away the life — aim of punishment reformatory — can't take away right of redemption — life must be saved at all costs.

Ans. 20, Khwaja Niwas
Bari Dargah Road
Ajmer
20th March, 20××
The Editor
The Times of India
New Delhi

Sub: Abolishing Capital Punishment

Sir

The world has made big strides in science and technology. The legal system in India has its roots still in the colonial penal codes. Unfortunately, the barbaric practices of 'blood for blood' still continues in the form of capital punishment. We still have not come out of the middle ages. Hence, the barbaric practice of awarding the capital punishment still continues in India and some other countries of the world.

If the state can't grant life to anyone, how can it take away the life of a person? Natural law doesn't approve of such barbaric and inhuman practices. Secondly, the aim of punishing a person for the crime he has committed is reformatory. Capital punishment doesn't leave any scope for reformatory chances. Thirdly, birth and death are natural processes and can't be terminated by the arbitrary will of the state. The state should not take away the right of redemption of an individual by sealing his fate forever. A civilised and human society must have civilised and human laws. There should be no place for any traces of barbaric practices of the middle ages in the modern world.

I hope this message will touch the conscience of thousands through the columns of your esteemed daily.

Yours faithfully
Arushi/Aman

Q7. Using the information given below and inventing your own details, write a letter to the editor of a national daily showing your concern at the mushrooming of illegal colonies and slums in all the metros. Also suggest some remedial measures to stop them. [Word Limit: 100-120]

Information:

- Mushrooming of illegal settlements and colonies.
- Slums—no provision for pure water, drains and electricity.
- Waterlogged; breeding grounds for mosquitoes.
- Authorities must ensure cities and towns without slums.

Ans. 20, East Park Road
Jabalpur

12th February, 20xx

The Editor
Nai Dunia
Bhopal

Sub: Mushrooming of slums and illegal colonies

Sir

Through the columns of your prestigious national daily, I express my dismay at the mushrooming of illegal colonies and slums in the big cities of India.

The haphazard urbanisation is the root cause of all such evils. This led to the proliferation of many illegal colonies and clusters of slums in every big city. The unmanageable population of the cities makes a mockery of all development plans. Thousands of people are living a miserable life in these stinking slums. They don't have even basic civic amenities. Pure drinking water is not available to them. There

is no provision for the sewerage or drainage system. Water-logging is a major problem specially during the rainy season. Life in a slum and life in hell are not much different. The government must act before our cities get choked with the stink of slums. It can slow down the migration to cities by opening agro-based cottage industries in the region. The negligent and corrupt officials who let such illegal settlements to flourish, must be sacked or severely punished. Only a concerted drive on the part of the vigilant authorities can save our cities being choked from the stink of slums.

Yours faithfully
Ram Lakhan

Q8. Taking help from the information given below write a letter to the editor of a national daily expressing your concern and dismay on the rise of terrorism and naxal activities in many parts of the country. [Word Limit: 100-120]

Information:

- Terrorist activities in J & K and Nagaland
- Naxal activities in Bihar, Jharkhand, Bengal and Andhra Pradesh
- Cancerous growth; loss of innocent lives
- Crush terrorist activities
- Economic and agrarian reforms to contain Naxalism
- International fight against terrorism

Ans. 12, Residency Road
Chennai

20th March, 20xx

The Editor
The Hindu
Chennai

Sub: Combating Terrorism and Naxalism

Sir

Through the columns of your esteemed national daily, I want to express my deep concern and dismay at the growing terrorist and naxal activities in different parts of India.

Terrorism seems to have become a part and parcel of life in this problem-ridden world. In India, terrorism flourished on a big scale only in the 1990s in Jammu and Kashmir. Before that we had isolated terrorist activities in Nagaland and Mizoram. But Jammu and Kashmir's terrorist groups have highlighted their widespread activities on an international scale. 'Lashkar-e-Taiba' 'Jaish-e-Mohammad' and 'Hizbul Mujahideen' have international links. They are morally and materially supported and funded by Pakistan. Our armed forces must equip themselves fully to root out terrorists hideouts from the Indian soil.

Naxalism is a different problem. It grew in Bengal and Andhra due to economic, social and agrarian disparities. Influenced by Maoism, the Naxalites have spread their activities in many other parts of India including Jharkhand, Orissa and Maharashtra. Removing economic and social disparities and introducing agrarian reforms can attack at the basic roots of Maoists. The police and the armed forces can't allow and condone violence and murders of innocent people. The armed might

of the state must crush all such anti-national activities. Earlier it is done better it will be for peace and prosperity in India.

Yours faithfully
Zahir/Zahida

Q9. Taking help from the information given below, write a letter to the editor of a national daily expressing your concern at the nuisance caused by the stray cattle on the roads of your city.

Information:

- Stray cattle on roads and in lanes
- Traffic jams and accidents
- Squat in the middle causing chaos
- Govt. must take immediate steps

Ans. 12, Temple Road
Puri
20th March, 20××
The Editor
The Orissa Times
Puri

Sub: Nuisance Caused by Stray Cattle

Sir

Through the columns of your esteemed daily, I want to express my anguish and concern at the nuisance caused by the stray cattle in the city.

Of late the city has witnessed many accidents due to the nuisance caused by the stray cattle. Only a few days ago a biker was killed when a running cow hit him in the middle of the road. We can't imagine cattle strolling leisurely on the roads of New York, London or Sydney. But India presents totally a different scene. You can find cows walking with leisurely steps on the highways or in the lanes of any city. Puri is a temple town. To make things still worse, people throw food in the middle of the roads for the animals. The roads become feeding centres of cows, bulls, horses, donkeys and dogs.

There is no arrangement of capturing such stray cattle and sending them to the special pens run by the corporation. There should be a special squad. It should have fixed responsibilities of clearing away the roads from the unwanted and stray cattle.

Yours faithfully
Murli Panda

Q10. You are disturbed at seeing many unfortunate homeless orphans spending their night in the open on chilly wintry nights. Using the information given below write a letter to the editor of a national daily urging the state administration to provide free night shelters to the needy and homeless poor.

Information:

- Thousands of poor people are homeless
- Many suffer; some deaths reported
- Spend chilly nights on pavements and in the open
- Need for 'night shelters' or 'Rayan Baseras' for the homeless.

Ans. 12, Nai Wala Gali
Karol Bagh
New Delhi

20th March, 20xx

The Editor
The Hindustan Times
New Delhi

Sub: Night shelters for Homeless Poor

Sir

Through the columns of your prestigious national daily, I want to highlight the urgent need for providing night shelter for the homeless.

I am a resident of 12, Nai Wala Gali, Karol Bagh, New Delhi. India excels in contrasts. One of the major economies of the world has the maximum number of homeless poor people in the world. Millions of people in India spend their nights under the starry or cloudy skies. Many unfortunate persons fight for a little space on the pavements. Long winters become unbearable for these homeless orphans. They try to find out some shelters under the bridges, at railway stations or in public buildings. But they are hounded out from there by the police. Last month five people lost their lives due to extreme cold conditions.

The administration must show its human face. The state government must open adequate night shelters and provide free lodging for such persons. It will save hundreds of unfortunate homeless people dying from cold or chilly nights.

Yours faithfully

Ram Lal

Q11. Using the information given below, write a letter to the editor of a national daily highlighting the urgent need of opening a good public library in your area.

Information:

- Nawab Ganj, Bhopal.
- No library in the area.
- Lower class income groups can't afford to buy books and magazines.
- Public library with a good reading room.

Ans. 12, Nawab Ganj
Bhopal

20th March, 20xx

The Editor
The Statesman
New Delhi

Sub: Opening of a Public Library in the Area

Sir

Through the columns of your prestigious national daily, I want to highlight the urgent need for opening a public library in Nawab Ganj.

I am a resident of Nawab Ganj, Bhopal. Mostly people belonging to lower income groups live in this colony. It is difficult to imagine that the people of the area are deprived of having a good public library.

There are quite a sizeable number of students living in this area. They can't afford to buy books, periodicals and magazines. The high prices of books and magazines dampen their reading spirit and passion. A good library can serve the needs of the people. There are many who like serious reading of the classics. Others like to read Shakespeare, Keats, Wordsworth, Prem Chand and Tagore. The young people may like light reading like comics and sports magazines. Only a good library can serve the needs of all the residents of the area. I hope the concerned authorities will take immediate steps to meet the genuine demands of the residents of Nawab Ganj.

Yours faithfully

Mustaq Ahmed

- Q12.** You are Anup Singh, a resident of Dariba Kalan, Chandni Chowk, Delhi. You can't bear the noise pollution caused for the religious purposes. Using the hints given below together with your own ideas on the issue, write a letter to the editor of a national daily highlighting the urgent need for putting a blanket ban on the use of loudspeakers at night for religious purposes.

Hints:

Use of loudspeakers for religious purposes — a big nuisance — sleepless night — disturbance to students — old and sick people — complete ban required

Ans. 12, Dariba Kalan
Chandni Chowk
Delhi

20th September, 20xx

The Editor
The Hindustan Times
New Delhi

Sub: Ban on the use of loudspeakers for religious purposes

Madam

Through the columns of your prestigious national daily, I urge the authorities to ban the use of loudspeakers for religious purposes.

I am a resident of Dariba Kalan, Chandni Chowk, Delhi. The biggest nuisance that the residents of this area face today is the problem of noise pollution. The playing of loudspeakers at night plays havoc with the peace and tranquility of the place. This part of Old Delhi possesses a composite communal culture. But all these religious communities compete with one another to cause maximum noise pollution.

The playing of loudspeakers for religious purposes at night is a big nuisance. On several days many people have to spend sleepless nights. The worst sufferers are the old and sick people. Students are also the victims of this nuisance. They can't concentrate on their studies.

We hope that the Government will put a blanket ban on the use of loudspeakers at night. Even during the day the maximum level of sound should be fixed. Immediate and effective steps are necessary to restore peace and tranquility in the area.

Yours faithfully

Anup Singh

Q13. You are Manish/Maya, a resident of Gumla, Jharkhand. Your area faces frequent breakdown of electricity. Even the voltage is so low that it causes an extensive damage to the electronic devices and appliances. You are a student and face a lot of inconvenience due to this frequent breakdown. Using all these hints together with your own ideas on the issue, write a letter to the editor of a national daily showing your anxiety and deep concern at the erratic supply of electricity. Also suggest some ways and means to ease this critical situation.

Ans. 12, Civil Lines
Gumla
Jharkhand
20th February, 20××
The Editor
The Times of India
Jharkhand

Sub: Low Voltage and Frequent Breakdown of Electricity.

Sir

Through the columns of your esteemed daily, I want to highlight the problem of low voltage and frequent breakdown of electricity in Civil Lines, Gumla.

I am a resident of Civil Lines, Gumla. I want to express my resentment and deep concern at the frequent breakdown of electricity in our area. This part of Gumla gives the impression that we have not yet come out of the 'dark' ages. The residents of the area face a lot of inconvenience due to this erratic supply of electric power. The situation in the summer months becomes quite unbearable. The residents have to spend sleepless nights without fans, coolers and airconditioners. Even the voltage remains very low. The fluctuations of voltage plays havoc with the electronic devices and appliances.

Students are the worst sufferers. Long power cuts affect their studies. During the examination the situation becomes really pathetic.

The Electricity Board must install new and powerful transformers in the area. The supply of power must be streamlined. All steps should be taken earnestly and promptly to give relief to the residents of the area.

Yours faithfully

Manish/Maya

Q14. Taking help from the information given below, write a letter to the editor of a national daily urging the need for constructing a stadium and gymnasium in your locality in Ranchi.

Information:

- Ranchi, a capital city; lack of facilities for sports and games.
- Need for the construction of a stadium and a modern gym.
- Necessary for the upliftment of sports and games
- Stadium and gym. provide a big incentive to sports and games.

Ans. 12, Circular Road
Ranchi

20th February, 20××

The Editor
The Times of India
Ranchi

Sub: A New Stadium and Gymnasium

Sir

Through the columns of your esteemed daily, I strongly highlight the need for a new stadium and gymnasium in Ranchi.

Ranchi, the beautiful capital of Jharkhand provides little facilities for sports and games to the young men and women. I live in a new colony which has no stadium or a gymnasium. A new stadium and a modern gymnasium well equipped with the latest aerobic machines will meet the requirements of the sports lovers of the area. A good stadium can serve multiple purposes. Good tracks and courts can meet the needs of the prospective athletes and budding sportsmen of the area. With ultramodern fixtures, light and sound systems, it can easily become the new cultural hub of the city. The Ministry has accepted the proposal in principle and promised an immediate follow-up action. We hope that the authorities will not delay the legitimate need of the residents any more.

Yours faithfully
Brigu Munda

II. ARTICLE

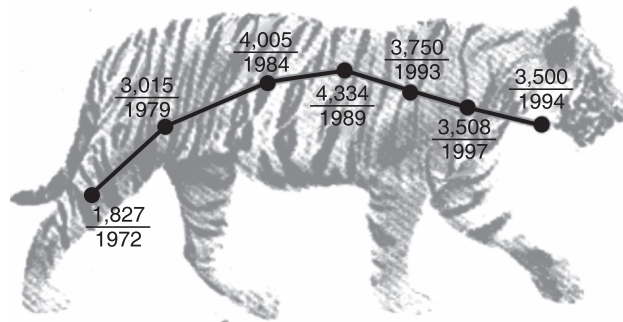
The students will be asked to attempt a long piece of composition of minimum 100-120 words in length. The composition will be in the form of an article. The students may be provided with a verbal or visual output. They can take help from the given input, information or notes and can expand them in their own language to 120 words. Sometimes the given input can be in the form of a figure, a diagram or a cartoon. The aim of the examiner by inserting an input is only to provide a general guideline along which the article has to be developed. The subject on which the article is to be based may be a burning social, cultural, economic, ethical, behavioural, religious, political, or scientific in nature.

GENERAL GUIDELINES FOR WRITING ARTICLES

1. Always study the given input, information or notes carefully.
2. Arrange them in a systematic order.
3. Develop each point in a simple, grammatically correct language.
4. Your article must present your ideas not in a sketchy but in a coherent and logical manner. Develop your writing into paragraphs.
5. Confine yourself to the given subject. Superfluous and unnecessary details must be avoided at all cost.

SOLVED EXAMPLES

- Q1.** ‘Massive poaching in the past two years has wiped out the entire tiger population at one of the tiger reserves in India,’ says one of the investigation reports. Look at the visual aside and notice how the number of tigers in India is falling. Use your own ideas and write an article in about 120 words for ‘Eco-World’ magazine expressing your concern on the issue.



Ans.

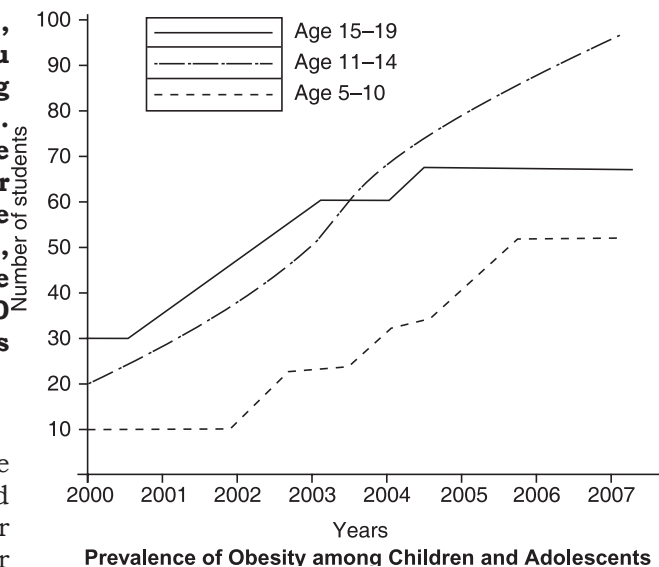
Save the Tiger

Man’s hunger remains unsatiated. He has swallowed forests, green belts and arable lands. Man has misused and abused nature. Man’s villainy has brought untold miseries to the animal kingdom. Deforestation on a huge scale has made the most beautiful animal—the tiger, homeless. Illegal hunting and massive poaching have wiped out the entire tiger population at one of the tiger reserves in India.

The number of tigers has fallen from 4334 in 1989 to 3500 in 2004. In 2010, it has touched the rock bottom—just 1440. It is really a tragic story. The most beautiful animal of the wild world is slowly but surely on the road to extinction. The healthy population of tigers is necessary to maintain the ecological balance in nature.

The Government must take effective and prompt steps to save the tiger. Illegal hunting and poaching must be strongly dealt with. Poachers like Sansar Chand must be given exemplary punishments. Forest guards must be provided with the latest weapons to deal with the criminals. Forest reserves should remain untouched. Deforestation should be immediately stopped. Reforestation on a large scale is the need of the hour. Let us save the national animal. Let us save our national pride, the Indian tiger.

- Q2.** You are Sudhir/Swathi of 15, Ram Bagh, New Delhi. You are alarmed at the increasing obesity among school students. Taking information from the graph given aside, together with your own ideas and the ideas taken from the unit, “Health and Medicine”, write an article in about 100-120 words. Also suggest measures to curb obesity.



Ans.

Children and Obesity

India is a land of contrasts. There are millions of malnourished children in India. On the other hand, millions of children suffer

from the disease of affluence-obesity. The increasing obesity among school children is really a cause of concern. The figures for years 2000 to 2007 show that obesity in the age group of 15-19 is maximum. Then comes the age group of 11-14. The age group of 5-10 has the minimum obesity. With the advent of liberalisation, the purchasing power and economic prosperity of the middle classes have increased. Their children are leading lives of comfort and luxury. The result is the growing obesity among children. During the last five years, the level of obesity has been sharply rising. Actually, it has shown a five-fold growth. The culture of 'junk foods' has aggravated the problem. The craze for burgers, pizzas and colas is making our children obese. Over-eating and lack of exercises and physical activities make things even worse. Parents beware! Monitor the food habits and life-styles of your children. Racing, jogging or exercising can keep them slim and trim. Always remember that a sound mind lives in a sound body. Eat less and eat more fruits and vegetables. Take serious note of your obesity before it is too late for redemption.

Q3. Read the notes given below and write an article on Menace of Naxalism in India in 100-120 words. You can invent your own details.

Notes:

- Social inequalities in India
- Exploitation and corruption
- Political repression and hypocrisy
- Armed struggle
- Naxalism: a revolt against the establishment

Ans.

Menace of Naxalism in India

India excels in contrasts. India is emerging as a major economy in the world. But India has the largest number of people living below the poverty line. It has the maximum number of illiterates. It has given birth to disappointment and dejection in certain quarters. In 1960s, there started an armed struggle in a tiny village of Bengal, Naxalbari. It aimed to overthrow the Government through an armed revolution. The same movement survives in some pockets in Jharkhand, Bihar, Bengal, Andhra and Maharashtra. They call themselves 'Maoists' as they get inspiration from Mao-Tse-Tung of China. The naxalites or Maoists challenge the might of the state. They run their own 'people courts' and enforce their own laws. There is often encounters between the armed forces and the naxalites. So far the Government has failed to root out naxalites and Maoists from their strongholds.

Economic and social disparities create social unrest. Naxalism gets strength from these social disparities and exploitation. Agrarian reforms, upliftment of villages, literacy and providing jobs to the rural unemployed can help in creating peace and prosperity in the villages. Peace and prosperity are more effective weapons to fight against Maoists and naxalism than the bullets of the armed forces..

Q4. Man is basically a 'social-animal'. He depends on others for his survival and existence. He has to work with others and must know how to get the best out of a team. Taking these ideas, write an article on 'How to Get the Best out of a Team' in about 100-120 words.

Ans.

How to Get the Best out of a Team

Man is a social animal. He can't live in vacuum. He has to depend on others to make a living. He has to bond with others and be a part of a team. Working in a team is

quite a challenge. One has to adjust himself to the requirements of his team. A team must work like a well oiled machine. Only then it can produce great results. All the members of a team must work together selflessly to achieve a common aim or goal. Working in a team is really a healer and a stress buster. Success or failure is not an individual's responsibility. It is a collective responsibility. A good team work demands a perfect and effective communication between all the members of the team. A strong leadership controls the individuals and goads them to achieve the common goal. Conflicts are avoided. The focus is on unity and cooperation. Mutual jealousy and conflict of interests have no place in a team. Negative attitudes should be discouraged. Each member should have deep respect and appreciation of others' abilities and skills.

Q5. Take help from the following clues and write an article on 'More Ads Than News and Features' in about 100-120 words.

Clues:

- Ads and adds on TV.
- Ads dominate print media.
- Mint money; attract buyers and sellers.
- Create styles, trends and fashions.
- Diluted news and features

Ans.

More Ads Than News and Features

The world of liberalisation and globalisation has given birth to unsatiable consumerism. 'Use and Throw' is the slogan of the times. Things have to be sold. Selling gives money. And money makes the mare go. One good commercial advertisement is worth more than hundreds of salesman. Such is the importance of advertisements in industry, trade, commerce and business. It is no exaggeration that on TV we have more ads than news. After a few minutes a 'break' is announced. And then starts a flood of commercial advertisements. You find the Shahanshah of Bollywood, Amitabh Bachchan selling 'Binani Cement'. Then comes the 'Badshah' telling you to use 'Fair and Lovely' for your bright complexion. And our glittering damsels of Bollywood can't be left behind. Aishwarya sells L'Oreal; Katrina patronises 'Veet' and Priyanka and Karina settling for 'Bajaj Scooty' and 'Boro Plus' respectively. News and features have become secondary. We have more adds than features or events.

TV, cinema, newspapers, magazines are full of advertisements. Ads are trend and style setters. Millions are earned just for a commercial advertisement of a few minutes! If things are to be sold then you can't avoid patronising commercial advertisements. They are the lifeline of trade, business and the media.

Q6. Taking help from the information given below and inventing your own details, write an article on 'Books-Our Best Companions' in 100-120 words.

Information:

- Human relations can be deceptive and unreliable.
- Books our best companions.
- Our friends and guides.
- Educative as well as informative.

Ans.

Books—Our Best Companions

Man is a social animal. He can't live in isolation. Our human friends, relatives and companions can prove unreliable and treacherous. They can harm our interests. However, books are our real companions, friends and guides. They enrich humanity. They are a store house of knowledge. They have educative as well as informative value and importance. Let us live in the company of books. They will never betray or deceive us. We can look towards them for guidance, learning and entertainment. Shakespeare's dreams have a universal appeal. Homer, Balmiki, Ved Vyas have given us immortal works. 'The Ramayana' and 'The Mahabharat' are read by millions of people. Keats' poems are things of beauty that give joy forever. Tagore's 'Gitanjali' transport us to a spiritual world. Prem Chand's 'Godan' unfolds rustic life and its problems.

Books are our best companions. If you are alone, you can take up book of your choice and taste and very soon you become a part of it. Books on travels and adventures are not informative but also quite exciting. The biographies of great men like Lincoln and Gandhi can be a source of inspiration. It is never too late to enter the world of books. The sooner you enter, the better it is.

Q7. A spate of rapes and murders of helpless young women in Delhi has shocked the conscience of the nation. Taking help from the information given below and inventing your own details, write an article on 'Crime Against Women in Delhi' in about 100-120 words.

Information:

- Rape of a young woman at Dhaula Kuan.
- Rape and murder of a girl in Mangolpuri.
- Rape of a young lady in South Delhi.
- Kidnapping of a girl in East Delhi.

Ans.

Crime Against Women in Delhi

Delhi has earned the dubious distinction of being the crime capital of India. Life has become quite uncertain and unsafe in Delhi. The capital of India has become a grazing ground for kidnappers, rapists and murderers of women. The recent gang-rape of a young girl Damini in South Delhi has shocked the conscience of whole nation. All the tall claims of Delhi Police to provide security to women have been proved totally hollow and false. The whole nation rose in protest. There were loud demands for the death penalty to the rapists and the fast track courts for the speedy trial of rape cases. The police and the politicians were criticised for their insensitivity and inaction towards women. Everyday we find news of crimes against women in the columns of newspapers or on TV channels.

Young ladies can't venture to go out alone after the sun sets in. Why has Delhi earned this notoriety? Of late, Delhi has developed a culture that has given birth to a class of criminals. The consumer culture equates a woman to a commodity. The war against criminals must be fought on two fronts. First, the Delhi Police must ensure safety to women by regular patrolling at night and nabbing criminals at the earliest. On the cultural front, a widespread movement should be launched to help women in their fight against crimes and criminals.

Q8. Write an article in about 100-20 words on 'Corruption in Public Places and Institutions in India'.

Ans. Corruption in Public Places and Institutions in India

India got independence from foreign exploitation and colonial masters in 1947. Little did people think that the burden of the dark skinned masters would be more cumbersome and shattering than that the white rulers. Within decades, corruption and nepotism started polluting minds and morals of our leaders, politicians, bureaucrats and institutions. The Bofors scandal brought the downfall of Rajiv Gandhi's government. The charges were that the government charged commissions in the Bofors gun-deal. No political party has remained above board in the eyes of the people. Even the President of the BJP, Sh. Bangaru Laxman had to resign after caught taking bribes on the camera in a sting operation. The UPA II Government was rocked by a series of scams and scandals. It started with the commonwealth games in Delhi. Crores of unaccounted money went in to the pockets of the organisers and officials. Not only was the public money misappropriated but India's image had a serious dent in the outside world. The arrests of Raja and Kalmadi exposed the ugly face of our politicians and the deep decay of our institutions. Unfortunately, no one, right from the Prime Minister to an ordinary clerk, seems above board and free from suspicion. The opposition and other political parties are not far behind. The Yedurappa government was ousted as it disgraced and drowned itself in the mire of corruption.

Series of scams and scandals gave birth to many public protests and outbursts in the form of Anna Hazare's movement for the Jan Lokpal. The common masses are the worst sufferers. They have to bribe the corrupt officials in the offices, politicians in power and policemen in uniforms. Things must change or the anger of common masses knows no time nor direction.

Q9. Write an article in about 100-120 words on 'Combating the Menace of Drugs'.

Ans. Combating the Menace of Drugs

Drug addiction is a problem that has been increasing menacingly among our society today. Drug addictions have ruined thousands of families in India. Addiction can trap anyone. Drug addiction ruins the victims physically, mentally and spiritually. It causes problems in the family and contributes to delinquent tendencies in society. Drug abuse leads to crimes and criminal behaviour. It affects the law and order situation affecting the moral health of the society. The abuse of narcotics has caused a widespread concern to all the civilized countries of the world. It is a curse for a developing country like India. Poverty, unemployment and lack of opportunities have caused a deep sense of resentment, anger and depression among the youths of the country. High aspirations, expanding ambitions and unsatiating consumerism have only worsened the situation. Broken families, loss of moral values and lack of proper guidance force the youths of today to resort to immoral and escapist practices of drug addiction. The young people fall an easy prey to drugs. They lose their discretion, conscience, self-control and will power. They indulge in anti-social activities and soon become outcasts in the society. It is shocking that more than 80 per cent heroine addicts in India are in the age group of 12-25 years. This abuse is more pronounced in cities but even our villages are not completely free from this menace. Mostly disillusioned youths alienated from their families and parental love

take to drugs in deep frustration. The drug trade flourishes in our slums, hotels, night clubs and bars. An all-out war must be launched against the menace of drugs. The government must root out the centres and dens of this trade giving exemplary punishments to the guilty. Voluntary organizations, social networks and educational institutions must enlighten young men and women against the menace of drugs. We can't afford to lose any more time: 'No' to drugs must start from today and from just now.

Q10. You are Rama/Rajni. You are dismayed at the fact that no proper counselling or guidance is provided to students in schools and colleges. Write an article on 'Career Guidance and Counselling for students' for publication in a local magazine in about 100-120 words.

Ans.

Career Guidance and Counselling for Students

There were times in India when schools and colleges used to factories for manufacturing clerks or 'babus' for the offices of our colonial rulers. Career guidance and counselling for students had no place in the Macaulayan set up. Now we are living in a highly competitive world. Without any proper guidance or counselling, students remained confused and directionless. Hence, the need for proper counselling and guidance for students to choose their future career and destiny.

It won't be out of place to suggest a proper counselling and guidance to students at a reasonably early level. At the high school level, a team of professionals and experts must interact with the students. After judging their aptitudes, inclinations and skills, they must guide them about their prospective careers. They can counsel them which vocational courses or disciplines of learning suit their temperaments, aptitudes and skills. It would help the students to chalk out their future line of action. It can save him from unnecessary confusion, uncertainty and ambiguity. All students are not cut out for engineering, medical or management disciplines. There may be others who may be counselled and guided to choose humanities, arts or law. Well, the ultimate choice will definitely be the students and their parents. There must be a permanent counselling and guidance cell in every school and other higher institutions of learning. It is quite workable and pragmatic plan. Only the concerned authorities need to have the will power and means to implement it.

TEST YOUR SKILLS

I. LETTER TO THE EDITOR

1. Write a letter to the editor of a local daily expressing your concern at the frequent breakdown of electricity and water supply in your area. [Word Limit: 100-120]
2. Write a letter to the editor of a national daily expressing your satisfaction at the performance of Indian athletes at the Olympics 2012. [Word Limit: 100-120]
3. Write a letter to the Principal of your school to change the school working hours from 9:00 am to 3:00 pm during the peak winter weeks as the temperature has gone down unprecedented low. [Word Limit: 100-120]
4. Write a letter to the editor of a national daily expressing your resentment against the rampant corruption in public life. Suggest some remedial measures to root it out from public life. [Word Limit: 100-120]
5. Write a letter to the editor of a local daily expressing your concern at the frequent

floods and damage of crops in your area. [Word Limit: 100-120]

6. Write a letter to the editor of a national daily expressing your resentment at the loss of precious lives on the roads of your city. Suggest some remedial measures to arrest them. [Word Limit: 100-120]
7. Write a letter to the editor of a local newspaper showing your concern at the miserable condition of the historical monuments in your city. Suggest some measures to protect them. [Word Limit: 100-120]

II. ARTICLE

1. Every year thousands of persons die of earthquakes, floods and other natural disasters. Write an article in 100-120 words on the 'Importance of Disaster Management in India'.
2. The recent cases of corruption have rocked the Government and the common men in India. Write an article on 'Corruption-free India' in about 100-120 words for publication in a local daily.
3. Thousands of people die in India due to the ill-effects of smoking or chewing 'gutkas'. Write an article in 100-120 words on 'Complete Ban on Tobacco and Tobacco Products For Human Consumption'.
4. Drinking and driving shouldn't go together. You feel that what Indians can learn from the western countries is the perfect road-culture on the roads. Write an article in 100-120 words on 'Safe Driving Can Save Precious Lives'.
5. Terrorism has become an essential part of the modern world. Even local acts of terrorism have international connections. Write an article on 'Combating International Terrorism' in about 100-120 words.
6. Write an article on 'Maintenance and Preservation of Historical Monuments in India' in 100-120 words for a local magazine.
7. A sedentary life gives birth to all kinds of diseases. Write an article on 'Keeping Physically and Mentally Fit and Strong' in 100-120 words for publication in your school magazine.



INTRODUCTION

A story writing is an art that requires a lot of communication skills. First of all it requires the art of narrating things in an interesting way. You will be given either the introductory lines or some hints given in the input or both. You have to develop the story basing it on the information given in the input or the introductory lines. You have to develop it on the same theme as intended by the introductory lines or by the input. You can't go against the stated theme.

SALIENT FEATURES OF A GOOD STORY

1. Basically, developing and writing a good story needs the art of narration. You have to narrate the incidents in a sequential order leading to the final conclusion.
2. Students should follow the basic theme as expounded by the input or by the introductory lines. They are not supposed to invent new and different themes.
3. Within the given limits, students are left with enough space where they can give expression to their creative talents.
4. The beginning and the concluding lines must support the main part or the events described in the story.
5. You have to confine your narration to about 150-200 words as per the guidelines laid down by the Board.

SOLVED EXAMPLES

- Q1. You are Javed/Zahira of Rishi Valley School, Madnapally, Andhra Pradesh. You have been asked to write a short story to be published in your school magazine 'Lotus'. Using the information given in the input alongwith your own views, write a short story titled 'A Blind Girl' in about 150-200 words.**

A blind girl — despised herself — hated everyone except her lover — promised to marry only if she could see the world — someone donated a pair of eyes — now she could see everything — found her lover also blind — refused to marry him — he wrote — "Take care of your eyes, ... before they were yours, they were mine".

Ans.

A Blind Girl

Once there was a blind girl. The world was a dark and dull place for her. She despised herself because of her blindness. She hated everyone, except her beloved. He was at her disposal. She promised to her boyfriend, 'If I could only see the world, I will marry you.' The lover was worried. He could do anything to make the girl happy.

One day, someone donated a pair of eyes to her. When the bandages came off, she was able to see everything, including her boyfriend. He asked her, 'Now that you can see the world, will you marry me?' The girl gazed at her boyfriend intently and found that he was blind. The sight of his closed eyelids shocked her. She hadn't expected that. She refused him to marry without any inhibition. Her boyfriend got disheartened and dejected. After some days he wrote a note to her revealing the fact: 'Take good care of your eyes, my dear, for before they were yours, they were mine'. This shows how thankless and selfish the people are. They don't recognise and value the sacrifices done by others to make them happy.

Q2. You are Akshara/Arvind of Vivekananda Public School, Kanpur. Your teacher has asked you to write a short story for your school magazine 'Louts'. Using the information given in the input below with your own details, write that report titled 'Temper Control' in about 150-200 words.

A boy — his nature peevish — father gave him a bag of nails — was to hammer a nail into fence when angry — first day 37 nails were hammered — a day came when he had complete control over his temper — father suggested pulling out the nails — removed all nails — father pointed out to holes left in the fence — anger leaves indelible impression on mind — never lose your temper.

Ans.

Temper Control

Once there was a boy whose nature was peevish. His father gave him a bag of nails and told him that every time he lost his temper, he must hammer a nail into the fence. The first day the boy had driven 37 nails into the fence. Over the next few weeks as he mastered the art of controlling his anger, the number of nails hammered daily, gradually dwindled down. He discovered it was easier to hold his temper than to drive those nails into the fence. Eventually the day came when the boy didn't lose his temper at all. He told his father about it and the father suggested that the boy now pull out one nail for each day that he was able to hold his temper. The days passed and the young boy was finally able to tell his father that he removed all the nails. The father was waiting for this moment. He took hold of his son's hand and led him to the fence. He said "you have done well, my son, but look at the holes in the fence. The fence will never be the same. When you utter words in anger, they leave an indelible impression on the mind of the listener." You can hurt a man with a knife and draw it out. It won't matter how many times you say I'm sorry, the wound is still there. Make sure you control your temper the next time you are tempted to say something you will regret later.

- Q3. You are Jacob/Juli, the student editor of your school magazine 'Star'. You are to write a short story titled 'Learn and Earn' for your school magazine. Taking help from the information given in the input below along with your own details, attempt that story in about 150-200 words.**

Chuan and Jing — worked in the same company — Jing promoted — Chuan felt insulted — tendered his resignation — the boss sent Chuan to the market — find out anyone selling watermelon — Chuan went back — told ₹ 12 a kg — he sent Jing — Jing returned with all the relevant details — ₹12 per kg — ₹ 100 for 10 kg — every melon weighed 15 kg — Chuan felt impressed — realised the difference between himself and Jing.

Ans.

Learn and Earn

Chuan and Jing joined a wholesale company together just after graduation. Both were sincere workers and worked very hard. After some years, Jing was promoted to Sales Executive but Chuan remained a Sales Representative. One day Chuan got exasperated. He could not pocket this humiliation and tendered resignation to the boss. He complained the boss that he did not value hard working staff, but only preferred flatterers. The boss knew that Chuan worked very hard for years. But in order to make Chuan realize the difference between him and Jing, the boss asked Chuan to go and find out anyone selling watermelon in the market. Chuan returned happily and informed the boss that he found the watermelon seller. The boss enquired the rate of watermelon per kg. Chuan went back to the market to ask and returned to inform the boss the ₹12 per kg. Boss told Chuan, I will ask Jing the same question. Jing went, returned and informed that only one person was selling watermelon in the market at the rate of ₹12 per kg, ₹100 for 10 kg. He had displayed 58 melons; every melon weighed about 15 kg. He bought these melons from the South two days ago. They were fresh, red, and good in quality. Chuan felt impressed and realized the difference between himself and Jing. He decided not to resign but to learn from Jing.

- Q4. You are Ashok/Anuradha, the student editor of your school magazine. You have to write a short story for the magazine titled, 'The Pig and the Cow'. Using the information given in the input below alongwith your own details write that story in about 150-200 words.**

A wealthy man — complained to a friend — people called him selfish and stingy — he had donated all in his last will — friend narrated the story of the cow and the pig — pig complained — cow was respected — pig was hated — cow gave milk but pig also gave ham and lard — cow replied — 'I give while I am still alive'.

Ans.

The Pig and the Cow

A wealthy man complained to his fast friend: "People despise me. They say I'm selfish and stingy. And yet in my last will and testament I have donated all that I own to charitable cause." He could not understand why the people of the world judged him so unfairly. His friend said: "Well, I hope the story of the cow and the pig may teach you a lesson." The pig came to the cow and complained: "People always say that you are amiable and friendly. I know you are amicable and pacific, you do give them milk.

But they get much, much more from me. I provide them with ham, bacon and lard and they even bake my feet. But everyone despises me. To all of them, I am just a pig, a hog. I fail to understand the reason.” She was pained at the double standards used by the people of this world. The cow brooded over the question and replied thoughtfully: “Perhaps it’s because I give while I am still alive!”. The pig realised the difference and never complained again. People judge you on what you do when you are alive and not what you do after death.

Q5. Mahesh wrote only a few lines and couldn’t complete the story he wanted to write. Taking help from the given input, and basing it on the beginning Mahesh made, develop the story in about 150-200 words.

A woodcutter was chopping down trees on the bank of a river. His hands were so much wet with his sweat that he lost his grip ...

Axe fell down in river — couldn’t swim — unhappy at his misfortune and wept — God of Forests appeared — promised to get back his axe — dived — came out with an axe of gold — “not mine” — dived again — came out with silver axe — “not mine” said woodcutter — dived again — came out with woodcutter’s axe — “this is my axe” — truly honest — rewarded all three axes to the woodcutter.

Ans.

Honesty Pays in the Long Run

A woodcutter was chopping down trees on the bank of a river. His hands were so much wet with his sweat that he lost his grip over the axe. It slipped away from his hands and fell down into the river. The poor man couldn’t even swim. He thought that his axe was lost forever. He was very sad at his misfortune and started sobbing and weeping. Suddenly there was a flash of light. The God of the Forests appeared before him. The woodcutter explained what had happened. He consoled him. “Don’t you worry. I’ll get back your axe for you”, said the God of Forests. Having said these words, he dived into the river. After a few moments he came out with an axe. It was made of gold. “Is this yours?” he asked. The woodcutter only said “No!”. A few seconds later he came out of the river with another axe. It was made of silver. “No, no, sir, this is not mine”, said the woodcutter. He dived again and came out with the third axe. The woodcutter cried loudly looking at the axe “Yes, yes, it’s mine—the woodcutter’s axe with an iron blade”. The God of Forests was impressed with the woodcutter’s honesty. “Keep all three of these axes as a present from me.” The God uttered these words and disappeared.

Q6. Sunder started writing a story but couldn’t go beyond a few lines. Using the information given in the input along with the introduction made by Sunder, develop the story in about 150-200 words.

Darius was the king of Persia. Zubaid, his only son fell seriously ill. The ...

Worried — called all doctors — tried every medicine — didn’t get well — gave up all hopes — Zubaid sure to die — gave alms — Darius walked round Zubaid’s bed seven times — prayed to God — “save my son and take my life instead” — after some weeks — Zubaid got well — Darius died.

Ans.

Father's Love Saves the Son

Darius was the king of Persia. Zubaid, his only son fell seriously ill. The king was worried. He called all the best doctors from Persia. They examined the prince. They tried every medicine. Even doctors from India and China were called. But the prince did not get well. On the other hand, Zubaid's condition became still worse. The king had no other child to sit on the throne after his death. He cursed himself and his stars. He gave alms to the poor. But that too made no difference. Zubaid showed no sign of improvement. The king was heartbroken. He was convinced that the prince would die sooner or later.

At last, the king had lost all hope. He came, to his sick son. He looked at his weak and lifeless face for the last time. He stood up and walked round the prince's bed for seven times. Every time he prayed, "Allah! save my son. Take my life instead." Then a miracle took place. Zubaid started showing signs of improvement. On the other hand, Darius fell ill. The prince was on the road to recover but the king was nearing death. One day Zubaid got well and came out of the sickman's bed. The moment he got up, Darius fell down dead never to rise again.

Q7. Mohan wrote just a few lines but couldn't develop the story he wanted to write. Taking help from the input given below and the introductory lines written by Mohan, complete the story in 150-200 words.

The celebrated archer Guru Dronacharya taught the royal princes the finer points of archery. One day he wanted to test ...

Selected a tree in forest — placed a wooden bird on a bare branch — were to hit the bird in the head — Yudhisthir stepped forward — "Can you see me?" asked Dronacharya. 'Yes' replied Yudhisthir — asked him to put down the bow — each prince replied the same — asked to retire from the competition — finally came Arjuna — "Arjuna, do you see me?" asked Dronacharya. "I see only my target", said Arjuna — Arjuna hit the bird's head.

Ans.

An Accomplished Marksman

The celebrated archer Guru Dronacharya taught the royal princes the finer points of archery. One day he wanted to test the archery skill of his pupils. They came to a forest. The Guru chose a tree standing in the open. He placed a wooden bird on a bare branch of that tree. The princes were asked to stand 200 yards away and aim at their target one by one. They were to hit the head of the bird. Yudhisthir was asked to start the competition. He took his bow and looked at his target. "Can you see me?" asked Dronacharya. "Yes sir!" replied Yudhisthir. "Put down your bow", asked the Guru. The disappointed prince retired from the contest. The same thing happened with all other princes. The same question was asked and all of them gave the same reply. Hence, all of them were asked to retire from the competition.

Finally, it was Arjuna's turn. "Arjuna do you see me?" asked the Guru. "I see nothing but only my target, the head of the bird", replied Arjuna. "Good, Arjuna, shoot now," asked Dronacharya. Arjuna released the arrow aiming at his target. The arrow hit the head of the wooden bird. And finally, Arjuna was adjudged as the most accomplished marksman.

- Q8. Mohan/Mohini decided to write a story. But due to other pressing engagement, she couldn't complete it. Using the information given below in the input along with the beginning Mohini made, complete the story in about 150-200 words.**

Once a wise monkey lived on a big mango tree ...

Gave ripe mangoes to crocodile — took some for wife — she was wicked — wanted to eat the monkey itself — she invited monkey for dinner — crocodile didn't cooperate — wife adamant — crocodile gave in — invited monkey for lunch — monkey on crocodile's back — in the middle of the river — he disclosed wife's plan — clever monkey told that heart hanging on the tree — back to the tree — climbed again — laughed — 'heart is inside me' friendship ended.

Ans.

Wisdom Saves

Once a wise monkey lived on a big mango tree on a river bank. Very near lived a crocodile in the river. They became intimate friends. Quite often the monkey gave ripe mangoes to his friend. One day the crocodile demanded some mangoes for his wife. She had never tasted mangoes in her life. The generous monkey picked a big ripe mango and gave it to the crocodile.

Mrs. Crocodile liked the delicious mango very much. She was very cunning and wicked. She thought of eating the monkey himself. "One who eats such sweet mangoes, his heart must be very sweet", said she. The poor crocodile was upset. He told his wife clearly that he would never allow to get such a friend killed. But the wicked wife made the crocodile's life really miserable. At last, he gave in. The next day he went to the mango tree. He invited the monkey to have lunch with them. He took the monkey on his back. When they were in the middle of the river, the crocodile revealed the truth. His wife actually wanted to eat his heart. The wise monkey was quiet for a moment. He hit upon a plan. He said, "I've left my heart hanging on the mango tree". He wanted to go back and bring it. Soon they were under the tree. The monkey lost no time in climbing up on the topmost branch. He pointed to his heart and said, "My heart is inside me. Go away and never come near the mango tree again. It's the end of our friendship".

- Q9. You are Raghav/Radhika, the student-editor of your school magazine. You have to write a short story titled 'The Magic Gold-Fish' for your school magazine. Using the information given in the input below alongwith your own details, write that story in 150-200 words.**

Old fisherman — one day as usual cast his net into the sea — caught a gold-fish — 'take pity on me and put me in water' — promised to compensate handsomely — fisherman returned home empty handed — wife angry — asked him for a new tub — went to the fish — wish granted — wife wished for a new home — gold-fish granted — a new home — wife demanded marble palace, silk dresses and servants — wife not satisfied — wished to be a queen to rule over men, animals, birds and fish — fisherman went to fish — fish didn't speak and disappeared — came back home — found his wife washing clothes in old leaking tub before her old wooden hut.

Ans.

The Magic Gold Fish

Once a poor fisherman lived with his wife in a hut. One day as usual he cast his net into the sea. He caught a small gold-fish. To his surprise the fish could speak and pleaded with him to free her. She promised to compensate him handsomely. If he needed anything he could come and call her. He returned home empty handed and told the whole story to his wife. His wife called him a fool and pressed him to demand a new tub as the old tub leaked. The fisherman went to the sea and told the fish about the wish of his wife. 'Go back home', replied the fish. The fisherman was happy to find his wife washing her clothes in a new water-tub. The wife was not satisfied and pressed him to ask for a new house. The fish granted the wish. The greedy wife had no satisfaction. She demanded a marble palace, silken dresses and jewels. The fish again granted him his wish. She liked to be a queen to rule over all lands and seas. She wanted all men, animals, birds and fish to serve her as slaves. The fisherman went to the fish and told her about the wish of his wife. This time the fish didn't speak but disappeared at once into the sea. The fisherman came back home. He was surprised to see his wife sitting outside the old hut washing the clothes in her old leaking tub.

Q10. You are Anil/Aradhna, the student-editor of your school magazine. You have been asked to write a short story titled 'Shakuntala and Dushyanta'. Using the information given in the verbal input below along with your own details write the story in about 150-200 words.

Shakuntala — living in the hut of sage Kanava — adopted her — Shakuntala had a number of friends and ladies — Raja Dushyanta — ruled over India — hunting chased a deer — deer ran back to Shakuntala — king caught sight of Shakuntala — made up her mind to marry her — Kanava consented — both were married — gave a ring and promised to come back to take her away — Shakuntala waited and waited — king totally forgot about marriage and Shakuntala — gave birth to a son named Bharat — went to see king with son — lost the ring while bathing in a river — came back disappointed — a fisherman found the ring and gave it to the king — Dushyanta recognised the ring — was reminded of Shakuntala — sent for her at once — both were received warmly — when Dushyanta died, Bharat ruled over India.

Ans.

Shakuntala and Dushyanta

Shakuntala was the adopted daughter of the sage Kanava. She grew up as a very beautiful girl. She played with the deer and a number of female friends in the jungle. One day King Dushyanta was out for hunting. He was chasing a beautiful deer. It was Shakuntala's deer. It ran back to her hut. The king caught sight of Shakuntala. He took a fancy for her. He decided to marry her. Kanava consented to the marriage. After the marriage, the king went back to his palace. Before departing, he gave a ring and promised to come back soon to take her away. He went back and got busy in the affairs of his state. He totally forgot about his marriage with Shakuntala. Poor Shakuntala waited and waited for the king but he never came back. She gave birth to a son and named him Bharat. Shakuntala went to see the king with her son. The king didn't listen to her story. He thought it was a made-up story. Shakuntala wanted to show the ring. But it

was no longer on her finger. She had lost it while bathing in a river. She came back disappointed. A fisherman came to the king and handed over the ring to him. The king was reminded of his marriage. He at once sent for Shakuntala. Both of them were received warmly by the king and lived happily with him in his palace. When Dushyant died, Bharat ruled over India. He was a just and wise king.

TEST YOUR SKILLS

- 1. You are Rajesh/Ragini, the student editor of your school magazine. You have to write a short story titled, 'The Bell of Peking' in 150-200 words. Using the information given below in the input, write the story for your school-magazine.**

Yung Lo — the king of China — a great builder — a huge tower was built in Peking for mounting a bell — Quan Yu, the famous moulder given the job — Yu melted different metals — people gathered to see the bell — a crack in the bell — king ordered for a second try — bell failed to produce a sound — found porous — king furious but gave the third chance — Quan Yu's daughter Quo Aie went to a sage — the sage told that only the sacrifice of a man jumping into the hot melted metals will make bell sound perfectly — the mould opened — hot liquid was poured — Quo Aie came running — jumped into red hot liquid — the bell sounded perfect — Quo Aie sacrificed her life to make father succeed.

- 2. You are Rishi/Rashi, the student editor of your school magazine. Using the information given in the input below, write a short story, 'The Brave Aged Chief' in 150-200 words for the magazine.**

Famous battle of Haldighati — fought between Akbar and Rana Pratap — hand-to-hand fight ensued — Pratap on his brave horse Chetak — he attacked prince Salim and Man Singh — but surrounded by the enemy — Pratap badly wounded — the aged brave Dilwara chief ran to save Pratap — soldiers eyes turned on him — he received a fatal wound but saved Pratap — died at the feet of Pratap.

- 3. You are Ashwin/Aruna, the student editor of your school magazine. You have been asked to write a short story, 'How Rome was saved' for your magazine. Using the information given below, write that story in 150-200 words.**

Gauls invaded Rome — defeated Romans in a river-side battle — Roman general Amicus decided to defend the Capitol hill, the highest hill — fort was strong — all men, women and children took shelter — near the temple a number of geese — geese were considered sacred — used to cracle when someone approached — gauls didn't succeed in capturing the Capitol hill — decided to attack at night — silently reached near the temple — gauls were sure of their success — suddenly the geese started crackling — sound roused Romans — they attacked and defeated gauls — the geese saved Rome.

4. You are Ankit/Ankita, the student editor of your school magazine. Using the information given in the verbal input below, write a short story for your school magazine titled 'Balban's Justice' in 150-200 words.

Balban ruled over India — he always defeated his enemies — all his victories were possible due to Haibat Khan — a brave general — the Sultan respected Haibat Khan — one day a woman entered the court crying — she told Haibat Khan got her husband murdered — she demanded justice — Balban gave ten million gold coins for his loyal services — announed death for murdering woman's husband — Haibat Khan was flogged 500 times — courtiers pleaded for mercy — they fought Haibat Khan's freedom for 2000 gold coins.



PART II: GRAMMAR

5



Gap Filling

I. Study the given notes and complete the paragraph that follows by filling up the gaps with the most appropriate word/words:

1. Instructions for opening a Bank A/C:

- Select the Bank of your choice
- Contact the Customer Care Officer in the Bank
- Contact the proper Authority as instructed by the Customer Care
- Submit the required documents
- Contact the bank as instructed for collecting your Passbook and ATM card

For opening a bank A/C you need to select a bank of your choice. You (a) to visit the bank and contact the Customer Care Officer there. Thereafter you should meet the concerned Authority. You are required (b) submit the documents. Don't forget to visit the bank (c) collecting the passbook and ATM card on the date instructed by the bank official.

2. Polishing your shoes:

- Clean shoes
- Polish coated
- Let them soak
- Brush to shine

Shoes are cleaned of dust with a brush. A layer of polish (a) over the shoes. One should wait a little till the polish (b) the leather. Then shoes (c) brushed to shine.

3. Process of Operating an ATM:

- Find an ATM of any bank
- Take your ATM card and put it in the slot
- Enter your secret PIN
- Select your option
- Wait a little till your transaction is complete
- Get the currency
- Collect your Card and Transaction Slip
- Leave the ATM cabin

For doing transaction through ATM you are required to find an ATM of any bank. First you (a) to put your card in the card slot and it is followed by (b) the secret PIN. You are supposed (c) wait till your transaction is complete. Then take the currency, collect your card and leave the ATM cabin.

Answers

- | | | |
|------------------|--------------|---------|
| 1. (a) need | (b) to | (c) for |
| 2. (a) is coated | (b) soaks | (c) are |
| 3. (a) need | (b) entering | (c) to |

II. Supply the appropriate word/words to complete the following passages:

- Most UFO sightings occur (a) the night, either late in the evening or in the early hours of the morning. (b) they take place on a dark moonless night when the person (c) alone on a country road. This eerie atmosphere is perfect (d) playing tricks on a person's imagination. Police and newspaper officers are often swamped (e) calls when something strange is seen in the skies. Once, (f) is given, most people are happy to accept it. But they are always keen to know why (g) things happen and what (h) the cause for such happenings.
- Human civilisations have been around (a) a paltry 12,000 years, barely a (b) seconds (c) the geological clock. In that short amount (d) time, we've managed (e) create quite a ruckus, etching our dominance (f) nature with our villages, towns, cities and megacities. Early human civilizations prospered (g) Egypt, Greece, China (h) India.
- Climate change (a) one (b) the most (c) contested environmental debates of our time. (d) the West Antarctic ice sheet melt entirely? Will the Gulf Stream ocean current (e) disrupted? May be. May be not. (f) way, Antarctica is a crucial element in this debate. What (g) be the effect of global warming (h) Antarctica in the coming years?
- Dr. Sadao Hoki's house (a) built on a spot of the Japanese coast where like (b) little boy he had often, (c) The low, square stone house (d) set (e) rocks well (f) a narrow beach that was outlined with bent pines. His father wanted Sadao to (g) medicine. He sent him to America (h) studying medicine.

Answers

- | | | | |
|------------|------------|-----------|-----------|
| 1. (a) in | (b) Often | (c) is | (d) for |
| (e) with | (f) Once | (g) such | (h) is |
| 2. (a) for | (b) few | (c) on | (d) of |
| (e) to | (f) over | (g) in | (h) and |
| 3. (a) is | (b) of | (c) hotly | (d) Will |
| (e) be | (f) Either | (g) will | (h) on |
| 4. (a) was | (b) where | (c) as | (d) often |
| (e) upon | (f) above | (g) study | (h) for |

TEST YOUR SKILLS

Supply the appropriate word/words to complete the following passages:

1. “Evans the Break” as the prison officers (a) him. Thrice he’d escaped (b) the prison. But (c) the recent wave of unrest in the maximum security up north, he would not now be (d) the Governor’s premises in Oxford. The Governor (e) going to make (f) certain that he wouldn’t be disgracing them. He wanted to (g) sure that he would not provide any opportunity to such (h) cunning fellow like him.
2. “Evans was (a) his face (b) when Stephens brought (c) two small square tables and set them opposite each other in the narrow space (d) the bunk on the one side and on the other a (e) stone wall. Next, Stephens brought in two hard chairs. He placed it in front (f) the table which was standing near the cell door. All preparations (g) made to conduct a free (h) and fair examination.



6



Editing Task

I. ERROR CORRECTION

TYPE-I

The following passages have not been edited. There is one error in each line. Write the incorrect word and the correction against the correct question number. Remember to underline the word you have supplied. One is done as an example:

1. In the traditional sense prayer meant communicating on God Almighty. It includes the devotions, verbal but mental prayers that are saying. There are various ways and forms to prayer like meditation, vocal prayers, etc. But the fundamental and the base of prayer is not each of these. Every little act we do for the good of others is prayer. When we pray, we surrender our to a ultimate power which can help us in all possible ways.

	e.g meant	<u>means</u>
	(a) .....	.....
	(b) .....	.....
	(c) .....	.....
	(d) .....	.....
	(e) .....	.....
	(f) .....	.....
	(g) .....	.....
	(h) .....	.....
2. Maricha changed him into a charming golden deer on surpassing beauty and wandered around an *ashrama* playfully in order to draw Sita's attention. Sita is gathering flowers near the *ashrama*, while she suddenly saw the deer. Enchanted with the charming beauty of the animal, she calling out to Rama and Lakshmana and asked them to look at it. They looked on Maricha and soon realised that the charming golden deer was not an ordinary deer and a demon who could change his form at will.

	e.g him	<u>himself</u>
	(a) .....	.....
	(b) .....	.....
	(c) .....	.....
	(d) .....	.....
	(e) .....	.....
	(f) .....	.....
	(g) .....	.....
	(h) .....	.....

3. In a certain village, in the province of La Mancha at Spain, there lived the gentleman of about 50 years of age. He was tall and thin and has giant features. At one time he is rich, but now he was poor, where he had sold all his lands at buy books. He loved reading and spendig all him time among his beloved books. He had so many passion for reading that on many occasions he used to borrow money at buying new books in the market.
- e.g. at in
 (a)
 (b)
 (c)
 (d)
 (e)
 (f)
 (g)
 (h)
4. A city of Venice attracts many a traveller, as it lie sparkling in the sunshine, with its buildings reflecting in the watersof the canals. There are much beautiful churches, places and museums. In fact most of their buildings are palaces long ago, so they look grand and stately. Some of them have been converted for museums and libraries. Venice used to be one of the most leading city of Europe that was throbbing with trade and commercial activities at all kinds.
- e.g. A The
 (a)
 (b)
 (c)
 (d)
 (e)
 (f)
 (g)
 (h)
5. The Egyptians were the first for make paper from a real calling papyrus. It grew in the delta of River Nile in Africa. For the longtime, papyrus continues to be used as writing material. Then the Chinese further perfected an art of making paper. The demand for paper increased while books began to be printed with printing presses. Today, wood pulp is used to made paper. The first printing machine was inventing in Europe just before the renaissance period.
- e.g. for to
 (a)
 (b)
 (c)
 (d)
 (e)
 (f)
 (g)
 (h)

Answers

1. (a) on ... with (b) but ... and
 (c) saying ... said (d) to ... of
 (e) and ... or (f) each ... any
 (g) our ... ourselves (h) a ... the
2. (a) on ... with (b) an ... the
 (c) is ... was (d) while ... when
 (e) with ... by (f) calling ... called
 (g) on ... at (h) and ... but

- | | |
|------------------------------------|-------------------------------------|
| 3. (a) the ... <u>a</u> | (b) has ... <u>had</u> |
| (c) is ... <u>was</u> | (d) where ... <u>because</u> |
| (e) at ... <u>to</u> | (f) him ... <u>his</u> |
| (g) many ... <u>much</u> | (h) at ... <u>for</u> |
| 4. (a) lie ... <u>lies</u> | (b) reflecting ... <u>reflected</u> |
| (c) much ... <u>many</u> | (d) their ... <u>its</u> |
| (e) are ... <u>were</u> | (f) for ... <u>into</u> |
| (g) city ... <u>cities</u> | (h) at ... <u>of</u> |
| 5. (a) calling ... <u>called</u> | (b) the ... <u>a</u> |
| (c) continues ... <u>continued</u> | (d) an ... <u>the</u> |
| (e) while ... <u>when</u> | (f) with ... <u>on</u> |
| (g) make ... <u>made</u> | (h) inventing ... <u>invented</u> |

TYPE-II

Edit the letters given below:

1. A-21, Chankyapuri
New Delhi

21st December, 20××

Dear Sanjay

Your school will be closed for the summer vacation (a) for next Monday. (b) Here, you will have a lot of time at your (c) dispersal. I (d) hence invite you to spend some days with me. My mother will be (e) happily to see you. I am looking forward to it. Let me know. I will be there at the station (f) for receiving you. Don't bring (g) the heavy luggage as you will be provided (h) in all necessary things.

Yours affectionately

Mukesh

2. The Editor
The Times of India
New Delhi

20th March, 20××

Sir

Through the columns of your esteemed newspaper, I wish to enlighten the general public (a) for the health hazard being (b) causing by eating fast food that has become so popular (c) by the younger generation. The junk food (d) is ready available (e) on various outlets in the city. So it (f) attract people of all ages without making them even pause to think about (g) their harmful effects. People should give (h) in the tendency to go for the junk food.

Yours affectionately

Ramesh

3. The Director

CIEFL

Hyderabad

20th March, 20××

Sir

This is to inform you and (a) every other distinguished guestes (b) on CIEFL, that the guest lecture by Mr. Jubeen Mehta (c) schedule for 20th March, 20×× (d) has cancelled due (e) on unavoidable circumstances. The lecture will now be held on 25th March, 20×× at 10 a.m. Please make it (f) conveniently to attend the lecture along with your team. We will be (g) look forward to your visit with (h) eagerly expectation.

Yours faithfully

B. Balasubramaniam

4. House No.34

Block-VII, Vasant Kunj

New Delhi

10th March, 20××

Sir

I want to write this letter to make people aware (a) at the alarming situation (b) in that India finds itself to day. The (c) grow population has made mockery of all our development programmes. (d) Many population means more mouths to feed. Our natural resources are (e) be exhausted every year. We have to control this growing population at any cost. The (f) early, the better it will be. Let us stop it at the earliest. Let's understand that more people need not only more food (g) yet also more space to live (h) at.

Yours faithfully

Rampal

5. 12, Birsa Munda Nagar

Ranchi

20th March, 20××

Dear Sachin

You will be glad to know that our school (a) was organising an educational tour (b) on Agra. Agra is (c) a old historical city. It has many monuments of the Mughals. (d) A Taj Mahal is one of the most beautiful (e) monument of the world. The Mughal emperor Sahajahan got it (f) build in the memory of his beloved wife Mumtaj. It (g) take twenty years to build it. More than twenty thousand (h) worker worked hard for twenty years to complete it.

We will miss you in Agra.

Yours sincerely

Raja

Answers

- | | | | |
|----------------------|----------------|---------------|------------------------|
| 1. (a) from | (b) Hence | (c) disposal | (d) therefore |
| (e) be happy | (f) to receive | (g) a | (h) with |
| 2. (a) about | (b) caused | (c) among | (d) readily |
| (e) at | (f) attracts | (g) it | (h) up |
| 3. (a) all | (b) from | (c) scheduled | (d) has been cancelled |
| (e) to | (f) convenient | (g) looking | (h) eager |
| 4. (a) of | (b) in which | (c) growing | (d) More population |
| (e) being exhausted | (f) earlier | (g) but | (h) in |
| 5. (a) is organising | (b) to | (c) an old | (d) The Taj Mahal |
| (e) monuments | (f) built | (g) took | (h) workers |

II. OMISSION OF WORDS

In the following passages one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it. Ensure that the word that forms your answer is underlined as shown in example:

- | | |
|--|-----------------------------------|
| 1. In the bejewelled beauty of Lakshadweep, the most glittering is Minicoy, southernmost island of the archipelago. You can tell the difference even you land at the jetty. Dressed jeans and T-shirts, the wiry, muscular young man truly children of the sea. Pulling the ropes, steering or piloting, there no doubt were born on the sea and are meant for the sea. Half of the male population are sailors. Fishing is the main occupation well as the main source livelihood for the people of the island. | e.g. beauty <u>of</u> Lakshadweep |
| | (a) |
| | (b) |
| | (c) |
| | (d) |
| | (e) |
| | (f) |
| | (g) |
| | (h) |
| 2. In process of pasteurisation, milk, wine, butter, etc. are heated up a certain temperature then quickly chilled. This kills the bacteria them. If milk is heated upto 63° 30 minutes in between 72°–85° for 16 seconds and then chilled to 10° less, the bacteria present in it destroyed. Pasteurisation protects the milk from being spoiled. Most of the milk plants using this technique to make the milk free bacterial decay. | e.g. In <u>the</u> process |
| | (a) |
| | (b) |
| | (c) |
| | (d) |
| | (e) |
| | (f) |
| | (g) |
| | (h) |
| 3. Throughout the greater part Bertrand Russell's childhood, most important hours of his days were those he spent alone in the garden. | e.g. part <u>of</u> Bertrand |
| | (a) |
| | (b) |

He knew corner of the garden, and knew (c)
 in part of the garden primroses and bluebells (d)
 bloomed. He was very fond watching the (e)
 sunrise bright April days and he would sometimes (f)
 slip out of the house for a long walk before breakfast.
 He spent a lot of time not only reflecting deeply on the
 human race also on reflecting the ways (g)
 and means solving those formidable issues. (h)

4. From very early times, India had been famous e.g. Famous for spices
 spices, textiles, jewellery pearls. The Arabs were (a)
 among the first to come India for trade. Later, the (b)
 Portuguese, the Dutch, French and the English (c)
 followed. They fought themselves to control trade. (d)
 The English the most powerful. They treaded through (e)
 the English East India Company. The company bought (f)
 goods from India cheap rates and sold them abroad at (g)
 high prices. These European traders indulged many (h)
 illegal activities like the opium trade. Earning
 money was only consideraton and they had little
 consideration for human values and freedom.

5. Plants derive their food both the earth e.g. both from the
 and the air. If you minutely look their (a)
 roots, you find that the ends of their (b)
 roots like fine fibres. We call them root-hairs. (c)
 They absorb water minerals and (d)
 transport upwards to the leaves through the (e)
 trunk and the branches. It is the leaves prepare (f)
 the food. The leaves have pores which are filled air. (g)
 The leaves absorb oxygen the air through (h)
 a process called photosynthesis.

Answers

1. (a) Minicoy, the southern most (b) even as you
 (c) Dressed in jeans (d) men are truly
 (e) there is no (f) doubt they were
 (g) occupation as well (h) source of livelihood
2. (a) up to a (b) temperature and then
 (c) bacteria in them (d) 63° for 30 minutes
 (e) 10° or less (f) it are destroyed
 (g) plants are using (h) free from bacterial

3. (a) childhood the most (b) those that he
 (c) knew each corner (d) in which part
 (e) fond of watching (f) sunrise on bright
 (g) race but also (g) means for solving
4. (a) jewellery and pearls (b) come to India
 (c) Dutch the French (d) fought among themselves
 (e) English were the (f) India at cheap
 (g) indulged in many (h) was the only
5. (a) look at their (b) you will find
 (c) roots are like (d) water and minerals
 (e) transport them upwards (f) leaves which prepare
 (g) filled with air (g) oxygen from the

TEST YOUR SKILLS

- I. The following passages have not been edited. There is one error in each line. Write the incorrect word and the correction against the correct question number. Remember to underline the word you have supplied.

The Taj Mahal, situated in the (a)
 banks of river Yamuna is the most (b)
 beautiful mausoleum in a world. (c)
 Its minarates and domes stands (d)
 testimony for the greatness of (e)
 Mughal architecture. Although it have lost (f)
 its pure white colour it attracted a lot of (g)
 tourists which visit it in thousands. It is a symbol (h)
 of true love that inspire millions of young hearts.
 system of treatment in India.

- II. Edit the letter given below by choosing from the appropriate options:

To
 The Editor
 The Times of India
 New Delhi
 Sir

I want to bring to your notice the frequent breakdown of (a) electrical in Patparganj. Inspite (b) to many reminders the Electricity Board has done (c) something except (d) gave false promises. The students and old people (e) will the worst sufferers. Even the voltage is very low. The supply is very erractic. I hope the Board will take (f) immediately steps to ease the situation. Only drastic steps (g) were needed to cope (h) at the situation.

Yours faithfully
 Ram Lal

III. In the following passages one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it. Ensure that the word that forms your answer is underlined.

Former military officers are welcomed anti-Gaddafi	(a)
protesters in Benghazi Friday. Muammar Gaddafi's	(b)
forces opened fire on protesters surged on	(c)
to streets of Tripoli for the first time	(d)
killing four. The second-largest city Benghazi	(e)
was said be in control of the protesters while	(f)
thousands held rallies cities encircling Tripoli.	(g)
New Delhi got permission to land two flights day	(h)
for the next 10 days to evacuate Indians.	



7

Sentence Reordering & Sentence Transformation

I. SENTENCE REORDERING

Look at the words and phrases given below. Rearrange them to form meaningful sentences as shown in example:

Example:

respect/said that/demanded/it/but/is/given/that/is not
It is said that respect is not demanded but given.

1. (a) if/something/then/in return for/should be/it is so/it
(b) self-respect/come out of/something/has/our/self/that/and/is/that
(c) people/look at/tend to/you look/the way/yourself/at/you
2. (a) knew/father/nobody/who/was/his
(b) died/mother/his birth/his/soon/after
(c) brought up/oliver/was/workhouse/orphanage/run by/the/an/in
3. (a) both/in the making of/share/responsibility/equal/the/society
(b) both/each other/hence/are/supplement/to
(c) from the very beginning/status of women/there/but/question mark/has been/a/big/the/an/in our society
4. (a) Saudi Arabia/lifestyle/discovery/has changed/of/of the people/the/petroleum/in/the
(b) petroleum/world/all over/in great/is/demand/the
(c) exporting petroleum/money/improve/is used/to/the/the standard/from/earned/the people/of
5. (a) it/plants/which/supports/food/provide/all living things/to/planet/on/this
(b) soil/thus/foundation/earth/life/on/of/is/the/all
(c) solid rocks/below/soil/the/are/there

Answers

1. (a) If it is so, then it should be in return for something.
(b) Something that has come out of ourself and that is self-respect.
(c) People tend to look at you the way you look at yourself.

2. (a) Nobody knew who his father was.
(b) His mother died soon after his birth.
(c) Oliver was brought up in an orphanage run by the workhouse.
3. (a) Both share equal responsibility in the making of the society.
(b) Hence, both are supplement to each other.
(c) But from the very beginning, there has been a big question mark on the status of women in our society.
4. (a) The discovery of petroleum in Saudi Arabia has changed the lifestyle of the people.
(b) Petroleum is in great demand all over the world.
(c) The money earned from exporting petroleum is used to improve the standard of the people.
5. (a) It supports plants which provide food to all living things on this planet.
(b) Thus, soil is the foundation of all life on earth.
(c) Below the soil there are solid rocks.

II. SENTENCE TRANSFORMATION

Read the following conversations and complete the passages given below:

1. Patient : Can I have an appointment with the doctor this evening? I am very sick.
Receptionist : I'm sorry. There's a long waiting list. You will have to wait for at least two weeks.
Patient : But by then I can die.
Receptionist : No problem. If your wife informs me, I can cancel the appointment.
A patient went to his doctor's clinic and asked the receptionist if he could have an appointment with the doctor that evening. He said to the receptionist that he was very sick. The receptionist apologised saying that there (a)
..... . She further added that (b)
..... for at least two weeks. When the patient said that he could be dead by then, the receptionist calmly replied that there was no problem, if his wife (c)
..... the appointment.
2. Iris : Hi, Tom, How are you?
Tom : Life's rather tough. I desperately need a job.
Iris : We have a vacancy in our office for the post of an Accounts Officer.
Tom : I have five years experience in a reputed firm as an Accounts Officer.
Iris : Will you like to go abroad?
Tom : I have no problem.
Iris on meeting Tom asked him how he was. Tom replied that (a)
..... Iris told him (b)

..... On that Tom (c)
 Iris enquired if he would like to go abroad and Tom replied that he had no problem.

- 3.** Reporter : Congratulation Sachin! You have now another world record to your credit.
 Sachin : God is great. I only enjoy my cricket.
 Reporter : After 200 not out in an ODI, what next? Can we hope for 400 plus innings in a test match?
 Sachin : The love of my countrymen is my greatest strength. I hope I will not disappoint them.

A press reporter congratulates Sachin and tells him that (a)
 Sachin thanks God's greatness and adds that he only enjoys his cricket. The reporter asks Sachin what they should expect next from him after his scoring 200 not out in an ODI and further asks (b) Sachin replies that the love of his countrymen is his greatest strength and hopes that (c)

- 4.** Doctor : Stop taking junk food, oils, sweets, alcohol, salt and you will live a longer life.
 Patient : What if I take all of them regularly?
 Doctor : You will die after a year.
 Patient : Doctor, I'll take them all and live at least for a year.

The doctor asks the patient (a)
 The patient asks the doctor (b)
 The doctor replies that he will die after a year The patient tells the doctor that (c)

- 5.** Reporter : You and Sachin Tendulkar are ageless wonders. Both of you defy age and your critics.
 Amitabh : Sachin is the God of cricket. I just try to live and enjoy my roles.
 Reporter : That's your modesty. Three great films in a row—'Paa', 'Rann' and 'Teen Patti'. You seem to have reidentified yourself.
 Amitabh : I believe in working hard and leave everything on the audience. They are the best judges of my worth.

The reporter calls Amitabh and Sachin ageless wonders and adds that (a) Amitabh calls Sachin the God of cricket and adds that (b)
 The reporter calls it Amitabh's modesty. He recounts his three great films 'Paa', 'Rann' and 'Teen Patti' coming in a row. He adds that (c) Amitabh replies that he believes in working hard and leaves everything on the audience. He adds that they are the best judges of his worth.

Answers

1. (a) was a long waiting list
(b) he would have to wait
(c) informed her, she could cancel
2. (a) life was rather tough and he desperately needed a job.
(b) that they had a vacancy in their office for the post of an Accounts Officer
(c) said that he had five years experience in a reputed firm as an Accounts Officer
3. (a) he has another world record to his credit
(b) whether they can hope for a 400 plus innings in a test match.
(c) he will not disappoint his countrymen
4. (a) to stop taking junk food, oil, sweets, alcohol, salt and he will live a longer life
(b) what will happen if he takes all of them regularly
(c) he'll take them all and live at least for a year
5. (a) both of them defy age and their critics
(b) he just tries to live and enjoy his roles
(c) he seems to have reidentified himself

TEST YOUR SKILLS

I. Look at the words and phrases given below. Rearrange them to form meaningful sentences.

1. (a) written/the Indian Constitution/is/comprehensive/a/document/and
(b) it/longest/infact/world/in/constitution/is/the/the
(c) 397 articles/12 schedules/it/and/contains
2. (a) water supply/they get/they eat/from/all their/the leaves
(b) inhabited/tree leaves/so/by koalas/in areas/of/is high/demand/the
(c) one group/it takes/to support/several acres/of koalas/of trees
3. (a) Oliver Twist/workhouse/in/was/born/a
(b) pillars/there/human life/man/of/woman/and/are/two
(c) one of the/Saudi Arabia/largest/petroleum/producers/is/world/in/the/of

II. Read the following conversations and complete the passages given below:

1. Principal : Why are you seeking admission to this school?
Arpita : Your school has talented teachers.
Principal : To which stream do you wish to take admission?
Arpita : I wish to take admission in the science stream.
The principal asked Arpita (a)
..... Arpita replied that (b)

..... The principal then wanted to know (c)
..... Arpita told him that
she wished to take admission in the science stream.

2. Teacher : Amit, where did you buy this practical file from? Can you buy
one for me?

Amit : Sir, do you want exactly the same?

Teacher : Yes.

Amit : O.K. Sir. I'll buy one for you today.

The teacher asked Amit (a)
..... He further asked him (b)
..... Amit respectfully enquired (c)
..... His teacher replied in affirmative.



SECTION C

LITERATURE TEXTBOOK & LONG READING TEXT

25 MARKS

SYLLABUS

Section C: Literature Textbook & Long Reading Text

25 Marks 60 Periods

- Q8. One out of two** extracts from **prose/poetry/play** for reference to the context. Three very short answer questions. One mark in each extract will be for vocabulary. One question will be used for testing local and global comprehension and one question will be on interpretation. **03 marks**
- Q9. Four short answer** type questions from the **Literature Reader** to test local and global comprehension of theme and ideas (30-40 words each). **2 × 4 = 08 marks**
- Q10. One out of two long answer** type questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed (80-100 words). **04 marks**
- Q11. One out of two very long answer question** on theme or plot involving interpretation, inference and character in about 150-200 words based on prescribed novel. **10 marks**

TERM-II

LITERATURE TEXTBOOK

Prose

4. A Shady Plot
5. Patol Babu, Film Star
6. Virtually True

Poetry

4. Ozymandias
5. The Rime of the Ancient Mariner
6. Snake

Drama

2. Julius Caesar

LONG READING TEXT

Novels

1. Diary of a Young Girl – 1947
March 16, 1944 to August 01, 1944
By Anne Frank
(unabridged edition)
2. The Story of My Life – 1903
Chapters 15 to 23
By Hellen Keller
(unabridged edition)

LITERATURE READER—FICTION

F4 ■■■

A Shady Plot

Elsie Brown

Lesson at a Glance

- Jenkins asked John Hallock to write another ghost story.
- Public wants 'horror' in stories and John must write what the public wants.
- John was not in a position to refuse Jenkins. His magazine was the only one to print his ghost stories.
- John Hallock didn't specialise in ghost stories but a ghost story had been his first fiction.
- Somehow John was able to write a ghost story for Jenkins whenever he asked for it.
- So he went home and sat down before his desk but he was not inspired to write anything.
- When he was struggling to write a voice was heard at the end of the door.
- John looked around and noticed that something was just taking shape. She was developing like the moving cartoons being put together.
- First an arm came out, then a sleeve, then a leg. Finally, a complete long and angular woman stood before his eyes. She was Helen, the ghost.
- John sat still, feeling quite helpless.
- The ghost (Helen) told John that he should stop troubling the spirits for help.
- John would not get any help or inspiration from the spirits. Nor he would get any other plots for writing a story.
- She (the ghost) told John that she was a writer in her previous life.
- She told John that she joined others like her and they organised 'The Writer's Inspiration Bureau'.
- They (spirits/ghosts) searched around until they found 'a writer without ideas and with a mind soft enough to accept impression'.
- Helen replied that from then onwards all the spirits would be on strike and John would get no help from them.
- Many people manipulated Ouija boards to talk to spirits or ghosts.
- Those who operate on Ouija boards to talk to spirits (ghosts) had troubled them too much. The spirits were always busy in answering their questions.
- She asked John to use his influence. He should persuade his friends not to use Ouija boards for talking to the spirits.
- She reminded John that they (spirits or ghosts) would again start helping him if he persuaded his friends to stop using Ouija boards.
- John heard his wife Lavinia calling him. He asked the ghost (Helen) to leave before his wife came.
- The ghost nodded and disappeared before his wife entered the room.
- The narrator's wife Lavinia bought a Ouija-board and she was thrilled to have it.

- John didn't like the foolish act of his wife.
- Lavinia told her husband that he could talk to Napoleon or Helen of Troy by talking to his Ouija board.
- The Ouija board could make writing of short stories easier.
- The narrator didn't believe in Ouija boards.
- John's cook Gladolia came. She told him that Lavinia wanted him to join the Ouija board party.
- The room was full of women who were manipulating Ouija boards.
- The ladies were sitting in couples and between each couple was a Ouija board.
- The narrator's wife requested John to help Miss Laura Hinkle as she was without a partner.
- The narrator didn't want to be a partner of flirtatious Laura Hinkle.
- Laura Hinkle bent over the Ouija board and the board spelled out loudly. "T-r-a-i-t-o-r. Traitor!"
- Laura couldn't understand and requested the Ouija board to explain himself more fully.
- The board answered : 'A-s-k-h-i-m!'
- Laura asked : "Ouija, won't you tell us who is talking?"
- Miss Laura Hinkle could again get an answer : "H-e-l-e-n".
- Soon the ladies present there started whispering. Someone giving the name of Helen had just been calling John Hallock's name.
- All the five Ouija boards were calling John by name.
- There was whispering that John was flirting with Helen on the Ouija board.
- The narrator's wife looked at her husband angrily as if he were some peculiar insect.
- At the breakfast table the next morning there was no sign of narrator's wife.
- She left a slip of paper for him. He read that she was going back to her grandmother. Her lawyer would communicate with him later.
- John was so upset that he wished he was dead.
- Then a horrible voice cried from the other end of the room.
- He found Helen, the ghost standing there.
- She had been sent there to ask John when his wife would get rid of Ouija board.
- Then John's cook Galadolia announced that she was leaving the house. She was scared of hoodoos and Ouija boards.
- John blamed Helen, the ghost. She was responsible for the loss of his wife, home, cook and peace.
- The door opened and Lavinia entered. She told him that she was leaving the house.
- The narrator didn't want his wife to see the ghost in her room.
- Lavinia accused her husband John (the narrator) of flirting over the Ouija board with Helen.
- John assured her of his honesty but he did not want Lavinia to see the ghost there.
- Lavinia said : "I will see who's behind you! Where is that Helen?"
- The ghost replied : "Me? I am Helen"
- Lavinia looked at the ghost. She was not beautiful like Helen of Troy but looked owl-eyed and not at all beautiful.
- Lavinia didn't faint but gave a broad and satisfied smile. She was not afraid of the ghost now.
- Helen, the ghost disappeared quickly.
- Lavinia fell forgivingly in her husband's arms. He kissed twice passionately.
- The narrator got an excellent plot for a ghost story.

SUMMARY OF THE LESSON

► Jenkins Asks John Hallock to Write a Ghost Story

Jenkins asked the narrator, John Hallock to write another ghost story on the supernatural. This time he wanted John to give exactly “what the public wanted.” He wanted to give them ‘the horrors’ or something really sensational. John was not in a position to refuse Jenkins. His magazine was the only one to print his stories. John didn’t specialise in ghost stories but somehow he managed to write them. He had not the shade of idea for writing another ghost story but that didn’t worry him. He hoped that as had happened in the past, he would find some plot to write a new ghost story. And somehow he would dig up something new. Moreover, John needed money for paying the landlord and the grocer. Therefore, he accepted the offer of writing a ghost story.

► Appearance of Helen’s Ghost

John sat down before his desk and waited for ideas. But nothing happened. He couldn’t get any idea or plot to develop a ghost story. He was helpless. A voice replied at the other end. John jumped up in surprise and looked around. He noticed something just taking shape. First an arm came out, then a sleeve, then a leg. And in the end there stood a complete figure of a woman. She was angular and tall. She had big fishy eyes behind big bone-rimmed spectacle. She looked solid and real. For a moment John doubted his very own senses.

► Aim of Helen, the Ghost

Helen had come there to tell him that he should stop bothering the spirits for any kind of help. He would not get any help from them in future. They were going on strike. John would not get any creative inspiration or another plot for writing a ghost story from them. The narrator asked if all his ideas and plots had been coming from them. Helen, the ghost replied that all his creative

► Jenkins, John Hallock को एक प्रेत कथा लिखने को कहता है

Jenkins ने कथाकार John Hallock को अलौकिक विषय पर एक और प्रेत कहानी लिखने के लिए कहा। इस बार वह चाहता था कि John वही लिखे “जो लोग चाहते हैं।” वह उन्हें कोई ‘खौफनाक’ या वास्तव में सनसनीखेज देना चाहता था। John इस अवस्था में नहीं था कि वह Jenkins का विरोध कर पाता। केवल उसकी पत्रिका ही उसकी (John की) कहानियाँ छापती थी। John प्रेत कहानियों का विशेषज्ञ नहीं था फिर भी वह किसी न किसी प्रकार उन्हें लिख लेता था। उसे दूसरी प्रेतकथा लिखने का कोई भी विचार नहीं आया परन्तु वह इस से चिंतित नहीं हुआ। और किसी तरह वह किसी नयी कहानी को खोद निकालेगा। इसके अतिरिक्त, उसे अपने मकान-मालिक और पंसारी का भुगतान करने के लिये पैसे की आवश्यकता थी। इसलिए उसने एक भूत-कहानी को लिखना स्वीकार कर लिया।

► Helen के भूत का प्रगट होना

John अपने डेस्क पर बैठ गया और विचारों के आने की प्रतीक्षा करने लगा। लेकिन ऐसा कुछ भी नहीं हुआ। एक भूत-कहानी का विकास करने के लिये उसे कोई विचार या विषय-वस्तु नहीं मिल पा रही थी। वह असहाय था। दूसरे सिरे से एक आवाज आयी। John आश्चर्य से ‘कूद पड़ा और चारों ओर देखा। उसने अभी-अभी किसी चीज को रूप धारण करते हुए देखा। पहले एक भुजा निकली, फिर बाँह, फिर एक टांगा और अंत में एक पूरी औरत की शक्ल वहां खड़ी थी। वह दुबली पतली और लम्बी थी। उसकी हड्डियों से बने बड़े रिम के बने चश्मों के पीछे बड़ी-बड़ी मछलीनुमा (सन्देहजनक) आँखें थीं। वह इतनी ठोस और वास्तविक लगती थी। John को क्षणभर अपनी ही इंद्रियों पर शक हो गया था।

► Helen के भूत का उद्देश्य

Helen उसे यह बताने वहां आयी थी कि वह भविष्य में भूतों (आत्माओं) से किसी प्रकार की सहायता का विचार त्याग दे। उसे भविष्य में किसी प्रकार की सहायता नहीं मिलेगी। वे हड़ताल करने जा रहे हैं। John को उनसे किसी प्रकार के रचनात्मक प्रेरणा या कोई प्रेत-कथा लिखने के लिए विषय-वस्तु प्राप्त नहीं होगी। लेखक ने पूछा कि क्या उसके सभी विचार या विषय-वस्तुएँ उन्हीं से प्राप्त हो रही थी। Helen के भूत ने उत्तर दिया कि उसको सभी रचनात्मक प्रेरणा उन जैसी प्रेत-आत्माओं से प्राप्त हो रही

inspiration and plots came from the spirits like her. He could write only because he received inspiration from them. Now the spirits were compelled to go on strike because of the troubles they received from 'Ouija board fanatics.' They (spirits) have to answer their questions. She asked John Hallock that he should persuade his friends and acquaintances to stop using the Ouija boards. If he stopped them using Ouija boards, they would start helping him.

► Ouija Board Party at Lavinia's House

John's wife Lavinia was very much excited. She bought a new thing. She called it the 'duckiest and darlingest' Ouija board. It was a spelling board. It could communicate to the dead, the ghosts or spirits. The dead spirits gave answer to the questions. John considered her wife's act just foolish. Lavinia told John that he could use her Ouija-board to write his stories. Through the Ouija board he could talk to Napoleon or Helen of troy. John asked his wife to get rid of that Ouija board. Lavinia had no such intention. On the other hand, she had arranged an Ouija board party. There were five pairs of ladies and between each couple was a Ouija board. Lavinia asked John to join Laura Hinkle. She was without a partner. John was reluctant to be a partner of flirtatious Laura.

► John Suspected of Flirting on Ouija board

Laura Hinkle was manipulating on the Ouija board. She was bending forward and suddenly she read the spellings on Ouija board loudly : "T-r-a-i-t-o-r". Laura asked the board what that meant. The board spelled "A-s-k-h-i-m". Then Laura Hinkle asked : "Ouija, won't you tell us who is talking?" Again Laura read the spellings aloud : "H-e-l-e-n". Soon all the five Ouija boards started calling John by name. Soon gossips of the ladies started. Why was a lady giving the name of Helen calling Lavinia's husband? Soon rumours spread that John was flirting with a woman on the

थी। वह केवल इसलिये लिख सका क्योंकि उसे उनसे प्रेरणा मिल जाती थी। अब उन्हें Ouija बोर्ड पर काम करने वाली दुराग्रहीयों द्वारा दी गई परेशानियों के कारण हड़ताल पर जाने के लिये बाध्य होना पड़ा है। उन्हें (भूतों को) उनके प्रश्नों का उत्तर देना पड़ता है। उस (भूत) ने John Hallock से कहा कि वह अपने मित्रों और जानकारों को Ouija बोर्डों का प्रयोग न करने के लिये मनाये। यदि वह उन्हें Ouija बोर्डों का प्रयोग न करने के लिये मना लेता है तो वे फिर से उसकी मदद शुरू कर देंगी।

► Lavinia के घर Ouija-board की पार्टी

John की पत्नी Lavinia बहुत उत्तेजित थी। उसने एक नयी चीज खरीदी थी। वह उसे 'सबसे सुहावनी और सबसे प्यारी Ouija बोर्ड' कहा। यह एक बर्तनी (spelling) बोर्ड था। इससे मृत, भूत या आत्माओं से सम्पर्क किया जा सकता था। प्रेत आत्माएँ या भूत प्रश्नों का उत्तर देते थे। John को अपनी पत्नी का काम बकवास लगा। Lavinia ने John को कहा कि वह उसके Ouija-board का प्रयोग अपनी कहानियों को लिखने के लिये कर सकता था। Ouija बोर्ड के माध्यम से वह Napoleon या Helen of Troy से बात-चीत कर सकता था। John ने अपनी पत्नी को उस Ouija बोर्ड से छुटकारा पा लेने के लिये कहा। Lavinia की ऐसी कोई भी इच्छा नहीं थी। दूसरी ओर उसने एक Ouija बोर्ड पार्टी का आयोजन किया। औरतों के पांच जोड़े थे और हर जोड़े के बीच में एक Ouija बोर्ड रखा हुआ था। Lavinia ने John से कहा कि वह Laura Hinkle के साथ जुड़ जाये। उसका कोई जोड़ीदार नहीं था। John इश्क फरमाने वाली Laura का जोड़ीदार बनने को अनिच्छुक था।

► John का Ouija-board पर इश्कबाजी करने का संदेह

Laura Hinkle, Quija-board पर काम कर रही थी। वह आगे बोर्ड पर झुकी हुई थी और अचानक ही उसने Quija बोर्ड पर T-r-a-i-t-o-r" (गद्दार) की बर्तनी (spelling) जोर से पढ़ी। Laura ने बोर्ड से उसका क्या उत्तर था, पूछा। बोर्ड पर "A-s-k-h-i-m" (उससे पूछा) लिखा मिला। फिर Laura Hinkle ने पूछा "Quija क्या तुम मुझे यह नहीं बताओगे कि मुझसे कौन बातें कर रहा है ?" फिर Laura ने "H-e-l-e-n" की बर्तनी (spelling) जोर से पढ़ी। Helen नाम वाली एक औरत Lavinia के पति को क्यों पुकार रही है ? शीघ्र ही अफवाह फैल गयी कि John, Ouija बोर्ड पर एक औरत से इश्कबाजी कर रहा था। उसकी पत्नी ने उसकी ओर गुस्से से ऐसे देखा जैसे कि

Ouija board. His wife looked angrily at him as if he were some peculiar insect. He suffered shame and felt his ears grow crimson. He got up and fled from the room.

► John and Lavinia on the Verge of Break-up

At the breakfast table the next morning there was no sign of Laura. There came a tap at the door and a white slip of paper was slid under it. John unfolded and read it. His wife wrote that she was going back to her grandmother. Her lawyer would communicate with him later. John cried and wished he were dead. Then came a horrible voice from the other end of the room. Helen, the ghost was there. She told him that she had come to ask when his wife Lavinia was going to get rid of that Ouija board. John cursed her. He blamed that he was going to lose his wife, home and happiness only because of her. John found that his wife had come again in the room. She told him that she was leaving. John agreed that it would do her good. Change of air would be useful for her. He told her that he would join her after some time.

► John Gets the Best Plot for a Ghost Story

John was trying his best to keep Lavinia away from Helen's ghost. He knew that if she saw the ghost in her room she would be crying loudly and might faint. Lavinia suspected that John was hiding somebody in the room. She accused her husband of flirting over the Ouija board with that hussy Helen. John told her that his behaviour was quite above-board. She thrust John back forcefully and threatened to see who was behind him. She cried, "Where is that Helen?" The ghost replied, "Me? I'm Helen." Lavinia looked at that ghost, that owled-eyed phantom. She was quite unattractive in her skirt and stiff shirt-waist. Even there was no powder on her nose. John threw a protecting arm around his wife to catch her lest she should faint. Lavinia didn't swoon. Such an unattractive ghost was no threat to her or her husband.

वह एक विचित्र कीड़ा हो। उसे शर्म महसूस हुई और उसके कान सुर्ख लाल हो गये। वह खड़ा हो गया और कमरे से भाग गया।

► John और Lavinia के सम्बंध टूटने के कगार पर

अगली सुबह नाश्ते की मेज पर Laura का कोई निशान भी नहीं था। द्वार पर खटखटाहट हुई और उसके नीचे से एक सफेद कागज की पर्ची खिसका दी गयी। John ने उसे खोला और पढ़ा। उसकी पत्नी ने लिखा कि वह वापिस अपनी दादी के यहाँ जा रही है। एक वकील बाद में उससे सम्पर्क करेगा। John चीखा और कामना किया कि वह मर गया होता (तो अच्छा होता)। फिर कमरे के दूसरे सिरे से एक भयानक आवाज आयी। वहाँ Helen का भूत था। उसने John को बताया कि वह यह पूछने वहाँ आयी है कि कब उसकी पत्नी उस Ouija बोर्ड से छुटकारा पाने जा रही है। John ने उसे (भूत को) कोसा। उसने इल्जाम लगाया कि वह उसी के कारण अपनी पत्नी, घर और खुशी को खोने जा रहा है। John को पता चला कि उसकी पत्नी फिर कमरे में आ गयी थी। उसने John को बताया कि वह जा रही थी। John ने स्वीकार किया कि ऐसा करना उसकी सेहत के लिये अच्छा रहेगा। हवा का बदलना उसके लिये लाभदायक रहेगा। उसने उसे बताया कि वह बाद में आकर उससे मिल जायेगा।

► John को भूत-कहानी के लिये एक अच्छी विषय-वस्तु मिल जाती है

John, Lavinia को Helen के भूत से दूर रखने का भरसक प्रयत्न कर रहा था। उसे पता था कि यदि उसने कमरे में भूत को देख लिया तो वह जोर से चिल्लाना शुरू कर देगी और शायद बेहोश भी हो जायेगी। Lavinia को शक हुआ कि John कमरे में किसी को छुपा रहा था। उसने अपने पति पर आरोप लगाया कि वह उस इश्कमिजाज (अनैतिक) औरत Helen के साथ Ouija-board पर इश्क लड़ा रहा था। John ने उसे बताया कि उसका व्यवहार काफी खरा था। उसने John को जोर लगाकर पीछे धकेला और उसके पीछे जो छुपा था उसे देखने की धमकी दी। भूत ने उत्तर दिया, "मैं ? मैं Helen हूँ।" Lavinia ने प्रेत की ओर देखा, उस उल्लू जैसी आँखों वाले भूत की ओर। वह मोटे-रंगों वाले स्कर्ट और कमर तक के कमीज में काफी अनाकर्षक लग रही थी। उसकी नाक पर पाउडर भी नहीं लगा हुआ था। कहीं वह बेहोश होकर गिर न पड़े, इस डर से John ने अपनी पत्नी के चारों ओर रक्षात्मक भुजायें डाली हुई थीं। Lavinia को चक्कर नहीं आये। ऐसा अनाकर्षक भूत उसके या उसके पति के लिये कोई खतरा नहीं था। वह सुरक्षित थी। एक चौड़ी और सन्तुष्टिपूर्ण

She was safe. A broad, satisfied smile spread over her face. After all, this Helen was no Helen of Troy. Lavinia fell forgivingly into John's arms who kissed her passionately. Ironically, the ghost of Hellen gave John creative inspiration. He had got the 'bulliest' or the best plot for a ghost story now.

मुस्कान उसके चेहरे पर फैल गयी। आखिरकार, यह Helen कोई Helen of Troy नहीं थी। Lavinia क्षमापूर्ण अपने पति John की बांहों पर आ गिरी। जिसने वेगवश उसे चूम लिया। विडम्बनापूर्ण ही है कि Helen भूत ने John को रचनात्मक प्रेरणा प्रदान की। अब उसे एक भूत-कहानी के लिये अति उत्तम विषय-वस्तु मिल गया था।

ENRICH YOUR VOCABULARY

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Shady—of dubious character, संदेहास्पद/संदिग्ध महत्त्व वाला। **Plot**—series of events which form the story, कथा-वस्तु। **Supernatural**—paranormal/that can't be explained by science, अलौकिक। **Live**—which is alive, जीवित। **Propositions**—ideas/matters, विचार/वस्तुएँ। **Contradict**—oppose, विरोध करते हैं। **Precisely**—exactly, ठीक (वैसे ही)। **Shade**—(here) not even a little, थोड़ा सा भी नहीं। **Mysterious**—full of mystery, रहस्यमय। **Specialize**—having a special ability, विशेषज्ञ होना, गुण में अति विशेष होना। **Curious**—very eager, इच्छुक। **Chased**—pursued/followed, पीछा किया। **Inspiration**—encouragement/stimulation, प्रेरणा। **Uncanny**—(here) extraordinary, असाधारण। **Pestering**—troubling, सता रहा था। **Dunned**—persistently asked for something, बार-बार आग्रह किया। **Dig up**—(here) find out from the deep, खोदकर निकालना। **Bit**—a little, थोड़ा सा। **Cocky**—overconfident, अतिविश्वासी। **Sucked**—keeping in mouth and pull on it with lips, चूसना। **Pretty soon**—very soon, जल्दी ही। **Wander off**—(here) stray, भटकना। **Unghostly**—not like a ghost/real, जो भूत के समान न हो/असली। **Material**—solid, ठोस। **Alarming**—which causes concern, चिन्ताजनक। **Tendency**—inclination/bent of mind, मनोवृत्ति, झुकाव। **Fad**—craze/something that people are interested for a short time, फैशन, प्रचलन। **Staring**—looking intently, घूर कर देखते हुए। **Ceiling**—top inside surface of a room, कमरे की अन्दर वाली छत। **Sarcastically**—satirically, व्यंगात्मक रूप से। **Imbecility**—foolishness, मूर्खता।

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Twilight—(here) evening time, गोधूलि वेला/संध्या। **Stiff**—hard, कठोर। **Plaid**—a type of thick cloth with lines and squares, डिजाइनदार मोटा कपड़ा। **Angular**—lean and thin, दुबली-पतली। **Enormous**—huge, विशाल। **Fishy eyes**—suspicious eyes, संदेहजनक आँखें। **Wad**—a mass of soft material, नरम, गद्देदार चीज। **Jaw**—the mouth and teeth, जबड़ा। **Glared**—looked in anger, गुस्से में देखा। **Positively**—definitely, निश्चित रूप से। **Gaping at**—looking surprised with mouth open, मुँह खोलकर, आश्चर्य से देखते हुए। **Swallowed**—(here) moved the muscles of throat, (थूक) निगला। **Absolutely**—completely, पूर्ण रूप से। **Merely**—only, केवल। **Sections**—(here) in different parts, विभिन्न भागों में। **Crisped**—gave a quick and confident answer, तेज तर्रार जबाब दिया, हाजिर जबाब दिया। **Nodded**—shook the head, सिर हिलाया। **Drivelling**—speak nonsense, बकवास की।

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Bothering—caring, worrying, चिन्ता करते हुए। **Assistance**—help, सहायता। **Yell**—cry, चीखना। **Humbly**—in a humble manner, विनम्रता से। **Draped**—sat in an indolent manner, lolled, आराम से लेटना/बैठना। **Leaned**—bent over, झुकी। **Reminiscent**—with one's mind full of

memories, पुरानी यादों से भी। **Purgatory**—any place of or state of suffering/hell, नर्क। **Scout around**—looked searching here and there, खोजने के लिये इधर-उधर देखना। **Assigned**—appointed, नियुक्त कर दिया। **Groaned**—cried in pain, दर्द में चीखी। **Clutched**—held tightly, भींच कर पकड़ा। **Scarecrow**—a figure made to look like a person to frighten birds away, डरावा। **Shivered**—trembled in cold, ठंड में काँपना। **We're through**—we have finished, हमने समाप्त कर लिया है।

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Grateful—thankful, कृतज्ञ। **Ouija board**—a board with signs alphabets used to receive messages from the dead, मरे हुए व्यक्तियों से संदेश लाने वाला डिजाइनदार बोर्ड। **Fanatics**—men with rigid views, कट्टर। **Haunting**—(here) searching, ढूँढ़ना। **Amusement**—fun, आनंद। **Entirely**—completely, पूर्ण रूप से। **Pitying**—expressing pity, दयापूर्ण। **Exert**—put, डालना। **Demobilize**—disappear, गायब। **Evaporate**—(here) disappear into nothingness, गायब हो जाना। **Brogans**—heavy ankled high boots with laces, ऊँची एड़ी वाले भारी जूते। **Misty**—covered with mist, धुंध से ढकी हुई। **Affection**—condition, अवस्था। **Disintegrate**—break into parts, खंडित होना। **Vestige**—signs, trace, निशान।

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Rubbish—waste, कूड़ा। **Nervous**—perplexed, परेशान। **Twitch**—pull hard, जोर से खींचना। **Idiotic**—foolish, मूर्खतापूर्ण। **Grin**—showing teeth, दाँत निकालना। **Conceal Affliction**—hide, छुपाना। **Premonitory**—(here) a foreboding, भविष्यवाणी। **Chill**—very cold, बहुत ठंडी। **Crept up**—came up, उठ खड़े। **Duckliest**—very pleasant, अति सुहावना। **Darlingest**—very lovely, बहुत प्यारा। **Bargain-sale**—(here) a good deal, फायदे का सौदा। **Lingered**—lasted longer, लम्बा चला। **Sensitive**—(here) delicate, नाजुक। **Subject to**—liable to, प्रभावित हो सकती है (आसानी से)। **Hysterics**—wild laughter/cries, जोर-जोर से हँसना/चीखना। **Gulped**—swallowed, निगल गया। **Musty**—stale and damp, बासी और सीलनभरी। **Speck of trouble**—sign of trouble, मुसीबत के लक्षण। **Awfully**—(here) extremely, बहुत अधिक। **Thrilling**—exciting, उत्तेजक। **Relief**—comfort, चैन। **So far so good**—(here) not bad upto now, अब तक ठीक है।

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Darn—to fill the holes of the clothes, कपड़ों के छेदों को रफू करना। **Devellish**—like a devil, शैतानी/शैतान जैसी। **Distinctly**—clear, स्पष्ट। **Propose**—(here) intend, इच्छा है। **Huffily**—in anger, नाराज़/क्रोधित होकर। **Cloud up**—become dim, धुंधली पड़ना। **Book keeper**—accountant, हिसाब-किताब देखने वाला। **Lumber**—dealing in wood, काठ-कबाड़ की दुकान। **Grocery bills**—bills of a grocer, पंसारी के बिल। **Piled up**—heaped up, ऊँचे ढेर लग गये। **Vanished**—disappeared, गायब हो गयी। **Tangle**—(here) not clear, उलझे हुए। **Churning**—working deeply, गहराई से काम कर रहा था। **Illuminated**—lighted, रोशनी की हुई। **Argify**—argue, बहस करना। **Stupidly**—foolishly, मूर्खतापूर्ण।

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Dimly—not bright, मंद प्रकाश वाली। **Recollections**—memories, यादें। **Chattering**—(here) gossiping, गप्पे मारते हुए। **Parlour**—sitting room, बैठक। **Peered**—looked closely, ध्यान से देखा। **Mournful**—sad, उदासी से भरा। **Squeak**—like the sound of a door, चर-चर की आवाज। **Flirtatious**—behaving in a way that shows a sexual attraction, प्रेम-खिलवाड़, इश्कबाजी का व्यवहार। **Coyly**—

pretending to be shy but flirtatious, शर्मीली होने का नाटक करने वाली परन्तु इश्कबाज। **Tugging**—pulling hard, खींचते हुए। **Suspicion**—doubt, सन्देह। **Vast**—huge, विशाल।

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Spirits—(here) ghosts, भूत। **Cooed**—spoke like a pigeon, कबूतर जैसी आवाज में बोली। **Instant**—moment, क्षण। **Hovered**—stayed in the air, मंडराने लगा। **Traitor**—a person who gives away secrets about his country, गद्दार। **Desperately**—recklessly, हताशा से। **Choked**—blocked, अवरुद्ध कर दिया। **Stuck**—unable to move, could not get out, बाहर नहीं निकल पायी/फंस गयी। **Dreadful**—horrible, भयानक। **Apparently**—outwardly, बाहरी रूप से/जैसा दिखायी दे। **Protest**—oppose, विरोध। **Corrugated**—shapes in folds like waves, लहरदार। **Groaned**—cried in pain, दर्द से चीखी। **Inexorable**—unstoppable, जिसे रोका न जा सके। **Simpered**—smiled in a silly way, मूर्खतापूर्वक हंसना।

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Manipulators—operators, कार्य संचालन करने वाले। **Plagued**—(here) hounded, परेशान किया। **Crimson**—deep red, गहरे लाल रंग का। **Peculiar**—strange, विचित्र। **Insect**—a small creature with six legs and body divided into three parts, कीड़े-मकौड़े। **Spasm**—a sudden and painful contracting of a muscle, ऐंठन, मरोड़। **Wretched**—pitiable, दयनीय। **Features**—outward looks, नकशक। **Semblance**—looking similar, एक जैसा दिखायी देना। **Sly**—(here) secretly, गुप्त रूप से। **Crawled**—moved slowly like a snail, रेंगी। **Gurgled**—made noise in the throat, गड़गड़ करने की ध्वनि। **Elapsed**—ended, समाप्त हुई। **Concluded**—reached a conclusion, नतीजे पर पहुँचा। **Communicate**—express, व्यक्त करना। **Abruptly**—at once/suddenly, अचानक। **Prickle**—unpleasant feeling on the skin, चुभन करना। **Majestically**—in a grand manner, शान से। **Gait**—a way of walking, चलने की अदा। **Sternly**—harshly, कठोरता से।

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Distinguished—recognised the difference, भेद जान गया। **Protruding**—extending outward, बाहर-निकले हुए। **Exasperated**—incited/made angry, उत्तेजित किया/क्रोधित किया। **Stung**—bitten, काट लिया गया। **Violent**—aggressive, उग्र। **Popped**—appeared suddenly, अचानक दिखायी दी। **Materialize**—to take shape, रूप धारण करना। **Hoodooos**—placing curses and charms to bring bad luck on someone, दूसरों के बुरे के लिये किये गये तांत्रिक रश्में। **Retreated**—moved back, पीछे हटा। **Leered**—looked badly, बुरी नजर से देखा। **Brassily**—rudely/insolently, गुस्ताखी से। **Unaccustomed**—not habitual, आदी न होना। **Agility**—smartness, चपलता/फुर्ती। **Sprang**—jump, छलांग लगाना। **Phantom**—ghost, भूत। **Gaze**—look intently, घूर के देखना। **Wrest**—snatch, झटके से छीनना। **Staccatoed**—spoke in an abrupt manner, झट से बीच में बोली।

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Flapping—beating sounds of wings, फड़फड़ाते हुए। **Boo**—sounds of dislike, नापसंदी से की गयी आवाजें। **Queerly**—strange, विचित्र। **Sniffed**—(here) smelled, सूँघा। **Skeered**—scared, डर गया। **Kindling**—wood used for burning, जलाने के लिए लकड़ी। **Coon**—(here) the one doing a menial job, हाथ से काम करने वाला। **Waspishly**—in an irritated manner, चिढ़े हुए तरीके से। **Elaborately**—in a big way, बड़े ढंग से। **Dratted**—annoyed, गुस्से में। **Hussy**—a woman behaving in a morally wrong manner, अनैतिक व्यवहार करने वाली औरत। **Above-board**—honest, true, सच्चा, ईमानदारी वाला। **Lithely**—elegantly, सुन्दर ढंग से।

Apparition—a ghost/an image of a dead person, भूत की परछाई। **Skewed**—lying at an abnormal angle, असाधारण कोण पर पड़े। **Faint**—become senseless, बेहोश होना। **Swoon**—faint, चक्कर आना। **Telescoped**—reduced in size, आकृति में छोटी हो गयी। **Briskly**—fast, तेजी से। **Fervently**—excitedly/warmly, जोश में/गर्मी से। **Shoved**—pushed rudely, रूखेपन से धकेला। **Bulliest**—best/excellent, सब से बढ़िया।

REFERENCE TO CONTEXT

Read the extracts given below and answer the questions that follow:

1. "Hallock," he had said to me, "give us another on the supernatural this time. Something to give, em the horrors; that's what the public wants, and your ghosts are live propositions." (Page 35)

Questions

- (a) Who is the speaker?
- (b) What is he asking from the narrator?
- (c) Find the synonym of 'paranormal' in the passage.

Answers

- (a) The speaker is Mr. Jenkins, the publisher of a magazine.
 - (b) Mr. Jenkins is asking the narrator to write a ghost story for his magazine.
 - (c) supernatural
2. It had all been rather mysterious. You understand I didn't specialize in ghost stories, but more or less they seemed to specialize in me. A ghost story had been the first fiction I had written. (Page 35)

Questions

- (a) What had been mysterious?
- (b) Why did the narrator say : 'but they seemed to specialise in me?'
- (c) Write the noun form of 'mysterious'.

Answers

- (a) It had been quite mysterious how John managed to write stories in the end.
 - (b) John Hallock didn't specialise in ghost stories but they seemed to specialise in him. A ghost story was his first fiction.
 - (c) mystery
3. I sat staring at it and presently noticed something just taking shape. It was exactly like watching one of these moving picture cartoons being put together. (Page 36)

Questions

- (a) What was he staring at?
- (b) How was the figure taking shape?
- (c) Find the opposite of 'stationary' in the passage.

Answers

- (a) The narrator, John Hallock was staring at the shadow that started taking a definite shape.

(b) The figure was taking shape like one of these moving picture-cartoons being put together.

(c) moving

4. “Nothing,” I said. “Absolutely nothing. My dear lady, I was merely waiting for you to tell me why you had come. And excuse me, but do you always come in sections like this? I should think your parts might get mixed up sometimes.” (Page 36)

Questions

(a) Why did the narrator say : “Absolutely nothing?”

(b) What was he waiting for?

(c) Find the synonym of the word ‘completely’ in the passage.

Answers

(a) The ghost asked what the narrator was gaping at. The narrator replied that he was not doing any such thing.

(b) He was waiting for her to tell him the reason of her coming there.

(c) absolutely

5. “Going on strike. Don’t you know what a strike is? Not another plot do you get from us!” (Page 37)

Questions

(a) Who is the speaker?

(b) Why are they going on strike?

(c) What is the word for ‘subject matter’ of a story in the passage?

Answers

(a) The ghost of Helen is the speaker.

(b) The members of ‘The Writer’s Inspiration Bureau’ are going on strike because they were troubled frequently by the Ouija board fanatics.

(c) plot

6. “But that has nothing to do with my present form. It might have, but I gave it up at last for that very reason, and went to work as a reader on a magazine.” She sighed, and rubbed the end of her long eagle nose with a reminiscent finger.’ Those were terrible days. (Page 37)

Questions

(a) Who was she in the other life?

(b) What mistake did she make?

(c) Find the synonym of the word ‘horrible’ in the passage.

Answers

(a) She was a writer in another (the previous) life.

(b) She mistook purgatory (hell) for paradise.

(c) terrible.

7. I found others who had suffered similarly, and between us we organized ‘The Writer’s Inspiration Bureau.’ We scout around until we find a writer without ideas and with a mind soft enough to accept impression. The case is brought to the attention of the main office, and one of us assigned to it. When that case is finished we bring in a report.” (Page 37)

Questions

- (a) Who organised 'The Writer's Inspiration Bureau'?
- (b) What was the aim of the members of 'The Writer's Inspiration Bureau'?
- (c) Write the noun form of the word 'organised' given in the passage.

Answers

- (a) Helen and other 'sufferers' like her joined together to organise 'The Writer's Inspiration Bureau'.
 - (b) The aim of the members of the Bureau was to scout around to help a writer without ideas and with a mind soft enough to accept impression.
 - (c) organisation
8. "Oh, it isn't you," she explained patronizingly. "It's those Ouija board fanatics. There was a time when we had nothing much to occupy us and used to haunt a little on the side, purely for amusement, but not any more. We've had to give up haunting almost entirely. We sit at a desk and answer questions now. And such questions!"
(Page 38)

Questions

- (a) Who is 'you' in the first line?
- (b) Who are Ouija board fanatics?
- (c) What are men with rigid views called? Give one word only.

Answers

- (a) The word 'you' stands for the narrator, John Hallock.
 - (b) Ouija board fanatics are women friends of Lavinia who are always operating on Ouija boards to talk to spirits.
 - (c) fanatics
9. "Nothing," I said, and looked around for the ghost. Suppose she had lingered, and upon hearing what my wife had said should suddenly appear—Like all sensitive women, Lavinia was subject to hysterics.
(Page 39)

Questions

- (a) What did the narrator look around?
- (b) Who is 'she' in the second sentence?
- (c) Find the right word in the passage meaning 'wild cries'

Answers

- (a) The narrator looked around if Helen's ghost was still there in the room or not.
 - (b) 'She' in the second line stands for Helen, the ghost.
 - (c) hysterics
10. "To help you write your stories. Why, for instance, suppose you wanted to write an historical novel. You wouldn't have to wear your eyes out over those musty old books in the public library. All you'd have to do would be to get out your Ouija."
(Page 39)

Questions

- (a) Who is the speaker here?
- (b) What can help the narrator in writing his stories or historical novels?
- (c) Find one word from the passage similar in meaning to 'stale and damp'.

Answers

- (a) Lavinia, the narrator's wife is the speaker of these lines.
 - (b) An Ouija board can help the narrator in writing his stories or historical writings.
 - (c) musty
- 11.** Busy day, I left home early without seeing Lavinia. Understand, I haven't quite reached the point where I can give my whole time to writing, and being bookkeeper for a lumber company does help with the grocery bills and pay for Lavinia's fancy shopping. (Page 40)

Questions

- (a) Has the narrator reached the stage to devote himself only to writing?
- (b) What was the narrator doing to earn a living?
- (c) Give the opposite of 'late'.

Answers

- (a) The narrator has not reached that stage where he could devote himself only to writing.
 - (b) He was working as a bookkeeper for a lumber company.
 - (c) early
- 12.** My wife is never so pretty as when she's doing something she knows I disapprove of, "John, dear I know you'll help us out. Mrs. William Augustus. (Page 41)

Questions

- (a) When does the narrator's wife look most pretty?
- (b) What does the author disapprove of?
- (c) Give the antonym of the word 'approve'.

Answers

- (a) The narrator's wife looks most pretty when she does that thing deliberately which her husband has forbidden to do.
 - (b) The narrator disapproves of buying a Ouija board.
 - (c) disapprove
- 13.** And the first thing I knew she had taken my hands and was coyly holding them in the position desired. She released them presently, and the little board began to slide around in an aimless sort of way. (Page 41)

Questions

- (a) Who is 'she' in the first line?
- (b) Why was she holding John's hands 'in the position desired'?
- (c) Find the word for the expression 'in a shy and flirtatious manner' in the passage.

Answers

- (a) She is Miss Laura Hinkle.
 - (b) She is holding John's hands in the position desired for operating the Ouija board.
 - (c) coyly
- 14.** And then from different parts of the room other manipulators began to report. Every plagued one of those five Ouija boards was calling me by name! I felt my ears grow crimson, purple, maroon. (Page 43)

Questions

- (a) Who were the other manipulators?
- (b) Of which 'room' is the narrator talking about?
- (c) Find the antonym of 'same' in the passage.

Answers

- (a) Besides Miss Laura Hinkle, there were four other pairs of ladies who were manipulating Ouija boards.
- (b) The narrator is describing Lavinia's room downstairs in his house.
- (c) different

15. My wife was looking at me as though I were some peculiar insect. The squeak of Ouija boards and the murmur of conversation rose louder and louder, and then I felt my face twitch in the spasm of that idiotic grin. (Page 43)

Questions

- (a) Why was the narrator looking like a peculiar insect?
- (b) Why was the narrator's wife behaving in such a way?
- (c) Find the synonym of 'foolish' in the passage.

Answers

- (a) The narrator was highly embarrassed when all the five Ouija boards started calling him by name. The changing complexion of his ears made him look like a peculiar insect.
- (b) The gossips of women associated her husband's name with Helen, the ghost. She grew angry at the prospect of John flirting Helen on the Ouija board.
- (c) idiotic

16. "I am going back to my grandmother. My lawyer will communicate with you later." (Page 43)

Questions

- (a) Who is the speaker here?
- (b) Why is she going back to her grandmother?
- (c) What is the antonym of the word 'ahead' in the passage?

Answers

- (a) Lavinia, the narrator's wife is the speaker here.
- (b) She is disgusted at the alleged flirtatious behaviour of her husband John at the Ouija board with Helen, the ghost.
- (c) back

17. "How should I know! I wish to heaven I'd never seen you!" I cried. "Look what you've done! You've lost me my wife, you've lost me my home and happiness, you've—you've—" (Page 44)

Questions

- (a) What is he supposed to know?
- (b) Why does the speaker wish so?
- (c) What is the noun form of the word 'lost'?

Answers

- (a) The narrator is asked to ensure that his wife was going to get rid of the Ouija board.

(b) The speaker wishes he had never seen the ghost of Helen. She has created so many problems for him.

(c) loss

- 18.** “Sure, yes—right away! Change of air will do you good. I’ll join you presently!” If only she would go till Helen could depart! I’d have the devil of a time explaining afterward, of course, but anything would be better than to have Lavinia see a ghost. Why, that sensitive little woman couldn’t bear to have a mouse say boo at her—and what would she say to a ghost in her own living-room? (Page 45)

Questions

(a) What does the narrator want his wife to do and why?

(b) How will it help him?

(c) Find a word in the passage similar in meaning: ‘sounds of dislike’.

Answers

(a) The narrator agrees that Lavinia should go back to her grandmother immediately. Change of air will do her good.

(b) John will get time to explain the situation to his wife coolly after Helen’s ghost departs.

(c) boo

- 19.** I only waved denial and gurgled in my throat. She went on, “It’s bad enough to have you flirt over the Ouija board with that hussy—” (Page 45)

Questions

(a) Why does the narrator wave denial?

(b) What is the charge Lavinia brings against John?

(c) What is a woman behaving in a morally wrong manner called? Give only one word.

Answers

(a) The narrator waves denial to say that he is not hiding anybody behind him.

(b) Lavinia blames that her husband, John has been flirting on the Ouija board with Helen.

(c) hussy

- 20.** Lavinia looked at that apparition, that owl-eyed phantom, in plaid skirt and stiff shirtwaist, with hair skewed back and no powder on her nose. I threw a protecting husbandly arm about her to catch her when she should faint. But she didn’t swoon. A broad, satisfied smile spread over her face. (Page 46)

Questions

(a) Who was that owl-eyed phantom?

(b) Was the phantom quite attractive?

(c) Find the synonym of the word ‘ghost’ in the passage.

Answers

(a) The owl-eyed phantom was the apparition or ghost of Helen.

(b) No, the phantom was owl-eyed and dressed in unattractive plaid skirt and stiff shirtwaist. She had no powder on her nose. Helen didn’t at all look pretty or attractive.

(c) apparition

QUESTIONS FROM TEXTBOOK SOLVED

Q1. Given below is a list of words related to ghosts and ghost stories with their jumbled up meanings against them. Match the words/expressions with their correct meanings:

Apparition	a feeling of anticipation of or anxiety over a future event
Poltergeist	a reanimated corpse that is believed to rise from the grave at night to suck the blood of sleeping people
Clairvoyance	a conjurer who expels evil spirits by conjuration
Crystal Ball	a spelling board device intended to communicate with and through the spirit world, obtaining answers to questions
Eerie	beyond the range of normal experience or scientific explanation
Medium	any of a set of 22 playing cards bearing allegorical representations, used for fortune telling
Transmigration	a supernatural appearance of a person or thing, a ghost, spectre or phantom
Psychic	so mysterious, strange, or unexpected as to send a chill up the spine
Ouija Board	the supposed power to see objects or events that cannot be perceived by the senses
Exorcist	a person through whom the spirits of the dead are alleged to be able to contact the living
Premonition	a globe of quartz crystal in which images, believed to portend the future, are supposedly visible to fortune tellers
Paranormal	to pass into another body after death: going from one state of existence or place to another
Tarot Card	capable of extraordinary mental processes, such as extrasensory perception and mental telepathy
Vampire	German word, meaning “noisy ghost”—a troublesome spirit that announces its presence with unexplainable sounds and the creation of disorder

Ans.

Words/Expressions	Correct Meanings
Apparition	a supernatural appearance of a person or thing, a ghost, spectre or phantom.
Poltergeist	German word, meaning “noisy ghost”—a troublesome spirit that announces its presence with unexplainable sounds and the creation of disorder.
Clairvoyance	the supposed power to see objects or events that can not be perceived by the senses.
Crystal Ball	a globe of quartz crystal in which images, believed to portend the future, are supposedly visible to fortune tellers.

Eerie	so mysterious, strange, or unexpected as to send a chill up the spine.
Medium	a person through whom the spirits of the dead are alleged to be able to contact the living.
Transmigration	to pass into another body after death: going from one state of existence or place to another.
Psychic	able of extraordinary mental processes, such as extraordinary perception and mental telepathy.
Ouija Board	a spelling board device intended to communicate with and through the spirit world, obtaining answers to questions.
Exorcist	a conjurer who expels evil spirits by conjuration.
Premonition	a feeling of anticipation of or anxiety over a future event.
Paranormal	beyond the range of normal experience or scientific explanation.
Tarot Card	any of a set of 22 playing cards bearing allegorical representation, used for fortune telling
Vampire	a reanimated corpse that is believed to rise from the grave at night to suck the blood of sleeping people.

Q2. The title of the story is A Shady Plot. The dictionary defines the words as:

shady adjective

- (a) Full of shade; a shaded.
- (b) Casting shade: a shady grove.
- (c) Quiet, dark, or concealed; hidden.
- (d) Of dubious character or questionable honesty.

plot noun

- (a) (i) a small piece of ground, generally used for a specific purpose: a garden plot.
(ii) a measured area of land
- (b) a ground plan, as for a building; a diagram.
- (c) storyline-the plan, scheme, or main story of a literary or dramatic work, as a play, novel, or short story
- (d) a secret plan to accomplish a hostile or illegal purpose; a scheme.

Q3. Based on the definitions above can you predict what the story will be about? Make a brief note of your prediction in your notebook.

Ans. Shady: adjective

- (d) The correct meaning of the word 'shady' in the title is: anything that is of dubious character or questionable honesty.

Plot: noun

- (c) The correct meaning of the word plot in the title is: a storyline-the plan, scheme, or main story of a literary or dramatic work, as a play, novel, or short story.

The narrator doesn't have a definite plot for writing a ghost story. He was not a specialised writer for ghost stories but somehow he managed to write them. He had to wait for inspiration for long to commence writing. The appearance of ghost of Helen and the subsequent events provide material to the narrator. He gets the best plot for writing a ghost story.

Q4. Based on your reading of the story above, answer the following questions by ticking the correct options.

1. The narrator earns his living by
(a) writing ghost stories (b) working as a reader for magazine
(c) working as a stenographer
(d) working as an accountant in a lumber company
2. The writer was overconfident about his ability to write stories because.....
(a) whenever magazines wanted a ghost story, they got in touch with him
(b) he was always able to write a ghost story whenever he had to write one
(c) the readers appreciated his ghost stories
(d) he knew the ghost lady would help him write a good ghost story
3. The sight of the ghost materialising in his room filled the narrator with.....
(a) fear (b) excitement (c) joy (d) anticipation
4. The ghost wanted John to
(a) stop his wife from using the Ouija board
(b) stop using the Ouija board himself
(c) stop his guests from using the Ouija board
(d) stop people from using the Ouija board
5. John wants the ghost to disappear before his wife enters the room and waves his arms at the ghost with something of the motion of a beginner when learning to swim. His movement shows his
(a) fear (b) amusement (c) desperation (d) anxiety
6. When the narrator says his wife is never so pretty as when she's doing something she knows he disapproves of, his tone is.....
(a) amused (b) ironic (c) angry (d) irritated
7. The ghost says "It's all your fault. 'It' here refers to.....
(a) the narrator's wife's anger (b) the ghost's anger
(c) the narrator's wife leaving him (d) the ghost materialising in sections.
8. Gladolia wishes to leave the narrator's house as.....
(a) she does not like the Ouija boards
(b) she is afraid of the ghost (c) she is afraid of magic and hoodoo
(d) she likes Ouija boards and hoodoo.

- Ans.** 1. (d) working as an accountant in a lumber company
2. (b) he was always able to write a ghost story whenever he had to write one
3. (a) fear 4. (c) stop his guests from using the Ouija board
5. (c) desperation 6. (b) ironic
7. (d) the ghost materialising in sections
8. (c) she is afraid of magic and hoodoo

Q5. Answer the following questions briefly.

- (a) What genre of stories does Jenkins want the narrator to write? Why?
- (b) Does the narrator like writing ghost stories? Support your answer with evidence from the story.
- (c) What makes Helen, the ghost, and her other co-ghosts organize The Writer's Inspiration Bureau?
- (d) Why had Helen, the ghost been helping the narrator write ghost stories? Why was she going on strike? What condition did she place for providing continued help?

- (e) How does the ghost undermine the narrator's faith in his ability to write ghost stories?
- (f) Why does John want the ghost to disappear before his wife appears on the scene? What impression of his wife's character do you form from his words?
- (g) Why does the narrator hesitate to be a partner to Laura Hinkle during the Ouija Board Party?
- (h) What message does the ghost convey to the group that had assembled in the narrator's house? What is their reaction to the message?
- (i) Do you agree with the narrator calling the assembly of women "manipulators?" Give reasons.
- (j) Why is John's wife angry? What does she decide to do?
- (k) Why does John wish he were dead?
- (l) When confronted by Lavinia about his flirtations over the Ouija Board, John insists that 'the affair was quite above-board, I assure you, my love'. Bring out the pun in John's statement.
- (m) John's apprehensions about his wife's reaction to her encounter with the ghost are unfounded. Justify.

- Ans.** (a) Jenkins wanted the narrator to write a ghost story for his magazine. He wanted the narrator to give the readers a story based on the supernatural. He wanted him to give his readers really 'horror' stories. They should not be live ghosts which were presented in his earlier stories. He should write what the public wants.
- (b) The narrator honestly confesses that he doesn't 'specialize in ghost stories'. But 'they' seemed to specialise in him. He writes ghost stories at the request of Jenkins. Jenkins wants him to write 'horror' stories based on the 'supernatural'. That's what public wants. Whenever Jenkin wanted a ghost story, the narrator couldn't refuse it.
- (c) Helen, the ghost and her other co-ghosts organised, The Writer's Inspiration Bureau. In her previous life she used to write and couldn't have judged things rationally. After attaining the present form, she decided to do something with the help of those spirits who suffered similarly like her. They wanted to help those writers who were without ideas and with minds soft enough to accept impression.
- (d) Helen, the ghost had been helping the narrator write ghost stories. She was assigned this job by the main office of The Writer's Inspiration Bureau to help him. Helen and other ghosts were going on strike because of Ouija board fanatics. They kept them busy with their questions. She put a condition that he was to make his friends and acquaintances stop using the Ouija board. Only then she would start helping him.
- (e) Helen, the ghost undermines the narrator's faith in his ability to write ghost stories. She threatens going on strike with other ghosts. He will not get any help from The Writer's Inspiration Bureau to get another plot for writing a ghost story. Helen thinks that the narrator can't write without their help and inspiration.
- (f) John wants Helen, the ghost to disappear before his wife appears on the scene. Seeing Helen with the author, his wife could create troubles for him. His wife Lavinia was subject to hysterics. She would start laughing and crying loudly on seeing the ghost with her husband. These words tell that Lavinia was a dominating wife. She could burst into hysterics if things don't happen to her liking.

- (g) John was requested by his wife Lavinia to help Laura Hinkle work on an Ouija board. Laura was without a partner. She couldn't work on Ouija by herself. John was reluctant to be a partner to Laura Hinkle. She was 'flirtatious crocodile'. She leaned forward and held his hands coyly. John didn't feel comfortable with a flirtatious lady like Laura Hinkle.
- (h) Miss Laura Hinkle asked, "Ouija, dear, won't you tell us something?" In an instant the Ouija-board spelled: "T-r-a-i-t-o-r". Miss Laura asked what that meant and it pointed out towards John. Then Laura asked who was talking on the board. The answer came "H-e-l-e-n. Helen!" Helen had been calling for John on all the five Ouija boards. John was suspected of flirting with a woman on the Ouija board.
- (i) The narrator rightly calls the assembly of women "manipulators". The word 'manipulators' here means two things. The women were 'manipulators' in the sense that they were operating or manipulating Ouija boards. The other meaning is equally appropriate. Ladies like Miss Laura Hinkle are skilful at influencing people or situations in order to get what they want. They are flirtatious and manipulating.
- (j) All the five Ouija boards start calling John by name. John feels his ears grow crimson. Lavinia thought John was flirting with Helen. His wife looks angrily at him as though he were some peculiar insect. She decides to go back to her grandmother. She threatens that her lawyer would communicate with him later.
- (k) The ladies at the Book Club created a very awkward position for John. His wife suspected that he was flirting with Helen on the Ouija board. She looked at him as if he were some peculiar insect. Next morning Lavinia left a message that she was going back to her grandmother. She also threatened that her lawyer would communicate with him later. He felt that he had lost his wife, his home and happiness. He wished he were dead.
- (l) Elsie Brown makes a beautiful use of 'pun' in John's statement. Through the clever or humorous use of the word 'above-board' the author explains John's stand. When confronted by Lavinia about his filtrations over the Ouija board, John insists that the affair was quite 'above-board'. It means that he didn't hide or conceal anything and he played *above* the board. The second meaning is that he was not flirting with Helen on the Ouija board and actions and motives were honest and legal.
- (m) John's apprehensions about his wife's reaction to her encounter with the ghost are mostly unfounded. Repeatedly he asks Helen, the ghost to disappear before his wife comes. He believes that his sensitive wife 'can't bear to have a mouse say boo at her'. The sight of a ghost in her own living-room would be unbearable for her. But Lavinia finds the 'Owl-eyed phantom' quite harmless. She finds that she is not the beautiful 'Helen of Troy'. She doesn't swoon but a satisfied smile spreads over her face.

Q6. Answer the following questions in detail:

- (a) After her reconciliation with her husband, John Hallock, Lavinia writes a letter to her friend expressing how her relationship with him had almost been on the verge of breaking and what saved it. Write her letter.
- (b) John Hallock reflects upon his experience with Helen's ghost and in retrospect he finds it quite amusing. All the same he is relieved that he is no longer plagued by it. Ironically, the self same ghost inspires his creativity and he writes a diary entry reflecting upon the comical aspects of his experience. Write his diary entry.

Ans. (a) 12, Hudson Avenue
New York

20 September, 20××

Dear Pamela

You never know what is in store for you in life. It can throw unexpected surprises at any time. O God, what a party it was! It was Ouija board party. All the lady members were sitting in couples. And in between each couple was an Ouija board. I persuaded my husband to help Miss Laura Hinkle. She was without a partner. John didn't like the idea. However, flirtatious Laura took his hands. She was coyly holding them to operate the Ouija board. A strange thing happened. The board spelled "T-r-a-i-t-o-r". The board was pointing an accusing finger at John. When Laura Hinkle asked who was talking from the Ouija board, the reply came. "Hellen". Soon all the five boards started calling my husband's name. The ladies were amused. The rumour in the room was that John was flirting with someone named Hellen. I looked angrily at John and he looked miserable. Next morning, I left a note for John that I was going back to my grandmother. I threatened that my lawyer would communicate with him later. The end of our family peace and bliss seemed to have come.

Then the most unexpected happened. I entered in the room to tell John that I was going. He seemed to be hiding something behind his back. I accused him of flirting on the Ouija board with Helen. And lo! The hussy was standing there. I looked her owl-faced unattractive figure. Certainly she was not the Helen of Troy. Soon she disappeared leaving us alone. I didn't have to worry about such a woman. I felt satisfied and fell into John's arms. He kissed me passionately twice. Now I realised that John and Hellen's affair was quite above-board. The relationship which was on the verge of breaking, was saved.

Yours sincerely

Lavinia

(b) New York

18 March, 20××

Jenkins had asked me to write a real ghost story on supernatural. It may give people the 'horrors they want'. I had chased inspiration in vain for months! So I went home and sat down before my desk waiting for the inspiration. I heard a voice at the other end. It was Helen's ghost. She told me that she had come from 'The Writer's Bureau'. She told me that I would not get any help in future from her. The spirits have gone on strike. The reason was the trouble created for the ghosts or spirits by Ouija board fanatics. She warned that she would not help me till my friends and acquaintances stop using the Ouija board.

A shocking incident in the Ouija board party brought my relation with my wife on the verge of breaking. My wife asked me to become a partner of Miss Laura Hinkle. I was reluctant but the flirtatious lady took my hands and started operating the Ouija board. Shockingly the board spelled 't-r-a-i-t-o-r' and pointed an accusing finger towards me. The ghost disclosed her identity as 'Helen'. Soon all the five boards were calling my name. There were rumours going around among ladies that I was flirting with Helen on the Ouija board. Next morning, Lavinia left a note for me. She wrote that she was going back to her grandmother. Her lawyer would communicate with me later. That seemed to be the end of my married life. However, the shocking situation turned into a

comic ending. She smelled that I was trying to hide someone behind my back. She accused me of flirting with Helen. Then appeared Helen's ghost before her. But my wife didn't faint. She saw the owl-faced unattractive ghost of Helen. She smiled with satisfaction and Helen's ghost disappeared. I got my loving wife back. She fell in my arms and I kissed her passionately twice. I was finally relieved. I was not be plagued by Helen's ghost anymore. And in the bargain I got an excellent plot for a ghost story.

Q7. The narrator and his wife reveal something about their characters in their words and actions. We also learn about them from what other people say. Can you pick out the words that describe them from the box given below? Also, pick out lines and instances from the story to illustrate your choice.

shy arrogant loyal clever overconfident manipulative
 protective self-disparaging suspicious sceptical jealous fearless
 firm shrewd strong gullible sly creative
 loves novelty and thrills

Q8. Gladolia, the narrator's cook, is an African. The language she speaks is different from the others. This is known as Dialect. A dialect consists of words or phrases that reflect the regional variety of a language. An author often uses a regional dialect to make the dialogue more authentic. Initially a dialogue may seem a little difficult to understand. However, as you continue reading, the language will become more comprehensible.

Person	Extract from story	What it tells us about the character
John Hallock	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). 2. "But my ghosts aren't a bit like you....". 3. We scout around until we find a writer without ideas and with a mind soft enough to accept impression. 4. _____ _____ _____ 5. _____ _____ _____	1. _____ 2. sceptical 3. gullible 4. creative 5. protective
Lavinia Hallock	1. _____ _____ _____ 2. _____ _____ _____	1. loves novelty and thrills 2. spendthrift

	3. _____ _____ _____	3. suspicious
	4. _____ _____ _____	4. jealous
	5. Buys the Ouija board but says it is for John's research	5. manipulative
	6. Does not flinch when she meets the ghost but talks to her casually.	6. strong

Ans.

Person	Extract from story about the character	What it tells us
John Hallock	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). 2. "But my ghosts aren't a bit like you....". 3. We scout around until we find a writer without ideas and with a mind soft enough to accept impression. 4. "I've got the bulliest plot for a ghost story!" I cried. 5. I threw a protective husbandly arm about her to catch her when she should faint.	1. overconfident 2. sceptical 3. gullible 4. creative 5. protective
Lavinia Hallock	1. "You know I bought the loveliest thing this afternoon. Everybody's wild over them!" 2. '...being bookkeeper for a lumber company does help with the grocery bills and pay for Lavinia's fancy shopping.' 3. "I will see who's behind you". _____ _____ 4. "It's bad enough to have you flirt over the Ouija board with that hussy....." 5. Buys the Ouija board but says it is for John's research 6. Does not flinch when she meets the ghost but talks to her casually.	1. loves novelty and thrills 2. spendthrift 3. suspicious 4. jealous 5. manipulative 6. strong

Q8. Gladolia, the narrator's cook, is an African, The language she speaks is different from the others. This is known as Dialect. A dialect consists of words or phrases that reflect the regional variety of a language. An author often uses a regional dialect to make the dialogue more authentic. Initially a dialogue may seem a

little difficult to understand. However, as you continue reading, the language will become more comprehensible.

working in groups, write what Gladolia's words mean as shown.

Column A	Column B
<ul style="list-style-type: none"> • Misto Hallock • de Missus • sho t'inks you's lost! • she done 'phone you dis mawnin' • fo' de lawd's sake • not to stop to argify now • I's gwine t' quit. • I don't like no hoodoos. • I'se done lef' displace • I is 	<ul style="list-style-type: none"> • Mister Hallock

Ans.

Column A	Column B
<ul style="list-style-type: none"> • Misto Hallock • de Missus • sho t'inks you's lost! • she done 'phone you dis mawnin' • fo' de lawd's sake • not to stop to argify now • I's gwine t' quit. • I don't like no hoodoos. • I'se done lef' displace • I is 	<ul style="list-style-type: none"> • Mister Hallock • The Mrs. • so thinks you have lost! • she did phone you this morning • for the Lord's sake • not to stop to argufy now • I am going to quit. • I don't like any hoodoos. • I have decided to leave this place • I am/I have

Q9. Read and understand the following ghost phrases and expressions:

- To give up the ghost**—to die or to stop trying
- A ghost of a chance**—a poor chance, not likely to happen
- The ghost at the feast**—something or someone that spoils your enjoyment by reminding you of something unpleasant
- Ghost town**—a town where most people have left-abandoned and deserted
- Ghost-write**—to write for someone else
- Lay the ghost of something/somebody (to rest)**--to finally stop being worried or upset by something or someone that has worried or upset you for a long time
- Ghost image**—secondary image, esp. one appearing on a television screen as a white shadow, caused by poor or double reception or by a defect in the receiver
- the ghost of a smile**—faint trace of a smile
- As white as a ghost**—very pale or white in the face

Now complete the following story by using the appropriate phrases in the blanks given below:

I was alone in place that bore a deserted look like that of a (a) _____. I increased the pace of my footsteps as I walked through the dark forest. I felt someone walking behind me. I turned immediately and spotted the contour of a figure in the form of a (b) _____. It smiled at me wickedly. I started shaking with fear and perspiring profusely when I felt its skeletal hand upon my neck. I woke up with a start, relieved that it was only a nightmare.

This was not the first time I had had one. It had all started when I had watched the horrendous horror film with a eerie ghost character that had a scary ghost of a smile on its face. It had been almost a month. The strange thing was that I saw a similar face at the station the next morning. That was uncanny.

I was to attend a dinner at my friend's at Northanger Abbey that night. I had decided to narrate my experience to the group that would assemble there although I knew there was (c) _____ that they would be convinced.

After everyone had finished pouring their drinks to themselves, I cleared my throat and started narrating my spooky experience. However, every one of the group started accusing me of being (d) _____ and held me responsible for spoiling the spirit of revelry. I gave up the ghost and sat quietly waiting for the party to be over. Back at home, the fears returned. I knew I had to talk about my experience to somebody to feel better. I have now decided to (e) _____ and publish my experience under a pseudonym. Only then can I (f) _____.

- Ans.** (a) ghost town (b) ghost image (c) a ghost of a chance
(d) the ghost at the feast (e) ghost-write (f) lay the ghost.

Q10. SPEAKING

Ghosts and haunting have fascinated the public for centuries. Although many doubt the existence of ghosts or other paranormal entities, many people dedicate their lives to searching and recording paranormal activity. Ghost tours, support groups, and research societies, to name just a few, permeate our society and seek to answer questions about paranormal activity.

Interview your friends, relatives and people in your neighbourhood about whether they believed in the existence of ghosts. Ask them to tell you of any specific experiences they might have had in this context. In your groups identify the most fascinating anecdote you gathered on the basis of your interactions. Narrate it to the class.

Ans. Attempt yourself.

Q11. WRITING

Do you think a story has an atmosphere? Complete the following blanks to make up your ghost story by choosing the correct options.

A Ghost Story

She opened the _____ (secret door/spaceship's hatch/door of the cottage/cemetery gate/door of the castle/cockpit) _____ (brashly/loudly/silently/stupidly/fearfully/joyously).

Standing in front of her was a _____ (terrifying/handsome/smelly/anonymous/tiny/huge/bossy) _____ (policeman/spy/apparition/witch/prince/wizard) with a _____ (wand/rose/rod/knife/scythe/coded message) in his/her (its) _____ (ghoulish/bony/beautifully/fair/manly/gloved/magical) hand.

Ans.

A Ghost Story

She opened the secret door of castle fearfully.

Standing in front of her was a handsome prince with a rose in his/her manly hand.

Now that you have shared a ghost story/anecdote as well as completed a guided story in the class, create your own Ghost story on the basis of the starters given below:

- (a) Stephen knew he would never sleep. The noises, those horrid sounds, would keep him awake...
- (b) Tap, tap, tap. Was it the branches of the nearby tree, or fingernails against the window?
- (c) People often say, 'There's no such thing as ghosts...

You are familiar with the key elements of a short story viz setting, plot, conflict, character and point of view. Given below are specifics to be kept in mind while writing a Ghost story. Also make use of the vocabulary that you have learnt from the story A Shady Plot.

See Literature Reader Pages 52–53

Ans. A Ghost Story

People often say that there are no such things as ghosts. This is exactly what I used to say before the ghost of Helen. She made me think otherwise. It was a chilly night. The howling wind and the fog created quite an uncanny atmosphere. I found myself totally confused and unprepared for the examination the next day. I couldn't remember when the sleep overpowered me. I needed some help from the heaven to clear the examination. Suddenly I saw the room glow with a faint light. I woke up to see a cherubic face with the locks flowing over her shoulders. I was frightened and cried 'ghost ghost!' The apparition smiled gently. "Don't be frightened. I have come to help you." She was so young and beautiful. I don't know what overpowered me, romance or fear. Anyway, she waved the magic wand, muttered something and disappeared. I heaved a sigh of relief. The lovely ghost meant me no harm. But I was certain to fail in the next paper. I had prepared only ten questions—that covered not even one-fourth of the course.

Next day, a miracle happened. All the ten-questions that I had prepared were there in the paper. I was confident and was the first to finish the paper. I was assured of 85 marks that I could not have imagined even in my dreams. Was she my good angel? Who was she that came to save a drowning ship? Perhaps I'll never be able to answer it.

SPEAKING

Q12. While conventional Ghost stories are scary and gruesome, several modern versions are humorous. The Canterville Ghost, by Oscar Wilde, is one of the best ghost stories written in the vein of laughing satire. The story that you just read is another example in case. Humour arises out of the narrator's ability to laugh at himself, clever use of language as well as comic situations. Discuss within your groups what makes the Shady Plot humorous. Share your views during a whole class discussion.

Ans. Attempt yourself.

LISTENING TASK

Q13. Listen to the extract from The Canterville Ghost by Oscar Wilde and complete the following tasks as directed.

1. Answer the following questions:

- 1. The Ghost loved the stormy weather because ... (Complete the statement by ticking the correct option)

- (a) he liked the rain
 - (b) he liked the strong wind that shook and rattled all the windows and doors in the old house
 - (c) his plan would fail otherwise
 - (d) such weather was ideal for frightening the people in the house.
2. The Ghost was particularly angry with Washington and wished to frighten him because (Complete the statement)
 3. The Ghost did not wish to frighten Virginia because (Complete the statement)
 4. The Ghost was most angry with (Complete the statement by ticking the correct option)
 - (a) Mr and Mrs Otis (b) Virginia (c) Washington (d) The Twins
 5. Write two striking qualities of the Ghost as are revealed in this extract.
 - (a) _____
 - (b) _____

Ans. Attempt yourself.

MORE QUESTIONS SOLVED

I. SHORT ANSWER TYPE QUESTIONS (30-40 words)

Q1. Justify the title of Elsie Brown's story 'A Shady Plot'. [V. Imp.]

Ans. Elsie Brown very appropriately titles her short-story 'A Shady Plot'. The adjective 'shady' means anything of dubious character or of questionable honesty. The writer John Hallock was struggling to write a ghost story. However, the elusive dubious plot took a concrete shape after a series of strange incidents. Ironically, Helen's ghost inspires his creativity. In the end, what the writer gets is not a 'shady' but the 'fullest' or the best plot for the story.

Q2. Describe the use of humour, satire and irony in 'A Shady Plot'. [Imp.]

Ans. We get a judicious fusion of humour, satire and irony in the story. The writer satirises Lavinia's 'craze for taking up new fads' and her 'fancy shopping'. It is quite funny that she buys a Ouija board to help John write short stories. Elsie Brown's humour and irony find best expression when John says, "My wife is so pretty as when she's doing something she knows I disapprove of." Laura Hinkle is humourously called 'a flirtatious crocodile'. The ladies operating on Ouija boards are called 'manipulators.' In the end ironically, the ghost of Helen inspires John's creativity to write a short story.

Q3. Do you consider Elsie Brown's story 'A Shady Plot' an ideal ghost story. Describe the supernatural and the paranormal atmosphere in the story? [V. Imp.]

Ans. Elsie Brown's 'A Shady Plot' is an ideal ghost story based on a supernatural theme and atmosphere. The first sighting of Helen's apparition is a classical example of a ghost story. 'First an arm came out _ _ _ , then a leg _ _ _ , until at last there she was complete'. The Ouija board 'fanatics', or the manipulators are seen receiving answers from the ghost of Helen on the board. But the story is unlike other horror stories. Ironically, the ghost of Hellen inspires John's creativity to write a story.

Q4. What did Jenkins ask John Hallock to do and why?

Ans. Jenkins asked the narrator to write another ghost story based on the supernatural theme. He points out that John's ghosts are more life-like and are "live

propositions". He should give the readers "the horrors" that's what the public wants. Actually, Jenkins expected something more sensational and hair-raising stuff this time.

Q5. Why couldn't John Hallock contradict or refuse Jenkins? Give two reasons.

Ans. John Hallock was not in a position to contradict Jenkins. His magazine had been the only magazine to print his stories. Secondly, Jenkins had an uncanny knowledge as to when the landlord or the grocer was pestering him. John needed some extra money to pay for the bills. Hence, it was difficult to contradict Jenkins.

Q6. Why did John say sarcastically. "This writing business is delightful, isn't it?" [Imp.]

Ans. Jenkins wanted a ghost story from John Hallock for his magazine. John chased the inspiration but in vain. He was finding it difficult to dig up a story. He sat down before his desk and waited, but nothing happened. His mind began to 'wander off on other unghostly and material things'. In despair he burst out, "This writing business is delightful, isn't it?" These sarcastic words reveal his utter helplessness.

Q7. Why did the narrator, John Hallock begin to get a 'bit cockey' to his ability?

Ans. John Hallock didn't specialise in ghost stories. But more or less they seemed to specialise in him. A ghost story had been the first fiction he had written. Strangely he had no idea to write a story. But the idea for a plot had come to him out of nowhere. He was able to write a ghost story. Somehow whenever Jenkins wanted a ghost story he was able to dig one up for him. So, John had become over confident or a bit cockey as to his ability.

Q8. Describe the first appearance of Helen's ghost before the narrator.

Ans. When John sarcastically called writing a 'delightful' business', a voice at the other end called, "I should say it is." The narrator jumped in surprise and looked around. He sat staring at it and presently noticed something just taking shape. First an arm came out, then a sleeve leg and at last there 'she' was complete. 'She' was long, angular with enormous fishy eyes behind her big bone-rimmed spectacles. She looked so solid that for a moment John began to doubt at his own senses. He believed she was real after all.

Q9. What does Helen's ghost tell about the aim of her appearance?

Ans. John felt sorry that he kept Helen, the ghost waiting for long. Helen, the ghost replied that she just came to tell him to stop bothering them (spirits or ghosts) for any help. John would not get any help from the spirits. They were going on strike. It meant that he would not get creative inspiration for another plot for writing a story from them.

Q10. Why and how did Helen, the ghost organise 'The Writer's Inspiration Bureau'?

Ans. Helen, the ghost revealed that she was a writer in the other (previous) life. But she was confused in thinking and ideas. When she attained her present stage of being, she made up her mind to do something. She found others who had suffered similarly. They organised 'The Writer's Inspiration Bureau'. Their aim was to find a writer without ideas and with a mind soft enough to accept impression. The aim was to help such a writer and report to the main office when the case was finished.

Q11. Why were they (spirits/ghosts) on strike? How was that to affect John according to Helen, the ghost? [Imp.]

Ans. The ghost of Helen told John that all the spirits would go on strike. They had been called out of their beds too often in recent years. It was the fault of “those Ouija board fanatics.” They were always busy manipulating on their Ouija boards. The spirits had to sit at their desk and answer their questions. They were awfully busy and didn’t have time haunting for fun. She told that John would get no assistance in future from them.

Q12. What did Helen, the ghost ask John to do if he wanted their help in future?

Ans. Helen, the ghost made it clear that they would go on strike. Actually, they were going on strike because of the troubles that “Ouija board fanatics” were creating for. They had to work a lot. That would mean that John would get no assistance from them. Helen asked John to persuade his friends and acquaintances to stop using Ouija boards. If he was successful doing that, they could start helping him to write again.

Q13. Why did John not allow his wife Lavinia to come before the ghost?

Ans. John knew his wife was subject to hysterics. She could not bear even ‘a mouse say boo at her.’ If she had seen the phantom in her room, she would have started crying loudly. Therefore, John took all pains not to allow the meeting of Lavinia and the ghost of Helen.

Q14. What was the ‘duckliest’ and ‘darlingest’ thing that Lavinia bought? Did that please John? [V. Imp.]

Ans. Lavinia was quite excited. She bought an Ouija board. She called it ‘the duckliest and darlingest’ thing in the world. John considered it just another foolish act of Lavinia. However, Lavinia told John that he could talk to Napoleon and Helen of Troy on the Ouija board. The board will make writing his ghost stories easier.

Q15. How according to Lavinia the Ouija board could help John in writing stories?

Ans. Lavinia defended her act by saying that the Ouija board could help John write his stories. Suppose he wanted to write a historical novel, he would not have to read old books. He could take his Ouija and could talk to Napoleon, or William the Conqueror, or Helen of Troy. In this way, the Ouija board could help him in writing stories.

Q16. Lavinia considers Ouija boards “awfully thrilling but why does she call them positively devilish?” [V. Imp.]

Ans. Lavinia thinks that Ouija boards are “awfully thrilling.” She was very much excited after buying an Ouija board. Her husband John agreed that they were “thrilling all right.” That was just it. “They’re positively devilish.” After all they were a medium of communicating with ghosts and spirits. He wanted her to get rid of that thing as soon as she could. She must take that back and get something else.

Q17. Why did Lavinia not want to return the Ouija board?

Ans. John considered Ouija boards “positively devilish.” He asked his wife Lavinia to get rid of that devilish thing as soon as she could. But Lavinia didn’t want to return the Ouija board she had bought. In the first place they wouldn’t exchange as it was bought at a bargain sale. Secondly, if John was not interested in the other world or ghosts, she was. Saying this she walked out in a huff.

Q18. Why couldn’t John Hallock give his whole time to writing. What did he do to earn a living?

Ans. John had many responsibilities. He had not quite reached a point where he could give his whole time for writing. He was doing the job of a book-keeper in a lumber company. He had to pay for grocery bills and Lavinia’s fancy shopping.

Q19. Describe Lavinia's Ouija board party.

[Imp.]

Ans. Lavinia's Ouija board party consisted mainly of elderly women. They were sitting in couples. There was an Ouija board between each couple. They were manipulating Ouija boards to have communication with spirits. John was forced to become a partner of flirtatious Laura Hinkle. They could get answers of their questions from the spirits on the boards.

Q20. Why did John say ironically that his wife was never so pretty as when she was doing something she knew he disapproved of? Give two examples to prove it.

Ans. Ironically, Lavinia's face started glowing with pleasure when she did a thing not liked by her husband. She was never so pretty when she was doing something he disapproved of. She bought "the duckliest, darlingiest" Ouija board which John hated so much. She asked him to be a partner of flirtatious Laura Hinkle whom he disliked.

Q21. What did Laura Hinkle spell loudly after reading them on the Ouija board? How did those spellings on the board affect John Hallock?

Ans. Laura Hinkle was bending over the Ouija board and manipulating it. She spelled out loudly. "T-r-a-i-t-o-r." When she wanted to know its meaning, then came as answer. "A-s-k-h-i-m!" Laura's finger stuck to the board and she asked, "Ouija, won't you tell us who is talking?" Laura spelled out "H-e-l-e-n." John felt miserable and wanted to run away immediately.

Q22. What was the gossip among ladies and how did Lavinia and John react to it?

[Imp.]

Ans. Flirtatious Laura at once told Lavinia that some Helen had just been calling her husband on the Ouija board. Soon the rumour spread that John was flirting with some Helen on the Ouija board. All five Ouija boards were calling him by name. Lavinia looked at him angrily as if he were some peculiar insect. John felt miserable and his face showed an idiotic grin.

Q23. How did the Ouija party affect John and Lavinia's relationship?

[V. Imp.]

Ans. John had to leave the party quite humiliated. He was suspected of flirting with Helen on the Ouija board. He got up and fled from the room. At the breakfast table next morning there was no sign of his wife. He heard a tap at the door and a white slip of paper slid under it. Lavinia had written that she was going back to her grandmother. Her lawyer would communicate with him later. Their relations were on the verge of breaking up. He wished, he was dead.

Q24. Why did John say to Helen, the ghost. "I wish to heaven I'd never seen you!"

[V. Imp.]

Ans. John Hallock held Helen, the ghost responsible for all his present miseries. On the Ouija board she pointed an accusing finger at him. John was suspected of flirting with Helen on the Ouija board by the women manipulators of the boards. Lavinia was very upset and angry. She threatened to go back to her grandmother. Her lawyer would communicate with him later. John felt losing his wife, home and peace for ever.

Q25. Why did Gladolia want to go away and how was she persuaded to stay back?

Ans. Gladolia, the cook wanted to go away. The reason was the Ouija board and hoodoos. She didn't want to stay at a place where there were those damned Ouija boards and hoodoos. She was scared of them. Lavinia could persuade her to stay. She asked Gladolia to use the Ouija board for making a fire.

Q26. Why did Lavinia give a satisfied smile after seeing Helen, the ghost?

Ans. John Hallock thought that after seeing the ghost, Lavinia would grow hysteric. But when Lavinia saw the owl-eyed phantom she was delighted. Certainly this Helen was not the Helen of Troy. She was rather unattractive. She posed no danger to her. Nor could John flirt with such a woman. So didn't faint as John had thought. On the other hand, a satisfied smile spread over her face.

Q27. How did John get the bulliest plot for a ghost story? Where is the irony in it? [V. Imp.]

Ans. John had blamed Helen, the ghost that she was responsible for destroying his home and peace. Ironically, the same ghost brought a broad smile on his wife's face. The ghost of Helen became a source of inspiration for John. The story had all the ingredients of a good ghost story. It also provided the 'bulliest' and best plot for writing a ghost story. He shoved Lavinia aside, for he felt a sudden strong desire to write.

II. VALUE-BASED LONG ANSWER QUESTIONS (80-100 words)

Q1. Describe John Hallock as a ghost story writer. Ironically, Helen, the ghost whom he blamed for disturbing his domestic bliss and peace gave him the 'bulliest' plot for a ghost story. Justify. [V. Imp.]

Ans. John Hallock didn't specialise in ghost stories. But they seemed to specialise in him. His very first fiction was a ghost story. John worked as a book-keeper in a lumber company to earn a living. However, writing gave him some additional income that helped him to pay for the landlord or the grocer. Jenkins asked him to write another ghost story. This time he wanted something really sensational and full of horror. Something that the public wants. John couldn't contradict Jenkins as his magazine had been the only one to print his stuff.

John was not particularly gifted for writing ghost stories. He just managed to write them. Even he didn't know how and why. Sometimes he had to chase inspiration for months. Even, Helen, the ghost undermined John's ability to write a ghost story.

John's creative inspiration as a writer of ghost story has strange links with Helen, the ghost. After Lavinia threatened to leave him, John felt that the end of his domestic bliss and peace had come nearer. However, the encounter of Helen and Lavinia proved a blessing in disguise. Lavinia was now sure that a very unattractive ghost like Helen posed no danger to her. He not only got the love of his estranged wife but also the best plot for writing a ghost story again.

Q2. Give a character-sketch of Lavinia highlighting her love for fancy shopping, craze for Ouija boards and her relation with John. [V. Imp.]

Ans. Lavinia, the volatile wife of John Hallock, is a colourful character. She is fun loving and extravagant. John is scared of her fancy shopping. He remembers her craze for taking up new fads. John can't devote his whole time to writing. He has to work as a book-keeper to earn a living and 'pay for Lavinia's fancy' shopping. One afternoon she buys 'the loveliest' and duckliest, darlingest Ouija board at a bargain sale. However, her husband thinks that it is a "foolish thing" to buy. She considers Ouija boards "awfully thrilling" but John considers them "positively devilish." She is quite excited and interested in the "other world." She even says that the Ouija board can help him in writing his stories. Through his Ouija board he can talk to Napoleon or Helen of Troy. He need not wear his eyes over books.

The rumour about John in the Ouija party upsets Lavinia. The idea of John flirting with Helen on the Ouija board is unbearable. Lavinia doesn't excuse her husband. The next day she threatens to go back to her grandmother. Once John feels that it was the end of his domestic bliss and peace. She suspects that John is hiding Helen in the room, and flirting with her. Only when she encounters Helen her doubts are laid to rest. The unattractive 'owl-eyed' ghost can't be her rival. She can't pose any danger to her. In the end, she fell forgivingly in John's arms. A satisfied smile spreads over her face.

Q3. What is Ouija-board? Describe Lavinia and other manipulators of the Ouija board and their party. How did the Ouija-board party affect the domestic life of John and Lavinia? [V. Imp.]

Ans. Ouija board is a spelling board. It is marked with letters of the alphabet and other signs. It is intended to communicate with and through the spirit world. At the Ouija board people try to make contact with and talk to the spirit of the dead people. They also obtain answers to their questions.

John's wife Lavinia buys a Ouija board at a bargain sale. She calls it the "loveliest" and "duckliest, darlingest Ouija board." Lavinia considers Ouija boards "awfully thrilling but John considers them "positively devilish." He asks her to get rid of the damned thing as soon as possible. However, Lavinia doesn't budge from her stand.

The Ouija board party was quite a disaster for John. He was to be a partner of flirtatious Laura Hinkins at the request of Lavinia. All the Ouija boards start calling his name. A rumour spreads around that John is flirting with someone named Helen on the Ouija board. His wife threatens to leave him for ever. He thinks that the end of his domestic bliss and peace has come quite near. Lavinia suspects that he is flirting with Helen in the room. Only when she encounters Helen, the ghost, she is finally relieved. Helen is not the Helen of Troy but an owl-eyed unattractive woman. She poses no danger to her. A smile of satisfaction spreads over her face. Their relations which were on the verge of breaking up are cemented again.

Q4. Describe the salient features of Helen, the ghost highlighting her job and role in the story. How did she influence John and Lavinia in different ways?

Ans. Helen, the ghost was long and angular. She had enormous fishy eyes. She wore big bone-rimmed spectacles and put her hair in a tight wad at the back of her head. When John saw her for the first time, she looked so solid that for a moment he believed she was real. She appeared in sections. First an arm came out, then a sleeve, then a leg and at last, she was standing complete there.

Helen, the ghost undermined John's ability as a story writer. She declared that all his plots and creative inspiration came from spirits like her. She claimed to be a writer in 'the other world.' However, she had no ideas and direction. With many others like her she organised the Writer's Inspiration Bureau. They scouted around until they found a writer without ideas and with a mind soft enough to accept impression. But Helen declared that John would not get any creative inspiration or plot from them. They were on strike. The reasons for their strike was the troubles they suffered from 'those Ouija board fanatics.' They were always manipulating on their Ouija board's talking to spirits. Spirits like Helen were

always busy in answering their questions on Ouija boards. They had no time for rest or fun. Helen, the ghost asked John to persuade his wife, friends and acquaintances to stop using Ouija boards. Only then they (spirits) would start helping him in writing.

Helen really brought John and Lavinia's married life on the brink of break-up. Lavinia suspected John of flirting with Helen on the Ouija board. She threatened to go back to her grandmother. John thought the end of his domestic bliss and peace was over. However, the encounter of Helen and Lavinia saved the situation. Lavinia didn't think that an owl-eyed unattractive Helen could pose any danger to her.

Q5. Describe 'A Shady Plot' as a ghost story, describing the supernatural and the atmosphere round which it is woven. Is it a different kind of ghost story? Give reasons to prove it. [V. Imp.]

Ans. Elsie Brown's 'A Shady Plot' is a ghost story with a difference. All the elements of a ghost story are there in it. An owl-eyed ghost, Helen plays an important role in the story. The story has Ouija boards. Ouija boards are spelling board devices. They are intended to communicate with the spirits of the dead. In the story, Lavinia buys the "loveliest" and "duckliest, darlingest Ouija board." The manipulators like Laura Hinkins operate on the boards to communicate with the ghosts or spirits. They even get answer of their questions.

However, 'A Shady Plot' is a different kind of ghost story. We don't have 'horror' or spine chilling scenes in the story. Even the atmosphere is different. No dark castles or forests or horrible and shocking ghosts and spirits. Even the appearance of the ghost of Helen doesn't send a chill down John's spine. No doubt, Helen appears in sections. But it is not a frightening ghost but she is 'so real' that John doubts his own senses. Helen is no Helen of Troy but an owl-eyed unattractive ghost. Even Lavinia doesn't faint to see her. Here, the ghost doesn't threaten but provides creative inspiration and the best plot for writing another ghost story.

Q6. John Hallock writes a letter to his friend Byron describing him how the answers given by Helen, the ghost on the Ouija board had almost ruined his domestic life. Ironically, the same ghost provided him the best plot for writing a ghost story. [V. Imp.]

Ans. 12, Picadally Circus
London

20 March, 20xx

Dear Byron

We know little about the working of this universe. It's absolutely true. Frankly, I was not specially gifted for writing ghost stories. Thanks to Jenkins. His magazine was the only magazine that printed my ghost stories. Somehow I managed to write a short story whenever Jenkins asked me to write one.

The appearance of the ghost of Helen was an important incident. She appeared part by part till she stood there as a complete woman before me. She had come to warn me that I would not get any help or creative inspiration from spirits like her. They had gone on strike because of the troubles they faced by Ouija board fanatics. She asked John to persuade his wife, friends and acquaintances to stop using Ouija boards. If he succeeded in it, he could get help in writing from them again in future.

The unpleasant incident at the Ouija board party almost brought my relationship with Lavinia on the verge of breaking. She suspected me of flirting with Helen on the Ouija board. However, her encounter with Helen, the ghost solved all my problems. She didn't faint but a satisfied smile spread over her face. The owl-eyed unattractive Helen could pose no danger to her. It saved our relations and I got a wonderful plot to write a ghost story. Ironically, it was due to Helen, the ghost.

Yours sincerely
John

TEST YOUR SKILLS

I. REFERENCE TO CONTEXT

1. I was not in a position to contradict Jenkins.

Questions

- (a) Why was the narrator not in a position to contradict Jenkins?
 - (b) Who was Jenkins?
 - (c) What had Jenkins asked the narrator to do?
2. I had often been like that before and in the end things had always come way—I didn't in the least know how and why.

Questions

- (a) What had often been like that before?
 - (b) How did things come the narrative's way in the end?
 - (c) What is the narrator talking about?
3. You see, I had reached the stage of imbecility when I was talking to myself.

Questions

- (a) What is the stage of imbecility?
 - (b) Why had the narrator reached the stage of imbecility?
 - (c) Why was he talking to himself?
4. "Look here. Haven't you been calling on heaven and earth all afternoon to help you write a story?"

Questions

- (a) Name the speaker.
 - (b) Who had been calling on heaven and earth for help and why?
 - (c) What was the narrator supposed to write?
5. But my ghosts aren't a bit like you."

Questions

- (a) Who is talking and to whom?
 - (b) Which ghosts are being referred to here?
 - (c) What does the word "You" stand for?
6. ..., and at last when I attained my present state of being, I made up my mind that something should be done.

Questions

- (a) What is the speaker's present form of being?

(b) What was the speaker in 'the other life'?

(c) What did the speaker decide to do and why?

7. "I groaned and clutched my hair. The very idea of that horrible scarecrow so much as touching me!"

Questions

(a) Why did the speaker groan and clutch his hair?

(b) Who was that scarecrow?

(c) How did the narrator like that scarecrow touching him?

8. "I am going back to my grandmother. My lawyer will communicate with you later."

Questions

(a) Who is going back to her grandmother?

(b) Why is she going back to her grandmother?

(c) What will her lawyer do?

9. My Lavinia fell forgivingly into my arms. I kissed her once or twice fervently, and then I shoved her aside, for I felt a sudden strong desire to write. The sheets of paper on my desk spread invitingly before me.

"I've got the bulliest plot for a ghost story!" I cried.

Questions

(a) Why did Lavinia fall into her husband's arms 'forgivingly'?

(b) Why did the narrator shove his wife aside?

(c) What had the narrator gained?

II. SHORT ANSWER TYPE QUESTIONS

1. What did Jenkins want from John Hallock and why?
2. Why couldn't John say no to Jenkins?
3. How could John Hallock manage to write ghost stories?
4. How did Helen, the ghost appear?
5. "Didn't you send for me?" Helen crisped. How did John do that?
6. What did "Going on strike" mean for John? How did it affect him?
7. What was Helen in the other life and what did she make up her mind to do?
8. Describe 'The Writer's Inspiration Bureau'.
9. How did Ouija board fanatics trouble Helen and other spirits?
10. Why did Helen, the spirit call John to exert his influence? On what condition did she agree to start helping him to write?
11. Why didn't John want Lavinia to see the ghost of Helen?
12. Why did John Hallock think that buying an Ouija board was a foolish thing to buy?
13. How could Ouija board help John in writing a historical novel according to Lavinia?
14. Why did Lavinia consider Ouija "thrilling" and John "positively devilish?"
15. Why did John have to work as a bookkeeper?
16. Why was John reluctant to pair with Laura Hinkle?
17. How did Laura Hinkle operate the Ouija board and with what results?
18. How was John suspected of flirting?

19. What effect did the incident at the Ouija party have on John and Lavinia's relationship?
20. How were the relations between John and Lavinia on the verge of breaking?
21. Describe the encounter of Lavinia with Helen, the ghost. What was the result?
22. Who was Gladolia and why did she want to leave Hallocks?
23. Instead of fainting, Lavinia was in high spirits after meeting Helen, the ghost. Why? Give two reasons.
24. How did John Hallock get the 'bulliest plot' of a ghost story? Do you find it ironical?

III. VALUE-BASED LONG ANSWER QUESTIONS

1. Describe 'A Shady Plot' as a ghost story with a difference. Give two reasons for your justification.
2. Helen, the ghost looks more real than the ghost. Describe Helen's role in the story.
3. Lavinia enjoyed doing things which John would never approve of. But why did she forgivingly fell into John's arms in the end?
4. Describe John's handling of Helen, the ghost and Lavinia.
5. Describe humour, satire and irony in 'A Shady Plot'.
6. Lavinia writes a letter to her friend how her relations with John were on the verge of breaking but a sudden turn of events saved them. Reproduce that letter in 80-100 words in your own language.



Lesson at a Glance

- Nishikanto Ghosh, a neighbour of Patol Babu brought an offer to act in a film for him.
- It was a role of a fiftyish, short, bald-headed man.
- Nishikanto recommended Patol Babu's name to his brother-in-law, Naresh Dutt. Naresh was in film-production department.
- The offer of acting in a film was beyond the wildest dream of a 52-year-old non-entity like Patol Babu.
- Patol, at one time had a real passion for stage and was always in demand in amateur theatricals.
- There was a time when people bought tickets especially to see him.
- Patol had a job in a railway factory in Kanchrapara but he joined Hudson and Kimberley as a clerk in Calcutta in 1934.
- After working for 9 years, he was retrenched due to the war.
- He opened a variety store, joined a Bengali company and remained an insurance salesman for ten years.
- Patol Babu tried every means of earning a livelihood without ever succeeding in improving his lot.
- And 'acting' had become a thing of the remote past for Patol now.
- Next day, Naresh Dutt arrived and asked Patol Babu to be present at Faraday House at 8.30 sharp for shooting.
- When Naresh Dutt prepared to leave, Patol Babu asked him about his part in the film.
- Patol was to play the role of an absent-minded, short-tempered pedestrian.
- Patol Babu told his wife that the small role was the first step and God-willing, he would rise to fame and fortune.
- His wife remarked that he was only counting his chickens before they were hatched.
- Next morning, he reached Faraday House and saw a big crowd outside the building.
- He met Naresh Dutt and then stood in the shade of a pan shop. He had never watched a film shooting before.
- Patol Babu heard someone shouting "Silence! Taking!" and then "Action." He was the director, Baren Mullick.
- Patol asked Naresh Dutt if they would let him have his lines now. Dutt asked a young fellow Sosanko to write down his lines on a piece of paper.
- Sosanko wrote something carelessly on a piece of paper and gave it to Patol Babu.
- Patol found just a single word "Oh" written on the paper.
- Patol felt that those people were befooling him and the whole thing was a gigantic hoax.

- Sosanko reminded Patol that a 'speaking part' in a Baren Mullick film meant a lot. More than hundreds had appeared in the film who had nothing to say.
- Patol felt that film shooting was 'stuff and nonsense.' Things were much better on stage.
- Then a faint memory was stirred up in his mind – the memory of his guru – Pakrashhi.
- Pakrashhi used to say that no role is small and an actor must not think below his dignity to accept it.
- An artist must make the most of his opportunity and should have no vanity in him.
- Patol Babu began giving the exclamation "Oh!" a different inflection each time.
- The same exclamation "Oh" when spoken in different ways carried different meanings.
- There were so many kinds of "Oh" – the short "Oh", the long "Oh", the shouted "Oh" and "Oh" whispered.
- Patol Babu suggested a rehearsal but the director, Baren Mullick could not wait anymore.
- To make the scene more authentic Patol Babu suggested Baren Mullick that he should have a newspaper in his hand. The director agreed.
- In the scene the hero had banged against Patol Babu's forehead who was playing the role of a pedestrian.
- Mixing 50 parts anguish, 25 parts surprise and, twenty five parts of irritation, Patol Babu cried : "Oh!"
- A feeling of total satisfaction swept over him.
- Patol had done his job well. Everyone was really satisfied.
- Patol had put all his labour and imagination in one shot.
- It is true that he needed money but what were 20 rupees when measured against the satisfaction of doing his job well.
- Ten minutes later Naresh Dutt was searching Patol Babu near the pan shop but didn't find him there.
- Naresh Dutt was surprised. Patol Babu had gone without receiving the payment. "What a strange fellow!" he said.

SUMMARY OF THE LESSON

In 'Patol Babu, Film Star' Satyajit Ray presents a multi-faceted character in Patol Babu. Starting his life in a factory in Kanchrapara, he worked as a clerk with Hudson and Berkley, then a shopkeeper and he ended to be an insurance salesman. Patol Babu tried every means of earning a livelihood. In spite of so many struggles, he couldn't improve his lot. Once he was in great demand as a stage actor but that was in the distant past. At the age of 52, he got an offer for a small role in a film. He put his heart and soul in this small role and gave a wonderful performance. Though he needed money badly, he walked away without getting paid for his role. Money was insignificant when measured against the great satisfaction he had after doing his small job with perfection and dedication.

► Patol Babu Gets an Offer to Act in a Film

Nishikanto Ghosh was Patol Babu's neighbour. His youngest brother-in-law, Naresh Dutt was in film-production department. Naresh Dutt was looking for an

► Patol Babu को एक फिल्म के एक दृश्य करने का प्रस्ताव

Nishikanto Ghosh, Patol Babu का पड़ोसी था। उसका सबसे छोटा साला नरेश दत्त फिल्मों के निर्माण विभाग में था। नरेश दत्त एक फिल्म के एक दृश्य के लिये एक अदाकार को ढूँढ़ रहा था। चरित्र पचास साल के लगभग छोटे

actor for a scene in a film. The character was fiftyish, short and bald-headed. Nishikanto Ghosh recommended Patol Babu's name for that character. Naresh Dutt met Patol Babu next day at his house. Patol Babu agreed to play that role. The shooting was to take place the next day. Patol's part was that of a pedestrian, an absent-minded, short tempered pedestrian. After Naresh Dutt left Patol Babu broke the news to his wife. The role was not a big one but he would be paid. That was just the first step on the ladder to rise to fame and fortune. Patol Babu's wife told him that he was counting his chickens before they were hatched.

► Patol Babu's Struggles to Earn a Living

At one time Patol Babu had a real passion for the stage. He acted in *Jatras*, amateur theatricals and plays put up by the club in his neighbourhood. He was always in demand. Indeed there was a time when people bought tickets especially to see him. That was when he used to live in Kanchrapara. He had a job in the railway factory there. In 1934 he got a clerical post in Hudson and Kimberley with a higher pay in Calcutta. He came to Calcutta with his wife. He had quite an easy time till 1943. After doing that job for 9 years, he was retrenched due to the war. He opened a variety store for 5 years. Then he had a job in a Bengali firm for sometime. For ten long years he was an insurance salesman. Patol Babu tried every means of earning a livelihood but didn't succeed in changing his lot. And acting? That had now become a thing of the past.

► Patol Babu at the Shooting

The shooting was to take place not in the studio but at Faraday House. It was to take place outside the office in front of the entrance. Patol Babu reached there exactly at 8.30 am. He searched for Naresh Dutt. He was busy in shooting. Patol Babu withdrew and stood in the shade of a paan shop. He had never seen a film shooting

कद का और गँजे सिर वाला था। Nishikanto Ghosh ने Patol Babu का नाम इसके लिए प्रस्तावित किया और उस चरित्र को करने की सिफारिश कर दी। नरेश दत्त से Patol Babu अगले दिन उसके घर पर मिला। Patol Babu ने उस भूमिका को करना स्वीकार कर लिया। फिल्म की शूटिंग अगले दिन होनी थी। Patol Babu की भूमिका एक पैदल चलने वाले की थी। एक बेखबर और जल्दी ही गुस्सा हो जाने वाले पैदल चलने वाले की। नरेश दत्त के जाने के बाद Patol Babu ने यह खबर अपनी पत्नी को सुनायी। भूमिका छोटी थी परन्तु उस का उसे पैसा मिलेगा। प्रसिद्धि और सौभाग्य की सीढ़ी पर यह पहला कदम था। Patol Babu की पत्नी ने उसे बताया कि वह पैदा होने से पहले ही चूजों की गिनती कर रहा था।

► जीविका कमाने के लिये Patol Babu का संघर्ष

एक समय Patol Babu को रंगमंच के प्रति सही उन्माद था। वह जात्राओं में, शौकीन नाटक प्रदर्शनों में और पड़ोस के क्लब द्वारा किये जाने वाले नाटकों में अभिनय करता था। उसकी सदैव माँग रहती थी। वास्तव में एक समय था जब उसे देखने के लिये ही टिकटें खरीदते थे। यह तब की बात है जब वह काँचरापाड़ा में रहा करता था। वहाँ रेलवे फैक्ट्री में वह नौकरी करता था। 1934 में Hudson Kimberley में और अधिक पगार पर उसे क्लर्क की नौकरी मिल गयी। वह पत्नी सहित कलकत्ता आ गया। 1943 तक उसका समय आसानी से बीता। उस नौकरी को 9 साल करने के बाद (विश्व) युद्ध के कारण उसकी छंटनी कर दी गयी। उसने 5 साल तक एक वेरायटी स्टोर खोला। फिर कुछ समय उसने एक बंगाली फर्म में नौकरी कर ली। 10 साल तक वह बीमा एजेंट बना रहा। Patol Babu ने जीविका कमाने के लिये हर साधन अपनाया परन्तु अपने भाग्य को बदल सकने में कामयाबी नहीं मिली। और अदाकारी? वह अब एक सुदूर भूतकाल की वस्तु बन चुकी थी।

► Patol Babu शूटिंग स्थल पर

शूटिंग स्टूडियो में नहीं अपितु Faraday House पर होनी थी। वह ऑफिस से बाहर प्रवेश द्वार के सामने होनी थी। Patol Babu वहाँ ठीक 8.30 बजे पहुँच गया। उसने नरेश दत्त को ढूँढ़ा। वह शूटिंग में व्यस्त था। Patol Babu वहाँ से पीछे हटकर पान की दुकान की छाँव में खड़ा हो गया। उसने पहले कभी फिल्म-शूटिंग नहीं देखी थी। Patol Babu को संवाद की याद आयी क्योंकि क्या कहना या करना था उसे पता नहीं था। उसने जल्दी-जल्दी शृंखलाबद्ध चिल्लाहटें

before. Patol thought about the dialogue because he didn't know what he was supposed to do or say. He heard a series of shouts followed in quick succession—"Start sound!", "Running!", "Camera", "Rolling" and "Action". Now Patol Babu couldn't hold his patience. He asked Naresh Dutt if they would let him have his 'lines' now. Naresh called a young man Sosanko and asked him to write down Patol Babu's 'lines' on a piece of paper. Sosanko carelessly wrote something on a piece of paper and handed it over to Patol Babu. Patol was to utter a monosyllabic word "Oh!".

► Patol Babu Considers Shooting a Gigantic Hoax

Patol Babu was highly disappointed. He was only to utter a monosyllabic word "Oh!" and nothing else. He felt that those people were pulling his leg. The whole thing was a gigantic hoax. What was the fun of dragging a meek, harmless man into the middle of the city? They only wanted to make a laughing stock out of him. Actually, it was not even a complete word. It was just a sound. Sosanko tried to convince Patol that he was very lucky to get a 'speaking' part. Hundreds others couldn't get even that. But Sosanko's words couldn't console him. He thought that things were much better on the stage than in films.

► Memory and Advice of Guru Pakrashi

A faint memory of his guru stirred in his mind. He remembered the priceless words of his guru Pakrashi. "However small a part you're offered, never consider beneath your dignity to accept it." An artist must make the most of his opportunity. He must squeeze the last drop of meaning out of his lines.

► Patol Babu Articulates "Oh!" in Different Ways

Was his part really insignificant? Was that word "Oh!" so unimportant that he should dismiss it summarily? Then Patol Babu

सुनी—“आवाज़ दो”, “दौड़ो”, “कैमरा”, “लपेटो” और “एक्सन।” अब Patol Babu अपना धैर्य नहीं रख सका। उसने नरेश दत्त से पूछा कि क्या वे (उसे बोलने के लिये) संवाद देंगे। नरेश ने युवक Sosanko को बुलाया और उसे Patol Babu की लाइनें (संवाद) एक कागज पर लिखने के लिये कहा। Sosanko ने कागज के टुकड़े पर लापरवाही से कुछ लिखा और इसे Patol Babu को दे दिया। Patol Babu का मात्र एक स्वरीय शब्द “ओह!” कहना था।

► Patol Babu शूटिंग को एक बड़ा छल/धोखा समझते हैं।

Patol Babu बहुत निराश थे। उसे केवल एकस्वरीय शब्द “ओह!” ही कहना था, और कुछ नहीं। वास्तव में वह एक पूरा शब्द भी नहीं था। वह सिर्फ एक ध्वनि थी। उसे लगा कि वे लोग उसकी टांग घसीट रहे हैं। सारी चीज एक बड़ा छलावा या धोखा था। एक दबू और हानिरहित व्यक्ति को शहर के बीच घसीटने का कौन-सा मजाक था? वे उसे केवल हंसी का पात्र बनाना चाहते थे। Sosanko ने Patol को समझाने का प्रयत्न किया कि वह बहुत भाग्यशाली था कि उसे एक बोलने वाले की भूमिका मिली। सैंकड़ों दूसरों को यह भी नहीं मिल सका। लेकिन Sosanko के शब्द उसे सांत्वना प्रदान नहीं कर पाये। उसने सोचा कि फिल्मों की अपेक्षा रंगमंच की स्थिति कहीं ज्यादा बेहतर हैं।

► गुरु Pakrashi की याद और नसीहत

अपने गुरु की एक धुंधली-सी विस्मृति ने उसके मस्तिष्क में हलचल पैदा कर दी। उसे Pakrashi गुरु जी के ये अमूल्य शब्द याद आये। “तुम्हें कितनी भी छोटी भूमिका का प्रस्ताव आये, कभी भी उसे स्वीकारना अपनी गरिमा से नीचा मत समझो।” एक कलाकार को अपने मौके का पूरा फायदा उठाना चाहिए। उसे अपनी पंक्तियों में से अर्थ की आखिरी बूंद भी निचोड़ लेनी चाहिये।

► Patol Babu “Oh!” को अलग-अलग ढंग से उच्चारण करते हैं

क्या उसकी भूमिका वास्तव में महत्वहीन थी? शब्द “Oh!” इतना अमहत्वपूर्ण था कि वह उसे एकदम अस्वीकार कर दे? फिर Patol Babu ने “Oh!” को भिन्न-भिन्न ढंग से उच्चारण

started pronouncing “Oh!” in different ways. After doing it a number of times he made an astonishing discovery. No doubt, the role was very small. Patol Babu was to utter “Oh!” when the hero coming out of his car collided with him as a pedestrian. Patol thought that a man when hurt or wounded could utter “Oh” in many ways. And every time the effect was different. There are so many kinds of “Oh!”, the short “Oh!”, the long “Oh!”, “Oh!” shouted and “Oh!” whispered. A single word contained a gold mine of meaning. A true actor could make a mark with this single syllabic word.

► Patol Gives a Wonderful Performance but Doesn't Accept Money

The director Baren Mullick was ready to take Patol Babu's shot. Patol was to walk five steps where the collision was to take place with the hero of the film. The director shouted “Action” “Clop, clop, clop, clop, clop — Wham!” The hero's head banged against Patol's forehead and he was in pain. But Patol Babu pulled himself together. By mixing 50 parts of anguish, 25 of surprise and 25 of irritation, Patol cried “Oh!”. “Was that right?” Patol Babu asked after the shot had been taken “Jolly good!” said Sosanko. The hero Chanchal Kumar started messaging his hurt head. Naresh Dutt came up to Patol and asked him to go back where he was standing. He would arrange for his payment after sometime. Patol Babu took his place once again by the paan shop. He had done his job really well. It was true that he needed money very badly. But what was the sum of 20 rupees when measured against his intense satisfaction? He had done his small job with perfection and dedication. Ten minutes later Naresh Dutt came to the paan shop looking for Patol Babu. But Patol was not there. Naresh Dutt could only utter “what a strange fellow!” Patol Babu had left the place without receiving his payment.

करना आरम्भ किया। कई बार ऐसा करने के पश्चात् उसने एक अद्भुत तथ्य खोज निकाला। निःसन्देह भूमिका बहुत छोटी थी। Patol Babu को “Oh!” कहना था जब एक पैदल चलने वाले की भूमिका करते उससे फिल्म के नायक को कार से निकलते हुए बाहर टकराना था। Patol ने सोचा कि जब आदमी चोट खाया या घायल हो तो वह “Oh!” को अनेक तरीकों से बोल सकता है। और हर बार उसका प्रभाव अलग होता है। अनेकों प्रकार के “Oh!” हैं—संक्षिप्त “Oh!”, दीर्घ “Oh!”, चिल्लाकर कहे जाने वाला “Oh!” और फुसफुसा कर कहे जाने वाला “Oh!” एक ही शब्द में अर्थों की खान है। एक सच्चा अदाकार उस एकस्वरीय शब्द के द्वारा भी अपनी छाप छोड़ सकता है।

► Patol Babu शानदार अभिनय करते हैं परन्तु पैसा स्वीकार नहीं करते

डॉयरेक्टर Baren Mullick, Patol Babu की शॉट लेने के लिये तैयार थे। जहाँ उसकी फिल्म के नायक से टक्कर लगनी थी, Patol Babu को उस ओर पांच कदम चलना था। डॉयरेक्टर जोर से चिल्लाया “एक्शन” “क्लॉप, क्लॉप, क्लॉप, क्लॉप—धम्म!” नायक का सिर Patol Babu के माथे से जा टकराया और उसे दर्द हुआ। लेकिन Patol Babu ने अपने को सम्भाला। 50 भाग वेदना, 25 भाग आश्चर्य और 25 भाग चिड़चिड़ेपन को लाते हुए, Patol चिल्लाया, “Oh!” उस शॉट के बाद Patol Babu ने पूछा “क्या वह ठीक था?” “बिल्कुल बढ़िया!” Sosanko ने कहा। फिल्म के नायक चंचल कुमार ने उसके चोट खाये सिर को मालिश करना शुरू कर दिया। नरेश दत्त Patol के पास आया और वह जहाँ खड़ा था वहीं वापस चले जाने के लिये कहा। वह उसके पैसे के भुगतान का प्रबंध कुछ देर बाद करेगा। फिर से Patol Babu ने पान की दुकान के पास जगह ले ली। उसने अपने काम को वास्तव में अच्छे ढंग से किया था। यह सच था कि उसे पैसे की सख्त जरूरत थी। लेकिन 20 रुपयों की अगर उसकी संतुष्टि के साथ तुलना की जाये, तो वे रुपये क्या थे? उसने अपने छोटे से काम को पूर्ण रूप से और अर्पण भाव से किया था। दस मिनट बीत गये और फिर नरेश दत्त Patol Babu को खोजता हुआ पान की दुकान पर आया। लेकिन Patol वहाँ नहीं था। नरेश दत्त केवल यही कह सका “कितना अजीब आदमी है!” Patol Babu अपने पैसे लिये बिना ही वहाँ से चला गया था।

ENRICH YOUR VOCABULARY

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Genial—friendly and cheerful, खुश मिज़ाज और मिलनसार।

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Fiftyish—about fifty years, पचास साल के करीब। **Bald**—without hair, गंजा। **Remind**—याद दिलाना। **Nonentity**—a person without any special qualities, व्यक्ति जिसमें कोई खास गुण न हो, महत्वहीन व्यक्ति। **Beyond his wildest dreams**—which he could not even dream of, जो उसने सपने में भी नहीं सोचा था। **Strapping**—big, tall and strong, बड़ा, लम्बा और तगड़ा। **Provisions**—things related to food, रसद, खाने का सामान। **Aubergines**—(here) brinjals, बैंगन। **Verged on obsession**—could not think of anything else, धुन, जिसके अलावा और न सोचा जाये। **Jatras**—small Bengali plays, छोटे बंगाली नाटक। **Amateur**—not professional, शौकिया। **Theatricals**—(here) dance-dramas, नृत्य-नाटिकाएँ। **Smooth-sailing**—having no problems, living comfortably, आराम से जिंदगी बिताना। **Toying with**—(here) considering, विचार रहा था।

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Retrenchment—(here) cut down the number of employees, कटौती, छटनी। **Variety store**—a shop that sells a wide range of goods, जो दुकान भिन्न-भिन्न प्रकार की वस्तुएँ बेचे। **Disgust**—unacceptable and shocking, जुगुप्सा, प्रबल अनिच्छा, नफरत। **High-handed**—overbearing, using authority in an unreasonable way, निरंकुश, स्वेच्छाचारी। **Earning a livelihood**—earning money for living, रोजी कमाना। **Lot**—fate, भाग्य। **Establishment**—firm/shop, फर्म/दुकान। **Scrap**—a small piece of something, टुकड़ा। **Remote**—distant, दूर का। **Recalls**—remembers, याद करता है। **Recalls with a sigh**—remembering past events fondly, पिछली यादों को आह भर कर याद करना। **Thunderous**—sound of thunder, गर्जनभरी आवाज़। **Twang**—the sound when the tight string is pulled and released, मंचा या धनुष की डोर को कसकर खिंचकर छोड़ने की आवाज़। **Gandiva**—(here) name of the bow, धनुष का नाम। **Engaged**—involved, शामिल, व्यस्त। **Gory**—bloody, खूनी। **Conflict**—(here) battle, युद्ध। **Roar**—loud noise like that of the lion, शेर गर्जना/दहाड़। **Whizzing**—making a high continuous sound, सनसनाहट की आवाज़। **Shiver down his spine**—trembling, कंपकंपी। **Dragged**—pushed slowly, घसीटा। **Taken aback**—surprised, हैरान। **Diffidence**—lack of confidence, आत्मविश्वास की कमी। **Cast**—threw, फेंकी। **An appraising look**—examining look, निरीक्षण करती हुई नज़र। **Nod**—shake the head, सिर हिलाना। **Sharp**—exact, ठीक। **Anxiously**—eagerly and worried, इच्छुकता से/परेशानी से।

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Pedestrian—one who walks on the footpath, पटरी पर चलने वाला। **Short-tempered**—who becomes angry soon, जल्दी गुस्सा होने वाला। **Sort of**—kind of, प्रकार की। **Rise to fame and fortune**—becoming famous and wealthy, प्रसिद्ध और अमीर बनना। **Counting your chicken before they are hatched**—think of the fruit/result before doing any action, बिना पैदा हुए, चूज़ों को गिनना शुरू कर देना। **Make a go of it**—becoming successful, कामयाब होना। **Edge**—end, किनारा, सिरा। **Extending**—(here) spreading out, फैला हुआ।

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Suspended—floating/hanging, तैर रही थी, लटक रही थी। **Oblong**—rectangular, आयताकार। **Beehive**—home of bees, मधुमक्खी का छत्ता। **Slight**—a little, थोड़ा-सा। **Tremor**—(here) shake/quake, झटका। **Beads**—(here) drops, बूँदें। **Perspiration**—sweat, पसीना। **Spotted**—(here) noticed, ढूँढ़ा। **Gesturing**—pointing towards, इशारा करते हुए। **Punctual**—regular, नियमित। **Bump**—to hit somebody by accident, अचानक टकराना। **Withdrew**—moved back, पीछे हटा।

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Nervous—confused and worried, परेशान। **Muffed**—to miss an opportunity to do well, मौका खो देना। **Stout**—(here) (fat) strong, तगड़ा। **Bothered**—cared, परवाह की। **Abruptly**—at once, suddenly, अचानक। **Hubbub**—noise, शोर। **Resumed**—started again, दोबारा शुरू हो गया। **Probably**—perhaps, शायद। **Recalled**—remembered, याद किया।

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Smash hits—(here) great hits, achieved great success, जबर्दस्त कामयाब। **In a row**—one by one, एक के बाद एक। **Clay cup**—cup made of clay, मिट्टी का बना प्याला। **Scribbled**—wrote carelessly, लापरवाही से लिखा। **Throbbing**—strong beating, धड़कना। **Gigantic**—huge, विशाल। **Hoax**—fraud, धोखा। **Meek**—timid, दबू। **Pulling his leg**—befooling, पागल बनाना/टांग खींचना। **Drag**—pushed (by force), धकेला। **Laughing stock**—ridiculous हास्यास्पद। **Audible**—that can be heard, जो सुनायी दे सके।

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Spot—place, स्थान। **Executive**—organiser, व्यवस्थापक, प्रबंधक। **Embezzlement**—stealing money from your employer, मालिक का पैसा चुराना। **Charges**—(here) goes straight, सीधा जाता है। **Collided**—crashed into each other, टकरा गया। **Pay no attention**—doesn't notice, ध्यान न देना। **Reflects**—(here) shows, दिखाती है। **Extreme**—very much, बहुत अधिक। **Preoccupation**—already busy, पहले से व्यस्त। **Crucial**—very important, महत्वपूर्ण। **Glanced**—looked carelessly, सरसरी नज़र से देखा। **Crumpled**—crushed into folds, कुचला हुआ, मुड़ा-तुड़ा। **Stifling**—suffocating, दमघोंटू।

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Stuff and nonsense—hopeless things, बेकार की चीज़। **Pompous**—elaborate and showy, दिखावा/तड़क-भड़क वाला। **Trivial**—small, छोटा। **Faint**—dim, धुंधली। **Stirred up**—rose, उठी। **Mellow**—soft and pleasant, नरम और सुहावनी। **Beneath**—below, नीचे। **Dignity**—honour/status, सम्मान/गरिमा/पद। **Squeeze**—extract by pressing, निचोड़कर निकालना। **Involves**—contains, रखता है। **Mentor**—an experienced adviser, तजुर्बेकार सलाहकार। **Audience**—Spectator, दर्शक। **Access**—(here) reach/understanding, पहुँच/समझ। **Essence**—(here) extracted meaning, सार/निचोड़। **Obeisance**—respect, सम्मान। **Devoid**—deprived/without, के बिना। **Summarily**—at once, एकदम। **Exclamation**—a short sound spoken suddenly to express an emotion, विस्मयादिबोधक। **Inflection**—rise or fall of a man's voice, आवाज़ का उतार और चढ़ाव। **Astonishing**—surprising, हैरानजनक। **Despair**—disappointment, निराशा। **Provoked**—(here) incited, प्रेरित किया। **High-pitched**—high volume/tone, ऊँची आवाज़। **Thesis**—(here) research work, शोध कार्य। **Monosyllabic**—of one syllable, एक स्वर का। **Disheartened**—discouraged, हतोत्साहित हुआ। **Make a mark**—leave one's impression, छाप छोड़ना। **Impatient**—restless, बेसब्र।

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Sneak off—go away silently, चुपके से खिसक जाना। **Tiptoe**—walk on toes without making a noise, चुपचाप पंजों पर चलना। **Enunciating**—pronouncing, उच्चारण करते हुए। **Syllable**—sound of one syllable in a word, अक्षर-समूह में एक स्वरध्वनि। **Twisted**—bent, distorted, विकृत/मुड़े-तुड़े। **Crouch**—in a bending position, झुक या दुबककर। **Got over**—won/controlled, काबू पा ली थी। **Apathy**—indifference, उदासीनता, विराग। **Keen**—sharp, तीखी। **Anticipation**—hoping for something, प्रतीक्षा। **Suppressed**—repressed, दबायी हुई। **Excitement**—enthusiasm, उत्तेजना/जोश। **Cue**—sign, संकेत। **Ignores**—avoid, ध्यान नहीं देता। **Strides**—walks in steps, कदम रखता है। **Register**—(here) express, प्रकट करना। **Patch**—a small part, छोटा-सा टुकड़ा।

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Snappy—(here) fashionable, फैशनप्रिय, प्रचलित। **Come off**—fall down, नीचे गिरना। **Perspicacity**—ability to understand quickly, समझ शक्ति। **Bystanders**—passers-by, गुजरने/देखने वाले।

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Wham—sudden sound (of hitting), एकदम से टकराने की आवाज़। **Banged**—collided with, टकरा गया। **Excruciating**—deep pain, गहरी पीड़ा। **Supreme**—highest, सर्वोत्तम। **Anguish**—deep pain, वेदना/गहरी पीड़ा। **Irritation**—feeling of annoyance, झल्लाहट। **Elbowed**—pushing with elbows, कोहनी से ढकलते हुए। **Heaved a sigh of relief**—breathed in peace, to feel relaxed, चैन की सांस ली। **Swept over**—covered/dominated, ढक लिया/छा गया। **Blunted his sensibility**—reduced his sharpness or reduced his acting talent, धार कम कर दी या उसकी अभिनय प्रतिभा कम नहीं हुई। **Intense**—deep, गहरी। **Odd**—strange, विचित्र।

REFERENCE TO CONTEXT

Read the extracts given below and answer the questions that follow:

1. The way he described the character—fiftyish, short, bald-headed—it reminded me of you. So I gave him your address and asked him to get in touch with you directly. I hope you won't turn him away. They'll pay you, of course. (Page 56)

Questions

- (a) Name the speaker of these lines.
- (b) What was the speaker reminded of and why?
- (c) What is the opposite of the word 'long' in the passage?

Answers

- (a) The speaker is Nishikanto Ghosh, a neighbour of Patol Babu.
 - (b) The fiftyish, short, bald-headed character reminded Nishikanto of Patol Babu as he resembled the character.
 - (c) short
2. Patol Babu hadn't expected such news at the start of the day. That an offer to act in a film could come to a 52-year-old nonentity like him was beyond his wildest dreams. (Page 56)

Questions

- (a) Did Patol Babu expect such a news?

- (b) Why was the news beyond his wildest dreams?
(c) What is the synonym for 'hoped' in the passage?

Answers

- (a) No, Patol Babu hadn't expected such a good news at the start of the day.
(b) Patol Babu was a 52-year old nonentity and an offer to act in a film was beyond his wildest dreams.
(c) expected
3. Babu had a real passion for the stage; in fact, it verged on obsession. In *Jatras*, in amateur theatricals, in plays put up by the club in his neighbourhood, Patol Babu was always in demand. His name had appeared in handbills on countless occasions. Once it appeared in bold type near the top: 'Sitalakanto Ray (Patol Babu) in the role of Parasar'. Indeed, there was a time when people bought tickets especially to see him. (Page 56)

Questions

- (a) When did Patol Babu have a real passion for the stage?
(b) When was Patol Babu in great demand?
(c) What is the opposite of the word 'disappeared' in the passage?

Answers

- (a) When Patol Babu lived in Kanchrapara, he had a real passion for the stage.
(b) Patol Babu was in great demand in 'Jatras', amateur theatricals and plays put up by the local club.
(c) appeared
4. It was quite smooth sailing for some years, and Patol Babu was in his boss's good books. In 1943, when he was just toying with the idea of starting a club in his neighbourhood, sudden retrenchment in his office due to the war cost him his nine-year-old job. (Pages 56-57)

Questions

- (a) When and for how long it was 'smooth sailing' for Patol Babu?
(b) Why and how did Patol lose his job?
(c) What is the opposite of the word 'bad' in the passage?

Answers

- (a) Patol Babu led a very smooth and comfortable life for nine years when he worked as a clerk with Hudson and Kimberley.
(b) Patol Babu lost his job as he was retrenched due to the war.
(c) good
5. Then, for ten years, starting as an insurance salesman, Patol Babu tried every means of earning a livelihood without ever succeeding in improving his lot. (Page 57)

Questions

- (a) What did Patol do to earn a living after he was retrenched?
(b) Did he succeed in his mission?
(c) What is the synonym for 'fate' in the passage?

Answers

- (a) Patol Babu struggled to earn a living after he was retrenched. He ran a shop, did a job in a Bengali company and finally, became an insurance agent. He tried everything but in vain.

(b) In spite of trying every means of livelihood, Patol Babu did not succeed in changing his fate.

(c) lot

6. 'Oh yes, sorry. The part is that of a—a pedestrian. An absent-minded, short-tempered pedestrian. (Page 58)

Questions

- (a) Who is the speaker of these lines?
- (b) What does the speaker feel sorry for?
- (c) What is Patol Babu's part in the film?

Answers

- (a) Naresh Dutt, who is in the production department of films, is the speaker here.
- (b) The speaker feels sorry for not telling Patol Babu his role in the film.
- (c) Patol Babu is to play a short-tempered pedestrian in the film.

7. Remember? This is only the first step on the ladder, my dear better-half! Yes—the first step that would—God willing—mark the rise to fame and fortune of your beloved husband! (Page 58)

Questions

- (a) What is the first step on the ladder for Patol Babu?
- (b) Who is the speaker talking to?
- (c) What is the opposite of 'defame' in the passage?

Answers

- (a) The small role Patol Babu has got in a film can be the first step on the ladder for him.
- (b) The speaker is talking to his wife.
- (c) fame

8. 'Counting your chickens again before they're hatched, are you? No wonder you could never make a go of it.' (Page 58)

Questions

- (a) Who is speaking and to whom?
- (b) Explain : "Counting your chickens again before they're hatched, are you?"
- (c) Find the opposite of 'discounting' in the passage.

Answers

- (a) Patol Babu's wife is talking to her husband.
- (b) She says that Patol Babu was only counting his chickens before their birth. It means that he was calculating the result prematurely.
- (c) counting

9. I was with Hudson and Kimberley for nine years and wasn't late for a single day.' (Page 59)

Questions

- (a) Who is the speaker and who is he talking to?
- (b) Where did the speaker work for nine years?
- (c) What does the speaker want to prove?

Answers

- (a) The speaker is Patol Babu and he is talking to Naresh Dutt.

(b) Patol Babu worked with Hudson and Kimberley in Calcutta for nine years.

(c) The speaker wants to impress Naresh Dutt with his punctuality.

- 10.** Patol Babu suddenly felt a little nervous. Should he ask somebody? There was Naresh Dutt there; should he go and remind him? It didn't matter if the part was small, but, if he had to make the most of it, he had to learn his lines beforehand. How small he would feel if he muffed in the presence of so many people! The last time he acted on stage was twenty years ago. (Page 60)

Questions

(a) Why was Patol Babu nervous?

(b) What did Patol want to remind and to whom?

(c) What is the synonym for 'confused' in the passage?

Answers

(a) Patol Babu was nervous because he had not yet received the dialogue he was to speak during the shooting.

(b) Patol wanted to remind Naresh Dutt that he had not yet received his lines to be spoken during the shooting.

(c) nervous

- 11.** A young fellow in a short-sleeved shirt turned towards Naresh Dutt. 'This gentleman wants his lines. Why don't you write them down on a piece of paper and give it to him?' (Page 61)

Questions

(a) Who is the young fellow?

(b) Who is "this gentleman" being referred to here?

(c) What is the opposite of 'up' in the passage?

Answers

(a) The young fellow is Sosanko working in the film unit.

(b) "This gentleman" is Patol Babu.

(c) down

- 12.** Were these people pulling his leg? Was the whole thing a gigantic hoax? A meek, harmless man like him, and they had to drag him into the middle of the city to make a laughing stock out of him. How could anyone be so cruel? (Page 61)

Questions

(a) Who were 'those people' that Patol thought to be pulling his leg?

(b) What did Patol think the whole thing to be?

(c) What is the opposite of 'harmful' in the passage?

Answers

(a) The people were connected with films. They were trying to pull Patol Babu's leg.

(b) Patol Babu thought that the whole thing connected with the shooting was a huge hoax.

(c) harmless

- 13.** 'What are you saying, Grandpa? You think that's nothing? Why, this is a regular speaking part! A speaking part in a Baren Mullick film—do you realise what that means? Why, you're the luckiest of actors. Do you know that till now more than a hundred persons have appeared in this film who have had nothing to say?' (Page 62)

Questions

- (a) Who is the 'grandpa' and what is his complaint?
- (b) What does a speaking part in a Baren Mullick film mean?
- (c) What is the opposite of 'everything' in the passage?

Answers

- (a) Sosanko calls Patol Babu 'Grandpa'. Patol is complaining that they were making him a stock of laughter by giving just a monosyllabic word "Oh!" to utter in the film.
- (b) A 'speaking' part in a Baren Mullick's film means a great thing.
- (c) nothing

- 14.** Patol Babu went slowly back to the paan shop. Standing in the shade, he glanced down at the paper in his hand, cast a quick look around to see if anyone was watching, crumpled the paper into a ball and threw it into the roadside drain. (Page 62)

Questions

- (a) Why did Patol Babu go back slowly to the paan shop?
- (b) Why did he cast a quick look around?
- (c) What is the antonym of the word 'slow' in the passage?

Answers

- (a) Sosanko asked Patol Babu to move over where he was standing—near the paan shop.
- (b) He cast a quick glance around to see if anyone was watching him.
- (c) quick

- 15.** Why waste a Sunday morning in the company of these useless people, and be made to look foolish on top of that? (Page 62)

Questions

- (a) Where did the speaker not want to waste a Sunday morning?
- (b) Who were those 'useless' people?
- (c) How were 'they' making a fool of him?

Answers

- (a) The speaker didn't want to waste a Sunday morning by being present at Faraday House during the shooting.
- (b) Those 'useless' people were all the people associated with the making and shooting of that film.
- (c) They were making a fool of him by giving just one word "Oh!" to be spoken in the whole film.

- 16.** A faint memory was stirred up in Patol Babu's mind. Some priceless words of advice given in a deep, mellow voice: 'Remember one thing, Patol; however small a part you're offered, never consider it beneath your dignity to accept it. As an artist your aim should be to make the most of your opportunity, and squeeze the last drop of meaning out of your lines. A play involves the work of many and it is the combined effort of many that makes a success of the play. (Page 63)

Questions

- (a) Whose faint memory was stirred up in Patol Babu's mind?
- (b) What were the priceless words of advice?
- (c) What is the synonym of the word 'chance' in the passage?

Answers

- (a) A faint memory of his guru Pakrashi and his words stirred up in Patol Babu's mind.
- (b) The priceless words of his guru were that no role is small and blow the dignity of the actor. Every role that is offered must be accepted.
- (c) opportunity

17. There was something else which Mr Pakrashi used to say. 'Each word spoken in a play is like a fruit in a tree. Not everyone in the audience has access to it. But you, the actor, must know how to pluck it, get at its essence, and serve it up to the audience for their edification.'
(Page 63)

Questions

- (a) Who was Pakrashi?
- (b) What is each word in a play like?
- (c) What is the synonym of the word 'reach' in the passage?

Answers

- (a) Pakrashi was Patol Babu's mentor or guru.
- (b) Each word in a play is like a fruit in a tree.
- (c) access

18. Was it really true that there was nothing in the part he had been given today? He had only one word to say—'Oh!', but was that word so devoid of meaning as to be dismissed summarily?
(Page 63)

Questions

- (a) What was the part given to the speaker?
- (b) Did Patol think that there was nothing in the part?
- (c) What is the word for 'at once completely' in the passage?

Answers

- (a) Patol Babu was given the role of a short tempered pedestrian. He was to utter only one word "Oh!" in the film.
- (b) Now Patol didn't think that his part was insignificant.
- (c) summarily

19. "Oh, oh, oh, oh, oh"—Patol Babu began giving the exclamation a different inflection each time he uttered it. After doing it for a number of times he made an astonishing discovery. The same exclamation, when spoken in different ways, carried different shades of meaning.
(Page 63)

Questions

- (a) What did Patol Babu start doing?
- (b) What was the astonishing mystery revealed to him?
- (c) What is the opposite of 'same' in the passage?

Answers

- (a) Patol Babu started giving the exclamation "Oh!" a different inflection each time she spoke it.
- (b) The astonishing mystery was that every time "Oh" was sounded differently it conveyed different meanings.
- (c) different

- 20.** Patol Babu suddenly felt that he could write a whole thesis on that one monosyllabic exclamation. Why had he felt so disheartened when this single word contained a gold-mine of meaning? The true actor could make a mark with this one single syllable. (Page 63)

Questions

- (a) What was that one monosyllabic exclamation?
- (b) Why did he feel disheartened? Does he still feel so?
- (c) What is the opposite of 'heartened' in the passage?

Answers

- (a) That one monosyllabic word was "Oh!"
 - (b) Earlier Patol Babu felt disheartened as he was to utter only "Oh!" But now he doesn't feel so. Now he thinks that "Oh!" contains a gold-mine of meaning.
 - (c) disheartened
- 21.** Patol Babu was called in exactly half an hour. Now he had completely got over his apathy. All he felt now was a keen anticipation and suppressed excitement. It was the feeling he used to feel twenty years ago just before he stepped on to the stage. (Page 64)

Questions

- (a) Why was Patol Babu called?
- (b) What happened to Patol Babu's earlier apathy?
- (c) What is the word for 'indifference' in the passage?

Answers

- (a) Patol Babu was called to give his performance.
 - (b) Patol Babu's earlier indifference had gone.
 - (c) apathy
- 22.** Patol Babu had a quick glance in a mirror which the man was holding. True enough, the moustache suited him very well. Patol Babu inwardly commended the director's perspicacity. (Page 65)

Questions

- (a) Why did Patol Babu cast a quick glance in the mirror?
- (b) How did the moustache suit Patol Babu?
- (c) What is the word for 'praised' in the passage?

Answers

- (a) Patol Babu cast a quick glance in the mirror to see if he was looking perfect for a performance.
 - (b) The moustache really suited Patol Babu's face.
 - (c) commended
- 23.** But the next moment, by a supreme effort of will, Patol Babu pulled himself together, and mixing fifty parts of anguish with twenty-five of surprise and twenty-five of irritation, cried 'Oh!' and, after a brief pause, resumed his walk. (Page 66)

Questions

- (a) Why did Patol Babu have to pull himself?
- (b) How did he utter the word "Oh!"?
- (c) What is the synonym for the word 'pain' in the passage?

Answers

- (a) Patol Babu had to pull himself as he was hurt when he collided with the hero.
- (b) He uttered the word “Oh!” by mixing 50 parts of anguish, 25 of surprise and 25 of irritation.
- (c) anguish

24. He had done his job well. All these years of struggle hadn’t blunted his sensibility. Gogon Pakrashi would have been pleased with his performance. But all the labour and imagination he had put into this one shot—were these people able to appreciate that? He doubted it. (Page 66)

Questions

- (a) Did all these years of struggle affect Patol’s sensibility?
- (b) How would his guru have reacted at his performance?
- (c) What is the opposite of ‘pleased’ in the passage?

Answers

- (a) All these years of struggle did not blunt or reduce his sensibility.
- (b) His guru Pakrashi would have been pleased at his performance.
- (c) displeased

25. It is true that he needed money very badly, but what was twenty rupees when measured against the intense satisfaction of a small job done with perfection and dedication? (Page 66)

Questions

- (a) Why did Patol Babu need money?
- (b) What was money when measured against his satisfaction?
- (c) What is the opposite for ‘against’ in the passage?

Answers

- (a) Patol Babu had been struggling to make a living all those years and he needed money for smooth sailing.
- (b) Money was quite insignificant when measured against the intense satisfaction that he got after doing his performance so well.
- (c) for

26. Ten minutes or so later Naresh Dutt went looking for Patol Babu near the paan shop and found that he was not there. ‘That’s odd—the man hadn’t been paid yet. What a strange fellow!’ (Page 66)

Questions

- (a) Why was Naresh Dutt looking Patol Babu for?
- (b) Did he find him?
- (c) What is the synonym for the word ‘strange’?

Answers

- (a) Naresh Dutt was looking for Patol Babu so that he might receive his payment.
- (b) No, he didn’t find him at the paan shop.
- (c) odd

QUESTIONS FROM TEXTBOOK SOLVED

Q1. With your partner answer the following questions :

What are your strengths?

Strengths	Why do you feel so?

What is your dream career?

I want to become a

- Is there any correlation between your strengths and aspirations?
- Do you think you can achieve your dreams? Give reasons.

Ans.

Strengths	Why do you feel so?
Diligence	I can study for ten hours a day.
Dedication	I forget everything when I am at work.
Confidence	I am sure to get more than 90% marks.
Perfection	I can't tolerate a mediocre performance.

I want to become a *college lecturer*.

- There is a definite correlation between my strengths and aspirations. Diligence, dedication, confidence and perfection are the strengths of a college teacher.
- There is no reason why I shouldn't achieve my dreams. If dreams are backed with diligence, dedication, confidence and perfection, everything can be achieved. I am working with my aim in sight and God willing, I will achieve it. One day, I will be teaching at a college in Delhi University.

Q3. Answer the following questions briefly:

- (a) What was the news that Nishikanto Ghosh gave Patol Babu?
- (b) How did Patol Babu react? Why?
- (c) Why had Patol Babu lost his first job in Calcutta?
- (d) How does Patol Babu reconcile to the dialogue given to him?
- (e) Who was Mr. Pakrashi? How do his words help Patol Babu in enacting his role?
- (f) How do we know that Patol Babu was a meticulous man?
- (g) Why did Mr. Mullick turn down Patol Babu's request for a rehearsal?
- (h) What were the special touches that Patol Babu gave to his role to make it more authentic?

Ans. (a) Nishikanto Ghosh had brought a good news for Patol Babu. His youngest brother-in-law Naresh Dutt was in film business. He was looking for an actor for a scene in a film. The character he described was a fiftyish, short, bald-headed man. It reminded Nishikanto of Patol Babu. He asked his brother-in-law to get in touch with him. Of course, they would pay him for the role.

- (b) The offer was a great opportunity for Patol Babu. The amount was not that important but the opportunity certainly was. It was beyond the wildest dreams of a 52-year-old nonentity like him. He saw no reason why he should say no. But he desired to meet his brother-in-law first and find out some more details.
- (c) In 1943, Hudson and Kimberley offered Patol a clerical post with a higher pay. He accepted it and came to Calcutta with his wife. The World War II had its disastrous effect on industries. Sudden retrenchment in his office due to the war cost him nine-year-old job.
- (d) Patol Babu was to utter a single word, "Oh!" Patol Babu felt that those people were pulling his leg. The whole thing was a 'gigantic hoax'. He asked, "Just 'Oh?'" Then a faint memory of his mentor Pakrashi stirred up his mind. He remembered Pakrashi's words. However small a part one is offered, he should never consider it beneath his dignity to accept it. In the end, Patol Babu reconciled to the dialogue given to him.
- (e) Gogon Pakrashi was Patol Babu's mentor. He was a wonderful actor without a trace of vanity in him. He was a saintly man and 'an actor in a million'. He always gave an advice to his juniors. However small a part an actor is offered, he should never consider it beneath his dignity to accept it. An artist must always make the most of his opportunity. He should squeeze the last drop of meaning out of his lines. Naturally, his words helped Patol Babu in enacting his role.
- (f) Patol Babu was indeed a meticulous man. He paid careful attention to every detail. He was thorough in his approach. He spoke the same exclamation 'Oh' in different ways—the short "Oh", the long drawn "Oh", "Oh" shouted and "Oh" whispered. He also spoke the high pitched "Oh" and the low pitched "Oh". He could write a thesis on that one monosyllabic exclamation.
- (g) After the collision takes place with the hero, Patol Babu was to register his pain by saying "Oh". Patol Babu suggested a rehearsal but Barren Mullick shook his head impatiently. The scene was to be shot in sunlight. There was a large patch of cloud approaching the sun. Hence, there was no time for a rehearsal.
- (h) Patol Babu gave some special touches to his role to make it more authentic. An idea came to him. If the collision took place while he had his eyes on the newspaper, the effect would be greater. So a newspaper was arranged for him. After the collision, mixing 50 parts of anguish with 25 of surprise and 25 of irritation, he cried "Oh". All these special touches made his role more authentic.

Q4. Discuss the following questions in detail and write the answers in your notebooks:

- (a) 'I hope the part calls for some dialogue?' Who says this? Why does he/she ask this question?
- (b) 'Were these people pulling his legs? Was the whole thing a gigantic hoax? A meek, harmless man like him, and they had to drag him into the middle of the city to make a laughing stock out of him. How could anyone be so cruel?' Why does Patol Babu have these thoughts?
- (c) Patol Babu is an amateur actor for whom walk-on part in a movie turns into an ultimate challenge. Discuss.
- (d) Do you agree with the statement that Patol Babu is a practical man who comes to terms with whatever life has to offer? Give reasons for your answer.

- (e) Why does Patol Babu walk away before he can be paid for his role? What does this reveal about his character?
- (f) Do you think making a movie is an easy job? Discuss with reference to the story.

Ans. (a) Nishikanto Babu's youngest brother-in-law, Naresh Dutt was in the film production. He came to Patol Babu's house. He told Patol that his part was that of a pedestrian. An absent-minded, short-tempered pedestrian. He asked him to reach at 8.30 sharp at Faraday House. Patol Babu suddenly thought of a crucial question. He hoped the part called for some dialogue. Naresh Dutt replied that it was a 'speaking' part. Of course, there was dialogue and he would be given his lines as soon as he showed up next day.

Patol Babu was happy that he was getting a God sent opportunity of acting in a film. It didn't matter if the part was small. But if he had to make the most of it. He had to learn his lines before hand.

- (b) Patol Babu had waited for long to know the 'lines' he was to utter in his role. At last, he realised that he had to know his 'lines' from Naresh Dutt. He couldn't contain himself and asked, "If you let me have my lines now". Naresh Dutt took Patol to a man Sosanko and asked him to write down his lines on a piece of paper. Sosanko tore off a page and wrote something on it carelessly.

He handed it over to Patol Babu. Patol glanced at the paper and found a single word written on it 'Oh'. It was a mono-syllabic word. Actually, it was not even a complete word. It was just a sound.

Patol Babu felt a sudden throbbing in his head. He wished he could take off his jacket. The heat was unbearable. He thought: "Were these people pulling his leg?" It seemed that "the whole thing was a gigantic hoax. He was a meek and harmless man. They had dragged him into the middle of the city to make a laughing stock of him. How could anyone be so cruel? He realised that he was merely wasting his Sunday morning standing there. He realised that things were far better on the stage.

- (c) Patol Babu is an amateur actor. The walk-on part in a movie is a great challenge for him. But Patol Babu accepts this challenge and gives a sterling performance to every body's satisfaction.

Acting had become a thing of remote past for Patol Babu. At one time he had a real passion for the stage. As an amateur actor he used to take an active part in jatras, theatrical and the plays of a local club. But acting in a movie is a different thing. But Patol Babu prepares himself for his new job. His role is very small. He is to act as a short-tempered pedestrian in a scene. When he knows from Sosanko that he has to utter only a monosyllabic word "Oh!", he feels cheated and humiliated. He considers that 'those people' are pulling his leg. However, the priceless words of his guru Pakrashhi make him prepare for the job. He realises that however small a role be he should not reject the offer. Patol Babu now accepts the challenge with new interest, hope and excitement. The previous apathy is gone. He gives the exclamation "Oh!" a different inflection each time. He makes an astonishing discovery. The same exclamation spoken in different ways, carries different meanings. He pulls himself by a supreme effort. 'Mixing 50 parts of anguish, 25 of surprise and 25 of irritation, he utters "Oh!" And what a wonderful performance! He feels satisfied. All those years of struggle have not blunted his sensibility.

- (d) In a way, the statement is partly true. No doubt, he has to struggle very hard to earn a living. It is also true that all his toil and trouble couldn't change his fate. He is practical only up to an extent. He can come to terms with whatever life has to offer. But he has a streak of idealism too. He is not practical in the sense of a worldly wise man. He puts in all his skills and imagination in one single shot. He also gives a sterling performance. But he goes away satisfied without accepting his payment.

Life has not been very kind to Patol Babu. While he was in Kanchrapara, he had a job in a railway factory. He came to Calcutta as a clerk with Hudson and Kimberley. For nine years, he enjoyed a peaceful and comfortable life. However, he was retrenched due to the war.

Patol Babu is a fighter. He tries every means of earning a living. But he fails to earn money. His lot remains the same. He opens a variety shop for five years. He does a job in a Bengali firm for some time. He works as an insurance agent for ten years. And now one of his cousins has promised him a job in a small establishment.

No doubt, Patol accepts whatever life has to offer him but he is more of a dreamer than a realist. He accepts a very small role of a pedestrian in a film. But as his wife rightly says, he starts counting his chickens before they are hatched. It is too early but he dreams of rising to fame and fortune. Only an idealist can put his heart and soul in such a role and walk away without being paid.

- (e) Patol Babu walks away before he can be paid for his role. The role is very small but in it he puts all his skills and imagination. He gives a wonderful performance. Everyone is satisfied. Sosanko calls it a "jolly good" performance of a great actor. However, Patol Babu doesn't stay for being paid for the role. Only a great idealist who works not for money but for the satisfaction of his artistic soul, can do such a thing.

Patol Babu values artistic satisfaction far above than monetary considerations. He has done his job well. He is satisfied that "all these years of struggle hadn't blunted his sensibility." As for payment, he thinks how much will they pay? 'Ten, fifteen, twenty rupees?' It is true that he needs money very badly but what is money before satisfaction? What is the sum of twenty rupees when measured against the intense satisfaction which an artist gets after doing even a small job with perfection and dedication? Thinking this, Patol Babu walks away without being paid.

- (f) Certainly, making a movie is not an easy job. If we study Ray's story, we can realise how long and tedious is the job of film making. Making of a film involves different units. The production unit is in charge of the production. Here we find Naresh Dutt taking the trouble of visiting Patol Babu's house even for signing such a small role. Then we have financiers who finance the film. The director is the soul of a film. He directs all the shooting activities under his supervision. Here we see the director Biren Mullick taking all toils and troubles to make scenes more authentic and impressive. He accepts Patol Babu's suggestion of holding a newspaper in his hand. He also puts a butterfly moustache on Patol Babu's face to make his character more convincing. Even the make-up men like Kesto have their own importance in film-making. Then there is a shooting unit in which young people like Sosanko and Jyoti work. All these people work in unison to make every shot perfect. Every one, including the hero Chanchal Kumar, is on his toes waiting for the shout "Action!" of the director.

Q5. Here are some lines from the lesson. What do they tell us about Patol Babu's character? You may take help from the words given in the table below or find some of your own from the dictionary. The first one has been done for you.

passionate actor	diligent	unassuming	talented
genial	mercenary	short-tempered	introvert
meticulous	modest	humble	arrogant

- (a) That an offer to act in a film could come to a 52-year-old nonentity like him was beyond his wildest dreams **unassuming; modest.**
- (b) Indeed, there was a time when people bought tickets especially to see him.... .
- (c) 'I was with Hudson and Kimberley for nine years and wasn't late for a single day.'
- (d) It didn't matter if the part was small, but, if he had to make the most of it, he had to learn his lines beforehand. How small he would feel if he muffed in the presence of so many people..... .
- (e) Patol Babu cleared his throat and started enunciating the syllable in various ways. Along with that 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, how his body would crouch to express pain and surprise—all these he performed in various ways in front of a large glass window..... .
- (f) It is true that he needed money very badly, but what was twenty rupees when measured against the intense satisfaction of a small job done with perfection and dedication?..... .

- Ans.** (a) That an offer to act in a film could come to a 52-year-old nonentity like him was beyond his wildest dreams..... . unassuming; modest.
- (b) Indeed, there was a time when people bought tickets especially to see him popular actor.
- (c) 'I was with Hudson and Kimberley for nine years and wasn't late for a single day.' punctual.
- (d) It didn't matter if the part was small, but, if he had to make the most of it, he had to learn his lines beforehand. How small he would feel if he muffed in the presence of so many people. diligent.
- (e) Patol Babu cleared his throat and started enunciating the syllable in various ways. Along with that 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, how his body would crouch to express pain and surprise—all these he performed in various ways in front of a large glass window. meticulous.
- (f) It is true that he needed money very badly, but what was twenty rupees when measured against the intense satisfaction of a small job done with perfection and dedication? passionate actor.

Q6. Here are some lines from the lesson. Match the meanings of the underlined words with their meanings listed below.

- (a) Then he had a job in a Bengali firm
which he **gave up** in disgust when
his boss began to treat him in too
high-handed a fashion

stimulate the imagination

- (b) A faint memory was **stirred up** in Patol Babu's mind. to surrender or relinquish
- (c) At first he opened a variety store which he had to **wind up** after five years. staged
- (d) In *Jatras*, in amateur theatricals, in plays **put up** by the club in his neighbourhood, Patol Babu was always in demand to gain control over one's actions
- (e) Patol Babu was about to step forward when he was **pulled up** short by a voice shouting 'Silence!' shut down
- (f) Patol Babu **pulled himself together**. stopped

Ans. Words

Meanings

- (a) *gave up* to surrender or relinquish
- (b) *stirred up* stimulate the imagination
- (c) *wind up* shut down
- (d) *put up* staged
- (e) *pulled up* stopped
- (f) *pulled himself together* to gain control over one's actions

Q7. After Patol Babu returns home he recounts his experience in front of the camera to his wife. In pairs write out the exchange in the form of a dialogue and enact it before the class. You may start like this...

Patol Babu's wife : So what happened at the shooting today? Did you get to do your role?

Patol Babu : Oh, Yes, I had the time of my life

Ans. Patol Babu's Wife : How did it all start?

Patol Babu : Well, I reached exactly at 8.30 am. There was a big crowd at Faraday House. Oh God! Someone was shouting in quick succession "Start sound!", "Running!" "Camera!" "Rolling!" and "Action!"

Patol Babu's wife : Who was he? Why was he doing such things?

Patol Babu : He was Baren Mullick, the director. He was guiding all others what to do. Then there were cameramen. Make-up men like Kesto who put a moustache on my face. In the production section we had Naresh Dutt. You know that fellow is our Nishikanto Babu's youngest brother-in-law. Sosanko and Jyoti were also there.

Patol Babu's wife : OK. Leave others. How did you perform your role? Who is the hero of the film?

Patol Babu : Sosanko wrote the word "Oh!" that I had to utter. I was playing the role of a short tempered pedestrian who had a collision with the hero. First I thought that they were pulling my leg and making me a stock of laughter. Just one word to utter "Oh!" and nothing else. I thought of coming home back. But

then I remembered the priceless words of my guru. No role is small if done perfectly. I put all my heart and soul in that shot. Mixing 50 parts anguish, 25 surprise and 25 irritation, I cried “Oh!” It was a superb performance. Everyone praised it and I was satisfied.

Patol Babu’s wife : That’s wonderful. But what about money? Didn’t they pay you?

Patol Babu : They wanted to..... but.....

Patol Babu’s wife : But..... but what? Don’t say that you refused, did you?

Patol Babu : Twenty rupees! What is this sum if measured against the satisfaction I had? You’re right. We need money badly. But I am satisfied that I did my small job with perfection and dedication.

Q8. Patol Babu impresses everyone at the shoot with his acting talent in spite of having a one word dialogue. In groups of four enact the word ‘Oh’ in different ways to show the following emotions:

- | | | | |
|-------------|----------|------------------|------------|
| • happiness | • sorrow | • excitement | • fear |
| • sarcasm | • pain | • disappointment | • surprise |

Each group will then enact one of these emotions to the rest of the class using the word ‘Oh’. The other groups will try to guess which emotion is being expressed.

Ans. Class room Activity.

WRITING TASK

Q9. Patol Babu writes a letter to Nishikanto Ghosh to thank him for being instrumental in his getting a role in a film. He also shares his experience at the film shoot including the excitement and deep satisfaction that he derived from the same. Write the letter in about 200 words.

Ans. 12, Park Street

Kolkata

19 March, 20xx

Dear Ghosh Babu

Thank you very much for providing such a great opportunity in getting a role in a film. A 52-year-old nonentity couldn’t have asked for more. It was beyond even my wildest dreams.

Your youngest brother-in-law Naresh Dutt is really very resourceful. God bless him! He asked me to reach Faraday House the next day at 8.30 am. And you know my nature. I was there just on time.

Ghosh Babu, I had never seen the shooting of a film before. There was a big crowd at Faraday House. O God! Film making is hell of a tedious thing. In reality shooting of a film is quite a boring business. Do you know Baron Mullick, the famous director? He was shouting in succession “Running!” “Camera!” “Light!” and finally, “Action!” All others danced to his tune. I was playing the small role of short-tempered pedestrian. He was to have a collision with the hero of the film, Chanchal Kumar. I was to utter only one word “Oh!” crying in pain. First I thought they were pulling my leg. Just one word “Oh!” and nothing else. I would have returned home had the priceless words of my guru Pakrashri not stirred my soul. I realised that an actor can leave his mark even in a small role. Only thing is that this should be performed with complete dedication and perfection. So I put all my heart and

soul, my skills and imagination in that one shot. The result was just wonderful. I was completely satisfied and so were others. I came home without being paid. I needed money badly but what are the sum of 20 rupees measured against the satisfaction I had? I had done my small job with perfection and dedication.

Yours sincerely
Patol

LISTENING TASK

Q10. Listen to the passage on character actors and complete the exercise as directed.

1. Supporting roles are those roles that do not affect the plot or the subject of the film (True/False)
2. People become character actors chiefly because (Tick the right choices)
(a) they like doing supporting roles (b) there are limited leading roles
(c) it is easier to act in a supporting role (d) they can't find any other work
3. 'star quality' refers to things like..... (Tick the right choice)
(a) good looks and acting talent (b) good looks and the right weight
(c) good looks and the right height (d) good looks, height and right weight
4. After the age of forty the actors most likely to get less work are (Tick the right choice)
(a) character actors (b) the male lead
(c) the female actors (d) the female lead
5. The chief advantages of being a character actor is that..... (Tick the right choice)
(a) they are never blamed if a film fails
(b) they can act for as long as they like
(c) they do not have to take care of their looks
(d) they do not need to be skilled at horsemanship or swimming

- Ans.** 1. False 2. (b) there are limited leading roles
3. (a) good looks and acting talent 4. (d) the female lead
5. (a) they can act for as long as they like.

MORE QUESTIONS SOLVED

I. SHORT ANSWER TYPE QUESTIONS (30-40 words)

Q1. Who was Nishikanto Ghosh and what offer did he bring for Patol Babu?

Ans. Nishikanto Ghosh was Patol Babu's neighbour. He lived three houses away from Patol Babu in Nepal Bhattacharji Lane in Calcutta. Nishikanto's youngest brother-in-law was in film production department. He needed a person who could do the role of a fiftyish, short and bald-headed character for a scene in a film. Nishikanto Ghosh recommended Patol Babu's name for that role. He came to Patol Babu's house with that offer.

Q2. How did Patol Babu react to the offer for a role in a film? [V. Imp.]

Ans. Patol Babu had not expected such a good news at the start of the day. It was even beyond his wildest dream. After all, what more a 52-year-old nonentity like Patol could expect? Nishikanto Babu knew that Patol had done some acting on the stage

at one time. He wanted a definite answer. Patol Babu saw no reason why he should say no. Only he wanted to know more details about the role from Nishikanto's brother-in-law.

Q3. Describe Patol Babu's old association with the stage and theatricals.

Ans. At one time Patol Babu had a real passion for the stage. He took quite an active part in 'jattras', in amateur theatricals, in plays put up by the club in his neighbourhood. Patol Babu was always in demand. His name frequently appeared in handbills. Indeed there was a time when people bought tickets especially to see him.

Q4. Why did Patol Babu come to Calcutta and why did he lose a job? [V. Imp.]

Ans. Patol Babu used to live in Kanchrapara. He had a job in the railway factory there. In 1934, he was offered higher pay in a clerical post with Hudson and Kimberley in Calcutta. He was lucky to find a flat. He gave up his factory job and came to Calcutta with his wife. He led a comfortable life for nine years. He was in his boss's good books. In 1943, he was retrenched and lost his job due to the war.

Q5. What did Patol Babu try to earn a living and what was the result? [Imp.]

Ans. Ever since he lost his job, Patol Babu struggled to earn a living. He opened a variety store but had to wind it up in five years. Then he had a job in a Bengali firm. But he had to resign it due to the behaviour of his boss. He remained an insurance agent for ten years. Of late, his cousin had promised him a job in a small iron scrap firm. Patol Babu tried every means of livelihood without succeeding in improving his lot.

Q6. Describe the role Patol Babu had to play for a scene in the film as told by Naresh Dutt to him at his house.

Ans. Naresh Dutt visited Patol Babu's house to take his acceptance of the role. When Patol agreed, Naresh Dutt told him that shooting would start next morning at Faraday House. He was to play the part of a pedestrian—an absent minded, short tempered pedestrian. The hero was to come out of his car and collide with that pedestrian. Hurt pedestrian was to utter "Oh!" This was all he was to do in the scene.

Q7. How did Patol Babu break the news of his playing a role in a film to his wife and what was his reaction? [V. Imp.]

Ans. Patol Babu broke the news that he was playing a small role in a film. No doubt, the role was small but it was only the first step on the ladder. God willing, he would rise to fame and fortune. His wife didn't see much hope. She thought that he 'could never make a go of it.' She thought that he was counting his chickens again before they were hatched.

Q8. Describe the scene at Faraday House as Patol Babu saw it. [V. Imp.]

Ans. When Patol walked to Faraday House he saw a big crowd outside the building. There was a bus which carried equipment on its roof. On the edge of the pavement there was an instrument on three legs around which there was a group of busy people. There were some non-Bengalis in the crowd. The Director Baren Mullick was shouting : "Camera!", "Action" or "Cut" etc.

Q9. How did Sitalakanto Ray (Patol) experience his first meeting with Naresh Dutt at Faraday House?

Ans. Naresh Dutt was standing at the entrance of Faraday House. He gestured towards him and called, "This way, Atul Babu!" He had got Patol's name wrong. Patol Babu didn't mind it. They had only a brief meeting before. Patol Babu reminded Naresh Dutt that his name was Sitalakanto Ray. But he was better known as Patol. Naresh Dutt praised him for his punctuality. Patol Babu claimed that he wasn't late for a single day in nine years when he was with Hudson and Kimberley.

Q10. Why did Sitalakanto Ghosh or Patol Babu feel a little nervous without having his lines given to him? [Imp.]

Ans. Patol Babu knew nothing about his dialogue. There was not much time left, and he didn't know what he was supposed to say or do. He grew a little nervous. He thought of going to Naresh Dutt and reminding him. It didn't matter if the part was small but he could do it nicely only if he had learnt his lines before hand. Otherwise he would feel very small if he failed to give a good performance.

Q11. Who was Chanchal Kumar? How was he related to the collision scene in the film?

Ans. Chanchal Kumar was the hero of the film in which Patol Babu was doing a scene. As an actor he was coming up very fast. He was playing the lead role in four films at the moment. In that particular scene Chanchal was to walk towards the entrance after coming out of his car. Then he was to have a collision with a 'short tempered' pedestrian. Patol Babu was playing the role of that pedestrian. He was only to cry "Oh!" in pain.

Q12. Describe the 'collision scene' in which Patol Babu was to play as 'a short tempered pedestrian.' [Imp.]

Ans. The hero Chanchal Kumar was to come out of his car. He was to walk towards the entrance of Faraday House. When he moved just five steps he was to have a sudden collision with a pedestrian. Patol Babu was playing the role of that 'short-tempered' pedestrian. Due to collision, the pedestrian was hurt. The hero took no notice of that but the pedestrian cried in pain, "Oh!"

Q13. Who gave Patol Babu his 'lines' and how did he react after receiving it?

Ans. After a long wait, Patol Babu did get his 'lines'. Naresh Dutt asked a young man Sosanko to write down his lines on a piece of paper and give it to Patol Babu. Sosanko wrote something carelessly on a piece of paper and handed it to Patol Babu. Patol Babu opened and read it. He was shocked that he had to utter only one word "Oh!" in the scene. He felt cheated. He thought that the whole thing was gigantic hoax.

Q14. Why did Patol Babu feel that those people were pulling his leg and the whole thing was 'a gigantic hoax'? [V. Imp.]

Ans. Much was done about nothing. Patol Babu was just to utter one word "Oh!" in the whole scene. It was not even a complete word. It was just a sound. He felt a sudden throbbing in his head. He felt that those people were trying to pull his leg. The whole business of shooting seemed to be a big hoax. They were dragging a meek and harmless person into the middle of the city only to make a laughing stock of him. Their act was cruel and inhuman.

Q15. How did Sosanko try to console Patol Babu? How was a speaking part in a Baren Mullick thing meant a great thing? Was he consoled?

Ans. Sosanko realised that Patol Babu was displeased as he had to utter just one word 'Oh!' in the scene. He reminded Patol that a regular 'speaking part' in a Baren Mullick film meant a great achievement. Patol Babu was very lucky to have a 'speaking' part. There were hundreds who just walked past the camera without speaking even a word. Even the hero Chanchal Kumar had no lines to speak that day.

Q16. Why did Patol Babu feel that things were much better on the stage? [V. Imp.]

Ans. The atmosphere at the Faraday House shooting left Patol Babu totally disgusted. By giving just to utter one word "Oh!" in the film, they were making him a stock of laughter. He didn't think wasting a Sunday morning worth while in the company of those useless people. He called the whole business "Stuff and nonsense!"

They had to put up that 'pompous show for something so trivial.' He realised that things were much better on the stage where he played leading roles in many plays.

Q17. How did the memory of his mentor and guru Pakrashi stir up in Patol Babu's mind? How did his advice affect him? [V. Imp.]

Ans. A faint memory of his guru and mentor Gogan Pakrashi stirred up in Patol Babu's mind. He remembered Pakrashi's priceless words. "However small a part you're offered, never consider beneath your dignity to accept it." An artist should make the most of his opportunity. He should squeeze the last drop of meaning out of his lines. Each word spoken in a play is like a fruit in a tree. Patol bowed his head in obeisance to follow his mentor's advice.

Q18. How did Patol begin giving the exclamation on "Oh!" a different inflection (rise and fall) and with what effect?

Or

Why did Patol Babu feel that a single word contained a gold-mine of meaning?

Ans. Patol Babu remembered the advice of his guru Pakrashi. He started giving the exclamation "Oh!" a different inflection each time he uttered it. He made an astonishing discovery. The same exclamation, when spoken in different ways, carried different shades of meaning. When a man is hurt he says "Oh!" in a different way and when he is in despair he utters "Oh!" differently. He felt that single word "Oh!" contained a gold-mine of meaning. He could write a whole thesis on that exclamation. A true actor can make a mark even with that one single syllable "Oh!"

Q19. How had Patol Babu completely got over his apathy? [Imp.]

Ans. The words of his guru Pakrashi made him feel that no role was too small to be turned down. An actor could make his mark even by uttering a single word. Patol Babu was now thoroughly prepared for the scene. By now he had completely got over his apathy and indifference. He was excited and full of hope as he used to be on the stage twenty years ago. The priceless words of Guru Pakrashi had changed his attitude and vision towards things completely.

Q20. What idea had occurred to Patol Babu while rehearsing? Did the director approve that?

Ans. An idea had occurred to Patol Babu while rehearsing. If he had a newspaper in his hand the scene would look more authentic. If the collision took place while he had eyes on the paper, the scene would look more real. Baren Mullick reacted favourably. He asked a bystander to give the newspaper he was carrying to Patol Babu.

Q21. Why did Baren Mullick think of giving the pedestrian a moustache and how did Patol feel when he saw himself in a mirror?

Ans. The director, Baren Mullick asked his make-up man Kesto to give the pedestrian a butterfly moustache. That would make the scene more interesting and authentic. Patol Babu had a quick glance in a mirror. True enough, the moustache suited him very well. Patol Babu was highly pleased and commended the director's ability to understand his characters quickly and accurately.

Q22. How did Patol Babu utter the syllable "Oh!" and with what effect?

Ans. The collision scene was to be shot. The director shouted "Action!" The hero's head had banged against his forehead so hard that he was out of senses for a few seconds. However, by a supreme effort of will, Patol Babu pulled himself together. Mixing 50 parts of anguish, 25 of surprise and 25 of irritation he cried "Oh!" The

scene was complete. Patol had put all his skill and imagination in that one shot. The result was really marvellous.

Q23. “Was that right?” asked Patol Babu. How did the team react to the scene? [Imp.]

Ans. Patol Babu had put all his skill and imagination in that one shot. When the shot was over, he asked “Was that right?” “Jolly good!” replied Sosanko. He called Patol Babu ‘quite an actor.’ Jyoti came to him and asked sympathetically if he had hurt his head. Even the hero, Chanchal Kumar started massaging his head and said, “You timed so well that I nearly passed out!”

Q24. ‘All these years of struggle had not blunted his sensibility.’ Justify this statement by giving examples from the text. [V. Imp.]

Ans. Even in a very small role Patol Babu left his mark and impressed all the members of the unit. All those years he had struggled to earn a living. But the long struggle had not blunted his sensibility. He was just to utter a word “Oh!” But mixing 50 parts anguish, twenty five surprise and twenty five irritation he cried “Oh!” The result was perfect. And why not? After all he had put all his skill and imagination in that one shot.

Q25. Why did Patol Babu go away without even receiving his payment?

Ans. Patol Babu was highly relieved and satisfied. He had done his job perfectly well. All those long years of struggle had not blunted his sensibility. Money? He might get 20 rupees. It was true that he needed money very badly. But what was that sum of 20 rupees when measured against his satisfaction? He had done his small job with perfection and devotion. So he came home without receiving his payment.

Q26. Why did Naresh Kumar call Patol Babu ‘a strange fellow’? [V. Imp.]

Ans. After the shot was taken, ten minutes later Naresh Dutt went looking for Patol Babu. He came to the paan shop where he was standing before. But he was not there. Naresh Dutt was surprised “That’s odd—the man hadn’t been paid yet.” He could utter only this in surprise. “What a strange fellow!”

Q27. What message or lesson does the story “Patol Babu, Film Star” leave for the readers? [V. Imp.]

Ans. Satyajit Ray leaves a definite message for the readers in his story ‘Patol Babu, Film Star’. Even a very small job if done with perfection and dedication can bring intense satisfaction to the man who performs it. Patol Babu had to utter just a monosyllabic word “Oh!”. But he put all his skill and imagination in that one single shot. The other message is that money is insignificant when measured against the intense satisfaction an artist gets after doing his job with perfection and dedication.

Q28. Justify the title ‘Patol Babu, Film Star’? Is that title ironical?

Ans. Satyajit Ray aptly titles the story ‘Patol Babu, Film Star.’ Patol Babu had uttered just one monosyllabic word “Oh!” in a very small scene in a film. Still the author calls him ‘Film Star.’ Is Patol Babu really a ‘Film Star’ like the hero Chanchal Kumar? Apparently, it sounds ironical. However, Ray justifies it because Patol Babu left his mark even in a small role. He was a perfect ‘actor’ no less than any ‘star’.

II. VALUE-BASED LONG ANSWER QUESTIONS (80-100 Words)

Q1. Idealism and perfection were the dominating virtues in Patol Babu’s character. Give a complete character sketch of Patol Babu highlighting his struggles for earning a living and his experience of the shooting at Faraday House.

[V. Imp.]

Ans. Patol Babu was a multi-faceted character. He accepted whatever life offered to him. He had his moments of joy and peace when he was in Kanchrapara. He was in great demand as a stage actor. He played a leading role in 'jatras', theatricals and local plays. People used to buy tickets only to see him. Patol was lucky to get a clerical job with Hudson and Berkley with enhanced pay. However, after nine years of service he was retrenched due to the war. Then he started his struggles to earn a living. He opened a variety store but failed. He got a job in a Bengali firm but left it due to the high handedness of the boss. For ten years he remained an insurance agent. He did everything to earn a living but didn't succeed in improving his lot.

Patol Babu was a fighter. He didn't succeed but never gave in. He accepted life as it unfolded before him. At the age of 52, his neighbour Nishikanto Ghosh brought an offer of acting in a film. Patol Babu accepted to do a small role of a short-tempered pedestrian. He was disgusted to know that he was to utter only one word "Oh!" in the scene. But he remembered the priceless words of his guru Pakrashi. He realised that a true actor can leave his mark even in a small role if he performs it with perfection and dedication.

Patol Babu was an idealist and perfectionist. Just to utter a mono-syllabic word he made endless attempts to give the best effect. His performance was flawless and perfect. He was satisfied and left the place without being paid. He needed money badly. But what was money when measured against his intense satisfaction he had in doing his small job with perfection and dedication?

Q2. Living had never been easy for Patol Babu. He tried every means of earning a living but never succeeded in improving his lot. But still he accepted life as it unfolded to him. Justify your answer by giving examples from the text.

Ans. It is true that Patol Babu tried every means of earning a livelihood but never succeeded. In spite of all his struggles he could not improve his lot. He did have some period of relative peace and comfort. In Kanchrapara, he had a job in the railway factory. In 1934, he was offered higher pay in a clerical post with Hudson and Kimberley. He was even lucky to get a flat. In Kanchrapara, he was in great demand as a stage actor. He excelled as an amateur actor and people bought tickets only to see him. But in 1943, life took a turn for worse for Patol Babu. After 9 years of service, he was retrenched due to the war.

From 1943 onwards, life was a big challenge for Patol Babu. Actually, he had to struggle for a living. He opened a variety store but closed it after 5 years. He got a job in a Bengali firm because his boss behaved in a high-handed fashion. He was an insurance salesman for ten years. Of late, he was promised a job by one of his cousins in a small establishment.

Patol Babu was a bit of a dreamer. When at the age of 52, he was offered a very small role in a film, he was excited and hopeful. No doubt, he needed money badly, but this idealist could walk away home without receiving payment for his role. He was satisfied that he had done his small job with perfection and dedication.

Q3. Why did Patol Babu feel that 'the whole thing was just a gigantic hoax?' "However small a part you're offered, never consider beneath your dignity to accept it." How did these priceless words of his guru Pakrashi help overcome his apathy to give a wonderful performance later? [V. Imp.]

Ans. Patol Babu was given a very small role of a short tempered pedestrian. He didn't mind that. He was interested in knowing the 'lines' he was to speak in that role. When he came to know that he was just to utter a mono-syllabic word "Oh!", he was totally disgusted. "Oh!" was not even a complete word, it was just a sound. Patol felt cheated. He thought that all those film people were trying to pull his leg.

They were trying to make him a stock of laughter publically. He found them quite cruel and felt that things were far better on the stage.

When he thought of the stage, a faint memory was stirred up in Patol Babu's mind. He remembered the priceless words of his guru and mentor Pakrashī. "However small a part you're offered, never consider it beneath your dignity to accept it." As an artist his aim should be to make the most of his opportunity. He must squeeze the last drop of meaning out of his lines. "Each word spoken in a play is like a fruit in a tree."

The memory of his guru made him humble and see things in a different light. Was "Oh" so devoid of meaning as to be dismissed summarily? Then Patol Babu made an astonishing discovery. The same exclamation "Oh!" when spoken in different ways, carried different shades of meaning. It was a gold-mine of meaning. Mixing 50 parts of anguish, 25 parts of surprise and 25 parts of irritation, he cried "Oh!" And what a wonderful performance it was. He put all his skill and imagination in that one shot. Finally, he was satisfied that he performed his small role with perfection and dedication. He didn't wait to be paid as he was more than rewarded.

Q4. Satisfaction, dedication and perfection was more important to Patol Babu than money. Naresh Dutt writes in his diary how he went to Patol Babu's house to offer him a role and his excitement to accept it. Finally, he couldn't understand why that strange man walked away home unpaid. Reproduce that diary entry in about 80-100 words.

Ans. 25th March, 20xx

Calcutta.

It was a pleasure to meet that elderly gentleman named Patol Babu. My brother-in-law, Nishikanto Ghosh had recommended him for a small role in our film. It was the character of fiftyish, short and a bald-headed man. I went to Patol Babu's house and found him more than eager to accept that small role. I explained that he was to play the role of a short-tempered pedestrian in a scene. I asked to come for shooting at Faraday House at 8:30 am next day.

Patol Babu was very punctual. He found me and pressed me to give him his "lines" for the role for rehearsals. I asked Sosanko to write down his lines and hand over to him. He did the same. I could see signs of unrest and dissatisfaction over his face. He felt cheated to know that he was to speak just a monosyllabic word "Oh!" in the role. Anyway, I left him there and was busy in the shooting again.

Oh God, what a performance it was! The collision scene was shot really well. I can recollect how Patol Babu's forehead was hurt when he had collided with the hero. He worked with complete dedication and attained perfection. He seemed to be satisfied and so were we. I told him that in ten minutes they would arrange for his payment. After ten minutes or so I went to the *paan* shop and looked for him. He was not there. He went away home without being paid. I couldn't believe it. I could only utter "What a strange fellow!"

Q5. What was money when measured against the tremendous satisfaction one gets after doing even a little job with perfection? Patol Babu writes a letter to his friend describing his experience at the film shooting and his walking away home without being paid. Reproduce that letter here in about 80-100 words. [Imp.]

Ans. 12, Park Street
Calcutta

5th September, 20××

Dear Amlendu

I think you have not forgotten those golden days that we spent together on the stage at Kanchrapara. I still remember them with a sigh. Anyway, after more than twenty years and at the age of 52, one fine morning I had a pleasant surprise. Nishikanto Ghosh's brother-in-law came with an offer of acting in a scene in his film. It was beyond even my wildest dreams. What could a 52 years nonentity expect more? I accepted the offer with thanks and promised him to be at Faraday House at 8:30 am. next day for shooting.

Amlendu, filmy world is not as glorious as it appears to be. Actually I found the shooting hell of a boring business. Cameramen, make-up men, spot boys running around and repeating the same thing again and again! I heard the director shouting "Camera!" "Light!" and finally "Action!" When I came to know that I was to utter only a monosyllabic word "Oh!", I was dismayed. It was even not a complete word but a sound. I thought of running back home. I felt humiliated. They were making me a stock of laughter. But the priceless words of my guru Pakrashi changed my attitude towards things.

I realised that a true actor can leave his mark even in a very small role. Only he should put his heart and soul in it. So when my turn came, by mixing 50 parts of anguish, 25 parts of surprise and 25 of irritation, I cried "Oh!" It was a great performance. I felt satisfied. I didn't wait to be paid. What was a small sum of twenty rupees when measured against the immense satisfaction that I had? I had done by small role with perfection and dedication.

Yours sincerely

Patol

TEST YOUR SKILLS

I. REFERENCE TO CONTEXT

Read the extracts given below and answer the questions that follow:

1. 'That's true,' said Patol Babu. 'I really don't see why I should say no. But let's talk to your brother-in-law first and find out some details. What's his name?'

Questions

- (a) Why does patol Babu say "That's true"?
 - (b) What does Patol Babu say about the offer?
 - (c) Why does Patol want to talk to Nishikanto's brother-in-law?
2. Buying provisions in the market, Patol Babu mixed up his wife's orders and bought red chillies instead of onion seeds. And he quite forgot about the aubergines. This was not surprising.

Questions

- (a) What does Patol Babu do in the market?
 - (b) How does he mix up his wife's orders?
 - (c) Was it surprising to see Patol Babu behaving like this?
3. That was when he used to live in Kanchrapara. He had a job in the railway factory there. In 1934, he was offered higher pay in a clerical post with Hudson and Kimberley, in Calcutta, and was also lucky to find a flat in Nepal Bhattacharji Lane.

Questions

- (a) What did Patol Babu do to earn a living in Kanchrapara?
 - (b) What was he offered with Hudson and Kimberley?
 - (c) Why was Patol Babu so lucky?
4. And acting? That has become a thing of the remote past; something which he recalls at times with a sigh. Having a good memory, Patol Babu still remembers lines from some of his better parts, 'Listen, O listen to the thunderous twang of the mighty bow.'

Questions

- (a) Why has acting become a thing of the remote past for Patol Babu?
 - (b) How does he recall his stage-days?
 - (c) Why can Patol Babu still remember lines from the parts he played on the stage?
5. Fine. I wouldn't have come to you for just a walk-on part. For that we pick people from the street. Of course there's dialogue and you'll be given your lines as soon as you show up tomorrow.'

Questions

- (a) Why does the speaker say 'fine'?
 - (b) What do they do for just a walk-on-part?
 - (c) What does the speaker say about the dialogue?
6. I was with Hudson and Kimberley for nine years and wasn't late for a single day.

Questions

- (a) Who is the speaker?
 - (b) What did the speaker do with Hudson and Kimberley?
 - (c) What do these words show about the speaker?
7. Some didn't even walk; they just stood in one spot. There were others whose faces didn't register at all. Even today--look at all those people standing by the lamp-post; they all appear in today's scene but have nothing to say. Even our hero Chanchal Kumar has no lines to speak today. You are the only one who has--see?'

Questions

- (a) Who is the speaker and who is he talking to?
 - (b) Did all those persons who appear that day were given speaking roles?
 - (c) Did the hero speak in that scene?
8. It was Mr. Pakrashi who gave the advice. Gogon Pakrashi, Patol Babu's mentor. A wonderful actor, without a tract of vanity in him; a saintly person, and an actor in a million.

Questions

- (a) Who was Mr. Pakrashi?
- (b) What kind of man and actor was Pakrashi?
- (c) What was the advice given by Pakrashi to Patol Babu?

II. SHORT ANSWER TYPE QUESTIONS

1. Who was Nishikanto Ghosh and what relation did he have with Naresh Dutt?
2. Why was Patol Babu so happy to get that offer?
3. Describe the small role that Patol Babu was to play in the film.
4. Did Patol Babu's wife believe in the rosy picture that her husband was painting about his future? If not, why?

5. How did Patol Babu mix up his wife's order in the market? Give examples from the text.
6. Why was Patol Babu in great demand in his earlier days?
7. Describe Patol Babu's life in Kanchrapara. Why did he leave the place?
8. Give three examples from the text to show that Patol Babu really struggled to change his lot but failed.
9. Why did Naresh Dutt ask Patol Babu if he had a jacket which buttoned up to the neck?
10. How did Patol Babu break the good news to his wife and with what result?
11. What did Patol Babu see when he reached Faraday House?
12. What was Patol Babu persistently trying to ask Naresh Dutt and what reply did he get?
13. Describe Chanchal Kumar, the hero of the film in brief.
14. Who gave Patol Babu his lines and how did Patol react after reading that piece of paper?
15. Why did Patol Babu feel that all the people involved in the shooting were pulling his legs only to make him a stock of laughter for others?
16. What did Sosanko say about getting a role in Baren Mullick's film? Could he convince Patol Babu?
17. Why did Patol Babu feel that there was no use of wasting his Sunday morning at Faraday House?
18. What was the advice of Patol Babu's mentor and guru Pakrashhi?
19. What astonishing discovery did Patol Babu make and with what effects?
20. How did he pronounce "Oh!" in different ways with different effects.
21. Why did Patol Babu want to have a newspaper in his hand during the shooting of that scene? Did the director allow it?
22. How did Patol Babu finally give his performance?
23. How did Patol Babu feel after finishing his performance?
24. Why didn't Patol Babu stay there to get paid?

III. VALUE-BASED LONG ANSWER QUESTIONS

1. Draw a complete character sketch of Patol Babu as Satyajit Ray has drawn in 'Patol Babu, Film Star'.
2. Describe in detail Patol Babu's experience during the shooting at Faraday House?
3. Describe how Patol Babu felt cheated by 'those people' who were shooting at Faraday House? What helped him to overcome his apathy and give a perfect and dedicated performance?
4. Naresh Dutt writes a letter to his brother-in-law Nishikanto Ghosh describing Patol Babu's wonderful performance and his subsequent going away without being paid. Reproduce that letter here in 100 words.
5. Patol Babu makes a diary entry describing how the priceless words of his mentor Pakrashhi help him giving such a perfect performance. Also he describes his decision of going away without being paid. Reproduce diary entry here in about 100 words in your own language.



Lesson at a Glance

- Michael read an article in a newspaper with the heading ‘Miracle Recovery’.
- Michael read that a 14 year-old boy Sebastian Shultz was badly injured in a motorway accident.
- He didn’t regain consciousness and went into a coma.
- A miracle happened. Sebastian Shultz had a miraculous recovery. He rose from the coma, only the previous day. The doctors feared that it might last forever.
- At the time of accident Sebastian Shultz was playing psycho-driven games on his lap-top.
- When he banged his head in the accident, Sebastian had been plugged into the computer.
- The computer had saved his memory in its own.
- Sebastian’s memory was transferred into a computer. That memory was stored on disks.
- While Sebastian was in the hospital, those psycho-driven games’ disks were stolen from his house.
- Those disks were sold at the Computer Fair and they were bought by Michael’s father.
- The first game that Michael played was ‘Wildwest’. Here in the game, he met Sebastian Shultz who was playing the role of the second sheriff.
- In the game ‘Wildwest’ Michael was challenged by Black-Eyed Jed’. But the second sheriff asked Michael not to go out and soon they jumped on a horse standing outside the window.
- In ‘Wildwest’ game, the second sheriff was hit by a gun shot and slumped back against Michael. The game was over and Michael’s score was 21,095.
- Michael played another game as a message came from Sebastian Shultz. Sebastian suggested Michael to play another game ‘Dragonquest’ to save him.
- Michael was back on the computer. Soon he found himself in a castle. His job was to save a princess from a cruel dragon.
- There Sebastian Shultz was seen again. This time he was not in the role of the second sheriff but in the role of the second knight. He requested Michael to save him first.
- The second knight (Sebastian) chopped off the two long plaits of the princess’s hair and tied them together. One end was tied to a bed post and the other was thrown outside the window.
- Both of them jumped out of the window but found the dragon standing before them. Michael swung his sword in vain and he couldn’t prevent the dragon taking Sebastian Shultz with him.

- The game 'Dragonquest' was over and Michael couldn't save Sebastian Shultz who was in the role of the second knight in the game.
- Michael received a message in the printer and it was from Sebastian Shultz. He requested him to play another game 'Jailbreak' to save him.
- In the next game, Michael found himself with Sebastian Shultz in a cell. With the help of a swipe-card they came out of the cell followed by twelve guards and vicious dogs.
- They were on the roof now. Sebastian was waiting for a helicopter that was to come to save him.
- Before the helicopter could come near the lift, they found 12 guards and dogs standing in front of them.
- Sebastian Shultz took a step backwards, fell down below and was seriously injured. Michael felt bad but soon he realised that what he saw was not real but a game.
- In the printer tray there was a sheet of paper. It was a message from Sebastian Shultz. He requested to play the last game 'War zone' to save him.
- Soon Michael found himself with Sebastian in a war zone in the game where guns boomed and bombs exploded.
- Michael and Sebastian Shultz jumped into a jeep parked by the road. Sebastian applied brakes with so much force that Michael fell out and jumped into a helicopter that was waiting for them.
- A tank crashed into Sebastian jeep and he was thrown into the air from where he was pulled up into the helicopter.
- The helicopter soared into the sky and at last, Michael was able to save Sebastian Shultz in the last game 'war zone'.
- The screen was flashing 40,000,000. Michael had hit the jackpot and solved the game.
- The next morning Michael got an e-mail from the 'real' Sebastian Shultz who was saved miraculously. He thanked Michael for saving his life.
- Sebastian Shultz hoped that they would meet soon. He also asked Michael to keep all the games with him. He had earned them.

SUMMARY OF THE LESSON

Paul Stewart's 'Virtually True' comes under the category of writings which are known as the 'Science Fiction'. Michael plays many interactive psycho-driven games like 'Wildwest', 'Dragonquest', 'Jailbreak' and 'war zone'. In these games he tries to rescue a character Sebastian Shultz, who is nothing more than a computer image. However, a miracle takes place. Michael gets a 'real' message from 'the real' Sebastian Shultz who has a miraculous recovery after an accident. This interesting story is based on the concept of 'Virtual Reality' which makes virtual things appear real.

► Sebastian Shultz's Accident and Miraculous Recovery

Michael was reading a newspaper. At the top of the newspaper there was an article with the heading 'Miracle Recovery'. Sebastian Shultz was a 14 year-old school boy from South London. Six weeks ago, Sebastian was badly injured in a motorway

► Sebastian Shultz की दुर्घटना और उसका चमत्कारिक स्वास्थ्य लाभ

Michael एक समाचार पत्र पढ़ रहा था। समाचार पत्र के सबसे ऊपर 'चमत्कारिक स्वास्थ्य लाभ' नामक शीर्षक से एक लेख छपा था। Sebastian Shultz दक्षिणी लंदन का एक 14 वर्ष का स्कूली लड़का था। छः सप्ताह पूर्व, Sebastian एक मोटर दुर्घटना में बुरी तरह घायल हो गया था। उसे

accident. He was taken to the General Hospital. His condition was described as critical. Despite doctors' hopes Shultz didn't regain consciousness. His parents were informed that their son was in a coma. His mother expected a miracle and only that could save her son's life. That miracle did happen. Sebastian Shultz had a miraculous recovery. Only the previous day, he awoke from a coma that doctor feared might last forever.

► Transfer of Sebastian Shultz's Memory into Computer

At the time of the accident, Sebastian was using his laptop. He was playing one of the interactive psycho-driven games. It could be possible that Sebastian had been plugged into the computer when he banged his head in the accident. The computer had saved his memory in its own. Nothing ever gets lost in the computer.

► Sebastian's Memory Stored on Disks and Michael's Dad Buys those Disks at Computer Fair

Sebastian's memory was transferred into a computer. That memory could have been stored on disks. While he was in the hospital, those psycho-driven games' disks were stolen from Sebastian Shultz's house by someone. Those disks were sold at the Computer Fair. Michael's father had a craze for psycho-driven games or gizmos. He bought those disks at the Computer Fair.

► Michael's Meeting with Sebastian Shultz in Psycho-driven Games

After buying psycho-driven games, Michael was eager to launch himself off into the first of the games. The first game was called 'Wildwest'. Soon the computer transported Michael into a dusty town. There was a sheriff badge pinned to his shirt. Michael entered a bar and ordered for a glass of Sarsaparilla. But soon he was challenged by Black-Eyed Jed, the fastest gun (shooter) in the west. Michael finished his drink and wanted to go out. Soon the second sheriff shouted 'Don't go out!' The

सामान्य हस्पताल में ले जाया गया। उसकी हालत नाजुक बतायी गयी थी। डाक्टरों की आशाओं के बावजूद Shultz को होश नहीं आया। उसके माता-पिता को सूचना दी गयी उसका लड़का सम्मूर्च्छा (coma) में चला गया है। उसकी माँ को एक चमत्कार की आशा थी और केवल वही उसके बच्चे का जीवन बचा सकता था। वह चमत्कार जरूर हुआ। Sebastian Shultz को एक चमत्कारी स्वास्थ्य लाभ हुआ। कल रात ही वह उस सम्मूर्च्छा से जागा जिससे, डाक्टर डरते थे कि वह कभी नहीं निकल पायेगा।

► Sebastian Shultz की स्मरण शक्ति का एक कम्प्यूटर में अंतरित हो जाना

Sebastian Shultz अपने Laptop (कम्प्यूटर) का प्रयोग कर रहा था। वह अन्योन्यक्रिया मनोविज्ञान-संचालित एक खेल खेल रहा था। यह सम्भव हो सकता था कि जब दुर्घटना में उसका सिर टकराया तो कम्प्यूटर में उसकी मुँहबंदी (plug) हो गयी हो। कम्प्यूटर ने उसकी स्मरण शक्ति को अपनी स्मरणशक्ति में संग्रहित कर लिया हो। कम्प्यूटर में कभी कोई चीज खोती नहीं।

► Sebastian की स्मरणशक्ति Disks में संग्रहित

Sebastian की स्मरणशक्ति को एक कम्प्यूटर में अंतरित कर दिया गया। उसी स्मरणशक्ति को कम्प्यूटर डिस्क में संग्रहित कर दिया गया। जब वह हस्पताल में था, तो उन मनोविज्ञान संचालित खेलों की डिस्क को Sebastian Shultz के घर से चुरा लिया गया। उन डिस्क को कम्प्यूटर मेले में बेच दिया गया। माइकल के पिता को इन मनोविज्ञान संचालित खेलों या जुगतों की बहुत सनक थी। उसने कम्प्यूटर मेले में वे डिस्कें खरीद लीं।

► Michael का Sebastian Shultz से उन मनोविज्ञान संचालित खेलों में मिलना

मनोविज्ञान संचालित खेलों को प्राप्त करने के बाद, Michael उनमें से पहले खेल में स्वयं को रख, उसे चाल करने का इच्छुक था। पहला खेल Wildwest कहलाता था। शीघ्र ही Computer ने Michael को एक धूल भरे कस्बे में ले जाकर छोड़ दिया। उसकी कमीज पर पिन से कानूनाधिकारी का एक तगमा लगा दिया गया था। Michael एक शराबखाने में घुसा और Sarsaparilla (पेय) के एक गिलास का आर्डर दे दिया। लेकिन शीघ्र ही काली-आँखों वाले Zed ने जो पश्चिम का सबसे तेज बंदूक चलाने वाला था, उसे चुनौती दी। Michael ने अपना पेय समाप्त किया और बाहर जाना

second sheriff was none other than Sebastian Shultz, a boy of Michael's age. He did what he was told by the second sheriff (Sebastian). The second sheriff dived through the window at the back of the saloon (bar). He cried "Jump up!" He kicked the horse and both of them sped off in a cloud of dust. Michael wanted to know the name of the second sheriff who was trying to save him from the Black-Eyed Jed. But the second sheriff didn't tell his name. At that moment a gunshot echoed round the air. The second sheriff was hit and seriously wounded. The second sheriff cried in pain and slumped back against Michael. Now the first game 'Wildwest' was over. Michael's score in the game was 21,095.

► Michael Plays 'Dragonquest' and Tries to Save Sebastian Shultz in Vain

Michael picked up a piece of paper that came out of the printer. At the top was a picture of the second sheriff. Now he was wearing jeans and a sweatshirt. There was a message printed for Michael. The message was :

I'M STUCK, PLEASE HELP TO RETRIEVE ME. TRY 'DRAGONQUEST'.

Sebastian Shultz.

Next morning, Michael was back on the computer. Soon he was transported in to a castle. He was walking through the dragon's castle lair (hiding place). He was to rescue the fair princess Aurora from the wicked dragon. Michael was a knight (brave warrior) who was ready to fight the wicked dragon. Soon he heard the second knight shouting for help. Michael recognised that the second knight was Sebastian Shultz. With a pair of scissors, Sebastian chopped off the princess's two long hair plaits. Then he tied them together. He fixed one end round the bedpost and threw the other end

चाहा। शीघ्र ही दूसरे कानूनाधिकारी ने चीख कर कहा "बाहर मत जाओ!" दूसरा कानूनाधिकारी और कोई नहीं, अपितु Michael की आयु का एक लड़का Sebastian Shultz था। उसने वही किया जो दूसरे कानूनाधिकारी (Sebastian) ने उसे करने को कहा। दूसरा कानूनाधिकारी शराबखाने के पीछे खिड़की से छलांग लगाकर बाहर कूदा। वह चिल्लाया "छलांग लगाओ!" उसने घोंड़े को ऐड लगायी और दोनों ही धूल का एक बादल उड़ाते वहां से सरपट हो गये। Michael दूसरे कानूनाधिकारी से जो उसे काली-आँखों वाले Jed से बचाने का प्रयत्न कर रहा था, उसका नाम जानने का प्रयत्न कर रहा था। लेकिन दूसरे कानूनाधिकारी ने अपना नाम नहीं बताया। उसी समय हवा में एक बंदूक की गोली की आवाज गूँज उठी। गोली दूसरे कानूनाधिकारी को लगी और वह बुरी तरह से घायल हो गया। दूसरा कानूनाधिकारी दर्द से चीखा और Michael के साथ लुढ़क गया। अब पहला खेल 'Wildwest' समाप्त हो गया था। इस खेल में Michael का स्कोर 21,095 था।

► Michael's 'Dragonquest' (Michael द्वारा परदार साँप (अजगर) की खोज)

प्रिंटर से जो कागज का टुकड़ा बाहर आया उसे Michael ने उठा लिया। उसके ऊपरी सिरे पर Second Sheriff की तस्वीर छपी थी। अब वह जींस और स्वेटशर्ट पहने हुए था। Michael के लिये एक संदेश छपा था। संदेश था—

"मैं फँस गया हूँ, कृपया मुझे बचाने के लिये मेरी मदद करो।" 'Dragonquest' खेल कर देखो।

Sebastian Shultz

अगली सुबह Michael फिर से कम्प्यूटर पर था। शीघ्र ही उसे एक किले में पहुँचा दिया गया। वह किले में परदार अजगर के छुपने के स्थान (मांद) से गुजर रहा था उसे सुन्दर राजकुमारी Aurora को उस दुष्ट ड्रैगन से बचाना था। Michael एक सच्चा योद्धा था जो दुष्ट ड्रैगन से लड़ने के लिये तैयार था। शीघ्र ही उसे दूसरे योद्धा को सहायता के लिये पुकारते हुए सुना। Michael पहचान गया कि दूसरा योद्धा Sebastian Shultz है। कैची से Sebastian ने राजकुमारी की दो लम्बी लटों को काट दिया। फिर उसने दोनों को इकट्ठा करके बांध दिया। उसने एक को बिस्तर के पाये से और दूसरे सिरे को खिड़की के बाहर फेंक दिया। और दोनों लटों को पकड़ कर खिड़की से बाहर कूद गये। इस क्षण

out of the window. And both of them jumped out of the window holding the plaits. At this moment the dragon appeared. Michael could feel the dragon's fiery breath. Sir Sebastian, the second knight, cried out that they should run towards the dungeon (prison). Before they could turn around, the dragon was upon them. Michael swung his sword but in vain. The dragon was only interested in Sebastian. Michael could do nothing. He couldn't prevent the dragon getting Sebastian Shultz away. The game was over.

► Third Game 'Jailbreak' and still Sebastian Not Saved

When the second game was over there was a message in the printer and it said: 'BETTER LUCK NEXT TIME. PLEASE DON'T GIVE UP, MICHAEL. OTHERWISE I'LL HAVE TO STAY IN HERE FOR EVER. TRY 'JAILBREAK'. I THINK IT MIGHT JUST WORK! CHEERS! SEBASTIAN.

Now Michael's task was to rescue the boy, Sebastian Shultz. Soon Michael found himself in a cell with his mate Shultz who was prisoner 02478. Sebastian sighed and asked for help. With the help of a swipe-card they were soon out of the cell. Siren cried, guard dogs howled. They dodged the guards and fled towards the roof. Sebastian glanced at his watch. He was expecting a helicopter to be rescued. Twelve guards with their vicious dogs were standing there. Michael saw Sebastian taking a step backwards. "NOOOOOO!" Michael cried. But it was too late. The boy had slipped and came tumbling down to the concrete below. The game was over. Michael felt bad as he failed to save Sebastian Shultz. But he realised that Sebastian Shultz was not a real person but 'a game'.

► Last Game 'War zone'; Sebastian Saved

In the printer tray there was a sheet of paper, Michael read it.

ड्रैगन वहां पर प्रगट हुआ। Michael, ड्रैगन की आग सी लपटों वाली फुंकारों को अनुभव कर सकता था। Sir Sebastian, दूसरे योद्धा, ने चिल्लाकर कहा कि वे जेल की ओर भागें। इससे पहले कि वे मुड़-पाते, ड्रैगन उनके ऊपर था। Michael ने अपनी तलवार घुमायी लेकिन (सब) व्यर्थ था। ड्रैगन की रुचि केवल Sebastian को पकड़ने में थी। Michael कुछ भी नहीं कर पाया। वह ड्रैगन को Michael को पकड़ कर दूर ले जाते हुए रोक नहीं पाया। Game खत्म हो गया था।

► तीसरा खेल 'जेल तोड़ो' (Jailbreak) और Sebastian अभी भी नहीं बचा।

जब दूसरा 'गेम' समाप्त हुआ तो प्रिंटर में एक संदेश था और उसने कहा—“अगली बार अच्छा भाग्य। Michael, कृपया हार मत मानो। वरना, मुझे यहां सदा के लिये रहना पड़ेगा।” 'Jailbreak' (नामक खेल) पर कोशिश करो। मैं सोचता हूँ कि यह शायद ठीक काम कर जाये! खुश रहो! Sebastian अब Michael का काम लड़के Sebastian Shultz को बचाना था। शीघ्र ही Michael ने स्वयं को अपने साथी के साथ जो कैदी नम्बर 02478 था जेल कोठड़ी में पाया। एक स्वाइप-कार्ड की मदद से वे शीघ्र ही कोठड़ी से बाहर आये। सायरन चीखे, पहरदार कुत्ते भौंके। उन्होंने पहरदारों को चकमा दिया और छत की ओर भागे। Sebastian ने अपनी घड़ी पर एक नजर डाली। वह बचाये जाने के लिये एक हेलीकाप्टर की प्रतीक्षा कर रहा था। 12 पहरदार अपने खतरनाक कुत्तों के साथ वहां खड़े थे। Michael ने Sebastian को एक कदम पीछे की ओर जाते देखा। 'न-ह-नहीं!' Michael चिल्लाया। लेकिन अब तक देर हो चुकी थी। लड़का फिसल चुका था और वह नीचे लुढ़कता हुआ कंक्रीट पर जा गिरा। खेल खत्म हो गया था। Michael को बुरा लगा क्योंकि वह Sebastian Shultz के प्रति असफल रहा था। लेकिन उसे अहसास हुआ कि Sebastian Shultz एक वास्तविक व्यक्ति नहीं लेकिन एक खेल था।

► अंतिम खेल 'युद्ध-क्षेत्र' (War zone); Sebastian को बचा लिया गया

प्रिंटिंग ट्रे में एक संदेश था। Michael ने उसे पढ़ा—“क्या हम आखिरी बार एक और प्रयत्न कर सकते हैं? उसने कहा।

'CAN WE HAVE ONE LAST TRY?' it said. I THINK THE HELICOPTER WAS THE RIGHT IDEA. THERE'S GOT TO BE SOME KIND OF AN ACCIDENT GO INTO 'WAR ZONE'. IF IT DOESN'T WORK, I WON'T BOTHER YOU AGAIN. CHEERS. SEB.

Soon Michael found himself in a war zone. The tall buildings were windowless. Machine gun fire raked the sky. Walls tumbled. Bombs exploded. Michael knew that he had to make it to that helicopter safe and sound. The helicopter was on the ground and was waiting for their arrival. They were running but the tank fire sent them back to the wall. They jumped into a jeep parked by the road. A tank followed them. Sebastian applied the brakes forcefully and the jeep skidded into a spin. Michael jumped into the helicopter. He cried for Sebastian. The tank crashed into the jeep and Sebastian was thrown into the air. He was lifted up. The helicopter soared into the sky. Michael had done it. He had saved Sebastian Shultz at last! Then the game was over. The screen was flashing 40,000,000. Michael had hit the jackpot. He had finally solved the game.

► Sebastian Shultz Thanks Michael

The next morning Michael checked his e-mail. There was one message from Sebastian. Michael read the message.

DEAR MICHAEL, it said. THANK YOU! I'M NOT SURE HOW IT HAPPENED, BUT THANKS. YOU SAVED MY LIFE. LET'S MEET UP SOON. CHEERS. SEB. P.S. KEEP THE GAMES. YOU HAVE EARNED THEM.

Michael shook his head. He had received a real message from real Sebastian Shultz. Both of them knew that by reliving the accident, something wonderful had happened. Everything that was described was true — Virtually!

मैं सोचता हूँ कि हेलीकाप्टर एक सही विचार था। किसी प्रकार की कोई दुर्घटना होनी ही है। 'War zone' (युद्ध-क्षेत्र) में चले जाओ। यदि यह कामयाब नहीं होता, तो मैं तुम्हें और परेशान नहीं करूँगा। खुश रहो।" Seb.

शीघ्र ही Michael ने स्वयं को War-zone में पाया। बड़ी-बड़ी इमारतों में खिड़कियाँ नहीं थी। मशीनगन के फायर से आसमान चीर दिया गया था। बम फट रहे थे। Michael को पता था कि उसे उस हेलीकाप्टर तक सुरक्षित पहुँचना था। हेलीकाप्टर जमीन पर खड़ा था और उनकी प्रतीक्षा कर रहा था। वे दौड़ रहे थे लेकिन टैंक की गोलीबारी ने उन्हें वापिस दिवार के पास भेज दिया। वे सड़क पर खड़ी एक जीप में कूद गये। एक टैंक ने उनका पीछा किया। Sebastian ने जोर से ब्रेक लगायी और जीप फिसल कर घूम गयी। Michael हेलीकाप्टर में छलांग लगाकर घुस गया। वह Sebastian के लिये चिल्लाया। टैंक जीप से जा टकराया और Sebastian को हवा में उछाल दिया गया। उसे ऊपर खींच लिया गया। हेलीकाप्टर आसमान की ऊँचाइयों को छूने लगा। Michael कामयाब हो गया था। आखिर उसने Sebastian Shultz को बचा लिया था। खेल खत्म हुआ। स्क्रीन 40,000,000 चमका रहा था। Michael ने जैकपॉट मार लिया था। आखिरकार उसने खेल को हल कर लिया था।

► Sebastian Shultz, Michael का धन्यवाद करता है

अगले दिन Michael ने अपनी E-mail का निरक्षण किया। Sebastian से एक संदेश प्राप्त हुआ था। Michael ने संदेश को पढ़ा।

“प्रिय Michael”, उसने कहा। “तुम्हारा धन्यवाद! मुझे यह निश्चित नहीं कि ये सब कैसे घटा। लेकिन धन्यवाद। तुमने मेरा जीवन बचाया। आओ, फिर शीघ्र ही मिलें। खुश रहो। Seb. P.S. games को अपने पास (ही) रख लो। उनको तुमने अर्जित (कमाया) किया है।”

Michael ने अपना सिर हिलाया। उसे Sebastian से सचमुच का एक संदेश प्राप्त हुआ था। दोनों को पता था कि दुर्घटना को जीवित करके, कुछ आश्चर्यजनक (अवश्य) घटा था। हर चीज जिसका वर्णन किया गया था, सच थी—(परन्तु) परोक्ष रूप से।

ENRICH YOUR VOCABULARY

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Wheezy—to breathe with an audible whistling sound with difficulty, सीटी जैसी आवाज के साथ (कठिनाई) से साँस लेना। **Miracle**—wonder, आश्चर्य। **Recovery**—(here) getting well again, दोबारा ठीक होना। **Coma**—a prolonged state of deep unconsciousness, देर तक गहरी मूर्छा में। **Last**—stay, रहे, ठहरा रहे। **Critical**—very delicate (bad), नाजुक (बहुत बुरी)। **Regain**—gets back, वापिस प्राप्त करता है। **Consciousness**—coming to senses, awareness, चेतना। **Gaped**—opened the mouth with surprise, हैरानी से मुँह फाड़ना। **Muttered**—grumbled, शिकायती ढंग से फुसफुसाना। **Apparently**—(here) obviously, स्पष्ट रूप से। **Nervous**—confused and worried, परेशान। **Shivering**—trembling, काँप रहा था। **Events**—happenings, घटनाएँ। **Stared**—looked at intently, घूर के देखा। **Nutty**—crazy about, has a passion for, दिवाना, के पीछे पागल। **Processor**—a part of a computer that controls all other parts of the system, कम्प्यूटर का वह हिस्सा जो system के बाकी सभी हिस्सों को नियंत्रित करता है। **RAM**—Random Access Memory of a computer, एक कम्प्यूटर की बिना-पूर्व नियोजित (याद शक्ति)। **CD ROM**—(Random Access Memory compact disc with Read-Only Memory) a CD on which large amounts of information, sound and pictures can be stored, for use on a computer, एक CD जिसमें बहुत-सी सूचनाएँ, आवाज और तस्वीरें इकट्ठी (स्टोर) की जा सकती हैं, और उन्हें एक कम्प्यूटर पर प्रयोग किया जा सकता है। **Modem**—a device that connects one computer system to another using a telephone line so that data can be sent, एक यंत्र जो एक कम्प्यूटर प्रणाली को दूसरी से एक टेलिफोन लाइन के द्वारा जोड़ता है जिससे data भेजा जा सके। **Scanner**—a device which copies pictures and documents so that they can be stored on a computer, एक यंत्र जो तस्वीरों और दस्तावेजों की प्रतियाँ बनाता है जिससे वे एक कम्प्यूटर पर स्टोर (संग्रह) की जा सकें। **Display**—to show information on a computer, कम्प्यूटर पर सूचना दिखाना। **Rubbish**—things not wanted, waste, बेकार की चीजें, फेंकने लायक चीजें। **Fantastic**—wonderful, हैरानजनक।

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Technology—scientific knowledge used in making machines and equipments, मशीनों और यंत्रों के बनाने में विज्ञान का प्रयोग। **Resist**—(here) control, काबू पाना। **Gadgets**—small tools or devices that do something useful, छोटे उपकरण या औजार (लाभकारी छोटे उपकरण)। **Gizmos**—gadgets, especially mechanical or electrical devices, छोटे लाभदायक मैकेनिकल या बिजली द्वारा संचालित उपकरण। **Virtual**—made to exist or appear to exist by the use of computer software, कम्प्यूटर के साफ्टवेयर के प्रयोग द्वारा चीजों की मौजूदगी दिखाना। **Reality**—true situations, सच्ची अवस्थाएँ। **Visor**—a helmet to protect eyes and face, चेहरे और आँखों की रक्षा के लिये एक हेलमेट। **Glove**—a covering for the hand, दस्ताना। **Psycho-drive Games**—games driven or played by mental power, दिमागी शक्ति से संचालित खेल। **Terrific**—(here) fantastic, wonderful, गजब के। **Launched off**—started (enthusiastically), प्रारम्भ किया (जोश से)। **Futuristic**—imagining what the future will be like, भविष्य की कल्पना करने वाले। **Converted**—changed into, में बदला हुआ। **Loft**—a high level, upper part, अटारी। **Striding**—

walking with long steps, लम्बे डंग (कदम) भर कर चलते हुए। **Sheriff**—an officer who maintains law and order, शांति-व्यवस्था रखने वाला अधिकारी। **Badge**—a small piece of metal to show a rank, तगमा, (बैज)। **Burst in Saloon**—entered forcefully, जोर से अन्दर आ धमका। **Glared**—looked angrily, घूर के (नाराज होकर) देखा। **Strode**—walked with long steps, लम्बे कदम से चला। **Bar**—the place that serves drinks, जहाँ पेय पदार्थ मिलें। **Sarsaparilla**—a carbonated drink flavoured with Sarsaparilla roots, एक पेय जिसमें सरसपारिला की जड़ों का गंध मिला हो। **Fizzy**—having bubbles, बुदबुदों वाला। **Stuff**—thing, वस्तु। **Sliding**—in a sliding manner, फिसलते हुए। **Crash**—(here) sudden loud noise, अचानक जोर की आवाज। **Spun**—turned around suddenly, अचानक घूमा। **Silhouetted**—the dark outline, गहरी बाहरी रेखा या छाया-चित्र। **Gun**—(here) one who shoots with the gun, शूटर (बन्दूक/गन चलाने वाला)। **Drawled**—spoke slowly, धीरे-धीरे बोला। **Grinning**—smiling widely, मुँह चौड़ा करके मुस्काना। **Slammed**—(here) put with a lot of force, धम्म से नीचे रखा। **Saloon**—(here) bar, शराबखाना। **Notching up**—getting a high score, ऊँचे स्कोर का प्राप्त होना। **Complicated**—not simple, पेचीदा।

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Corridor—a long narrow passage in a building, गलियारा। **Posse**—a group of men helping the sheriff, शेरिफ (कानूनअधिकारी) के सहायक व्यक्तियों का झुण्ड। **Groaned**—cried in pain, दर्द में चिल्लाया। **Slumped back**—fell down suddenly with a force, धम्म से गिरा। **Stuck**—(here) trapped and can't escape, फँस जाना/बाहर न निकल पाना। **Retrieve**—get back again, दोबारा पाना। **Dragonquest**—(here) a game where the dragon is searched, ड्रैगन को खोजने का एक खेल। **Massive**—huge, विशाल। **Studded**—decorated with small raised pieces of metal, छोटे-छोटे धातु के टुकड़े से सजा जड़ा। **Castle**—a large fort like building, किलेनुमा इमारत। **Lair**—den, a place where a wild animal sleeps or hides, माँद/पशु/व्यक्ति के छुपने का स्थान। **Wicked**—evil, दुष्ट। **Dragon**—a fire vomiting huge winged animal, आग उगलने वाला बड़ा पंखदार जीव। **Golden plaits**—long pieces of hair of golden colour, सुनहरी बालों की चोटियाँ। **Squealed**—cried, चीखी। **Urgently**—(here) pressing, जोर देकर कहा। **Rescuing**—saving, बचाना।

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Bedpost—one of the four vertical supports of the bed, पावा/बिस्तर का एक पैर। **Screamed**—cried loudly, जोर से चीखा। **Leapt**—jumped, छलांग लगायी। **Gasped**—(here) opened the mouth, मुँह खोला। **Fiery**—looking like fire, आग की लपटों जैसी। **Battlements**—a low wall around the top of the castle with spaces in it for arrows, guns etc., किले के ऊपर छोटी दिवार जिसमें खाली जगह जहाँ से तीर या बंदूकें बाहर की ओर चलायी जा सकें/परकोटा, प्राचीर। **Spiral**—continuously curved, घुमावदार। **Tapestry**—woven wool on a heavy cloth, मोटे कपड़े पर रंगीन ऊन की कंशीदाकारी। **Pursuit**—running after, पीछा करना/पीछे भागना। **Dungeons**—dark underground rooms used as a prison, especially in a castle, विशेष रूप से एक किले के अन्धेरे तहखाने के कमरे जिनका प्रयोग एक जेल के रूप में किया जाता था। **Swung**—waved, घुमायी। **Cheer**—be happy, खुश रहो। **Bother**—care, worry, परवाह/चिंता करना। **Rescue**—save, बचाना। **Stupid**—foolish, मूर्खतापूर्ण। **Skeleton swipe-card**—a plastic card on which data has been stored, एक प्लास्टिक कार्ड जिसमें डाटा संग्रह किया जाए। **Wailed**—(here) cried loudly, जोर से चीखी। **Howled**—barked, भौंके। **Tramping**—(here) sound of boots, जूतों की खट-खट

की आवाज। **Slammed shut**—shut with noise and force, जोर से धम्म के साथ बन्द कर दिये। **Dodged**—avoided being noticed, बचकर निकले। **Pounded**—struck with force, जोर-जोर से कूटना।

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Excitedly—in excitement, enthusiastically, जोश में। **Bit**—a little, थोड़ा-सा। **Vicious**—(here) dangerous, खतरनाक। **Instant**—moment, क्षण। **Hurtling**—moving dangerously, खतरनाक तरीके से बढ़ते हुए। **Dripping**—falling down drop by drop, बूंद-बूंद टपकाते हुए। **Jowls**—fat and hanging cheek, मोटे और नीचे लटकते गाल। **Tumbling**—falling down suddenly, अचानक नीचे गिरना। **Concrete**—mixture of cement and stones, सीमेंट और पत्थर का मिश्रण। **Fade**—slowly disappearing, धीरे-धीरे गायब/मंदा होना। **Ridelled**—made holes in, अंदर सुराख करना। **Raked**—(here) scratched, खुर्च दिया। **Rubble**—broken bricks/stones from a wall, मलबा/दिवार की टूटी हुई ईंटें व पत्थर। **Dodging**—escaping, बचते हुए। **Sniper fire**—gun fire from a concealed position, छुपे हुए स्थान से बन्दूकों की फ़ायर। **Scuttling**—running fast with short steps, तेजी से भागते हुए। **Ignition key**—(here) key for starting a vehicle, गाड़ी चलाने की चाबी। **Revved**—ran quickly, तेजी से चलाया।

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Skidding—slipping, फिसलते हुए। **Spin**—move round, घूम जाना। **Yelled**—cried, चीखा। **Thud**—a falling sound, धम्म से गिरने की आवाज़। **Soared**—flew high, ऊँचा उड़ा। **Flashed up**—suddenly lighted up, अचानक चमक उठा। **Cracked**—(here) solved, हल कर लिया। **Exist**—(here) live/alive, जिंदा है। **Pounded**—(here) started beating, धड़कने लगा। **Furiously**—violently, उग्रता से। **Weird**—strange and difficult to understand, अजीबो-ग़रीब। **Versions**—(here) interpretations, व्याख्याएँ। **Retrieve**—get back, वापिस लेना। **Scrolling**—moving up and down on computer, कम्प्यूटर पर ऊपर नीचे घुमाना।

REFERENCE TO CONTEXT

Read the extracts given below and answer the questions that follow:

1. Sebastian Shultz. It isn't name you come across every day. But there it was, large and clear, at the top of the newspaper article in front of me. (Page 72)

Questions

- (a) Who was Sebastian Shultz?
- (b) When did he meet Michael and where?
- (c) What is the antonym of 'small' in the passage?

Answers

- (a) Sebastian Shultz was a 14 year-old school boy from South London who was injured in a motorway accident.
- (b) Sebastian met Michael in the first of psycho-driven game 'Wildwest' where he played the role of the second sheriff.
- (c) large

2. MIRACLE RECOVERY, the headline said. Sebastian Shultz, a 14 year-old school boy from South London, awoke yesterday from a coma that doctors feared might last forever. (Page 72)

Questions

- (a) What had happened to Sebastian Shultz?
- (b) What was that 'Miracle Recovery'?
- (c) What is the opposite of 'tomorrow' in the passage?

Answers

- (a) Sebastian Shultz was badly injured in a motor accident and was in a coma.
- (b) The miracle recovery was that Shultz woke up from a long coma only the previous day.
- (c) yesterday

3. At a press conference, Mrs. Shultz said, "The doctors were doing all they could, but in our hearts we knew we needed a miracle". (Page 72)

Questions

- (a) Who was Mrs. Shultz?
- (b) What were the doctors doing to save Shultz?
- (c) What is the word for a 'magical act' in the passage?

Answers

- (a) Mrs. Shultz was Sebastian Shultz's mother.
- (b) The doctors were trying all they could to bring Shultz back to consciousness.
- (c) miracle

4. Sebastian Shultz, the boy I'd got to know so well recently, had apparently been in a coma for all that time. I felt nervous and shivery. It didn't make any sense at all. (Page 72)

Questions

- (a) How did Michael know Sebastian Shultz so well recently?
- (b) Why did Michael feel nervous and shivery?
- (c) What is the opposite of 'nonsense' in the passage?

Answers

- (a) Michael had known the 14 year-old Sebastian Shultz so well. Shultz was in all the psycho-driven games that he played recently.
- (b) Michael felt nervous and shivery that the same boy had been in a coma for all that time.
- (c) sense

5. Technology was advancing every day, and Dad couldn't resist any of the new gadgets or gizmos that came on the market. That was why we went to the Computer Fair. We came away with a virtual reality visor and glove, and a handful of the latest interactive psycho-drive games. They're terrific. Not only do the visor and glove change what you see, but better than that, you can control the action by what you are thinking. Well, Cool! (Page 73)

Questions

- (a) What was the latest craze of Michael's dad?
- (b) Why did they go to the Computer Fair?
- (c) What is the opposite of 'withdrawing' in the passage?

Answers

- (a) The latest craze of Michael's dad was to buy the new gadgets or gizmos that came on the market.
 - (b) They went to the Computer Fair to buy a handful of the latest interactive psycho-drive games.
 - (c) advancing
6. All at once, something strange happened. Up to that point the game had been pretty much as I expected. But when the second sheriff appeared through the back door, shouting and waving his arms about, I realized that the game was more complicated. (Page 73)

Questions

- (a) Name the psycho-driven game where all this action took place.
- (b) What unexpected thing took place?
- (c) What is the opposite of 'simple' in the passage?

Answers

- (a) All this action took place in the first psycho-driven game 'Wildwest' that Michael played.
 - (b) The sudden appearance of the second sheriff through the back-door was quite unexpected.
 - (c) complicated
7. He wasn't like the other characters in the saloon. For a start, he was about my age, and though he looked like a computer image, he somehow didn't move like one. (Page 73)

Questions

- (a) Where was Michael at that time?
- (b) Who is being talked about in these lines?
- (c) What is the antonym for 'stop' in the passage?

Answers

- (a) At that time Michael was in a saloon drinking a glass of sarsaparilla.
 - (b) The second sheriff who appeared suddenly in the game 'Wildwest' is being talked in these lines.
 - (c) move
8. At the top was a picture of the second sheriff. This time though, he was wearing jeans and a sweatshirt. Printed over the bottom was a message. I'M STUCK. PLEASE HELP TO RETRIEVE ME. TRY 'DRAGONQUEST'. Sebastian Shultz. (Page 74)

Questions

- (a) Where was the picture of the second sheriff?

- (b) Who was actually the second sheriff?
- (c) What is the opposite of 'bottom' in the passage?

Answers

- (a) The picture of the second sheriff was at the top of a newspaper.
 - (b) The second sheriff was actually a 14-year old boy Sebastian Shultz.
 - (c) top
- 9.** 'My hero!' she squealed. 'Take me away from all this. Behind me I could hear the dragon roaring. 'Rescue me now,' the princess said urgently. (Page 74)

Questions

- (a) Who squealed and why?
- (b) What could Michael hear behind him?
- (c) What is the synonym of 'save' in the passage?

Answers

- (a) The fair princess Aurora cried for help because she was in the clutches of the wicked dragon.
 - (b) Michael could hear the roar of the wicked dragon behind him.
 - (c) rescue
- 10.** I swung my sword. But it was no good. The dragon was only interested in Sebastian, and there was nothing I could do to prevent it getting him. (Page 75)

Questions

- (a) Who swung his sword and why?
- (b) Did the dragon harm Michael?
- (c) What is the opposite of the word 'bad' in the passage?

Answers

- (a) Michael swung his sword to hit the wicked dragon.
 - (b) No, the dragon was interested only in Sebastian Shultz and didn't do any harm to Michael.
 - (c) good
- 11.** At that moment, the door behind us burst open. Twelve guards with vicious dogs were standing there. The next instant the dogs were hurtling towards us, all bared teeth and dripping jowls. Out of the corner of my eye, I saw Sebastian take a step backwards. (Page 76)

Questions

- (a) Name the psycho-driven game which is being described here.
- (b) Where were Sebastian and Michael?
- (c) What is the synonym for the word 'moment' in the passage?

Answers

- (a) The psycho-driven game being described here is 'Jailbreak'.
- (b) Sebastian and Michael were on the roof of the dungeon in the castle.
- (c) instant

- 12.** As I removed my visor I looked in the printer tray. This time it was empty. I felt really bad. I'd failed Sebastian; I'd failed the game. It was only later, when the scenes began to fade in my memory, that it occurred to me that *Sebastian Shultz* was the game. (Page 76)

Questions

- (a) What did Michael find in the printer-tray?
- (b) How did Michael fail Sebastian and the game?
- (c) What is the opposite of 'full' in the passage?

Answers

- (a) Michael didn't find anything in the printer-tray as it was empty.
 - (b) Michael failed Sebastian because he could not rescue him. He failed the game because he couldn't crack it.
 - (c) empty
- 13.** We ran across a no-man's-land of rubble and smoke, dodging sniper fire. At the far end we went through a door in a wall. The helicopter was on the ground, waiting for our arrival. (Page 76)

Questions

- (a) Name the psycho-driven game where all this action is taking place.
- (b) Where were Michael and Sebastian heading for?
- (c) What is the opposite of 'departure' in the passage?

Answers

- (a) All this action takes place in the psycho-driven game 'Warzone' which Michael is playing.
 - (b) Michael and Sebastian were heading towards a helicopter.
 - (c) arrival
- 14.** I'd done it! I'd rescued Sebastian at last! Before I had a chance to say anything to him though, the helicopter flew into thick cloud. It turned everything blinding white. I couldn't see a thing-until 'GAME OVER' flashed up. (Page 77)

Questions

- (a) After playing how many games did Michael succeed in saving Sebastian at last?
- (b) Where were Michael and Sebastian before the helicopter picked them up into it to safety?
- (c) What is the opposite of 'thin' in the passage?

Answers

- (a) Michael played 'Wildwest', 'Dragonquest', 'Jailbreak' before succeeded in saving Sebastian finally in 'Warzone'.
 - (b) Michael and Sebastian were in a war zone before they were picked up by the helicopter to safety.
 - (c) thick
- 15.** My heart pounded furiously. What if, because Sebastian had been plugged into the computer when he banged his head in the accident, the computer had saved

his memory in its own. And then what if the weird versions of the games I'd been drawn into had all been attempts to retrieve that memory? (Page 77)

Questions

- (a) When had Sebastian been plugged into the computer?
- (b) What did the computer do after Sebastian banged his head in the accident?
- (c) What is the synonym for 'efforts' in the passage?

Answers

- (a) Perhaps Sebastian had been plugged into the computer when he banged his head in the accident.
- (b) The computer had saved Sebastian's memory in its own.
- (c) attempts

16. I shook my head. A real message from the real Sebastian Shultz. We both knew that by reliving the accident, something wonderful had happened. But then again, now that there are two advanced intelligences on earth, who can say what is and what isn't possible.

What I know is this. Everything that I've described is true-Virtually! (Page 78)

Questions

- (a) Who received a real message from the real Sebastian Shultz?
- (b) How was this 'message' and 'Sebastian Shultz' different from the earlier messages and computer images of Sebastian Shultz?
- (c) What is the opposite of 'impossible' in the passage?

Answers

- (a) Michael received a real message from the real Sebastian Shultz.
- (b) Earlier all the messages as well as the pictures of Sebastian Shultz were only computer based virtual images. But now the real Sebastian Shultz had sent a real message to the real Michael.
- (c) possible

QUESTIONS FROM TEXTBOOK SOLVED

Q1. Before reading the story, attempt the following working in groups of four or five.

- (a) Do you play computer games? How many hours do you spend playing games on the computers as compared to outdoor games?
- (b) Make a list of your favorite games. Have a class discussion on the advantages and disadvantages of computer games.
- (c) Look in your dictionaries/computer to find synonyms for the word 'virtual'.
- (d) Look at the K.W.L. chart given below. Based on the information you have gathered till now, complete the K and W columns. You may work with your partner. After reading the story complete the third column.

	K-What I Know	W--What I want to know	L-What I learnt
Virtual Reality			
Virtual Environment			
3-D/three-dimensional			
Simulation games			
Computer simulations			
Interactive psycho-drive games			
Teleporting			

Ans. (a) Yes, I do play computer games. Unfortunately, I give one hour or more to computer games and I am not so regular in playing outdoor games. Sometimes I give just an hour or so to outdoor games.

(b) My favourite psycho-driven games are:

(i) Tornado (ii) Me Babash (iii) Black Belt (iv) Kyrene's Kastle

(c) Synonym for the word 'virtual' is real.

I

Advantages of Computer Games

1. Increase mental ability
2. Increase numeral ability, computation and calculation skills.
3. Refresh the working of the mind
4. Bring depth and volume in thinking
5. Useful diversions

II

Disadvantages of Computer Games

1. Encourage sedentary life
2. Psychological imbalance
3. Promote violence and aggression
4. Reduce social skills
5. Computer games are addictive.
6. Detach one from reality
7. Too much time is wasted.
8. Negative impact on health

(d)

Terms	K-What I know	W-What I want to know
Virtual Reality	Images created by a computer that appear to surround a person looking at them and seem almost real.	The real process and its scientific explanation.
Virtual Environment	Environment created by a computer that appears to be natural and real to a person looking at it.	Can the virtual environment so created by a computer affect the person looking at it in the same way as the natural environment?

Terms	K-What I know	W-What I want to know
3D three dimensional	The quality of having, or appearing to have, length, width and depth (three dimensions)	How does the third dimension (depth) brings a three D image?

Simulation games	Games in which a particular sets of conditions is created artificially in order to study or experience something that could exist in reality. For example, a computer simulation of how the planet functions or a simulation model	The underlying scientific explanation of simulation activity.
Computer games	Games that are played on computers.	Does the thrill of computer games benefit our mind and body?
Interactive Psycho-drive games	Games driven by mental power where man who plays them and the computer interact.	Does too much dependence on mental power slowly kills the urge for outdoor physical activities?
Teleporting	Usually, the term is frequently used in science-fiction. It is a process of moving somebody/ something immediately from one place to another a distance away, using special equipment.	The scientific explanation of teleporting.

A. EXERCISES

1. According to the newspaper, what had happened to Sebastian Shultz?
2. 'Dad's nutty about computers.' What evidence is there to support this statement?
3. In what way did the second game seem very real?
4. The last game has tanks, jeeps, helicopters, guns and headings would you put this and the other games under?
5. What was Michael's theory about how Sebastian had entered the games?

- Ans.**
1. According to the newspaper, six weeks ago, Sebastian Shultz was badly injured in a motorway accident. His condition on arrival at the General Hospital, was described as critical though stable. The boy didn't regain consciousness inspite of the doctor's hopes. His parents were informed that he was in a coma.
 2. Michael's dad is nutty and crazy for computers. He has 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 can paint, play music and create displays. He couldn't resist buying any of the new gadgets or gizmos that came on the market.
 3. The second game 'Dragonquest' seemed very real to Michael. He wanted to go straight into the game as Sebastian had suggested. Next morning, when he was back on the computer he at once found him walking through the big studded doors of the dragon's castle. He had to rescue fair princess Aurora from the wicked dragon. The scenes of leaking the window running down a spiral staircase and swinging of the sword looked very real. Michael could even hear and feel and smell the evil dragon following them. Everything looked so real and life-like.
 4. The last game 'War zone' has tanks, jeeps, helicopters. The war zone was a city somewhere. The tall buildings were windowless and riddled with hones. Machine guns raked the sky. Walls tumbled. Bombs exploded. Michael was to save

Sebastian in a helicopter. Sebastian was thrown out of his jeep when the tank crashed into it. Michael pulled him up and the helicopter soared into the sky.

All these games can be put broadly under 'Interactive Psycho-drive Games'.

5. At the time of the incident, Sebastian was using his laptop to play one of the same psycho-drive games that Michael had got. Michael thought it possible that Sebastian had been plugged into the computer when he banged his head in the accident. The computer had saved his memory in its own. And it was possible that the strange versions of the games he had drawn into had all been attempts to retrieve Sebastian's memory.

B. REFERENCE TO CONTEXT

Read these lines from the story, then answer the questions.

'That was my idea' said Sebastian excitedly. 'If only it would go a big faster.'

1. Where was Sebastian when he spoke these words?
2. What was his idea, and what was he referring to?
3. Was the idea a good one, and did it eventually succeed? How?

- Ans.** 1. Sebastian was on the roof of the prison when he spoke these words.
2. His idea was to be rescued from there only by a helicopter. He was referring to a helicopter that was coming to their rescue.
3. The idea was quite good but it did not succeed. Sebastian had slipped and came tumbling down from the roof to the concrete below.

Q2. Answer the following questions briefly.

- (a) Why did the news of the 'miracle recovery' shock Michael?
- (b) Michael's meeting with Sebastian Shultz had been a chance meeting. Where had it taken place and how?
- (c) What kind of computers fascinated Michael and his dad? Why?
- (d) Describe the first place where Michael was virtually transported.
- (e) What help did Sebastian Shultz ask Michael for? How did he convey this message?
- (f) Why did Michael fail in rescuing Sebastian Shultz the first time?
- (g) The second attempt to rescue Sebastian Shultz too was disastrous. Give reasons.
- (h) Narrate the accident that injured Sebastian Shultz.
- (i) How had Sebastian Shultz entered the games?
- (j) How was Sebastian Shultz's memory stored on Michael's disk? Did Michael discover that?

- Ans.** (a) The news of the 'miracle recovery' shocked Michael. The news was about a 14 year old boy Sebastian Shultz from South London. He awoke from a coma that doctors feared might last forever. Michael had known the boy so well recently in interactive psycho-drive games. He felt nervous and shivery that the boy had been in coma for all that time. It didn't make any sense at all.
- (b) Michael's meeting with Sebastian Shultz had been a chance meeting. It all started a month ago at the Computer Fair where Michael had gone with his father. When he launched himself off into the first psycho-drive games, 'Wildwest' he saw Sebastian Shultz. He was about Michael's age and looked like a computer image as the second sheriff who had come to save him. Sebastian was playing the second sheriff in the game.
- (c) Michael's dad was crazy about computers like him. He had a Pentium 150 Mhz processor with all equipments. They liked best of all the games like Tornado,

Me babash, Black Belt etc. He could not resist any of the new gadgets or gizmos that came on the market. They bought a handful of latest interactive psycho-drive games.

- (d) The first place where Michael was 'virtually' transported was a dusty town of the 'Wildwest'. He was striding down the dusty track through the centre of the town. There was a sheriff's badge pinned to his shirt. He burst in through the swing doors of a saloon, went over the bar and ordered for a glass of 'Sarsaparilla'.
- (e) After being shot in the first game 'Wildwest', the second sheriff or Sebastian Shultz groaned and slumped back against Michael. The game was over. Michael noticed the printer had come on. He picked up a piece of paper from the tray. At the top of the second sheriff was wearing jeans and a sweatshirt. Printed over the bottom was this message.
- I'M STUCK. PLEASE HELP TO RETRIEVE ME. TRY 'DRAGONQUEST'. Sebastian Shultz.
- (f) Michael was to 'help' Sebastian Shultz and to 'retrieve' him. For this, he was asked to try the game 'Dragonquest'. Next morning, he was back on the computer. He was soon walking through the massive studied doors of the dragon's castle lair. He had to rescue a fair princess from a wicked dragon. After leaping from the window and passing through a secret passage they were going down to the dungeon. The dragon appeared at once and pounced on them. Michael swung his sword but in vain. The dragon was only interested in Sebastian. Poor Michael could do nothing to save Sebastian Shultz.
- (g) The second attempt to rescue Sebastian Shultz too was disastrous. This time the message in the printer said. 'TRY JAILBREAK'. Michael was on the computer again and soon was transported to the dungeon cell. Here, his mate Sebastian Shultz was prisoner 02478. With the help of a swipe-card, they were soon out of the cell. They dodged the guards and went towards the roof. On the roof Sebastian pointed towards a helicopter. Sebastian took a step backwards. Sebastian fell down and came tumbling down to the concrete below.
- (h) In the game 'Jailbreak', Michael was to rescue the boy Sebastian Shultz from the dungeon. With the help of a swipe-card, they were soon out of the cell. They dodged the guards and made it to a staircase that went to the roof. On the roof, Sebastian was waiting anxiously for a helicopter. The helicopter hovered around over them. Twelve guards and bared teeth dogs followed them. Sebastian took a step backwards. Michael cried "Nooooo!" But it was too late! Sebastian had slipped and was tumbling down through the air. He fell down to the concrete below. In this way, Sebastian got badly injured.
- (i) At the time of his accident, Sebastian was using his laptop. He was playing one of the same psycho-drive games that Michael had got. It could be possible that he had been plugged into the computer. When he banged his head in the accident, the computer had saved his memory in its own. It was possible that Sebastian's memory had been stored on the disk. Hence, he entered the games. They were stolen while Sebastian was in hospital. And they were bought by Michael at the Computer Fair.
- (j) Sebastian was perhaps plugged into the computer when he banged his head in the accident. The computer stored and saved Sebastian Shultz's memory in its own. It was also possible that Sebastian's memory had been stored on interactive psycho-driven disks. Those disks were stolen from Sebastian's house when he was in the hospital. When Michael was playing the weird versions of

the psycho-driven games, he was actually retrieving that memory. In this way, Sebastian entered the games.

Q3. Sebastian Shultz had a close brush with death. After he recovers, he returns to school and narrates his experience to his classmates. As Sebastian Shultz, narrate your experience.

Ans. Attempt yourself.

Q4. CONTINUE THE STORY.

Will Michael and Sebastian Shultz meet in real life? Will they be friends? Will they try to re-enter the virtual world together? You may use the following hints:

- How the accident occurred • Transfer of memory • Meeting with Michael
- Appeals for help • Rescue and recovery

Ans. Yes, Michael and Sebastian Shultz will meet in real life one day. It is also possible that they may be friends. They may try to re-enter the virtual world together through interactive psycho-drive games.

Six weeks ago, Sebastian Shultz was badly injured in a motorway accident and went in a coma. At the time of the accident, Sebastian was using his lap top. He was playing one of the psycho-drive games. He had been plugged into the computer when he banged his head. The computer had saved his memory in its own. It was possible that his memory had been stored on disks. While Sebastian was in hospital someone stole those disks. Those disks were bought by Michael and his dad at the Computer Fair.

Michael first time met the computer image Sebastian Shultz in the interactive psycho-drive game 'Wildwest'. Michael was in the bar when he was challenged by Black-Eyed Jed. Sebastian appeared as the second sheriff who helped Michael to dive through the window and speed off to safety.

Michael received a message from Sebastian : I'M STUCK. PLEASE HELP TO RETRIEVE ME. TRY 'DRAGONQUEST'.

Michael played 'Dragonquest' and tried to save Sebastian from the dragon. But he failed. Michael played the next game 'Jailbreak' to save Sebastian. They were on the roof after dodging guards and dogs, Sebastian was waiting for a helicopter. When he took a step backwards, he fell down from the roof and was seriously injured. The game was over.

Michael was successful in saving Sebastian in his last game 'Warzone'. Machine guns were firing. Walls tumbled. Bomb exploded. Michael and Shultz were off in a jeep followed by a tank. Michael jumped into the helicopter and cried for Sebastian. He was pulled up and saved. The game was over but Sebastian was saved. Michael got 40,000,000 points and had hit the jackpot.

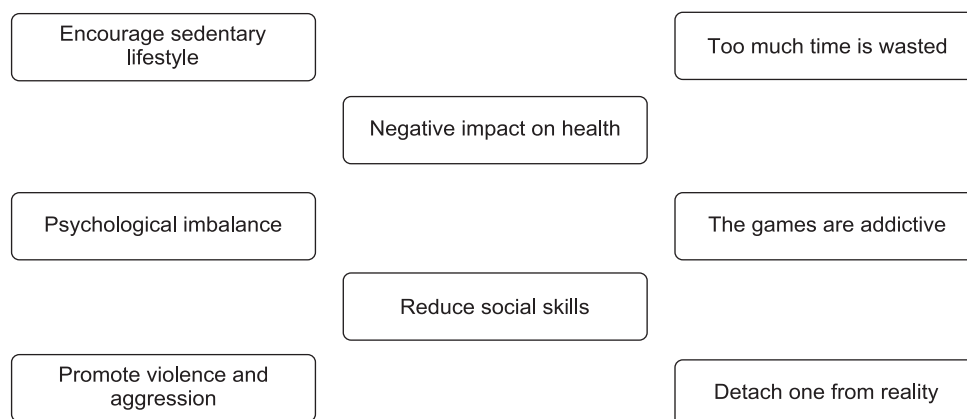
Q5. Put the following sentences in a sequential order to complete the story.

- (a) Sebastian Shultz was badly injured in a motorway accident and went into a coma.
- (b) Sebastian's memory was saved in the computer when he banged his head on it during the accident.
- (c) When Michael played the game, he entered Sebastian's memory.
- (d) Michael bought the latest psycho-drive games from the computer fair.
- (e) Sebastian Shultz was the second sheriff in the 'Dragonquest'

- (f) Michael pulled Sebastian into the helicopter and the screen flashed a score of 40,000,000.
- (g) Sebastian requested Michael to try 'Jailbreak'.
- (h) Sebastian failed to save the boy who fell through the air.
- (i) Sebastian thought the helicopter was the right idea and they should go into the 'Warzone'.
- (j) The games were stolen from Shultz's house.
- (k) Sebastian thanks Michael for saving his life and asks him to keep the games.
- Ans.** (a) Sebastian Shultz was badly injured in a motorway accident and went into a coma.
- (b) Sebastian's memory was saved in the computer when he banged his head on it during the accident.
- (j) The games were stolen from Shultz's house.
- (d) Michael bought the latest psycho-drive games from the Computer Fair.
- (c) When Michael played the game, he entered Sebastian's memory.
- (e) Sebastian Shultz was the second sheriff in the 'Dragonquest'.
- (g) Sebastian requested Michael to try 'Jailbreak'.
- (h) Michael failed to save the boy who fell through the air.
- (i) Sebastian thought the helicopter was the right idea and they should go into the 'War-zone'
- (f) Michael pulled Sebastian into the helicopter and the screen flashed a score of 40,000,000.
- (k) Sebastian thanks Michael for saving his life and asks him to keep the games.

WRITING

Q6. Do you think it is a true story? Could it happen to you one day? Here are some opinions about computer games in general.



Ans. It is not a true but a 'virtually' true story. It is one of those stories that come under the category of 'science fiction'. The characters and events are made to exist by the use of computer software using 'Virtual Reality Technology'. This technology creates images by a computer that appear to surround the person looking at them and seem almost real.

Nothing can be predicted about future. Technology and intelligence may let it really happen, let us say, after a few decades from now.

Q7. Do you think these opinions are biased ? Write an article entitled ‘Virtual games are a reality’.

Ans. These opinions are not biased but partially true. No doubt, computer games have brought a revolution in children-entertainment. They have sharpened their brains, created 3D-world of fantasy and extended their mental horizons. However, they have given birth to a sedentary life-style, psychological imbalance and negative impact on health. They reduce social skills and detach one from reality. They are highly addictive.

Virtual Games are a Reality

In this world of high technology anything is possible. In the last decade we have seen a revolution in children-entertainment. Virtual games have added a new dimension and given a new definition to entertainment. Virtual games may not be true in the true sense but they are ‘virtually true’. Science fiction has enlarged the horizon of man’s mind and his memory. The ‘Virtual Reality Technology’ has broken fresh grounds in fantasy and reality. Through this technology a software can create images that appear to surround the person looking at them and seem almost real.

Technology is advancing every day. It becomes quite difficult for children and young persons to resist any of the new gadgets or gizmos that flood the market. In computer shops and fairs, we can get the latest virtual reality visors and gloves and a handful of the latest interactive psycho-drive games. They are really terrific. Not only these visors and gloves change what we see, but they can also control the action by what we are thinking. For example, when you are watching a game like ‘Wildwest’ you become a sheriff with a badge pinned to your shirt. You are being challenged by Black-Eyed Jed, the fastest ‘gun’ in the west. In a psycho-driven games like ‘Dragonquest’, you are confronted with a roaring dragon who gets your buddy Sebastian. Similarly, in ‘Jailbreak’ you dodge 12 guards and vicious dogs to be lifted by a helicopter. Then you succeed in saving your friend Sebastian in the game ‘Warzone’ and hit a jackpot. It may now be possible that computer may save your memory in its own. Well, everything is possible in the world of ‘Virtual Reality’.

Q8. In groups of four, design a new computer game.

Decide on the

- Setting
- Plot
- Characters
- Objectives

Ans. Do yourself.

Q10. Listen carefully to a text on ‘Tour of Body’ and answer the questions that are given below.

On the basis of your listening to the passage complete the following statements by choosing the answers from the given options :

See Literature Reader Page 81

Ans. Do yourself.

MORE QUESTIONS SOLVED

I. SHORT ANSWER TYPE QUESTIONS (30-40 Words)

Q1. Who was Sebastian Shultz? How did he meet with an accident?

Ans. Sebastian Shultz was a 14 year-old school boy from South London. Six weeks ago, Sebastian was badly injured in a motorway accident. He was taken to the General Hospital. His condition was described as critical though stable. Despite doctors' hopes, Shultz did not regain consciousness. He was in a coma and only some miracle could save him.

Q2. What did Mrs. Shultz say at a press conference? Did that miracle happen?

Ans. Despite doctors' hopes, Sebastian Shultz didn't regain consciousness. His parents were informed that their son was in a coma. At a press conference, Mrs. Shultz told that the doctors were doing their best to save him. She hoped that a miracle would save their son Sebastian. That miracle did happen. Sebastian Shultz awoke from his coma and had a miraculous escape.

Q3. Why did Sebastian Shultz feel nervous and shivery to read the news in the newspaper? [V. Imp.]

Ans. When Michael saw the photograph that went with the story in the newspaper, he gasped. The boy in the picture was Sebastian. He was the same boy who was with him in the psycho-driven games. He had got to know the boy so well recently. He was shocked to know that he had been in coma for all the time. He felt nervous and shivery. It didn't make any sense at all.

Q4. Describe Michael's dad's obsession about computers. Give two examples.

Ans. Michael's dad was crazy about computers. He had a Pentium 150 Mhz processor complete with RAM, CD ROM, speakers, printer, modem and scanner. He had all the games Tornado, Me Babash, Black Belt and Kyrene's Kastle. He could not resist any of the new gadgets or gizmos that came in the market.

Q5. Where did Michael find himself when he played the first psycho-driven game 'Wildwest'? [V. Imp.]

Ans. Michael was impatient to launch himself off into the first of the games called 'Wildwest'. Soon he was striding down the dusty track through the centre of the town. There was a sheriff's badge pinned to his shirt. When he entered a saloon everyone glared at him. He ordered for a glass of 'Sarsaparilla'. Soon he saw Black-Eyed Jed, the best gun shooter in the west. He challenged Michael who was playing the role of a sheriff. He was threatened to come out.

Q6. Who was the second sheriff and how was he shot helping the first sheriff, Michael?

Ans. The second sheriff was Sebastian Shultz. But he didn't tell his name even when he was asked by Michael. He warned Michael not to go out. He took Michael out of many doors and finally they were at the back of the saloon. They jumped out of the window and sped off on a horse. Michael wanted to know who he was but the second sheriff didn't answer. At that moment a gun shot echoed the air. The second sheriff was hit. He cried and slumped back against Michael.

Q7. When did Michael meet Sebastian Shultz for the first time? When and how did Michael recognise that the second sheriff was Sebastian Shultz? [Imp.]

Ans. Michael met Sebastian Shultz for the first time in the psycho-driven game 'Wildwest'. Shultz was playing the role of the second sheriff but didn't reveal his identity. Only when Michael picked up a piece of paper from the tray, he found the

photo of the second sheriff at the top. He had left a message “I’m stuck. Please help me to retrieve me. Try Dragonquest.” Now Michael came to know of Shultz’s identity.

Q8. In the second game ‘Dragonquest’ Michael came to rescue the fair princess Aurora from the wicked dragon. Who cried that he needed rescuing first and why?

Ans. In the second game ‘Dragonquest’ Michael’s aim was to rescue the fair princess Aurora from the wicked dragon. He had also to collect the wicked creature’s treasure. When the princess cried for help, there appeared a second knight, Sir Sebastian. He cried, “Never mind her. It’s me who needs rescuing!” Michael recognised Sebastian Shultz. The dragon was only interested in him and he needed to be rescued first.

Q9. How did Michael come to the second knight’s (Sebastian’s) help but couldn’t save him from the clutches of the dragon?

Ans. Michael went to save the fair princess from the wicked dragon. But there appeared Sebastian (in the role of the second knight). He sighed and asked Michael to help him first. The second knight cut off two long plaits of the princess and made a rope. With the help of that they jumped out of the window. They went to the dungeon. But before they could turn, the dragon stood in front of them. Michael swung his sword in vain. He could not prevent the mighty dragon to take away Sebastian with him.

Q10. How couldn’t Michael save Sebastian in the game ‘Jailbreak’? [Imp.]

Ans. Michael was playing the game ‘Jailbreak’ to save Sebastian. Michael assured him that he would help him. Then with the help of a swipe-card they were out of the cell. Sirens wailed and the dogs howled. He dodged the guards and came to the roof. Standing there, Sebastian was waiting for a helicopter that was coming towards them. Soon they found 12 guards and dogs in front of them. Sebastian took a step, slipped and fell down to the concrete below.

Q11. Why did Michael feel bad at the close of ‘Jailbreak’ and how did he reconcile himself? [V. Imp.]

Ans. The game ‘Jailbreak’ was over. Michael felt really bad. He could not save Sebastian Shultz. He had failed him; he had failed the game too. It was only later that the scene began to fade in his memory. It occurred to him that Sebastian who could not be rescued was not real. Sebastian Shultz was just “the game”.

Q12. What did Sebastian suggest when Michael failed to save him in the third game ‘Jailbreak’?

Ans. In the third game ‘Jailbreak’, Michael couldn’t save Sebastian Shultz. Only the previous day, he heard from Sebastian. In the printer tray there was a sheet of paper. Sebastian suggested Michael to have one more try. He thought that the helicopter was ‘the right idea’. He should go into the ‘WARZONE’. If even that didn’t work, Sebastian Shultz assured Michael that he would not bother him again.

Q13. Describe the scene of the ‘Warzone’. [V. Imp.]

Ans. Michael and Sebastian Shultz found themselves in a war zone but couldn’t tell which war zone they were in. It was a city somewhere quite unknown. The tall buildings had no windows. They had large number of small holes for guns. Machine gun fire raked the sky. Walls tumbled and bombs exploded. The only hope of escape from there was by a helicopter.

Q14. How did Sebastian and Michael come out alive from the ‘Warzone’? How did Michael, at last, save Sebastian Shultz?

Ans. Michael and Sebastian could be saved only if they could make it to that helicopter which was on the ground. It was waiting for their arrival. They started to run dodging sniper fire. They jumped in a vehicle parked by the road. Sebastian slammed on the brakes and the jeep skidded into a spin. Michael jumped out and leapt into the helicopter. A tank crashed into the jeep and Sebastian was thrown into the air. He was pulled up into the helicopter, and the helicopter soared into the sky. Thus Sebastian Shultz, at last, was saved.

Q15. How did Michael hit the jackpot and finally cracked the game?

Ans. In the game 'Warzone' Michael was successful in saving Sebastian Shultz. He was able to pull him up into the helicopter which soon soared into the sky. He got a score of 40,000,000. He had hit the jackpot and cracked the game. He had failed in the previous games but was a definite winner this time in his last game 'Warzone'.

Q16. How was Sebastian's memory been saved in the computer? Give one possible explanation of this wonderful happening.

Ans. Michael checked the net to learn more about the 'Miracle Recovery' story. At last, he found what he was looking for. At the time of the accident, Sebastian was using his laptop. He was playing one of the interactive psycho-drive games that Michael had with him. It could be possible that Sebastian had been plugged when he banged his head in the accident. The computer had saved his memory in its own.

Q17. How did Sebastian's memory stored on disks ended up on Michael's computer? How had Sebastian Shultz entered the games?

Ans. Perhaps Sebastian was plugged into the computer when he banged his head in the accident. The computer had saved Sebastian's memory in its own. It was possible that Sebastian's memory had been stored on disks. While they were in the hospital, someone stole all those disks. They ended up at the Computer Fair. Michael and his dad bought those disks from there. By playing the weird versions of the games, Michael was retrieving that memory. In this way Sebastian entered the games.

Q18. What did Michael find when he checked his e-mail? What was Michael's reaction? [V. Imp.]

Ans. Michael lift the net and checked his e-mail. There was one mail from Sebastian Shultz. With trembling fingers, Michael read the following message :

'Dear Michael, it said. 'Thank you! I'm not sure how it happens, but thanks. You saved my life.' In the message Sebastian urged Michael to meet him soon. In the end, Sebastian showed his generosity by asking Michael to keep the games. He had 'earned them'. Michael shook his head in satisfaction.

Q19. 'A real message from the real Sebastian Shultz', says Michael. How are the 'message' and the 'man' different from the computer images of his psycho-driven games? [V. Imp.]

Ans. When Michael checked his e-mail, he had a message for him. It was a 'real' message of thanks from the real Sebastian Shultz. He thanked Michael for saving his life and urged him to meet soon. He generously asked Michael to keep all the games with him as he had 'earned them'. The man who was sending the message was not the virtual image of the computer. He was a 14 year-old boy who had been miraculously recovered and woke up from a coma.

Q20. 'Everything that I've described is true—Virtually!' says the narrator. How do you justify this statement?

Ans. The narrator says that whatever he has described in the various versions of the games is true. It is 'Virtually' true. What is virtual reality? Images created by a computer appear to surround the person looking at them. And they seem to be almost real. Interactive psycho-driven games like 'Wildwest', 'Dragonquest', 'Jailbreak' or 'Warzone' give virtual real images. Even the theory of Sebastian's memory being saved in the computer and finding its way into the games are 'virtually true'

Q21. Justify the title of the lesson 'Virtually True'? [V. Imp.]

Ans. The lesson is aptly and logically titled 'Virtually True'. The lesson describes how Michael tries to rescue Sebastian Shultz, a virtually true image or character created by the computer. In all the four interactive psycho-driven games, 'Virtual Reality' is the controlling concept. The images created by the computer seem to be almost real to the person who is surrounded by them. The narrator himself says that whatever described in the lesson is true but 'Virtually'.

Q22. Does Paul Stewart's story 'Virtually True' come under the category of 'Science Fiction'? More 'futuristic' computers get, the better you can understand the past'. Why does the narrator say so?

Ans. Paul Stewart's story comes under the category of 'Science Fiction'. All the weird games Michael play are interactive psycho-driven games. They are based on the concept of 'Virtual Reality' which makes images created by the computer real to the person who is surrounded by them. All these games 'Wildwest', 'Dragonquest', 'Jailbreak' or even 'Warzone' create and recreate the past world of castles, dragons and dungeons. So more futuristic computers get, the better we can understand the past.

II. VALUE-BASED LONG ANSWER QUESTIONS (80-100 Words)

Q1. How is 'Virtually True' different from the real truth? 'Everything that I've described is true-Virtually!' says the narrator. Even the title of the story is 'Virtually True'. Justify the statement given above and also the title of the story. [V. Imp.]

Ans. The story 'Virtually True' comes under the category of 'Science Fiction'. Even the title of the story is 'Virtually True'. The lesson is about interactive psycho-driven games. These games are based on the concept of Virtual Reality. The images are created by the computer. These images seem to surround the person who is looking at them. The person when surrounded by these images, assumes them to be real. Hence, a thing that is 'virtually true' gives the impression of being actually true.

In all the psycho-driven games 'Wildwest', 'Dragonquest', 'Jailbreak' and 'War-Zone', Michael tries to save Sebastian Shultz, a character created by the computer. In 'Wildwest', Sebastian is the second sheriff and in 'Dragonquest' Sebastian plays the role of the second knight, Sir Sebastian. In 'Jailbreak', Michael and Sebastian dodge guards and the vicious dogs. They are about to reach the helicopter when Sebastian slips and comes tumbling down to the concrete below. Even when the game is over, Michael feels bad that he couldn't rescue Sebastian Shultz. But then he convinces himself that Sebastian was not real but just the 'game'. Michael at last, saves Sebastian and wins the jackpot. In the end, Michael gets a 'real' message from the 'real' Sebastian Shultz. The real Sebastian had a miraculous recovery when he wakes up from a coma. He thanks Michael for saving his life.

He hopes to meet him soon. He generously allows Michael to keep the games as he has earned them.

Q2. Describe the sequence of events that led to Sebastian Shultz's miraculous recovery. How did Sebastian enter Michael's games? Do you think the real Sebastian will ever meet Michael one day? [V. Imp.]

Ans. Sebastian Shultz was a 14 year-old school boy from South London. Six weeks ago he was badly injured in a motorway accident. He was taken to the General Hospital where his condition was declared critical but stable. Despite doctor's hopes Sebastian didn't regain consciousness. He remained in a coma and doctor had doubts if he would ever wake up again. Even Mrs. Shultz hoped for a miracle that could save Sebastian's life. And that miracle did happen. Sebastian Shultz had a miraculous recovery and woke up from a coma only the previous day. Michael read this news in a newspaper. He was shocked to see Sebastian Shultz's photograph. The real Sebastian Shultz was also the Sebastian Shultz of the psycho-driven games that Michael played. Michael couldn't understand the logic of such an incredible resemblance.

How could the real Sebastian Shultz enter Michael's psycho-driven games? In the first game 'Wildwest' Sebastian was playing the second sheriff. In the second game, 'Dragonquest', Sebastian was in the role of the second knight, Sir Sebastian. In 'Warzone' Sebastian was rescued and Michael won the jackpot. The explanation of the real Sebastian entering the games is based on assumptions. During the accident Sebastian's head banged and got plugged into the computer on which he was watching psycho-driven games. The computer saved Sebastian's memory into his own. That memory was perhaps stored on the disks. Those disks were stolen from Michael's house when he was in the hospital. They were sold and bought by Michael and his father at the Computer Fair. So real Sebastian entered the psycho-driven games.

It is quite possible that Michael and the real Sebastian may meet soon. Michael has already received a 'real' message by the 'real' Sebastian. In the message, he has thanked Michael for saving his life and urged to meet him soon.

Q3. What is the concept of 'virtual reality' in this strange and mysterious world? Michael writes a letter to his friend describing him how he received a 'real' message from the 'real' Sebastian Shultz. Michael's heart starts pounding and he wonders how Michael Shultz entered the psycho-driven games like 'Wildwest' or 'Warzone'.

Ans. 12, Piccadilly Circus
London

25th December, 20xx

Dear John

It is a strange and mysterious world. And more strange is the world of computers and interactive psycho-driven games. How can it be possible that a character of the games, Sebastian Shultz is also the real living person of this world? How can he enter the games like 'Wildwest', 'Dragonquest', 'Jailbreak' or 'Warzone'? How can a character which plays the role of the second sheriff in 'Wildwest' and the second knight in 'Dragonquest' be the real Sebastian Shultz? He meets with an accident and remains in a coma for such a long time. These are the questions which puzzle me. I try to find their solutions and have reached certain conclusions on the basis of the concept of 'Virtual Reality'.

When I checked my e-mail yesterday I received a 'real' message from the real 'Sebastian Shultz'. He thanked me for saving his life and urged to meet me soon. He was generous enough to ask me to keep all the games with myself as I have 'earned' them.

I think the real Sebastian Shultz entered the games as his memory was first saved in the computer. He was playing one of the psycho-driven games at the time of the accident. He was plugged into the computer. The computer saved Sebastian's memory. That memory was possibly stored on disks. And those disks containing Sebastian's memory were stolen. They were bought by my father at the Computer Fair. Anyway, I hope to meet the real Sebastian soon. What an interesting meeting it will turn out to be!

Yours sincerely
Michael

Q4. When we lose all hopes, miracles get us going. After his miraculous recovery, Sebastian Shultz makes a diary entry describing how he was 'saved' by Michael. He also hopes to meet him very soon. Reproduce that entry here in about 100 words. [V. Imp.]

Ans. London, 10th January, 20xx

I have come literally from the jaws of death. Oh! What a horrible accident it was! I was seriously injured in a motorway accident. I was soon taken to the General Hospital. I was declared critically ill but stable. I went into a coma. The doctors had little hope of my coming to consciousness. Even my mother hoped for a miracle. Only a miracle could have saved her son. And that miracle did happen. I woke up the other day from a coma that doctors feared might last forever.

How I entered in psycho-driven games is a long and complicated story. I was playing one of the games when my head banged in the accident. I was perhaps plugged into the computer which saved my memory. The memory was further stored on disks. Those psycho-driven games that contained my memory were stolen from my house. Michael's dad bought them at the Computer Fair. The games Michael played were the same as I used to play before him. Anyway, I appreciate Michael's efforts, to save me. He failed in 'Wildwest', 'Dragonquest' and 'Jailbreak'. But at last he saved me in 'Warzone' and won the jackpot. I have already sent an e-mail thanking him for saving my life. I hope to meet him soon. I hope it will turn out to be quite an interesting and exciting meeting. I have also gifted those games to Michael. The brave boy has earned them.

Q5. Describe interactive psycho-driven games. Out of the four psycho-driven games that Michael plays in the lesson, which one appeals you most. Why couldn't Michael save Sebastian Shultz in 'Wildwest', 'Dragonquest', 'Jailbreak' but succeeds in saving him the last game 'Warzone?'

Ans. Interactive Psycho-driven games are driven by mental power. In such games the man who plays them and the computer interact. They are terrific. With a virtual reality visor and glove we can change what we see. Better than that, we can control the action by what we are thinking.

All the four psycho-driven games that Michael plays in the story are exciting and interesting. They take us to the romantic world of the 'Wildwest' with its dusty towns, castles, dragons and dungeons. There is plenty of action in them. Sebastian Shultz plays the second sheriff in 'Wildwest', the second knight in 'Dragonquest', a prisoner in 'Jailbreak' and a victim in 'Warzone'. The last game 'Warzone' is

most appealing as here the actions of Michael and Sebastian Shultz are more coordinated and planned. Guns are booming. Bombs are exploding. But they dodge the sniper fire. They jump into a jeep parked by the wayside. The tank crushes into the jeep. Before they are killed or caught they make it to the waiting helicopter which soon soars into the sky. Michael is rewarded. His score touches 40,000,000 and he wins the jackpot. Finally, he is able to save Sebastian Shultz. In the end, the 'real' Sebastian Shultz sends a 'real' message to Michael. He thanks Michael for saving his life and is eager to meet him soon. He also asks him to keep all the psycho-driven games with him as he has 'earned' them.

TEST YOUR SKILLS

I. REFERENCE TO CONTEXT

Read the extracts given below and answer the questions that follow:

1. Six weeks ago, Sebastian Shultz was badly injured in a motorway accident. His condition, on arrival at the General Hospital, was described as critical though stable. Despite doctors' hopes, the boy did not regain consciousness. His parents were informed that their son was in a coma.

Questions

- (a) Who was Sebastian Shultz?
 - (b) How was Shultz's condition described by the doctors?
 - (c) Did the boy recover in the end?
2. I finished my drink and slammed the glass down on the bar. Jed had already left the saloon. All eyes were on me again. I wondered what sort of score I was notching up.

Questions

- (a) Who is 'I' described in the lines?
 - (b) Who was Jed?
 - (c) Which 'score' is the speaker talking of?
3. That's what I like about computers. The more futuristic they get, the better you can understand the past. I wasn't standing in the converted loft-the Powerbase as Dad calls it-anymore. I was really there, striding down the dusty track through the centre of town. There was a sheriff's badge pinned to my shirt.

Questions

- (a) What does the speaker like about computers?
 - (b) Where did the speaker find himself?
 - (c) Who is a sheriff and is there any other sheriff in the game besides the speaker?
4. The second knight nodded. 'Quick,' he said, 'while there's still time.' And with a pair of scissors he chopped off the princess's two long plaits. Then he tied them together, fixed one end round the bedpost and threw the other end out of the window.

Questions

- (a) Who was the second knight?
- (b) Describe the game of which the first and the second knights were two characters.
- (c) Why did the second knight chop off the princess's two long plaits?

5. I didn't even bother to read the rules of Jailbreak before going in. I knew that my task would be to rescue the boy. And sure enough, my cell mate was prisoner 02478: Shultz.

Questions

- (a) Name the 'game' that is being played in these lines.
 - (b) Who was the boy and who was to save him?
 - (c) Where was the narrator's mate?
6. I couldn't tell which war zone we were in. It was a city somewhere. The tall buildings were windowless and riddled with holes. Machine gun fire raked the sky. Walls tumbled. Bombs exploded. All I knew was that Sebastian and I had to make it to that helicopter in one piece.

Questions

- (a) Did the narrator tell which war zone it was?
- (b) Describe the war-activities that the narrator faced with Sebastian.
- (c) Would the narrator and Sebastian be able to make it to that helicopter in one piece?

II. SHORT ANSWER TYPE QUESTIONS

1. What was the 'Miracle Recovery'?
2. How did Sebastian Shultz get injured and what was his condition?
3. What did Mrs. Shultz say in the press conference? Did her hope of a miracle come true?
4. Why did Shultz's accident and his being in a coma for so long not make any sense to Michael?
5. Give two examples to prove that Michael's dad was nutty about computers.
6. Describe the things that Michael and his dad bought at the Computer Fair.
7. What are interactive psycho-driven games? Name two of such games described in the lesson.
8. Where did Michael find himself when he launched himself off into the first of the games he had bought at the Computer Fair?
9. How did the second sheriff get shot while trying to help the first sheriff, Michael?
10. What happened when 'Wildwest' was over and how did Michael come to know that the second sheriff was Sebastian Shultz?
11. What was Michael's aim in the beginning in the game 'Dragonquest' and why did he change his priority?
12. Why couldn't Michael save the second knight Sir Sebastian from the dragon?
13. Why did Sebastian Shultz press Michael to try 'Jailbreak'?
14. Where were Michael and Sebastian in the 'Jailbreak' and what were they trying to do?
15. Describe how Sebastian Shultz injured himself in 'Jailbreak'.
16. Why was Michael sad and how did he console himself when the game 'Jailbreak' was over?
17. What was the last try that Sebastian suggested Michael and why?
18. Describe the scene of the 'Warzone'.
19. How did Michael succeed ultimately in saving Sebastian and win a jackpot?

20. Give some possible explanations which the narrator gives in the lesson of how Sebastian's memory was saved in the computer.
21. How did Sebastian's memory ended up on Michael's computer?
22. How did Michael get a 'real' message from 'real' Sebastian Shultz?
23. Justify the title of the lesson, "Virtually true".
24. "Everything that I've described is true-virtually!" Justify the validity of the statement.

III. VALUE-BASED LONG ANSWER QUESTIONS

1. What are interactive psycho-driven games and how were Michael and his father nutty about them? Describe the roles played by Michael and Sebastian in the four games.
2. What is 'Virtual Reality' and how everything that is described in all, the four games is 'true-virtually'?
3. Michael writes a letter how he felt when he read Sebastian's accident and his miraculous recovery in a newspaper. He also describes the various possibilities of how Sebastian's memory got transferred to the games he played. Reproduce that letter in your own words in about 100 words.
4. Michael makes a diary entry of how he saved Sebastian in the last game 'Warzone' and won the Jackpot. He also writes how he received a 'real' message from the 'real' Sebastian. Reproduce that entry here in about 100 words.
5. How was Sebastian Shultz's identity exposed? Describe how Michael fared in the first two games.
6. Describe the roles of Michael and Sebastian Shultz in the games 'Jailbreak' and 'Warzones'. How did Michael finally save Sebastian and cracked the game?



LITERATURE READER—POETRY

P4

Ozymandias

Percy Bysshe Shelley

Poem at a Glance

- The poet meets a traveller from an ancient land.
- The traveller tells the poet that he has seen two huge trunkless legs of stone standing in the desert.
- Near those legs lay a shattered and half buried face in the sand.
- The face of the statue showed signs of contempt and cold command on it.
- It seems that the workmanship of the sculptor who made the statue, was of a very high order.
- The sculptor had read those passions of the living man quite well. He stamped those passions exactly on the lifeless stones.
- On the pedestal of the statue the following words were written:
“My name is Ozymandias, king of kings: Look upon my works, ye Mighty, and despair!”
- Now nothing has left of king Ozymandias’s symbols of power and glory.
- Only boundless and bare sand is spreading all around the broken statue and the shattered face of Ozymandias.

SUMMARY OF THE POEM

This famous sonnet of P.B. Shelley mocks all the worldly power, glory and grandeur. The ravages of time reduce even ‘the king of kings’ and the authoritative despots like Ozymandias to dust. Nothing is left of proud and arrogant Ozymandias’ power and glory. His broken statue and shattered half-buried face lie abandoned in the boundless and bare sand of a desert.

► A Traveller from an Antique (ancient) Land

The poet met a traveller. He had returned from an ancient land. He narrated the poet what he saw there. He saw two ‘vast’ trunkless legs of stone standing in the desert. Near them, a shattered face of the statue lay half sunk in the sand.

► प्राचीन देश से आया एक यात्री

कवि को एक यात्री मिला। वह यात्री एक प्राचीन देश से आया था। उसने कवि को बताया कि वहां उसने क्या देखा था। उसने बिना धड़ की दो विशाल पत्थर की टाँगें मरुस्थल में खड़ी हुई देखीं। उनके पास, बुत का एक टूटा हुआ चेहरा रेत में आधा धंसा हुआ पड़ा था।

► Expression on the Shattered Visage (face)

Expressions of scorn or hostility could be seen on the shattered face. The lip of the face was wrinkled. The signs of contempt or cold command were also visible on it. They showed that the man whose statue was made, was quite commanding and authoritative.

► High Class of Workmanship

The life-like expressions on the face of the statue clearly show that the sculptor who made the statues was a perfectionist. He had studied all those passions that arose in the heart of the living person very minutely. He stamped those passions exactly on the lifeless stones. The workmanship of the sculptor was flawless and perfect.

► Words Written on the Pedestal

On the pedestal (base) a brief account of the person was given. The man was Ozymandias. He was a mighty ruler and called himself the 'king of kings'. He was proud of his mighty deeds and wonderful achievements. Not to talk of the powerful and mighty human beings, even the Mighty would be in deep despair, if he looked upon his great achievements.

► Ozymandias' Pride, Glory and Grandeur Lie in Ruins

Ozymandias is no more in this world. His statue, the symbol of his power, authority and glory lies broken on the sand in the desert. Nothing is left now except the boundless and bare sand all around the shattered statue.

► टूटे हुए चेहरे के ऊपर भाव-भंगिमाएँ

तिरस्कार और विरोध के भाव उस टूटे हुए चेहरे पर देखे जा सकते थे। उस चेहरे के होठ पर झुरियाँ पड़ी हुई थीं। तिरस्कार और उदासीन प्रभुत्व के भाव भी उस पर देखे जा सकते थे। यह दिखाता था कि जिस आदमी का वह बुत बनाया गया था, वह काफी दबंग और प्रभावशाली (निर्णायक) था।

► उच्च दर्जे की कारीगरी

बुत के चेहरे पर अंकित सजीव भाव-भंगिमाएँ यह दिखाती हैं कि जिस भी शिल्पी ने वह बुत बनाया था वह (अपनी कला में) माहिर था। उसने उन भावनाओं को जो उस जीवित प्राणी के दिल में उठी थी, उन्हें बहुत सूक्ष्मता से पढ़ा था। उसने उन्हीं भावनाओं के वेग को निर्जीव पत्थरों पर हुबहु उतार दिया था। शिल्पी की कारीगरी त्रुटिहीन और सम्पूर्ण थी।

► बुत के आधार स्तम्भ पर लिखे शब्द

बुत के आधार स्तम्भ (मंचिका) पर उस आदमी का संक्षिप्त वर्णन था। वह व्यक्ति Ozymandias था। वह एक बलशाली शासक था और स्वयं को "राजाओं का राजा" कहता था। वह अपने शक्तिशाली कार्यों और हैरानजनक उपलब्धियों पर गर्व करता था। शक्तिशाली और बलवान इन्सानों को तो छोड़िये सर्वशक्तिमान भी उसकी महान उपलब्धियों को देखकर घोर निराशा में डूब जाता।

► Ozymandias का घमंड, शान और शौकत खंडरों में पड़े हैं

Ozymandias अब इस संसार में नहीं है। उसका बुत, जो उसकी शक्ति, प्रभुत्व और शान का प्रतीक था, (अब) टूटा हुआ रेत पर पड़ा है। अब कुछ भी नहीं बचा, सिर्फ असीम, नंगे रेत के जो उस टूटे हुए बुत के चारों ओर फैला हुआ है।

PARAPHRASE OF THE POEM

1. I met a traveller from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert, Near them, on the sand,
Half sunk, a shattered visage lies

(Lines 1-4)

Word-Meaning: **Antique**—ancient, प्राचीन। **Vast**—huge, विशाल। **Trunkless**—without the upper body, बिना धड़ के। **Shattered**—broken, टूटी हुई। **Visage**—face, चेहरा।

► **हिन्दी अनुवाद :** मुझे एक प्राचीन देश से आया यात्री मिला। उसने मुझे यह बताया (कि): पत्थर की दो विशाल और बिना धड़ की टाँगें मरुस्थल में खड़ी हैं। रेत में, उन (टाँगों) के पास, आधा धंसा (डूबा) हुआ एक टूटा चेहरा पड़ा हुआ था।

► **Paraphrase.** The poet met a traveller who had come from an ancient land. The traveller told him that he saw two trunkless huge legs of stone standing in the desert. Near those legs, he saw a half sunk and broken face lying on the sand.

2. 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; (Lines 4–8)

Word-Meaning: **Frown**—(here) angry and unhappy expression moving the eyebrows together, त्योरियाँ चढ़ाते हुए गुस्से और नाखुशी के भाव। **Wrinkled**—with many wrinkles, झुर्रीदार। **Sneer**—facial expression of scorn or hostility in which the upper lip may be raised, चेहरे पर तिरस्कार एवं उपहास की भावना जिसमें ऊपर वाला होंठ ऊपर उठा हो। **Cold**—feelingless, indifferent, भावशून्य, उदासीन। **Command**—(here) sway, mastery, प्रभुत्व, आधिपत्य। **Sculptor**—the one who made the statue, मूर्तिकार, बुत-तराश। **Passions**—strong feelings, भावनाएँ। **Read**—understood minutely, सूक्ष्मता से समझ लिया था। **Survive**—still present, मौजूद हैं। **Stamped**—carved, खोदकर मूर्ति बनायी। **The hand**—the hand of the sculptor, मूर्तिकार का हाथ। **The heart**—the heart of the statue (heart of kind Ozymandias), Ozymandias के बुत का दिल। **That fed**—that gave birth to those passions, (उस दिल में) जहाँ ये भाव उत्पन्न हुए।

► **हिन्दी अनुवाद :** और उस (बुत) के चेहरे पर त्योरियाँ चढ़ी हुई थीं और होंठों पर झुर्रियाँ पड़ी हुई थीं और उस पर भावशून्य प्रभुत्व के तिरस्कारपूर्ण भाव दिखायी पड़ रहे थे। ये सभी भाव-भंगिमाएँ यह बताती (सिद्ध करती) हैं कि जिस मूर्तिकार ने वह बुत बनाया था उसने उन भावनाओं को भली-भाँति समझ लिया था जिन्हें उसने निर्जीव पत्थरों पर खोद दिया था और जो अभी भी वहाँ विद्यमान (मौजूद) हैं। मूर्तिकार के हाथ ने जिस दिल में वे भावनाएँ उत्पन्न हुईं, उन्हें वैसे ही पत्थर पर उतार (नकलकर) दिया था।

3. And on the pedestal these words appear:
“My name is Ozymandias, king of kings:
Look upon my works, ye Mighty, and despair!”
(Lines 9–11)

Word-Meaning: **Pedestal**—base, आधार, पीठिका। **Ye**—you, तुम। **Mighty**—all powerful, सर्वशक्तिमान। **Despair**—be disappointed, निराश हो जाओ।

► **हिन्दी अनुवाद :** और पीठिका (आधार, बुत के आधार) पर ये शब्द दिखायी देते हैं। “मेरा नाम Ozymandias है। मैं राजाओं का राजा हूँ। ये शक्तिशाली (बलवान) लोगों और हे सर्वशक्तिमान, मेरे (चमत्कारिक) कार्यों को देखो और निराश हो जाओ!”

► **Paraphrase.** On the base of the statue the following words appear: “My name is Ozymandias. I’m king of kings. O, powerful and mighty people of the world and the Almighty, look upon my wonderful works and achievements and become discouraged and disappointed (because you can’t even imagine to do such great works as I have done).”

4. Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare
The lone and level sands stretch far away.
(Lines 12–14)

Word-Meaning: **Beside**—else, और कुछ। **Decay**—gradual destruction, क्षय, बर्बादी। **Colossal**—huge, विराट, विशाल। **Wreck**—(here) ruins (of that huge statue), खंडहर (उस विशाल बुत के)। **Boundless**—endless, अनन्त। **Bare**—open, खुला। **Lone**—(here) only, केवल। **Level**—(here) flat, समतल। **Stretch**—spreading, फैला हुआ है।

► **हिन्दी अनुवाद :** और बाकी कुछ भी नहीं बचा है। उस विशालकाय खंडित होकर नष्ट हुए बुत के दूर-दूर तक असीम, नंगे और समतल रेत के कुछ भी नहीं बचा है।

► **Paraphrase.** Nothing else has remained around the ruins of that huge broken statue of Ozymandias. Only endless and bare level sand is spread all around it. Nothing else can be seen around it except its ruins.

REFERENCE TO CONTEXT

Read the extracts given below and answer the questions that follow:

1. I met a traveller from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert, Near them, on the sand,
Half sunk, a shattered visage lies,

(Page 107)

Questions

- (a) What did the traveller see?
(b) What was lying near the sand?
(c) What is the opposite of 'modern' in the passage?

Answers

- (a) He saw two vast and trunkless legs standing in the desert.
(b) A broken face, half sunk, was lying on the sand near the legs.
(c) antique

2. 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;

(Page 107)

Questions

- (a) What does the expression 'Wrinkled lip and sneer of cold command' tell?
(b) What passions still survive?
(c) What is the synonym for 'angry' in the passage?

Answers

- (a) This expression tells that the sculptor had well read the feelings present on the face of the man whose statue he was to make.
(b) The passions that stamped on the face of the statue of stone still survive.
(c) frown

3. And on the pedestal these words appear:
 "My name is Ozymandias, king of kings:
 Look upon my works, ye Mighty, and despair!"

(Page 107)

Questions

- (a) Where were the words written?
- (b) What do the words written on the pedestal show?
- (c) What is the synonym for the word 'become sad' in the passage?

Answers

- (a) The words were written on the base (pedestal) of the statue.
- (b) They show that Ozymandias was proud of his great achievements.
- (c) despair

4. Nothing beside remains. Round the decay
 Of that colossal wreck, boundless and bare
 The lone and level sands stretch far away.

(Page 107)

Questions

- (a) What does the expression 'that colossal wreck' mean?
- (b) 'boundless and bare'. What is the poetic device used in this phrase?
- (c) What is the synonym for the word 'huge' in the passage?

Answers

- (a) It means the huge broken statue of Ozymandias.
- (b) The poetic device used is alliteration.
- (c) colossal

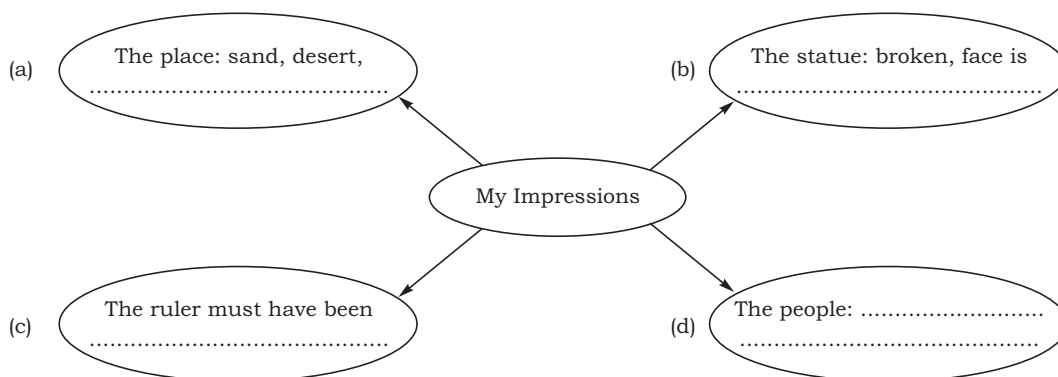
QUESTIONS FROM TEXTBOOK SOLVED

Q1. Look at the picture given below:

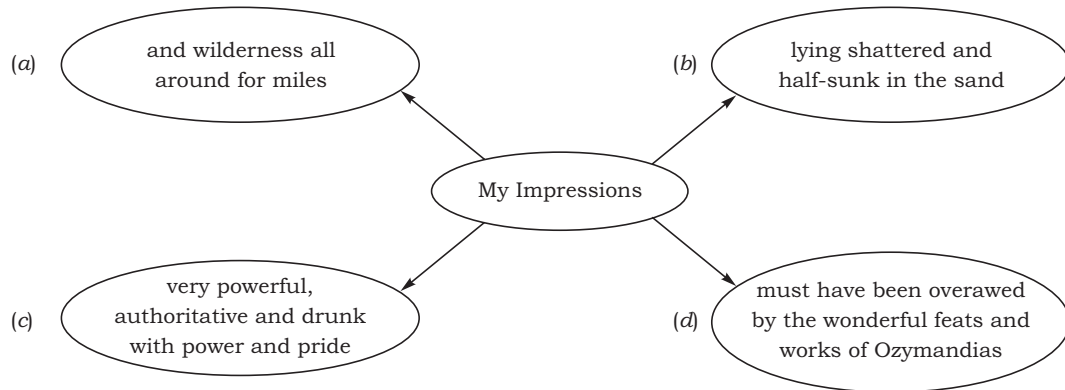
See Literature Reader Page 106

While on a sight-seeing tour to an old and mysterious country far away from home, you saw this statue. Discuss with your partner what this picture tells you about the people, the place and the ruler.

Note down your ideas in the web-chart.



Ans.



Q2. Write a letter to your friend about the sight you saw and your impression of it.

Ans. 12, Birsa Munda Road

Ranchi

10 March, 20xx

Dear Ramesh

Recently I happened to go to Jaisalmer. As I moved out of the town, I saw two huge trunkless legs of stone standing in the desert. It was a pleasant surprise to see such a huge structure in the wilderness. Quite near those legs was lying a shattered face half buried in the sand. I came closer and tried to study the expressions stamped on the face. There were expressions of contempt and cold command stamped on it. It was the face of a haughty and arrogant man.

The mystery was revealed when I read what was written on the pedestal of the statue. The statue was of Ozymandias. He was described as 'the king of kings'. He must have been a very powerful despot. He must have thought all other lesser mortals with contempt. The pedestal read : "Look upon my works, ye Mighty, and despair". He seems to be challenging even the Mighty not to talk of the powerful and mighty persons of the world. But alas! His symbols of grandeur and glory are reduced to dust. Nothing has remained of Ozymandias now. His broken statue and shattered face are lying half buried in boundless and bare sand.

Yours sincerely

ABC

Q4. Answer the following questions by ticking the correct options.

- (a) The poem is set in _____
(i) the wilderness (ii) an ancient land
(iii) a palace (iv) a desert.
- (b) The expression on the face of the statue is one of _____
(i) admiration (ii) anger
(iii) despair (iv) contempt.
- (c) This poem throws light on the _____ nature of Ozymandias.
(i) cruel (ii) arrogant
(iii) boastful (iv) aggressive.
- (d) The sculptor was able to understand Ozymandias' _____
(i) words (ii) expression
(iii) feelings (iv) ambition.

(e) The tone of the poem is _____

- (i) mocking (ii) nostalgic
(iii) gloomy (iv) gloating.

Ans. (a) (iv) a desert (b) (iv) contempt (c) (ii) arrogant
(d) (iii) feelings (e) (i) mocking.

Q5. Answer the following questions briefly.

- (a) "*The hand that mocked them, and the heart that fed.*" Whose hand and heart has the poet referred to in this line?
(b) "*My name is Ozymandias, king of kings.*" Why does Ozymandias refer to himself as King of Kings? What quality of the king is revealed through this statement.
(c) "*Look on my works, ye Mighty, and despair!*" Who is Ozymandias referring to when he speaks of ye Mighty? Why should they despair?
(d) Bring out the irony in the poem.
(e) '*Nothing beside remains*'. What does the narrator mean when he says these words?
(f) What is your impression of Ozymandias as a king?
(g) What message is conveyed through this poem?

Ans. (a) "The hand that mocked them" here means the hand of the sculptor. After understanding the passions that arose in the heart of Ozymandias, he reproduced (mocked) them on the stone. "The heart that fed" here means the heart of king Ozymandias which gave birth to those passions as were mocked (reproduced or copied) by the sculptor on the stone.
(b) Ozymandias intended to immortalise himself by getting his huge statue erected. He wanted it to be seen by the posterity. He is mighty, proud of his power, position and achievements. Hence, he calls himself the king of kings—dreaded and feared by other kings.
(c) Ozymandias is an arrogant king. He is contemptuous of other lesser mortals than him. He challenges the mighty and powerful persons as well as the Almighty, to look at wonderful achievements. If they dare to compare themselves with him, they will feel humbled, discouraged and disappointed.
(d) The words of Ozymandias, 'the king of kings' prove to be tragic and ironical. The irony in the poem is brought about by the message that the poem gives to the readers. The memorial or the huge statue was erected to overawe and dazzle the posterity. It displayed the power, glory and grandeur of king Ozymandias. But what is the result? The statue that was to perpetuate Ozymandias' memory lies broken into pieces on the sand in a desert. Nothing has remained except the boundless and bare sand stretching all around.
(e) The poet P.B. Shelley very emphatically presses on one point. The ravages of time spare none. All power, authority, glory and grandeur are reduced to dust with the passage of time. Nothing else is left of Ozymandias, the king of kings. His statue and face lie broken and half-sunk in the sand. Art outlives or survives all worldly power, glory and grandeur.
(f) Shelley presents Ozymandias as a very powerful ruler. He calls himself 'the king of kings'. He is mighty and proud of his power and achievements. He is contemptuous of other lesser mortals. He challenges all the powerful and mighty persons to look upon his wonderful feats. They will get lost in deep despair. He considers himself a demi-god. They will be dazzled by his

achievements and overawed by his power and authority. The 'sneer of cold command' on the face of the statue tells much about his character.

- (g) Through his famous sonnet 'Ozymandias', Shelley wants to convey a definite message to his readers. Time is all-powerful. The sickle of time spares none, not even the 'king of kings' like Ozymandias. All worldly power, pride, glory and grandeur are a nine-day wonder. His vain attempt of perpetuating his memory proved futile. His statue lies shattered and broken half-sunk in the sand. There is nothing else but boundless sand all around it. Only the art of the sculptor who mocked all those passions which are stamped on lifeless stones, survive the ravages of time.

Q6. Identify and rewrite the lines from the poem spoken by the narrator, the traveller and Ozymandias:

The Narrator: _____

The Traveller: _____

Ozymandias: _____

Ans. The Narrator

- I met a traveller from an ancient land.
- Nothing else except the ruins of that colossal statue remains. All around the ruins of that huge broken statue, only endless, bare and level sand is spreading far away.

The Traveller

- I saw two huge and trunkless legs of stone standing in the desert. Near them, a broken face lies half buried in the sand. There are signs of contempt, indifference and authority on the face. These expressions still survive on the stone. They prove that the sculptor had well read and understood those passions that arose in the heart of Ozymandias. The hand of the sculptor had reproduced those passions exactly on the lifeless stones.

• Ozymandias

My name is Ozymandias and I am the king of kings. O, powerful and mighty people of the world and the Almighty! Look upon my wonderful feats and achievements! If you look at them you will be shamefaced and will give yourselves to utter despair.

Q7. Shelley's sonnet follows the traditional structure of the fourteen-line Italian sonnet, featuring an opening octave, or set of eight lines, that presents a conflict or dilemma, followed by a sestet, or set of six lines, that offers some resolution or commentary upon the proposition introduced in the octave. Read the poem carefully and complete the following table on the structure of the poem.

	Rhyme scheme	Theme
Octave		
Sestet		

Ans.	Rhyme scheme	Theme
<i>Octave</i>	ab, ac, ad, ea	Shattered statue of Ozymandias in the desert and signs of arrogance and contempt on his face
<i>Sestet</i>	ab, ac, ca	Ozymandias attempt to immortalise himself fails. The ravages of time shatter his statue into pieces.

Q8. Complete the table listing the poetic devices used by Shelley in Ozymandias.

Poetic device	Lines from the poem
Alliteration	<i>... and sneer of cold command</i>
Synecdoche (substitution of a part to stand for the whole, or the whole to stand for a part)	<i>the hand that mock'd them</i>

Ans.	Poetic device	Lines from the poem
	Alliteration	<i>... and sneer of cold command</i> <i>... king of kings</i> <i>... boundless and bare</i> <i>... sand stretch</i> <i>cold command</i>
	Metaphor	
	Synecdoche (substitution of a part to stand for the whole, or the whole to stand for a part)	<i>the hand that mock'd them</i> <i>the heart that fed</i>

Q9. Imagine that Ozymandias comes back to life and as he sees the condition of his statue, realisation dawns on him and he pens his thoughts in a diary. As Ozymandias, make this diary entry in about 150 words. You could begin like this: I thought I was the mightiest of all but ...

Ans. I thought I was the mightiest of all human beings on this earth. I was drunk with power and authority. I had everything—glory and grandeur. I used to have contempt and arrogance for others. I considered myself a demi-god. But I wanted to perpetuate my memory for the coming generations. I wanted to erect a grand memorial for myself. A great sculptor was employed to make a unique statue that would overawe and dazzle the people of all ages. Even the mighty and powerful would feel belittled when they came to know of my great achievements and heroic feats.

They say man proposes and God disposes. What can be more painful than to see your dreams shattered to pieces before your own eyes? Where is the king of kings now? His face is lying half buried in the sand and shattered into pieces. The ravages of times have shattered the pride and arrogance. And now what is left of the man who was feared and dreaded even by the kings? Only two trunkless legs stand in the desert. They are ironical reminders that all power, pride, glory and grandeur are short-lived. This is a lesson not only for an arrogant ruler like me but also for the whole humanity.

Q10. 'Ozymandias' and 'Not Marble, nor the Gilded Monuments' are on Time. Compare the two sonnets in terms of the way in which Time is treated by the poets. Write your answer in about 150 words.

Ans. Both the poems, 'Ozymandias' and 'Not Marble, nor the Gilded Monuments' focus on the ravages of Time. In 'Not Marble, nor the Gilded Monuments', Shakespeare mocks at the marble and gilded monuments, memorials and statues built by the princes, rulers and the rich. They raise these memorials to show their power, authority, wealth and grandeur. They want to perpetuate their memory for the posterity. It is a vain attempt to become immortal or to keep their memory alive in the minds and hearts of the coming generation. However, the ravages of time and the agents of destruction like wasteful wars and tumults destroy, damage and deteriorate such buildings and monuments. Shakespeare wants to highlight that 'the powerful rhyme' outlives all such worldly glories and grandeurs. P.B. Shelley's 'Ozymandias' also highlights that the sickle of time spares none. Once all-powerful ruler, 'the king of kings', Ozymandias wanted to overawe the present and future generations by his authority and achievements. He met a tragic and ironical fate. The ravages of time shattered his pride and his statue and face lie broken and buried in the sand. Such tall claims and show of power, glory and grandeur meet their tragic end with the passage of time. So, both the poets highlight that all worldly power, glory and grandeur meet their destruction and deterioration at the hands of all-powerful time.

MORE QUESTIONS SOLVED

I. SHORT ANSWER TYPE QUESTIONS (30–40 Words)

Q1. What is a sonnet? How does P.B. Shelly develop the main thought in the sonnet? [V. Imp.]

Ans. A sonnet is a poem of fourteen lines with a structured rhyme scheme. Each line contains ten syllables. The single idea runs throughout the poem. The idea is that all power, pelf, glory and grandeur are short-lived. The ravages of time spare none. The 'king of kings', Ozymandias's dream of dazzling and overawing the world with his authority and feats. He lies shattered and buried in the boundless and bare sand of the desert.

Q2. Who did the poet meet and what did he tell him?

Ans. The poet met a traveller. He had returned from an ancient land. He told the poet of seeing two huge trunkless legs of stone standing in the desert. Near those legs a shattered face was lying half sunk in the sand. The face of the broken statue showed signs of contempt, cold command and authority on it.

Q3. Describe the passions that were stamped on the lifeless stone of the broken statue of Ozymandias. [V. Imp.]

Ans. The huge statue of Ozymandias lie shattered and sunk in the sand of the desert. But the art of the sculptor still survives on the lifeless stones. On his face there are expressions of scorn and hostility. The expression of cold authority is clearly visible on the face. The lip is wrinkled and raised in contempt. It looked as if the man whose statue it was made was drunk with power, pelf and authority.

Q4. Describe the workmanship of the sculptor who made the huge statue of Ozymandias.

Ans. The sculptor who made that huge statue of Ozymandias seemed to be a great workman. The quality of his workmanship is still alive on the features and expressions on the face of the statue. The wrinkled lip and the facial expressions of scorn, contempt and hostility tell everything about the man. They clearly tell that the sculptor had very well read all those passions that arose in Ozymandias's heart. His hand stamped those feelings and passions exactly as he saw them on the lifeless stones.

Q5. What was written on the pedestal?

[V. Imp.]

Ans. On the pedestal or at the base was written a brief description of the man whose statue it was. It was the statue of Ozymandias. He claimed himself to be 'the king of kings'. He was drunk with power, pelf and authority. He challenged the mighty and powerful people of the world to look upon his great feats and achievements. They would be over-awed. They would be lost in deep despair. They would feel too small and insignificant in his comparison.

Q6. What impression do you form of Ozymandias after reading the poem?

Ans. Ozymandias was a man who was drunk with power, pelf and authority. He had nothing but contempt for others. He considered them just insignificant mortals. He claimed himself to be the 'king of kings'. He was mighty proud of his great works and wonderful achievements. He threw a challenge to all the mighty and powerful persons of the world to compare themselves with him. They would be overawed by his great deeds and works. They would feel so insignificant and be in deep despair.

Q7. Where has gone all the pride, power and pelf that Ozymandias was so proud of? What does the poet mean when he says 'Nothing beside remains'?

Ans. The ravages of time have destroyed Ozymandias' dream to overawe humanity with his power, authority, glory and grandeur. The statue and the face of the 'king of kings' lie shattered and sunk in the sand. Time and agents of destruction have reduced him to dust. Nothing has remained of his glory and grandeur. Only boundless and bare sand is spreading all around his broken statue in the desert.

Q8. What is the message that P.B. Shelley wants to convey through 'Ozymandias'?

[V. Imp.]

Ans. Through his famous sonnet 'Ozymandias', Shelley wants to convey a definite message to humanity and his readers. All power, pelf, glory and grandeur are only a nine-day wonder. The ravages of time spare none—not even the likes of Ozymandias. The 'king of kings' who wanted to overawe lesser mortals with his power, authority and great achievements, now lies shattered and buried in the sand. Nothing remains of his power, glory and grandeur. Only boundless and bare sand is seen all around his broken and shattered statue in the desert.

Q9. Describe the poetic devices used by Shelley in 'Ozymandias'.

[V. Imp.]

Ans. 'Ozymandias' is a very famous sonnet of P. B. Shelley. In the octave, he develops the idea and in the sestet, he reaches the conclusion that the ravages of time spare none. The use of alliteration heightens the poetic effect. 'Cold command', 'king of kings', 'boundless and bare' etc. are some of the examples of alliteration. The use of 'Synecdoche', substitution of a part to stand for the whole is effectively used in 'the hand that mock'd them' and 'the heart that fed'. The use of metaphors like 'cold command' also enrich the poetic effect.

II. VALUE-BASED LONG ANSWER QUESTIONS (80-100 Words)

Q1. The lesson we can learn from 'Ozymandias' is that the ravages of time spare none and reduce all worldly power, pelf and glory to dust. Describe the main idea developed in the sonnet by P. B. Shelley and the message that he wants to convey through 'Ozymandias'. [V. Imp.]

Ans. 'Ozymandias' is one of the most famous sonnets written by Shelley. The main idea is developed in the fourteen lines of the sonnet systematically. In the octave, the poet describes how he met a traveller who came from an ancient land. Then he describes what the traveller saw there. He saw two huge trunkless legs of stone standing in the sand. Near them lay a shattered face half-buried in the sand. There were signs of contempt and 'cold command' on the face of the statue. The man was haughty, arrogant and authoritative. The workmanship of the sculptor was of quite a high quality. It seems he had well read the passions arising in the heart of the person before stamping them exactly as they were on the stone. Shelley concludes the message in the sestet of the sonnet. The message is very clear. Time is all-powerful and spares none. All worldly power, pelf, glory and grandeur are just a nine-day wonder. Ozymandias used to call himself 'the king of kings'. He was mighty, proud of his wonderful feats and achievements. He thought himself a demi-god. But the ravages of time reduced Ozymandias's attempt to outlive the posterity to dust. His broken statue and shattered face lie half buried in the sand. Nothing else has remained but only boundless and bare sand all around the shattered statue.

Q2. Describe how Ozymandias's dream of overawing and dazzling the posterity with his mighty deeds and achievements was reduced to dust. What picture of Ozymandias do you form after reading Shelley's sonnet 'Ozymandias'? What lesson can we draw from the fate of Ozymandias?

Ans. Ozymandias seemed to be a typical despot of an 'ancient' land. The description given by the traveller proves the point that the king considered himself far above than all other mortals of his race. He loved to call himself 'the king of kings'. He was drunk with power and authority. He had nothing but sneers of 'cold command' for others. Ozymandias was proud of his mighty deeds and wonderful achievements. He challenged the mighty and the powerful to look upon his marvellous feats, his glory and grandeur. Those who tried to do so only met with deep dismay and despair. Ozymandias' attempt to perpetuate his memory for the future generations proved only a false dream. The ravages of time reduced the symbols of his power, authority, glory and grandeur only to dust. This is the lesson that we can learn from Ozymandias' futile efforts to immortalise himself and his memory. The statue of the 'king of kings' Ozymandias lies in pieces with his shattered face half-buried in the sand.

We can form a clear picture of Ozymandias from the description of the traveller and the words written on the pedestal. He emerges as a powerful despot. He was highly conscious of his power and position and placed himself far above all other lesser mortals. Such an authoritative and proud personality had no room for any soft, milder and sensitive human feelings.

Q3. Suppose Ozymandias comes back to life and revisits the site where once got his grand statue erected during his reign. Describe how he weeps at the picture of decay and destruction contrasted with the grandeur and glories when he was 'the king of kings'. He pens his thoughts in a diary. Reproduce his thoughts in about 100 words in your own language. [Imp.]

Ans. Those were great and glorious times! 'Ozymandias!' Even this word was enough to make people tremble and bow in respect. The rich and the mighty looked upon my glorious feats and heroic deeds and were lost in deep despair. The commoners trembled. The rich and the powerful bowed. The fate and fortune seemed to dance to my tunes. I wanted my memory to be alive even after my death. So I employed the best sculptor of the kingdom to erect the grand statue to perpetuate my memory for the coming generations.

And now. O God! How pathetic and heart-rending the sight is! 'The king of kings' lies shattered and buried in the sand. The ravages of time have reduced all symbols of my power, authority, glory and grandeur to dust. Only two huge legs of stand in the desert. The 'head' that used to bow thousands of heads in submission is not traceable anywhere. Only the half shattered and half-buried face mocks at my fate. And nothing else is left except the boundless and bare sand all around.

TEST YOUR SKILLS

I. SHORT ANSWER TYPE QUESTIONS

1. Who did the poet meet and what did he tell the poet?
2. Describe what did the travel see in the desert?
3. Describe the facial expressions of the broken statue.
4. Describe the workmanship of the sculptor who carved out that statue. How did he stamp those passions on lifeless stones which arose in the heart of Ozymandias?
5. What was written on the pedestal of the statue?
6. What picture do you form of Ozymandias after reading the poem?
7. What is a sonnet? How did Shelley develop his main idea in Ozymandias?
8. Describe the message that P. B. Shelley wants to convey through this poem to the readers.

II. VALUE-BASED LONG ANSWER QUESTIONS

1. Describe the picture of Ozymandias that emerges in your mind after reading the poem. How was his dream of perpetuating his memory reduced to dust?
2. Describe a sonnet. How did Shelley develop the main idea in the octave and the Sestet? Give two examples of poetic devices used in the poem.



P5

The Rime of the Ancient Mariner

Samuel Taylor Coleridge

'The Rime of the Ancient Mariner' is a famous ballad written by the romantic poet S.T. Coleridge. The poem follows the classical ballads. The language is archaic, the atmosphere is mediaeval and even supernatural. The poem is based on the Christian theme of sin and repentance. The ancient Mariner committed the sin of killing an auspicious and innocent bird, the albatross. The dead albatross hangs around his neck all the time. It is a reminder that he has done something which is terribly morally wrong.

Poem at a Glance

- The ancient Mariner stops one of the wedding-guests.
- He wants to narrate his tale to him and unburden his grief.
- The Wedding-Guest is in a hurry as he has to attend the wedding party.
- The bright-eyed Mariner made the wedding-guest helpless.
- He had no option but listen to his tale.
- The old Mariner began narrating his story.
- Their ship was cheered off the harbour happily.
- There came a severe storm and it drove them southwards.
- Then it became very cold with both mist and snow.
- The ship was surrounded by huge icebergs as high as the mast.
- Then came the albatross from the fog.
- The sailors cheered it as a 'Christian Soul'.
- The albatross's arrival was auspicious as it brought a favourable south wind.
- The sailors gave it food and it flew over the ship.
- In a senseless fit, the ancient Mariner killed the albatross with his cross-bow.
- The fellow mariners cursed the old Mariner for killing an innocent and auspicious bird.
- The weather worsened. The Mariners changed their opinion.
- Now they justified the killing of the albatross as it had brought mist and snow.
- Sadness prevailed all around.
- The sun started blazing and the ocean seemed to rot.
- The wind stopped blowing and the sails were dropped down.
- The ship stuck at one point and didn't move ahead.
- It looked like a painted ship on a painted ocean.
- Water was all around but the sailors didn't have even a drop of water to drink.
- The sailors saw in their dreams a spirit that was plaguing them.

- They were in a hopeless situation and felt choked and dry in their mouths.
- They held the ancient Mariner responsible for all their woes.
- They all looked at him with "evil-eyes".
- The ancient Mariner was punished for his crime.
- Instead of the holy cross, the dead albatross was hung around his neck.

PART I

SUMMARY OF THE POEM

► Ancient Mariner Stops One of the Three Wedding-Guests

An old Mariner stopped one of the three Wedding-Guests. Though he had to rush to the wedding, the Wedding-Guest could do nothing but listen to the old Mariner's tale. The skinny hands and glittering eyes of the old Mariner made the Wedding-Guest sit and hear his tale.

► The Ship was Cheered Off Merrily; Harbour cleared

The old Mariner started narrating his story. Their ship was cheered off the harbour. Merrily did they start the journey. The Wedding-Guest started beating his breast. The bride had entered the wedding hall. He was already late. But he couldn't come out of the spell of the bright eyed Mariner.

► Storm Blasts; Mists and Snow

A very powerful sea-storm lashed the ship. It struck and chased them 'south along'. There the ship was surrounded by mist and snow. The icebergs came floating mast-high. The ship stood trapped in ice. It was totally a deserted place with no sign of life all around.

► Albatross Comes

Through the fog came an albatross, a huge sea-bird. All the sailors welcomed its arrival. They gave food to it everyday. They played with it and the bird flew round the ship. It continued following them. It proved lucky or auspicious to them. A favourable south wind began to blow. The ice cracked and the helmsman steered the ship clear out of the icebergs.

► बूढ़ा नाविक (Ancient Mariner) तीन में से एक शादी के मेहमान को रोकता है

एक बूढ़े नाविक ने तीन में से एक शादी में शामिल होने वाले एक मेहमान को रोक लिया। यद्यपि उसे जल्दी ही शादी में जाना था, शादी में जाने वाला मेहमान उस बूढ़े नाविक की कहानी को सुनने के अतिरिक्त कुछ भी नहीं कर सका। बूढ़े नाविक के खाल लटकते हाथों और चमचमाती आँखों (के असर) ने शादी के मेहमान को बैठ कर उसकी कहानी सुनने पर बाध्य कर दिया।

► जहाज को खुशी-खुशी विदा किया गया, बन्दरगाह का रास्ता साफ हुआ

बूढ़े नाविक ने अपनी कहानी सुनाना आरम्भ किया। उनकी जहाज को खुशी-खुशी बंदरगाह से विदा किया गया। खुशीपूर्वक उन्होंने यात्रा प्रारम्भ की। शादी में शरीक होने वाले मेहमान ने अपनी छाती पीट ली। दुल्हन शादी के कक्ष में प्रवेश कर चुकी थी। उसे पहले ही देर हो चुकी थी। लेकिन वह उस चमचमाती आँखों वाले बूढ़े नाविक के जादू से बाहर नहीं आ पाया।

► तूफान का विस्फोट, धुंध और बर्फ

एक बहुत शक्तिशाली तूफान ने जहाज पर धावा बोल दिया। उसने इस पर वार किया और उन्हें दक्षिण की ओर खदेड़ दिया। वहाँ जहाज धुंध और बर्फ से घिर गया। मस्तूल की ऊँचाई तक हिमखंड तैरते हुए आये। जहाज बर्फ में फँसा खड़ा रहा। यह एक बिल्कुल सुनसान जगह थी जहाँ चारों तरफ जीवन का कोई भी चिन्ह नहीं था।

► Albatross आता है

कोहरे में से एक विशाल समुद्री-पक्षी Albatross आया। सभी नाविकों ने उसके आगमन का स्वागत किया। उन्होंने उसे प्रतिदिन भोजन दिया। वे उसके साथ खेले और पक्षी जहाज के चारों ओर उड़ता रहा। वह उनका पीछा करता रहा। वह उन के लिए भाग्यशाली और शुभ साबित हुआ। एक लाभदायक दक्षिणी हवा चलने लगी। बर्फ टूट गयी और जहाज-चालक ने जहाज को हिमखण्डों से बिल्कुल बाहर निकाल दिया।

► Killing of the Albatross; Reaction of the Mariner

Then quite an unexpected thing happened. One day, the ancient Mariner killed the albatross with his cross-bow. The fellow sailors condemned that “hellish act” of the old Mariner. The innocent and auspicious bird made the favourable wind blow. Then the weather became worse. The mariner were fickle-minded. Now they started justifying the killing of the Albatross. They said that it had brought fog and mist.

► Sadness Prevails; Ship Gets Stuck

Soon the wind stopped blowing. The sailors dropped the sails down. They felt sad and helpless. They seldom talked to each other. They spoke only to break the silence of the sea.

► Albatross का मारा जाना, नाविकों की प्रतिक्रिया

फिर एक बिल्कुल अनहोनी घटना घटी। एक दिन, बूढ़े नाविक ने Albatross को अपने धनुष-कमान से मार दिया। साथी नाविकों ने बूढ़े नाविक की इस दुष्टता की भर्त्सना की। निर्दोष और शुभ Albatross उनके पक्ष में हवा लेकर आया था। फिर मौसम और खराब हो गया। नाविक खोखले दिमाग के थे। अब वे Albatross के मारे जाने को ठीक ठहराने लगे। वे बोले कि वह अपने साथ धुंध और कोहरा लाया था।

► उदासी छा जाती है, जहाज फँस कर खड़ा हो जाता है

शीघ्र ही हवा ने चलना बंद कर दिया। नाविकों ने अपने पाल गिरा दिये। उन्होंने स्वयं को उदास और असहाय पाया। वे शायद ही आपस में बात-चीत करते थे। वे सिर्फ समुद्र की शांति भंग करने के लिए ही बातें करते थे।

PARAPHRASE OF THE POEM

1. It is an ancient Mariner,
And he stoppeth one of three.
‘By thy long grey beard and glittering eye,
Now wherefore stopp’st thou me?’

(Lines 1–4)

Word-Meaning: **Ancient**—very old, बहुत बूढ़ा। **Mariner**—sailor, नाविक। **Glittering**—shining brightly, चमकमाती हुई। **Wherefore**—why, क्यों। **Stopp’st**—stop, रोकते हो। **Thou**—you, तुम।

► **हिन्दी अनुवाद :** वह एक बूढ़ा नाविक था जिसने तीन (शादी के तीन मेहमानों) में से एक को रोक लिया। “हे तुम, भूरी दाढ़ी और चमकदार आँखों वाले (नाविक), तुमने मुझे क्यों रोक लिया है?”

► **Paraphrase.** An old Mariner stops one of the three Wedding-Guests. The Wedding-Guest asked the grey bearded and glittering eyed old Mariner why he had stopped him.

2. The Bridegroom’s doors are opened wide
And I am next of kin;
The guests are met, the feast is set:
May’st hear the merry din.’

(Lines 5–8)

Word-Meaning: **Bridegroom**—the boy to be married, दुल्हा। **Kin**—member of family, (उसके) परिवार का सदस्य। **Feast**—banquet, भोज। **Set**—laid, लगा दिया गया है। **Merry**—happy, खुशी से भरी। **Din**—noise, शोर।

► **हिन्दी अनुवाद :** दुल्हे के द्वार चौड़े खुले हुए हैं। और मैं उसका एक नजदीकी रिश्तेदार हूँ। मेहमान बैठ गये हैं, भोज लगा दिया गया है। क्या तुम खुशी भरे शोर को नहीं सुन रहे?

► **Paraphrase.** The Wedding-Guest reminds the old Mariner that he is going to the wedding feast. The doors of the bridegroom are open wide. He is one of the close relatives of the bridegroom. The guests have arrived. The feast has been laid. He can hear the happy noise coming from there.

3. He holds him with his skinny hand,
'There was a ship,' quoth he.
'Hold off! unhand me, grey-beard loon!'
Eftsoons his hand dropt he.

(Lines 9–12)

Word-Meaning: **Skinny**—skin hanging down, खाल नीचे की ओर लटकती हुई। **Quoth**—said, कहा।
Hold off—free (me), मुझे छोड़ो। **Unhand**—leave my hand, मेरा हाथ छोड़ो। **Loon**—mad man, पागल।
Eftsoons—at once, एकदम। **Dropt**—dropped down, नीचे छोड़ दिया।

► **हिन्दी अनुवाद :** अपने खाल लटकते हुए हाथों से उसने उसे जकड़ कर पकड़ लिया। वह बोला कि 'एक समुद्री जहाज था।' 'मुझे छोड़ो! सफेद दाढ़ी वाले पागल, मेरा हाथ छोड़ो।' एकदम, उसने उसका हाथ नीचे छोड़ दिया।

► **Paraphrase.** The old sailor held the Wedding-Guest with his skinny hand. He narrated that there was a ship. The Wedding-Guest asked him to hold off and free his hand. He called the old Mariner a grey-bearded mad man. The old sailor took his hand away at once.

4. He holds him with his glittering eye-
The Wedding-Guest stood still,
And listens like a three years' child
The Mariner hath his will

(Lines 13–16)

Word-Meaning: **Holds him**—keeps under his spell, अपने (जादुई) प्रभाव में रखता है। **Still**—motionless, बिना हिले, स्थिर। **Hath his will**—got what he wanted, जो चाहता था मिल गया।

► **हिन्दी अनुवाद :** बूढ़े-नाविक ने शादी के मेहमान को अपनी चमचमाती आँखों से बाँध लिया। शादी का मेहमान चुपचाप खड़ा हो गया और तीन साल के एक बच्चे की तरह सुनने लगा। बूढ़े नाविक ने जैसा चाहा वैसा ही उसे मिला।

► **Paraphrase.** He kept the Wedding-Guest with his glittering eyes. The Wedding-Guest could do nothing but stood still silently. He listened to the tale of the Mariner like a three year's child. The Mariner got what he wanted. The Wedding-guest had no choice but listen to his story.

5. The Wedding-Guest sat on a stone:
He cannot choose but hear:
And thus spake on that ancient man.
The bright-eyed Mariner.

(Lines 17–20)

Word-Meaning: **Cannot choose but hear**—he had no choice but hear his tale, उसके पास उसकी कहानी सुनने के अतिरिक्त कोई विकल्प नहीं था।

► **हिन्दी अनुवाद :** शादी में जाने वाला मेहमान एक पत्थर पर बैठ गया। उसके पास (बूढ़े नाविक की) कहानी सुनने के अलावा और कोई चारा नहीं था। और फिर वह बूढ़ा आदमी, वह चमचमाती आँखों वाला नाविक, अपनी कहानी सुनाता चला गया।

► **Paraphrase.** The Wedding-Guest sat silently on a stone. He had no choice but hear the tale of the old Mariner. The bright-eyed Mariner continued narrating his story to the Wedding-guest.

6. The ship was cheered, the harbour cleared,
Merrily did we drop
Below the kirk, below the hill,
Below the lighthouse top.

(Lines 21–24)

Word-Meaning: **Cheered**—Welcomed and clapped by the people, लोगों द्वारा तालध्वनियों द्वारा विदाई का स्वागत किया गया। **Merrily**—happily, प्रसन्नता से। **Did we drop**—we dropped the sails, पाल नीचे गिराये। **Kirk**—church, गिरिजाघर।

► **हिन्दी अनुवाद :** “जहाज को तालध्वनियों द्वारा विदा किया गया। बन्दरगाह को पार किया गया। फिर जहाज गिरिजाघर, पहाड़ी और लाइट-हाऊस की चोटी के नीचे होता हुआ आगे बढ़ा।”

► **Paraphrase.** The people cheered off the ship and it steered clear out of the harbour. The sailors very happily dropped down the sails. The ship passed through the church, hill and below the top of the lighthouse.

7. The Sun came up upon the left.
Out of the sea came he!
And he shone bright, and on the right
Went down into the sea

(Lines 25–28)

Word-Meaning: **He**—the sun, सूर्य। **Went down**—set, डूब गया।

► **हिन्दी अनुवाद :** सूर्य बाईं दिशा में चढ़ आया। वह समुद्र में से उठकर ऊपर आया। और वह चमचमाता रहा। और फिर दायीं ओर से नीचे समुद्र में लुप्त हो (छुप) गया।

► **Paraphrase.** The sun rose in the left. It seemed to come out of the sea. It continued shining brightly during the day. It went down into the sea and set in the right direction.

8. Higher and higher every day,
Till over the mast at noon—
The Wedding-Guest here beat his breast,
For he heard the loud bassoon,

(Lines 29–32)

Word-Meaning: **Mast**—the central pole in the ship, मस्तूल। **Beat his breast**—became restless and worried, बेचैनी में छाती पीट ली। **Bassoon**—a musical instrument, एक वाद्य-यंत्र, अलगोज़ा।

► **हिन्दी अनुवाद :** सूर्य रोज़ ऊँचा ही उठता गया जब तक कि वह दोपहर को मस्तूल के ऊपर नहीं आ गया। शादी के मेहमान ने यहाँ अपनी छाती पीट ली क्योंकि वह शादी में वाद्ययंत्र (बसून) अलगोज़े की आवाज़ सुनने लगा।

► **Paraphrase.** The sun rose higher and higher everyday till it reached over the mast at noon. The Wedding-Guest started beating his breast. The old Mariner was detaining him. He could hear the loud sound of the bassoon, a musical instrument being blown in the wedding party.

9. The bride hath paced into the hall,
Red as a rose is she;
Nodding their heads before her goes
The merry minstrelsy.

(Lines 33–36)

Word-Meaning: **Paced**—entered with fast steps, तेज़ कदमों से अन्दर आयी। **Nodding**—shaking (their heads), अपने सिर हिलाते। **Merry**—happy, प्रसन्न। **Minstrelsy**—singers and musician, गायक और वादक।

► **हिन्दी अनुवाद :** दुल्हन ने तेज़ कदमों से विवाह के (विशाल कक्ष) हाल में प्रवेश किया। वह एक लाल गुलाब जैसी थी। गायक और वादक उसके आगे सिर झुकाए हुए चले गये।

► **Paraphrase.** The bride entered the wedding hall with quick steps. Her face looked red as a red rose. The singers and musicians went past her nodding their heads.

10. The Wedding-Guest he beat his breast,
Yet he cannot choose but hear;
And thus spake on that ancient man,
The bright-eyed Mariner.

(Lines 37-40)

Word-Meaning: **Beat his breast**—became restless and worried, बेचैन और चिंतित हो गया।

► **हिन्दी अनुवाद :** शादी में शामिल होने जा रहे मेहमान ने अपनी छाती पीट ली। फिर भी उसके पास (बूढ़े नाविक की कहानी) सुनने के अतिरिक्त कोई भी विकल्प नहीं था। और इस प्रकार वह चमचमाती आँखों वाला, बूढ़ा नाविक बोलता ही चला गया।

► **Paraphrase.** The Wedding-Guest could only beat his breast in despair. He was detained by the old sailor and couldn't reach the wedding party in time. But he had no choice but listen to the old sailor's tale. So the bright eyed old sailor went on narrating his story.

11. And now the storm-blast came, and he
Was tyrannous and strong:
He struck with his o'ertaking-wings,
And chased us south along.

(Lines 41-44)

Word-Meaning: **Storm-blast**—bursting of a storm, तूफान का फूट पड़ना। **He**—(here) storm, तूफान। **Tyrannous**—severe and harsh, कठोर। **Struck**—attacked, धावा बोला, आक्रमण किया। **O'ertaking wings**—long-reaching-wings, लम्बी दूरी तक फैली। **Chased**—followed, पीछा किया।

► **हिन्दी अनुवाद :** और अब तूफान का एक झोंका आया। और वह बहुत कठोर और शक्तिशाली था। उसने अपनी लम्बी दूरी तक फैली पंखों से धावा बोल दिया। और हमें दक्षिण की तरफ खदेड़ता ले गया।

► **Paraphrase.** Then came a very powerful storm-blast. It was very severe and harsh. The storm struck the ship with its long reaching wings. It chased the ship and the sailors towards the south.

12. With sloping masts and dipping prow,
As who pursued with yell and blow
Still treads the shadow of his foe,
And forward bends his head
The ship drove fast, loud roared the blast,
And southward aye we fled.

(Lines 45-50)

Word-Meaning: **Sloping**—bending, झुकी हुई। **Prow**—the front part of the ship, जहाज का अगला हिस्सा। **Pursued**—chased, followed, पीछा किया। **Yell**—cry, चीख। **Blow**—attack, वार। **Treads**—walks, follows, पीछा करती है। **Foe**—enemy, शत्रु। **Aye**—yes, हाँ। **Fled**—ran away, भाग गये।

► **हिन्दी अनुवाद :** जहाज की मस्तूल झुक गयी और इसका अगला भाग पानी में डूब गया। यह जहाज ऐसे चला जैसे कोई चीख कर उस पर वार कर रहा हो और वह अभी भी अपने शत्रु की परछाई में चला जा रहा हो। पोत ने अपना सिर आगे की ओर झुका लिया। जहाज तेजी से चला और तूफान शोर मचाता, दहाड़ता और झकोरे मारता रहा। और हाँ हम दक्षिण की ओर भाग निकले।

► **Paraphrase.** The effect of the storm was terrible. The masts were slightly bent. The prow dipped in the water. The ship was moving as if it was being chased by a crying and attacking enemy. It was still under the shadow of its enemy (storm). The ship bent its head forward and drove fast. The storm roared loudly. And the ship fled southward.

13. And now there came both mist and snow,
And it grew wondrous cold:

And ice, mast-high, came floating by.
As green as emerald

(Lines 51-54)

Word-Meaning: **Mist**—fog like, धुंध। **Wondrous**—great, अधिक। **Mast high**—high up to the mast, मस्तूल तक ऊँची। **Emerald**—transparent bright green stone, पन्ना।

► **हिन्दी अनुवाद :** फिर धुंध और बर्फ दोनों ही गिरनी शुरू हो गयी। और फिर गजब की ठण्ड हो गयी। और शुद्ध हरे पन्ने (emerald) की तरह मस्तूल तक ऊँचे बर्फ के हिमखण्ड तैरते हुए आये।

► **Paraphrase.** Then came both mist and snow. All of a sudden it grew very cold. The icebergs looked like green emeralds. They came floating on the sea as high as the mast.

14. And through the drifts the snowy cliffs
Did send a dismal sheen
Nor shapes of men nor beasts we ken—
The ice was all between.

(Lines 55-58)

Word-Meaning: **Drifts**—floating pieces of ice, बर्फ के तैरते टुकड़े। **Cliffs**—steep sides of icebergs, हिम-खण्डों के सीधी चढ़ान वाले हिस्से। **Dismal**—sad, उदास। **Sheen**—gentle brightness, हल्की चमक। **Beasts**—animals, पशु। **Ken**—see, देख सकते थे।

► **हिन्दी अनुवाद :** और तैरती हुई बर्फ और ऊँचे हिमखण्डों के बीच में से उदास चमक आ रही थी। नाविकों को (हमने) वहाँ मनुष्य या दरिदों की कोई भी शक्ल नहीं दिखायी पड़ी। बीच में सिर्फ बर्फ ही बर्फ थी।

► **Paraphrase.** Through the floating pieces of ice and steep icebergs came a sad but gentle light. The place was totally deserted. No shapes of men or beasts could be seen there. Only ice was seen all around the ship.

15. The ice was here, the ice was there.
The ice was all around
It cracked and growled, and roared and howled.
Like noises in a swound!

(Lines 59-62)

Word-Meaning: **Growled**—made angry noises, गुस्से भरा शोर करती थी। **Howled**—cried, चीखती थी। **Swound**—fainting fit, बेहोशी के दौरों में।

► **हिन्दी अनुवाद :** बर्फ यहाँ पर थी और बर्फ वहाँ पर भी थी। बर्फ चारों ओर थी। वह (बर्फ) टूटती, गुरगुरती, दहाड़ती और चीखती ऐसा शोर मचा रही थी जैसा शोर बेहोशी का दौरा पड़ने पर होता है।

► **Paraphrase.** The ice was here and the ice was there. Actually, the ice was all around. When the ice cracked it made a growling or angry sound. It roared and cried as persons cry in a fainting fit.

16. At length did cross an Albatross.
Through the fog it came
As if it had been a 'Christian soul,
We hailed it in God's name.

(Lines 63-66)

Word-Meaning: **Albatross**—a huge sea-bird with long wings, बड़ी पंखों वाला एक समुद्री पक्षी। **Hailed**—welcomed, स्वागत किया।

► **हिन्दी अनुवाद :** आखिरकार, एक समुद्री-पक्षी Albatross जरूर वहाँ आया। वह कोहरे में से आया था। वह ऐसे आया जैसे वह एक 'मसीही (Christian) आत्मा' हो। हमने उसका ईश्वर के नाम पर स्वागत किया।

► **Paraphrase.** At last, an Albatross did come. It came there from the fog. It came there as if it had been a Christian Soul. The sailors hailed the bird in God's name.

17. It ate the food it ne'er had eat,
And round and round it flew.
The ice did split with a thunder-fit;
The helmsman steered us through!
(Lines 67-70)

Word-Meaning: **Split**—broke into pieces, टुकड़ों में विभाजित। **Thunder-fit**—like a thundering sound, कड़कड़ाहट के साथ। **Helmsman**—the man steering the ship, जहाज-चालक। **Steered**—drove, ले गया। **Through**—across, आर-पार।

► **हिन्दी अनुवाद :** उसने वह खाना खाया जो उसने कभी भी नहीं खाया था। और वह जहाज के चारों ओर उड़ता रहा। बर्फ कड़कड़ाहट के साथ (जरूर) टूट गयी। जहाज चालक ने (टूटी हुई बर्फ के बीच में से) जहाज को बिल्कुल पार लगा दिया।

► **Paraphrase.** The albatross ate the food that the sailors gave to it. The bird had never eaten such a food. It flew all around the ship. At last, the ice broke into pieces with a thundering noise. The helmsman steered the ship out of the icebergs safely.

18. And a good south wind sprung up behind
The Albatross did follow,
And everyday, for food or play,
Came to the Mariner' hollo!
(Lines 71-74)

Word-Meaning: **Sprung up**—blew up, rose, उठी। **Hollo**—shout, call, चिल्लाहट, पुकार।

► **हिन्दी अनुवाद :** फिर एक अच्छी दक्षिणी हवा पीछे से उठी। Albatross अवश्य ही हमारा पीछा करता रहा। और हर रोज चाहे खाने के या खेलने के लिए, वह नाविकों की पुकार पर आ जाता था।

► **Paraphrase.** Then a good south wind started blowing behind the ship. The albatross continued following the ship. It came near the ship everyday at the call of the mariners. It came for food or play.

19. In mist or cloud, on mast or shroud,
It perched for vespers nine:
Whiles all the night, through fog-smoke white.
Glimmered the white moon-shine.
(Lines 75-78)

Word-Meaning: **Mast**—the big pole holding the sails, मस्तूल। **Shroud**—sail, पाल। **Perched**—sat, बैठता था। **Vespers nine**—evening church service time, संध्या बेला चर्च की सर्विस प्रार्थना के समय। **Glimmered**—shone, चमकती थी।

► **हिन्दी अनुवाद :** धुंध में या बादलों वाले मौसम में, Albatross मस्तूल या पाल पर जमा बैठा रहता था। वह चर्च की प्रार्थना के समय से लेकर रात्रि तक आकर बैठ जाता। सारी रात, सफेद चाँदनी कोहरे के सफेद धुएँ में चमकती रहती।

► **Paraphrase.** The Albatross used to come in mist or in cloudy weather and sat on the mast or the sail. It sat for nine evenings at the time of the Church-service. All night the white moonlight shone through the fog-smoke.

20. 'God save thee, ancient Mariner!
From the fiends, that plague thee thus!-
Why look'st thou so?'-“With my cross-bow
I shot the Albatross.”
(Lines 79-82)

Word-Meaning: **Fiends**—devils, evil spirits, राक्षस, बुरी प्रेतात्माएँ। **Plague**—trouble, torture, पीड़ित करती हैं। **Cross-bow**—bow and arrow with a trigger, खटके वाला धनुष।

► **हिन्दी अनुवाद :** शादी में शामिल होने जा रहा मेहमान भयभीत हो रहे बूढ़े नाविक की ओर देखने लगा। उसने कहा “हे बूढ़े नाविक, ईश्वर तुम्हें उन शैतानों से बचाये जिन्होंने तुम्हें सता रखा है। तुम इस प्रकार (विचित्र) क्यों लग रहे हो?” फिर बूढ़े नाविक ने उत्तर दिया “मैंने खटके वाले अपने धनुष से Albatross को मार दिया।

► **Paraphrase.** The Wedding-Guest was scared to look at the old Mariner's face. He prayed that God might save him from the evil spirits that were torturing him. He asked the Mariner why he was looking so horrible. The old Mariner replied that he took his cross-bow and shot the albatross dead.

REFERENCE TO CONTEXT

Read the extracts given below and answer the questions that follow:

1. The bridegroom's doors are opened wide,
And I am next of kin,
The guests are met, the feast is set:
May'st hear the merry din.'

(Page 112)

Questions

- (a) Who is speaking here?
- (b) What creates the merry din?
- (c) Notice the poetic device used in the third line.

Answers

- (a) one of the wedding guests and a member of the bridegroom's family is speaking here.
- (b) The celebrations of the marriage creates the merry din.
- (c) The poetic device used here is alliteration

2. He holds him with his glittering eye-
The Wedding-Guest stood still,
And listens like a three years' child:
The Mariner hath his will.

(Page 112)

Questions

- (a) What does the expression 'The Mariner holds him with his glittering eyes' mean?
- (b) How did the Mariner hath his will?
- (c) What is the poetic device used in the third line?

Answers

- (a) It means that he holds him under the spell of his glittering eyes.
- (b) The Mariner had his will by forcing him to listen to his tale.
- (c) The poetic device used here is simile.

3. "The ship was cheered, the harbour cleared,
Merrily did we drop

Below the kirk, below the hill,
Below the lighthouse top.

(Page 112)

Questions

- (a) Note the poetic devices used in the lines.
- (b) Where did the ship pass through?
- (c) What is the word for 'applauded' in the passage?

Answers

- (a) The poetic device used here is alliteration and repetition.
- (b) The ship passed through the church and below the hill and the lighthouse.
- (c) cheered

4. Higher and higher every day,
Till over the mast at noon-
The Wedding-Guest here beat his breast,
For he heard the loud bassoon.

(Page 113)

Questions

- (a) What went 'higher and higher every day'?
- (b) Why did the Wedding-Guest beat his breast?
- (c) Note the poetic device used in the first line.

Answers

- (a) The sun went hiegher and heigher every day.
- (b) The wedding guest beat his breast he could hear the music of celebration but was helpless not to be at the wedding.
- (c) The poetic device used here is repetition.

5. "And now the storm-blast came, and he
Was tyrannous and strong:
He struck with his o'ertaking wings,
And chased us south along.

(Page 113)

Questions

- (a) What was the nature of the storm-blast?
- (b) Who struck with o'ertaking wings?
- (c) What did the storm-blast do?

Answers

- (a) It was severe and strong.
- (b) The storm struck with o'ertaking wings.
- (c) The storm-blast chased the ship southwards.

6. And through the drifts the snowy clifts
Did send a dismal sheen:
Nor shapes of men nor beasts we ken
The ice was all between

(Page 114)

Questions

- (a) What are the poetic devices used in the second line?
- (b) What does the phrase 'a dismal sheen' mean?
- (c) What does the word 'ken' here mean?

Answers

- (a) Alliteration and metaphor are the poetic devices used in the second line.
- (b) It means a sad and gentle brightness.
- (c) It means see.

7. At length did cross an Albatross,
 Through the fog it came;
 As it had been a Christian soul,
 We hailed it in God's name.

(Page 114)

Questions

- (a) What is an Albatross?
- (b) Where did the bird come from?
- (c) Describe the poetic device used in the third line.

Answers

- (a) Albatross is a very large white sea-bird with long wings.
- (b) The bird came from through the fog.
- (c) It is simile.

8. It ate the food it ne'er had eat,
 And round and round it flew.
 The ice did split with a thunder-fit;
 The helmsman steered us through!

(Page 114)

Questions

- (a) What did the Albatross eat?
- (b) Describe the poetic device used in the second line.
- (c) Who was the helmsman?

Answers

- (a) The Allbatross ate whatever the sailors gave it.
- (b) Here it is repetition.
- (c) He was the person steering the ship.

9. In mist or cloud, on mast or shroud,
 It perched for vespers nine,
 Whiles all the night, through fog-smoke white,
 Glimmered the white moonshine."

(Page 114)

Questions

- (a) Who 'perched for vespers nine' ? What does it mean?
- (b) Note the poetic device used in the first line.
- (c) What shone in the fog-smoke white?

Answers

- (a) The Albatross perched for vespers nine. It means that it sat at a fixed time during the evening church-service.
- (b) It is alliteration.
- (c) The white moonshine same in the fog smoke white.

10. 'God save thee, ancient Mariner,
From the fiends that plague thee thus!
Why look'st thou so?'-“With my crossbow
I shot the Albatross.”

(Page 114)

Questions

- (a) Who is the speaker of the first two lines?
- (b) Give the meaning of ... 'the fiends that plague thee'?
- (c) Notice the rhyme-scheme used in this stanza.

Answers

- (a) The wedding-guest is the speaker here.
- (b) It means evil spirits that trouble you.
- (c) The rhyme scheme here is a, b, c, b.

QUESTIONS FROM TEXTBOOK SOLVED

Q1. Look at the picture carefully and answer the questions given below:

See Literature Reader Page 111

1. What can you see in the picture? Does the man look happy? Give reasons for your answer.
2. Why does he have the bird hanging around his neck?
3. Have you heard of the expression-'having an albatross around your neck'? What do you think it means? Does it mean:
 - (a) something that you can always be proud of
 - (b) something that you have to do because you have no choice
 - (c) something that is with you all the time as a reminder that you have done something wrong?
4. What is an Albatross?

- Ans.**
1. We see in this picture an ancient (old) Mariner. He does not look happy. He is suffering from a sense of guilt. He has killed an auspicious and innocent bird in a fit of anger with his cross-bow.
 2. He has the bird hanging round his neck as a punishment for killing the innocent and auspicious bird, the albatross. It will stay with him forever, reminding him of the terrible sin that he has committed.
 3. (c) Yes, I have heard this expression. It means something that is with you all the time as a reminder that you have done something wrong.
 4. An Albatross is a big white sea-bird with long wings. It is generally found in the Pacific and Southern Oceans.

Q3. The teacher will now assign roles and ask you to read the poem aloud to show how the poem has been written in the first person (the parts in quotation marks spoken by the Mariner) and in the third person (where the narrator comments about the events taking place)

Ans. To be done at Class Level.

Q4. Here are some of the archaic words used in the poem; can you match them with the words used in modern English language that mean the same? The first one has been done for you as an example:

Stoppeth	why
thy	entered
wherefore	stopped
stopp'st	you
thou	lunatic
may'st	at once
quoth	fainting fit
loon	has
eftsoons	can't you
dropt	stopping
hath	church

spake	enemy
kirk	yes
paced	see
foe	call
aye	trouble
ken	looking
swound	your
hollo	said
plague	dropped
look'st	spoke

Ans.

Archaic words	Modern English
thy	your
wherefore	why
stopp'st	stopping
thou	you
may'st	can't you
quoth	said
loon	lunatic
eftsoons	at once
dropt	dropped
hath	has

Archaic words	Modern English
spake	spoke
kirk	church
paced	entered
foe	enemy
aye	yes
ken	see
swound	fainting fit
hollo	call
plague	trouble
look'st	looking

Q5. Using the words given above rewrite PART I of the poem in your own words. The first stanza has been done as an example:

It is an ancient Mariner,
And he stoppeth one of three.
'By thy long grey beard and glittering eye,
Now wherefore stopp'st thou me?

An old sailor stopped one of the three people passing by, who asked: "Old man, with your long grey beard and glittering eye, why are you stopping me?"

Ans. Please see the paraphrase of each stanza.

Q6. Answer the following by choosing the right option from those given below:

- (a) The Ancient Mariner stopped one of the three wedding guests because
- (i) he wanted to attend the wedding with him
 - (ii) he wanted him to sit with him

- (iii) he wanted him to listen to his story
- (iv) he wanted to stop him from going to the wedding.
- (b) The wedding guest remarked that he was 'next of kin' which means that
 - (i) he was a close relation of the bridegroom
 - (ii) he was a close relation of the bride
 - (iii) he was next in line to get married
 - (iv) he had to stand next to the bridegroom during the wedding.
- (c) 'He cannot choose but hear' means
 - (i) the Mariner was forced to hear the story of the wedding guest
 - (ii) the wedding guest was forced to hear the story of the Mariner
 - (iii) the Mariner had the choice of not listening to the story of the wedding guest
 - (iv) the wedding guest had the choice of not listening to the story of the Mariner.
- (d) 'The sun came up upon the left, / Out of the sea came he; 'This line tells us that the ship
 - (i) was moving in the northern direction
 - (ii) was moving eastwards
 - (iii) was moving in the western direction
 - (iv) was moving towards the south.
- (e) The Wedding-Guest beat his breast because
 - (i) he could hear the sound of the bassoon
 - (ii) he was forced to listen to the Mariner's tale when he wanted to attend the wedding
 - (iii) the sound of the bassoon meant that the bride had arrived and the wedding ceremony was about to begin and he could not attend it
 - (iv) the sound of the bassoon announced the arrival of the bride and the start of the wedding ceremony.
- (f) The storm blast has been described as being tyrannous because
 - (i) it was so fierce that it frightened the sailors
 - (ii) it took complete control of the ship
 - (iii) the storm was very powerful
 - (iv) the sailors were at its mercy.
- (g) The sailors felt depressed on reaching the land of mist and snow because
 - (i) there was no sign of any living creature
 - (ii) they felt they would die in that cold weather
 - (iii) they were surrounded by icebergs and there seemed to be no sign of life
 - (iv) everything was grey in colour and they felt very cold.
- (h) The sailors were happy to see the Albatross because
 - (i) it was the first sign of life and therefore gave them hope that they might survive
 - (ii) it split the icebergs around the ship and helped the ship move forward
 - (iii) it was a messenger from God and it lifted the fog and mist.
 - (iv) it gave them hope of survival by splitting the icebergs.

- (i) The two things that happened after the arrival of the Albatross were
 - (i) the icebergs split and the Albatross became friendly with the sailors
 - (ii) the icebergs split and a strong breeze started blowing
 - (iii) the ship was pushed out of the land of mist and the ice melted
 - (iv) the albatross started playing with the mariners and ate the food they offered.
- (j) 'It perched for vespers nine' means
 - (i) the ship stopped sailing at nine o'clock every day
 - (ii) the Albatross would appear at a fixed time everyday
 - (iii) the Albatross would sit on the sail or the mast everyday
 - (iv) the Albatross was a holy creature
- (k) 'God save thee, ancient Mariner From the fiends that plague thee thus! Why look'st thou so?' means
 - (i) the Mariner wanted to know why the wedding guest was looking so tormented
 - (ii) the wedding guest wanted to know why the Mariner was looking so tormented
 - (iii) the wedding guest wanted to know whether some creatures were troubling the ancient Mariner
 - (iv) the ancient Mariner wanted to know whether something was troubling the wedding guest.

- Ans.** (a) (iii) he wanted him to listen to his story
- (b) (i) he was a close relation of the bridegroom
 - (c) (ii) the wedding guest was forced to hear the story of the Mariner
 - (d) (iv) was moving towards the south
 - (e) (ii) he was forced to listen to the Mariner's tale when he wanted to attend the wedding
 - (f) (ii) it took complete control of the ship
 - (g) (ii) they felt that they would die in the cold weather.
 - (h) (i) it was the first sign of life and therefore gave them hope that they might survive
 - (i) (ii) the icebergs split and a strong breeze started blowing
 - (j) (ii) the albatross would appear at a fixed time every day
 - (k) (ii) the wedding guest wanted to know why the Mariner was looking so much tormented

Q7. Answer the following questions briefly.

- (a) How did the ancient Mariner stop the wedding guest?
- (b) Was the wedding guest happy to be stopped? Give reasons for your answer.
- (c) Describe the ancient Mariner.
- (d) How does the Mariner describe the movement of the ship as it sails away from the land?
- (e) What kind of weather did the sailors enjoy at the beginning of their journey? How has it been expressed in the poem?
- (f) How did the sailors reach the land of mist and snow?

- (g) How does the Mariner express the fact that the ship was completely surrounded by icebergs?
- (h) How do we know that the albatross was not afraid of the humans? Why did the sailors hail it in God's name?
- (i) What was the terrible deed done by the Mariner? Why do you think he did it?
- Ans.** (a) The ancient Mariner stopped one of the three Wedding-Guests. The wedding guest protested. The bridegroom's doors were opened wide. He was an important member of the bridegroom's family. He must be present at the wedding. The Mariner held him with his skinny hand. His long beard and glittering eyes had a magical effect. The wedding guest could do nothing but to listen to the Mariner's story.
- (b) The Wedding-Guest was not at all happy to be stopped by the ancient Mariner. The bridegroom's doors were opened wide. He was a very close and important member of the bridegroom's family. The guests had arrived. The feast was set. He was hearing the joyful celebrations at the wedding. His presence was necessary at the wedding ceremonies.
- (c) The ancient Mariner was an old man. He had a long grey beard and glittering eyes. He had skinny hands. His glittering eyes could hold the wedding guest under their spell. He was hypnotised to sit there and listen to the tale of the old Mariner helplessly like a child.
- (d) The Mariner describes how the ship sailed away from the land. The ship was cheered by the people standing at the harbour. The ship came out of the harbour safely. It passed below the church. Then it moved towards the hill and sailed on after leaving the light house. Finally, it entered the open sea.
- (e) In the beginning, the day was sunny. The sailors seemed to enjoy the weather. The sun appeared to be rising out of the sea and going down back into the sea. But then the storm-blast came. It was a very severe and strong storm. It struck and took the ship completely under its vicious control. It chased the ship southwards.
- (f) The furious storm made the mast bend and the prow dip. The roaring storm chased the ship like a dreadful enemy. The ship sailed southwards. And there it had to face a very hostile weather. Now 'there came both mist and snow'. Green ice as high as the mast came floating by the ship. The sailors had reached the land of mist and snow.
- (g) There were huge blocks of floating ice and steep snowy ice-bergs. Through them came a very dim and dark light. There was no human or animal habitation nearby. The ship and the sailors were completely surrounded by huge icebergs.
- (h) The albatross was not afraid of human beings. It ate the food that the sailors gave to him. He kept on flying 'round and round' the ship. He followed the ship every day either for food or for play. The sailors hailed it in God's name as he was the first living creature that was seen in the land of mist, snow and ice bergs.
- (i) When things were changing for the better and the ship had been steered through, a terrible thing happened. The old Mariner took his crass-bow and shot the albatross. It was a terrible thing as the bird had proved lucky for them. It had brought a good south wind with it. Why did the old Mariner do it? It is rather difficult to comprehend. It might be a rush of blood or a fit of madness that caused him act like this.

Q8. There are a number of literary devices used in the poem. Some of them have been listed below. Choose the right ones and write them down in the table as shown in the example. In each of the cases explain what they mean.

simile, metaphor, alliteration, personification, hyperbole, repetition,

1. The Wedding-Guest stood still, And listens like a three years' child:	Simile: the wedding guest was completely under the control of the mariner
2. Below the kirk, below the hill, Below the lighthouse top	
3. The sun came up upon the left, Out of the sea came he	
4. The bride hath paced into the hall, Red as a rose is she	
5. And now the storm-blast came, and he was tyrannous and strong:	
6. With sloping masts and dipping prow, As who pursued with yell and blow Still treads the shadow of his foe	
7. The ice was here, the ice was there, The ice was all around	

Ans.

1. The Wedding-Guest stood still, And listens like a three years' child:	Simile: the wedding guest was completely under the control of the Mariner
2. Below the kirk, below the hill, Below the lighthouse top	Repetition: the ship passed through the church, the hill and the light-house
3. The sun came up upon the left, Out of the sea came he	Hyperbole: The sun came up to the left arising out of the sea
4. The bride hath paced into the hall, Red as a rose is she	Simile: The bride entered the hall and she was red like a flower of rose
5. And now the storm-blast came, and he was tyrannous and strong:	Personification: The storm was cruel and strong like a tyrant
6. With sloping masts and dipping prow, As who pursued with yell and blow Still treads the shadow of his foe	Metaphor: With bending masts and dipping front the ship was chased by the crying storm like a foe
7. The ice was here, the ice was there, The ice was all around	Repetition: The ice was everywhere

Q9. In groups of four discuss what you think happens next in the poem. Share your views with the rest of the class.

Ans. Class room activity.

PART II

SUMMARY OF THE POEM

► Troubling Situation

The sun was blazing. It became red hot like copper. The ship was stuck at one point and refused to move ahead. It looked like an idle ship on a painted ocean.

► Sailors Under a Curse

For days, they got stuck and didn't move at all. Water was all around but they had not a drop to drink. The sea did rot and about to boil. The Mariner could see death like fires dancing. The water burnt green, blue and white like a witch's oils.

► The Old Mariner Gets Albatross Round His Neck

The sailors saw in dreams a spirit plaguing them. It followed them nine fathom under the sea. They felt under the spell of a curse. Their throats became dry and choked. They stared at the ancient Mariner with 'evil looks'. They held him responsible for killing such an innocent and auspicious bird. The old Mariner got the due punishment. Instead of the holy cross, the dead albatross was hung around his neck.

► कठिन परिस्थिति

तेज धूप थी। मौसम, ताँबे की तरह लाल गर्म था। जहाज एक बिंदु पर फँस कर खड़ा हो गया और उसने आगे बढ़ने से इन्कार कर दिया। वह एक निश्चल (निठल्ले) जहाज की तरह दिखायी देता था जो एक पेंट किये हुए सागर के ऊपर खड़ा था।

► नाविक अभिशाप के प्रभाव में

कई दिनों तक वे फँसे खड़े रहे और बिल्कुल भी नहीं हिले। पानी चारों ओर था लेकिन उनके पास पीने योग्य पानी एक बूँद भी नहीं था। समुद्र सड़ गया और उबलने को था। नाविकों ने मौतप्राय अग्नियों को नाचते देखा। पानी एक चुड़ैल (डायन) के तेलों की तरह हरे, नीले और सफेद रंगों में जलने लगा।

► बूढ़े नाविक के चारों ओर Albatross डाल दिया जाता है

नाविकों ने स्वप्नों में एक (प्रेत) आत्मा को उन्हें पीड़ित करते देखा। वह समुद्र में नौ फैदम (fathom) गहराई से उनका पीछा कर रही थी। उन्होंने स्वयं को एक अभिशाप के प्रभाव में पाया। उनके गले सूखे और अवरुद्ध हो गये थे। उन्होंने बूढ़े नाविक की ओर 'बुरी नजरों' से देखा। उन्होंने एक ऐसे निर्दोष और भाग्यवान पक्षी को मारने के लिए उसे जिम्मेदार ठहराया। बूढ़े नाविक को उचित सजा मिली। पवित्र क्रॉस के चिन्ह की जगह मरे हुए Albatross को उसकी गर्दन के चारों ओर लटका दिया गया।

PARAPHRASE OF THE POEM

21. The Sun now rose upon the right:
Out of the sea came he,
Still hid in mist, and on the left
Went down into the sea.

(Lines 83–86)

Word-Meaning: Went down—set, छुप गया।

► **हिन्दी अनुवाद :** अब सूर्य पूर्व दिशा में उठा। वह समुद्र से बाहर की ओर निकला। अभी भी वह धुंध में छुपा हुआ था। और बायीं ओर वह फिर समुद्र में लुप्त हो (छुप) गया।

► **Paraphrase.** The sun now rose up from the left. It appeared to come out from the sea. Still it was hidden in the mist. And then it went into the sea again in the left direction.

22. And the good south wind still blew behind.
But no sweet bird did follow.
Nor any day for food or play
Came to the mariners' hollo!

(Lines 87–90)

Word-Meaning: **Hollo**—call, पुकार।

► **हिन्दी अनुवाद :** अभी भी पीछे से दक्षिणी अच्छी हवा बह रही थी। लेकिन कोई भी प्यारा सा पक्षी जहाज के पीछे नहीं आया। न ही किसी दिन भोजन या खेल के लिए वह नाविकों की पुकार पर वहाँ आया।

► **Paraphrase.** The good south wind still blew behind the ship. But no sweet sea-bird followed them. It didn't come for food or for play any day at the call of the mariners.

23. And I had done a hellish thing.
And it would work 'em woe:
For all averred, I had killed the bird
That made the breeze to blow.
Ah wretch! said they, the bird to slay,
That made the breeze to blow!

(Lines 91-96)

Word-Meaning: **Hellish**—evil, बुरी। **Woe**—great unhappiness and sorrow, बहुत अप्रसन्नता और अफसोस। **Averred**—said firmly, मजबूती/जोर से कहा। **Wretch**—unfortunate, wicked, अभागा, दुष्ट।

► **हिन्दी अनुवाद :** और उन्होंने (नाविकों ने) कहा कि मैंने बहुत ही बुरी चीज कर डाली थी। और यह उन्हें अप्रसन्नता और अफसोस लायेगी। सभी ने जोर से कहा कि मैंने उस पक्षी को मार डाला जिसने हवा को चलवाया था। आह! अभागे! दुष्ट! उन्होंने कहा। तुमने ऐसे पक्षी को मार डाला जिसने हवा को चलवा दिया था।

► **Paraphrase.** The sailors told the ancient Mariner that he had done a hellish thing. This act would bring unhappiness and sorrow to all of them. They strongly felt that he had killed the bird that made the breeze to blow. They called him an unfortunate person. He killed the bird that brought a good south wind from behind the ship.

24. Nor dim nor red, like God's own head,
The glorious Sun uprist:
Then all averred, I had killed the bird
That brought the fog and mist.
'Twas right, said they, such birds to slay,
That bring the fog and mist.

(Lines 97-102)

Word-Meaning: **Dim**—not bright, मंदा। **Uprist**—rose up, ऊपर चढ़ा। **Averred**—said firmly, जोर देकर कहा। **Slay**—kill, मारना।

► **हिन्दी अनुवाद :** न तो मंदा और न लाल स्वयं ईश्वर के सिर जैसा, शानदार सूर्य ऊपर की ओर चढ़ने लगा। फिर सब ने जोर देकर कहा कि मैंने ऐसे पक्षी को मारा था जो धुंध और कोहरा साथ लाया था। उन्होंने कहा कि ऐसे पक्षी को मारना जो अपने साथ कोहरा और धुंध लाया था, एक ठीक काम था।

► **Paraphrase.** The sun was neither dim nor red. It looked like the God's own head. The glorious sun rose in the sky. All said firmly that the old Mariner had killed the bird that brought fog and mist with it. They said that it was right to kill a bird that brought fog and mist with it.

25. The fair breeze blew, the white foam flew,
The furrow followed free;
We were the first that ever burst
Into that silent sea.

(Lines 113-116)

Word-Meaning: **Foam**—froth, झाग। **Furrow**—deep lines or grooves formed behind the ship, जहाज के पीछे की लकीरें।

► **हिन्दी अनुवाद :** सुन्दर हवा चली। सफेद झाग उड़ने लगा। जहाज के पीछे लीकें स्वतंत्र रूप से बन रही थीं। हम पहले लोग थे जो उस शांत समुद्र में (धमक) आये थे।

► **Paraphrase.** The sweet wind blew and the white foam flew in the air. The deep lines (furrows) were being made freely behind the ship. The sailors were the first ever to enter that silent sea.

26. Down dropt the breeze, the sails dropt down.
’Twas sad as sad could be:
And we did speak only to break
The silence of the sea!

(Lines 117–120)

Word-Meaning: **Dropt**—dropped, गिर गयी। **Breeze**—cool wind, ठण्डी हवा।

► **हिन्दी अनुवाद :** हवा बहनी बंद हो गयी। पालें गिरा दी गयीं। इतनी उदासी छाई हुई थी जितनी छा सकती थी। और हम एक-दूसरे से केवल समुद्र की नीरवता को भंग करने के लिए बात करते थे।

► **Paraphrase.** The breeze stopped blowing. The sails of the ship were dropped down. They were as sad as they could ever be. They didn’t speak. They spoke to each other only to break the silence of the sea.

27. All in a hot and copper sky,
The bloody Sun, at noon.
Right up above the mast did stand,
No bigger than the moon.

(Lines 121–124)

Word-Meaning: **Bloody**—the red hot, गर्म, लाल खून जैसा।

► **हिन्दी अनुवाद :** उस तपते हुए ताम्बे जैसे रंग के आकाश में लाल खून जैसा दिखने वाला सूर्य, दोपहर को ठीक मस्तूल के ऊपर खड़ा था। वह उस समय चन्द्रमा से बड़ा दिखायी नहीं दे रहा था।

► **Paraphrase.** The sun was burning at noon and looked red like the colour of the blood. The sky had become hot like copper. At noon, the sun stood just over the mast. It didn’t appear bigger than the moon.

28. Day after day, day after day,
We stuck, nor breath nor motion;
As idle as a painted ship
Upon a painted ocean.

(Lines 125–128)

Word-Meaning: **Stuck**—became trapped and immobile, फँस गये (एक जगह)। **Idle**—(here) not moving, निठल्ला, बिना हरकत के।

► **हिन्दी अनुवाद :** दिन प्रति-दिन, दिन प्रति-दिन, हम एक ही जगह फँस कर रह गये। न तो सांस आ रही थी और न ही हम गतिमान थे। हम और हमारा जहाज ऐसा निठल्ला (बिना चाल के) लगता था जैसे कि एक पेंट किया हुआ जहाज एक पेंट किये हुए (बिना हलचल के) समुद्र पर खड़ा हो।

► **Paraphrase.** Day after day, day after day, there was no movement of the ship. They were stuck at one place. They didn’t breathe or make any motion. Their immobile ship didn’t look like a real ship. It looked like a painted ship. So did the ocean look. It had no movement of waves but looked like a painted ocean.

29. Water, water every where,
And all the boards did shrink;
Water, water, every where,
Nor any drop to drink.

(Lines 129–132)

Word-Meaning: Shrink—became short, सिकुड़ गये।

► **हिन्दी अनुवाद :** पानी, पानी हर जगह था। और जहाज के सारे फट्टे सिकुड़ गये। पानी ही पानी, सारी ओर था, परन्तु पीने के लिए एक बूँद भी पानी नहीं था।

► **Paraphrase.** Around the ship, there was water all around. But the boards of the ship got shrunk. Water and water was everywhere but the sailors had not a drop to drink. It means water around was not drinkable. They were helpless and thirsty.

30. The very deep did rot: O Christ!
That ever this should be!
Yea, slimy things did crawl with legs
Upon the slimy sea.

(Lines 133–136)

Word-Meaning: Deep—Ocean, महासागर। **Rot**—started, rotting, सड़ने लगा। **Slimy**—muddy, sticky, कीचड़दार, लसदार। **Crawl**—walk slowly, creep, रेंगना।

► **हिन्दी अनुवाद :** सारा का सारा गहरा समुद्र ही सड़ गया। हे ईसा मसीह। क्या कभी यह सोचा भी था कि ऐसा बुरा हमारे साथ घटेगा। हाँ कीचड़ में रहने वाले जीव पैरों पर उस लसदार/कीचड़ से भरे समुद्र में रेंग रहे थे।

► **Paraphrase.** The very ocean started rotting. O Christ! That such a situation would ever come was never even imagined by anyone. It was horrible to see the muddy creatures crawling on their legs on the slimy sea.

31. About, about, in reel and rout
The death-fires danced at night:
The water, like a witch's oils,
Burnt green, and blue and white.

(Lines 137–140)

Word-Meaning: About, about—here and there, यहाँ-वहाँ। **Reel and rout**—types of dance, नाच की किस्में। **Witch**—hag, डायन।

► **हिन्दी अनुवाद :** आगे, पीछे, भिन्न-भिन्न नृत्य मुद्राओं में मौत रूपी आग रात भर नाचती रही। पानी हरे, नीले और सफेद रंगों में इस प्रकार जलने लगा जैसे एक डायन के तेल जला करते हैं।

► **Paraphrase.** Here and there and everywhere, the death fires danced all night in different dance forms. The water was burning in green, blue and white colours as the oils of a witch burn.

32. And some in dreams assured were
Of the Spirit that plagued us so:
Nine fathom deep he had followed us
From the land of mist and snow.

(Lines 141–144)

Word-Meaning: Plagued—troubled, tortured, सताती थी। **Fathom**—a measurement of depth, गहराई मापने की इकाई।

► **हिन्दी अनुवाद :** कुछ नाविकों को स्वप्नों में विश्वास था कि कोई प्रेतात्मा उनको सता या उत्पीड़न कर रही थी। वह Albatross की प्रेतात्मा है और नौ फैदम गहराई से हमारा पीछा कर रही थी। वह धुंध और बर्फीले प्रदेश से आती हुई हमारा पीछा कर रही थी।

► **Paraphrase.** Some sailors were sure that in their dreams they saw a spirit plaguing and troubling them. It followed them from the land of mist and snow. It followed them from nine fathom deep in the sea.

33. And every tongue, through utter drought
Was withered at the root,
We could not speak, no more than if
We had been choked with soot. (Lines 145–148)

Word-Meaning: **Utter**—complete, पूर्ण। **Drought**—dry, सूखा। **Withered**—Faded, कुम्हला गयी थी।
Choked—blocked, suffocated, अवरुद्ध हो गयी थी। **Soot**—black powder, कालिख।

► **हिन्दी अनुवाद :** और हर (नाविक की) जुबान, बिल्कुल सूख जाने से, अपनी जड़ से कुम्हला गयी थी। हम बोल नहीं सके क्योंकि ऐसा प्रतीत हो रहा था जैसे हमारे हलक (गले) काले पाऊडर या कोयले की धूल से अवरुद्ध हो गये हों।

► **Paraphrase.** The tongue of the sailors had become completely dry and 'faded' at the root. They couldn't speak because they felt as if their throats were blocked and suffocated with black soot.

34. Ah! well a day, what evil looks
Had I from old and young!
Instead of the cross, the Albatross
About my neck was hung. (Lines 149–152)

Word-Meaning: **Well a day**—Oh! what a (bad) day, कितना खराब दिन।

► **हिन्दी अनुवाद :** आह! कितना खराब दिन। मुझे वृद्ध और युवाओं की कितनी बुरी नजरें सहन करनी पड़ीं। मेरे गले के चारों ओर पवित्र क्रॉस की जगह मरे हुए Albatross को टाँग दिया गया।

► **Paraphrase.** Ah! What a bad day! The old sailor had to face evil looks from the old and the young alike. He was punished for killing the innocent bird. Instead of the holy cross, the dead albatross was hung around his neck.

REFERENCE TO CONTEXT

Read the extracts given below and answer the questions that follow:

1. And the good south wind still blew behind,
But no sweet bird did follow,
Nor any day for food or play
Came to the mariners' hollo! (Page 119)

Questions

- (a) Why did no 'sweet bird follow' them?
(b) Why was the 'south wind' called 'good' ?
(c) What is the opposite of 'front' in the passage?

Answers

- (a) No sweet bird did follow them because the ancient Mariner had killed the bird.
(b) It was called so because it helped the ship to sail smoothly.
(c) behind

2. And I had done a hellish thing,
And it would work 'em woe:
For all averred, I had killed the bird
That made the breeze to blow.
Ah wretch! said they, the bird to slay,
That made the breeze to blow! (Pages 119–120)

Questions

- (a) What hellish thing had the Mariner done?
- (b) Give meaning of 'it would work 'em woe'.
- (c) What is the opposite of 'heavenly' in the passage?

Answers

- (a) The ancient Mariner had killed the albatross with his cross-bow.
- (b) It means it would bring unhappiness and sorrow for them.
- (c) hellish

3. Nor dim nor red, like God's own head,
The glorious sun uprist:
Then all averred, I had killed the bird
That brought the fog and mist.
'Twas right, said they, such birds to slay,
That bring the fog and mist.

(Page 120)

Questions

- (a) Note the poetic device used in the first line.
- (b) What did they all aver?
- (c) What is the synonym of the word 'grand' in the passage?

Answers

- (a) The poetic device used here is 'simile'.
- (b) He had killed the albatross that brought the fog and mist.
- (c) glorious

4. Down dropt the breeze, the sails dropt down,
'Twas sad as sad could be;
And we did speak only to break
The silence of the sea!

(Page 120)

Questions

- (a) Why did the sails dropp down?
- (b) Note the poetic device used in the first two lines.
- (c) What is the opposite of 'noise' in the passage?

Answers

- (a) The sails dropped down because the wind had dropped down.
- (b) It is 'repetition'.
- (c) silence

5. All in a hot and copper sky,
The bloody sun, at noon,
Right up above the mast did stand,
No bigger than the moon.

(Page 120)

Questions

- (a) Why was the sky 'hot' and 'copper'?
- (b) Give meaning of 'The bloody sun'?
- (c) What is the opposite of 'sit' in the passage?

Answers

- (a) The sky was 'hot' and 'copper' due to the heat of the sun at noon the sky became red hot like copper.
- (b) It means that at noon the red hot sun had assumed the redness of the blood.
- (c) stand

6. Day after day, day after day,
We stuck, nor breath nor motion;
As idle as a painted ship
Upon a painted ocean.

(Page 120)

Questions

- (a) Describe the poetic device used in the first line.
- (b) What is the poetic device in the expression 'a painted ship'? What does it show?
- (c) What is the word for 'not moving at all' in the passage?

Answers

- (a) It is 'repetition'.
- (b) It is a metaphor. It shows immobility of the ship.
- (c) stuck

7. Water, water every where,
And all the boards did shrink;
Water, water, every where,
Nor any drop to drink.

(Page 120)

Questions

- (a) What is the poetic device used in the stanza?
- (b) Why was not any drop to drink?
- (c) What is the opposite of the word 'expand' in the passage?

Answers

- (a) It is 'repetition'.
- (b) The sea water was everywhere but they couldn't drink even a drop of it.
- (c) shrink

8. The very deep did rot: O Christ!
That ever this should be!
Yea, slimy things did crawl with legs
Upon the slimy sea.

(Page 120)

Questions

- (a) Give meaning of the phrase 'very deep'.
- (b) Note the poetic device used in 'slimy sea'.
- (c) What is the synonym for 'walk on knees slowly' in the passage?

Answers

- (a) It means very deep ocean.
- (b) It is 'alliteration'.
- (c) crawl

9. About, about, in reel and rout
The death-fires danced at night;
The water, like a witch's oils,
Burnt green, and blue, and white.

(Page 121)

Questions

- (a) What is the meaning of 'reel and rout' here?
- (b) What is the poetic device used in the third line?
- (c) What is the opposite of 'death' in the passage?

Answers

(a) It means swaying and dancing.

(b) It is 'simile'.

(c) life

10. And every tongue, through utter drought,
Was withered at the root;
We could not speak, no more than if
We had been choked with soot.

(Page 121)

Questions

(a) How did every tongue appear to be?

(b) Why couldn't "we" speak?

(c) What is the synonym of the word 'speak' in the passage?

Answers

(a) It appeared to be withered at the root.

(b) It happened so because we had been choked.

(c) utter

11. Ah! well-a-day! what evil looks
Had I from old and young!
Instead of the cross, the Albatross
About my neck was hung."

(Page 121)

Questions

(a) Who is an Albatross?

(b) What did the Mariner get?

(c) What is the antonym of the word 'noble' in the passage?

Answers

(a) The Albatross is a white big sea bird with big wings.

(b) He got evil looks from 'old and young'.

(c) evil

QUESTIONS FROM TEXTBOOK SOLVED

11. Answer the following questions briefly:

- (a) In which direction did the ship start moving? How can you say?
- (b) Why does the Mariner say that 'no sweet bird did follow'?
- (c) How did the other mariners behave towards the Ancient Mariner at first? How many times did they change their mind about the Ancient Mariner? What does this tell us about their character?
- (d) How did the sailing conditions change after the ship had moved out of the land of mist and snow? What or who did the mariners blame for this change?
- (e) What is indicated by the line 'The bloody sun, at noon,/Right up above the mast did stand,/No bigger than the moon'?
- (f) How does the Mariner describe the fact that they were completely motionless in the middle of the sea?
- (g) What is the irony in the ninth stanza? Explain it in your own words.
- (h) What is the narrator trying to convey through the description of the situation in the tenth and eleventh stanza?

- (i) What or who did the mariners feel was responsible for their suffering?
- (j) Describe the condition of the mariners as expressed in the thirteenth stanza.
- (k) Why did the mariners hang the albatross around the neck of the Ancient Mariner?

- Ans.**
- (a) The ship started moving in the southern direction. There is a clear indication in the 87th line: 'And the good south wind still blew behind'. So, there is no doubt that the ship was moving towards the south before entering the silent sea.
 - (b) The old Mariner killed the innocent and auspicious albatross in a senseless fit or rush of blood. The good south wind still blew behind. But no 'sweet bird' followed the ship and the mariners. It didn't come either for food or play to the mariners' call. The ship was heading towards the silent sea where it will be stuck in the middle of the sea.
 - (c) At first, the mariners condemned the terrible act of killing the innocent and auspicious bird, the albatross. They considered that killing of such a lucky bird that caused the breeze to blow was a sin. It would bring woe and despair to them. They changed their stand and soon they started justifying the killing of the bird that brought mist and snow. It tells only their fickle-mindedness.
 - (d) The sailing conditions changed after the ship had moved out of the land of mist and snow. At first, 'the good south wind still blew behind.' But no sweet bird followed the ship for food or play at the call of the mariners. The mariners blamed the ancient Mariner. He had done 'a hellish thing' by killing the auspicious and innocent albatross. They blamed him for bringing woes and troubles to them.
 - (e) The line 'bloody sun at noon' indicates the fury and heat of the sun at noon-time. At noon the sun looks red like the colour of blood. At noon time the sun came up above the mast. At that time it was not big ball as it appears in the morning or at the time of its setting. At noon the sun was not bigger than the moon.
 - (f) The ancient Mariner describes that when the ship entered the silent sea there started a period of stagnation. They were completely motionless in the middle of the sea. The ship was stuck and didn't move at all. It looked like an immobile painted ship. Similarly, there was no movement in the sea or in the waves. The sea itself appeared totally motionless like a painted sea.
 - (g) The lines of the ninth stanza reflect the irony of the situation. The poet uses the 'alliteration' and 'repetition' very effectively. 'Water, water everywhere, Nor any drop to drink.' Really the condition of the mariners was very pathetic. Ironically, water was all around but they had not even a drop of water that they could drink and wet their throats. Naturally, they couldn't drink the sea water which was not suitable for drinking.
 - (h) In the tenth stanza, the poet is presenting a picture of decay and rot. This decay and rot was not confined to the surface only but went to the 'very deep' of the ocean. Slimy thing at crawled upon the muddy and sticky sea. In the eleventh stanza, the poet introduces the supernatural in the poem. 'The death fires danced at night'. The water burnt green, blue and white 'like a witch's oils'.
 - (i) All the mariners 'old and young' were assured in their dreams that the spirit of the killed albatross plagued and troubled them. The spirit was following them

from the land of mist and snow. It was nine fathom deep in the sea. It was responsible for all their troubles and woes. It was the spirit of the albatross who was killed by the ancient Mariner in a senseless fit of madness.

- (j) In the thirteenth stanza, the narrator presents the helpless condition of the mariners. Since there was no water to drink, many of them got sick and died. The utter drought around them made their life miserable.
- (k) The mariners hung the dead albatross around the neck of the Ancient Mariner to punish him. It will keep on reminding him all the time about the wrong he had done.

12. Like part one, the second part also has a number of literary devices. List them out in the same way as you had done in question number eight and explain them.

Ans.	Literary Devices	Explanation
	1. Repetition It was sad as sad could be	The situation was as dismal as it could be.
	2. Repetition	After every day Day after day, day after day.
	3. Simile As idle as a painted ship	The ship was totally immovable and idle like a painted ship
	4. Metaphor A painted ocean	The ocean was motionless. There was no movement. It appeared like a painted ocean.
	5. Hyperbole The very deep did rot	Even the very deep or the bottom of the ocean was rotting
	6. Metaphor The bloody sun at noon	The sun became red hot at noon
	7. Alliteration Nor any drop to drink	There was not even a drop of water for drinking.

13. What is the rhyme scheme of the poem?

Ans. The rhyme scheme of the poem in most of the stanzas of four lines each is: *ab cb*, whereas in stanzas of six lines it is: *aba bcb* or *aac bcb*.

14. Find examples of the use of interesting sounds from the poem and explain their effect on the reader.

1. The ice 'cracked and growled, and roared and howled'	Coleridge uses onomatopoeic words which use harsh 'ck' sounds to make the ice sound brutal. He also gives the ice animal sounds to give the impression it has come alive and is attacking the ship.

Ans.	2. The ship was 'cheered', the harbour 'cleared'.	The sound 'red' is used to make the movement more emphatic.
	3. The breeze blew, the white foam flew.	The quick motion of the blowing of the breeze and the flying of the white foam is emphasised by 'lew' sound.

15. The poem is full of strange, uncanny or supernatural elements. Discuss how these elements appear in the poem. You should consider:

- the strange weather;
- the albatross as a bird of “good omen”
- the spirit from “the land of mist and snow”
- the strange slimy creatures seen in the sea
- the ocean appearing to rot
- the death fires and sea water being referred to as witch’s oil

Now write a paragraph about the supernatural elements in the poem and how they add to the events that take place in the poem.

Ans. ‘The Rime of the Ancient Mariner’ is a ballad in the classical tradition. The poem is set more in the mediaeval background than in the modern contexts. The old Mariner with his long grey beard glittering eyes and skinny hands looks ‘ancient’. Like the Mariner, his tale is also ‘ancient’. It is based on the old Christian theme of sin, revenge and repentance.

First came the ‘tyrannous’ storm-blast that stuck the ship and the sailors with its overtaking wings. Then came the land of mist or snow where ice roared and howled like noises in a swoon. The ship came to a region where there was no sign of ‘men or beasts’. The arrival of the auspicious albatross was hailed in ‘God’s name’. The killing of the innocent bird brought curses and miseries for the sailors.

Coleridge had to create a suitable atmosphere for a tale based on the Christian concept of sin, revenge and repentance. The atmosphere was made ‘sad as sad could be’. They were ‘stuck’ in the middle of the ocean. Nor breath nor motion could be felt. Only a ‘painted ship’ was stuck on a painted ocean. A curse followed. The ‘very deep did rot’. Strange slimy things crawled with legs ‘upon the slimy sea’ And then there followed death fires dancing at night. Even the sea-water started burning like a ‘witch’s oils’ green, blue or white. The mariners were assured that the spirit that plagued them had been following them from ‘the land of mist and snow’. Thus Coleridge makes the poem full of supernatural elements.

16. Every ship is supposed to have a *log book*, which is filled in every day by the captain. If he dies, the next senior officer fills it in (usually the First Mate). Decide on appropriate dates (the Mariner’s tale was supposed to be thought of as already very old when the poem was published: it should be no later than about 1700 AD; other clues to the date are the light-house and the Mariner’s crossbow). If you wish you can make the log look old by staining the pages, by your handwriting and spelling. Write a series of entries for the log for the important events that take place in the ship as recorded in the poem. The first one has been done as an example:

1701 AD

Today we left the shore at 3.30 p.m. under glorious sailing conditions. We have 230 men on board. We are sailing with cargo towards Portugal. The journey is expected to take 90 days. We are well stocked with food and water to last us 250 days in case of any emergency. Hopefully we will not face any untoward happenings. God be with us!

You could also do this as an oral activity, recording the entries on audio tape and using voice effects and other sound effects if you can.

Ans. For Classroom Activity.

17. Performing the poem

The is very dramatic poem, excellent for reading aloud or even dramatising it. The class could be divided into groups and given the different dramatic moments from the poem to be performed as follows :

- the first storm that they encounter
- the time spent in the land of mist and snow
- the coming of the albatross and the subsequent events till they move out
- the killing of the albatross till they reach the silent seas
- the suffering of the sailors in the hot region till they hang the albatross around the Ancient Mariner's neck.

Ans. For Classroom Activity.

18. The poem has seven parts to it. The class could be divided into five groups and each group be asked to read one part of the remaining poem. Each group would then have to report their findings. The report can be made interesting with illustrations/power point presentations. Help could be taken from the following websites:

www.online-literature.com/coleridge/646/
[www.gradesaver.com/the-rime-of-the-ancient-Mariner/
text.virginia.edu/toc/modeng/public/Col2Mar.html](http://www.gradesaver.com/the-rime-of-the-ancient-Mariner/text.virginia.edu/toc/modeng/public/Col2Mar.html)
www.enotes.com/rime-ancient-Mariner-text

Ans. For Classroom Activity.

19. In your groups discuss the following:

- (i) Why did the Ancient Mariner stop the particular wedding guest to listen to his tale?
- (ii) Why did he have to tell his tale to someone?
- (iii) What is the poet trying to convey through this poem?

Ans. (i) Group I : Why did the ancient Mariner stop the particular wedding guest to listen to his tale?

Group II : Yes, there were three wedding-guests but he picked up that particular one who was closely related to the bridegroom.

Group I : Perhaps he knew that he could make him listen to his tale.

Group II : Perhaps he out of the three was more under the spell of his glittering eyes than the other two.

Group I : Perhaps he was overawed and had no option but to listen to his tale like a three-year old child.

- (ii) Group I : Why did the Mariner have to tell his tale to someone?

Group II : The old Mariner had killed an innocent bird, the albatross.

Group I : The bird had proved so lucky to the ship and the sailors. It had brought a favourable southern wind.

Group II : The old Mariner took his cross-bow and killed the albatross. The bird hung around his neck like a curse.

Group I : The Mariner was filled with remorse and guilt. He wanted to lighten his burden.

Group II : He needed someone before whom he could open out his heart and confess that he had done a terrible thing.

- (iii) Group I : What is the poet trying to convey through this poem?

Group II : Coleridge is trying to say that killing of an innocent bird like the Albatross was a terrible act against Christian values and humanity at large.

- Group I : Even the evil act done in a sudden fit of madness brings evil results?
 Group II : His guilty consciousness torments the ancient Mariner constantly.
 Group I : He is never free from that sense of guilt and the sin of killing the innocent bird. The albatross hangs around his neck like a curse.

MORE QUESTIONS SOLVED

PART I & II

I. SHORT ANSWER TYPE QUESTIONS (30–40 Words)

Q1. Sharing his grief with the Wedding-Guest helps alleviate the pain of the ancient Mariner. Justify.

Ans. The killing of the innocent and auspicious bird was definitely a moral sin. There was no reason whatsoever for killing such a friendly and playful bird. He had brought a favourable south wind for the sailors. The burden of sin and guilt is too heavy to bear for the old Mariner. He wants to lighten up his burden. He is desperately in need of a person who could listen to his story. So he catches hold of one of the three wedding-guests.

Q2. What were the sufferings that the mariners had to undergo after the albatross was killed? [V. Imp.]

Ans. The killing of the innocent and auspicious bird brought a great deal of sufferings to all the mariners. The bird had brought a favourable south wind. After his death, the ship was stuck in the silent sea. The wind stopped blowing. The ship refused to move and was stuck at one point. The ocean seemed to be boiling and the water burnt like a witch's oils. In their dreams they saw a spirit following them to avenge the death of the albatross.

Q3. What were the blessings which the mariners experienced when the Albatross arrived on the ship?

Ans. The Albatross proved to be a lucky charm for the mariners. Before its arrival the ship was surrounded by the huge icebergs high up to the mast. The arrival of the bird proved auspicious. The icebergs cracked and split. The helmsman was able to steer the ship through. The Albatross brought a favourable south wind with it. The mariners hailed him as a 'Christian Soul'.

Q4. Describe the role of the Wedding-Guest in the poem 'The Rime of the Ancient Mariner'. [V. Imp.]

Ans. The role of the Wedding-Guest adds to a touch of reality in the poem. He comes from a world that is totally different from the world of the ancient Mariner. The world of the Mariner is really 'ancient'. The Wedding-Guest lives in the immediate present. He is going to attend a wedding party. He is in a hurry and has no time for the tale of the old Mariner. However, the bright-eyed Mariner keeps him under his spell. The Wedding-Guest has no choice but listen to the old Mariner's tale like a child.

Q5. How did the voyage begin? Contrast the beginning of the voyage with the later miseries and troubles that the sailors had to face. [Imp.]

Ans. The voyage began with celebrations and lot of hope and warmth. The ship was cheered and given a warm send off from the harbour. The weather was fine and bright. No one could even imagine that they were in for untold sufferings. The killing of the albatross put the ship and the sailors under a curse. The ship got stuck at one place. The wind stopped. The sky became red hot and the sailors had

not even a drop of water to drink. A spirit seemed to plague them to avenge the death of the Mariner.

Q6. Describe the arrival of albatross and the reaction of the mariners.

Ans. The ship and the sailors seemed to be in a very hopeless situation. The ship was surrounded by huge icebergs. Everyone felt sad and unhappy. Then came the albatross. Its arrival was hailed by the mariners. It was an auspicious bird as it brought a favourable south wind with it. Then the ice cracked and split. The helmsman was able to steer the ship clear through. The mariners gave the albatross food and played with it.

Q7. Describe the sufferings undergone by the mariners in the silent sea. [V. Imp.]

Ans. The mariners faced untold sufferings when the ship entered the silent sea. The auspicious bird, albatross was killed. The sailors were now under a curse. The wind stopped blowing. The sun became 'bloody' hot and the sky became red like copper. Water was all around but the sailors did not have even a drop to drink. The ship got stuck at one point and refused to move ahead. It looked like a painted ship on a painted ocean. It presented a picture of decay and stagnation.

Q8. What impression do you form of the Ancient Mariner from the poem 'The Rime of the Ancient Mariner'? [V. Imp.]

Ans. The ancient Mariner really looks 'ancient'—a man of a different world. His overflowing grey beard, skinny hands and glittering eyes make him a highly imposing, abnormal and crazy character. His sense of guilt and its burden leads him to share his grief with someone. He detains one of the three Wedding-Guests and wants to tell him his tale. The dead albatross is hung around his neck instead of the holy cross. He wants to unburden his grief by telling his tale to the Wedding-Guest.

Q9. Describe the behaviour of the sailors in the poem 'The Rime of the Ancient Mariner'.

Ans. The sailors play an important role in 'The Rime of the Ancient Mariner'. They are fickle-minded. They change their views according to the situations they are in. They condemned the ancient Mariner for killing the albatross. The innocent and auspicious bird had brought a favourable south wind for them. His arrival proved lucky as the icebergs cracked and the ship was steered through. However, soon they started justifying the killing of the albatross. The bird had brought the mist and the snow. They are fickle-minded and hollow.

Q10. Assess S.T. Coleridge's poem 'The Rime of the Ancient Mariner' as a ballad. [Imp.]

Ans. A ballad is a long narrative poem. It was generally sung with the help of musical instruments. Most of the ballads tell romantic tales of the old world. The theme is romantic. Coleridge's ballad is based on the old Christian theme of sin, revenge and repentance. The killing of the albatross—a 'Christian Soul' brings sufferings and woes to the mariners. An atmosphere of mediaevalism runs through the poem. Archaic words like 'kirk' and 'kin' add to its old beauty. The rhyme scheme *abcb* in the four-line stanzas and *aba bcb* or *aac bcb* in six-line stanzas gives the desired musical effects.

Q11. How does the old Mariner stop the unwilling and reluctant Wedding-Guest and make him listen to his tale like a child?

Ans. The Wedding-Guest comes from a world that is totally different from the world of the old Mariner. The world of the Mariner is really ancient but the Wedding-Guest lives in the immediate present. He is going to attend a wedding party. He is in a hurry and has no time for the tale of the Mariner. But the bright-eyed Mariner keeps him under his spell. He makes him helpless like a 'three years' child'. The Wedding-Guest has no choice but listen to the old Mariner's tale.

Q12. Describe the reaction shown by the Wedding-Guest when he was stopped by the ancient Mariner. Why did he beat his breast?

Ans. The helpless Wedding-Guest was completely under the spell of the glittering-eyed Mariner. He was held by the skinny hands and made to listen to the old Mariner's tale like a 'three years' child. 'He couldn't choose but hear'. He could only beat his breast in despair in such a helpless situation.

Q13. Describe the weather and the sun at the beginning of the journey.

Ans. At the beginning of the journey the weather was quite pleasant. The voyage began with celebrations, hope and warmth. The weather was fine and bright. The 'sun came up from the left' and it appeared to be coming 'out of the sea'. It 'shone bright and on the right went down into the sea'. This weather was quite in contrast with the hostile weather that was to follow it.

Q14. Describe the storm-blast and its effect on the ship.

Ans. The first hostile encounter that the ship faced was the arrival of the 'storm-blast'. It was 'tyrannous and strong'. The storm was in full fury and struck the ship with its 'overtaking wings'. It chased the ship southwards 'with yell and blow'. The ship drove fast with 'sloping masts and dipping prow' chased by a deadly 'foe'.

Q15. What happened when the ship reached the land of mist and snow?

Ans. Chased by the loud roars and cries of the storm-blast, the ship fled southwards and entered a region of both mist and snow. It grew 'wonderous cold'. The ice, mast-high, came floating by. It was as green as emerald. There was no sign of men or beasts all around. 'The ice was all between'.

Q16. How did the Mariner and sailors feel when 'the ice was all around'?

Ans. The ship entered a region where there was both mist and snow. It grew 'wonderous cold'. Ice, mast-high, was floating on the water. The sailors could see neither men nor beasts anywhere in that region. Wherever their eyes went, they could see ice all around. Ice cracked making a roaring and howling sound. The sailors found themselves in a lifeless, very hostile and utterly cold region.

Q17. Describe the arrival of the albatross. Why did they hail its arrival in God's name?

Ans. The ship and the mariners were in a hopeless situation. The ship was surrounded by huge icebergs which blocked its movement. The arrival of the albatross was hailed by the mariners. The auspicious bird brought a favourable south wind for the ship. Even the helmsman was able to steer the ship clear through the icebergs. The mariners hailed the arrival in God's name as it was a symbol of life and warmth.

Q18. Describe how the albatross mixed up with the sailors of the ship.

Ans. Before the arrival of the albatross, the ship was in a region where there was no sign of life. Neither men nor animals could be seen there. The arrival of the albatross was a welcome change. They welcomed the bird in God's name. They shared food with the bird. The albatross also followed them for food or for play. This warmth and excitement continued till the bird was abruptly killed by the ancient Mariner.

Q19. Why did the Wedding-guests ask, "Why look'st thou so?" What really plagued the ancient Mariner?

Ans. The curse of killing the innocent and auspicious bird, the albatross never left the ancient Mariner in peace. The albatross hung around his neck all the times reminding him of his sin. So the signs of distress were clearly visible on the old Mariner's face. The Wedding-Guest felt as if some 'fiends' were plaguing him. Ultimately, the old Mariner revealed what was troubling him. The terrible act of killing the albatross lay heavy on his mind and heart.

Q20. What was the terrible deed done by the old Mariner? Why was it terrible?

Ans. The killing of the albatross was really a terrible act committed by the ancient Mariner. The killing of such an auspicious and innocent bird who was hailed as a 'Christian Soul' in God's name was a crime. It defied natural justice. It seems that a senseless rush of blood overpowered the ancient Mariner. He killed the lucky bird that had brought a favourable south wind for the mariners.

Q21. Why did the old Mariner say that 'no sweet bird did follow'?

Ans. The albatross came at a time when the ship and the mariners were stuck among the ice-bergs. The sweet bird came as a Christian soul. It brought a favourable south wind with it. The ship cleared through the ice-bergs. It was a symbol of life and warmth in a region where there were no signs of men or animals. But after the auspicious bird was killed by a senseless rush of blood that overpowered the old Mariner, things changed. Things suddenly headed towards stagnation and decay on a silent sea. No 'sweet' bird followed the ship now.

Q22. What did the mariners say just after the albatross was killed?

Ans. All the mariners reacted vehemently after the auspicious and innocent bird, the albatross was killed by the ancient Mariner. All said firmly that the old Mariner killed the bird 'that made the breeze to blow'. "Ah wretch!" said they. They condemned this terrible act of the old Mariner with one voice.

Q23. Why did the sailors change their stand regarding the killing of the albatross? What does it tell about their character? [V. Imp.]

Ans. After condemning the ancient Mariner for killing the innocent and auspicious bird, the mariners completely changed their stand. Now they supported the old Mariner because the albatross had brought fog and mist. They justified his act of killing such a bird. Their shifting stand shows that the mariners were fickle-minded. They had no ideology or strength of conviction.

Q24. Why was the sun 'bloody' at noon? Describe the movements of the sun when they entered the silent sea. [Imp.]

Ans. Things changed when the ship entered the silent sea. The breeze dropped down. 'I was sad as sad could be.' The bloody sun shone in the hot and copper sky. The sun was really bloody and furious at noon. It came exactly above the mast. It was 'no bigger than the moon'. The sun was severe and unrelenting.

Q25. Describe the state of complete stagnation and immobility in the middle of the sea.

Ans. The mariners were 'sad' as 'sad' they could be. They spoke only to break the silence of the sea. Day after day they were stuck in the middle of the sea. There was neither 'breath nor motion'. The ship stood in the middle like a painted ship. There was no movement of the waves either. The ocean itself looked 'painted'. Hence, the scene presented a picture of complete stagnation, decay and immobility.

Q26. Describe the picture of rot and decay described in the ballad.

Ans. The ship and mariners faced a stage where everything came to a standstill. The ship stood stuck without any movement. The ship as well as the sea were immobile and appeared to be 'painted'. The 'very deep did rot'. It was a picture of decay and rot not only at the surface but in the very deep of the ocean too. The slimy things did crawl upon the muddy and sticky ocean.

Q27. Describe the death-fires and burning of the witch's oils. Why does Coleridge use, these pictures?

Ans. The ballad 'The Rime of Ancient Mariner' is set in a typically mediaeval and supernatural background. The supernatural element adds mystery and romance. The death-fires danced at night. The water burnt like witch's oils. It burnt green,

blue and white. Coleridge builds up the right kind of atmosphere after painting a picture of decay and immobility in the last two stanzas.

Q28. What does the hanging of the albatross around the Mariner's neck symbolise? Why did he have evil looks from 'old and young'? [V. Imp.]

Ans. The ballad 'The Rime of the Ancient Mariner' is a tale of sin and repentance. The killing of the innocent and auspicious albatross was really a terrible act. Such an act naturally brought deep despair and woe to the old Mariner. The curse tormented him constantly. Instead of the holy cross it was the albatross that was keeping hanging around his neck.

Q29. 'Water, water, every where,
Nor any drop to drink'

Describe the irony of the situation. [V. Imp.]

Ans. It is quite ironical that the ship and the Mariners were in the middle of the sea. Water and water was all around them. Unfortunately, their throats had gone dry as not a drop of water was available for drinking. They were rather in a very hopeless situation. They couldn't drink the sea-water that surrounded the ship. They were only condemned to remain thirsty and go without water.

Q30. What is the message that Coleridge wants to convey through the poem? [Imp.]

Ans. S.T. Coleridge's ballad 'The Rime of the Ancient Mariner' is based on the theme of sin, revenge and repentance. The killing of the innocent albatross-'a Christian Soul' brings sufferings to the old Mariner and other sailors. The message is quite clear. Any sin, even if it is committed in a fit of anger or rush of blood, brings woes and despair to the man who commits it. The sin hangs around constantly around our neck like the albatross hanging around the Mariner's neck.

Q31. Describe the poetic devices used in the poem. [V. Imp.]

Ans. The ballad 'The Rime of the Ancient Mariner' is woven around an atmosphere of mediaevalism. Archaic words like 'kirk', 'kin', 'sayth', 'spake' etc. represent the folklore of olden days. The poetic devices commonly used are alliterations, repetitions, similes and metaphors. The rhyme scheme *abcb* in the stanzas of four lines and *aba bcb* or *aac bcb* in the stanzas of six lines gives the desired musical effect to the ballad.

II. VALUE-BASED LONG ANSWER QUESTIONS (80-100 Words)

Q1. What is a ballad? Describe how S.T. Coleridge develops the Christian theme of sin, revenge and repentance in 'The Rime of the Ancient Mariner'. [V. Imp.]

Ans. A ballad is a poem that tells a story. Most of the ballads, including 'The Rime of the Ancient Mariner' have certain common characteristics. They have romance, mediaeval atmosphere and archaic language. The ancient Mariner, the albatross is presented as a bird of "good omen". The death-fires and sea-water being referred to as witch's oil all make 'The Rime of the Ancient Mariner' a ballad in the classical mode. The archaic language and words like 'stoppeth', 'quoth', 'eftsoons' add to that desired effect.

The poet develops the theme of sin, revenge and repentance on the basis of traditional Christian values. The killing of the innocent and auspicious albatross who brought a favourable wind for the sailors was no doubt a sin. And naturally, the consequences of the sin demand that the ancient Mariner and the sailors must suffer. And they did suffer. The ship was stuck in the middle of the ocean. Everything presented a picture of complete decay, degeneration and stagnation. The ship was followed by the spirit from "the land of mist and snow". The ancient Mariner was guilt-ridden. The albatross and not the cross hang around the Ancient Mariner's

neck. It would not leave him but stay for ever to remind that he had committed a sin. He must suffer for killing an auspicious bird that had come here to seek their hospitality.

Q2. The killing of an innocent bird invited a curse on the Mariner and his companions. The Ancient Mariner makes a diary entry describing how he and all other sailors suffered after the innocent bird was killed in a fit of senseless anger that overpowered him. Reproduce that entry in your own words. [Imp.]

Ans. 4 March, 20××, Monday

It seems that the curse has fallen on us. The innocent and 'a Christian Soul' was senselessly killed. His spirit is crying for revenge. The breeze drops down suddenly and so are the sails. It is sad 'as sad could be'. We speak only to break the silence of the sea. 'Day after day, day after day' we are stuck in the middle of the ocean. No breath. No motion. Total immobility. This idle ship, seems to be on 'a painted ocean'. Water is everywhere but we don't have a drop to drink. The very deep does rot. O Christ! Never in our lives have we seen such a hopeless situation. The death-fires seem to dance at night. The water burns green, blue and white like witch's oils. And many of us have seen horrible dreams. A spirit is following and chasing us coming from the land of mist and snow.

The Albatross doesn't seem to leave me. It has come to stay forever. It is not the cross but the Albatross that hangs around my neck. It is the price of the sin that I had committed in my senseless anger. It will serve as a reminder that curses and sufferings are the wages of the sin.

Q3. The Mariner had a magical spell on the wedding guest. The Wedding-Guest later on writes a letter to his friend describing how he was stopped and made to listen to the old Mariner's tale. He describes his helplessness to free himself from the spell of the Mariner. Reproduce that letter in your own words. [V. Imp.]

Ans. 12, College Street

London

20 March, 20××

Dear John

You never know when and where life will throw new surprises for you. Three of us got ready for the wedding. But an ancient Mariner particularly stopped me to listen to his tale. I had no mood or time to listen to his tale. But the old Mariner with a long grey beard and glittering eyes wouldn't listen to me. The bridegroom doors were 'opened wide'. I was an important member of the bridegroom's family. The guests had come and the feasts were set. Only I was not there. The Mariner was holding me with his skinny hand and I was completely under the spell of his glittering eyes. I could do nothing but only beat my breast in despair.

The old Mariner continued with his tale. He described at length how the ship was cheered when it left the harbour and how it was chased by a violent storm that dragged it southwards. The ship was surrounded by huge icebergs. Then came the auspicious bird, the albatross, with a favourable wind. The sailors hailed him in God's name. One day, the ancient Mariner in a fit of mad anger killed the albatross with his cross-bow. The killing of the innocent bird brought untold miseries to the sailors. The curse of the bird never let them live in peace. Instead of the cross, the dead albatross was hung around the neck of the ancient Mariner. It was a reminder that sufferings and curses are the wages of sin.

Yours sincerely

Harris Ford

Q4. Describe the roles of the Wedding-Guest, the ancient Mariner and the sailors (other mariners) in the poem 'The Rime of the Ancient Mariner'. Why was the Wedding-Guest forced to listen to the old Mariner's tale like a 'three years' child? Why did the ancient Mariner have to tell his tale to someone? Why did the Mariner feel guilt-ridden? [Imp.]

Ans. The Wedding-Guest provides a sharp contrast to the ancient Mariner and the sailors. The old Mariner with a 'long grey beard', 'glittering eyes', and 'skinny' hands lives in a world which has no connection with the modern world or with the present times. He is tormented by a sense of guilt that is the result of his killing an innocent and auspicious bird, the albatross. The Wedding-Guest lives in the immediate present. He has to attend the wedding feast. He is a close relative of the bridegroom and has to be present at the wedding. He knows that all other guests have come and the 'feast is set'. But he is helpless. The long bearded and glittering eyed ancient Mariner keeps him under his spell. He is forced to listen to the old Mariner's tale like a 'three years' child'.

The guilt-ridden old Mariner has to tell his tale to someone. He is also helpless. He has committed a sin by killing the innocent and auspicious bird that brings a favourable wind for the ship and for them. He is under a curse.

The sailors or the other mariners are fickle-minded. They changed their moods, morals and stand quite often. First they curse the ancient Mariner for killing a bird that had brought a favourable wind for them. In the very next breath, they justify his killing of the albatross because it had brought mist and fog for them.

TEST YOUR SKILLS

I. SHORT ANSWER TYPE QUESTIONS

1. The sailors were fickle-minded and could change their views according to their whims. Give a reasoned answer.
2. Describe the curse that befell on the mariners after the albatross was killed?
3. Describe the sufferings of the sailors after the killing of the albatross.
4. How was the ancient Mariner punished for killing the albatross?
5. Describe 'The Rime of the Ancient Mariner' as a ballad.
6. Describe the role of the Wedding-Guest in the poem.
7. How did the voyage begin? Did it proceed in the same way?
8. Who was the Wedding-Guest? Why couldn't he resist successfully the ancient Mariner from telling his tale?

II. VALUE-BASED LONG ANSWER QUESTIONS

1. Why was the ancient Mariner so eager to tell his tale? Why was the Wedding-Guest reluctant to listen to his tale?
2. Describe the voyage before the arrival of the albatross.
3. Describe the albatross. What reaction did the sailors show on its arrival?
4. Describe the activities of the albatross. Why did the sailors hail its arrival?
5. Why did the ancient Mariner kill the albatross? What was the reaction of the sailors?



P6

Snake

D.H. Lawrence

Poem at a Glance

- A snake came to the poet's water-trough.
- He reached down from a crack in the earth-wall and came to the water-trough.
- He sipped with his straight gums into his slack long body.
- The poet came down the steps with the pitcher.
- He realised that he must wait as the snake had come to the water-trough before him.
- The snake lifted his head and looked at the poet as cattle do while drinking.
- It was a very hot day of July and the snake had come from the 'burning bowels of the earth'.
- The 'voice' of his worldly education told him that the yellow-brown snake was poisonous and must be killed.
- The poet confessed that he liked the snake and thought him as his guest.
- There is no doubt, that he feared the snake and couldn't kill him.
- Even so, the poet felt honoured that the snake had come to seek his hospitality.
- The snake quenched his thirst and proceeded to go away.
- He put his head into the dreadful black hole in the wall.
- A sort of horror or protest overcame the poet.
- He didn't like the snake deliberately going back into that black hole.
- He picked up a log of wood and threw at the snake.
- The poet immediately regretted at his 'vulgar' and 'mean' act.
- He was fascinated by the presence of the snake who seemed to him like a king.
- He wanted to atone for his 'pettiness'.

SUMMARY OF THE POEM

This poem of D.H. Lawrence describes the dual response of the poet to a snake that came to his water-trough to quench his thirst. There is a conflict between his civilized social education and his natural human instincts. The 'voices' of the civilized social education tell him that brown-golden snake is poisonous and must be killed. But his natural human instincts lead him to think that the snake was a guest who had sought his hospitality. In the end, his natural human instincts win and he regrets at his 'paltry', 'vulgar' and 'mean' act of throwing a log of wood at the snake who had come to seek his hospitality.

► Snake Visits the Poet's Water-Trough

A snake visited the poet's water trough on a hot afternoon to quench his thirst. The poet himself had gone to the trough to fill his pitcher. He waited for the snake. The snake had the right to be served first as he had come to the trough before the poet.

► Snake Drinks like Cattle

The snake rested his throat upon the water trough and sipped the water into his slack long body. After drinking water, he raised his head as cattle do and looked at the poet. He flashed his forked tongue, thought for a moment and bent down to drink some more water.

► Education and Social Conventions.

The poet's education and worldly understanding made the poet think that the snake was golden-brown. Such a snake was poisonous and must be killed. And if he were a brave man, he must take a stick and kill the snake at once.

► The Poet Feels Honoured to Have Such a Guest

The poet instinctively liked the snake and was fascinated by his presence. He thought him like a guest. He felt honoured that the snake had come to drink at his water-trough and accepted his hospitality. The poet questioned himself as if he were a coward as he could not kill the snake. He wondered if his desire to talk to the snake reflected his perversity.

► Afraid but Honoured

The poet admitted that he was afraid of the snake. It was the fear for the snake that prevented him from killing him. There was no doubt that he was afraid but he also felt honoured by his presence. He had come to seek his hospitality from the bottom of the earth.

► Drinks to His Satisfaction

The snake quenched his thirst. After drinking to his satisfaction, he raised his head dreamily. He looked around like a god and then slowly proceeded to move away from the water-trough.

► साँप कवि की पानी की नांद पर आता है

गर्मी की एक दोपहर को एक साँप कवि की पानी की नांद पर अपनी प्यास बुझाने आया। कवि स्वयं नांद पर अपने मटके को भरने गया था। उसने साँप की प्रतीक्षा की। साँप को सेवा उपयोग का पहला हक था क्योंकि वह नांद पर कवि से पहले आया था।

► साँप पशुओं के समान पीता है

साँप ने अपने गले को पानी की नांद पर टिकाया और अपने ढीले लम्बे शरीर में पानी को चूसने लगा। पानी पीने के बाद उसने अपने सिर को ऐसे उठाया जैसा कि पशु किया करते हैं और उसने कवि की ओर देखा। उसने अपनी काँटेदार जीभ चमकायी, एक क्षण के लिये सोचा और कुछ और पानी पीने के लिये झुक गया।

► शिक्षा और सामाजिक रीतियाँ

कवि की शिक्षा और सांसारिक समझ ने उसे समझाया कि साँप सुनहरी-भूरा था। ऐसा साँप जहरीला था और उसे अवश्य मार देना चाहिए। और यदि वह बहादुर आदमी है, तो उसे एक छड़ी लेकर तुरंत साँप को मार देना चाहिए।

► कवि ऐसे मेहमान को पाकर सम्मानित अनुभव करता है

कवि को स्वाभाविक रूप से साँप भा गया और वह उसकी मौजूदगी से मोहित हो गया। वह उसे एक मेहमान की तरह सोचता था। वह सम्मानित अनुभव कर रहा था कि साँप उसके पानी की नांद पर आया था और उसने कवि की मेहमाननवाज़ी स्वीकार कर ली थी। कवि ने स्वयं से प्रश्न पूछा कि क्या वह कायर है क्योंकि वह साँप को मार नहीं सका। उसे हैरानी हुई कि कहीं उसकी साँप से बात करने की इच्छा उसकी विकृत-मनोवृत्ति को तो नहीं दर्शाती थी।

► डरा हुआ पर सम्मानित

कवि ने स्वीकारा कि वह साँप से डर गया था। यह साँप के प्रति उसका डर ही था जिसने उसे मारने से रोक लिया। इसमें कोई भी सन्देह नहीं था कि वह डरता था लेकिन वह उसकी वहाँ मौजूदगी से सम्मानित भी था। वह पृथ्वी की तली से उसकी मेहमानवाज़ी तलाशने आया था।

► सन्तुष्टिपूर्वक प्यास बुझाता है

साँप ने अपनी प्यास बुझायी। अपनी सन्तुष्टि से पानी पी कर, उसने अपना सिर ऐसे हिलाया जैसे वह स्वप्न ले रहा हो। उसने एक देव की तरह चारों ओर देखा और फिर धीरे से वह पानी की नांद से दूर जाने के लिए आगे बढ़ा।

► Poet's Protest; Hurls a Log at the Snake

The snake put his head into the hole to go back into the earth. The poet did not like the snake withdrawing into his black hole. He protested against this idea. He put down his pitcher, picked up a log of wood and threw it at the snake. It didn't hurt him but he twisted violently and suddenly disappeared into the hole in the wall.

► The Poet Regrets at his Vulgar and Mean Act

The poet immediately regretted at his vulgar and meant act. He felt sorry for throwing the log at the snake and cursed the voices of education and civilization. They had shaped his mind and morals. They urged him to kill the snake.

► The Poet Remembers the Albatross

The poet felt much like the ancient mariner of Coleridge's poem. The old mariner had killed the innocent and auspicious Albatross in a fit of anger. The poet wished that the snake would come back. He thought of the snake as a king in exile. He was to be crowned again. He regretted that he had missed an opportunity of knowing and understanding one of the lords of life.

► The Poet Wants to Make Amends

The poet was guilt-ridden. He had thrown a log of wood at the snake who had come to seek his hospitality. He had to atone for this petty, vulgar and mean act. He had to give him due honour and respect if he ever came again.

► कवि का विरोध; साँप पर लकड़ी फेंकता है

वापस जमीन में जाने के लिये साँप ने अपना सिर सुराख में डाला। कवि को, साँप का वापस अपने काले बिल में चला जाना पसंद नहीं था। उसने इस विचार का विरोध किया। उसने अपना मटका नीचे रख दिया, एक लकड़ी उठायी और उसे साँप पर फेंक दिया। उसे चोट नहीं लगी लेकिन वह उग्र रूप से बल खाता हुआ अचानक ही दीवार के अन्दर सुराख में गायब हो गया।

► कवि अपनी अशोभनीय और नीच हरकत पर पछताता है

कवि ने अपनी अशोभनीय और नीच हरकत पर तुरन्त अफसोस किया। उसने साँप पर लकड़ी फेंकने पर अफसोस जाहिर किया और अपनी शिक्षा और सभ्यता के विचारों को कोसा। उन्होंने उसके दिमाग और नैतिकता की संरचना की थी। उन्होंने उसे साँप को मारने के लिए उकसाया था।

► कवि को Albatross याद आता है

कवि ने स्वयं को Coleridge की कविता में बूढ़े नाविक की तरह अनुभव किया। बूढ़े नाविक ने निर्दोष और शुभ Albatross पक्षी को गुस्से के दौरे में मार दिया था। कवि ने कामना की कि साँप वापिस आ जाये। उसने सोचा कि साँप अपने देश से निर्वासित एक राजा था। उसकी फिर से ताजपोशी करनी थी। उसे अफसोस हुआ कि जीवन के एक स्वामी को जानने और समझने का एक मौका उसने खो दिया था।

► कवि क्षति-पूर्ति करना चाहता है

कवि अपराध-ग्रस्त था। उसने उस साँप पर लकड़ी फेंकी थी जो उसकी मेहमानवाज़ी की तलाश में आया था। उसे इस दुच्चे, अशोभनीय और नीच हरकत की पूर्ति करनी थी। उसे उसको उचित सम्मान और इज्जत देनी थी अगर वह फिर कभी वापस आयेगा।

PARAPHRASE OF THE POEM

Read the extracts given below and answer the questions that follow:

1. A snake came to my water-trough
On a hot, hot day, and I in pyjamas for the heat,
To drink there.
In the deep, strange-scented shade of the great dark carob-tree.
I came down the steps with my pitcher
And must wait, must stand and wait, for there he was at the trough before
me.
(Lines 1-6)

Word-Meaning: **Trough**—a long narrow open container for animals to eat or drink from, नांद, खोर, पशुओं के खाने या पीने के लिये बनायी जगह। **Scented**—smelled, खुशबु। **Carob-tree**—a red flowered tree, एक लाल फूलों वाला पौधा। **Pitcher**—tall round container with an open-top, घड़ा, सुराही।

► **हिन्दी अनुवाद :** एक गर्म, काफी गर्म दिन, एक साँप मेरे पानी की नांद (खुली टंकी) पर आया। और मैं गर्मी के कारण पायजामे में था। वह साँप वहाँ पानी पीने आया था। विशाल गहरे Carob वृक्ष की गहरी और विचित्र खुशबुदार छाँव में, मैं अपनी घड़ा लिये सीढ़ियों के नीचे आया। और मुझे अवश्य प्रतीक्षा करनी चाहिये, खड़ा होकर प्रतीक्षा करनी चाहिए, क्योंकि नांद पर मुझसे पहले ही वह वहाँ पर था।

► **Paraphrase.** A snake came to my water-trough. It was a hot, a very hot day and I was in pyjamas. The snake had come there to quench his thirst or to drink water. He came there in the deep and dark shade of a great carob tree. I came down the steps with my pitcher. I must wait, must stand and wait because the snake had come at the trough before time.

Questions

- (a) What is a trough?
- (b) What is the poetic device used in the second line?
- (c) What is the word for 'smelled' in the passage?

Answers

- (a) A trough is a long narrow container for animals to eat and drink from.
- (b) It is repetition.
- (c) scented

2. He reached down from a fissure in the earth-wall in the gloom
And trailed his yellow-brown slackness soft-bellied down, over the edge of
the stone trough
And rested his throat upon the stone bottom,
And where the water had dripped
from the tap, in a small clearness,
He sipped with his straight mouth,
Softly drank through his straight
gums, into his slack long body,
Silently.

(Lines 7-16)

Word-Meaning: **Fissure**—crack, दरार। **Gloom**—(here) darkness, अन्धेरा। **Trailed**—dragged, घसीटा। **Slackness**—slow moving, loose, ढीली, मंद, धीमे चलती हुई। **Edge**—corner, किनारा। **Dripped**—fell in small drops, बूंदों में चू रहा था। **Clearness**—purity, स्वच्छता। **Sipped**—drank in small quantity, घूँट-घूँट पीया। **Gums**—firm areas of flesh in mouth to which the teeth are attached, जबड़े। **Slack**—loose, ढीली।

► **हिन्दी अनुवाद :** वह अन्धेरे में मिट्टी की दीवार में एक दरार से नीचे की ओर आया और अपनी पीली-भूरी ढीली नरम पेट को पत्थर की नांद के ऊपर घसीटा और अपने गले को पत्थर के तह पर टिका दिया। और जहाँ नल से पानी बूंदों में चू गया था, छोटी-छोटी साफ बूंदों में, उसने अपने सीधे मुँह से पानी को घूँट-घूँट कर पीया उसने अपने सीधे जबड़ों से अपने लम्बे (एवं) ढीले शरीर में शांति से पीया।

► **Paraphrase.** The snake reached down from a crack or opening in the earth-wall in the darkness. He dragged his yellow-brown loose soft-belly down over the edge of the

stone-trough. He rested his throat upon the stone. And where the water had dripped in drops from the tap, in small clear drops, he sipped with his straight mouth. He softly drank through his straight gums into his loose and long body silently.

Questions

- Where had the snake come from?
- How did he drink?
- What is the synonym for the word 'darkness' in the passage?

Answers

- The snake had come from a crack in the earth-wall.
- He sipped softly through his gums into his slack long body.
- gloom

3. Someone was before me at my water-trough,
And I, like a second comer, waiting (Lines 17-18)

Word-Meaning: Second comer—(here), who came after (the snake) दूसरा (बाद में) आने वाला।

► **हिन्दी अनुवाद :** मेरे से पहले ही पानी की नांद पर कोई दूसरा (आ गया) था। और मैं, दूसरे (बाद में) आने वाले की तरह वहाँ पर प्रतीक्षा करता खड़ा रहा।

► **Paraphrase.** Someone had already reached the water trough. Therefore I, who was the second to reach, stood there waiting (for my turn).

Questions

- Who does 'Someone' stand for?
- Notice the poetic device used in the second line.
- What is the opposite of 'after' in the passage?

Answers

- It stands for the snake who came first to the water-trough
- It is 'simile'.
- before

4. He lifted his head from his drinking, as cattle do,
And looked at me vaguely, as drinking cattle do,
And flickered his two-forked tongue
from his lips, and mused a moment,
And stooped and drank a little more,
Being earth-brown, earth-golden
from the burning bowels of the earth
On the day of Sicilian July, with Etna smoking. (Lines 19-26)

Word-Meaning: Vaguely—(here) confusedly, not clearly, अस्पष्ट रूप से। **Flickered**—moved, jerked, हिलाया, झटकाया। **Two-forked**—having two forks, दो काँटेदार जिह्वा वाला। **Mused**—thought about, सोचा। **Stooped**—bent down, नीचे झुका। **Burning**—very hot, burning hot, तपती हुई गर्मी। **Bowels**—bottom of earth, जमीन की तह से। **Etna**—an active volcano in Italy, इटली में एक सक्रिय ज्वालामुखी।

► **हिन्दी अनुवाद :** उसने अपने पानी पीते हुए सिर को ऐसे ऊपर उठाया जैसा कि पशु किया करते हैं। और फिर मेरी ओर अस्पष्ट रूप से ऐसे देखा जैसे कि पानी पीते हुए पशु देखा करते हैं। और फिर दो कांटों वाली अपनी जीभ को अपने होंठों

पर फिराया, और फिर एक क्षण के लिये सोचने लगा। और फिर रुक गया और थोड़ा-सा (पानी) और पीया। क्योंकि वह साँप मटियाला-भूरा, मटियाला-सुनहरी रंग का था जो एक Sicily की जुलाई में, जब Etna ज्वालामुखी से धुँआ निकल रहा था, जमीन की जलती हुई तह में से आया था।

► **Paraphrase.** The snake lifted his head as cattle usually do. He looked at the poet confusedly as cattle look while they are drinking. He moved his two-forked tongue from his lips. He thought for a moment. He stopped and drank a little more water. He was earthly-brown or earthly-golden in colour. He had come from the burning bottom of the earth. He had come out on a day of July in Sicily when Mount Etna was smoking.

Questions

- How did the snake lift his head and looked at the poet?
- Describe the snake's appearance.
- What is the word for 'not clear' in the passage?

Answers

- He lifted his head and looked at the poet as cattle do.
- The snake was earth-brown, earth-golden in colour.
- vague

5. The voice of my education said to me
He must be killed,
For in Sicily the black, black snakes are innocent, the gold are venomous.
And voices in me said, if you were a man
You would take a stick and break him now, and finish him off.

(Lines 27-31)

Word-Meaning: Voice of my education—the understanding and knowledge that education and social conventions have given to me, जो ज्ञान और समझ शिक्षा और सामाजिक रीतियों ने मुझे दी है।

Venomous—poisonous, जहरीले। **Voice in me**—feelings inside him, अन्दर की भावनाएँ। **If you were a man**—If you were a brave man, यदि तुम बहादुर आदमी हो।

► **हिन्दी अनुवाद :** मेरे शिक्षा या सामाजिक ज्ञान की समझ ने मुझसे कहा कि उसे (साँप को) मार देना चाहिये। क्योंकि Sicily में काले साँप हानि-रहित होते हैं और सुनहरी रंग के साँप विषैले होते हैं। मेरे अन्दर की आवाजें कह रही थी, कि अगर तुम एक बहादुर इन्सान हो तो तुम्हें एक छड़ी लेकर अभी ही उसके टुकड़े कर उसे समाप्त कर देना चाहिये।

► **Paraphrase.** The knowledge of his social education urged the poet that he must kill the snake. In Sicily, the black-snakes are innocent but the snakes of golden colour (as this snake was) are poisonous. The voices inside him urged him that if he were a brave man, he must take a stick and break him into pieces and kill him at once.

Questions

- What did his 'education' say to the poet?
- What is the colour of the poisonous snakes in Sicily?
- What is the synonym for 'poisonous' in the passage?

Answers

- It told the poet that he must kill him at once.
- It is golden.
- venomous

6. But must I confess how I liked him,
How glad I was he had come like a guest in quiet, to drink at my water-
trough
And depart peaceful, pacified and thankless,
Into the burning bowels of this earth? (Lines 32-36)

Word-Meaning: **Confess**—admit, स्वीकार करता हूँ। **In quiet**—silently, शांति से। **Depart**—go away, चला जाना। **Pacified**—satisfied, सन्तुष्ट होकर। **Burning bowels**—burning bottom, जलती हुई तली में। **Thankless**—(here) unappreciated, उपेक्षित।

► **हिन्दी अनुवाद :** लेकिन मुझे यह स्वीकार करना चाहिये कि मैं उसे कितना पसंद करता था। मैं कितना खुश था कि वह मेरी पानी की नांद में शांति से एक अतिथि की तरह पानी पीने आया था। और वहां से शांतिपूर्वक, सन्तुष्ट और उपेक्षित वापस जलती हुई धरती की तह में चला गया।

► **Paraphrase.** The poet says that he must admit that he liked the snake very much. He was glad that he came to drink at his water-trough silently like a guest. And he departed back into the burning bowels (bottom) of the earth peacefully, satisfied and unappreciated.

Questions

- What must the poet confess?
- Why was the poet glad?
- What is the word for 'admit' in the passage?

Answers

- The poet must confess that he liked the snake very much.
- The poet was glad to see that the snake came like a guest silently and departed satisfied.
- confess

7. Was it cowardice, that I dared not kill him? Was it perversity, that I longed to talk to him? Was it humility, to feel so honoured?
I felt so honoured. (Lines 37-39)

Word-Meaning: **Cowardice**—lack of courage, कायरता। **Perversity**—(here) unreasonable illogical, बेतुका। **Longed**—strongly felt, बहुत चाहता था। **Humility**—the quality of being humble, विनम्रता।

► **हिन्दी अनुवाद :** क्या यह कायरता थी कि मैं उसे मारने की हिम्मत नहीं जुटा पाया? क्या यह बेतुकापन था, कि मुझे उसे बात करने की तीव्र इच्छा हो रही थी? क्या इस प्रकार सम्मानित होना मेरी विनम्रता थी? मैंने बहुत सम्मानित अनुभव किया।

► **Paraphrase.** The poet asks himself if he was a coward as he dared not kill the snake. He thought if it was unreasonable and illogical to long to talk to a snake. He again asked himself if it was his humility that he felt so much honoured by the presence of the snake. Really, he felt so much honoured by his presence.

Questions

- What was his cowardice?
- What was perversity?
- What is the word for 'lack of courage' in the passage?

Answers

- (a) His cowardice was that he dared not kill the snake.
- (b) His perversity was that he longed to talk to a snake.
- (c) cowardice

8. And yet those voices:
If you were not afraid, you would kill him!
And truly I was afraid, I was most afraid, But even so, honoured still more
That he should seek my hospitality
From out the dark door of the secret earth. (Lines 40-44)

Word-Meaning: **Seek**—search, ढूँढना। **Hospitality**—friendly and generous behaviour towards guests, मेहमाननवाजी।

► **हिन्दी अनुवाद :** फिर भी वे आवाजें : यदि तुम नहीं डरे, तो तुम उसे मार दो! और वास्तव में मैं डर गया था, मैं अत्यधिक डर गया था। लेकिन फिर भी, मैं और अधिक सम्मानित अनुभव करता कि उस (साँप) ने गुप्त जमीन के अन्दर द्वार से बाहर निकलकर मेरी मेहमाननवाजी की तलाश की।

► **Paraphrase.** The voices inside the poet told him that if he were not afraid, he would kill him. And truly he was afraid, he was very much afraid of the snake. But even so he felt himself honoured. The snake who came out of the dark door of the secret earth, sought his hospitality. The poet was proud of it.

Questions

- (a) What were these voices?
- (b) What is the main poetic device used in the stanza?
- (c) What is the word for 'search' in the passage?

Answers

- (a) These were the voices inside the poet.
 - (b) It is 'repetition'.
 - (c) seek
9. He drank enough
And lifted his head, dreamily, as one who has drunken,
And flickered his tongue like a forked night on the air, so black,
Seeming to lick his lips,
And looked around like a god, unseeing, into the air,
And slowly turned his head,
And slowly, very slowly, as if thrice a dream,
Proceeded to draw his slow length curving round
And climb again the broken bank of my wall-face. (Lines 45-53)

Word-Meaning: **Flickered**—moved, jerked, हिलायी, झटकायी।

► **हिन्दी अनुवाद :** उसने काफी (पानी) पीया और अपने सिर को ऐसे ऊपर किया जैसे वह स्वप्न ले रहा हो या जैसे वह (शराब के) नशे में हो। और फिर अपनी जीभ को ऐसे घुमाया जैसे गहरी काली रात की हवा में बिजली चलती है। वह अपने होंठों को चाटते नज़र आया। और (फिर) धीरे से एक देव की तरह से चारों ओर, अनदेखे से, हवा में देखा और धीरे से अपने सिर को मोड़ लिया जैसे वह स्वप्न ले रहा हो। फिर अपनी लम्बाई को धीरे से खींचते हुए चारों ओर मुड़ा और दीवार के सामने के टूटे किनारे पर चढ़ गया।

► **Paraphrase.** The snake drank to his satisfaction. He lifted his head dreamily as if he were drunk. He moved his tongue like a forked lightning at a dark night in the air. He seemed to be licking his lips. He looked around unseeing like a god into the air. Then he turned his head very slowly as if he were dreaming. He moved to shrink his length slowly. Curving round he climbed again on the broken corner of the poet's front wall.

Questions

- How did the snake look when he lifted his head?
- What is the poetic device used in the line 'And looked around like a god'?
- What is the word for 'moved/ jerked' in the passage?

Answers

- When the snake lifted his head he looked as if he were drunk.
- It is 'simile'.
- flickered

10. And as he put his head into that dreadful hole,
And as he slowly drew up, snake-easing his shoulders, and entered farther,
A sort of horror, a sort of protest against his withdrawing into that horrid black hole,
Deliberately going into the blackness, and slowly drawing himself after,
Overcame me now his back was turned. (Lines 54-59)

Word-Meaning: **Dreadful**—fearful, terrible, भयानक। **Drew up**—shrank up, ऊपर सिकुड़ गया।
Easing—loosening, ढीला छोड़ते हुए। **Sort**—kind, किस्म का, प्रकार का। **Protest**—opposition, विरोध।
Deliberately—knowingly, जान बूझकर। **Overcame**—controlled, काबू पा लिया।

► **हिन्दी अनुवाद :** और जैसे ही उसने अपना सिर उस भयानक सुराख में डाला और जैसे ही वह सिकुड़ कर ऊपर गया, साँप ने अपने कंधे ढीले किये और फिर आगे प्रवेश कर गया। उसके इस जान बूझकर उस भयानक काले सुराख में सिमट जाने के विरुद्ध एक प्रकार का भय, एक प्रकार के विरोध ने मुझे जकड़ लिया। अब उसकी कमर मुड़ गयी थी।

► **Paraphrase.** The snake put his head into that fearful hole. As he drew up entering further, the snake loosened his shoulders. A sort of horror or a sort of protest overpowered the poet when he saw the snake withdrawing into the horrible black hole and knowingly going into the blackness. He slowly withdrew and his back was turned now.

Questions

- Where did the snake put his head into?
- Why did a sort of horror or protest overpower the poet?
- What is the word for 'fearful' in the passage?

Answers

- The snake put its head in a dreadful hole in the wall.
- A sort of horror or protest overpowered the poet because the snake deliberately withdrew himself into the dreadful hole, into the blackness.
- dreadful

11. I looked round, I put down my pitcher,
I picked up a clumsy log
And threw it at the water-trough with a clatter.
I think it did not hit him. (Lines 60-63)

Word-Meaning: **Clumsy**—not well designed, जो ठीक-ठाक न लगती हों, भद्दी। **Clatter**—making a loud noise like hard objects knocking together, जोर की आवाज़ जैसे कठोर पदार्थ आपस में टकरा गये हों। **Convulsed**—moved violently, उग्रतापूर्वक हिला।

► **हिन्दी अनुवाद :** मैंने चारों ओर देखा और अपने घड़े को नीचे रख दिया। मैंने एक भद्दी-सी लकड़ी उठा ली और जोर की आवाज़ करते हुए उसे पानी की नांद पर फेंक दिया। मेरा विचार है कि वह उसे नहीं लगी।

► **Paraphrase.** The poet looked around and put down his pitcher. He picked up a clumsy log. He threw it at the water-trough and it made a loud clattering sound. The poet thought that the log did not hit the snake.

Questions

- (a) What is a clumsy log?
- (b) What made the clattering sound?
- (c) What is the word for 'moved violently' in the passage?

Answers

- (a) It means a rough-looking log of wood.
- (b) When the stick hit the water trough it made a clattering sound.
- (c) convulsed

12. But suddenly that part of him that was left behind
convulsed in undignified haste
Writhed like lighting, and was gone
Into the black hole, the earth-lipped fissure in the wall-front,
At which, in the intense still noon, I stared with fascination.
And immediately I regretted it. (Lines 64-69)

Word-Meaning: **Convulsed**—made a violent movement, उग्र रूप से हिला। **Undignified**—not graceful, अशोभनीय। **Writhed**—twisted and turned, मुड़ा-तुड़ा। **Haste**—in a hurry, जल्दी में। **Fissure**—crack, दरार। **Intense**—very strong, बहुत प्रबल। **Fascination**—(here) great attraction, प्रबल आकर्षण के साथ। **Regretted**—felt sorry, repented, पछताया।

► **हिन्दी अनुवाद :** लेकिन जो भाग उसके पीछे रह गया था वह अचानक ही अशोभनीय एवं उग्र रूप से हिला। वह मुड़कर टेढ़ा हो बिजली के समान जल्दी ही उस काले सुराख में चला गया जो सामने वाली दीवार की दरार में था। जिस पर, उस घोर दोपहर में, मैंने उसे मोहित होकर घूरा और फिर शीघ्र ही इसके लिये पश्चाताप किया।

► **Paraphrase.** After the poet threw a log at the water-trough, suddenly that part of the snake which was left outside the hole, moved violently in undignified haste. He twisted and turned like lighting and disappeared into the black hole in the crack of the wall-front. It was noon. The snake entered the dark hole and the poet stared him with fascination. And immediately, he regretted at throwing a log at the water-trough.

Questions

- (a) Which part of the snake convulsed in undignified haste?
- (b) Why did the poet stare the snake with fascination?
- (c) What is the word for 'not graceful' in the passage?

Answers

- (a) The part that was left behind outside the dark hole convulsed in undignified haste.

- (b) The poet stares the snake with fascination because the snake had its own beauty and grace.
(c) undignified

13. I thought how paltry, how vulgar, what a mean act!
I despised myself and the voices of my accursed human education.
And I thought of the albatross
And I wished he would come back,, my snake. (Lines 70-73)

Word-Meaning: **Paltry**—worthless, useless, बेकार। **Vulgar**—not graceful, अशोभनीय। **Mean**—bad, evil, कमीना, नीच। **Despised**—hated, घृणा की। **Accursed**—(here) abominable, hateful, घृणित। **Albatross**—a big white sea-bird that was killed by the ancient mariner in Coleridge's poem 'The Rime of the Ancient Mariner,' वह विशाल सफेद समुद्री पक्षी जिसे एक बूढ़े नाविक ने Coleridge की कविता 'The Rime of the Ancient Mariner' में मार दिया था।

► **हिन्दी अनुवाद :** मैंने सोचा कि मेरी हरकत (साँप पर लकड़ी फेंकने की) कितनी बेकार, कितनी तुच्छ और कितनी नीचतापूर्ण थी। मैं स्वयं से और अपने मानव-सुलभ घृणित ज्ञान-विचारों से घृणा करने लगा। और (फिर) मैंने उस (निर्दोष) समुद्री जीव Albatross के बारे में सोचा (जिसे एक बूढ़े नाविक ने व्यर्थ में ही मार दिया था।) और कामना करने लगा कि मेरा (प्यारा) साँप फिर से वापस आ जाये।

► **Paraphrase.** The poet thought that his act of throwing the log at the snake was quite worthless, vulgar and mean. He hated himself and all those ideas which human education had taught him. The poet thought of that innocent and auspicious Albatross which was killed by an old mariner in a fit of anger. The poet wished that his beautiful (and beloved) snake would come back.

Questions

- (a) How did he feel about his act?
(b) Note the poetic device used in the first line.
(c) What is the synonym for the word 'bad/evil' in the passage?

Answers

- (a) He felt that it was worthless, vulgar and mean.
(b) It is 'repetition'.
(c) mean

14. For he seemed to me again like a king,
Like king in exile, uncrowned in the underworld,
Now due to be crowned again.
And so, I missed my chance with one of the lords
Of life.
And I have something to expiate
A pettiness. (Lines 74-80)

Word-Meaning: **Exile**—forced to live in another country, जिसे देश से निकाल दिया गया हो, निर्वासित। **Uncrowned**—without a crown, बिना ताज के। **Expiate**—make amends, पूर्ति करना। **Pettiness**—(here) a low act, तुच्छ कार्य।

► **हिन्दी अनुवाद :** क्योंकि वह (साँप) मुझे दोबारा से एक राजा के समान लगा। मुझे वह देश से निकाला हुआ, पाताल लोक में बिना-ताज का बादशाह लगा जिसकी फिर से ताजपोशी की जानी थी। और इस प्रकार, जीवन के एक स्वामी से मिलने का मौका मैंने गवा दिया। और अब मुझे किसी चीज की भरपाई करनी है। मुझे अपनी तुच्छता (साँप पर लकड़ी फेंकने) की भरपाई करनी है।

► **Paraphrase.** The snake seemed to the poet like a king again. He was a king in exile because he had gone into the black hole. He was the uncrowned king of the underworld. He was to be crowned again with all his glory and grandeur. The poet regrets that he missed his chance of meeting with one of the lords of life. He had to make amends of something. He had to make amends of his pettiness and his vulgar act of throwing a log at the snake.

Questions

- (a) What is the poetic device used in the first line?
- (b) The poet says that the snake was like a king in exile. Why?
- (c) What is the word for 'a low act' in the passage?

Answers

- (a) It is simile.
- (b) The poet thinks so because the snake was forced to live in a black hole in the underground.
- (c) pettiness

QUESTIONS FROM TEXTBOOK SOLVED

1. Snakes generate both horror and fascination. Do you agree? Why? Why not?

Ans. Snakes generate both horror and fascination. They generate horror because they are poisonous. Some of the snakes, like the black cobras are poisonous and deadly. But they have their own fascination. They are of various sizes, shapes and colours. Some of them are earthly-yellow, some are brownish-red and some water snakes are green and golden in colour. Their colour and movements have grandeur of their own.

2. Read what W.W.E. Ross feels when he sees a snake and fill in the table given below:

Ans. Do yourself.

3. Given below is the summary of the poem 'Snake' in short paragraphs. However they are jumbled. Work in pairs and put the summary into a logical sequence.

- (a) After drinking water to satisfaction, the snake raised his head dreamily and flickered his forked tongue and licked his lips. The snake looked around like a God and then slowly proceeded to curve round and move away from the water trough.
- (b) The poet felt much like the ancient mariner who had killed the albatross for no reason. He wishes that the snake would come back. He thinks of the snake as a king in exile who has to be crowned again. He also regrets having missed his opportunity of knowing and understanding one of the lords of life.

- (c) As the snake put his head into the hole to retreat into the earth, the poet was filled with a protest against the idea of the snake withdrawing into his hole. The poet put down his single space pitcher, picked up a log and hurled it at the snake. The snake twisted violently and with great alacrity vanished into the hole in the wall.
- (d) A snake visited the poet's water trough on a hot afternoon to quench his thirst. The poet who had also gone to the trough to fill water in a pitcher waited for the snake since he had come at the trough prior to the poet.
- (e) The voices of education inside the poet tell him that it was the fear for the snake that made him refrain from killing him. However, the poet feels that though he was quite afraid of the snake, he did actually feel honoured that a snake had come to seek his hospitality from the deep recesses of the earth.
- (f) He is guilt-ridden and feels that he has to atone for the meanness of his action of throwing a log at the snake.
- (g) The snake rested his throat upon the stone bottom and sipped the water into his slack long body. After drinking water, he raised his head just like cattle do and flashed his forked tongue, thought for a moment and then bent down to drink some more water.
- (h) Education and social conventions make the poet think that the golden brown poisonous snake must be killed and that as a brave man he must undertake the task of killing the snake.
- (i) The poet instantly felt sorry for his unrefined and contemptible act and cursed the voices of education and civilization that had shaped his thought processes and urged him to kill the snake.
- (j) However, the poet instinctively likes the snake, treats him like a guest and feels honoured that it had come to drink at his water trough. The poet questions himself and wonders whether his not daring to kill the snake proved that he was a coward and whether his desire to talk to the snake reflected his perversity.

Ans. The logical sequence of the paragraphs is

- | | | | | |
|--------|--------|--------|--------|---------|
| 1. (d) | 2. (g) | 3. (h) | 4. (j) | 5. (e) |
| 6. (a) | 7. (c) | 8. (i) | 9. (b) | 10. (f) |

5. Based on your reading of the poem, answer the following questions by ticking the correct options:

1. '*he lifted his head from his drinking as cattle do*'—The poet wants to convey that the snake

(a) is domesticated	(b) is innocent
(c) is as harmless as cattle	(d) drinks water just like cattle
2. '*Sicilian July*', '*Etna smoking*' and '*burning bowels of the earth*' are images that convey that

(a) there are snakes in volcanic areas
(b) the poet lived in a hot area
(c) it was a really hot day when the snake came
(d) Sicilian snakes are dangerous

3. 'A sort of horror, a sort of protest overcame me'—The poet is filled with protest because
- (a) he doesn't want to let the snake remain alive
 - (b) he fears the snake
 - (c) he doesn't want the snake to recede into darkness
 - (d) he wants to kill it so that it doesn't return
4. In the line 'And as he slowly drew up, snake-easing his shoulders, and entered farther' the phrase 'snake-easing his shoulders' means
- (a) loosening its shoulders
 - (b) slipping in with majestic grace
 - (c) moving slowly
 - (d) moving fast
5. 'He seemed to me like a king in exile ...' The poet refers to the snake as such to emphasize that the snake
- (a) is like a king enduring banishment
 - (b) is like a king due to be crowned
 - (c) is a majestic king who came for a while on earth
 - (d) is a majestic creature forced to go into exile by man
6. 'I thought how paltry, how vulgar, what a mean act'— The poet is referring to
- (a) the snake going into the dreadful hole
 - (b) the accursed modern education
 - (c) the act of throwing a log of wood at the snake
 - (d) the act of killing the snake

Answers

- 1. (d) drinks water just like cattle
- 2. (c) it was a really hot day when the snake came
- 3. (c) he doesn't want the snake to recede into darkness
- 4. (a) loosening his shoulders
- 5. (d) is a majestic creature forced to go into exile by man
- 6. (c) the act of throwing a log of wood at the snake

6. Answer the following questions briefly:

- (a) Why does the poet decide to stand and wait till the snake has finished drinking? What does this tell you about the poet? (Notice that he uses 'someone' instead of 'something' for the snake.)
- (b) In stanza 2 and 3, the poet gives a vivid description of the snake by using suggestive expressions. What picture of the snake do you form on the basis of this description?
- (c) How does the poet describe the day and the atmosphere when he saw the snake?
- (d) What does the poet want to convey by saying that the snake emerges from the 'burning bowels of the earth'?
- (e) Do you think the snake was conscious of the poet's presence? How do you know?
- (f) How do we know that the snake's thirst was satiated? Pick out the expressions that convey this.

- (g) The poet has a dual attitude towards the snake. Why does he experience conflicting emotions on seeing the snake?
- (h) The poet is filled with horror and protest when the snake prepares to retreat and bury itself in the 'horrid black', 'dreadful' hole. In the light of this statement, bring out the irony of his act of throwing a log at the snake.
- (i) The poet seems to be full of admiration and respect for the snake. He almost regards him like a majestic God. Pick out at least four expressions from the poem that reflect these emotions.
- (j) What is the difference between the snake's movement at the beginning of the poem and single space later when the poet strikes it with a log of wood? You may use relevant vocabulary from the poem to highlight the difference.
- (k) The poet experiences feelings of self-derision, guilt and regret after hitting the snake. Pick out expressions that suggest this. Why does he feel like this?
- (l) You have already read Coleridge's poem The Ancient Mariner in which an albatross is killed by the mariner. Why does the poet make an allusion to the albatross?
- (m) 'I have something to expiate'-Explain.

Answers

- (a) The poet decides to stand and wait till the snake has finished drinking. This tells us that poet believes in the age long civilized practices of human intercourse and hospitality. The snake was the first to reach the water-trough. Naturally, he had the first right to serve himself. The use of 'someone' instead of 'something' shows that the poet equates the snake to human beings and not to the lower creatures.
- (b) D. H. Lawrence gives a vivid description of the snake by using suggestive expressions in stanza 2 and 3. It helps us to form a clear picture of the colour, size and the movement of the snake. He was of yellow-brown colour. He had straight gums, a soft belly and a long body. His movements were relaxed and leisurely.
- (c) The day on which the poet saw the snake was a hot day of 'Sicilian July'. It was 'a hot, hot day' and the poet was in his pyjamas. Mount Etna, the famous volcano was smoking. The snake had come from the 'burning bowels' of the earth to quench his thirst.
- (d) The day on which the snake came out to the water-trough to quench his thirst was really 'a hot, hot day'. It was a hot day of Sicilian July when Etna was throwing out smoke. The snake emerged from the 'burning bowels' of the earth. The poet wants to convey that the bottom of the earth where the snake was forced to live in exile was burning like hell.
- (e) Yes, the snake was conscious of the presence of the poet. He lifted his head from his drinking, as cattle do. And then he looked at the poet vaguely, as drinking cattle do. He moved his two-forked tongue from his lips and thought for a moment before drinking again. All these activities prove that the snake was very much conscious of the presence of the poet.
- (f) The snake came to the water-trough to quench his thirst. He 'lifted his head from drinking' as usually cattle do. He stopped and 'drank a little more'. There is a clear expression : 'He *drank enough*' and it is enough to prove that the snake's thirst was quenched or satiated.

- (g) The poet definitely, has a dual attitude towards and experiences conflicting emotions on seeing the snake. There is a conflict between the voices of human education and the natural instinctive fascination for the snake. Education and social conventions make the poet think that the golden-brown poisonous snake must be killed. But his natural instincts fascinated him. He felt honoured that the snake had come to seek his hospitality.
- (h) The poet is fascinated by the presence of the snake. He doesn't want that it should withdraw into the horrid black hole again. So, he is filled with horror and protest when the snake prepares to retreat. The act of throwing a log of wood at the snake is quite ironical. It is ironical that the poet who is fascinated by the presence of the snake should throw a log of wood at him.
- (i) D.H. Lawrence seems to be full of admiration and respect for the snake. He almost regards him like a majestic god. The four expressions that reflect these emotions of the poet are :
- (i) '... he had come like a guest'
 - (ii) 'honoured—That he should seek my hospitality'
 - (iii) '... like a king in exile'
 - (iv) '... one of the lords of life'
 - (v) '... due to be crowned again'
- (j) In both the situations, the moods and movements of the snake are different. In the beginning he 'softly drank ... into his slack long body, silently'. All his movements are relaxed and leisurely in the beginning. But the snake's movement and mood change when the poet throws a log of wood at him. 'Suddenly' his back part 'convulsed' in 'undignified haste' and he 'writhed like lightning', and was gone.
- (k) The poet experiences feelings of self-derision, guilt and regret after hitting that snake. He feels so because he tried to harm a guest and a harmless creature. The expressions which show such feelings are:
- (i) 'And immediately, I *regretted* it'
 - (ii) 'I thought how paltry, how vulgar, what a mean act!'
 - (iii) 'I despised myself and the voices of my accursed human education'
 - (iv) 'And I have something to expiate—A pettiness'.
- (l) The poet makes an allusion to the albatross as his action and the action of the ancient mariner resemble to an extent. The old mariner liked and admired the auspicious bird, the albatross. However in a fit of mad anger, he killed the innocent and auspicious albatross with his cross-bow. Similarly, the poet is fascinated and honoured by the presence of the snake. But he was filled with anger when the snake prepared to enter the black hole and threw a log of wood at him.
- (m) The poet realises that he has sinned by throwing a log of wood at the snake. The snake was his guest and sought his hospitality. He has to atone for his pettiness. He can do so only by 'crowning him again' which is his 'due' now. He has missed a chance with one of the lords of life but will not do so again.

7. The encounter with the snake and the dual response of the poet to his presence at the water trough reflect a conflict between civilized social education and natural human instincts. The poet writes a diary entry highlighting how he was torn between the two voices. Write his diary.

Answer

20th March, 1935. London

A snake came to my water-trough to drink water from there. I came down the steps with my pitcher. He was dragging his yellow-brown soft belly over the edge of the stone trough. Someone was before me at the water-trough, therefore, I decided to wait. He was conscious of my presence as he was drinking and looked at me vaguely as cattle do.

The encounter with the snake aroused the dual response in me. It was conflict between my civilized social education and natural human instincts. The voice of my education told that the yellow brown snake was poisonous and must be killed. But I must confess that I liked him. He was like a guest who had come silently to seek my hospitality. Was it my cowardice that I dared not kill him? He drank enough. Then he put his head into that dreadful hole and prepared to go. I felt a sort of horror, a sort of protest. I couldn't bear his withdrawing into that horrid black hole. I couldn't control myself. I picked up a clumsy log and threw it at him. It didn't hit him. He moved violently in undignified haste and disappeared soon.

And immediately, I regretted it. I thought how worthless, vulgar and mean my act was. I despised myself and my accursed human education. He must be crowned again. And I realised that I had something to expiate. It was my pettiness.

8. **Alliteration** is the repetition of sounds in words, usually the first sound. **Sibilance** is a special form of alliteration using the softer consonants that create hissing sounds, or sibilant sounds. These consonants and digraphs include *s*, *sh*, *th*, *ch*, *z*, *f*, *x* and soft *c*.

Onomatopoeia is a word that imitates the sound it represents for a rhetorical or artistic effect of bringing out the full flavor of words. The sounds literally make the meaning in such words as "buzz," "crash," "whirr," "clang," "hiss," "purr," "squeak," etc. It is also used by poets to convey their subject to the reader. For example, in the last lines of Sir Alfred Tennyson's poem 'Come Down, O Maid', *m* and *n* sounds produce an atmosphere of murmuring insects:

...the moan of doves in immemorial elms,

And murmuring of innumerable bees.

Notice how D H Lawrence uses both these devices effectively in the following stanza.

*He reached down from a fissure in the earth-wall in the gloom
And trailed his yellow-brown slackness soft-bellied down, over the edge of
the stone trough
And rested his throat upon the stone bottom,
And where the water had dripped from the tap, in a small clearness,
He sipped with his straight mouth,
Softly drank through his straight gums, into his slack long body,
Silently.*

To what effect has the poet used these devices? How has it added to your understanding of the subject of the poem? You may record your understanding of snake characteristics under the following headings :

- (a) Sound
- (b) Movement
- (c) Shape

Ans. The poet has used 'alliteration' and 'onomatopoeia' very effectively. The softer consonants create hissing sounds. They are : s, sh, th, ch, z, f, x and soft c. Similarly onomatopoeia are sounds that literally make, the meaning in such words as 'buzz' or 'whirr', 'hiss' etc.

The devices have added to the understanding of the poem specially in the sound, movement and shape of the snake.

- (a) Sound : dripped, softly sipped, flickered his two-forked tongue
- (b) Movement : trailed, slackness, soft-bellied
- (c) Shape : straight gum, straight-mouth, slack long body

9. The poet has also used both repetition and similes in the poem. For example—'must wait, must stand and wait' (repetition) and 'looked at me vaguely as cattle do' (simile). Pick out examples of both and make a list of them in your notebooks. Give reasons why the poet uses these literary devices.

Answer

Example of 'repetition'

1. 'On a hot, hot day'
2. 'must wait, must stand and wait'
3. 'And truly I was afraid, I most afraid'
4. 'And slowly very slowly ...'
5. '... again like a king
Like a king in exile'

Example of 'similes'

1. 'I ... like a second comer.'
2. 'He lifted his head ... as cattle do'
3. '... looked at me vaguely as cattle do'
4. '... flickered his tongue like a forked night'
5. '... he seemed to me like a king'

The poet uses alliteration to create a rhythmical sound effect and movement in the poem. The use of similes is effectively done in comparing two different things with similar traits.

10. A calligram is a poem, phrase, or word in which the handwriting is arranged in a way that creates a visual image. The image created by the words expresses visually what the word, or words, say. In a poem, it manifests visually the theme presented by the text of the poem. Read the poem given below. Try to compose a calligram. You could pick a subject of your choice.

Ans. Do yourself.

MORE QUESTIONS SOLVED

I. SHORT ANSWER TYPE QUESTIONS (30-40 words)

Q1. Describe the arrival of the snake.

Ans. It was a very hot day of Sicilian July. A snake came out of a crack in the earth wall. He reached down passing through the strange-scented shade of the great carob-tree. Finally, it came to the poet's water-trough. He had come there to quench his thirst on a hot day.

Q2. Why did the poet decide to stand and wait till the snake had finished drinking? What trait of the poet did this attitude reflect about his character? [V. Imp.]

Ans. The snake had come to the water-trough to quench his thirst on a hot day. He had reached at the water-trough before the poet who also reached there with his pitcher. Naturally, the snake had a better claim to be served first. Therefore, the poet decided to stand and wait till he had finished drinking. This showed that the poet believed the age-long civilized practice of serving the one who had come first to seek his hospitality.

Q3. Give a vivid description of the colour and movement of the snake by quoting the required expressions from the poem. [Imp.]

Ans. The poet gives a vivid description of the colour, shape and movement of the snake by using suggestive expressions. The snake was of yellow-brown colour, the kind of snakes which are considered to be poisonous in Sicily. He had straight gums, a 'straight' mouth and a soft belly. He had a long slack body. His movements were relaxed and leisurely.

Q4. Describe the way of the snake's drinking at the water-trough.

Ans. The snake had come to the poet's water-trough to quench his thirst on a very hot day. He rested his throat upon the stone where the water had dripped from the tap in small drops. He sipped with his straight mouth. He softly drank through his straight gums into his slack long body. He lifted his head from his drinking as cattle do and looked at the poet vaguely as the drinking cattle do.

Q5. Describe the day and atmosphere on which the snake emerged from the 'burning bowels' of the earth.

Ans. The day on which the snake appeared was a very hot day. It was a hot day of Sicilian July. The active volcano was smoking. The snake emerged from the burning bowels of the earth where he lived in exile. Perhaps he could not bear the heat below and came to the water-trough to quench his thirst.

Q6. Do you think the snake was conscious of the poet's presence? Give examples from the text to prove your point. [V. Imp.]

Ans. Yes, the snake was conscious of the poet's presence. He had come to the poet's water-trough before the poet. The poet stood and waited for his turn. The snake lifted his head from his drinking as cattle do. He flickered his two-forked tongue, mused for a second and looked at the poet 'vaguely' as drinking cattle do.

Q7. What did the 'voice of his education' say to the poet? [V. Imp.]

Ans. The 'voice of his education' had shaped his thinking-process. His knowledge about the snakes told him that in Sicily, the yellow-brown snakes were poisonous. Hence, the yellow brown poisonous snake must be killed. If he were a brave man, he must take a stick and kill him at once.

Q8. Describe the dual attitude of the poet towards the snake. How did his natural instincts win over his 'voices of education' in the end?

Ans. The poet certainly showed a dual attitude towards the snake who had come to his water-trough to quench his thirst. His 'voice of education' and knowledge told him that the yellow-brown snake was poisonous and must be killed at once. But his natural instincts told him that he was also fascinated by his presence. He had come there to seek his hospitality. At last, his natural instincts won over and he regretted at his 'vulgar' and 'mean' act of throwing a log at the snake.

Q9. Why was the poet filled with horror and protest when the snake prepared to retreat and bury himself in the 'horrid black' hole? [V. Imp.]

Ans. The poet admitted that he liked the snake. He actually admired his colour, shape and leisurely movements. He was fascinated by his presence at the water-trough. He considered him a 'silent' guest who had come there to seek his hospitality and he felt honoured. But the idea of the snake deliberately going back to the 'horrid black' hole was quite revolting to the poet. He was filled with horror and protest and threw a log of wood at him.

Q10. Don't you think that the act of throwing a log of wood at the snake contained an element of irony in it? Give a reasoned answer.

Ans. The act of throwing a log of wood at the snake was definitely, quite ironical. The poet was quite fascinated by the presence of the snake at the water-trough. He considered him a silent guest who had come there to seek his hospitality. But he did not like the idea of the snake's disappearing into that 'horrid-black' hole again. His conscience revolted and as a protest he threw a log of wood at the snake. Ironically, his 'vulgar' and 'mean' act which he committed in a senseless rush of blood resembled the act of the ancient mariner of the Coleridge's poem.

Q11. Give examples to show that poet liked, admired and respected the snake who had come to his water-trough.

Ans. There are many expressions in the poem which clearly show that the poet loved, admired and even respected the snake. First, 'like a seconder' he kept waiting for his turn as the snake had come before him at the trough. He 'confessed' how he 'liked him'. He 'had come like a guest' to 'seek' his 'hospitality'. He looked around 'like a god'. The poet 'immediately ... regretted' his 'vulgar' and 'mean act' of throwing a log at the snake. The snake was like 'a king in exile' and needed 'to be crowned again'. He had 'something to expiate'—his 'pettiness'.

Q12. Describe the changes in the moods and movements of the snake in the beginning and at the time when he disappeared into that 'horrid-black' hole. Give suitable expressions from the poem to prove your point.

Ans. The moods and movements of the snake changed in the changed circumstances. In the beginning he seems to be in a relaxed mood and his movements are also relaxed and leisurely. He sipped and 'softly drank' into his 'slack long body silently'. But when the poet threw a log at him his moods and movements changed suddenly. He 'convulsed in undignified haste' and 'writhed like lightning'. He disappeared all of a sudden into the horrid black hole.

Q13. The poet experienced feelings of self-derision, guilt and regret after hitting the snake. Why did he feel so? Give examples from the text to prove your point.

[V. Imp.]

Ans. The poet threw a log of wood at the snake but the very next moment he regretted it. He was filled with self-derision, guilt and regret after hitting the snake. He thought that his act was 'paltry', 'vulgar' and 'mean'. He 'despised' himself and his 'accursed human education'. He had thrown the log at the snake who had come there to seek his hospitality. He had committed a sin and must expiate for it.

Q14. Why does the poet refer to the albatross? Do you find some similarity between the act of the poet and the act of the ancient mariner in Coleridge's poem? Give a reasoned answer. [V. Imp.]

Ans. Both the poet and the ancient mariner had committed a sin against humanity and nature. The ancient mariner had killed an innocent and auspicious bird, the albatross. Here, the poet acts like the old mariner. In a fit of senseless 'protest' or anger, he throws a log at the snake. He had come to his water-trough to seek his hospitality. Both of them commit a sin and repent afterwards for their 'vulgar' and mean act.

Q15. The poet says that he has to expiate something. What is that and why does he decide to do that? [Imp.]

Ans. The poet experiences feelings of self-derision, guilt and regret after throwing a log of wood at the snake. The snake had come there to quench his thirst and seek his hospitality. The poet acts in a senseless fit of anger. He realises that his act is 'vulgar' and mean. He realises that he has 'something to expiate'. It is his 'pettiness' that made him throw a log at the snake and he must atone for it.

II. VALUE-BASED LONG ANSWER QUESTIONS (80-100 Words)

Q1. Describe the conflict between civilized social education (the voices of education) and natural human instincts of the poet when he encountered the snake at his water-trough. What was the ultimate result? [V. Imp.]

Ans. D.H. Lawrence presents the dual response that is evoked when the poet encounters the snake at his water-trough. Actually, it is the conflict between civilized social education or the worldly knowledge and understanding and his natural human instincts. Ultimately, his natural human instincts prevail upon him. He repents at his worthless, 'vulgar' and 'mean' act of throwing a log of wood at the snake.

In the beginning, the poet is quite fascinated by the presence of the snake. The snake had come to the water-trough to quench his thirst on a hot day in July. However, the poet realises that the snake has the first right to drink water. He came there before him. He is soon torn between two contrasting emotions. The voices of his education tell him that the yellow-brown snake is poisonous and must be killed. But he is honoured that the snake has come there to seek his hospitality. The snake finishes drinking and seems to be satisfied. He withdraws himself, puts his head into the black hole and prepares to depart. The poet doesn't like that the snake should go back into the horrid black hole. He protests and in a fit of anger throws a log of wood at the snake.

The poet repents immediately at his 'paltry', 'vulgar' and 'mean' act of throwing a log at the snake. He thinks of albatross who was killed by the ancient mariner in a fit of anger. Now he admires and realises the true glory and grandeur of the king in exile. He has something to expiate. It is his 'pettiness'.

Q2. Describe the moods and movements of the snake in the beginning and after a log of wood was thrown at him. Also describe the changing emotions of the poet at different times. Why does the poet regret and despise himself? [V. Imp.]

Ans. The moods and movements of the snake are not the same. In the beginning, he seems to be in a relaxed mood. So are his movements. He rests his throat upon the stone and 'softly' drinks through his straight gums into his 'slack long body'. He is not at all in 'undignified haste'. He lifts his head from his drinking looking vaguely at the poet as drinking cattle do. He drinks enough. No doubt, he is conscious of the poet's presence but he doesn't seem to be worried or scared. He leisurely withdraws his long body and enters his head into the black hole. But his mood and movement are changed the moment the poet throws a log of wood at him. Suddenly that part which is left behind makes a 'violent' movement. He is in 'undignified haste'. He twists and turns like lightning and disappears at once into the black hole.

The poet also shows different emotions at different occasions. He is fascinated by the presence of the snake at his water-trough. He waits for his turn as the snake came first at the trough. But his voices of education tell him that the yellow-brown snake is poisonous and must be killed. No doubt, he is afraid of him but he feels honoured that the snake has come to seek his hospitality. The poet is enraged when the snake prepares to go back in to the blackness. He protests and in a fit of anger throws a log of wood at the snake. The poet regrets immediately at his 'vulgar' and 'mean' act. He starts 'despising' himself. He wishes the snake to come back. In the end the poet feels that he has 'something to expiate' and it is his 'pettiness'.

Q3. Natural human instinct or conscience ultimately won over the 'voices of education'. How? After the incident when the poet encountered the snake at his water-trough, he writes a letter to his friend. He describes the conflict he was subjected to while the snake was at the trough and also regrets his 'mean' and 'vulgar' act. Reproduce that letter here in about 80-100 words.

Ans. 12, Hudson Road

London

20th March, 20xx

Dear Harry

Strange are the ways of God. On a hot day in July a snake came out of a crack in the earth-wall to my water-trough. Naturally, he had come there to quench his thirst. I also reached there with my pitcher. I decided to wait for my turn as the snake was the first to come there. He drank to his satisfaction. It was a yellow-brown snake and the voices of my education told me that the yellow-brown snake was poisonous and must be killed at once. No doubt, I was afraid of the snake but I felt honoured by his presence. He had come there to seek my hospitality. After he had drunk to his satisfaction, that snake withdrew his slack long body and prepared to go. He put his head into the black hole. This enraged me. I protested. I didn't like the idea of the snake going back into the blackness. So in a fit of anger or you can call it the rush of the blood, I threw a log of wood at the snake.

O' Lord! What had I done? I, regretted at once at my 'vulgar' and 'mean' act. I started despising myself. The snake appeared to be a 'king in exile' and had come there to seek my hospitality. Naturally, I had to expiate—and it was my pettiness.

Yours sincerely

D. H. Lawrence

TEST YOUR SKILLS

I. SHORT ANSWER TYPE QUESTIONS

1. Where did the snake come from and why?
2. Describe how the snake drank at the water-trough.
3. Why did the poet stand and wait? What does it show about the nature of the poet?
4. Describe the day on which the snake emerged from the 'burning bowels' of the earth.
5. Describe the colour, shape and size of the snake. Why do the voices of education urge the poet to kill him at once?
6. What does the poet confess? Why does he feel honoured?
7. Describe the movements of the snake in the beginning and after the poet threw a log of wood at him.
8. Describe the 'horror' and 'a sort of protest' the poet felt when the snake put his head into the black hole.
9. What was the result of 'protest' and the feeling of 'horror' and why did the poet repent afterwards?
10. Why did the poet call his act 'paltry', 'vulgar' and 'mean'?
11. Why did he remember the albatross?
12. The poet has something to expiate. What and why?

II. VALUE-BASED LONG ANSWER QUESTIONS

1. The poet suffered from contradictory emotions in the poem. How did he resolve and with what effect?
2. Why and how did the poet miss his 'chance with one of the lords of life'? What had he expiate to?
3. The poet makes a diary-entry describing his 'vulgar' and mean act and his self derision, sense of guilt and repentance afterwards. Reproduce that entry in about 100 words in your own language.



LITERATURE READER—DRAMA

D2 ■■■

Julius Caesar

William Shakespeare

Lesson at a Glance

- Caesar's wife Calpurnia sees a bad dream and asks Caesar not to go to the Capitol.
- Most unnatural and horrid sights were seen by the watchman.
- A lioness gave birth in the streets. The sky rained blood on the Capitol. Graves opened and dead bodies came out of the graves.
- Fiery warriors fought on the clouds and ghosts wandered and shrieked.
- Calpurnia says that these ill-omens signal death and disaster.
- Caesar is adamant on going out but relents and stays at home when Calpurnia begs on her knees.
- Decius Brutus comes to take Caesar to the senate-house where the conspirators are in ambush to murder Caesar.
- Caesar describes that Calpurnia saw in her dream blood rushing out of his statue through a hundred spouts.
- Lusty Romans were bathing their hands in Caesar's blood.
- Decius deliberately gives a flattering interpretation to Calpurnia's dream. He tells that her dream was fair and fortunate.
- Caesar's blood will bring a new life and vitality to Rome. Important people will preserve Caesar's belongings as holy relics and memorials.
- Metellus Cimber prays Caesar to revoke the order of his brother's exile.
- Caesar remains firm and chides Cimber for his 'low courtesies'.
- Caesar is surrounded by the conspirators. Casca is the first to strike and then follow the others.
- When Caesar sees Marcus Brutus stabbing him, Caesar utters in disbelief. "Even you, Brutus!" Caesar dies.
- The conspirators cry. "Liberty! Freedom! Tyranny is Dead!"
- Mark Antony makes peace with the conspirators but wants to be satisfied with the reasons of Caesar's death.
- Brutus assures Antony of his personal safety. He allows Antony to speak at Caesar's funeral after him. But he is not to speak against the conspirators.
- Brutus tries to justify to the Roman mob the murder of Caesar. He killed Caesar not because he loved him less. He killed him because he loved Rome more than Caesar.
- Brutus says that Caesar was killed because he was ambitious.
- If his growing power was not checked, all the Romans would become bondmen and slaves.

- The mob is satisfied with Brutus's arguments. One of them cries : "Let him be Caesar".
- Antony is left alone with the mob. He is a wonderful orator who knows how to arouse the basic sentiments and passions of the mob.
- Antony creates sympathy for Caesar. He tries to prove that Caesar was not ambitious. He was offered the crown thrice but he refused to accept it every time.
- Caesar wept with the poor. He brought so many captives and enriched the treasury by his conquests.
- Antony reads Caesar's will. Caesar left his private parks and orchards open for the people. The people of Rome were his heirs. He left 75 drachmas for every Roman in his Will.
- Antony proves that Caesar was not ambitious and Brutus and other conspirators were liars and murderers.
- The Roman mob is excited and agitated. They cry "Most noble Caesar ! We'll avenge his death".
- The people run after the conspirators and set out to burn their houses.

SUMMARY OF THE LESSON

A very influential and powerful section of the senators are jealous of the rising power and glory of Julius Caesar. Cassius, a master schemer, hatches a conspiracy to eliminate Caesar. He is backed by several others like Casca and Cimber. To give legitimacy to their dark designs, they finally rope in Brutus. Brutus is the most trusted and respected man in Rome. Brutus, the idealist joins the conspiracy feeling that Caesar's murder is necessary for the freedom of Rome and republicanism. Ironically, Caesar is murdered at the foot of his rival Pompey's statue. Antony, a trusted friend and confidant of Caesar, is a master manipulator and a matchless orator. He arouses the basic passions of the Roman mob. He is able to create sympathy for Caesar and directs the anger and hatred of the mob against the conspirators.

[**NOTE:** Shakespeare's famous play, 'Julius Caesar' is in five acts. The extracts given in this abridged version cover only the important incidents happening just before Caesar's murder and ending with Antony's funeral speech in which he turns the tide against the conspirators.]

(**नोट:** Sakespeare का प्रसिद्ध नाटक 'जूलियस सीज़र' पाँच अंकों (Acts) में है। इस संक्षिप्त संस्करण में दिये गये उद्धरण, केवल सीज़र की मौत से पहले घटी घटनाओं को लेते हुए, Antony द्वारा कैसे षडयंत्रकारियों के विरुद्ध पास पलट दिया जाता है, वहीं सीज़र के दाह-संस्कार पर, तक सीमित है।)

► Calpurnia Cries Thrice in Sleep

It is quite a disturbing night. Neither heaven (sky) nor earth have been at peace. Calpurnia, Caesar's wife cried out in sleep thrice : "Help, ho! they murder Caesar!" She requests Caesar not to go to the Capitol that day.

► Calpurnia तीन बार नींद में चीख उठती है

काफी परेशानी वाली रात है न तो आसमान और न ही पृथ्वी शांत रहे हैं। सीज़र की पत्नी Calpurnia तीन बार नींद में चीख उठती है : "मदद करो, हो ! वे Caesar को मार रहे हैं !" वह Caesar से प्रार्थना करती है कि वह उस दिन संसद-भवन न जाये।

► Most Unnatural and Horrid Sights

Calpurnia recounts horrid sights seen by the watchman. A lioness gives birth in the streets. Graves open. The dead bodies come

► बहुत अप्राकृतिक एवं भयानक नजारों

Calpurnia चौकीदार (पहरेदार) द्वारा देखे गये भयानक नजारों का वर्णन करती है। एक शेरनी गलियों में जन्म देती है। कब्रें खुल जाती हैं। लाशें बाहर आ जाती हैं। उग्र योद्धा ठीक युद्ध

out. Fiery warriors fight upon the clouds in the right form of war. The sky drizzles blood upon the Capitol. Horses neigh and dying men groan. Ghosts 'Shriek and squeal' about the streets. All such ill-omens and horrid sights are the most unnatural. They signify only deaths and disasters. These predictions can not be taken lightly.

► Caesar Adamant on going

Caesar doesn't give any importance to such omens. He says that things that threaten him will vanish when they see his face. And what is proposed by the mighty gods can't be avoided. He is not a coward. The valiant never 'taste of death but once.' Moreover, these ill-omens and predictions are for the general and not, particularly, meant for Caesar alone. But when Calpurnia begs on her knees, Caesar relents. He decides to stay at home.

► Caesar Narrates Calpurnia's Dream to Decius Brutus

Decius Brutus, one of the conspirators, comes to take Caesar to the senate house. He has to make Caesar go to the Capitol at any cost. Brutus, Cassius and other conspirators are in ambush to murder Caesar there.

Caesar tells Decius that he is staying at home that day. His wife Calpurnia saw a bad dream last night. She saw Caesar's statue rushing out blood through many spouts. Lusty smiling Romans were bathing their hands in Caesar's blood. She interprets that these ill omens may bring danger and death to her husband.

► Decius Brutus Gives A Flattering Interpretation to Calpurnia's Dream

Decius Brutus deliberately gives a flattering twist to Calpurnia's dream. He declares that her dream is fair and auspicious. Caesar's blood will give a new life, vigour and vitality to Rome. He will be worshipped as a hero, martyr and saint. Romans will compete to get his belongings.

के रूप में बादलों के ऊपर युद्ध करते हैं। आसमान से सीनेट-हाऊस के ऊपर खून की बारिश होती है। घोड़े हिनहिनाते हैं और मरते हुए लोग कराहते हैं। भूत चीखते हैं और गलियों में बिलबिलाते हैं। इस प्रकार के अशुभ लक्षण और भयानक नजारे बहुत ही अप्राकृतिक हैं। वे केवल मौत और विनाश के सूचक हैं। इन भविष्यवाणियों को हल्के ढंग से नहीं लिया जा सकता।

► सीजर जाने की जिद लगाता है

सीजर ऐसे लक्षणों को कोई महत्त्व नहीं देता। वह कहता है कि जो चीजें उसे डराती हैं वे जैसे ही उसका सामना करेंगी तो गायब हो जायेंगी। और जो शक्तिशाली देवताओं की मंशा है, उसे टाला नहीं जा सकता। वह कायर नहीं है। बहादुर आदमी मृत्यु का स्वाद केवल एक बार चखते हैं, और फिर, ये अशुभ लक्षण और भविष्यवाणियाँ सब के लिये हैं, सिर्फ अकेले सीजर के लिए नहीं। लेकिन जब Calpurnia अपने घुटनों पर गिर कर याचना करती है, सीजर नरम पड़ जाता है। वह घर पर रुकने का फैसला करता है।

► सीजर Decius Brutus को Calpurnia के स्वप्न का वर्णन करता है

Decius Brutus, जो कि षड्यंत्रकारियों में से एक है, सीजर को सीनेट-हाऊस लेने के लिये आता है। उसे हर हालत में Caesar को सीनेट-हाऊस ले जाना है। वहाँ Caesar का कत्ल करने के लिए Brutus, Cassius और दूसरे षड्यंत्रकारी घात लगाये बैठे हैं।

सीजर Decius को बताता है कि उस दिन वह घर पर ही रुकेगा। उसकी पत्नी Calpurnia ने रात को एक बुरा सपना देखा था। उसने सीजर के बुत की बहुत सी टोंटियों या सुराखों में से खून बाहर निकलता देखा था। तंदरुस्त मुस्कुराते रोम-निवासी सीजर के खून में हाथ धो रहे थे। वह व्याख्या करती है कि ये बुरे लक्षण उसके पति के लिए खतरा या मौत ला सकते हैं।

► Decius Brutus, Calpurnia के स्वप्न की चापलूसीजनक व्याख्या करता है

Decius Brutus जानबूझ कर Calpurnia के स्वप्न को एक चापलूसीजनक मोड़ दे देता है। वह घोषणा करता है कि उसका स्वप्न उचित और शुभ है। सीजर का खून रोम को एक नया जीवन, बल और शक्ति प्रदान करेगा। वह एक महानायक, शहीद और एक संत के रूप में पूजा जायेगा। रोम निवासी उसकी चीजों को प्राप्त करने के लिए एक दूसरे से

They will preserve them as holy relics, memorials and mementos. Then he injures Caesar's inflated ego. He says that Caesar will make himself a stock of laughter among the senators, if he yields to his wife's false fears. In the end, he throws a bait to feed his hidden ambition. He tells Caesar that the Senate has decided to offer him the crown. The Senators may change their decision if he doesn't go to the Capitol. Caesar chides himself for yielding to his wife's foolish fears. He gets ready to go to the Capitol.

► Caesar is Murdered

Metellus Cimber falls on his knees and requests Caesar to revoke the order of his brother's exile. Caesar gets furious. He chides Cimber for his 'crouchings' and 'low courtesies'. If he doesn't stop them, Caesar will spurn him like a dog out of his way. Cassius and Brutus plead for Cimber's brother but are snubbed. Caesar compares himself to the Pole Star. He is always constant. Hence, he will not revoke his order at any cost. Casca is the first to strike. Then others stab Caesar. When Caesar sees Brutus stabbing him, he utters in disbelief : "Et tu, Brute !" Caesar dies. The conspirators cry "Liberty ! Freedom ! Tyranny is dead !"

► Marcus Brutus Justifies Caesar's Murder; Antony Allowed to Address the Mob

Antony presents himself before the conspirators. He offers himself to be killed there and then with his friend and patron Caesar. Marcus Brutus assures him of his safety. Antony cleverly makes peace with the conspirators and buys time. Brutus grants him the permission to take Caesar's body to the market place and speak at Caesar's funeral. Cassius objects it but is overruled by the idealist Brutus. Antony is to speak after Brutus. He is not to utter a word against the conspirators. Brutus speaks first and tries to justify the

होड़ (प्रतिस्पर्द्धा) करेंगे। वे उन्हें पवित्र अवशेषों, यादगारों और समृति चिन्हों के रूप में सुरक्षित रखेंगे। फिर वह सीज़र के फैले हुए, अहम को चोट पहुँचाता है। वह कहता है कि यदि सीज़र अपनी पत्नी के झूठे डरों के सामने समर्पण कर देता है तो वह सीनेट के सदस्यों में हँसी का पात्र बन जायेगा। अन्त में वह उसके अन्दर छुपी हुई महत्वाकांक्षा को पोषित करने के लिए चारा फेंकता है। वह सीज़र को बताता है कि सीनेट ने उसकी ताजपोशी का फैसला कर लिया है। अगर सीज़र सीनेट-हाऊस नहीं जाता है तो, सीनेट अपना फैसला बदल सकती है। सीज़र अपनी पत्नी के मूर्ख डरों के सामने समर्पण करने के लिए स्वयं को ताड़ता है। वह सीनेट-हाऊस जाने के लिए तैयार हो जाता है।

► सीज़र कत्ल कर दिया जाता है

Metellus Cimber पैरों पर गिर जाता है और सीज़र से अपने भाई के देश-निकाला आदेश को वापिस ले लेने की प्रार्थना करता है। सीज़र क्रोधित हो जाता है। वह Cimber को उसके झुकने और तुच्छ अभिवादनों के लिये लताड़ लगाता है। यदि वह उन्हें रोकता नहीं, तो सीज़र उसे अपने रास्ते से कुत्ते की तरह लतिया देगा। Cassius और Brutus भी Cimber के भाई की वकालत करते हैं परन्तु उन्हें भी झिड़क दिया जाता है। सीज़र अपनी तुलना ध्रुवतारे से करता है। वह सदा स्थायी है। इसीलिये, वह अपने हुक्म को कभी भी वापस नहीं लेगा। सबसे पहले Casca वार करता है। फिर दूसरे सीज़र को खंजर घोंपते हैं जब सीज़र Brutus को खंजर घोंपते देखता है तो वह अविश्वास में कहता है : "तुम भी, Brutus !" सीज़र मर जाता है। षड्यंत्रकारी चिल्लाते हैं "आजादी ! स्वतंत्रता ! निरंकुशता मर चुकी है !"

► Marcus Brutus सीज़र के कत्ल को न्यायोचित ठहराता है; Antony को भीड़ को सम्बोधन करने की आज्ञा मिल जाती है

Antony स्वयं को षड्यंत्रकारियों के सम्मुख प्रस्तुत कर देता है। वह स्वयं को उसी समय और वहीं अपने मित्र और संरक्षक सीज़र के साथ मारे जाने के लिए प्रस्तुत करता है। Marcus Brutus उसे, उसकी सुरक्षा का आश्वासन देता है। Antony चालाकी से षड्यंत्रकारियों से शांति कर समय ले लेता है। Brutus उसे सीज़र की लाश को मार्केट-स्थान पर ले जाने और Caesar के दाह-संस्कार पर बोलने की अनुमति दे देता है। Cassius इसका विरोध करता है परन्तु आदर्शवादी Brutus उसे रद्द कर देता है। Antony को Brutus के बाद बोलना है। उसे षड्यंत्रकारियों के विरुद्ध एक शब्द

murder of Caesar. He says that he has no personal grudge or enmity against Caesar. He doesn't love Caesar less than anybody else. He murdered Caesar not because he loved Caesar less. He murdered Caesar because he loved Rome more than Caesar. Caesar was becoming too powerful and ambitious. His growing ambition was a threat to the freedom of Rome and republicanism. If he was not eliminated, all Romans would be reduced to bondmen and slaves. The mob is convinced. One of them even shouts. "Let him (Brutus) be Caesar."

► Antony's Speech—A Master piece of Public Oratory

Mark Antony's speech at Caesar's funeral is a perfect masterpiece of public oratory. He is pained to see the greatest conqueror of his times reduced to that "bleeding piece of earth". He calls the conspirators as "butchers". He forecasts death and destruction in Rome. There will be riots and a civil war in Italy. Caesar's spirit will wander for revenge. Antony asks the people to make a ring around Caesar's dead body. He shows them the holes in Caesar's cloak and wounds on his dead body. The "most unkindest cut" was made by the dagger of Caesar's angel, Brutus. Then step by step, Antony tries to prove that Caesar was not at all ambitious. He tells them how Caesar refused the crown everytime when it was offered to him thrice. He could convince them that 'honourable' Brutus was actually, a liar and a murderer.

► Antony Shows Caesar's Will

The master orator, Mark Antony, keeps the mob spell-bound with his eloquence and dramatics. He very cleverly mentions that he has Caesar's will with him but will not read it. If he reads it, the people will be incited. And he is under an oath not to speak against the conspirators. The mob is agitated. They shout that Antony should read the will. This is exactly what Antony

भी नहीं कहना है। Brutus पहले बोलता है और सीज़र के कत्ल को न्यायोचित सिद्ध करने का प्रयत्न करता है। वह कहता है कि उसकी सीज़र से कोई व्यक्तिगत रंजिश या दुश्मनी नहीं है। वह किसी से भी सीज़र को कम प्यार नहीं करता। उसने सीज़र को इसलिये नहीं मारा कि वह उससे कम प्यार करता था। उसने सीज़र को इसलिये मारा क्योंकि वह रोम को सीज़र से अधिक प्यार करता था। सीज़र अत्यधिक शक्तिशाली और महत्वाकांक्षी बन रहा था। उसकी बढ़ती हुई महत्वाकांक्षा रोम और (गणतंत्र) के लिए एक खतरा थी। यदि उसे हटाया नहीं गया तो सभी रोमवासी उसके दास और गुलाम बन कर रह जायेंगे। भीड़ संतुष्ट हो जाती है। उनमें से एक चिल्लाता है : "उसे (Brutus को) सीज़र बनने दो।"

► Antony का भाषण—जन भाषण कला का उत्कृष्ट नमूना

सीज़र के दाह संस्कार पर Mark Antony का भाषण जन भाषण कला का एक सम्पूर्ण उत्कृष्ट नमूना है। उसे यह जान कर दुःख पहुँचता है कि अपने समय का सबसे बड़ा विजेता सिर्फ "खून से धंसे जमीन के छोटे से टुकड़े" मात्र में सिमट कर रह गया है। वह षड्यंत्रकारियों को "कसाई" कहता है। वह रोम में मौत और बर्बादी की भविष्यवाणी करता है। इटली में दंगे और गृहयुद्ध होगा। सीज़र की आत्मा बदला लेने के लिये भटकेगी। Antony भीड़ को सीज़र के शव के चारों ओर एक घेरा बना लेने के लिए कहता है। वह सीज़र के चोगे में हुए सुराखों और उसकी लाश में हुए घावों को उन्हें दिखाता है।

"सबसे निर्दयी कटाव" सीज़र के फरिश्ते, Brutus के खंजर के द्वारा किया गया। फिर धीरे-धीरे Antony सिद्ध करने का प्रयत्न करता है कि सीज़र बिल्कुल भी महत्वाकांक्षी नहीं था। वह उन्हें बताता है कि किस प्रकार सीज़र ने उस ताज को हर बार स्वीकार करने से इन्कार कर दिया जिसे तीन बार उसे भेंट किया गया था। वह लोगों को यह समझा पाया कि 'इज्जतदार' Brutus वास्तव में झूठा और एक कातिल था।

► Antony सीज़र का वसीयतनामा दिखाता है

माहिर वक्ता, Mark Antony अपनी धारा प्रवाहिता और नाटकीयता से भीड़ को मंत्र-मुग्ध रखता है। वह बहुत चालाकी से यह जिक्र करता है कि उसके पास सीज़र का वसीयतनामा है लेकिन वह उसे पढ़ेगा नहीं। यदि वह उसे पढ़ता है, तो लोग उत्तेजित हो जायेंगे। और उसे षड्यंत्रकारियों के विरुद्ध न बोलने की शपथ दिलायी गयी है। भीड़ उत्तेजित हो जाती है। वे चिल्लाते हैं कि Antony सीज़र का वसीयतनामा पढ़े। ठीक यही तो Antony चाहता है। वह उन्हें बताता है कि

wants. He tells that Caesar has left open, all his 'walks, private parks and orchards for the common pleasures. He has made Romans as his 'heirs'. He has left seventy five drachmas for every Roman.

► Mob Incited and Agitated

Antony's historical speech achieves its aim. He has been able to create sympathy for Caesar. The mob is convinced that Caesar was not ambitious. He was generous and caring. Brutus was a liar and a murderer. The mob is incited and agitated. They cry: 'Most noble Caesar ! We'll revenge his death'. They run after the conspirators and get ready to burn their houses.

सीजर ने सभी अपने भ्रमण-स्थान, व्यक्तिगत पार्क और बगीचे जनता के आनन्द मनाने के लिये खोल दिये हैं। उसने रोम-निवासियों को अपना उत्तराधिकारी बनाया है। उसने हर रोमवासी के लिए 75 दिरहम रख छोड़े हैं।

► भीड़ उग्र और उत्तेजित हो जाती है

Antony का ऐतिहासिक भाषण अपना उद्देश्य पूरा कर लेता है। वह सीजर के प्रति भीड़ की सहानुभूति प्राप्त कर लेता है। भीड़ सन्तुष्ट हो जाती है कि सीजर महत्वाकांक्षी नहीं था। वह उदार और उनका ध्यान रखने वाला था। Brutus एक झूठा और कातिल था। भीड़ उग्र और उत्तेजित हो जाती है। लोग चिल्लाते हैं ; "सबसे नेक सीजर ! हम उसकी मौत का बदला लेंगे।" वे षड्यंत्रकारियों के पीछे दौड़ते हैं और उनके मकान जलाने के लिये तैयार हो जाते हैं।

ENRICH YOUR VOCABULARY

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At peace—at rest, शांति से, आराम से। **Walk forth**—go out, बाहर जाएँगे। **Stir**—move, go, हिलना, जाना। **threatened**—gave threat, डराया। **Vanished**—disappeared, गायब हो जाती हैं। **Stood on ceremonies**—(here) never paid much attention to omens and forecasts, कभी भी सगुन लक्षणों और भविष्यवाणियों पर ध्यान नहीं देती। **Frighten**—scare, डराती हैं। **Recounts**—recollects, याद दिलाती है। **Horrid**—horrible, भयानक। **Watch**—watchman, चौकीदार। **Whelped**—gave birth, जन्म दिया। **Yawned**—opened, खुल गयी हैं। **Yielded**—coming out, बाहर निकलते हुए। **Dead**—dead bodies, मृत-शरीर। **Fierce**—fearful, प्रचण्ड, डरावने। **Warriors**—fighters, योद्धा। **Ranks and squadron**—according to ranks and in proper lines, in perfect order, रैंक और स्थान के अनुसार, पूर्ण क्रमानुसार। **Right form of war**—correct battle order, ठीक युद्ध व्यवस्था के अनुसार। **Drizzled**—rained, बारिश की। **Capitol**—Parliament House, संसद भवन। **Hurtled**—clashed, टकराते थे। **Neigh**—sound of horses, हिनहिनाना। **Groan**—cried in pain, कराहे। **Shriek and squeal**—cried, चीखे-चिल्लाये। **Beyond all use**—most unnatural, पूरे रूप से अप्राकृतिक। **What can be avoided**—it can't be avoided, उसे टाला नहीं जा सकता। **End**—(here) happening, होना। **Purposed**—designed, planned, रच रखा है। **Mighty**—powerful, शक्तिशाली। **Predictions**—foretelling, भविष्यवाणियाँ। **World in general**—for all the people, सभी के लिए, सर्व-सामान्य के लिए। **Comets**—bright objects in space with a long tail, धूमकेतु। **Heavens**—heavenly bodies/stars, आसमान में तारे इत्यादि। **Blaze**—burn, जलते हैं। **Valiant**—brave, बहादुर। **Taste**—experience, अनुभव करते हैं। **But once**—only once, केवल एक बार। **Necessary end**—inevitable end of life, जीवन का न टाला जाने वाला अंत। **Alas**—sorry, अफसोस।

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Consumed—eaten away, खर्च हो गयी है, खत्म हो गयी है। **Confidence**—(here) overconfidence, अतिविश्वास। **Not your own**—not your own fear, तुम्हारा अपना डर नहीं। **Let me prevail**—let me

have my say, obey me in this matter, मेरी बात मान जाओ, इस मामले में मेरा कहना मान जाओ। **Humour**—(here) mood/whim, मूड/सनक। **Hail**—welcome, स्वागत। **Fetch**—bring, लाना। **Senate**—Parliament House, संसद भवन। **Very happy time**—just at the right time, बिल्कुल ठीक समय पर। **Bear**—take, ले जाओ। **Greeting**—compliment, अभिवादन। **Stretched**—expanded, फैलाई थी। **Grey beards**—old people with grey hair and beards, सफेद बालों और दाढ़ियों वाले बूढ़े। **Cause**—reason, कारण। **Stays me at home**—keeps me to stay at home, मुझे घर पर रखना चाहती है। **Statue**—image made of stone, बुत। **Spouts**—openings, टोंटियाँ। **Lusty**—vigorous, young and powerful, ताकतवर (नौजवान)। **Portents**—omens, सगुन-लक्षण। **Imminent**—befalling soon, बिल्कुल ऊपर है, सिर पर है। **Amiss**—wrongly, गलत ढंग से। **Interpreted**—explained, expounded, व्याख्या की गयी है। **Vision**—dream, स्वप्न। **Fair**—proper, सही। **Fortunate**—(here) auspicious, शुभ। **Spouting blood**—blood coming out in many openings, बहुत से सुराखों से खून आता है। **Pipes**—openings, holes, नालियाँ, सुराख। **Signifies**—indicates, दर्शाता है। **Suck**—receive, take in, लेगा, प्राप्त करेगा। **Reviving**—bringing a new life, नवजीवन देने वाला। **Reviving blood**—(here) Caesar's blood that will give a new life to Rome, सीज़र का खून जो रोम को नवजीवन देगा। **Great men**—great and important men of Rome, रोम के महान व्यक्ति। **Press**—crowd round, लोगों की भीड़ तुम्हें घेर लेगी। **Tinctures**—stains of Caesar's blood, सीज़र के खून के दाग। **Stains**—stains of blood, खून के दाग। **Relics**—mementos, यादगार चिन्ह। **Cognizance**—the process by which you recognize or understand something, समझना।

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Signified—explained, represented, व्याख्या करता है या प्रतीक है। **Expounded**—explained, व्याख्या की। **Concluded**—decided, फैसला किया है। **Yield**—surrendered, (के आगे) झुक गया था। **Robe**—dress/cloak, पोशाक/चोगा। **Every like is not the same**—every appearance is not its reality, हर चीज जो जैसी दिखायी देती है, वह उसकी वास्तविकता नहीं होती। **Yearns**—(here) grieves, दुःखी है। **Prevent**—stop, मना करूँ। **Crouchings**—bowings, bending low, झुकना, नीचे मुड़ना। **Lowly**—while lowing, low, झुकने वाली, घटिया झुकना। **Courtesies**—stoopings, झुक के अभिवादन करना। **Might**—perhaps, शायद। **Fire**—incite, उत्तेजित कर दे। **Blood**—(here) pride, घमंड। **Pre-ordinance**—decision already taken, पहले का लिया गया फैसला। **First decree**—orders already given, पहले के दिये हुए आदेश। **Law of children**—childish laws, बच्चों का खेल/कानून। **By decree**—by official order, सरकारी आदेशानुसार। **Banished**—exiled, देश से बाहर निकाला गया। **Fawn**—flatter, चापलूसी करना। **Spurn**—kick, ठोकर मारता हूँ। **Cur**—dog, कुत्ता। **Doth not wrong**—does no wrong, कोई गलती नहीं करता। **Without cause**—without a (solid) reason, बिना किसी (ठोस) कारण के।

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Repeal—cancelling of the order, हुक्म को रद्द करना। **Enfranchisement**—(here) right of citizenship, नागरिकता का अधिकार। **Moved**—influenced, melted, पिघल जाता, असर हो जाता। **If I could pray to me**—if I pray to move or influence anybody, यदि मैं किसी को पिघलाने या प्रभावित करने की प्रार्थना करता हूँ। **Move me**—melt my heart, influence me, मेरा दिल पिघलाये या मुझे प्रभावित करे। **Constant**—firm, fixed, स्थिर। **Northern star**—the pole star, ध्रुव तारा। **True-fixed**—permanently fixed, स्थायी रूप से स्थिर। **Resting**—stability, स्थिरता। **No fellow**—no other star, कोई दूसरा तारा नहीं। **Firmament**—sky, आकाश। **Constant**—firm, दृढ़। **Keep him so**—keep him

exiled, उसे देश निकाला देकर। **Et tu, Brutus**—Even you, Brutus, ब्रूटस, तुम भी। **Tyranny**—unfair control (by a dictator), अन्याय पूर्ण नियंत्रण (डिक्टेटर के द्वारा)। **Proclaim**—declare, घोषणा कर दो। **Pulpits**—stages, platforms, मंच, स्टेज। **Conquests**—victories, विजय। **Triumph**—victories, विजय। **Spoils**—trophies of victory, विजय-द्राफियाँ। **Shrunk**—reduced, सिकुड़ गयी हैं। **This little measure**—this little piece of ground on which your body lies, इस जमीन के छोटे से टुकड़े पर जहाँ तुम्हारी लाश पड़ी है। **Intend**—want to do, क्या करना चाहते हो। **Who else must be let blood**—who else is to be killed, और किस को मारा जाना है। **If I myself**—if I am to be killed, यदि मुझे मारा जाना है। **No hour**—no time, कोई भी समय नहीं। **So fit**—so proper, उतना उचित/सही। **Instrument**—weapon, हथियार। **Of half that worth**—of half the value, आधी कीमत भी नहीं है। **Made rich**—(here) purified, made holy, शुद्ध हो गयी, पवित्र हो गयी। **Most noble blood**—blood of the noblest man of the world, संसार के सबसे नेक आदमी का खून। **Beseech you**—request you, विनती करता है। **Bear me hard**—bear a grudge against me, मुझसे विद्वेष है। **Purpled hands**—hands stained with the fresh blood, ताजे खून से सने हाथ। **Reek**—stench/smell, गंध आती है। **Smoke**—smoke rising from the fresh blood, ताजा खून से धुआँ उठता हुआ। **Pleasure**—desire, इच्छा।

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Apt—proper, उचित। **Means of death**—weapons of death/way of death, मौत का तरीका/मारने का हथियार। **Cut off**—killed, मारा गया। **The choice**—the choice of the whole world (Caesar), सारे संसार की पसंद सीजर। **Master**—dominating, greatest, प्रभुत्ववान, महानतम। **Master spirit of the age**—highest soul (man) of his times, अपने काल की महानतम हस्ती। **Appear**—seem, look, प्रतीत हो रहे हैं। **Bloody and cruel**—murderous and cruel persons, कातिल और बेरहम व्यक्ति। **Our hearts you see not**—you don't see our hearts which are full of noble motives, तुम उच्च उद्देश्यों से परिपूर्ण हमारे हृदय नहीं देख पा रहे। **They**—(our) hearts, हमारे दिल। **Pitiful**—full of pity and sympathy, दया और सहानुभूति से भरे हुए। **General wrong of Rome**—injustice done to the common men of Rome, रोम के आम लोगों के प्रति किये गये अन्याय। **As fire drives out fire, so pity**—as one fire puts out another fire, similarly our pity for the wronged people of Rome killed our pity for Caesar, जैसा कि एक आग दूसरी आग को बुझा देती है, ठीक वैसे ही, रोम के आम लोगों के प्रति हमारी दया ने (जिन के प्रति निरंकुश सीजर ने अन्याय किया था) सीजर के प्रति हमारी दया को खत्म कर दिया। **Done this deed**—committed the murder of Caesar, सीजर का कत्ल किया। **For your part**—so far you are concerned, जहाँ तक तुम्हारा सम्बंध है। **Swords have leaden point**—our swords have become so blunt that they can't kill you, हमारी तलवारें, तुम्हारे लिये इतनी खूंडी बन गयी हैं कि वे तुम्हें नहीं काट सकतीं। **(Our arms) In strength of malice**—our hands may look full of bad intentions, full of enmity, हमारे हाथ तुम्हें बुरे इरादे के लिए दिखायी दें, शत्रुता से पूर्ण। **Brother's temper**—full of brotherly love, भाई के प्यार से भरपूर। **Receive you**—welcome you, तुम्हारा स्वागत करते हैं। **Reverence**—respect, सम्मान। **Disposing of**—(here) distributing, बाँटने में। **New dignities**—new honours/positions, नये सम्मान! पदवियाँ। **Render**—give, दो। **Bloody**—full of blood, खून से सना। **Credit**—reputation/honour, सम्मान, शौहरत। **Stand on such slippery ground**—my reputation is not established firmly, it is shaky, मेरा सम्मान पूर्ण रूप से स्थापित नहीं अपितु अस्थिर है। **Spirit**—(here) soul, आत्मा। **Grieve thee**—will not you feel grieved?, क्या तुम्हें दुख नहीं पहुँचेगा?। **Dearer than thy death**—you will be more grieved than you felt grieved at your treacherous murder, तुम्हें धोखे से किये गये अपने खुद के कत्ल से इतना दुख नहीं पहुँचा होगा जितना कि तुम्हें अब यह जानकर पहुँचेगा। **Making his peace**—Antony making a compromise with Caesar's

murderers, सीज़र के कातिलों के साथ समझौता कर रहा है। **Thy foes**—your (Caesar's) enemies, तुम्हारे सीज़र के शत्रु। **In the presence of**—in front of, के सामने। **Thy corse**—your dead body, तुम्हारे मृत शरीर/लाश के। **Pardon me**—excuse me, मुझे क्षमा करें। **The Enemies of Caesar shall say this**—even enemies of Caesar will utter these words of praise, सीज़र के दुश्मन भी उसके बारे में प्रशंसा के ये शब्द कहेंगे। **Cold modesty**—an ordinary formality, एक आम औपचारिकता। **Compact**—agreement, समझौता। **Mean you**—want you, तुम चाहते हो। **Pricked**—written, लिखा जाना।

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Swayed from the point—moved away from the main point or purpose, मुख्य मुद्दे या उद्देश्य से भटक गया था। **Give me reason**—tell me the reasons why you murdered Caesar, मुझे वे कारण बताओगे जिनकी वजह से तुमने सीज़र को मारा। **Good regard**—serious consideration/good and sufficient reasons, गम्भीर विचार, काफी (ठोस) कारण। **Seek**—want, चाहता हूँ। **Suitor that I**—I make a request/petition, मैं प्रार्थी, आवेदक हूँ। **Produce**—take and show, ले जाकर प्रस्तुत करने की। **Pulpit**—stage, raised platform, मंच, स्टेज। **As becomes a friend**—as is proper for a friend, जैसा कि एक मित्र के लिए उपयुक्त/ठीक है। **Order**—ceremony, उत्सव। **Funeral**—death ceremony, दाह-संस्कार। **Consent**—agree, स्वीकार करना। **People may be moved**—people may be incited, लोग उत्तेजित हो जायेंगे। **Utter**—speak, बोलना। **By your pardon**—with your permission, आपकी आज्ञा लेकर। **Will**—will go, जाऊँगा। **Protest**—oppose, विरोध करना। **Leave**—permission, आज्ञा इजाजत। **What may fall**—what (evil) may happen, क्या (बुरा) घट जाये। **Blame**—criticise, accuse, दोषारोपण, आलोचना। **Devise**—think, सोच (सकते हो)। **Bleeding piece of earth**—the part of earth where Caesar's fresh blood is still flowing, जमीन का वह हिस्सा जहाँ सीज़र का ताजा खून अभी भी बह रहा है। **Meek**—submissive, दबू। **Gentle**—(here) not bold, too soft, बहुत नरम, दबंग नहीं। **Butchers**—murderers (of Caesar), हत्यारों (सीज़र के)।

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Ruins—remains, अवशेष। **Tide of times**—during ages, काल-कालांतर से। **Woe**—cursed, अभिशापित हो। **Shed**—made flow, बहाया। **Costly blood**—rare blood (of Caesar), दुर्लभ खून (सीज़र का)। **Prophecy**—make a forecast, भविष्यवाणी करता हूँ। **Which**—wounds (on Caesar's body), सीज़र के शरीर के जख्म। **Dumb mouths**—Caesar's open wounds can't speak, सीज़र के खुले जख्म बोल नहीं सकते। **Ope**—open, खोल रखे हैं। **Ruby lips**—red lips, लाल होंट। **To beg the voice**—(the wounds) beg that they should be given voice, (जख्म) यह निवेदन करते हैं कि उन्हें आवाज प्राप्त हो जाये। **Utterance of my tongue**—(the wounds of Caesar) demand the voice and speech of Antony, (सीज़र के जख्म) Antony के कथन व भाषण उन्हें दिये जाने की मांग करते हैं। **Curse**—something that causes evil, अभिशाप, बददुआ। **Light**—fall, गिरेगा लगेगा। **Limbs**—bodies, शरीर। **Fury**—riots, दंगे। **Fierce**—terrible, भयानक। **Civil strife**—civil war, गृह युद्ध। **Cumber**—harass, trouble, सतायेगा। **So in use**—so common, आम है। **Dreadful**—fearful, डरावने। **Familiar**—well known, जाना पहचाना। **Behold**—see, देखना। **Infants**—babies, बच्चे। **Quartered with**—cut to pieces, काट के टुकड़े-टुकड़े कर देना। **Pity choked**—pity will disappear, दया लुप्त हो जायेगी। **Custom of fell deeds**—being accustomed (habitual) to cruel deeds, निर्दयी करतूतों की आदी हो जायेगी। **Caesar's spirit**—Caesar's immortal soul, सीज़र की अमर आत्मा। **Ranging**—wandering, भटकते हुए। **Ate**—Greek goddess of revenge, प्रतिशोध की देवी (यूनान की)। **Come out**—coming in great haste, जल्दी से आती हुई।

Confines—regions, areas, क्षेत्र। **With a monarch's voice**—with the authority of a king, राजा की अधिकार शक्ति से। **Havoc**—destruction, बर्बादी। **Let slip**—let loose, खुला छोड़ देना। **Dogs of war**—instruments of war, hunger, fire, famine etc., युद्ध के औजार, भूख, आग, अकाल आदि। **Foul**—evil, wicked, दुष्ट। **Carriage men**—dead bodies, मृत शरीर। **Groaning for burial**—dead bodies coming out of the open grave crying for their burial again, लाशें जो कब्रों से बाहर आ गयी थीं फिर से दफनाये जाने के लिए चीख रही होंगी। **Throng**—crowd, भीड़। **Satisfied**—सन्तुष्ट। **Audience**—spectators, श्रोतागण। **Ascended**—climbed up, ऊपर चढ़ गया। **For my cause**—the cause/mission (For which I killed Caesar), वह उद्देश्य या वजह (जिस के कारण मैंने सीज़र को मारा)। **Believe me for my honour**—believe me because you know I am honourable, मेरा विश्वास करो क्योंकि तुम्हें पता है कि मैं एक भद्र व्यक्ति हूँ। **Censure**—criticise/judge, आलोचना/निर्णय लेना। **Awake your senses**—sharpen your understanding, अपनी समझ तेज कर लो। **Assembly**—gathering, भीड़।

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Had you rather—If you had wished, यदि आप चाहते तो। **Rejoice**—feel happy, खूश हूँ। **Slew**—killed, मार दिया। **Valour**—bravery, बहादुरी। **Base**—low, तुच्छ। **Bondsman**—slave, दास, गुलाम। **Offended**—done a wrong, अन्याय किया है। **Rude**—uncivilized, असभ्य। **Vile**—shameless, बेशर्म। **Pause**—stop, wait, रुकता हूँ, इंतजार करता हूँ। **Do to Brutus**—you can kill Brutus if he is ambitious, तुम Brutus को ऐसे ही मार सकते हो यदि वह Caesar की तरह ही महत्वाकांक्षी हो। **Question**—reason, कारण। **Enrolled**—recorded, रिकार्ड/दर्ज कर लिया गया है। **His glory not extenuated**—Caesar's glories will not be decreased/lessened, सीज़र की शान को कम नहीं आंका जायेगा। **Nor his offence enforced**—Nor Caesar's offence will be exaggerated, न ही Caesar के कसूर को बढ़ा-चढ़ाकर कहा जायेगा। **Benefit**—reward, लाभ/फल। **Commonwealth**—free republic, आजाद गणतंत्र। **Lover**—friend, मित्र। **Triumph**—victory, विजय। **Parts**—qualities, गुण। **Do grace**—honour, सम्मान दो। **Tending**—referring, वर्णन करते हो। **Entreat**—request, प्रार्थना करता हूँ। **Depart**—leave, जाये।

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Save—except, सिवाय। **Tyrant**—one who rules with all power vested in him, निरंकुश। **Rid**—got rid, छुटकारा पा गया। **Lend me your ears**—hear me, मुझे सुनो। **Oft**—often, अक्सर, प्रायः। **Interred**—buried, दफना दिया जाता है। **Grievous**—serious, गम्भीर। **Grievously**—very seriously, गम्भीरता से। **Answer it**—paid for it, इसकी कीमत चुकानी पड़ी। **Leave**—permission, आज्ञा से। **Just**—fair, उचित। **Captives**—prisoners, कैदी। **Ransoms**—money got in exchange of freeing the prisoners, कैदियों को छोड़ने के एवज़ में मिली रकम। **Coffers**—treasure, खजाने। **Stern Stuff**—hard material, कठोर सामान। **Ambition should be made of sterner stuff**—ambitious men are not generous and kind hearted like Caesar, they are made of hard material, महत्वाकांक्षी लोग Caesar की तरह दयालु और उदार हृदयी नहीं होते, वे तो कठोर धातु के बने होते हैं। **Lupercal**—the festival of Lupercal, the god of fertility, Lupercal का त्यौहार, उपजाऊपन का देवता।

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Disprove—prove wrong, गलत साबित करने के लिए। **Withholds**—stops, रोकता है। **Judgement**—good sense, ठीक समझ। **Fled**—flown away, उड़ गयी है। **Brutish beasts**—wild animals, the conspirators, जंगली पशु, षड्यंत्रकारी। **Reason**—reasoning power, तर्क शक्ति। **Bear with me**—

tolerate me, मुझे सहन करो। **Coffin**—box for the dead body, ताबूत। **Mark'd ye his words?**—Did you notice his words? क्या तुमने उसके शब्द नोट किये? **Stood against the world**—None in the world could have opposed him, कोई भी उसका संसार में विरोध नहीं कर सकता था। **None so poor to do him reverence**—even the smallest and poorest men are not ready to show him respect, सबसे गरीब और छोटे आदमी भी आज उसका सम्मान करने के लिए तैयार नहीं है। **Disposed**—intended, चाहता होता, मेरी मंशा होती। **Stir**—incite (the mob), लोगों को भड़काने की। **Mutiny**—rebellion, विद्रोह। **Rage**—anger, गुस्सा। **Wrong the dead**—I may do some wrong to the dead Caesar, मैं मरे हुए Caser के प्रति अन्याय कर सकता हूँ। **Wrong myself**—by not speaking what I know, जो मुझे पता है वह नहीं बोल कर मैं अपने प्रति गलती कर सकता हूँ। **Wrong you**—by allowing you to be deceived by Brutus, तुम्हें Brutus द्वारा धोखा दिये जाने पर। **Parchment**—paper of leather, चर्मपत्र। **Closet**—almirah, अलमारी। **Will**—last testament, वसीयतनामा। **Testament**—Will, नसीहतनामा। **Napkins**—handkerchiefs, रुमाल, नैपकिन। **Sacred**—holy, पवित्र। **Memory**—(as a) memento, यादगार (के रूप में)।

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Bequeathing—leaving for the next generation, अगली पीढ़ी के लिए छोड़ जाओगे। **Rich**—valuable, कीमती। **Legacy**—heritage, धरोहर। **Patience**—wait quietly, सब्र करो। **Meet**—proper, उचित। **You are not wood**—you are not feelingless things like wood (but men of blood and flesh), तुम कोई लकड़ी की तरह भावहीन चीज नहीं (अपितु हाड़माँस के व्यक्ति हो)। **Inflame**—incite, उकसा देगा, गरमा देगा। **Heirs**—inheritors, उत्तराधिकारी। **If you should**—if you know it, यदि तुम्हें इसका पता चल जाये। **O, what would come of it!**—Oh, what will you do after hearing it? ओह, पता नहीं तुम इसे सुनकर क्या कर बैठो। **Make a ring**—stand in a circle, घेरे में खड़े हो जाओ। **Corpse**—dead body (of Caesar), लाश Caesar की। **Descend**—come down, नीचे उतरूँ। **This Mantle**—cloak (of Caesar), चोगा Caesar का। **Nervii**—a warlike tribe defeated by Caesar, Caesar द्वारा हराया गया एक लड़ाकू कबीला। **Dagger**—a long knife, कटार, खंजर। **Through**—through Caesar's body, Caesar के शरीर के आर-पार। **Rent**—hole, सुराख। **Envious**—malicious, दुष्ट। **Stabbed (the dagger)**—thrust into the body, (खंजर) शरीर में धोंप दिया। **Plucked away**—took out, निकाला। **Cursed**—evil, अभिशापित, बुरी। **Steel**—sword, तलवार। **Mark**—notice, नोट करो, देखो। **Rushing out of doors**—(Caesar's blood) came out flowing fast out of his body, (Caesar का) खून उसके शरीर रूपी द्वार से तेजी से बाहर निकला। **To be resolved**—to make sure, यह सुनिश्चित करने के लिए। **Caesar's angel**—Caesar's good angel/friend, Caesar का प्यारा फरिश्ता/मित्र।

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This—this hole, wound, यह सुराख, यह घाव। **Unkindest**—cruel, कठोर, निर्दयी। **Cut**—stabbing, चोट, कटाव। **Saw him stab**—saw Brutus stabbing him, Brutus को वार करते देखा। **Ingratitude**—ungratefulness, betrayal, बेवफाई कृतघ्नता। **Quite**—completely, पूरी तरह से। **Vanquished**—overpowered, defeated, काबू पा लिया, परास्त कर दिया। **Muffling**—covering, ढके हुए। **Which all the while ran blood**—which was all the time covered with Caesar's blood, जो सारे समय Caesar के खून से लथ-पथ रहा। **O, what a fall was there**—fall of Caesar was a great fall. It was fall of Rome and Romans, Caesar का पतन बड़ा पतन था। वह रोमन और रोमवासियों का पतन था। **Bloody treason**—the conspirators who shed blood, षड्यंत्रकारियों ने जिन्हें खून बहाया था। **Flourished over us**—(conspirators) prospered over the common men of Rome, षड्यंत्रकारी रोम के निवासियों

के ऊपर फले फूले। **Perceive**—see, feel, देखता हूँ, अनुभव करता हूँ। **Dint of pity**—effect, impact of pity, दया का प्रभाव। **These are gracious drops**—these tears are of love and pity, ये प्रेम और दया के आँसू हैं। **Behold**—see, देखते हो। **Vesture**—dress, cloak, पोशाक, चोगा। **Wounded**—stabbed, (खंजर) के वार किये। **Marr'd**—destroyed, बर्बाद। **Stir up**—incite, inflame, भड़काना। **Flood of mutiny**—wave of rebellion, विद्रोह की लहर। **Private grief**—personal grudges or complaints, व्यक्तिगत रंजिश, शिकायतें। **Orator**—a great speaker, महान वक्ता। **A plain blunt man**—a straight-forward man, सीधा-साधा, साफ कहने वाला आदमी। **Wit**—mental cleverness, चतुराई (बौद्धिक)। **Worth**—reputation, authority, शौहरत, हैसियत। **Action**—gesture, bearing, हाव-भाव। **Utterance**—eloquence, good way of speaking, धाराप्रवाह बोलना/भाषण। **Stir men's blood**—(I have no speaking power) to incite or boil the blood of men, मेरे पास बहकाने वाली शक्ति नहीं है जो लोगों के दिल को बौखला दे। **Speak right on**—speak without preparation, (मैं) बिना तैयारी के बोलता हूँ। **Dumb mouths**—Caesar's open wounds are like dumb mouths who are open but can't speak, Caesar के घाव उन खुले मुँहों की तरह हैं जो बोल नहीं सकते। **Bid**—ask, कह सकता।

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Ruffled—aroused, उत्तेजित कर देता। **Spirits**—feelings/passions, भावनाएँ। **Put a tongue in every wound**—would have given expression to every wound, हर घाव को अभिव्यक्ति प्रदान कर देता। **Move**—melt, पिघला देता। **Drachmas**—silver coins of Caesar's time, सीज़र के समय के चाँदी के सिक्के। **Orchards**—gardens, बाग। **Heirs**—inheritors, उत्तराधिकारी। **Brands**—burning sticks, जलती लकड़ियाँ। **Fetch**—bring, लाओ। **Mischief**—evil passions/anger of people, लोगों का गुस्सा/दुर्भावना। **Thou art afoot**—you have been aroused, तुम्हें जगा/उत्तेजित कर दिया गया है। **Course**—direction/way, दिशा/रास्ता। **Thou wilt**—that you will take, जो तुम लो-ले लो।

REFERENCE TO CONTEXT

Read the extracts given below and answer the questions that follow:

1. Caesar shall forth: the things that threaten'd me
Ne'er look'd but on my back; when they shall see
The face of Caesar, they are vanished.

(Page 159)

Questions

- (a) Explain: "Caesar shall forth".
- (b) Where do things that threaten Caesar look on?
- (c) What is the word for 'disappeared' in the passage?

Answers

- (a) Caesar ignores Calpurnia's warning that he should not stir out of his house that day. He insists on venturing out of the house in spite of his wife's requests of not doing so.
- (b) Things that threaten Caesar dare not look him in his eyes but look on his back.
- (c) vanished

2. A lioness hath whelped in the streets;
And graves have yawn'd, and yielded up their dead;
Fierce fiery warriors fought upon the clouds,
In ranks and squadrons and right form of war.
Which drizzled blood upon the Capitol;

(Page 159)

Questions

- (a) Name the speaker. What's the occasion?
- (b) What happened to the graves?
- (c) What is the word for 'opened the mouth' in the passage?

Answers

- (a) Calpurnia speaks these lines to her husband Julius Caesar. She is describing him the horrible dream that she saw the previous night.
- (b) The graves opened up and the dead were exposed.
- (c) yawned

3. What can be avoided
Whose end is purposed by the mighty gods?
Yet Caesar shall go forth; for these predictions
Are to the world in general as to Caesar.

(Page 159)

Questions

- (a) Who is the speaker and why does he say so?
- (b) Can man avoid what is 'purposed' by the gods?
- (c) What is the synonym for the word 'prevented' in the passage?

Answers

- (a) Julius Caesar tells Calpurnia that what is written in fate can't be avoided.
- (b) Caesar doesn't believe that he or any man can avoid what is 'purposed' by the gods.
- (c) avoided

4. No, Caesar shall not: danger knows full well
That Caesar is more dangerous than he:
We are two lions litter'd in one day,
And I the elder and more terrible:
And Caesar shall go forth.

(Page 160)

Questions

- (a) What shall Caesar not do?
- (b) What does 'danger know full well'?
- (c) What is the word for 'ahead' in the passage?

Answers

- (a) Caesar will not stay at home. He will not pay any heed to Calpurnia's warning or advice.
- (b) Danger knows fully well that Caesar is more dangerous and terrible than him.
- (c) forth

5. Cowards die many times before their deaths;
The valiant never taste of death but once.

Of all the wonders that I yet have heard.
It seems to me most strange that men should fear;
Seeing that death, a necessary end,
Will come when it will come.

(Page 160)

Questions

- (a) How do cowards die and why?
- (b) How do the brave taste of death?
- (c) What is the antonym for 'brave' in the passage?

Answers

- (a) Cowards are always obsessed with death. They die many times before their deaths.
- (b) The brave taste of death only once in life.
- (c) cowards

6. Shall Caesar send a lie?
Have I in conquest stretch'd mine arm so far,
To be afraid tell graybeards the truth?
Decius, go tell the Caesar will not come.

(Page 161)

Questions

- (a) What is the lie Caesar is talking about?
- (b) Who are 'graybeards' described in the third line?
- (c) What is the synonym for the word 'victory' in the passage?

Answers

- (a) Calpurnia, Caesar's wife tells Decius to tell a lie to the senators. Caesar will not come as he is lying sick.
- (b) The 'graybeards' are the aged senators.
- (c) conquest

7. She dreamt to-night she saw my statue,
Which, like a fountain with an hundred spouts,
Did run pure blood: and many lusty Romans
Came smiling, and did bathe their hands in it:
And these does she apply for warnings, and portents,
And evils imminent; and on her knee
Hath begg'd that I will stay at home to-day.

(Pages 161–162)

Questions

- (a) Who is talking and to whom?
- (b) Who saw that horrible dream and when?
- (c) What is the word for 'happening very soon' in the passage?

Answers

- (a) Julius Caesar is talking to Decius Brutus in these lines.
- (b) Calpurnia, Caesar's wife saw that horrible dream the previous night.
- (c) imminent

8. Alas, my lord,
Your wisdom is consumed in confidence.
Do not go forth to-day: call it my fear

That keeps you in the house, and not your own.
We'll send Mark Antony to the senate-house:

(Page 162)

Questions

- (a) Whose wisdom is 'consumed in confidence' and why?
- (b) Why does she say "call it my fear?"
- (c) What message does she want Mark Antony to take to the Senate house?

Answers

- (a) Caesar's wisdom is 'consumed in confidence'. He is so overconfident of his power and strength that he is ignoring all those ill omens and horrible portents.
- (b) She knows that Caesar will never accept that he fears any dangers, omens or portents. She doesn't want to hurt his ego and owns that her own fear stops him at home that day.
- (c) Mark Antony will inform the Senators that Caesar is ill and can't come to the Senate house.

9. This dream is all amiss interpreted;
It was a vision fair and fortunate:
Your statue spouting blood in many pipes,
In which so many smiling Romans bathed,
Signifies that from you great Rome shall suck
Reviving blood, and that great men shall press
For tinctures, stains, relics and cognizance.
This by Calpurnia's dream is signified.

(Page 162)

Questions

- (a) Whose dream is all misinterpreted?
- (b) How does the speaker give a favourable turn to the dream?
- (c) What is the opposite of the word 'unfortunate' in the passage?

Answers

- (a) Decius Brutus says that Calpurnia's dream has been misinterpreted.
- (b) Decius interprets that Caesar's blood will revive the fortunes of Rome. Romans will worship Caesar as a martyr and keep his stained clothes as holy relics to perpetuate his memory.
- (c) fortunate

10. I must prevent thee, Cimber.
These couchings and these lowly courtesies
Might fire the blood of ordinary men,
And turn pre-ordinance and first decree
Into the law of children

(Page 163)

Questions

- (a) Why is Cimber indulging in "crouchings and low courtesies?"
- (b) Explain: "Might fire the blood of ordinary men."
- (c) What is the opposite of 'extraordinary' in the passage?

Answers

- (a) Cimber is indulging in "crouchings and low courtesies" to move Caesar's heart to call back his exiled brother.

- (b) Such beggings and low courtesies may move the hearts of common mortals but can't move Caesar's mighty heart.

(c) ordinary

11. I could be well moved, if I were as you:
If I could pray to move, prayers would move me:
But I am constant as the northern star,
Of whose true-fix'd and resting quality
There is no fellow in the firmament
I was constant Cimber should be banish'd.
And constant do remain to keep him so.

(Page 164)

Questions

- (a) Explain: "If I were as you."
(b) Why does Caesar compare himself to the Pole Star?
(c) What is the synonym for 'fixed/permanent' in the passage?

Answers

- (a) Caesar is trying to say that he could be moved by Cimber's crouchings and lowly courtesies' if he were Cimber.
(b) Caesar compares himself to the Pole Star for his unwavering attitude and resolution. He is always constant and unmoved like the Pole Star.
(c) constant

12. O mighty Caesar! dost thou lie so low?
Are all thy conquests, glories, triumphs, spoils,
Shrunk to this little measure? Fare thee well.

(Page 164)

Questions

- (a) Who is the speaker and what is the occasion?
(b) Where is the mighty Caesar lying?
(c) What is the word for 'very powerful' in the passage?

Answers

- (a) Mark Antony is pouring out his grief at the fate of Caesar lying dead on the ground.
(b) The mighty Caesar is lying dead on the bare grounds.
(c) mighty

13. 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 fit
As Caesar's death hour, nor no instrument
Of half that worth as those your swords, made rich
With the most noble blood of all this world.

(Pages 164–165)

Questions

- (a) Who are these 'gentleman' being referred to here?
(b) What is the tone of Mark Antony?
(c) What is the opposite of 'poor' in the passage?

Answers

- (a) The 'gentlemen' being referred to here are Brutus, Cassius and other conspirators who murdered Caesar.
- (b) Antony's tone is ironic and mocking.
- (c) rich

14. My credit now stands on such slippery ground,
That one of two bad ways you must conceit me,
Either a coward or a flatterer.

(Page 166)

Questions

- (a) Whose reputation is at stake here?
- (b) What are the two bad ways the speaker is likely to be judged?
- (c) What is the word for 'a person who indulges in false praise' in the passage?

Answers

- (a) Mark Antony's reputation is at stake here.
- (b) He can be considered either a coward or a flatterer by the people.
- (c) flatterer

15. You know not what you do: do not consent
That Antony speak in his funeral:
Know you how much the people may be moved
By that which he will utter?

(Page 167)

Questions

- (a) Who is the speaker and who is he talking to?
- (b) What does the speaker ask the listener not to give his consent for?
- (c) What is the word for 'agree' in the passage?

Answers

- (a) Cassius is giving a piece of his advice to Mark Brutus.
- (b) The speaker doesn't want that Brutus should allow Mark Antony to speak at Caesar's funeral.
- (c) consent

16. ANTONY O, pardon me, thou bleeding piece of earth,
That I am meek and gentle with these butchers!
Thou art the ruins of the noblest man
That ever lived in the tide of times.
Woe to the hand that shed this costly blood!

(Page 168)

Questions

- (a) Who are "these butchers"?
- (b) Why is the speaker "meek and gentle"?
- (c) What is the antonym of 'hard' in the passage?

Answers

- (a) These butchers are Brutus, Cassius and other conspirators who murdered Caesar.
- (b) The speaker finds himself helpless to deal with the conspirators. He has no option but remain meek and gentle to them.
- (c) gentle

17. Over thy wounds now do I prophesy,—
Which, like dumb mouths, do ope their ruby lips,
To beg the voice and utterance of my tongue—
A curse shall light upon the limbs of men;
Domestic fury and fierce civil strife
Shall cumber all the parts of Italy;

(Page 168)

Questions

- (a) What are like dumb mouths?
- (b) What prophecy does the speaker make?
- (c) What is the synonym for 'forecast' in the passage?

Answers

- (a) The open wounds of Caesar are like dumb mouths that can't speak.
- (b) Mark Antony makes a prophecy that a curse will fall on Italy after Caesar's death.
- (c) prophecy

18. All pity choked with custom of fell deeds:
And Caesar's spirit, ranging for revenge,
With Ate by his side come hot from hell,
Shall in these confines with a monarch's voice
Cry 'Havoc', and let slip the dogs of war;

(Page 168)

Questions

- (a) Who is the speaker and what is the occasion?
- (b) How has all pity choked with "customs of fell deed"?
- (c) What is the synonym for the word 'evil' in the passage?

Answers

- (a) Mark Antony is speaking to Romans at Caesar's funeral.
- (b) Evil deeds and practices have dried up pity in the hearts of the people.
- (c) fell

19. Friends, Romans, countrymen, lend me your ears;
I come to bury Caesar, not to praise him.
The evil that men do lives after them;
The good is oft interred with their bones;
So let it be with Caesar. The noble Brutus

(Page 171)

Questions

- (a) Who is speaking and to whom?
- (b) Does evil end with the death of a person?
- (c) What is the opposite of 'noble' in the passage?

Answers

- (a) Mark Antony is speaking to the Roman mob at the funeral of Caesar.
- (b) No, evil lives even after the death of the person.
- (c) evil

20. O judgement! thou art fled to brutish beasts,
And men have lost their reason. Bear with me;
My heart is in the coffin there with Caesar,
And I must pause till it come back to me.

(Page 172)

Questions

- (a) Where has judgement fled?
- (b) Who says "Bear with me" and to whom?
- (c) What is the word for a 'brief stop' in the passage?

Answers

- (a) It has fled to wild beasts.
- (b) Mark Antony says these words to the Roman mob.
- (c) pause

21. O, what a fall was there, my countrymen!
Then I, and you, and all of us fell down,
Whilst bloody treason flourish'd over us.
O, now you weep; and, I perceive, you feel
The dint of pity: these are gracious drops.
Kind souls, what, weep you when you but behold
Our Caesar's vesture wounded? Look you here,

(Page 175)

Questions

- (a) Whose fall is being referred to here?
- (b) How did "bloody treason" flourish?
- (c) What is the word for 'think/understand' in the passage?

Answers

- (a) The fall of great Caesar is being referred to here.
- (b) Conspirators like Brutus, Cassius and others succeeded in murdering Caesar.
- (c) perceive

22. This was the most unkindest cut of all;
For when the noble Caesar saw him stab,
Ingratitude, more strong than traitors' arms,
Quite vanquish'd him: then burst his mighty heart;

(Page 175)

Questions

- (a) Who speaks these lines and to whom?
- (b) Who made the 'most unkindest cut'?
- (c) What is the word for 'thanklessness' in the passage?

Answers

- (a) These lines are spoken by Mark Antony to the Roman mob at Caesar's funeral.
- (b) Brutus made the "most unkindest cut" by stabbing Julius Caesar.
- (c) ingratitude

QUESTIONS FROM TEXTBOOK SOLVED

Q1. Consult a dictionary and find out the difference between:

- (a) **killing** (b) **murder** (c) **assassination.**

- Ans.** (a) **killing:** making somebody die.
(b) **murder:** the crime of killing somebody deliberately.

(c) **assassination:** to murder an important or famous person, especially for political reasons.

Q2. Popular and powerful leaders have been assassinated in the past as well as in recent times. **Can you name some of them?**

- _____
- _____
- _____
- _____
- _____

Ans. • John. F. Kennedy • Mahatma Gandhi • Abraham Lincoln
• Indira Gandhi • Seik Mujibur-Rehman.

Q3. Discuss in groups the reasons why the leaders you named in (2) were assassinated. Is assassination the end to a problem? Have a group discussion on the topic in the context of past/present day political assassinations.

Ans. Do yourself.

Q5. Answer the following questions by ticking the correct options.

1. When Caesar says “Nor heaven nor earth have been at peace to-night” he sounds

- (a) worried (b) angry (c) joyous (d) frightened

Ans. (a) worried

2. Caesar’s reference to the senators as ‘graybeards’ shows his

- (a) confidence (b) cowardice (c) arrogance (d) ambition

Ans. (c) arrogance

3. Decius Brutus changes Caesar’s mind about going to the Senate by appealing to his

- (a) ambition (b) vanity (c) greed (d) generosity

Ans. (a) ambition

4. The offer that Cassius makes to Antony after Caesar’s assassination is that

- (a) the conspirators would like to be friends with him
(b) he may take Caesar’s body to the pulpit and speak to the crowd praising Caesar for his achievements
(c) his recommendations will be as strong as that of the conspirators while distributing the powers and benefits to friends
(d) he may join the conspiracy against Caesar.

Ans. (c) his recommendations will be as strong as that of the conspirators while distributing the powers and benefits to friends

5. Cassius tries to stop Brutus from letting Antony speak at Caesar’s funeral as he

- (a) knows the Roman mob loves Caesar and Antony
(b) knows Brutus is not a good orator

- (c) knows they should not have killed Caesar
- (d) knows Antony is a good orator who can sway the mob.

Ans. (d) knows Antony is a good orator who can sway the mob.

6. What prophecy does Antony make over Caesar's dead body?
- (a) Romans will see Caesar's ghost roaming on the streets
 - (b) Rome will experience fierce civil war in which many people will die
 - (c) Rome will be ruled by Ate
 - (d) Roman women will smile at the death of Caesar.

Ans. (b) Rome will experience fierce civil war in which many people will die

7. After listening to Brutus' speech, the Third Citizen says 'Let him be Caesar'. This clearly shows he

- (a) has not understood Brutus' reason for killing Caesar
- (b) loved Caesar more than he loves Brutus
- (c) loves Brutus more than he loved Caesar
- (d) thinks Brutus killed Caesar to assume power.

Ans. (a) has not understood Brutus' reason for killing Caesar

8. When Antony calls the conspirators 'honourable men' his tone is

- (a) admiring
- (b) flattering
- (c) angry
- (d) mocking

Ans. (d) mocking

9. Antony's reference to Caesar's conquest of the Nervii is to

- (a) remind the mob of Caesar's greatness as a warrior
- (b) make the mob feel afraid of being attacked by the war-like race
- (c) make the crowd weep for Caesar who died at war
- (d) stop and collect his emotions as he is feeling very upset.

Ans. (a) remind the mob of Caesar's greatness as a warrior

10. Antony's remark 'Mischief, thou art afoot,

Take thou what course thou wilt!', shows him to be

- (a) a ruthless manipulator
- (b) an honourable man
- (c) a loyal friend
- (d) a tactful man

Ans. (a) a ruthless manipulator

Q6. Answer the following questions briefly.

- (a) How do the heavens 'blaze forth' the death of Julius Caesar?
- (b) What does Calpurnia try to convince Caesar of?
- (c) Why does Calpurnia say that Caesar's 'wisdom is consumed in confidence'? What does she mean?
- (d) What does Calpurnia dream about Caesar? How does Decius Brutus interpret the dream?
- (e) What are the arguments put forward by Decius Brutus to convince Caesar to go to the Capitol?
- (f) Why is Decius more successful in persuading Caesar than Calpurnia?
- (g) What is the petition put before Caesar by the conspirators? How does Caesar respond to it?

- (h) Who says "Et tu, Brute" ? When are these words spoken? Why?
- (i) In the moments following Caesar's death what do the conspirators proclaim to justify Caesar's death?
- (j) Seeing the body of Caesar, Antony is overcome by grief. What does he say about Caesar?
- (k) Whom does Antony call "the choice and master spirits of this age"? Why?
- (l) How do Brutus and Cassius respond to Antony's speech ?
- (m) Why does Cassius object to allowing Antony to speak at Caesar's funeral? How does Brutus overcome this objection?
- (n) What are the conditions imposed by the conspirators before allowing Antony to speak at Caesar's funeral?
- (o) When he is left alone with the body of Caesar what does Antony call Brutus and the others?
- (p) What prediction does Antony make regarding the future events in Rome?
- (q) What reasons does Brutus give for murdering Caesar?
- (r) Who says, "Let him be Caesar"? What light does this throw on the speaker?
- (s) Why is Antony's speech more effective?
- (t) At the end of the scene what is the fate of Brutus and Cassius?

- Ans.**
- (a) Calpurnia narrates some most unnatural happenings in the 'heavens'. Fierce warriors fought upon the clouds in the right form of war. The clouds drizzled blood upon the Capitol. Graves opened and the dead bodies came out of them. These ill-omens and horrid sights were most unnatural. The shooting of comets 'blaze forth the death of princes'. These omens from the 'heavens' signal the death of Caesar.
 - (b) Calpurnia tries to convince Caesar that heavens themselves blaze forth the death of princes. The most horrid sights seen by the watchman and her bad dreams are things 'beyond all use'. These most unnatural happenings frighten her. These bad omens signal the happening of some inauspicious and tragic events. Therefore, Calpurnia tries to convince Caesar not to venture out of home and go to the senate-house.
 - (c) Calpurnia recounts horrid sights and bad omens. All these most unnatural happenings predict some imminent disaster and death. But Caesar ignores her warnings and decides to go forth to the Senate. Calpurnia is forced to comment that Caesar's 'wisdom is consumed in confidence.' His overconfidence has led him to throw discretion and caution to the winds. In spite of such unnatural happenings and ill-omens he is not convinced to stay inside.
 - (d) Calpurnia dreamt seeing Caesar's statue with an hundred spouts like a fountain. Through the spouts pure blood did run. Many young and vigorous Romans bathed their hands in Caesar's blood. She thinks that such horrid sights are warnings and omens for evils imminent. Decius, deliberately, gives a flattering interpretation to Calpurnia's dream. He says that Caesar's blood will fill Rome with a new life, vitality and strength. People will honour Caesar as a saviour and will preserve things belonging to him as holy relics, mementos or badges of honour.
 - (e) After giving a flattering interpretation of Calpurnia's dream, Decius puts a psychological pressure on Caesar. He very cleverly taunts Caesar. Caesar will

become a stock of laughter among the senators by yielding to the foolish fears of his wife. In the end, he comes out, with the biggest bait. He tells that the senate has concluded to give that day 'a crown to mighty Caesar'. These arguments put forward by Decius Brutus convince Caesar to go to the Capitol.

- (f) Decius Brutus is a part of the conspiracy. He has been deliberately sent to persuade Caesar to go to the Capitol. He employs flattery, conceit and temptation in persuading Caesar. First, he gives a flattering interpretation to Calpurnia's dream. Secondly, he taunts that Caesar will become a stock of laughter if he yields to his wife's foolish fears. Lastly, he tells Caesar that the Senate has decided to offer him the crown that day.

Calpurnia is a devoted wife but her bad dream and ill-omens fail to impress Caesar's ego and arrogance.

- (g) All the leading conspirators, Cimber, Cassius and Brutus put a petition before Caesar. They request him to revoke the order of Publius Cimber's exile from Rome. Cimber's 'couchings' and 'low courtesies' fail to influence Caesar. Even Cassius and Brutus fail to convince him. Caesar boasts of being fixed and constant like the Pole Star. He warns Cimber to stop these 'low courtesies', otherwise he will spurn him away like a dog.
- (h) The conspirators surrounded Caesar in the Senate and started stabbing one by one. Casca was the first to strike followed by Cassius and the others. Brutus was the last to stab Caesar. When Caesar saw Brutus stabbing, his eyes couldn't believe him. He was totally shocked and uttered in surprise, 'Et tu Brute!' (even you, Brutus!). Brutus was Caesar's 'angel'. Seeing this, Caesar fell down dead without making any resistance.
- (i) After Caesar was murdered, the conspirators turned towards the people to justify his murder. They all shouted together, "Liberty, Freedom and Enfranchisement". They also shouted, 'Tyranny is dead!' They wanted to impress upon the people of Rome that Caesar was growing too ambitious and powerful. If he was not stopped, he would become a tyrant making all the Romans as his bondmen and slaves. Hence, they murdered Caesar because they loved Rome more than Caesar.
- (j) Mark Antony is overcome with grief when he sees the dead body of Caesar. He considers it an irony of fate that the mightiest and the most powerful man of the world is lying so low on the ground. All his "conquests, glories, triumphs and spoils" have shrunk to a little space. Once his words were the law for the world. Now he is lying dead not mourned even by the poorest of the people. Antony pays a tribute by calling Caesar, "the noblest man" and "the choice and master' spirits of this age".
- (k) Mark Antony rightly and logically calls Julius Caesar "the choice and master spirits of this age." Caesar was the greatest, mightiest and the most popular person in the world. His "conquests, glories, triumphs, spoils" made him "the noblest" of all the people of the world. He was "the choice" of humanity. Caesar was not a man but the "master spirits" of his age.
- (l) Brutus and Cassius respond differently to Antony's speech. Cassius is a shrewd judge of men and matters. He realises Antony's potential of creating a mischief. He cautions Brutus not to allow Antony to speak at Caesar's funeral. He could turn the tide against them. Brutus is an idealist. He allows Antony to take Caesar's body to the market place and make a speech before the mob. He only tells Antony that he will speak with their permission and will not criticise them.

- (m) Cassius is certainly a better judge of men and matters than Brutus. Brutus is an idealist far removed from reality. Cassius understands Antony's capacity of creating a mischief. He can turn the tide against the conspirators by inciting the Roman mob. He doesn't want a potential enemy to exploit the situation to his advantage. But Brutus overcomes this objection and takes Antony to his words. He says that he will speak first justifying why they murdered Caesar. Antony will speak only with their permission. He will not criticise or speak against them.
- (n) Cassius was not at all in favour of allowing Antony to make a speech before the Roman mob. But Brutus allowed Antony only after imposing certain conditions. First, Antony would speak after Brutus had justified his stand to the mob. Second, Antony could praise Caesar as much as he liked but would not speak against the conspirators. Brutus took Antony to his words and felt secure that Antony would observe those restrictions imposed on him.
- (o) When left alone with the body of Caesar, Antony gives vent to his deep grief. He calls Brutus, Cassius and other conspirators as "butchers". They were responsible for killing "the choice" and the master spirits of his age. He curses the conspirators for shedding the valuable blood of Caesar. He accuses Brutus of showing ingratitude to the man who considered him as his 'angel'. He creates sympathy for Caesar and anger and hatred against the conspirators in the mob.
- (p) Mark Antony considers the murder of Caesar as a moral, social and political crime. Rome and the Romans will have to pay a very high price for this offence. A curse "shall light upon the limbs of men". There will be chaos and disorder. Rome will be ravaged by a terrible civil war. Blood and destruction will be the order of the day. Caesar's spirit will roam about for revenge. The goddess of revenge, Ate will personally come from hell. She will help Caesar in creating 'havoc' and destruction all around in Rome.
- (q) Unlike other conspirators, Brutus had no personal grudge or enmity against Caesar. Brutus was Caesar's 'angel' and he loved Caesar not less than anyone else. However, the idealist Brutus, killed Caesar for freedom, peace and republicanism. He was systematically poisoned by Cassius to believe that Caesar was over-ambitious. His growing power could make him a tyrant and despot and a danger for republicanism.
- (r) These words are uttered by 'Third Citizen' from the Roman mob assembled after the murder of Caesar. These words are an indirect tribute to Julius Caesar. No doubt, Brutus is able to justify why they had to kill Caesar. But Caesar has gripped the minds and hearts of the people so deeply that they can't forget him. Even they want the republican Brutus to be made 'Caesar'. This shows that Brutus and the conspirators succeeded in killing Caesar but not Caesarism.
- (s) Antony's speech is more effective than Brutus' speech. Antony knows how to feel the pulse of the mob. He knows that the common people are swayed not by the cold logic or reasoning but by basic sentiments. He knows how to turn the tide against his enemies. Being a wonderful orator, he arouses sympathy for Caesar, his conquests, his love for the common men. He deliberately reads Caesar's will and makes the people feel them as the 'heirs' of Caesar.
- (t) Antony has left the 'Mischief' do its work. The anger and hatred of the people are aroused against Brutus, Cassius and other conspirators. They clamour for revenge. They run in search of the conspirators to kill them and burn

their houses. Antony, Octavius Caesar and Lepidus hold the reins of power. Brutus and Cassius have the only option of running away from the scene to save their lives. Now will start their personal quarrels and misfortunes.

Q7. Julius Caesar and Antony reveal something about their character in their words and actions. We also learn about them from what other people say. **Can you pick out the words that describe them from the box given below. Also, pick out lines from the play to illustrate your choice.**

superstitious	arrogant	loyal	clever
over-confident	manipulative	good orator	ambitious
brave	great conqueror	generous	fearless
loves flattery	firm	shrewd	crafty

Person	Extract from play	What it tells us about the character
Julius Caesar	1. the things that threaten'd me Ne'er look'd but on my back ; when they shall see The face of Caesar, they are vanished. 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	1. Arrogant
Mark Antony	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	1. Loyal

Ans.	Person	Extract from play	What it tells us about the character
	Julius Caesar	1. the things that threaten'd me Ne'er look'd but on my back ; when they shall see The face of Caesar, they are vanished. 2. And these does she apply for warnings, and portents, And evils imminent; and on her knee Hath begged that I will stay at home today. 3. Cowards die many times before their deaths ; The valiant never taste of death but once. 4. But I am constant as the northern star. 5. If you shall send them word you will not come, Their minds may change 6. And this way have you well expounded it	1. arrogant 2. superstitious 3. fearless 4. firm 5. ambitious 6. loves flattery

Mark Antony	1. Which pardon me, I do not mean to read 2. Shall it not grieve thee dearer than thy death, To see Antony making his peace, 3. I doubt not your wisdom Let each man render me his bloody hand 4. For Brutus is an honourable man 5. Friends am I with you all and love you all, upon this hope, that you shall give me reasons why and wherein Caesar was dangerous. 6. That's all I seek.	1. crafty 2. loyal 3. manipulative 4. good orator 5. shrewd 6. clever
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Q8. In the play 'Julius Caesar', we meet the Roman mob. We find that as Brutus and Antony speak, the mob displays certain qualities and characteristics.

Given below are some characteristics of the mob. Complete the table by quoting the lines wherein these are revealed.

<i>Words/actions of the mob</i>	<i>Characteristics</i>
1. _____ _____	Foolish
2. _____ _____	Does not understand the ideals of democracy
3. _____ _____	Emotional
4. _____ _____	Greedy
5. _____ _____	Fickle
6. _____ _____	Violent

Ans.

<i>Words/actions of the mob</i>	<i>Characteristics</i>
1. "Let him be Caesar".	1. foolish
2. "We are blest that Rome is rid of him."	2. Does not understand the ideals of democracy
3. "They were villains, murderers, the will, read the will".	3. Emotional

4. Antony : To every Roman citizen he gives, To every several man, seventy-five drachmas Second citizen: "Most noble Caesar! We will revenge his death".	4. Greedy
5. "Let him be Caesar" We'll burn the house of Brutus.	5. Fickle-minded
6. <i>Revenge! About! Seek! Burn! Fire! Kill! Slay!</i>	6. Violent

Q9. Antony employs a number of devices to produce the desired effect on the mob. These devices may be described as rhetorical devices. He first speaks in such a manner that it seems to the mob that he is in full agreement with Brutus about Caesar. Then step by step he moves away from Brutus' position, depicting Brutus as a villain and Caesar as a wronged man. **Copy and complete the following table by showing how Antony builds the argument in Caesar's favour.**

<i>Antony's words</i>	<i>Argument</i>
1. I come to bury Caesar, not to praise him.	Does not wish to eulogise Caesar
2. The noble Brutus Hath told you Caesar was ambitious: If it were so, it was a grievous fault, And grievously hath Caesar answer'd it.	Seemingly agrees with Brutus
3.	
4.	
5.	

Ans.

<i>Antony's words</i>	<i>Argument</i>
3. As here by Caesar, and by you cut off, The choice and master spirits of this age	3. A clever move to save himself by arousing Brutus's sense of justice
4. I doubt not of your wisdom. Let each man render me his bloody hand	4. Makes peace with the conspirators till the time comes for action.
5. That's all I seek: And I am moreover suitor that I may Produce his body to the market place Speak in the order of his funeral	5. Wants to grab the opportunity to incite the mob against the conspirators
6. The good is often interred with their bones; So let it be with Caesar.	6. Turning the mob to be sympathetic to Caesar
7. I thrice presented him a kingly crown, Which he did thrice refuse: Was this ambition?	7. Proving that Caesar was not ambitious and Brutus was a liar
8. For Brutus, as you know, was Caesar's angel: This was the most unkindest cut of all;	8. Proving Brutus's ingratitude towards Caesar and Caesar's love to Brutus

<p>9. It is not meet you know how Caesar loved you. You are not wood you are not stones, but men</p> <p>10. Here was a Caesar! When comes such another?</p>	<p>9. Arousing the mob's curiosity to know about Caesar's will and their anger against the conspirators</p> <p>10. Deep sympathy for Caesar and hatred and anger against the conspirators</p>
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Q10. Read the extracts given below and answer the questions that follow:

- Cowards die many times before their deaths:
The valiant never taste of death but once.
Of all the wonders that I yet have heard,
It seems to me most strange that men should fear;
Seeing that death, a necessary end,
Will come when it will come.
(a) Whom is Caesar speaking to? Why does he say these words?
(b) What fears has the listener expressed?
(c) What is the basis for the fears expressed?
- But here's a parchment with the seal of Caesar;
I found it in his closet, 'tis his will:
Let but the commons hear this testament—
Which, pardon me, I do not mean to read—
And they would go and kiss dead Caesar's wounds
(a) Who speaks these words? Where is the speaker at this moment?
(b) What are the contents of Caesar's will that he is referring to?
(c) Why does the speaker read Caesar's will to the citizens?
(d) What is the reaction of the listeners to the reading of the will?

- Ans.**
- Caesar is speaking these words to his wife Calpurnia. Caesar's wife sees a horrible dream and bad omens signalling death and disaster. She requests him not go to the Capitol. Caesar wants to say that he is not a coward who is always afraid of his death.
 - The listener indicates that all those ill-omens and horrid sights signal the death of some prince and naturally he will be Caesar.
 - Calpurnia sees a horrible dream. It consists of the most unnatural events and happenings. A lioness giving birth in the street, opening of the graves and Caesar's statue spouting blood. They are such ill omens which indicate death and disaster.
 - Antony is speaking these words to the Roman mob in the market place.
 - Caesar's will gives every Roman seventy-five drachmas. Moreover, he has left all his walks, new orchards to the common men. He had made them his 'heirs' and opened everything for common pleasures.
 - The speaker reads Caesar's will to the citizens to create their sympathy for him and to show that Caesar was not ambitious. The other aim was to direct the mob's anger against the conspirators.

- (d) The listeners are convinced that Caesar was not ambitious and he was brutally murdered by the conspirators for their own selfish ends. Now they are after the conspirators and ready to burn their houses.

Q11. ACTIVITY

Stage a press conference that takes place shortly after Caesar's death. The "reporters" should have their questions written down ahead of time to ask the students who play the roles of Brutus, Antony and Cassius. These questions should focus on the key events in the play, as well as the characters' intentions.

Ans. A. Questions to be asked from Brutus

1. People used to call you Caesar's angel. Then, why did you join the Conspirators against Caesar?
2. Why did you let yourself become a tool of Cassius's personal jealousy against Caesar?
3. Your arguments of Caesar's ambition are not substantiated. Do you have really some solid arguments that may prove that Caesar was ambitious?
4. Why didn't you oppose Caesar in the Senate if he was heading towards becoming a dictator?
5. Why didn't you listen to Cassius's practical advice of not allowing Antony to speak before the Roman mob?
6. Didn't your heart come to your mouth when Caesar cried: 'Et tu, Brute'?

B. Questions to be asked from Antony

1. Nobody doubts your love for Caesar, but why did you make peace with the conspirators?
2. Why did you run and hide yourself in your house after Caesar was murdered?
3. How did you feel when Cassius took Brutus aside to plead not to allow you to address the mob?
4. Whom did you fear more, Brutus or Cassius after the death of Caesar?
5. Does it behove Mark Antony to utter these irresponsible words: "Now let it work. Mischief, thou art afoot"?

C. Questions to be asked from Cassius

1. Why did you entertain such a deep-rooted hatred against Caesar?
2. Why did you give examples to belittle Caesar in Brutus's eyes?
3. Why couldn't you prevail upon Brutus in killing Antony along with Caesar?
4. Why did you leave Antony alone before the Roman mob to arouse the mob against you?
5. Why didn't you speak to the Roman mob and justify your position to them?
6. Brutus turned down all your practical suggestions and committed one blunder after the other. Why didn't you come forward to take the initiative?

Q12. QUESTIONS FOR FURTHER STUDY

Given below are some questions based on a reading of the play 'Julius Caesar'. These questions are not for testing in the Exam. They are for a deeper understanding of the play and the characters.

- (a) Why was the conspiracy to assassinate Julius Caesar hatched?
- (b) Was Caesar really ambitious? Find evidence from the play to support your answer.
- (c) What was Cassius' motive for murdering Julius Caesar?
- (d) Why was it essential for the conspirators to include Brutus in the conspiracy?
- (e) What were the mistakes made by Brutus that led to the failure of the conspiracy?
- (f) Comment on Caesar's friendship with Antony.
- (g) Write a brief character-sketch of Antony.
- (h) What is the role of Julius Caesar's ghost in the play, Julius Caesar?
- (i) Why does Antony call Brutus 'the noblest Roman of them all'?
- (j) How do Brutus and Cassius meet their end?

- Ans.**
- (a) A powerful and influential group of senators was jealous of growing power and authority of Julius Caesar. Cassius, Casca and others entertained ill-will and hatred against Caesar. Cimber joined the conspiracy due to pure personal reasons. His brother was exiled by Caesar's orders. They had to legitimize their personal grudges and jealousies. Hence, Brutus was poisoned and won over to join the conspiracy. This gave ideological and moral angle to the conspiracy.
 - (b) Caesar was arrogant, boastful and sometimes even ill-tempered. But he was not really ambitious as Brutus and other conspirators painted him so. On the festival of Lupercal, Antony presented him crown thrice but everytime Caesar refused to accept it. Even his will shows his generous nature. He opened his parks and gardens for all the people. Moreover, he gave seventy five drachmas to every Roman.
 - (c) Cassius had a deep-rooted personal jealousy and hatred against Caesar. He always tried to paint Caesar inferior to him in power and endurance. The examples of the swimming competition and Caesar's illness in Spain, show Cassius's desire to equal Caesar. He was jealous of his growing power and authority. He had no ideological pretensions to murder Caesar.
 - (d) Cassius, Casca and Cimber had just personal grudges and hatred against Caesar. They were cunning and crafty people who excelled in scheming and conspiracies. They didn't enjoy any noble public image or social reputation. Brutus was a widely respected man. He was considered to be above petty jealousies, ambitions and personal consideration. He was just to legitimise their dark designs. It was to give an ideological and moral angle to the conspiracy.
 - (e) Brutus was an idealist and a poor judge of men and situations. He made one mistake after the other. It was unfortunate that he overruled Cassius's suggestion of murdering Antony with Caesar. Second, he allowed Antony's overruling Cassius, to speak before the Roman mob. It was a great blunder and they paid the price for it. Such lapses and mistakes led to the failure of the conspiracy.
 - (f) Mark Antony was closest to Caesar's heart. And Antony was totally dedicated, sincere and faithful to Caesar. Antony was the senator who offered the crown

to Caesar on the festival of Lupercal. He wanted to see Caesar as the king of Rome. During the games Caesar asks Calpurnia not to forget to touch Antony to be cured of her barrenness. Antony was deeply shocked and genuinely moved when he saw Caesar's dead body lying on the ground. No doubt, Antony excelled in dramatics and appearances but his love for Caesar was totally genuine.

- (g) Antony enjoys sports, music and revelry. But he is a transformed character at Caesar's funeral. He is a good judge of men's matters and situations. He is not an idealist like Brutus. He knows that the crowds are swayed by passions and not by cold logic or reasons. He is a wonderful orator and a clever actor. He succeeds in isolating Brutus and Cassius and arousing the mob's fury against them. Antony is unprincipled and changes Caesar's will. He wants to use Lepidus as a tool and a beast of burden. He wants to throw him out of grace after fully using him to his advantage.
- (h) The ghost of Caesar appears twice in the play. Actually, it is a dramatic device used by Shakespeare to prove that Caesar is dead but Caesarism survives. It appears for the first time when Brutus was sleeping in his camp. It stood by his side and said nothing. Brutus was horribly frightened. Again it appeared for the second time during the battle of Phillippi. Actually, the appearance, of Caesar's ghosts exposed the mental conflict that tore Brutus's heart. It also reflected his sense of guilt.
- (i) Antony rightly pays a tribute to Brutus by calling him: "the noblest of them all." Brutus was the only conspirator who had no personal grudge, ill-will or jealousy against Caesar. Cassius suffered from personal jealousy and Cimber had a personal grudge against Caesar. The idealist Brutus killed Caesar not because he loved Caesar less but because he loved Rome and the Romans more than Caesar. Certainly, he was the noblest of them all".
- (j) Both Cassius and Brutus met with their tragic end. Their adversaries proved mightier and victorious. Cassius and Antony fought for supremacy. Cassius was defeated, disheartened and committed suicide. Brutus did meet some initial successes over Octavius's army. But most of his soldiers were killed and his position too became hopeless. Caesar's ghost appeared twice. He walked on his swords and killed himself. Hence, with their death Caesar's death was avenged.

Q13. A reporter covers the event of the assassination of Julius Caesar in the senate giving graphic details and a catchy headline. Write the newspaper report in about 200 words.

Ans. Do yourself.

MORE QUESTIONS SOLVED

I. SHORT ANSWER TYPE QUESTIONS (30-40 Words)

Q1. Though both Brutus and Antony address the public of Rome before Caesar's funeral, there is a basic difference between the two. Bring out the contrast.

[V. Imp.]

Ans. Brutus and Antony both address the same mob just before the funeral of Caesar. However, their content, style and effect are totally different. Brutus, the idealist, bases his speech on cold idealism and tries to justify why they murdered Caesar. On the other hand, Antony is a great orator. He knows that the masses are not swayed by cold logic but by the basic human passions. He uses every art of oratory to prove that Caesar was not ambitious. He succeeds in arousing the passions of the mob and directing its anger against the conspirators.

Q2. What fearful dream of Caesar does Calpurnia see? What meaning does she derive?

Ans. Calpurnia sees a fearful dream of Caesar. She saw Caesar's statue was running pure blood from 'an hundred spouts' like a fountain. 'Lusty' Romans came smiling. They bathed their hands in Caesar's blood. She considers that such warnings and omens signal the advent of death and disaster. She fears that some great calamity is going to befall Caesar. Therefore, she begs on her knees that he should not go to the Capitol that day.

Q3. Brutus was indeed motivated by a passionate urge of patriotism when he joined the conspiracy to kill Julius Caesar. Attempt a character-sketch of Brutus as you can comprehend from his speech to the people of Rome, "Romans, countrymen and lovers! hear me for my cause".

Ans. There is no doubt that out of all the conspirators, Brutus was the only one who was motivated by a passionate urge of patriotism. He is an idealist and a dreamer. He can sacrifice anything for the cause of common good and public welfare. He is a staunch supporter of republicanism and freedom. He is not cunning and crafty like Cassius. Nor is he manipulative and selfish like Antony. He has no personal grudge against Caesar. He killed Caesar not because he loved Caesar less but because he loved Rome more than Caesar.

Q4. Antony was indeed an excellent orator who could ignite the spirit of revenge in the minds of the Roman people. Describe how he could mould the mind of the Roman people and turn them against the conspirators.

Ans. Mark Antony was no doubt an excellent orator. With his oration and eloquence, he could arouse the basic instincts of the masses. He was a great manipulator. He could turn the tide in his favour and against the conspirators. His funeral speech is a masterpiece of oratory. He knows that masses are swayed not by the cold logic but by arousing their basic passions. He is able to create sympathy in favour of Caesar. He creates anger and hatred of the masses towards the conspirators.

Q5. What horrid sights were sighted by the watchman?

Ans. Following the tradition of his age, Shakespeare presents the supernatural in Julius Caesar also. The watchman was a witness to the most unnatural and horrid sights and events. He saw a lioness giving birth to her cubs in the streets. The graves opened and the dead came out begging for reburial. Fiery warriors fought upon the clouds. Ghosts shrieked and squealed. Dying men groaned and cried. All these things were a prelude to the most terrible and tragic happenings in near future.

Q6. How does Caesar react to Cimber's couchings and low courtesies? [V. Imp.]

Ans. Metellus Cimber throws himself before Caesar and pleads in most humble terms.

He requests Caesar to revoke the orders of his brother's exile. Caesar reacts furiously and asks Cimber to stop all his 'crouchings' and 'lowly courtesies'. All such tactics might influence and feed the pride of lesser mortals but not of Caesar. He calls himself the pole-star. He is constant and fixed in his decisions like the pole-star. Cimber's brother was exiled by his orders and he will remain so by the same orders.

Q7. How does Antony in his funeral speech prove that Caesar was not ambitious?

Ans. The main charge of Brutus in his speech was that Caesar was over-ambitious. Antony proves step by step that Caesar was not ambitious. Caesar was offered the crown thrice but everytime he refused to accept it. Then he reads out the will of Caesar. In the will Caesar throws open his personal orchards and parks for the people of Rome. He left seventy-five drachmas for every Roman. Thus, Antony succeeds in proving that Caesar was not at all ambitious.

Q8. Why does Calpurnia say Caesar's 'Wisdom is consumed in confidence'? [Imp.]

Ans. Calpurnia sees a horrible dream at night. She sees lusty and smiling Romans bathing their hands in Caesar's blood. Her fears are compounded by the horrid sights seen by the watchman. These evil omens signal death or disaster. She begs Caesar not to go out to the Capitol on that day. Caesar ignores her foolish fears. Calpurnia very painfully comments that her husband's wisdom is consumed by over-confidence. He is ignoring the most unnatural happenings and risking his life.

Q9. What explanations did Brutus give for murdering Caesar? How was he able to win the hearts of the Roman mob?

Ans. Brutus was really an 'honourable man'. He tries to justify why Caesar was murdered. He tries to convince the Roman mob that he had no personal grudge or enmity against Caesar. He murdered Caesar not because he loved him less but he loved Rome more than Caesar. Brutus tries to convince the people that Caesar was growing very powerful and over-ambitious. He could become a tyrant and a threat to freedom and republicanism.

Brutus's arguments and cold logic did convince the people but only for a short time. Only in the end, Antony turned the table against him.

II. VALUE-BASED LONG ANSWER QUESTIONS (80-100 Words)

Q1. Idealism, freedom and republicanism were the values that Brutus cherished the most. What reasons does Brutus give for murdering Caesar? Your answer should not exceed 100 words. [V. Imp.]

Ans. Brutus speaks before the Roman mob even before Antony. Unlike Antony, Brutus is an idealist. He requests his countrymen to hear him for two reasons. First, he will try to explain the cause for which Caesar was murdered. Second, they must hear him because they know that he is honourable. He killed Caesar not that he loved him less but because he loved Rome more than Caesar. Caesar was growing ambitious. He could be a threat to republicanism and freedom of Rome. Had he lived longer, Romans would have been reduced to bondmen and slaves. He had no personal grudge against Caesar. He had to sacrifice Caesar at the altar of freedom and republicanism. Brutus is an idealist who values his principles more than his life. Patriotism and republicanism were his highest ideals. He could sacrifice anything for them.

Q2. Cold logic or reason doesn't sway the masses but passions do arouse them. What does Antony say in his speech? Why is it more effective? Your answer should not exceed 100 words.

Ans. After making peace with the conspirators and getting their permission, Antony speaks directly to the Roman mob. He pretends that he has not come to praise Caesar and speak against Brutus and the others. However, he does just the opposite. He knows the pulse of the common men better than Brutus. Being a wonderful orator he is able to arouse natural passions of the people. He starts narrating the conquests, glories and trophies that Caesar brought to Rome. He brought many captives, received ransoms and tributes. He wept for the poor and for their cause. In his will he left his private gardens and parks for their use. They were his heirs. Caesar was not all ambitious as he turned down the crown offered to him thrice. He conclusively proved that Brutus and other conspirators were liars and murderers. He succeeded in arousing the mob's sympathy for Caesar and directing their anger against the conspirators. Whereas Brutus' cold logic didn't cut much ice with masses, Antony's oratory achieved its aim.

Q3. What are the dominating traits of Caesar that are evident from the play, 'Julius Caesar'? Do you think that arrogance and overconfidence brought his downfall? Your answer must not exceed 100 words. [Imp.]

Ans. Julius Caesar was one of the most powerful conquerors and rulers of his times. He was highly respected, praised, flattered and feared by the senators and the commoners alike. He conquered many lands and brought glory and grandeur to Rome. He was valiant, fearless and a little arrogant. Sometimes his wisdom was 'consumed in confidence'. He ignored Calpurnia's beggings and the soothsayer's prediction. He was adamant at times. He refused to be moved and influenced with the 'couchings' and 'lowly courtesies' of Cimber. He could be haughty and boastful and little superstitious. He failed to understand the evil designs of the conspirators. Overconfidence and arrogance led to his downfall. He compared himself with Pole Star. But he was not that ambitious as Brutus thought him to be. In his will he made his personal parks and orchards open for the public. His will proved his love for the common people of Rome. Love of Rome, freedom, idealism and republicanism were the main traits of Brutus's character.

Q4. Give any two reasons that Brutus gave the citizens to justify the assassination of Caesar. Write your answer in 100 words.

Ans. Brutus, a stoic and idealist, had no personal grudge or jealousy against Caesar. He murdered Caesar not because he loved Caesar less than anybody else. He murdered Caesar because he loved Rome more than Caesar. The interests of Rome and Romans were of primary importance to him. Actually, he sacrificed Caesar at the altar of freedom and republicanism. Brutus considered the growing power of Caesar a threat to freedom and republicanism. If he was not checked or eliminated, all Romans would become mere bondmen and slaves. Hence, Caesar was to be murdered to uphold freedom and republicanism in Rome. Brutus wanted to convince the people that patriotism and republicanism were the highest virtues for him. He could sacrifice anything for those ideals. Hence, Caesar was not murdered but sacrificed for those ideals.

Q5. Bring out the characteristic feature of Mark Antony's character in the play, 'Julius Caesar'. Do you think that his manipulative and oratorical skills led Antony to overpower the conspirators? Write the answer in 100 words. [V. Imp.]

Ans. Mark Antony is nearest to Caesar's heart. He is a true friend and confidant of Caesar. It is Mark Antony who offers the crown to Caesar thrice on the Lupercal. He loves sports, music and revelry. He is genuinely grieved at Caesar's death. Antony's greatest traits are his manipulative and oratorical skills. He is shrewd enough to make peace with the conspirators. He was not in a position to challenge them. He grabs the opportunity that the idealist Brutus gifts away to him. Left alone with the Roman mob, he creates pity for Caesar after showing his wounds. He then creates sympathy for him. He is successful in proving that Caesar was not ambitious. Mark Antony can feel the pulse of the people. He knows that the mob is swayed not by the cold logic but by arousing their basic passions. He turns the table against the conspirators by directing the anger and hatred of the mob against them.

Q6. What did Calpurnia see in her dream? What was her fear? What was the symbolic significance of her dream? How was the dream interpreted by Decius Brutus? Write your answer in about 100 words.

Ans. Calpurnia saw a horrible dream just a day before Caesar's murder. He saw Caesar's statue with a hundred spouts. Blood rushed out of those spouts or openings like a fountain. She saw in her dream that many smiling and robust Romans were bathing their hands in Caesar's blood. Calpurnia feared that such horrid omens and sights signalled imminent danger or death. So they had a symbolic significance.

Decius Brutus deliberately gave a flattering twist to Calpurnia's dream. He calls the dream fair and auspicious. He interpreted that Caesar's blood would give a new life, vigour and vitality to Rome. The Romans would worship Caesar as a martyr, hero and saint. Important Romans would keep his things as relics, memorials or mementos. Decius was one of the conspirators. He was sent to persuade Caesar to come to the Senate. He succeeded in his aim by giving a flattering interpretation to Calpurnia's dream.

Q7. Why did Calpurnia try to prevent Caesar from going to the senate house? Did she succeed in her attempt? How could Decius Brutus succeed in satisfying the inflated ego of Caesar? Write your answer in about 100 words. [V. Imp.]

Ans. Calpurnia saw a horrible dream the previous night. She saw Caesar's statue with a hundred spouts or openings. These spouts were gushing out blood like a fountain. Lusty and smiling Romans were bathing their hands in Caesar's blood. Calpurnia interpreted that her dream signalled imminent danger and death. So she tried to prevent Caesar from going to the Capitol. No, Calpurnia didn't succeed in her mission. Decius Brutus who was a part of the conspiracy, deliberately gave a flattering interpretation of the dream. He told that Calpurnia's dream was fair and auspicious. Caesar's blood would give a new life, vigour and vitality to Rome. The Romans would worship Caesar as a hero, martyr and saint. They would run to receive Caesar's belongings as relics, memorials and mementos. Caesar's ego and ambition were touched. Decius told Caesar that the Senate would present him a crown that day. They might change their decision. Caesar was provoked and decided to go to the Capitol.

Q8. How was Mark Antony able to provoke the Roman mob against the conspirators? What lessons can be learnt from Antony's speech in public oratory?

Ans. Mark Antony was a shrewd manipulator. Moreover, he was a wonderful orator. He was also a great judge of men and situations. He knew that the Roman mob would not be moved by the cold logic and idealism of Brutus. The mob was swayed and aroused by arousing their basic passions. Therefore, first he created pity and sympathy for Caesar in the minds of the people. He systematically proved that Caesar was not ambitious as painted by Brutus and other conspirators. He thought of the general welfare. He rejected the offer of the crown thrice. His will showed his love for the Romans. Once establishing Caesar's virtues, he turned the tide against the conspirators. Caesar opened all his parks and orchards for public use. He succeeded in proving that Brutus, Cassius and others were liars and murderers. Then he directed the anger, hatred and fury of the mob against the conspirators.

Q9. What was the tactical blunder of Brutus? What did Brutus tell the mob? Was his decision to permit Antony to speak a wise one? What values did Brutus cherish and why? Answer in about 100 words.

Ans. Brutus spoke before Antony in order to justify the murder of Caesar before the Roman mob. He didn't murder Caesar because he had any personal grudge or enmity against him. He murdered Caesar because he loved Rome more than Caesar. He murdered Caesar because he was growing very powerful and ambitious. He was becoming a threat to freedom and republicanism. If not checked or eliminated, Romans would be reduced to his mere bondmen and slaves.

Brutus's decision of allowing Antony to speak before the Roman mob was a tactical blunder. Cassius understood the situation better. Brutus's idealism allowed Antony to exploit the situation in his favour and against the conspirators. Antony was able to arouse the passions of the mob. He directed its anger and fury against the conspirators.

Q10. Give two instances from the play, 'Julius Caesar' to prove that Mark Antony was a master of eloquence and oratory. How could he create sympathy for Caesar. [Imp.]

Ans. Mark Antony was indeed a wonderful orator. His funeral speech is a masterpiece of eloquence and oratory. He straightaway targeted the audience. He aroused their passions by showing Caesar's cloak and wounds on the dead body. His master stroke was his ironical use of the word 'honourable'. His speech achieved both the purposes. It was able to create sympathy for the dead Caesar and it aroused the mob's fury and anger against the conspirators. He aroused sympathy for Caesar by reading his will. Caesar opened all his parks and orchards for public use. Then Antony proved that Brutus and others were liars. Caesar was not ambitious. He refused the crown that was offered to him thrice. All these instances in the play prove that Antony was a matchless orator. His speech contained all the elements that made a perfect orator. His pungent remarks, irony and mockery made the desired effect on the masses.

Q11. What prompts Caesar to make the statement: 'Cowards die many times before their death....'? [V. Imp.]

Ans. There can be no doubt that Caesar is a brave and valiant man. He is not afraid to die. Calpurnia begs him not to go to the Capitol. She saw a horrible dream. Such horrid sights and omens signal death and disaster. The sight of lusty Romans bathing their hands in Caesar's blood unnerved her. She thinks that her husband's life was in danger. Caesar doesn't give much weight to her irrational fears. He is not a coward who may die many times before his death. He is a brave

and valiant man who tastes death but once. Therefore, Calpurnia's irrational and false fears don't impress him. If at all the omens mean evil, then they are for all and not particularly for Caesar alone. No doubt, Caesar's statement presents his fearlessness and courage. None can overawe and intimidate him, not even death. But his over-confidence consumed his wisdom and he became an easy prey to the evil design of the conspirators.

Q12. Write the characteristic features of the Roman mob in the play, 'Julius Caesar'. What lessons can one draw from the behaviour of the Roman mob?

Ans. The Roman mob, like any other mob anywhere, is volatile, restive and fickle minded. At one time it can be with Brutus and at the other, Antony may direct it against the conspirators. The mob's mentality is different from the individual. The mob belongs to him who can touch and move its heart. Cold logic and ideology don't keep their interest for long. Their love and loyalty are always shifting. Once they worshipped Pompey, then they worshipped Caesar. Brutus with his logic is able to justify why they murdered Caesar. The mob seems to be convinced with Brutus. One of them demands that Brutus should be made 'Caesar'. No one understands the mob's mentality better than Antony. He knows that the people are swayed by basic passions and not through cold logic and arguments. He directly targets his audience. He can draw their sympathy for Caesar and direct their anger against the conspirators at will.

Q13. Why does Antony call Brutus, "The noblest Roman of them all"? Describe the values and ideals for which Brutus lived and died.

Ans. Mark Antony pays a rich tribute to Brutus calling him "the noblest Roman of them all". And rightly so. It is no exaggeration that out of all the conspirators, Brutus stands apart in stature, reputation and reverence. Again out of all the conspirators who murdered Caesar, Brutus was the only one who had no personal grudge against Caesar. Cassius was jealous of Caesar and considered himself a rival. Casca and Cimber have their personal scores to settle against Caesar. Brutus murdered Caesar not because he loved Caesar less than anybody else. He killed Caesar because he loved Rome more than Caesar. Rightly or wrongly, Brutus thought that Caesar's growing power was a threat to freedom and republicanism. He could become a tyrant and Romans would become just his bondmen and slaves. In short, Brutus was far above in idealism, human decency and morality than anyone else.

Q14. How did Decius Brutus succeed in persuading Caesar to go to the Capitol? Did his manipulative tactics succeed in touching Caesar's inflated ego?

Ans. Decius Brutus was one of the conspirators and was sent to Caesar with a definite mission. Decius took it upon himself the responsibility of bringing Caesar to the Capitol. The other conspirators were in ambush there. Decius knew Caesar's temperament and his weaknesses. First of all, he gave a flattering interpretation of Calpurnia's dream. He told that her dream was fair and auspicious. Caesar's blood would give a new life, vigour and vitality to Rome. The Romans would worship Caesar as a hero, martyr and saint. He called it fair and auspicious. Then, he touched the inflated ego of Caesar. He asked Caesar not to become a stock of laughter for other senators by yielding to his wife's unfounded fears. In the end he threw a bait. He gave the news that the Senate was going to offer him the crown that day. If he didn't go, they might change their decision. Decius's strategy clicked. Caesar chided himself for yielding to Calpurnia's foolish fears. He was ready to go to the Capitol.

TEST YOUR SKILLS

I. SHORT ANSWER TYPE QUESTIONS

1. How does Antony draw the mob's attention to the holes in Caesar's cloak and wounds on his body? What is the effect?
2. How does Marcus Brutus justify Caesar's murder to the Roman mob?
3. What was the effect of Brutus's speech on the Roman mob?
4. How does Antony create sympathy for Caesar in the hearts of the people?
5. How does Antony prove that Caesar was not ambitious? Give at least one example.
6. Why does Antony read Caesar's will and with what effect?
7. How was Antony able to incite the Roman mob and what was the reaction of the mob?
8. Describe the behaviour of the mob in 'Julius Caesar'.

II. VALUE-BASED LONG ANSWER QUESTIONS

1. Why does Calpurnia beg Caesar not to go to the Capitol? Does she succeed?
2. Describe the most unnatural and horrid sights seen by the watchman.
3. Describe Calpurnia's dream. How does she interpret her dream?
4. Why has Decius Brutus come to Caesar's house? How did he succeed in his aim?
5. How does Decius interpret Calpurnia's dream and why?
6. Where Calpurnia fails, Decius succeeds. How does Decius succeed in taking Caesar to the Capitol?
7. How does Cimber beg Caesar about his brother and with what result?
8. Give two examples of Caesar's arrogance in the play 'Julius Caesar'.
9. How does Antony buy peace with the conspirators?
10. Cassius was overruled by Brutus and Antony was allowed to speak on Caesar's funeral. Was it a sound decision? Give reasons.



MAIN COURSE BOOK

4

Environment

INTRODUCTION

Complete the following statements by choosing answers from the box given below and check your awareness about environment.

1. This animal is hunted for its under wool, shahtoosh, which is used to make shawls and scarves. This is the
2. The key threat to tigers is
3. The Sumatran Rhino is possibly the most critically endangered of the Asian Rhinos. The rhinos are hunted primarily because of their horn, which is used in
4. The tiger has few enemies. The main predator of the tiger is the
5. The largest endangered land mammal is the
6. The name given to the list of endangered/threatened species is
7. The major environmental factor thought to cause the loss of habitat for the polar bear is
8. One of the reasons the WWF (World Wildlife Foundation) was created was to

human being, traditional Asian medicine, The Red List of Threatened Species, Chiru/Tibetan Antelope, global warming, loss of habitat, educate and encourage conservation, Asian elephant

- Ans.**
- | | |
|-------------------------------|---------------------------------------|
| 1. Chiru/Tibetan Antelope | 2. loss of habitat |
| 3. traditional Asian medicine | 4. human being |
| 5. Asian elephant | 6. The Red List of Threatened Species |
| 7. global warming | 8. educate and encourage conservation |

A. Treading the Green Path—Towards Preservation

A.1

See Main Course Book, Pages 121–125.

SUMMARY OF THE LESSON

► Romulus Whitaker—Reptile Expert and Environmentalist

Romulus Whitaker is an American born Indian citizen. He is a reptile expert and an

environmentalist. He has his base in the southern Indian state of Tamil Nadu. He has original thinking and perfect planning behind his projects for wildlife, forests and

the people living in them. His current ambition is to create a network of rainforest research stations throughout India. He bought a block of land at Agumbe in southern India.

► Achievements

Romulus is an author of eight books and over 150 articles. He served in key reptile posts. He has inspired many with 23 acclaimed environmental documentaries, such as the National geographic film “King Cobra”. He helped native Irula people of Tamil Nadu to make their transition from catching snakes for skin trade to collecting snake venom to produce life saving anti-venom serum.

► Reptiles Need their Habitats

Whitaker realised snakes and other reptiles can't survive without their habitats. So, he has evolved from a naturalist to a conservationist. India faces water shortage due to forest clearance and dam projects. Rivers are drying. In such an inhospitable environment

reptiles and other species of snakes can't exist. They need their own habitats to survive.

► Agumbe Base for Research, Conservation and Education centre

Agumbe base was constructed in 2005. It is now a fully functioning research, conservation and education centre. Whitaker emphasizes the importance of the region's rainforests for water resources. The rivers in the south provide water for 350 to 400 million people, about a third of India's population. The Agumbe station is located on about three hectares of land adjacent to a wildlife sanctuary and a national park. The base has hosted dozens of Indian researchers, journalists and naturalists. The base is a spring board for local conservation, forest produce and medicinal plants. The network of seven stations, including the one in the Andamans will serve as vital haven for large number of migratory birds and endangered mammals.

ENRICH YOUR VOCABULARY

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Treading—walking, चलना। **Preservation**—(here) protection or the maintenance of environment, बचाना (पर्यावरण को)। **Herpetologist**—one who is an expert in the study of snakes, साँपों का विशेषज्ञ। **Wildlife conservationist**—a person who protects wildlife or environment, जंगली जीवन व पर्यावरण रक्षक। **Reptile**—any animal belonging to the family of snakes, crocodiles, tortoises, साँप या, अजगर के परिवार का कोई जानवर, रेंगने वाला प्राणी। **Drives**—moves ahead, आगे बढ़ाता है। **Boundless**—endless, असीमित। **Enthusiasm**—excitement and energy, जोश। **Fascination**—great wonder, attraction, आकर्षण, ललक, चाहत।

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Mystries—secrets, रहस्य। **Critters**—living creatures, जीवित प्राणी। **Empathy**—sympathy for others, दूसरों के लिये सहानुभूति। **Envious**—that creates envy, ईर्ष्या की स्थिति। **Seemingly**—which seems, दिखायी देने वाली। **Relaxed**—(here) carefree, मुक्त। **Attitude**—outlook, दृष्टिकोण। **Belies**—is not true, झुठलाता है। **Current**—(here) present, वर्तमान। **Vision**—dream, स्वप्न। **Elaborating**—(here) painstaking, अध्यवसायी, कष्ट उठाने वाली। **Absolutely**—completely, पूर्ण रूप से। **Wherewithal**—(here) skill to do a thing, किसी चीज को करने की निपुणता। **Basis**—base, आधार। **Notable**—remarkable, उल्लेखनीय। **Herpetology**—science of snakes, सर्प-विज्ञान। **Transition**—change, परिवर्तन। **Venom**—poison, विष, जहर।

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Species—a group of creatures, प्रजातियाँ। **Survive**—remain alive, जिंदा रहना। **Habitat**—living place, रहने का स्थान। **Evolved**—developed, विकसित। **Wrapped up**—surrounded by, लिपटे हुए, घिरे हुए। **Crystallized**—taken final shape, अंतिम रूप लिया। **Droughts and famines**—dry spells, सूखे, अकाल। **Tackled**—faced, सामना किया गया। **Dwarf**—make small, छोटा बना देगी। **Obvious**—clear, स्पष्ट। **Regimes**—(here) systems, प्रणालियाँ। **Replenished**—renewed, दोबारा पैदा करना। **Ironically**—full of irony of fate, (भाग्य की) विडम्बनापूर्ण। **Intent**—determined, दृढ़ता से चाहना। **Obstacles**—hurdles, बाधाएँ। **Biodiversity**—diversity of life and plants, जैव विविधता। **Dwindling**—reducing, कम होते हुए। **Condemns**—punishes to suffer, अभिशापित करता है। **Swarms**—groups, झुण्ड। **Malfunction**—not functioning properly, ठीक ढंग से काम न कर पाना। **Focus**—(here) centre, केन्द्र। **Integrity**—(here) pure form, विशुद्धता। **Three pronged**—in three ways, तीन तरीके या दिशा में। **Implementing**—enforcing, लागू करते हुए।

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Emphasize—stress, जोर देना। **Renewable**—that can be renewed, जिसका फिर से नवीकरण किया जा सके। **Strategically**—done with a purpose, सामरिक महत्व के अनुरूप। **Sanctuary**—reserve for wild animals or birds, जंगली जानवर व पक्षियों की सुरक्षा स्थली। **Hosted**—(here) invited, निमंत्रित। **Extends**—spreads out, विस्तृत है। **Spring board**—launching pad, उत्थान स्थान। **Vital**—essential, बहुत आवश्यक। **Expertise**—expert studies, विशेष अध्ययन। **Migratory**—those who change places, एक स्थान से दूसरे स्थान पर जाने वाले।

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Exist—present, मौजूद हैं। **Various**—different, भिन्न-भिन्न। **Monitoring**—watching and checking, देखभाल और निरीक्षण। **Aspirations**—hopes, आशाएँ।

A.2 The author of the article had made the following sub headings, but they got mixed up. Re-order them in the correct sequence, and write the number(s) of the paragraphs that would come under each sub heading.

- * The network of rainforest research stations
- * Whitaker's achievements
- * People support
- * Whitaker's love for nature, his vision and ambition
- * The Agumbe station
- * Water shortage and the need to save rainforests
- * Becoming a conservationist

- Ans.**
1. Whitaker's love for nature, his vision and ambition (Paras 1 and 2)
 2. The network of rainforest research stations (Para 2)
 3. Whitaker's achievements (Para 3)
 4. Becoming a conservationist (Para 4)
 5. Water shortage and the need to save rainforests (Paras 5 and 6)
 6. The Agumbe station (Para 7 and 8)
 7. People's support (Para 11)

A.3 On the basis of your reading of the above article choose the correct option to complete the following statements:

1. Romulus Whitaker was able to pursue his dream because
 - (a) he was determined
 - (b) of his fascination with nature
 - (c) he didn't have a regular job
 - (d) he was sympathetic
2. Romulus's ambition was to
 - (a) save reptiles and frogs
 - (b) establish rainforest research stations
 - (c) start a water conservation project
 - (d) create awareness about the king cobra
3. Whitaker was able to fulfill his ambition with the help of
 - (a) his friends and colleagues
 - (b) Whitley award money
 - (c) Rolex award money
 - (d) his personal savings
4. Whitaker evolved from a Naturalist to Conservationist because he realized that
 - (a) Naturalists get obsessed with animals
 - (b) It was the requirement of Rolex award
 - (c) Conservationist has more importance than naturalist
 - (d) Animals cannot be saved without saving their habitat
5. According to Whitaker the most serious threat facing the humanity is
 - (a) Forest clearance
 - (b) Drying of rivers
 - (c) Water shortage
 - (d) Climate change
6. The mission of Agumbe research station is to
 - (a) Educate children
 - (b) Play host to Researchers, Journalists and Naturalists
 - (c) Sustainable development of forest products
 - (d) All the above

- Ans.**
1. (b) of his fascination with nature
 2. (b) establish rainforest research stations
 3. (c) Rolex award money
 4. (d) Animals can not be saved without saving their habitats
 5. (c) Water shortage
 6. (d) All the above

A.4 The dwindling forest cover not only threatens the habitat of millions of species but also endangers water reserves. On the basis of the above article and the visual input given, write a letter to the editor of a national daily expressing your concern about the threat to the bio reserves.

(a)

See Main Course Book, Page 127

(b) Threat to animals

	Not Endangered	Vulnerable Endangered	Endangered	Critically Endangered
Fish	50%	20%	10%	20%
Amphibians	70%	10%	12%	8%
Reptiles	40%	30%	17%	13%

Birds	90%	5%	3%	2%
Mammals	75%	10%	8%	7%

Ans. Temple Road

Madurai

The Hindu

Chennai

Subject: Dwindling forest threatening wildlife and water reserves

Sir

Through the columns of your esteemed daily, I want to highlight the havoc caused by the dwindling forest cover in the world. This is not only threatening the habitats of millions of species but also endangering our water reserves and resources.

The price of progress has been a corresponding ruin or disaster. Forests have been our life-line since the creation of this world. They have been the natural habitats of millions of species of animals and birds. They have rich floras and faunas containing many rare species of vegetations and animals. Unfortunately the pressure of population on earth and the growing needs of the people led to clearing of forests on an unprecedented scale throughout the world. The results were disastrous. We exposed millions of species of birds, reptiles and animals to their inevitable doom and ruin. Clearing of forests deprived them of their natural habitats. Nearly the existence of 20% of fish, 30% amphibians, 60% reptiles, 10% birds and 25% mammals stands endangered. It will create disastrous effects and will affect billions of people around the world.

The dwindling forest cover and indiscriminate felling of trees have also endangered our water resources. Forests bring rain. Clearing of tropical forests has led to drying of many rivers and water resources. It has also affected the rain-patterns throughout the world. The results have been drying of rivers, water resources, droughts and famines. The situation is really very grim and needs protective measures on a war-footing. Reforestation on a large scale can arrest the dwindling forest covers of the world. Any delay will only be ruinous.

Yours faithfully

R. Ram

A.6

See Main Course Book, Page 131

B. Heroes of the Environment

B.1 SHERPA TO CLEAN MOUNT EVEREST

SUMMARY OF THE LESSON

► Cleaning Operation led by Namgyal Sherpa

Mount Everest will be cleaned up. Twenty Nepali climbers led by Namgyal Sherpa will clean the area known as the "death zone".

The death zone gets its name from thin air, sub-freezing temperatures and extreme climbing conditions. The garbage buried under the snow has come out on the surface because of the melting of snow due to global warming.

Mount Everest is considered to be the world's highest garbage dump. The trash includes climbing equipment, food, plastics, tins, cans, glasses, clothes paper, tents and even dead bodies.

► **Highest Junkyard**

American Barry. G. Bishop labelled Everest

as “the highest junkyard” in the world. The team led by Namgyal Sherpa will try to remove 4,400 pounds of garbage during the expedition. It will set an example for future climbers. A special effort will be made to remove the body of a Swiss climber died there in 2008.

ENRICH YOUR VOCABULARY

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Setting off—prepared to go, जाने के लिये तैयार। **Expedition**—an organised journey, अभियान।

Garbage—trash, कूड़ा। **Garbage dump**—a place for throwing trash, कूड़ा फेंकने की जगह।

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Junkyard—scrapyard, कबाड़खाना। **Summit**—highest point, शिखर। **Attempt**—effort, प्रयत्न।

Mission—aim, उद्देश्य।

B.2 On the basis of your reading of the news story, complete the following table after a group discussion.

Adverse environmental effects of tourism and adventure sports.	<ul style="list-style-type: none"> • Personal conquests seem to be more important than preserving the integrity of a natural site. • • • •
Ways to prevent it	<ul style="list-style-type: none"> • Charge high climbing fees • • • •

Ans.

Adverse environmental effects of tourism and adventure sports.	<ul style="list-style-type: none"> • Personal conquests seem to be more important than preserving the integrity of a natural site. • Indifference to the environment • Littering garbage around • Hotels and construction activities • Clearing of green belts for camping etc.
Ways to prevent it	<ul style="list-style-type: none"> • Charge high climbing fees • Making them responsible for cleaning the sites • Use of plastic and polythene be banned • No new camping sites • No felling of trees and plants for construction activities.

B.3 Now imagine you are in-charge of a Mountaineering Expedition to Mount Everest. You have to address the first time climbers. Write the instructions that you would give to the climbers on keeping the track clean besides giving instructions on safety measures. Instruct how they can contribute in preventing the Everest from becoming, “The highest junkyard in the world”.

Before writing the instructions, read the following questionnaire on how to write instructions and tick mark the right option:

1. What tense is commonly used in writing imperative sentences?
(a) Present Continuous (b) Simple Past (c) Simple Present
2. Where do verbs most commonly come in these instructions?
(a) At the beginning of a sentence or a clause
(b) In the middle of a sentence or a clause
3. How long are the sentences?
(a) Very long (b) Mixed length (c) Short
4. Why are the instructions so written/given?
(a) So that the reader can understand more easily
(b) So that the writer can write more easily
5. What is the order of the instructions?
(a) Mixed order
(b) The order in which the instructions have to be carried out
6. Are the instructions numbered?
(a) No (b) Yes

- Ans.**
1. (c) Simple Present
 2. (a) At the beginning of a sentence or a clause
 3. (c) Short
 4. (a) So that the reader can understand more easily
 5. (b) The order in which the instructions have to be carried out
 6. (b) Yes

Dear Young climbers!

Very soon you will be setting off to conquer the highest peak, Everest of the highest mountain ranges of the world the Himalayas. Naturally you will join the league of Sherpa Tenzing and Edmund Hillary who first conquered it in 1953. More than 4000 climbers have reached Mount Everest’s summit since it was first conquered. Unfortunately, Everest has become the world’s highest garbage dump. American Barry G. Bishop labelled Everest as “the highest junkyard in the world”. The following instructions will help in making your expedition safe and leave the track clean without polluting the environment.

First thing first. Be hundred percent physically and mentally fit and tough. Equip yourself with all the necessary equipments, clothing, food and tents. Work in a team. Follow the instructions of your group-leader. Always reach out to help others. They will help you in trouble.

Don’t forget to maintain the serenity and purity of the place. Don’t pollute the environment. Never leave behind the trash. Bring back your climbing equipment, left over food, plastics, tins, cans, clothes, paper and tents. And God forbid, even dead

bodies. You will be going to that height, the 'death zone' for the first time. It's very difficult and dangerous. Take care of yourself, your companions and the environment. Leave Everest cleaner than before. Set an example for the future climbers.

Good luck!

Yours sincerely

Dorji

B.4 How to design a Poster?

See Main Course Book, Page 135

Design a poster for promoting cleanliness in the surroundings of your colony.

Ans.

CLEANLINESS

is another name for

GODLINESS

Promote Cleanliness in Your Colony

- * Be Sensitive to the Environment
- * Pollution Degrades the Environment
- * Don't Litter Rubbish Around
- * Use Dustbins for leftover food and tins
- * Don't Spit Around
- * Avoid using plastics and polythenes
- * Don't Take Pets outside for calls of Nature

 Remember

CLEANLINESS & HEALTH

are two sides of the same coin

President

Residents Welfare Association

Malvia Nagar

Jaipur

See Main Course Book, Page 136

On the basis of this, design a poster urging mountaineers to preserve the pristine glory of the mountainsides. Work in groups of 4-5.

PRESERVE

the pristine glory of the

MOUNTAINS

*** Remember to:**

- Maintain their serenity & purity
- Preserve the environment
- Respect vegetation, forests & rivers
- Preserve wild-life

*** Don't:**

- Pollute the environment
- Leave food and eatables on mountains
- Leave plastics, tins, cans, clothes, papers & tents behind
- Don't make mountains high Junkyards of the world

MOUNTAINS—LIFELINES OF THE WORLD

Himalayan Mountaineering Club
Darjeeling

B.5

See Main Course Book, Pages 137-141

Green-Belt Movement

Interview with Wangari Maathai

SUMMARY OF THE LESSON

► Respond to the Basic Needs of Rural People

When Wangari Maathai started the Green Belt Movement, her main job was to respond to the basic needs of the people in rural areas. The people were asking for clean drinking water, food, firewood, for building material and fodder for their animals. And all these come from the land. They couldn't get these things because the environment was degraded and it was to be rehabilitated. Forested mountains are the source of water and the rain. Deforestation causes shortage of water and a change of rainfall pattern.

► Peace Connected to Good Environment

Many wars have been fought in the world over natural resources. Some people and nations want to take a lot of resources to control them and to keep many others out. This leads to discontent and conflict. So good management of the natural resources and equitable distribution of these resources, is important for peace. And it is possible only with a democratic space, respect for human beings and their rights. Peace, good governance and sustainable management of resources are the three legs of development.

► Clearing Indigenous forests: Plantations of Exotic Trees from Europe and Australia

The environment was very pristine, very beautiful and very green only fifty years ago. But the British colonialists established commercial plantations of exotic species of trees brought from Europe and Australia. All the indigenous flora and

fauna disappeared. The rain-water instead of going down into the underground reservoir now runs downstream, lakes and ocean. The rivers start drying and rain patterns change. Local biological diversity is lost. Her campaign aims at restoring the vegetation, the land and rehabilitating the forests.

► Educating Women to Grow Trees

Wangari Maathai's campaign aims at educating women to plant trees. The professional attitude of the forest officials didn't help. She encouraged women to be self-sufficient. They cultivate and produce food. She told them that seeds of trees are like the seeds of food crops. In the beginning it was difficult, but they soon gained confidence. Women became competent "foresters without Diplomas". They responded so well to Wangari's message. They planted trees for firewood and building materials. They were given education in civics and environment.

► Great Transformations

One of the biggest transformations was the ability of ordinary and illiterate women to plant trees and to take care of the environment. They were proud and confident that they had done something for themselves. The other transformation was of the landscape. Trees, and even birds and rabbits appeared where there was dust and dirt. It made the environment beautiful. It was a profound transformation. The willingness of the people to fight for their rights was another transformation. They decided to fight for their forests and stop the misuse of their land.

► Peaceful Movements in Africa

The aim of her campaign is to inspire people to stop wasting their natural resources and their youth in wars. Now the Africans have started peaceful negotiations for conflicts. They have started engaging in dialogue. They understand the need to

restore their environment and stop it from being degraded. Trees are wonderful symbols for the environment. When we plant trees, we plant hope. We plant the future for ourselves, for our children, for the birds.

ENRICH YOUR VOCABULARY

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Respond to—(*here*) able to solve, हल करना। **Degraded—**degenerated, पतन हुआ। **Rehabilitate—**(*here*) to bring to good health again, दोबारा स्वस्थ बनाना। **Deforest—**clear away forest, जंगल काटते हो। **Patterns—**(*here*) ways, ढंग। **Sustain—**maintain, कायम रखना। **Livelihoods—**means of earning a living, रोजी-रोटी कमाने के साधन। **Discontent—**dissatisfaction, असन्तुष्टि।

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Management—(*here*) control, प्रबंधन। **Equitable distribution—**distributing equally, बराबर-बराबर बाँटना। **Dignity—**honour, सम्मान, गरिमा। **Themes—**subjects, विषय। **Sustainable—**that can be retained, जो जिंदा रखा जा सके। **Acquire—**get, प्राप्त कर लेते हैं। **A lot—**enough, काफी। **At the expense of—**at the cost of, की कीमत पर। **Indigenous—**local, स्थानीय। **Exotic—**new and strange; of foreign origin, नये और विचित्र, विदेशी मूल के। **Reservoir—**storage, भंडार। **Damage—**hard, नुकसान।

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Complicated—not simple, पेचीदे। **Professionals—**having professional skills and knowledge, पेशेवर। **Germinate—**grow, उग आयेंगे। **Nurture—**support, पोषण। **Competent—**skilled, able, निपुण।

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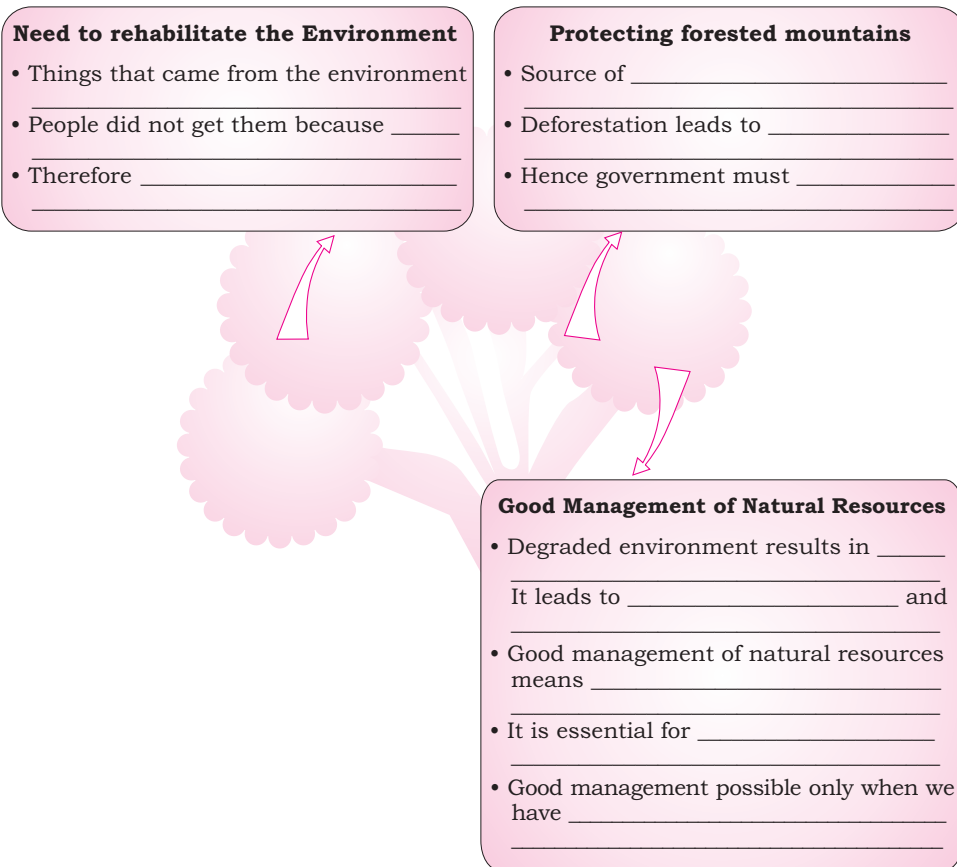
Tropics—in hot and tropical countries, उष्ण और आर्द्र देशों में। **Governance—**the art of ruling, शासन कला। **Empowering—**giving authority, अधिकार देना। **Transformation—**change, परिवर्तन। **Landscape—**the scene of the surrounding region, भूदृश्य।

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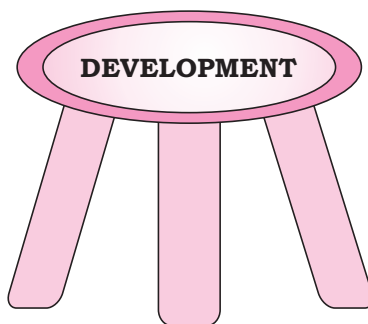
Profound—deep, गहरा। **Willingness—**accepting willingly, अपनी इच्छा। **Engage—**involve, शामिल करना। **Invest—**put money in, पूंजी लगाना। **Negotiations—**dialogue, बात-चीत।

B.6 Based on your reading of Wangari Maathai's interview answer the following questions:

1. Complete the tree of environment:



2. How does Wangari Maathai explain the essential components of development? Label and explain the analogy of the stool.



3. What changes in the environment had Wangari Maathai noticed after growing up?
4. What is the importance of indigenous flora and fauna?
5. How did the campaign to save environment lead to the empowerment of women?
6. What transformation did Wangari Maathai see in people and the environment?

Answers

1.

Need to rehabilitate the Environment

- Things that came from the environment are *clean drinking water, food, firewood building material and fodder for animals*
- People did not get them because *the environment was degraded.*
- Therefore, *we have to rehabilitate the environment.*

Protecting forested mountains

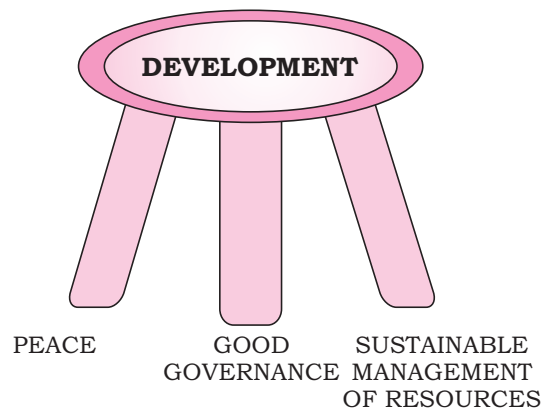
- Source of *water and the rain.*
- Deforestation leads to *shortage of water and change of rainfall patterns.*
- Hence government must *protect the forests and sustain the livelihoods of the people.*



Good Management of Natural Resources

- Degraded environment results in *the loss of natural resources.*
It leads to *conflicts and wars* and *a race to control the resources.*
- Good management of natural resources means *equitable distribution of these resources.*
- It is essential for *peace and respect for human beings and human rights.*
- Good management possible only when we have *peace, good governance and sustainable management of resources.*

2. Wangari Maathai explains the essential components of development by explaining the analogy of the African stool. The stool has three legs and the basin on which you sit. One leg is peace, the other leg is good governance and the third leg is sustainable management of resources. When you have these three legs you can put the basin, which is development.



3. When Wangari Maathai was a child more than 50 years ago, the environment was very pristine, very beautiful, and very green. When she grew up, she found all the

local biological diversity, flora and fauna had disappeared. It was due to the commercial plantations of exotic species of trees planted by the colonial government.

4. The indigenous flora and fauna served as the water towers. With their loss, the rainwater did not go down into the underground reservoir so that it could come back in the form of rivers. It changed not only the rain pattern and made rains less but led to drying rivers and losing the local biological diversity.
5. Wangari Maathai's campaign to save environment demanded the empowerment of women. It became important to give them civic education so that they could understand how they should govern themselves. It was necessary to give them education both in civics and the environment. It was their responsibility to protect and rehabilitate their environment.
6. The biggest transformation that Wangari saw was the ability of ordinary illiterate women to be able to plant trees and protect their environment. Their sense of pride and the sense of dignity made them feel that they were doing things for themselves. It was very empowering. Another transformation was of the landscape. Places where there was dust, there are trees, even birds and rabbits now. And the last transformation was the willingness of the people to fight for their rights.

B.7 Match the 'environment words' with their meanings.

Words	Meanings
• ecology	A person who advocates preservation and careful management of natural resources.
• habitat	The variety and variability among living organisms and the ecological complexes in which they occur.
• herpetologist	The relationship of living things to one another and their environment, or the study of such relationships.
• extinct	Tropical evergreen trees or shrubs forming dense thickets along tidal shores.
• aquifer	A place where a population lives and its surroundings, both living and non-living.
• naturalist	A zoologist who studies reptiles and amphibians.
• biodiversity	Having no living representative.
• mangrove	An underground geological formation, containing water.
• conservationist	A person who studies plants and animals, especially outdoors.

Ans.

Words	Meanings
• Ecology	The relationship of living things to one another and their environment, or the study of such relationships.
• Habitat	A place where a population lives and its surroundings, both living and non-living.
• Herpetologist	A zoologist who studies reptiles and amphibians.

• Extinct	Having no living representative.
• Aquifer	An underground geological formation, containing water.
• Naturalist	A person who studies plants and animals, especially outdoors.
• Biodiversity	A variety and variability among living organisms and the ecological complexes in which they occur.
• Mangrove	Tropical evergreen trees or shrubs forming dense thickets along tidal waves.
• Conservationist	A person who advocates preservation and careful management of natural resources.

B.8 Identify an area in India that needs efforts on a war footing to conserve the bio system. On the model of Wangari Maathai's efforts, prepare in groups a power point presentation covering the environmental problem, causes, effects and solutions. Each student in the group should present a part of the presentation.

Ans. Group A : The area in South India that needs efforts on a war footing to conserve the bio-system is the Nilgiri hills and forests. If effective steps are not taken immediately, it would be very difficult to conserve the bio-system there.

Group B : There's no doubt about it. The Neelgiri hills and forests are the most fascinating areas in India and particularly in South India. The region is famous for its tea plantations, spices, and many other rare plants and herbs.

Group C : The river Kaveri enriches the bio-diversity, making its flora and fauna, exceptionally rich and rare. The forests have sandalwood plantations and it makes the area a haven for poachers and sandalwood smugglers. The forests are the habitat of tigers, elephants and many rare species animal.

Group D : Unfortunately, the builders have been playing havoc with the biosystem and the ecology of the area. The connivance of the builders and the officials have led to clearing of many green belts and felling of rare species of trees, plants and herbs. This has made hills bare and dry.

Group A : All is not lost yet. The governments of Karnatka and Tamil Nadu must declare the whole region as the reserved zone. All building activities in the region must be banned. Tea plantations must be given all help and aid by the authorities.

Group B : Poaching is very common and is carried on a large scale with the connivance of the forest officials and guards. This has led to a sharp fall in the number of tigers, elephants and other species of animals.

Group C : Sandalwood smuggling invites a hoard of smuggler in this region. It goes just under the nose of the officials. This has changed the ecological balance of the region, leaving many green belts and sandalwood forests disappear in the last decades.

Group D : Enough is enough. Only prompt effective steps on a war footing can bring back the glory and grandeur of the Neelgiri hills and forests.

Forestation on a large scale is the need of the hour. Building activities, poaching and smuggling of sandalwood must be crushed with a heavy hand. Let us save Neelgiri hills and forests before it is too late.

B.9 After reading the interview of Wangari Maathai, you are inspired and motivated to do a summer training under her at one of the Research Stations. Write an email to Wangari Maathai. In your mail describe Wangari's influence on you and your desire to work under her and why you should be given a chance to work under her.

Ans.

To: Wangari.mathai@yahoo.com
Cc:
Sub: Willing to join the mission
<p>I read your interview that you gave to NHK Radio (Japan). It was an eye-opener. It is revealing how you and your movement, the Green Belt Movement, responded to the basic needs of people, particularly in the rural area of Africa right from the beginning. You were very forthright in your conclusions. We can't provide clean drinking water, food, firewood, building material and fodder for the animals so long as the environment remains degraded. We have to rehabilitate the environment to respond to the basic needs of the people. Your 'Green Belt Movement' and fight for equal rights for women in Africa have won the hearts of thousands of young people in Africa. I am highly inspired and influenced by your ideas and desire to work under you. I am inspired and motivated to do a summer training under you at one of the Research Stations. I am one of those thousands of young students who believes that good governance, peace and sustainable management of resources are the three legs of development. We can maintain a pristine and green environment only by saving our biological diversity. We have to save our flora and fauna. All these cherished dreams can't be fulfilled till we involve ordinary illiterate women and empower them. If we do so, it will bring many transformation, including the transformation of the landscape. Places where there was dust, will have trees, even birds and rabbits.</p> <p>I hope you will be kind enough to enrol me as one of the volunteers for a summer training under you at one of the Research Stations.</p> <p>Thanking you Yours faithfully M. Lagan</p>

C. Let's Clean Up

SUMMARY OF THE LESSON

► I Love Food, Hate Waste

This world faces food shortages and soaring prices of food. But according to a report,

Britain throws away 220,000 loaves of bread, 1.6 m bananas, 5, 500 chickens, 5.1 m potatoes, 660, 000 eggs, 1.2 m. sausages

and 1.3 m yoghurts. This daily waste costs an average home more than £ 420 a year and £ 610 a family with children.

► **Kerala Shows the Way**

BIOTECH has successfully tackled the problem of dumping of food waste in the streets of Kerala. They have installed biogas plants that use the food waste to produce gas for cooking and electricity for

lighting. The residue serves as fertiliser. BIOTECH has built and installed 12000 domestic plants, 220 institutional plants and 17 municipal plants to use waste to power generators. It has replaced about 3.7 tonnes of LPG and diesel. BIOTECH won an Ashden Award for Sustainable Energy in 2007.

ENRICH YOUR VOCABULARY

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Global—related to the whole world, पूर्ण संसार से सम्बंधित। **Soaring**—rising very high, आसमान को छूती हुई। **Alarm**—(here) worry, चिंता। **Sausages**—mixtures of finely chopped cold meat, गुलमा, कटी हुई बारीक ठंडी मीट का मिश्रण।

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Tackling—facing, dealing with, निपटना। **Dumping**—throwing in, फेंकना। **Installation**—setting up, स्थापित करना। **Residue**—left over, बची हुई चीजें। **Contamination**—getting polluted, दूषित होना। **Disposal**—the act of getting rid of, छुटकारा पाना। **Benefits**—advantages, फायदे। **Decomposition**—the process of rotting, सड़न-क्रिया।

C.2 Punctuate the passage given below:

what exactly is waste waste is anything discarded, rejected, or otherwise released into the environment in a manner that could have an impact on that environment how can we help we can help by practicing the three rs of waste management reduce reuse and recycle it has been estimated that every ton of recycled paper saves 17 trees 7000 gallons of water 4100 kilowatt hour of energy and three cubic yards of landfill space how does reduce and reuse help reducing consumption is decreasing waste whereas the reuse of products such as recyclable plastics prevents the need for excess production of these exact same plastics hence the emission released from factories is lessened recycled products also take less energy to produce

Ans. What exactly is waste? Waste is anything, discarded, rejected or otherwise released into the environment, in a manner that could have an impact on that environment. How can we help? We can help by practicing the three 'rs' of waste management. 'Reduce', 'Reuse' and 'Recycle'. It has been estimated that every ton of recycled paper saves 17 trees, 7000 gallons of water, 4100 kilowatt hour of energy, and three cubic yards of landfill space. How does 'reduce' and 'reuse' help? Reducing consumption is decreasing waste whereas the use of products such as recyclable plastics prevents the need for excess production of these exact same plastics. Hence, the emission released from factories is lessened. Recycled products also take less energy to produce.

C.3 With the help of the inputs given below, write a letter to the Editor of a newspaper on the colossal wastage of food in the lavish Indian weddings.



- * Indians spend life's saving on weddings.
- * Wedding market in India is approximately ₹ 1,50,000 crores per year.
- * India also hosts one of the biggest armies of starving people in the world.
- * No wastage more condemnable than wastage of food.
- * Responsibility of the guests to limit the size of the servings according to their appetite.
- * Take spoonfulls of each to taste and decide, instead of filling the plate with every dish.

Ans. 10L, DDA Flats

Munirka

New Delhi

The Hindustan Times

New Delhi

Sub : *Wastage of food in Indian Weddings*

Sir

Through the columns of your esteemed daily, I want to highlight the colossal wastage of food in the lavish Indian weddings.

There is nothing like an Indian wedding. It is so elaborate, so costly and so grand. Compared to the weddings in the subcontinent, the marriages in Europe, America and Australia are smaller, personal and for less expensive events. Indians spend life's savings on weddings. Wedding market in India is approximately ₹ 1,50,000 crores per year. India is a country of paradoxes. It also hosts one of the biggest armies of starving people in the world. In a country like India where people die of starvation in certain parts of Orrisa and Bihar, no wastage is more condemnable than the wastage of food. Actually, it is a crime against humanity.

Here are some of the useful and practical suggestions that can stop this colossal wastage of food in Indian marriages. It is the responsibility of the guests to serve themselves. They should limit the size of the servings according to their need and appetite. More servings than needed are the main cause of wastage of food. It is always better to take spoonfulls of each to taste and decide, instead of filling the plate with every dish. Every time you waste food in a marriage, remember, you have deprived some hungry mouths of their need for survival.

Yours faithfully

S. Williams

D. A Tale of Three Villages

SUMMARY OF THE LESSON

D.1 KOKO VILLAGE NIGERIA

► Koko Village

Koko village in Nigeria is like any other African village. It is beautiful, colourful and noisy. Nana's house is like all the other houses in the village. It is made up of mud walls and rusting corrugated iron roof.

► Pyramid of Drums

Outside Nana's front door are three large empty metal drums. The skull and cross-bones symbol is still clearly visible on each. About 200 m away from the village, there is a huge pyramid of similar drums, reaching the sky. They are badly corroded. Their grey, dark green and bright orange slimy contents are leaking out. Some are smoking in the midday heat. Some are swelling. Their contents are bursting to get out. Some have already burst.

► The Chief Bribed

Those drums were dumped there by many big lorries. They took all day unloading

them. No one knew what was in them. They gave the Chief a brown paper bag. The chief was bribed. He stood there smiling. Five years have passed. The drums are still lying there.

► Poisonous Chemicals in Drum, 13 People Die

Thomos Agonyo was one of the brightest boys in the village. He came home one weekend. He spent all day looking at the drums. He called a meeting of the village. He told them that the drums contained poisonous chemicals. They had come from Italy. Nana told that in the last 5 years, 13 people have died in the village including his own elder brother. Many of their children are sick. The Chief has done nothing. He only asks them to move their houses to another place.

D.2 PONNIMANTHURI VILLAGE, INDIA

► Ominous Looking Black Buildings

Those ominous looking black buildings are leather factories. They emit a low-lying thick cloud of smoke. From leather they make shoes, handbags and clothes. The owners promised jobs to the menfolk of the villages.

► 250 Different Chemicals

The factory owners kept the villagers in dark. They gave them false promises. They didn't tell the villagers that they change animal skins into leather. They didn't tell

that toxic heavy metals are used. 250 different poisonous chemicals are used. They didn't tell any such things to the villagers. They kept them in dark.

► Chemical Dumped in Fields and Rivers

The factory owners didn't tell that the chemicals would be dumped in open fields and rivers. They would pollute the land and water. The people would get ulcer and sores on their bodies. The worst part is that the villagers don't buy leather shoes or leather handbags.

D.3 VOROBYOV VILLAGE, UKRAINE (FORMERLY USSR)

► Chernobyl Explosions

It was 26th of April, 1986. It was Natasha's mother's birthday. There were small

explosions earlier but it was the biggest one. A cloud of white smoke rose from the nuclear reactor. The day was warm. The

children were playing outside. The loudspeaker was announcing not to touch the radioactive dust.

► Horrible Scenes

A week later, the children began to vomit. Their hair fell out. They grew thin and couldn't eat. Sores appeared on their bodies. The children died two weeks later. Natasha weeps and points out to the graves

where they lie buried inside.

► A Ghost Village

All the people were forcibly evacuated. No one lives there now. The fields are barren. Nothing grows there. There is no bird-song. It is a ghost village. Natasha now lives in Moscow. She has come to see the graves and the house again before she dies.

ENRICH YOUR VOCABULARY

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Picturesque—beautiful, of great scenic beauty, सुन्दर, मनोहर नजारे वाली। **Rusting**—covered with rust, जंग लगते हुए। **Corrugated**—shaped into a series of regular wavy folds, लहरियादार (चहरें)। **Compound**—(here) an open area, आँगन।

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Flaking away—breaking into flakes, परत, पपड़ी। **Skull and crossbone symbols**—a danger symbol of skull and cross bones, खोपड़ी और कास हड्डियों द्वारा दिखाया गया खतरे का निशान। **Visible**—which can be seen, देखा जा सकता है। **Enormous**—huge, विशाल। **Pyramid**—(here) a high heap like a cone, ऊँची ढेर। **Identical**—similar, एक जैसे। **Corroded**—wore away, संक्षारित हो गये, खराब हो गये। **Slimy**—muddy, sticky, कीचड़, चिपचिपी। **Contents**—thing contained inside, अन्दर की चीजें। **Leaking out**—coming out through holes, सुराख से बाहर निकलते हुए। **Baked African earth**—earth baked by the hot sun, गर्म सूर्य से तपती जमीन। **Swelling**—inflated, increasing in size, फूली हुई। **Bursting**—breaking open, फटते हुए।

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Frowning—looking angry and displeased, गुस्से में भौंह चढ़ाते हुए। **Wistfully**—sadly yearning for something, उत्कंठ या हसरत भरी नजरों से। **Outstretched**—spreading out, फैलाते हुए। **Monsters**—(here) frightfully huge, भयंकर रूप से विशाल। **Spluttered**—spoke quickly with difficulty, बुड़बुड़ायी। **Fist**—a hand when tightly closed, मुट्ठी। **Ominous-looking**—not looking auspicious, अशुभ, अपशकुन वाली। **Horizon**—meeting point of the earth and the sky, क्षितिज। **Shroud**—cloth with which the dead body is covered, कफन। **Menfolk**—males, आदमी, नर जनसंख्या। **Cadmium, Chromium, Arsenic**—heavy and poisonous metals, जहरीली और भारी धातुएँ। **Discharged**—thrown out, बाहर फेंका जाता है। **Stacks**—chimney stacks, चिमनी। **Polluting**—making impure, प्रदूषित करते हुए। **Dumped**—thrown into a heap, कचरे में फेंक दिए जाते हैं।

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Sighed—had a deep sad breath, आह भरी। **Ulcer**—sores in the stomach, फोड़े। **Sores**—painful spots on body, फफोले, फोड़े। **Trailed off**—became gradually quieter and then stopped, धीरे-धीरे मंद होकर रुक गयी। **Explosion**—bursting, विस्फोट। **Nuclear reactor**—apparatus for producing nuclear energy, नाभिक प्रतीघातक। **Nervously**—Confused, घबरायी हुई। **Apron**—outer clothing,

लबादा। **Slid**—fell down, slanted down, फिसल गये। **Pinched**—squeezed, सिकुड़ा हुआ। **Pale**—lifeless yellow in colour, विवर्ण, पीला।

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Radioactive dust—dust affected by radioactive particles, विघटनाभिक धूल। **Vomit**—throw out through mouth what is in the stomach, उलटी। **Broke down**—(here) collapsed, started weeping, ध्वस्त हो गयी, रोने लग गयी। **Ghost town**—a town where no one lives, भूतिया कस्बा। **Forcibly**—made to do by force, जबरदस्ती करवाना। **Evacuated**—made empty/made to leave, खाली कराये गये। **Barren**—where nothing grows, बंजर, जहाँ कुछ भी न उपजे।

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Peered—looked closely, ध्यान से देखा, झाँका। **Chewed**—chewing of food by animals, चबाना। **Neighed**—made the sound of a horse, हिनहिनाये। **Boarded**—climbed, चढ़ गये।

D.4 Now that you have each read one of the stories above, first complete the appropriate column of the table below. **When you have done that, ask the other two students in your group about the stories you have not read. For example, ask “In which country did your story take place? What type of pollution is there?” When it is your turn to give information, only do so when the other two students ask you questions. As you receive the answer, complete the other two columns.**

	D.1	D.2	D.3
Country			
Cause(s) of pollution			
Who is responsible?			
Consequences			
What do you think should be done to solve the problem?			

Ans.

	D.1	D.2	D.3
Country	<i>Nigeria</i>	<i>India</i>	<i>Ukraine</i>
Cause(s) of pollution	<i>poisonous chemicals in drums</i>	<i>toxic elements discharged by tanneries</i>	<i>explosion in nuclear power plant</i>
Who is responsible?	<i>factories in Italy, local administration</i>	<i>leather factory owners, local administration</i>	<i>government of the U.S.S.R. (now Russia)</i>
Consequences	<i>13 people died due to painful ailments</i>	<i>polluting the earth, fields making them barren; river polluted</i>	<i>many people died; suffered from diseases caused by radiation, soil became barren, no vegetation and birds, mass evacuation.</i>

What do you think should be done to solve the problem?	<i>Developed nations must stop dumping poisonous chemicals in developing countries. Local government should take steps to resettle the village at a suitable place.</i>	<i>tanneries discharging dangerous chemicals should be banned or adequate safety measures be taken to keep the environment clean and the air and water free from pollution.</i>	<i>Nuclear plants must be at places away from human habitation full-proof security measures.</i>
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D.5 Work in group of three, and answer the following questions:

Koko Village, Nigeria

1. Why do you think there are “three large, empty metal drums” outside Mr. Nana’s front door?
2. Why do you think the drums were sent from Italy to Nigeria?
3. What do you think was in the brown paper bag that the Chief received?
4. Why are the drums referred to as “the mountain of death”?

Ponnimanthuri Village, India

5. Vijayasama and the narrator both refer many times to “they”. Who do you think “they” are?
6. Why do you think the women of the village have to walk 10 km everyday?
7. Why does Vijayasama say: “We don’t buy leather shoes or leather handbags or leather clothes”?

Vorobyov Village, Ukraine

8. Why do you think Natasha’s three children died?
9. Where do you think Natasha lives now?
10. What do you think is going to happen to Natasha very soon? Why?

Ans. Koko Village, Nigeria

1. It is possible that Mr Nana himself brought those three large, empty metal drums. Perhaps he wants to use them for storing water or other household things. It is also possible that the children of the house rolled them there.
2. It is quite unpredictable when those of poisonous and toxic chemicals were sent to this Nigerean village from Italy. One possible reason of dumping there could be treating of such harmful chemicals in a developing nation. Italy didn’t treat such toxic chemicals on its own soil. The factory owners dumped them into a remote village by bribing its chief.
3. It was clear that the drums contained dangerous and toxic chemicals. It was very risky to dump them near a village. Hence, it was necessary to bribe the tribal Chief and get his permission. The brown bag definitely contained money or gold.
4. The drums contained highly poisonous and dangerous chemicals. They leaked toxic chemicals resulting the death of 13 people in the village. Many suffered from painful ailments. Hence, the pyramid of these drums has been referred to as “The mountain of death”.

Ponnimanthuri Village, India

5. They are the factory owners.

6. The tanneries have increased the woes of women of the village. They have polluted the river and water. They have to walk 10 km every day to fetch water for drinking. They must walk for long distances in search of wood as well.
7. The product the tanneries produced are sold in cities. The poor villagers have no money to buy their costly leather shoes, handbags or leather clothes. Hence, they are useless for them.

Vorobyov Village Ukraine

8. The three children of Natasha died of radiation discharges from the nuclear reactor.
9. Like all others Natasha too has left the village for good and lives in Moscow.
10. Natasha will die soon. She has been poisoned by radiation.

D.6 Still working in groups of three, find any ten “happy” words and ten “unhappy” words from the passages you have just read. **First, copy and complete the table below:**

	“happy” words	“unhappy” words
<i>Koko village, Nigeria</i>	<i>picturesque, colourful</i>	<i>skull and crossbones symbol, corroded, slimy.</i>
<i>Ponnimanthuri Village, India</i>		
<i>Vorobyov Village, Ukraine</i>		

Now give reasons why you have classified them as “happy” and “unhappy” words.

Ans.

	“happy” words	“unhappy” words
<i>Koko village, Nigeria</i>	<i>picturesque, colourful stream, brightest</i>	noisy, rusting skull and cross-bones symbol, smoking, bursting, mad, poisonous, died, pain terrible, sick
<i>Ponnimanthuri Village, India</i>	green, good (harvest), jobs, rich, grow, rivers	monsters, spluttered, ominous, shroud, smoke, chemicals, arsenic, discharged polluting, poison, dumped, ulcers, sores
<i>Vorobyov Village, Ukraine</i>	birthday, lovely, warm, played, laughing, chewed, neighe	explosion, worry, smoke, nervously, tears, pinched, pale, radioactive dust, vomit, hair dfell out, sores, died, broke down, cried, ghost barren

All these words are categorised as “happy” and “unhappy” according to the good and bad effects and results they produce, in their respective situations.

D.7 The Ecological Footprint

SUMMARY OF THE LESSON

► Demands Exceeding Resources

Since the 1970s the annual demand of

human beings on resources exceeds what Earth can regenerate each year. It takes

the Earth one year and six months to regenerate what we use in a year.

► **Measure your Ecological Footprint**

We should assess our pressure on Earth.

It will help us manage our ecological assets more wisely. The situation is not hopeless. There are lot of things we can do to reduce our pressure on Earth.

ENRICH YOUR VOCABULARY

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Ecological—related to ecology, the relation of plants and creatures to each other and to the environment, पारिस्थितिक। **Resources**—means, साधन। **Overshoot**—(here) exceed, अधिक हो जाते हैं। **Regenerate**—(here) produce again, दोबारा पैदा करना। **Assess**—estimate, हिसाब लगाना। **Bounds**—limits, सीमाएँ।

D.8 How could you improve your score?

How could you improve your score? Also reflect on the ways in which the waste produced in carrying out some of the activities above is disposed of.

My Ecological Footprint

Worksheet : How could you improve your score?

What changes could you make in your daily activities at school and at home to improve your score ? Use the table below to write down ways of using less energy, less water and making less waste.

Ans.	Use Less Energy	Use Less Water	Make Less Waste
	Turn off the light when there is no one in the classroom or bedroom <i>Switch off the coolers, fans and ACs when not in use</i> <i>Switch off the iron when you are not using it</i> <i>Use such bulbs and lights that consume less electric power</i> <i>Don't use your cooking gas at the maximum limit.</i>	Don't leave the water running when brushing <i>Use as much water when brushing your teeth or taking a bath as you need</i> <i>Don't wash the floors everyday. Only dusting and rubbing will do</i> <i>Don't use showers when clearing your car. A wet cloth can help you</i>	Put the rubbish in the recycling bins <i>Don't cook more food than what you need</i> <i>Put the food in the fridge to preserve it. Don't let the food decay.</i> <i>Serve and eat according to your need. Wastage of food is a crime</i>

E. Geological Heritage

Working to save a Geological Heritage

—By Anita Satyajit

Look at the photograph given below. This is The Three Stooges, a bizarre rock formation that can be found in Goblin Valley. There are some exceptionally unique rock formations all over the world.



- (A) Why do you feel such geological structures should be preserved?
- (a)
- (b)
- (c)
- (B) What are the threats to such structures?
- (a)
- (b)
- (c)

Answers

- (A) Such geological structures should be preserved as:
- (a) They are closely integrated with the environment.
- (b) They are geological heritage of the world.
- (c) Their disappearance causes adverse climatic changes and affect the rain-patterns.
- (B) Threats to such structures come from:
- (a) Booming building activities
- (b) Pressure of population for more land
- (c) Illegal quarrying of rocks.

E. Geological Heritage

E.1 NOW READ ABOUT THE VANISHING ROCKS IN HYDERABAD

SUMMARY OF THE LESSON

► Mammoth Granite Rocks of Hyderabad

The mammoth granite rocks of Hyderabad capture one's eyes and imagination. They are of various shapes and sizes. They are delicately balanced on one another. They form such shapes that blows the mind. They are among the oldest rocks in the

world, even older than the mighty Himalayas.

► Nature's Sculptures

These huge rocks inspire creativity and reverence. They seem to strike funny poses. Some look like a puppy seated on its

hind legs and others resemble a flying saucer. People name these rocks after the shape they form. Many people even consider them as symbols of the divine and worship them.

► Maintaining Ecological Balance

They are not only a visual treat for viewers but also play an integral role in preserving the ecological balance of the region. They help create the natural drainage system of the area. Underground passages result in the natural flow of rain water helping the formation of ponds and lakes. They often serve as the biodiversity hub for the area. Shrubs, dry deciduous forests, tall grass grow in wild abandon. Fauna and flora of varied kinds thrive in rocky eco-systems.

► Development at the Cost of Nature

For centuries these rocks have been the building material for the city. Even the famous Golconda fort of Hyderabad is made of granite rocks. The speed and magnitude with which the rocks are disappearing is a matter of great concern. Rocks are being illegally quarried to cater to the boom in the construction industry. The rocks are blown down, and the land is cleared for

building activities. Vast stretches of hills around the city have disappeared. Mass destruction of rocks have led to the depletion of green cover and ground water. Years ago tiny lakes dotted the entire city. Today lakes are found only on the outskirts of the city.

► Fighting for Conservation

Since 1996, a group of concerned citizen has come forward to prevent destruction of rocks and protect the rocky landscapes. Their organisation 'Society to Save Rocks' (STSR) has been working hard to preserve the rocky ecosystem in the city and state.

The government of Andhra Pradesh has added nine rock formations in Regulation No. 13 of (HuDA) for the protection of rocks. Today Hyderabad is the only city in India where rocks are protected as a natural heritage.

Over the years, due to the efforts of the organisation (STSR), the rocks of Hyderabad have found a voice. Locals, tourists and governments need to take a pre-active approach. The booming economy must not be allowed to overtake billions of years of nature.

ENRICH YOUR VOCABULARY

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Mammoth—(here) very huge, महाविशाल। **Bewitches**—fascinates, मंत्रमुग्ध कर देती है। **Capture**—(here) attracts, आकर्षित करती है। **Precariously**—delicately, नाजुक तरीके से। **Mesmerise**—keep spell bound, मंत्रमुग्ध कर देगी।

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Sculptures—works of art made by stones, पत्थर के बनाये कला के नमुने। **Creativity**—creative activity, रचनात्मक गतिविधि। **Gigantic**—huge, विशाल। **Boulders**—huge rocks, विशाल चट्टानें। **Reverence**—respect, सम्मान। **Obvious**—clear, स्पष्ट। **Imitate**—copy, नकल करती है। **Hind**—back, पिछली। **Chambers**—sections, कक्ष। **Tickle**—excites, गुदगुदाता है। **Resemble**—look like, शकल मिलती है। **Epitomise**—symbolise, प्रतीक है। **Landmarks**—important signs, महत्वपूर्ण निशानी। **Devout**—highly religious, बहुत धार्मिक। **Sentinels**—watchmen, संतरी, पहरेदार। **Visual treat**—look wonderful for eyes, आँखों के लिए शानदार नज़ारा पेश करती है। **Integral**—undivided, अखंड। **Preserving**—protecting, रक्षा करना। **Nurturing**—supporting, पोषण करना। **Patches**—pieces of land, जमीन के टुकड़े। **Occurrence**—happening, घटना।

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Subterranean—underground, भूमिगत। **Aiding**—helping, मदद करना। **Biodiversity**—variety of living creatures and plants, जैव-विविधता। **Hub**—centre, केन्द्र। **Prickly**—thorny, काँटेदार। **Deciduous forests**—forests which shed leaves during autumn, पतझड़ी। **Ensconce**—hide, give shelter, छुपाना, आश्रय देना। **Wild abandon**—growing wildly unchecked, बिना रुके जंगली रूप से उग जाना। **Aromatic**—fragrant, सुगंधित। **Medley**—mixture of, घालमेल, सम्मिश्रण। **Reptiles**—animals that crawl, जीव-जंतु जो रेंग कर चलते हैं। **Baya**—a big sparrow who weaves its nest, बंया जो अपना घोंसला स्वयं बुनती है। **Wiggles**—moves around, हिलना-डुलना। **Flora and fauna**—vegetation and animals of a place, किसी स्थान की वनस्पति और जानवर। **Thrive**—prosper, grow easily, फलते फूलते हैं। **Alarming**—that causes alarm, चिंताजनक। **Alacrity**—briskness, तत्परता से। **Indiscriminately**—without any reason or justification, बिना किसी कारण या वैधता के। **Magnitude**—huge size, विशालता। **Massive**—huge, विशाल। **Quarried**—rocks mined, पत्थरों को खानों से निकालना। **Cater**—to serve, सेवार्थ। **Exponential**—(here) becoming faster and faster, तेजी से बढ़ते हुए। **Boom**—(here) huge growth, विशाल रूप से बढ़ना। **Turned to rubble**—reduced to rubble, मलबे के ढेर में परिवर्तित हो गये।

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Inevitable—bound to happen, अपरिहार्य। **Monitored**—(here) regulated, नियंत्रित की जा सके। **Giant**—huge, विशाल। **Ratty**—(here) shabby, भद्दे। **Ferrying**—transporting, carrying, ले जाते हुए। **Dusk**—of evening dust, गोधूलि बेला, संध्याकाल। **Excavate**—take out, बाहर निकालते हैं। **Paltry**—a little, थोड़ी-सी। **Exacerbated**—increased, made fast, तेज किया है। **Depletion**—reduction, कम होना। **Precious**—valuable, कीमती। **Compounded**—added, बढ़ गयी है। **Woes**—problems, समस्याएँ। **Dotted with**—spread like dots, छितरी हुई थी। **Entire**—complete, पूर्ण। **Shrinking**—reducing in size, सिकुड़ रहा है। **Gradual**—slow, धीरे-धीरे। **Conservation**—protection, रक्षा, बचाना। **Focussing**—having focus, केन्द्रित करना। **Snazzy**—jazzy, smart, फैशनेबुल। **Bleak**—without hope, आशाहीन। **Dedicated**—work selflessly for cause, अर्पण भाव से काम करना। **Hailed**—welcomed, स्वागत किया है। **Alternative**—option, विकल्प।

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Designated—named, नामित, नामजद। **Apathy**—indifference, उदासीनता। **Visible**—seen, दिखायी देती है। **Inaccessible**—that can't be reached, जहाँ पहुँचा नहीं जा सके। **Epitomises**—symbolises, प्रतीक है। **Premise**—campus, परिसर। **Consideration**—give thought, विचार करना। **Appreciation**—understanding with sympathy, सहानुभूतिपूर्ण समझ। **Existence**—presence, मौजूदगी। **Approach**—viewpoint, attitude, दृष्टिकोण। **Consequences**—results, परिणाम। **Booming economy**—(here) economy that is growing very fast, तेजी से बढ़ती अर्थव्यवस्था।

E.2 The box below contains ten words from the passage. Use them appropriately to fill the blanks in the sentences that follow:

mammoth	precariously	subterranean	ensconce	alacrity
exponential	snazzy	apathy	abutting	booming

1. While food production has shown only marginal improvement, the demand for food grains, vegetables and fruits has registered an _____ growth the world

over, forcing governments to initiate urgent measures to establish a balance between supply and demand.

2. To construct the _____ structure, the builder had to use enormous quantities of concrete.
3. When he returned from the office, he _____ himself in an armchair and asked for a cup of tea.
4. When the teacher saw a student perched _____ on the branch of a tree, she asked him to climb down immediately.
5. The newly appointed office assistant earned the praise of her colleagues for the _____ with which she completed the tasks assigned to her.
6. The new office building was _____ with its bright and fashionable exterior.
7. The pensioner did not get his dues in time on account of the _____ of the officials.
8. The land _____ the post office was procured by the authorities for expanding the building that housed it.
9. Merchants stock up on goods during festival seasons to meet the _____ demand and declare discounts when the sales slacken.
10. During wars armies dig up _____ passages for the movement of troops and supplies unseen by the enemy.

Ans. 1. exponential 2. mammoth 3. ensconced 4. precariously
 5. alacrity 6. snazzy 7. apathy 8. abutting
 9. booming 10. subterranean

E.3 On the basis of your comprehension of the text fill in the following table.

(a) Importance of rocks

Aesthetic importance

- (a)
 (b)
 (c)

Ecological importance

- (a)
 (b)
 (c)

(b) Threats to the geological heritage.

Causes

- (i)
 (ii)

Effects

- (i)
 (ii)



Ans. (a) Importance of rocks

Aesthetic importance

- (a) inspire creativity and reverence
- (b) imitate life
- (c) landmarks in the city

Ecological importance

- (a) Integral role in preserving ecological balance
- (b) natural drainage system of the area
- (c) biodiversity hub for the area

(b) Threats to the geological heritage.

Causes

- (i) Hills replaced with malls and buildings
- (ii) rocks quarried to cater to the boom in construction industry

Effects

- (i) billions of year old rocks disappearing
- (ii) hills have been turned to rubble

(c) The hope

- (i) *The efforts of 'Society to Save Rocks' have led to a greater public support and appreciation of their existence*
 - (i.i) *Challenge to the efforts of 'Society to Save Rocks' comes in the form of growing needs of an expanding city*
- (ii) *Individuals have made efforts to preserve the heritage by ensuring that growth includes preservation of rocks and their eco-systems.*

E.4 Select a historical site in need of conservation, research about its historical significance, identify the threatening factors and suggest ways of preserving the geological heritage. Prepare a power point presentation and make a presentation to the class. (This can be done in groups)

See Main Course Book, Page 163

Ans. Group A : The Taj Mahal is the shining face of India. It is counted as one of the seven wonders of the world. Actually, it was voted as the most beautiful building in the world. It has a great historical significance. It is a matchless example of the Mughal architecture.

Group B : It is idealized as a symbol of love. It was built by the Mughal emperor Sahajahan in the memory of his beloved wife Mumtaz. It is called "a dream in marble." However, The Taj Mahal has been diagnosed with a life threatening disease—Marble cancer. The polluted air in and around the mausoleum would eventually turn it black.

Group C : It's quite an alarming situation. Uptil 1993, 1700 factories in and around Agra were belching out smoke, noxious fumes and gases. The government rose from its slumber rather late. The Supreme Court ordered the closure of 212 industrial plants in Agra. More iron factories and plants were closed in 1999.

Group D : The landscape has to be kept pristine and green. Planting more and more trees in the vicinity of the Taj can preserve the environment and stop pollution. Some other steps like providing clean fuel to industries in Agra and replacing diesel run three-wheelers by CNG—power can help to arrest pollution in the city and around the Taj. Only

a comprehensive plan to save the Taj can bring the desired results. Let us preserve the noble grandeur of the Taj. Let us preserve it as “a dream in marble.”

E.5 Prepare a poster on ‘Let’s Preserve Our Heritage’

See Main Course Book, Page 164

Ans.

LET’S PRESERVE OUR HERITAGE

Historical Monuments are:

- Our cultural heritage
- Specimen of art & architecture
- Promote tourism
- Money-spinners

Never

- Let them decay and be degraded
- Litter rubbish in or around them
- Scratch, harm or write anything on them
- Use plastics or polythene in or around them
- Harm trees or plants growing there

Preserve your Heritage; World will Respect you

L. Swami

Save our Monuments

New Delhi



INTRODUCTION

The Travel Agent's Nightmare

Two couples, Mr. and Mrs. Apple and Mr. and Mrs. Banana, are going on individual *vacations*. One person wants to fly to Kathmandu, one to London, one to Frankfurt, and one to Hongkong.

Of these four, only two can fly on a weekend.

One of those two is going to London.

One woman wants to fly to Hongkong on a weekend.

Her husband wants to go to Kathmandu.

Mrs. Banana must leave on a weekday.

- Where does Mrs. Banana want to go?
(a) Kathmandu (b) London (c) Frankfurt (d) Hongkong
- Where and when does Mr. Banana want to go?
(a) to London on a weekend (b) to Kathmandu on a weekend
(c) to Frankfurt on a weekend (d) to Hongkong on a weekday
(e) to London on a weekday
- Who wants to fly to Kathmandu?
(a) Mrs. Banana (b) Mr. Banana (c) Mrs. Apple (d) Mr. Apple

Ans. 1. (d) Hongkong 2. (c) to Frankfurt on a weekend 3. (d) Mr. Apple

A. Land of All Seasons

A.1 ATITHI DEVO BHAVAH

See Main Course Book, Page 168

SUMMARY OF THE LESSON

► Hot Spot of Tourism

Currently India is becoming a hot spot of tourism. It prides itself to be called the 'Destination of the Millennium' and 'Land

of All Seasons'. It is a vast country that includes dry deserts, evergreen forests, snowy Himalayas, fertile plains and a long coast. Its natural beauty and cultural

diversity echoes a rich tradition. There exists in India a comfortable juxtaposition of contrasts. It has bustling 'haats' as well as 'swanky' malls; nuclear as well as the traditional joint families ; modernity as well as old traditions. One can visit India for both 'ayurveda' and modern medical tourism'; advanced communities and native tribes.'

► Rich Heritage and Culture of Warm Hospitality

In India honouring guests equals to honouring God. We welcome a guest with

cheerful gratitude. This great heritage has become the unique selling point of the modern tourism industry. Ministry of Tourism, Government of India has introduced "Atithi Devo Bhavah Program". It aims to boost tourism in India for India's economic growth. The 'Incredible India' Campaign has been launched to promote our rich heritage and culture, cleanliness, and warm hospitality. It also aims at instilling a sense of responsibility towards tourists and making India a preferred holiday destination for international tourists.

ENRICH YOUR VOCABULARY

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Current—present, वर्तमान का। **Hot spot**—centre of activity, गतिविधियों का केंद्र। **Millennium**—a period of a thousand years, सहस्राब्दि। **Spanning**—spreading over, फैला हुआ। **Diversity**—variety, विविधता। **Flaunts**—(here) boasts of, इतराता है, शेखी मारता है। **Grandeur**—dignity and beauty, शान। **Enigmatic**—mysterious, puzzling, रहस्यमयी, प्रहेलिका। **Juxtaposition**—(here) keeping together, साथ-साथ रखना। **Existence**—presence, मौजूदगी। **Bustling**—full of activity, चहलपारी। **Swanky**—boasting, शेखी बघारना। **Emergence of**—rise of, उभरना। **Nuclear families**—small families that don't include parents and independent children, सीमित परिवार बिना माँ-बाप और व्यस्क संतानों के। **Reluctance**—unwillingness, अनिच्छा। **Rush**—(here) eagerness, haste, जल्दबाजी। **Embrace**—to accept, स्वीकारना। **Firm**—strong, मजबूत। **Resolve**—resolution, दृढ़-निश्चय। **Preserve**—maintain, कायम रखना। **Indigenous**—native, स्थानीय। **Hospitality**—the warm welcome of the guests, मेहमान-नवाजी। **Cheerful**—happy, प्रसन्नचित। **Gratitude**—thankfulness, कृतज्ञता। **Adage**—proverb, कहावत। **'Atithi devo bhava'**—guest is the God, अतिथि भगवान है। **Sensitizing**—making aware of something, सुगाही बनाना। **Stake holders**—persons having share or stake in a thing, साझीदार। **Orientation**—adjustment, अनुकूलन। **Endeavour**—(here) effort, प्रयत्न। **Boost**—promote, बढ़ाना। **Catalyst**—(here) which will increase, बढ़ाने वाला। **Incredible**—(here) fantastic, हैरानजनक। **Heritage**—(here) age-long tradition and culture, धरोहर। **Re-instil**—put again, दोबारा डाल सके। **Preferred**—that is liked and preferred over others, वरीयता प्राप्त।

1. Fill in information from the text to complete the notes on the passage.

India : Destination of the Millennium

I. To a tourist it offers

(a) topography (b) beauty (c) diversity

II. Traditional yet modern

(a) shopping : (b) family structure :

(c) medicine :

III. Indian hospitality

(a) belief :

(b) attitude :

(c) unique selling point (USP) :

IV. Ministry of Tourism, GOI proposal

(a) name of the prog :

(b) train people to

(c) boost

(d) effort to preserve

(e) inculcating sense of

Ans. I. (a) rich and varied (b) natural (c) cultural

- II. (a) hustling 'haats' and swanky malls
(b) nuclear families and joint family system
(c) ayurveda and modern medical tourism

III. (a) a guest is like god (b) cheerful gratitude
(c) wonderful tradition of 'atithi devo bhava'

- IV. (a) "Atithi Devo Bhavah Program"
(b) create awareness about tourism
(c) tourism in India
(d) rich heritage and culture
(e) responsibility towards tourists

A.2 Following are some web links to the most creative advertisements that are a part of the 'Incredible India' Campaign. Watch them and then discuss in class which one you liked best and the reason for your choice.

<http://www.youtube.com/watch?v=-T2qtEu9e5o&feature=related>

<http://www.youtube.com/watch?v=ruJvV7Tb6Mw&feature=related>

<http://www.youtube.com/watch?v=rNWeBVBqo2c&feature=related>

<http://www.youtube.com/watch?v=rLZ9eMNezQY&feature=related>

http://www.youtube.com/watch?v=Dro_oER2iDU&feature=fvw

Comment on the contents of each of them. Your comments should include your opinion about the message and the visuals. Discuss in class which one you liked best and the reason for your choice. Speak about the features of the advertisement which made it more attractive than the others. Alternatively prepare a scrap book of advertisements related to the promotion of tourism in India. Discuss in class which one you liked best and the reason for your choice. Speak about the features of the advertisement which made it more attractive than the others.

Ans. [Not meant for writing]

A.3 As an employee of the Ministry of Tourism, Government of India prepare an advertisement to promote tourism in India. You can promote tourism in your state or the country.

Ans.

"INCREDIBLE INDIA!"

Preferred Holiday Destination
for international TOURISTS

India means:

- sprawling deserts
- grandeur of bays and beaches
- enigmatic green valleys and backwaters
- tropical evergreen rainforests
- scenic mountains and hills

Comfortable Juxtaposition of Contrasts

- bustling 'haats' and swanky malls
- joint family system and nuclear families
- Old traditions and modernity
- ayurveda and modern medical tourism

Come to India for:

- rich heritage and culture
- ultimate holidaying
- warm hospitality

'Atithi Devo Bhavah' Guest is God

Ministry of Tourism
Government of India

A.4 Read the following text prepared by the Ministry of Tourism, Government of India and answer the questions that are given below the text.

Guest is God—Atithi Devo Bhavah

SUMMARY OF THE LESSON

► Essence of Atithi Devo Bhavah Campaign

"Treat others as you would like to be treated yourself". This is the essence of Atithi Devo Bhavah Campaign. For this to succeed we will have to bring back age-old Indian hospitality and embrace the spirit that 'Guest is God'.

► India not among the Top Tourist Destinations of the world

Compared to a tiny Singapore that gets 7 million tourists a year, India just has 3.3 million tourists every year. Thailand has 9.6 million and Malaysia has 11.5 million tourists every year. The main reason of India's failure to attract more international tourists is that tourists are often mistreated, cheated and rudely dealt with here. In spite of an incredible wealth of tourist spots, cultural attractions, natural wonders, India is still not the top 15 tourist destinations of the world.

► Seven Point Inspiration behind Atithi Devo Bhavah

India was the ultimate destination for the enlightened travellers. We can bring that golden age of Indian hospitality again. Atithi Devo Bhavah is a programme of

hospitality and training. It aims at *sensitization* or making aware various sections of the tourist industry about how each of them has to contribute for the growth of tourism. *Training and induction* should teach them how they should respond and behave in order to satisfy the needs and hopes of tourists. *Motivation* must be generated among enthused workers through various measures. *Certification* at various stages to ensure standards is necessary. *Feedback* from tourists is necessary to improve the training programme. Mass media communication campaign must be undertaken to create *general awareness* among the public regarding 'Atithi Devo Bhavah Programme'. All segments of the Indian society must adopt this campaign *as their own*.

► The Charter of the Programme

- (a) *Hygiene and cleanliness*: It shall cover the areas connected with the tourists like vehicles, taxis, rooms, restaurants, shops, etc. Personal hygiene of the persons providing the service and cleanliness of monuments or places of tourists interest is equally necessary.

- (b) *Conduct and Behaviour*: The persons concerned providing services like taxi drivers/hotel employees must have courteous and polite conduct and behaviour towards tourists.
- (c) *Integrity and honesty*. They must be men of integrity and honesty.
- (d) *Safety and Security*: All tourists visiting India (or even local tourists) must be provided complete safety and security.

- (e) *PR Road Shows and Mass Media Communication*: To create general awareness about the 'Atithi Devo Bhavah Programme,' extensive communication in newspapers, TV, and cinema must be carried out. It is in everybody's own interest that foreign tourists are treated so well that they will go back to their countries carrying fond memories of India.

ENRICH YOUR VOCABULARY

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Essence—gist, सार। **Mistreated**—badly treated, बुरा व्यवहार। **Rudely**—roughly, भद्दे ढंग से, अभद्र ढंग से। **Dealt with**—behaved, बर्ताव किया जाता है। **Logic**—reasoning, तर्क।

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Incredible—(here) (so rich that) it can't be believed, ग़ज़ब का, जिस पर विश्वास न किया जा सके। **Time immemorial**—from prehistoric time, काल-कालांतर से। **Ultimate**—final, सर्वश्रेष्ठ, अन्ततः। **Enlightened**—(here) well informed, सोच-समझ वाले। **Blessed**—fortunate, सौभाग्यशाली।

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Sensitization—making aware of something, किसी चीज़ के बारे में अवगत करवाना। **Induction**—to make entry, प्रवेश करना। **Motivation**—inspiration, प्रेरणा। **Feedback**—(here) getting information back from the tourists, यात्रियों से वापिस सूचना प्राप्त करना। **Hygiene**—the science of health, स्वास्थ्य-विज्ञान। **Segments**—parts, हिस्से।

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Integrity—honesty, निष्ठा। **Generate**—produce, पैदा करेगा। **Stakeholders**—those who have share in something, हिस्सेदार। **Fond**—affectionate, प्यारी।

A.5 On the basis of your reading of the passage above, answer the following questions:

1. List the factors that you think inhibit tourists from coming to India. Find practical solutions to each of them. Give reasons to support your solutions.

Ans. In spite of an incredible wealth of tourist spots, rich traditional and cultural heritage, natural wonders, India still isn't among the top and 15 tourist destinations of the world. There are many factors that inhibit international tourists from coming to India. The biggest problem is of India's image of dust, dirt and pollution. India is infamous for poor hygiene and dirt. Offering clean vehicles, hotel rooms, restaurants, perfect personal hygiene and cleanliness of the persons providing the services, can solve this problem.

The second and very important factor that prevents tourists from coming to India is their safety and security. The conduct of the hotel-staff, drivers, shopkeepers and the people in general lacks decency, integrity and honesty. We can win

international tourists only by behaving in a courteous and polite manner. We should have honesty and integrity towards them. The concerned authorities must ensure safety and security to tourists so that they can move around freely anywhere. Dishonest bargaining by shopkeepers and vendors leave quite a negative impact on the tourists.

India can genuinely boast of many quality hotels and resorts. But we still have shortage of affordable and clean budget hotels. Efforts are being made in this direction but much more is needed to be done. Offering trained and professional guides for all major linguistic groups of tourists, will be an added attraction. We have to keep in mind the above mentioned negative features that prevent the inflow of tourists to India. If we remove these hurdles, we will be able to make India as the ultimate destination of tourists.

2. Cultural Tourism allows the tourists to experience the arts or history of a location. They immerse themselves in the language, society, or culture of a region.

This brings people into contact with each other and can foster understanding between people and cultures. This helps people to develop mutual sympathy and understanding and to reduce prejudices. The jobs created by tourism can act as a very important motivation to reduce emigration from rural areas.

However, this causes cultural and environmental destruction. Moreover, at times tribes do not survive infections that are got into the area by the tourists.

Write an article on “The Two Sides of Tourism Industry”.

Ans. “The Two Sides of Tourism Industry”: There are always two facets of the same coin. And Indian Tourism is no exception. On one side there are immense potentialities of ‘Cultural Tourism’. It can foster understanding between people and cultures. This helps tourists to travel to experience local arts, crafts, traditions, culture, literature, language and dances of the region they visit. It gives immense possibilities to the local people to know more closely about the people, their languages and culture who come from different parts of the world. This inter mingling helps people to develop mutual sympathy and understanding. It reduces prejudices. Moreover, tourism creates a lot of jobs and opportunities to the local people.

The other side of tourism is not so pleasant. Irresponsible tourism can cause cultural and environmental destruction. Let us take the example of Goa in India. Goa has been the ultimate destination for international tourists for a long time. But the cultural invasion of foreign tourists has been disastrous. It has brought nudism, drug addiction, ultra-liberal sex behaviour and unrestricted life-styles. This has caused havoc with the age-long traditions, cultural and social behaviour of the local people. Unrestricted tourism invaded the tribal culture of some regions to an extent that many tribal communities are fighting even for their identity and recognition. The biggest danger of irresponsible tourism has been the destruction of the environment and natural resources. All our hill stations have become junkyards and are fast losing their forests and green belts.

The only solution of the problem is ‘responsible tourism’. It is the kind of tourism that may help to foster mutual understanding of different cultures and linguistic groups.

3. Prepare a Road show to sensitize people towards the responsibility of being good hosts in order to ensure that India becomes a safe and preferred

destination for foreign tourists. Your road show must include a talk, jingles, street play etc. Prepare banners, backdrop and posters of create a suitable effect. For this activity divide your class into five groups.

Ans. [A Group Activity]

B. Eco Tourism

B.1

See Main Course Book, Pages 174–175

ENRICH YOUR VOCABULARY

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Dedicated—given for a cause, समर्पित है। **Promotion**—encouragement, बढ़ोत्तरी। **Sustainable**—that gives sustenance, that which supplies the necessities, भरण-पोषण करने वाली। **Perpetual**—endless, continuous, अनन्त, निरन्तर, अविच्छिन्न। **Sustenance**—(here) nourishment, भरण-पोषण। **Empowered**—given authority, अधिकार प्राप्त। **Re-generate**—produce again, दोबारा पैदा करना। **Watchdog**—guard, निगरानी रखने वाला। **Excessive**—too much, बहुत अधिक। **Consumption**—use, खपत।

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Enhance—increase, बढ़ाना। **Minimal**—minimum, न्यूनतम। **Conspicuous**—obvious—(here) clear, स्पष्ट। **Water-harvesting**—(here) collection of water, जलसंग्रहण। **Non-biodegradable**—which don't degrade biologically, जिन पदार्थों का जैविक क्षरण न हो। **Collaborate**—(here) work together, मिलकर काम करना। **Ecotourism**—tourism that is ecofriendly or that doesn't harm the environment, पर्यावरण-रक्षक पर्यटन।

B.2 Carefully read the objectives of Ecotourism Society of India. Divide each point amongst the students of the class. Initiate a one minute speech in the class where each pair will make a presentation on the point allotted to them.

Ans. [A Classroom Activity]

B.3 Your school is organizing a long tour for the students of your class to *Kolkata, Guwahati, Shillong and Gangtok*. In order to make the students aware of the need to be responsible 'eco-tourists' and to brief them about what they should and should not do in this long tour, a meeting has been arranged. You have been asked to make a presentation giving tips to the students on responsible behaviour as tourists. Taking help from the objectives of eco tourism and your own research, prepare the presentation. It can be a power-point presentation or a speech supported by charts and visuals. As the places to be visited include heritage sites, places of worship, monuments and places of ecological importance such as mountainsides and rivers, your presentation should cover a range of responsibilities. The general thrust should be "Towards Joyful and Sustainable Tourism". You may decide to do this as a group activity also. In that case divide the work among the members of your group for research and collection of data, preparation of the presentation, preparation of visuals and actual presentation.

Ans. “Towards Joyful and Sustainable Tourism”

Dear students, you are fortunate that you are going on a long tour organised by the school to Kolkata, Guwahati, Shillong and Gangtok. Let me tell you that you are visiting one of the most beautiful places of India. You must be aware of the need to be responsible ‘eco-tourists’. You will be visiting heritage sites, places of worship, monuments and places of ecological importance such as mountainsides and rivers. Your first stop is Kolkata—the ‘City of joy’ and the erstwhile seat of the British Raj in India. Kolkata offers you many sites of historical, cultural and religious importance. The ‘Victoria Memorial’ is the finest specimen of the colonial architecture. ‘Dakshineswar’ and ‘Bellur Math’ are two famous places of religious importance on the bank of the Hoogly. The ‘Hawrah Bridge’ is another important landmark of Kolkata. Guwahati is the capital of Assam. It is situated on the bank of the mighty Brahmaputra. The ‘Kamakhya Temple’ is visited by thousands of devotees from different parts of the country every year. Shillong used to be called “the Switzerland of the East”. And who can forget the matchless beauty of Gangtok, the beautiful capital of Sikkim. You can have the panoramic view of the Kanchanjunga ranges from here. You can see of the most scenic spots in and around Gangtok. The most famous monastery, ‘the Rumtek’ is just 20 kms from here.

Remember, wherever you go, you should respect the place, the people and the environment. Don’t pollute or degrade the purity, serenity and beauty of a place. If you are on mountains, don’t litter garbage, plastics or polythene bags there. They degrade the environment. If you are visiting historical monuments, don’t spoil or deface them. If you are visiting a place of worship, maintain the serenity and purity of the place. And when you are among the local people, always be respectful, friendly, courteous and cultured to them in conduct and behaviour. Wish you a comfortable and happy journey!

B.4 You are Aditya Vikram of Gyan Gurukul School. Your friend has appeared for class XII board examination this year. He has still not been able to make up his mind regarding the choice of vocation. You came across the information given below in a newspaper. You decide to write a letter to this friend of yours encouraging him to choose a career in the field of tourism. Using the inputs given below, write the letter to your friend.

Ans. 15/3 Gomti Apartments

Indira Nagar

Lucknow

10th March, 20xx

Dear Rishab

You don’t seem to have made up your mind regarding the choice of vocation or your career. I can suggest a very exciting and rewarding career for you. You can make your career in the field of tourism. The industry is highly competitive and has a tremendous potentiality for expansion. With liberalisation and globalization of our economy, India is going to be the ultimate destination for tourists in the coming decades.

Fortunately, you possess all those traits, skills and aptitude that are required by this profession. You have got wonderful and effective communication skills. Your knowledge of French will be an added asset. Your enthusiasm for interacting with people and social etiquettes, will certainly make you an ideal candidate for this career. The eligibility is class XII in any stream. You can get admission to a prestigious institute that offers a degree course in Travel and Tourism. A

prestigious institute can help you in getting a good placement in the Department of Tourism or with travel agencies, and civil aviation. You can go for self employment and can establish your own travel agency. In brief, this career suits your temperament, skill and your outgoing and dynamic personality. I hope you should give a serious thought over choosing tourism as a career.

Yours sincerely

Aditya Vikram

B.5 The Students' Council of Greenland School, New Delhi has organised an excursion to Kulu, Manali and Rohtang Pass for students of Classes XI and XII during the Easter break. As the Headgirl/Headboy of the school draft a notice for the notice board of your school to this effect inviting students who wish to join the excursion to give in their names for the same. Add relevant details like duration and cost of excursion and last date for submission of authority letter signed by parents and making the payment.

Do not exceed 50 words. Put the notice in a box.

Ans. Student's Council

10th March, 20xx

Greenland School, New Delhi

The school is organising an excursion to Kullu, Manali and Rohtang Pass for the students of classes XI and XII during the Easter break. The duration of the excursion will be from 20th to 28th March. Those who wish to join must deposit ₹ 5000 per head. It includes boarding, lodging, transport charges and entry tickets. An authority letter signed by the parents must be deposited to the undersigned latest by 5th of March.

R. Ram

Secretary

C. The Emerald Islands

SUMMARY OF THE LESSON

► Archipelago of 572 Islands : Topography

The archipelago of 572 emerald islands is known as Andaman and Nicobar Islands. It is a Union Territory that is spread over an area of more than 700 kms. The islands are covered with dense evergreen forests and endless variety of exotic flowers and birds. The topography is hilly but abounds in tropical forests. The sandy beaches are fringed with coconut palms that sway to the rhythm of the sea.

► The Sea and Water Sports

The sea around the islands offers excellent scope for water sports. The underwater

marine life and corals with crystal clear water are other great attractions. Adventure tourism like trekking, island camping, snorkeling and scuba diving etc., are the real attractions. Since prehistoric times, these islands were the home of aboriginal tribes.

► Revolutionaries Exiled to the Andamans; Cellular Jail

The Andamans remind us of freedom fighters. Those revolutionaries who survived the 1857 War of Independence, were exiled there. They were cut off from the main land and their families forever.

The second settlement in 1858 was a penal settlement of convicts, Moplas and some tribes from Central India and UP.

► Mini India

We can see people of all faiths—Hindus, Muslims, Christians, Sikhs etc., in the Andamans. We can hear all languages like Hindi, Bengali, Malayalam, Tamil, Telugu, Punjabi and Nicobari spoken here. This wonderful racial and cultural mix has been rightly described as Mini-India.

► Important Places

‘Chidya Tapu’ is the southern most tip of

South Andaman, just 25 km from Port Blair. It is famous for lushgreen mangroves, birds, sylvan sands and beaches. Collinpur is 36 km from Port Blair. It has a beautiful sandy beach with shallow waters. It is ideal for swimming, sunbathing and watching the sunset. Mt. Harriet is an ideal place for a bird’s eye view of the outer islands and the sea. The Nicobars abound in coconut palms, casuarina, and pandanus trees. Giant Robber Crab, long-tailed Monkeys, Nicobarese Pigeons and Megapode are rare animals and birds found in Nicobar.

ENRICH YOUR VOCABULARY

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Splendid—grand, शानदार। **Isolation**—separated from others, दूसरों से अलग हुआ। **Archipelago**—a group of islands, टापू-समूह। **Stretched**—spreading over, फैले हुए। **Inhabited**—human settlements, मानव-बस्तियाँ। **Undulating**—swaying, लहराती हुई।

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Exotic—unique, अजीब, विचित्र। **Topography**—description of a place, स्थान-वर्णन। **Meandering**—curving, बलखाती हुई। **Fringed with**—(here) lined with, किनारे-किनारे। **Sway**—moving from one side to the other, झूलते हुए। **Flora and fauna**—vegetation and animal life of a place, किसी स्थान की वनस्पति और पशु जीवन। **Mangrove**—growth of thickets and shrubs along the tidal waves, कच्छ या लहरों के किनारे खड़ी वनस्पति। **Snorkeling**—(here) a diving game with a tube, ट्यूब के साथ पानी के नीचे तैरने का खेल। **Scuba diving**—a water sport of swimming under water with a container of air at the back, पीठ पर हवा का पात्र रख पानी के नीचे तैरना। **Mythologically**—related to old myths, पौराणिक। **Aboriginal**—ancient tribes, आदिम जनजाति।

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Reminds—brings to our mind, याद दिलाता है। **Sepoy mutiny**—revolt of the soldiers, सिपाही-विद्रोह। **Stamp out**—crush, कुचल देना। **Uprising**—revolt, विद्रोह। **Gallows**—hanged to death, फाँसी पर लटका दिये गये। **Survived**—left alive, जिंदा बच गये। **Exiled**—sent to live in another country, जिसे निर्वासित कर दिया गया। **Severed**—broken, टूट गया। **Significance**—importance, महत्व। **Figures**—personalities, हस्तियाँ। **Upsurges**—revolt, विद्रोह। **Invariably**—always, सदा। **Languish**—suffer and rot, सड़ना। **Enthralling**—very interesting, बहुत रुचिजनक। **Settlement**—colony, बस्ती। **Abandoned**—given up, छोड़ दी गयी। **Penal settlement**—a colony where convicts were sent for punishment, दंड देने के लिये भेजने वाली बस्ती। **Convicts**—those convicted by law, सजायापता लोग। **Amazing**—surprising, हैरानजनक।

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Sprawling—spreading over, फैली हुई। **Cloves**—a spice, लौंग। **Nutmeg**—a spice, जायफल।

Cinnamon—a spice, दाल-चीनी। **Pepper**—a spice, काली-मिर्च। **Multitude**—crowd, भीड़। **Sylvan**—connected with forest and trees, जंगलों और पेड़ों से भरा। **Submerged**—sunk under water, पानी में डूबा हुआ। **Shallow**—not deep, छिछला, कम गहरा। **Outlandish**—unique, strange, अनोखे। **Endemic**—related to a region, देशज, स्थानीय।

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Abound in—full of, भरे पड़े हैं। **Casuarina and Pandanus**—name of trees, वृक्षों के नाम। **Crab**—a sea creature with eight legs and two pincers, केकड़ा। **Exhibits**—displays, shows, दिखाते हैं। **Genesis**—(here) birth, creation, जन्म।

C.2 Articles are often divided into parts to help the reader. Given below are the subheadings of the eight paragraphs given in a jumbled order. Match the paragraphs with the subheadings.

- | | |
|-----------------------------------|--|
| 1. Southern paradise. | 2. Life of harmony. |
| 3. Links with freedom struggle. | 4. Showcasing the culture and spirit of A&N. |
| 5. Sea sports, farms and temples. | 6. Indigenous population and settlers. |
| 7. Flora and fauna. | 8. Get to know the Emerald Islands |

- Ans.**
1. Southern paradise. (Para 6)
 2. Life of harmony. (Para 4)
 3. Links with freedom struggle. (Para 2)
 4. Showcasing the culture and spirit of A&N. (Para 4)
 5. Sea sports, farms and temples. (Para 5)
 6. Indigenous population and settlers. (Para 3)
 7. Flora and fauna. (Para 1)
 8. Get to know the Emerald Islands. (Para 8)

C.3 When people are not very familiar with a language, they will sometimes explain words by paraphrasing them. Match the words in the box to the paraphrases below. Check in the dictionary if you are not sure.

cluster,	fauna,	penal,	settlement,	languish,	mangrove,
boriginal,	archipelago,	topography,	meandering,	snorkeling	

- It's a tropical tree, found near water, whose twisted roots grow partly above ground
- It refers to the shape of an area of land, including its hills, valleys etc.
- It is an area of sea in which there are many small islands
- It is a group of similar things that are close together.
- It is to describe the course of a river, coastline or path that turns a lot.
- This is to exist in an unpleasant or unwanted situation
- They are all the animals that live wild in a particular area
- It is an activity that involves swimming underwater using a breathing device
- A type of prison, which is often in a place far away from other people
- This is a person or living thing that has existed in a country or continent since the earliest time known to people

- Ans.**
- | | | | |
|--------------------|--------------|---------------|--------------|
| • mangrove | • topography | • archipelago | • cluster |
| • meandering | • languish | • fauna | • snorkeling |
| • penal settlement | • aboriginal | | |

C.4 On the basis of your reading of the passage complete the “Mindmap” given below:

See Main Course Book, Pages 183-184

Ans.

Floating Splendour

Andaman & Nicobar Islands-Introduction

- Origin of Name: *Handuman*
- Location: *Indian Ocean*
- Length: *700 kms North to South*
- Topography: *hilly & ever-green forests*
- Tourist Attractions: *The Cellular Jail, Mahatma Gandhi Marine National Park, Chidiya Tapu, Mt.*

Link with the Freedom Movement

- *Survived revolutionaries of 1857 banished there.*
- *Cellular Jail*
- *Penal settlement in 1858*
- *Settlement of convicts*

People

- *The Great Andamanese*
- *Onges*
- *Jarawas*
- *Sentintese*
- *Shompens*

Harmonious Life

- Faiths: *Hindus, Muslims, Sikhs, Christians*
- Languages *Hindi, Bengali, Malayalam, Tamil, Telugu*

MGM National Park

- *Area of 281.5 sq. km*
- *Open sea, creebs & 15 islands*
- *Rare corals & underwater marinelife*
- *Water sports like Scuba diving and snorkeling*

South Andaman

- *Chidiya Tapu: 25 km from Port Blair, southernmost tip of Andaman, lush green mangrooves*
- *Collinpur: Sandy beach with shallow water*
- *Madhuban: a superb trekking area*
- *Mt. Harriet: highest peak in the South Andamans*

Flora & Fauna

- Fauna: *Giant Robber Crah, Long tailed Monkeys, Nicobarese Pigeons, Megapode*
- Flora: *Coconut palms Casurina and Pandanus trees, mangroves*

Tourism Festival

- *Organized by Andaman & Nicobar Administration*
- *When December to January*
- *Highlights Development aspects, cultural programs and water sports*

C.5 Dr. Varun is a tourist on a visit to the awesome Andaman and Nicobar Islands and Maiguru is his tour guide. Dr. Varun wishes to know about the history and social life of the Islands and the best places to visit during his trip. Based on the “Mindmap” you have prepared, write and act out a short dialogue between them. You can choose a partner for this activity.

Ans. Dr. Varun : The Andaman & Nicobar Islands are awesome! What is their history?
I mean, how did they get their name?

Maiguru : Mythologically, the name Andaman was presumed to be derived from Hanuman. He was known to the Malays as ‘Handuman’. Since prehistoric times, these islands have been the home of aboriginal tribes.

Dr. Varun : What about the history of settlement in the islands?

Maiguru : The survived revolutionaries of 1858 were exiled to the Andamans. The second settlement was basically a penal settlement. It was followed by the settlement of convicts, Moplas, some criminal tribes and refugees.

Dr. Varun : What are the best places to visit during his trip?

Maiguru : Mahatma Gandhi Marine National Park covers an area of 281.5 sq. kms of open sea, creeks and 15 islands. It offers a wonderful view of rare corals and under water marine life. ‘*Chidiya Tapu*’, 25 km. from Port Blair is famous for its lushgreen mangroves, birds, sylvan sands and beaches. *Collinpur* is a beautiful sandy beach with shallow waters. *Madhuban* is a superb trekking area famous for birds, animals, butterflies and elephants. *Mt. Harriet* is the highest peak in the South Andamans.

Dr. Varun : And what about the social life in the Andaman & Nicobar Islands?

Maiguru : People of all faiths and languages live in complete peace and harmony here. They speak Hindi, Bengali, Malayalam, Tamil, Telugu, Punjabi, Nicobari etc. This amazing racial and cultural mix is correctly described as Mini-India.

C.6 Overawed by the beauty of the Islands, Dr. Varun writes an e-mail to his sister Ishita who promptly responds. Draft this exchange of e-mails between them.

Ans.	From : Varun@yahoo.com
	To : Ishita@gmail.com
	Sub : Awesome Andamans
	<p>Dear Ishita</p> <p>O dear, I'm completely overawed by the stunning beauty of the Andaman and Nicobar Islands. The archipelago of 572 emerald islands float in splendid isolation covering an area of more than 700 kms. Only 36 islands are inhabited. These undulating islands are covered with dense forests and endless variety of exotic flowers and birds. The sandy beaches are fringed with swaying coconut trees. Their rare flora and fauna, underground marine life and corals with crystal clear water fascinate every travellers.</p> <p>The mangrove lined creeks present a dream view of the rare bounties of nature. Basically a penal settlement for the survived revolutionaries, the Andamans now present an amazing racial and cultural mix. Port Blair is rightly called as Mini-India. These islands have people of all faiths. Many linguistic and ethnic groups live in peace and harmony there.</p>

I was impressed with Mahatma Gandhi Marine National Park, one of the best in the world. It offers views of rare corals and underwater marine life. Scubadiving and snorkeling are some of the water sports that entertain tourists. 'Chidya Tapu' is famous for its lushgreen mangroves, birds, sands and beaches. Collinpur is another beautiful sandy beach with shallow waters. Madhuban is a superb trekking area. Mt. Harriet and the Indira Point are other places which no tourist would like to miss. I hope after reading it, you'll like to fly to this sylvan archipelago offering a dreamy world of nature at its best.

Yours affectionately
Varun

E-mail

From: Ishita@gmail.com

To: Varun@yahoo.com

Sub: Awesome Andamans

Dear Varun

I wish I would have wings! I am impatient to visit one of the most beautiful group of islands in the world. These islands, floating in splendid isolation are specimen of nature at its original best. I am impressed by the details of their history, topography and cultural background given by you. It is quite astonishing that once a penal settlement, the islands have been a paradise for tourists now. I would love to be in Port Blair which presents a mini-India. It is really satisfying that people of so many faiths and linguistic groups live there in harmony and peace. Who would like to miss these undulating islands covered with dense forests and rich with endless variety of exotic flowers and birds? Certainly, I would find time and arrange enough money to plan a long visit to these dreamy islands.

Yours affectionately
Ishita

C.7. Imagine that Class X of your school is planning a trip to Andaman and Nicobar Islands from 25th Dec to 01st Jan. Based on your reading of the text and your imagination complete the following itinerary:

- 25th Dec : fly from the nearest airport to Port Blair
- 26th Dec : (morning)
(afternoon)
(evening) Sound and Light Show at Cellular Jail
- 27th Dec : (morning) : take bus to National Park at Wandoor
(afternoon)
(evening) : enjoy local cuisine at hotel
- 28th Dec : (morning) : visit the Chidiya Tapu to observe the magnificent birds
(afternoon)
(evening) :
- 29th Dec : (morning) :
(afternoon) : free to explore local market
(evening) :

- 30th Dec : (morning) :
 (afternoon) : Island Tourism Festival
 (evening) :
- 31st Dec : (morning) : relaxed Breakfast at hotel
 (afternoon) :
 (evening) : cultural evening at hotel to celebrate New Year Eve
- 1st Jan : (morning) : by bus to Katchal for
 (afternoon) : transfer to Airport to reach home destination
- Ans.** 25th Dec : fly from the nearest airport to Port Blair
- 26th Dec : (morning) : *whistle tour of Port Blair*
 (afternoon) : *shopping*
 (evening) : Sound and Light Show at Cellular Jail
- 27th Dec : (morning) : take bus to National Park at Wandoor
 (afternoon) : *watching corals and underground marine life and enjoyed water sports.*
 (evening) : enjoy local cuisine at hotel
- 28th Dec : (morning) : visit the Chidiya Tapu to observe the magnificent birds
 (afternoon) : *enjoyed enchanting sunset*
 (evening) : *high-tea at the forest guest house*
- 29th Dec : (morning) : *Trekking to Madhuban*
 (afternoon) : free to explore local market
 (evening) : *Visited Mt. Harriet*
- 30th Dec : (morning) : *Visited the Indira Point, the southernmost tip of India*
 (afternoon) : Island Tourism Festival
 (evening) : *shopping in Port Blair*
- 31st Dec : (morning) : relaxed Breakfast at hotel
 (afternoon) : *water-sports at M.G. Marine National Park*
 (evening) : cultural evening at hotel to celebrate New Year Eve
- 1st Jan : (morning) : by bus to Katchal for *the sun-rising*
 (afternoon) : transfer to Airport to reach home destination

C.8 Read the tourist brochure brought out by the Rajasthan Travels Guide, describing Jaipur and the surrounding area.

See Main Course Book, Pages 185–189

Jaipur

SUMMARY OF THE LESSON

► History

Jaipur was built by the warrior-astronomer Raja Sawai Jai Singh II in 1727. It is famous for its formidable forts, beautiful palaces and lovely temples. It is one of the cities that make India's Golden Triangle-the other two are Delhi and Agra. The old city is enclosed with seven gates, Chandpoli, Jaipuri and Sanganeri are more important than the others. Jaipur is well connected

by air and by bus to all the major cities, including Delhi.

► Weather

In summer, the maximum temperature can cross 45°C but in winter it is 22°C (Max) and 8°C (Min). The rainy season lasts from July to mid September. The best time to visit Jaipur is from Oct. to March.

► Accommodation

Jaipur provides accommodation that

ranges from five star deluxe hotels to budget hotels. Hermitage hotels reflect the traditional grandeur of Jaipur.

► Hot Attractions

Kite Festival: It's a festival with difference. Kites take to the sky all over Jaipur. In the evening kites with light and fireworks brighten the skies above.

Elephant Festivals: At Holi, the visitors can watch several elephant sports and also play the festival of colours.

Gangaur Fair is devoted to Goddess Parvati. Young girls dressed up in their finest clothes pray for their grooms while the married women pray for the well-being of their husbands.

Tej Festival: This festival marks the advent of moonsoon. It is essentially a woman's festival. It is fascinating to watch them swaying on swings or singing in groups.

► Local Sight Seeing

The Hawa Mahal, built in 1799, is also called 'the palace of winds'. It is one of Jaipur's major landmarks. The formidable but magnificent *Amber Fort* is seeped in Jaipur's grandiose history. *The Jantar Mantar* is a marvel of astronomy. *Jaigarh Fort* (1720) offers a grand view of Jaipur. *Galtaji* is a popular site with pilgrims. Ram Niwas Bagh and the Jain Temple are other places not to be missed in Jaipur.

► Cuisine

Jaipur is famous for offering the traditional Rajasthani speciality, Dal-batti-churma. *Mawa Kachori* is another item not be missed when you are in Jaipur.

► Jaipur is an ideal market for jewellery, sarees and Rajasthani handicrafts. *Tripolia Bazar and Chaura Rasta* are famous for textiles, utensils and trinkets. *Bapu Bazar*, *Nehru Bazar* and *Mirza Ismail Road* are other famous shopping centres in the Pink City.

ENRICH YOUR VOCABULARY

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Formidable—(here) very impressive and difficult, विकट, दुर्जेय। **Enchanting**—fascinating, मोहक।

PAGE 186

Cab—taxi, टैक्सी। **Operates**—plies, चलाता है। **Budget hotels**—(here) hotels that suit the budget of ordinary tourists, जो होटल आम आदमी की जेब के लिये उपयुक्त हो। **Heritage hotels**—hotels converted from old palaces and buildings, पुराने महलों और इमारतों को होटल में बदले हुए। **Immaculate**—spotless, बेदाग, निर्मल।

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Finery—bright and best (clothes etc.), तड़क-भड़क वाली (पोशाक इत्यादि)। **Grooms**—(here) bridegrooms, दुल्हे। **Advent**—arrival, आना।

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Magnificent—grand, शानदार। **Seeped**—(here) immersed, घुली हुई, डूबी हुई है। **Mesmerises**—fascinates, सम्मोहित करता है। **Grandiose**—awesome, भव्य। **Passion**—craze for, सनक। **Renowned**—famous, प्रसिद्ध। **Spire**—round tops, कलश। **Extensive**—sprawling, विशाल रूप से फैला हुआ। **Cuisine**—(here) food, भोजन। **Roundel**—(here) round, गोलाकार।

PAGE 189

Trinkets—trifles, ordinary and cheap jewellery, सस्ती चीजें (टूट-छल्ले व गहने)।

C.9

See Main Course Book, Page 189

Ans. For Self Attempt

C.10 Listen carefully to Harsh Misra's vacation plans and fill in the blanks with exact information:

Harsh Misra's Vacation Plan

See Main Course Book Annexure Page 248

Harsh Misra's Vacation Plan

- Travel from To
- Stopover at
- Visit during season.
- Will visit
- It is located away from the town.
- Being the peak, it offers view of the town.
- Coffee House serves the original picked from the plantations.
- Next halt:
- Temple trail would include visits to the and

Ans.

Harsh Misra's Vacation Plan

- Travel from *Allahabad* To *Shimla*
- Stopover at *Delhi*
- Visit during *the off* season.
- Will visit *Jakhu Hill*.
- It is located *2 kms* away from the town.
- Being the *highest* peak, it offers a *panoramic* view of the town.
- Coffee House serves the original *flavours of coffee* picked from the plantations.
- Next halt: *would be the State Museum at Shimla*.
- Temple trail would include visits to the *Kamna Devi Temple, Tara Devi Temple, Kali Bari Temple and Christ Church*.

C.11 Punctuate the passage given below using capital letters wherever necessary.

on a spring evening some years ago while living in mumbai i decided to take in a musical where i heard lakshya kumar sing for the first time i was enthralled i believed i had discovered the next kishore kumar yet disappointed by the sparse audience i decided to write an article to help promote him struggling to contain my excitement the next day i phoned the theatre where he was performing and unabashedly acted like a professional writer may I speak with lakshya kumar please just one moment replied the person at the other end hello this is lakshya kumar answered a deep voice at the other end who is speaking my trembling hands dropped the receiver and I seemed to have lost my voice I heard the phone being disconnected at the other end what an end to my grand plans.

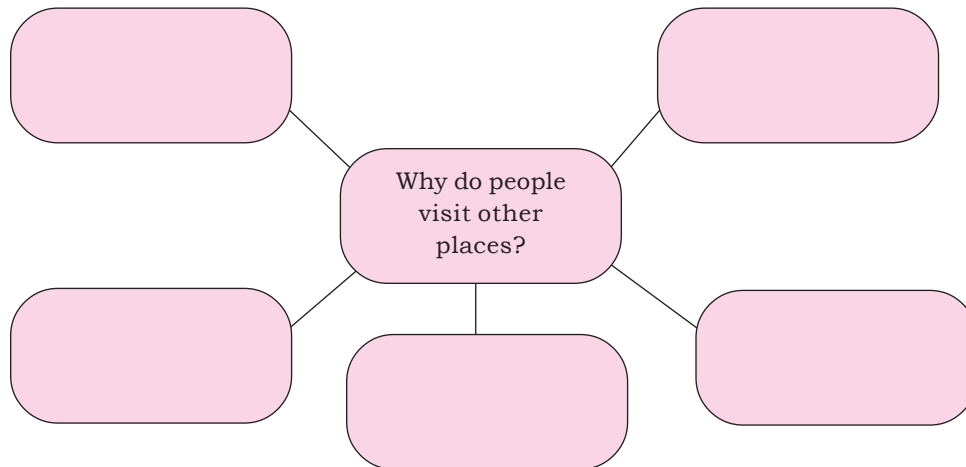
Ans. On a spring evening, some years ago, while living in Mumbai, I decided to take in a musical where I heard Lakshya Kumar sing for the first time. I was enthralled. I believed I had discovered the next Kishore Kumar. Yet disappointed by the sparse

audience, I decided to write an article to help promote him. Struggling to contain my excitement, the next day, I phoned the theatre where he was performing and unabashedly acted like a professional writer. “May I speak with Lakshya Kumar?” “Please, Just one moment”, replied the person at the other end. “Hello, this is Lakshya Kumar”, answered a deep voice at the other end. “Who is speaking?” My trembling hands dropped the receiver and I seemed to have lost my voice. I heard the phone being disconnected at the other end. What an end to my grand plans ?

D. Promoting Tourism

Discuss in groups

- What is tourism?
- Why do tourists visit a place?

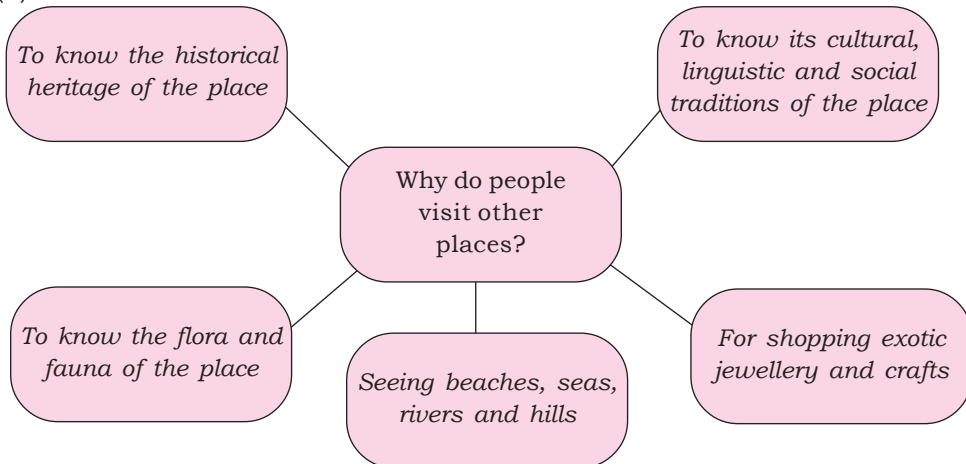


- Do you think Indian tourists and foreign tourists visit places for the same reasons?
- Share your views with your class.

Answers

(a) Tourism is a business activity connected with providing accommodation, services and entertainment for people who are visiting a place for pleasure.

(b)



- (c) Whether Indian or foreign, tourists travel to a place to see its historical monuments, buildings, temples, churches, beaches, rivers etc. They also want to intermingle with the people to know more about their cultural, social and religious traditions. However, there is one big difference between the local tourists and the international tourists. There is passion, a curiosity among the foreign tourists to know more and enjoy more all the features of a place. The local tourists don't have that passion and curiosity as they know much about the place.

D.1 The New Tourist is Indian

See Main Course Book, Pages 191-194

SUMMARY OF THE LESSON

► New Strategies to Woo Tourists

India will have to devise new strategies and re-woo its tourists. Only then it can make to the top ten in the international tourism market. TAAI's President thinks that Indian tourism will soar by 15 to 20%. So long our efforts to attract foreign tourists have been quite unsuccessful. Malaysia and China entered the international tourism market decades later than India. In 2009, Malaysia with 23.6 million foreign tourists was ranked ninth and China with 50.9 million visitors ranked fourth in the world. India didn't appear in the first ten as it attracted just 5.1 million tourists.

► The New Tourist

It has been realised that Indian Tourism Industry has been courting the wrong tourist. It must not run after the 'brash and demanding' foreigner trickling from recession-hit economies. The New Tourist is the well-heeled, tolerant, eager : keen to discover India, impatient to go abroad. In three brief years, 'Trail Blazer Tours' have doubled their business every year. They have captured new markets of China, Russia and South America.

► Karnataka Wooing not only International but Upper-middle class Indian Tourists

Karnataka's glamorous Golden Chariot

Tourist train was designed for foreigners. Now it also does a shorter *Jewel of the South* tour of the Upper-middle class Indian tourists. Even the state's *Jungle Lodges and Resorts* have tapped the growing ranks of junior executives. Karnataka has broadened the base of its domestic tourism.

► Kerala follows Karnataka

Kerala's 'God's Own Country' campaign was clearly designed for the foreign market. But like Karnataka they too have shifted the focus. In 2006-07, Kerala targeted 60% international and 40% domestic market. Kerala's tourism figures have grown while those of states dependent on the overseas market have remained static.

► A Good Strategy

In 2009, India received 5.11 million foreign tourists. 11.07 million Indians went to tourist destinations outside India. If Union Ministry of Tourism improves facilities for the domestic traveller, the outflow of tourists and rupees will diminish. In 2009, more than 650 million domestic tourists had visited different parts of India, contrasted with the insignificant 5.11 million foreign tourists.

ENRICH YOUR VOCABULARY

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Revamp—to make changes in the form and appearance, रूप और दिखावे में परिवर्तन लाना।

Strategies—plans to achieve specific aims, खास उद्देश्य प्राप्ति के लिये बनायी गयी योजनाएँ। **Re-woo**—court again, दोबारा से पटाना। **Potential**—capacity, क्षमता। **Consistently**—continuously, लगातार। **Courting**—wooing, पटाना। **Brash**—impudent, ढीठ, निर्लज्ज। **Demanding**—having many demands, बहुत माँग करने वाला। **Recession hit**—hit by slowing down of economic and industrial activity, मंदी की मार खाया हुआ। **Well-heeled**—rich, अमीर। **Impatient**—eager, इच्छुक।

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Mining—exploiting, दोहन करना। **Brisk**—fast, तेज। **Affable**—friendly, मिलनसार। **Cruises**—luxury ships for travelling, समुद्री यात्रा के लिए विलासी, मंहगे और आरामदायक जहाज। **Exotic**—(here) foreign, विदेशी। **Sybaritic**—luxury, विलासी। **Demographics**—the population pattern, जनसंख्या के बदलते रूप। **Blurred**—(here) disappeared, मिटा दिया है। **Assumed**—imagined, कल्पना की हुई या मान ली गयी। **Constraint**—(here) difficulty, problem, pressure, दबाव, समस्या। **Tapping**—(here) exploiting, दोहन करते हुए। **Tottem pole**—a range of different levels in an organisation, एक संस्थान में अलग-अलग पदों का दायरा। **Designed for**—prepared for, तैयार किया था। **Deliberately**—knowingly, जान बूझ कर। **Shifted**—changed, बदल दिया है। **Slump**—fall, गिरावट। **Fickle**—(here) unstable, अस्थिर। **Static**—not changing, नहीं बढ़ना। **Logically**—(here) rationally, तर्क-संगत।

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Diminish—reduced, कम होना। **Enhanced**—increased, बढ़ी हुई। **Targeted**—aimed at, उद्देश्य था। **Flock in**—come in groups or herds, झुण्डों में आना। **Charity**—giving alms, खैरात, दान।

D.2 Based on your reading of the article above, answer the following questions:

1. What evidence does the author provide to support his view that our efforts to attract foreign tourists have been unsuccessful?
2. What, according to you, may be the reasons for such a bleak scenario?
3. What is the shift in tourism policy recommended by the author? What are his arguments for such a shift?
4. What are the two initiatives taken by Karnataka that signify marked change in its marketing strategy?
5. Why have Kerala's tourism figures grown while those of some other states have remained static?
6. Why does the author say that we should now make efforts to attract the domestic traveller? What are the areas that we should focus on to achieve it?
7. Why does the author say, "Clearly Tourism, like Charity, begins at home?"

Answers

1. The author thinks that all our efforts to attract foreign tourists have been unsuccessful. Both Malaysia and China entered the international tourism market decades after India. In 2009, Malaysia was ranked ninth with 23.6 million foreign arrivals. China was 4th with 50.9 million visitors. India did not appear in the first 10 because we managed to attract just 5.1 million tourists.
2. The reason for such a bleak scenario are the wrong strategies adopted by our Union Ministry of Tourism in the past. It is now being realised that Indian Tourism has been courting the wrong tourists. It was running after the brash, demanding foreigners trickling in from recession-hit countries. Now the shift has been to well-heeled tourists from the new markets of China, Russia and Brazil.

3. There has been a definite shift in tourism policy of India. Actually, the Tourism Industry has now realised that it has been courting the wrong tourists. There is no use of running after the brash and demanding foreigners trickling in from recession-hit economies. They should tap the new market of China, Russia and South America. They should woo the well-heeled, tolerant tourists keen to discover India.
4. Karnataka has brought marked changes in its marketing strategy. It has understood correctly the rapidly changing demographics of India. Now the needs of foreign tourists and those of our domestic ones are not quite different. The state's glamorous 'Golden Chariot' Tourist train primarily designed for foreign tourists, now offers a shorter 'Jewel of the South' tour for upper-middle class Indian tourists. Even the states have started luxury class, 'Jungle Lodges and Resorts'. They have started tapping the growing ranks of junior executives. All steps have broadened the base of Karnataka's domestic tourism.
5. Kerala's tourism has reaped rewarding results after shifting its focus. 'God's Own Country' was clearly designed for the foreign market. But now Kerala targets 60% international and 40% domestic tourists and has allocated their tourism resources accordingly. So Kerala has managed quite successfully to bypass the slump felt by the states dependent on international visitors.
6. The author advocates that we should now make efforts to attract our domestic travellers. Logically, it is a good strategy. In 2009, India received 5.11 foreign tourists, while 11.7 millions went to destinations outside India. If we improve facilities for the domestic travellers such as good roads, airports and hygiene, the outflow of tourists and rupees will diminish.
7. The author says, "Clearly Tourism, like charity, begins at home." Logically, it is a smart strategy. According to the authoritative trade figures, the States and Union territories reported more than 650 million domestic tourists in 2009. Contrasted with these figures are 5.11 foreign tourists that came to India in the same year. Hence, "Tourism, like Charity, begins at home." We must focus on the evergrowing domestic tourism.

D.3 Find words or phrases from the passage that mean the same as the following.

- (a) to renovate, redo, or revise (paragraph 1)
- (b) trying to win the favor, preference, or goodwill of (paragraph 1)
- (c) come in small numbers (paragraph 4)
- (d) well-off; rich (paragraph 5)
- (e) friendly (paragraph 6)
- (f) wanting or enjoying expensive pleasures (paragraph 6)

- Ans.**
- | | |
|------------------------|--------------------------|
| (a) revamp (para 1) | (b) woo (para 1) |
| (c) trickling (para 4) | (d) well-heeled (para 5) |
| (e) affable (para 6) | (f) sybaritic (para 6). |

D.4 Imagine that you are the Director of the Department of Tourism of the State of Palwal Pradesh. You have recently received the following letter from the Minister of Tourism.

GOVERNMENT OF PALWAL PRADESH
 Ministry of Tourism
 13 May 20××
 Director of Tourism
 121 Janta Avas Gri

Anandpur

(Palwal Pradesh)

Dear ...

As you are aware, local and international tourism is becoming increasingly important to Palwal Pradesh. It is now a major employer, and a significant means of earning foreign exchange. I am therefore anxious to promote and develop the State's tourism industry.

I should like you to study the present trends in tourism and write me a report on their main features, with projections for ten years' time. I should also like to receive your recommendations on certain matters. Specifically, your report should deal with the following :

Origin of Tourists : Are they from-India and/or foreign countries ?

What do you *predict will be the figures in 10 years' time* ?

What *action do you recommend* ?

I look forward to receiving your report.

Yours sincerely

(Krishna Mathur)

Minister of Tourism

Ans. [For self-study]

D.5 In section D.6 you will write the report asked for. First though, it is necessary to study the following statistics and draw appropriate conclusions. Work in groups of four. Discuss the three figures in this section and the questions that follow each figure, and write notes to answer those questions. (Contrary to the recent trends, foreign tourists visiting Palwal Pradesh outnumber domestic tourists).

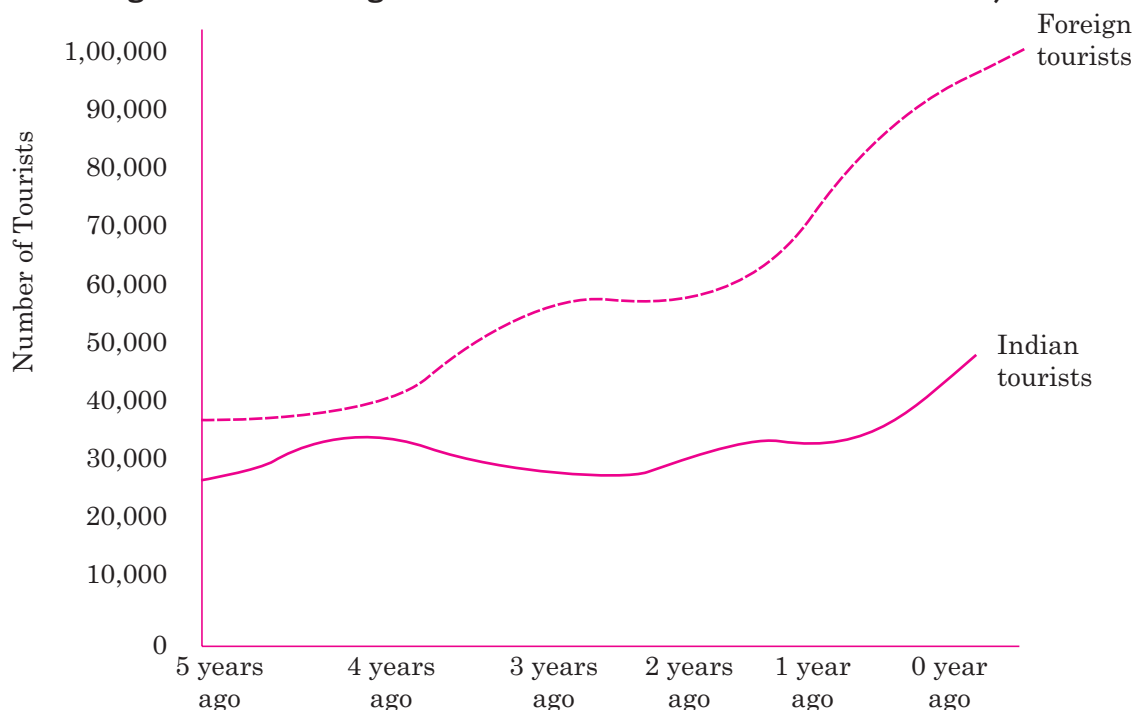


Fig. 1. Number of Tourists over the Last Five Years

1. What has been the general trend in the number of tourists visiting Palwal Pradesh over the last five years?
2. Which groups have shown increases, and by how much?
3. Suggest reasons for the changes over the last five years, for both groups of tourists.

Answers

1. The number of international tourists has been regularly on the rise on Palwal Pradesh. In comparison, the number of domestic tourists show a mixed trend. After stagnating for a few years it picked up in the end.
2. The foreign tourists visiting Palwal Pradesh outnumber domestic tourists more than the double.
3. These changes over the last five years prove that Palwal Pradesh has been providing good facilities for the domestic but still better facilities and comforts for the international tourists.

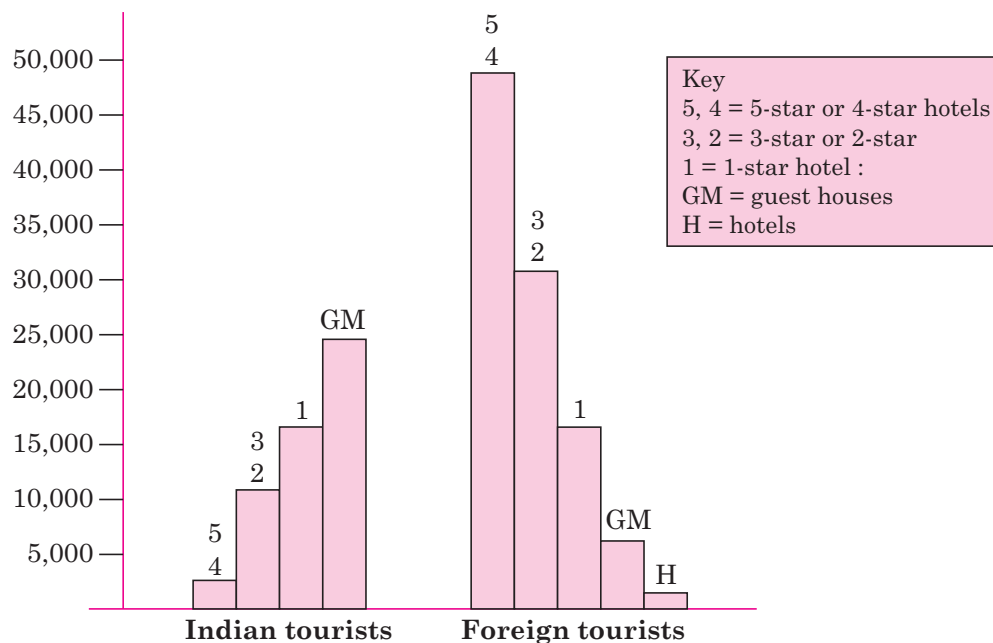


Fig. 2 : **Accommodation Preferences** (this year's figures)

1. For each group of tourists, which is the most popular type of accommodation?
2. How many tourists of each group stayed in these most popular types of accommodation?
3. Suggest why different types of accommodation are popular with different types of tourists.

Answers

1. For foreign tourists, the most popular type of accommodation is the four-star and 5 star hotels. For Indian tourists, guest houses are the most popular type of accommodation.
2. More than 45,000 foreign tourists stayed in 5 and 4 star hotels and about 25,000 Indian tourists stayed in guest houses.
3. Foreign tourists with hard currencies like dollar and Euro in their purchases can afford 5 and 4 star-hotel accommodation quite easily. On the other hand, Indian tourists are 'budget-tourists' and prefer to stay in guest houses which provide accommodation comparatively at far lower prices.

Type of accommodation	Number	Total number of beds	Occupancy rate (in%)
5 star hotels	3	780	85
4 star hotels	5	500	92
3 star hotels	10	350	65
1 and 2 star hotels	16	465	82
Guest houses	32	255	78
Youth hostels	13	780	95

Fig. 3 Types of accommodation (this year's figures)

1. What does the final column mean? Why is it important?
2. There are three 5 star hotels and 13 youth hostels, yet each type of accommodation has the same number of beds. Explain.
3. Which are the two most popular types of accommodation?
4. Which types of accommodation have occupancy rates of 85% or over?

Answers

1. The final column means the occupancy rate (in %) of various types of accommodation. This reflects how much accommodation has been really utilised as against the total number of beds available. It is very important and has to be enhanced to the most ideal occupancy rate, that is 100%. No single bed should be left unoccupied.
2. The three five star hotels and 13 youth hostels, have the same number of beds, 780. Five star hotels provide maximum number of beds while youth hostels are much smaller in size and provide only a limited number of beds.
3. The two most popular types of accommodation are the youth hostels and 4 star hotels.
4. Five star hotels, 4 star hotels and Youth hostels have occupancy rates of 85% or above.

D.6 Work with a partner to write the report asked for in D.4. You are the Director of Tourism for Palwal Pradesh. Make sure that

- you answer all the questions raised by the Minister.
- you quote from the statistics in D.5 to support the points you make.
- you follow the report format and style in D.7 below.
- you use the language advice given in D.8 below.

First study D.7 and D.8. Then (working in pairs) write your report.

D.7 REPORT

From : (your name), Director of Tourism, Palwal Pradesh

To : Minister of Tourism, Palwal Pradesh

(Date)

(Suitable heading)

(Suitable introduction, eg) You recently asked me to submit a report on tourism in our State-specifically, present trends, projections for 10 years time, and recommendations on certain matters. The following are my findings and recommendations:

1. Current trends
 - 1.1. Origin of tourists
(Summarize your answers to Questions 1-3 under Fig. 1)
 - 1.2. Accommodation
(Summarize your answers to Questions 1-3, Fig. 2)
2. Predictions for 10 years in the Future :
 - 2.1. Origin of Tourists
(On the basis of Fig. 1 and your own personal views, predict the situation in 10 years time.)
 - 2.2. Accommodation
(On the basis of Fig. 3 and your prediction in 2.1 above, predict the number of beds needed in 10 years time for each type of accommodation.)
3. Recommendations
 - 3.1. Accommodation
(On the basis of your predictions in 2.2 above, recommend the types of new hotels needed in 10 years time.)
 - 3.2. Other Means of Attracting Tourists
(Do you have any recommendations to make ?)
4. Conclusions
(A suitable ending, possibly expressing confidence in the future of tourism in Palwal Pradesh, if action is taken now)
(Your Signature)
(Your name)
Director of Tourism

D.8 In your written report, you will find the following language useful:

when describing trends and changes

There has been a	sharp fall in...	When making projections
	gradual decline	
	steady rise	It is forecast that approx
	steep rise	projected I would predict that approx
		Present trends indicate that approx
		....is forecast to reach
	has dropped sharply	projected approx.. in...
.....	gradually declined	
	risen steadily	*when making recommendations
	risen steeply	
		I recommended that.....
		urge
		propose

..... has levelled off at			
*when expressing probability			
It is probable that	It is	proposed	that
most likely		recommended	
The probability is that....	My	recommendation	
		proposal	is that

D.9 A Final Check

Before you hand in your report:

1. Have you answered all the questions in the Minister's letter in D.4?
2. Have you proof-read your report for accuracy in grammar, spelling and punctuation?
3. Is your report written in a simple, easy-to-read, interesting style?
4. Have you asked a classmate to read your report, and give you feedback on it?

Ans. [This question must be answered only after reading sections D7, D8 and D9]

REPORT

From: Rajni Ramlingam, Director of Tourism, Palwal Pradesh

To: Minister of Tourism, Palwal Pradesh

13th March 20xx

Tourism in Palwal Pradesh

Sir

You recently asked me to submit a report on tourism in our state, Palwal Pradesh, specifically, present trends, projection for 10 years time, and recommendations on certain matters related to tourism. The following are my findings and recommendations:

1. Current Trends

1.1. Origin of Tourists: The current trends related to tourism in Palwal Pradesh can be termed as 'satisfactory' but not 'flattering'. There has been an appreciable change in the number of foreign tourists over the past years. Their number has registered a healthy rise particularly in the last two years. However, the number of domestic tourists doesn't give a cause for celebration. No doubt, there has been a steady rise in their numbers but on the whole the trends show signs of stagnation. Most of the tourists come from Europe, U.S.A. and Australia. So far the domestic market is concerned, our major share of tourists comes from Gujrat and West Bengal.

2. Predictions for 10 years in the Future:

With the present trends, Palwal Pradesh will not be able to get a major share of tourists coming to India. The number of international tourists will show 75% increase in 10 years, which is rather on the lower side compared to other states. The domestic tourists will show only 60% increase in 10 years, which is much below than the figures of leading states like Karnataka and Kerala.

2.2. Accommodation: On the basis of the figures available, it is projected that we would need 4000 more beds in 5 star hotels, 3000 in 4 star hotels, 2500 in three star hotels, 2000 in 1 and 2 star hotels, 5000 in Guest houses and 3000 in Youth hostels. However, these projections have been made on the hope that implementing some of the recommendations given below will make an appreciable change in the inflow of international and national tourists.

3. Recommendations:

I recommend a shift in our strategies to woo foreign and domestic tourists. It is proposed that:

- (a) We shouldn't depend on the brass and demanding tourists trickling from the recession-hit economies.
- (b) We should make efforts to tap new markets of China, Russia and South America for wooing well-heeled, tolerant and keen tourists.
- (c) We can learn from Karnataka and Kerala which reaped rewarding results by wooing upper-middle class Indian tourists when other states slumped depending on the international tourists. Palwal Pradesh must devise effective strategies to woo Indian tourists.

3.2. Other Means of Attracting Tourists: We should target the growing numbers of junior executives in the Corporate World by providing them affordable luxury class "Jungle Lodges and Resorts" in the state.

4. Conclusions.

I am sure that if we are able to exploit our potentialities properly, Palwal Pradesh will be able to grab a sizeable number of international and domestic tourists within a decade from other states.

Rajni Ramlingam

Director of Tourism



6



National Integration

INTRODUCTION

Do you think moments of glory make people more patriotic?

Recall more such moments.

- The Indian flag was hoisted on the highest mountain peak of the world, Mount Everest on 29th May 1953.
- When the National Anthem plays during Olympics.
-
-
-
-

Ans. Certainly moments of glory make people more patriotic. When team India wins the World Cup, every Indian feels proud and wants to share the moment.

- The Indian flag was hoisted on the highest mountain peak of the world, Mount Everest on 29th May 1953.
- When the National Anthem plays during Olympics.
- When Vishwanathan Anand won the World Cup in chess.
- When Kapil Dev and his Devils won the World Cup at Lords in 1983.
- When M.S. Dhoni won the World Cup in 2011.
- When A.R. Rehman won two Oscars in 2009.

A. Unity in Diversity

A.1 Read about Rohan and Rajni's observation that the Indian identity is forged in diversity.

See Main Course Book, Pages 205–206

ENRICH YOUR VOCABULARY

PAGE 205

Diversity—variety, विविधता। **Palpable**—easily noticed by the mind or senses, इन्द्रियगोचर, दिमाग और इंद्रियों द्वारा आसानी से ग्रहण होने वाला।

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Appreciate—recognising the good qualities of others, ठीक समझना, गुण पहचानना। **Embracing**—

सम्मिलित किये हुए, समाविष्ट किये हुए। **Multitude**—so many, अनेक। **Conviction**—(here) faith, विश्वास, (धर्म)। **Cuisine**—food, भोजन। **Costume**—dress, वेशभूषा, पहनावा। **Dedicated**—devoted to, समर्पित। **Harvests**—harvestings (of crops), फसल कटाई। **Heartened**—inspired, प्रोत्साहित। **Displayed**—showed, दिखाया।

A.2 During the journey, Rohan and Rajini both note down the information they gather about the states they travel through. When they return they jot down this information.

Working with your partner, choose any one journey and complete the grid for them. You may access the internet or refer to books in the library to complete your grid.

See Main Course Book, Page 207

Ans.

STATE	LANGUAGE	CUISINE	HANDICRAFTS	WEATHER
Gujrat	Gujrati	'Dhokhla' and Gujarati 'thali'	Pattan sarees and wood crafts	Hot in summer (upto 45°C) and cold in winter (upto 3-4°C)
Maharashtra	Marathi	'Paav Bhaji' and 'Bhel Puri'	Aurangabadi sarees, Mumbai cotton garments Sholapuri 'Chappals'	Humid in (20°-30°C) max. coastal areas (40° C & 5°C) min. and dry in the interior
Uttar Pradesh	Hindi	'Petha sweets' 'Kheer' and Rabri and 'vegetarian thali'	Banarasi silk and sarees, Mirzapuri carpets Firozabadi bangles	Hot in summer and (upto 45°C) max cold in winter (upto 3-5°C) min.
Bihar	Hindi	'Sattu' rice and 'pooha'	Bhagalpuri silk, 'kurtaas' and sarees.	Hot in summer (upto 46°C) and cold in winter (upto 3°C)
Bengal	Bangla	'Rasogollas' 'Macher Jhol' 'Sandesh'	Bankura 'horse' Murshidabadi silk and sarees	Humid near (20°C-35°C) the sea and mild hot and humid in (20-40°C) the interior

A.3 What conclusions do you draw from Rohan and Rajini's experience?

Ans. While travelling through different regions, Rohan and Rajini get the feeling of 'Unity in Diversity'. India has a multitude of castes, creed, colour, conviction, culture, cuisine, costume and customs. And yet they are all Indians. Festivals are dedicated to seasons and harvests. After travelling the whole length and breadth of India, one feels genuinely proud to be an Indian.

A.4 Present your conclusions to the class.

Ans. [A classroom activity].

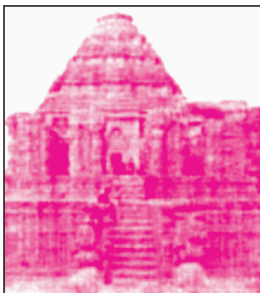
A.5 Where are they from?

Divide the class into six groups. You will listen to the conversation between four people talking about the Indian states they live in. As soon you think you know which region the first person is speaking about, ask your teacher to stop. If you are right your group gets a point. If you are wrong, all the other groups get a point and the teacher starts again. But your group isn't allowed to guess again for this region. Then listen to the other three speakers in the same way. Which group has got the most points at the end?

Ans. [A classroom activity]

A.6 Look at the pictures given below. Decide in your group which regions the six photos probably come from. Explain why you think so and find out from your teacher if you were correct. Then write a short caption for each photograph. It can be serious or funny.

See Main Course Book, Pages 208-209



'Konark'—'The Pride
of Orissa'



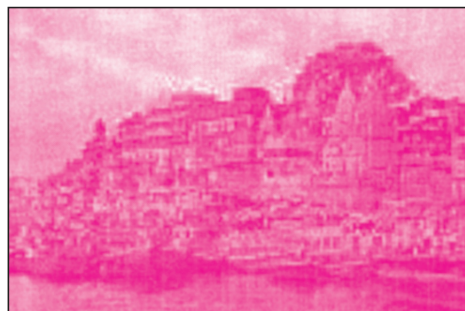
Udaipur—'The City
of Lakes'



'Lavani'—'The sensuous
Marathi Dance'



Tea gardens of Darjeeling—'The most
flavoured tea in the world'



Banares—'The city of Ganga and
Moksha'

B. Challenges to National Integration

B.1 Read the poem given below and answer the questions that follow.

See Main Course Book, Pages 209–210

- (a) Why does the poet say, 'Where the mind is without fear'?
- (b) What are the narrow domestic walls being referred to?
- (c) Why are they 'narrow'?
- (d) How/when does the 'clear stream of reason' lose its way?
- (e) What is the poet's appeal?

- Ans.**
- (a) The poet thinks of a country where the people can live without fear peacefully. India of Tagore's time was under the British rule. The people didn't feel the sense of being liberated and secure. So the poet prays God to make his countrymen fearless.
 - (b) The narrow 'domestic walls' are religious, linguistic, social and regional differences that put the people of the same country against one another.
 - (c) They are 'narrow' because they are based on narrow mental thinking. They are barriers which defy the essential liberal feelings of oneness and unity.
 - (d) The 'clear stream of reason' loses its way when the minds and habits of the people are blocked by narrow and sectarian feeling and thinking.
 - (e) The poet's appeal is to lead him to the world of ever widening thinking and liberal actions. They would bring eternal happiness in the country of his birth.

B.2

See Main Course Book Page 210

B.3 My Childhood

See Main Course Book, Pages 211–214

SUMMARY OF THE LESSON

► Born in Rameswaram

APJ Abdul Kalam was born in a middle-class Tamil family in the island town of Rameswaram. His father had neither much formal education nor much wealth. But he was a wise and generous man. Many more outsiders ate with them than all the members of their own family put together. They lived in their ancestral house. It was made of limestone and brick, on the Mosque Street in Rameswaram. His austere father avoided all unnecessary comforts and luxuries. However, all necessities were provided for and Abdul Kalam had a very secure childhood, both materially and emotionally.

► Kalam Earns His First Wages

When the Second World War broke out in 1939, Kalam was eight years old. For unknown reasons, a sudden demand for tamarind seeds erupted in the market. Kalam used to collect the seeds and sell them to a provision shop on Mosque street. A day's collection would fetch him the 'princely' sum of one 'anna.' Soon India was forced to join the Allied Forces. The train halt at Rameswaram station was suspended. The newspapers now had to be bundled and thrown out, from the moving train down at a fixed place. Kalam's cousin Samsuddin who distributed newspapers in Rameswaram needed a helping hand to

catch the bundles. Kalam filled the slot. It helped him earn his first wages. Even half a century later, Kalam feels proud of earning his money for the first time.

► Kalam Inherited Noble Virtues of Parents

Kalam inherited honesty and self-discipline from his father. From his mother he inherited faith in goodness and deep kindness. He had three close friends in his childhood. Ramanadha Sastry, Aravindan and Sivaprakashan. All these boys were from orthodox Hindu Brahmin families. As children, none of them ever felt any differences amongst themselves because of their religious differences and upbringing. During the annual Shri Sita Kalyanam ceremony, Kalam's family arranged boats for carrying idols of the Lord from the temple. His mother and grandmother would tell events from the 'Ramayana' and from the life of the Prophet.

► Unpleasant Incident at School

When Kalam was in the fifth standard at the Rameswaram Elementary School, a new teacher came to his class. Kalam used to wear a cap which marked him as a Muslim. He was sitting next to Ramanadha Sastry in the front row. The new teacher couldn't stomach a Hindu priest's son sitting with a Muslim boy. Kalam was asked to go and sit on the back bench. He felt very sad and so

did Ramanadha Sastry. After school, they narrated the incident to their respective parents. Ramanadha's father Lakshmana Sastry was the high priest of Rameshwaram temple. Lakshmana Sastry summoned the teacher and scolded him for spreading the poison of social inequality and communal intolerance in the minds of innocent children. He bluntly asked the teacher to either apologise or quit the school and the island. Fortunately, the teacher regretted his behaviour and the matter ended there and then.

► Incident at Sivasubramania Iyer's House

One day, his science teacher Sivasubramania Iyer, invited him to his home for a meal. He was a Brahmin but his wife was very conservative. She was horrified at the idea of a Muslim boy being invited to dine in her kitchen. She refused to serve Kalam in the kitchen. Sivasubramania was not perturbed but instead served Kalam with his own hands. He invited Kalam to join him for dinner again the next weekend. Observing his hesitation, Sivasubramania told him not to get upset saying, "Once you decide to change the system, such problems have to be confronted." When Kalam visited his house the next week, Sivasubramania Iyer's wife took him inside her kitchen and served him food with her own hands.

ENRICH YOUR VOCABULARY

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Erstwhile—previous, पहले वाली। **Formal**—(here) regular and traditional, औपचारिक। **Innate**—natural, inherent, स्वाभाविक। **Generosity**—kindness, दयालुता। **Helpmate**—helper, मददगार। **Recall**—remember, याद करता हूँ। **Undistinguished**—ordinary, साधारण। **Ancestral**—parental, पैत्रिक। **Austere**—(here) very simple and full of control, बहुत सादे और संयमी। **Inessential**—unnecessary, गैर-जरूरी, अनावश्यक। **Luxuries**—things of luxury, ऐश्वर्य के सामान। **Secure**—safe, सुरक्षित। **Materially**—worldly (comforts), सांसारिक सुखों से। **Erupted**—(here) rose up suddenly, उछाल आ गया। **Provision shop**—a grocery shop, परचून की दुकान। **Trace**—locate, ढूँढ़ना।

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Unaffected—not affected, अप्रभावित। **Allied forces**—armies of the Allies Countries i.e., England, France and the U.S.A, मित्र देशों की फौजें। **Casualty**—victim, शिकार। **Suspension**—

stoppage temporarily, अस्थायी रूप से रोकना। **Slot**—(here) place, स्थान। **Surge**—on rush, प्रवाह, भाव उमड़ना। **Inherited**—(here) got from his parents, पैत्रिक देन। **Characteristics**—qualities, traits, गुण। **Orthodox**—conservative, पुरातनपंथी। **Upbringing**—the way a child is looked after, पालन-पोषण। **Idols**—images, मूर्तियाँ। **The Prophet**—Prophet Mohammad, पैगम्बर मोहम्मद। **Marked me**—distinguished, पहचान कराता था। **Stomach**—(here) tolerate, सहन करना।

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Downcast—(here) sad, उदास, मुँह लटका हुआ। **Respective**—mutual, अपने-अपने। **Intolerance**—not tolerating (people of other religion), असहनशीलता। **Bluntly**—(here) in a direct way, सीधे तरीके से। **Apologise**—beg pardon, क्षमा माँगना। **Conviction**—faith, विश्वास। **Ultimately**—finally, अन्ततः। **Rigid**—(here) narrow, तंग, कठोर। **Segregation**—separation, पृथक्करण, अलगाव या जुदाई। **Perturbed**—got panicky, परेशान हुआ। **Confronted**—faced, सामना किया।

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Imminent—very near, बिल्कुल समीप, सन्निकटता। **Unprecedented**—matchless, अभूतपूर्व अद्वितीय। **Optimism**—(here) hope, आशा। **Seagull**—a sea-bird, सामुद्रिक पक्षी।

B.4 On the basis of your reading of the passage answer the following questions by ticking the most appropriate options. Give reasons for your choices.

1. 'Despite these disadvantages, he possessed great innate wisdom and a true generosity of spirit'. The expression 'these disadvantages' here refers to
 - (a) lack of formal education and riches
 - (b) middle class social status and a small town
 - (c) lack of comforts and luxuries
2. Kalam's childhood was
 - (a) secure
 - (b) insecure
 - (c) austere
3. 'That forced my cousin Samsuddin' ... 'That' here refers to
 - (a) World War II
 - (b) increase in the demand of tamarind seeds
 - (c) withdrawal of train halt at Rameshwaram station
4. Samsuddin was forced to seek a helping hand because
 - (a) the Second World War had begun
 - (b) the train now halted at Rameshwaram station
 - (c) newspapers thrown from the moving train had to be collected
5. Kalam continues to be proud of the money he had earned during the time of World War II because
 - (a) his cousin Samsuddin had helped him earn it
 - (b) it was the first wages he had earned
 - (c) he was able to supplement his father's income
6. Kalam owes his honesty and self-discipline to his
 - (a) brothers
 - (b) father
 - (c) mother
7. As children Kalam and his friends did not have any
 - (a) religious differences

- (b) right upbringing
(c) realization that they were different in any way
8. Paragraph 5 shows that Kalam's mother and grandmother had
(a) great scholarship and wisdom
(b) excellent ability to tell stories of historic importance
(c) all embracing outlook on religion and communities
9. 'As the new teacher saw it' (Paragraph 6). Which of the following best explains the meaning of this expression?
(a) as our new teacher understood it
(b) as our new teacher wanted it
(c) as our new teacher was asked to ensure
10. Lakshmana Sastry made the newly appointed teacher realize that
(a) it was wrong on his part to discriminate on the basis of religion
(b) it was wrong to separate two great friends
(c) it was wrong to impose one's own ideas on others
11. Kalam's science teacher Sivasubramania was something of a rebel in the sense that
(a) he used to spend hours with his students
(b) he used to defy his wife
(c) he encouraged people of different communities and castes to mix up freely
12. The science teacher's wife's behaviour during Kalam's second visit to their home showed that
(a) she had understood and adopted her husband's outlook on the oneness of mankind
(b) she wanted to repent for her earlier mistake
(c) she had purified her kitchen ritually
13. Father gave Kalam the example of the seagull to
(a) encourage him to be adventurous and fearless
(b) encourage him to study the science of flying
(c) encourage him to be creative and imaginative
14. "Once you decide to change the system, such problems have to be confronted." Which problems are referred to here?
(a) keeping kitchens ritually pure
(b) discrimination and boycott on the basis of one's faith
(c) differences in the way people of different communities live
- Ans.**
- (a) lack of formal education and riches
 - (a) secure
 - (c) withdrawal of train halt at Rameshwaram station
 - (c) newspapers thrown from the moving train had to be collected
 - (b) it was the first wages he had earned
 - (b) father
 - (c) realization that they were different in any way
 - (c) all embracing outlook on religion and communities
 - (a) as our new teacher understood it
 - (a) it was wrong on his part to discriminate on the basis of religion

11. (c) he encouraged people of different communities and castes to mix up freely
12. (a) she had understood and adopted her husband's outlook on the oneness of mankind
13. (a) encourage him to be adventurous and fearless
14. (b) discrimination and boycott on the basis of one's faith

B.5 Complete the following sentences.

- (a) An example of the generosity and kindness of Kalam's parents is
- (b) Kalam feels he had a very secure childhood because
- (c) The suspension of train halt at Rameshwaram station proved to be a blessing in disguise for Kalam because
- (d) Kalam continues to feel proud about the money he had earned in childhood by picking up bundles of newspaper because
- (e) Some traits and values Kalam and his siblings inherited from their parents were
- (f) The salient feature of Kalam's relationship with his three childhood friends was that
- (g) Two unique examples of communal harmony and brotherhood of mankind are
- (h) The nation should be wary of people like the grade V teacher of the narrator because
- (i) However, the country needs more and more people like Kalam's Science teacher Sivasubramania and Kalam's mother and grandmother because
- (j) Kalam's second visit to his science teacher's house surprised him because

- Ans.** (a) that they used to feed more outsiders than all the members of the family put together.
- (b) all his material and emotional needs were fulfilled.
- (c) he was able to earn his first wages.
- (d) it was his own money earned for the first time.
- (e) honesty, self-discipline, faith in goodness and deep kindness.
- (f) none of them felt any difference amongst themselves because of religious differences.
- (g) Lakshmana Sastry and Sivasubramania Iyer.
- (h) their narrow mindedness generate religious hatred.
- (i) they believe in communal harmony and brotherhood of mankind.
- (j) Sivasubramania Iyer's wife took him inside her kitchen and served him food with her own hands.

B.6 Role Play:

Your teacher will divide the class into groups of four and ask them to act out the following roles:

See Main Course Book, Pages 217-218

Ans. [Not meant for writing]

B.7 Diary Entry:

Suppose you are Kalam/Ramanadha Sastry. You are upset about being made to sit away from your best friend in the class. Write a diary entry expressing your feelings and reactions. In your diary entry you should

- (a) Describe the incident briefly
- (b) Say how you and your friend felt about it
- (c) Decide what you are going to do about it

Ans. 20th March, 20xx. (Rameshwaram).

Today, a new teacher came to our class, V-A. I was sitting as usual with my best friend Ramanadha Sastry in the front row. I was wearing, as I used to wear in those days, a cap. That marked me as a Muslim. The new teacher could not stomach a Hindu priest's son sitting with a Muslim boy. Ramanadha was the son of Pakshi Lakshmana Sastry, the high priest of the Rameswaram temple. He immediately asked me to go and sit on the back bench. I really felt very sad. But Ramanadha Sastry was about to weep. I shifted to the last row. I looked at Ramanadha. He was almost in tears. It left a lasting impression on me. After school, we went home and narrated the sad incident to our respective parents. Lakshmana Sastry summoned the teacher in our presence and scolded him for spreading the poison of social inequality and communal intolerance in the minds of young children. He asked the teacher to either apologise or quit the school and the island. Fortunately, the teacher regretted for his behaviour and the matter ended there and then. However, it cemented my friendship not only with Ramanadha but with all like-minded students as well.

B.8 Vocabulary

Read each of the following sentences from the story and tick the word/phrase that gives the correct meaning for the italicized words/phrases in the context in which they are used here.

1. For reasons I have never been able to understand, a sudden demand for tamarind seeds *erupted* in the market.
 (a) came up (b) blew up (c) ended
2. My brother-in-law Jallaluddin would tell me stories about the War which I would later attempt to *trace* in the headlines in Dinamani.
 (a) draw (b) locate (c) copy
3. The first *casualty* came in the form of the suspension of the train halt at Rameswaram station.
 (a) target
 (b) something destroyed as an indirect result of a particular event or circumstances
 (c) victim
4. My cousin Samsuddin, was looking for a helping hand to catch the bundles and, as if naturally, I *filled* the slot.
 (a) was found suitable for the purpose (b) applied for the job
 (c) was rejected
5. The new teacher could not *stomach* a Hindu priest's son sitting with a Muslim boy.
 (a) tolerate (b) dislike (c) face
6. He looked utterly *downcast* as I shifted to my seat in the last row.
 (a) happy (b) angry (c) dejected
7. Sivasubramania Iyer was not *perturbed*, nor did he get angry with his wife.
 (a) relaxed (b) agitated (c) panicky
8. Then the Second World War was over and India's freedom was *imminent*.
 (a) at hand (b) well-known (c) distant

- Ans.** 1. (a) came up
 3. (c) victim
 5. (a) tolerate
 7. (c) panicky

2. (b) locate
 4. (a) was found suitable for the purpose
 6. (c) dejected
 8. (a) at hand

B.9 Phrases

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

Column A	Column B
break out	to try to find somebody or something
to look for	as a rule or in general taking all relevant factors into account
to take over	start suddenly and strongly
to go into	to obtain or assume control of something, or gain control of something from somebody else
on the whole	to begin a job or career in a particular area of activity

Ans.

Column A	Column B
break out	start suddenly and strongly
to look for	to try to find somebody or something
to take over	to obtain or assume control of something, or gain control of something from somebody else
to go into	to begin a job or career in a particular area of activity
on the whole	as a rule or in general taking all relevant factors into account

B.10 Write a letter to the editor of a leading newspaper/an article for your school magazine on 'Celebrating Diversity, but Working for Unity'.

Ans. 12, Fancy Bazar
 Guwahati
 12th March, 20xx
 The Statesman
 Guwahati
 Assam

Sub: Celebrating Diversity, but working for unity

Sir

Through the columns of your esteemed daily, I want to highlight how diverse elements in the North East have happily integrated themselves in the Union of India. The erstwhile state of Assam is now separated into seven states with their own linguistic groups. They are: Assamese, Khasi, Garo, Jaintia tribes of Meghalaya, Mizos of Mizoram, Nagas of Nagaland, Vaishnavs of Manipur and the tribals of Arunachal Pradesh. Fortunately, each one of them is celebrating their own identity, traditions and culture. And still they have integrated themselves physically, mentally, culturally and economically with the nation. It is true that they are celebrating diversity but working the unity and integrity of India.

It is not only the Hindi belt but West Bengal and Orissa in the east also add to India's strength by enriching it scientifically, culturally and economically. Who can forget the contribution of Maharashtra and the four southern states in projecting

the 'Incredible India' image of our country? The contribution of the Bollywood in putting India on the international map can't be minimized. And when we talk of our patriots, we can not miss Subramaniam Bharti's name in that illustrious list. The temples of Rameshwaram, Tanjavur, Madurai enhance the spiritual image of India. India is not known only for the Taj but also for 'Konark', 'Khajuraho', and the 'Charminar'. If the ghats of Benaras echo the vedic music, the golden sands of Goa and Kerala make you hear the swaying rhythm of the swaying palms.

India and Indians are celebrating their diversity but each part, each region and each state is constantly working for the unity and integrity of the nation.

Yours faithfully

Jai Ram

B.11

See Main Course Book, Page 221

Ans. Not meant for writing.

B.12

See Main Course Book, Pages 221–223

Challenges to National Integration

SUMMARY OF THE LESSON

► Diversity of India

India comprises many different races, religions, cultures and language groups. Hence, the issue of national integration is of utmost importance. All different sections and societies must be brought into one single nation with a national consciousness. Only then there will be peace, stability and progress. National integration aims at reducing economic, social and cultural inequalities and strengthening unity and solidarity.

► Divisive Forces

Regionalism, communalism, religious fanaticism, lingualism and terrorism are the main forces that divide the nation. Regional aspirations, if not controlled, can be dangerous and divide the country. Communalism encourages clashes between the followers of different religions. There

should be no excessive bias or favour for any one language. Let us recollect what Gandhi and Nehru said in this context. They were against blind belief, bigotry, and communalism. Rabindranath Tagore held humanity above anything else. Fanaticism and radicalism have to be rooted out in order to have peace, stability and unity. We must create an emotional bond that may bind the people of the country.

► Common Ideas and Values

We must share common ideas and values like constitution, art, literature, music, national festivals, national flag, national anthem, sports and Bollywood. We should follow the spirit of Paul Robeson's song:

*"We're in the same boat brother
And if you shake one end,
You gonna rock the other."*

ENRICH YOUR VOCABULARY

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Comprises—contains, रखती है। **Integration**—(here) unity, एकता। **Forefront**—(here) primary, प्राथमिक, मुख्य। **Stability**—the quality of being steady and not changing, स्थिरता, मजबूती।

Solidarity—(here) fellow being, भाईचारा। **Regionalism**—love and thinking of one's own area or region disregarding others, क्षेत्रवाद। **Communalism**—a strong feeling of attachment to only one's own community (and hatred for others), साम्प्रदायिकता। **Fanaticism**—extreme beliefs or behaviour, especially in connection with religion, कट्टरपन, धर्मान्धता। **Lingualism**—extreme love for one's own language and indifference towards others, भाषावाद। **Motivate**—encourage, प्रोत्साहित करना। **Vigorously**—aggressively, जोर से, उग्रता से। **Pernecious**—harmful, fatal, हानिकारक, घातक, विनाशक। **Capability**—ability, capacity, योग्यता, क्षमता। **Posing**—presenting, प्रस्तुत करते हुए। **Goals**—aims, उद्देश्य। **Aspirations**—hopes, आशाएँ।

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Lingual preferences—preference for one's own language, भाषा की पसंद एवं वरीयता/प्राथमिकता। **Bias**—prejudice, द्वेष। **Agitation**—movement, आंदोलन। **Spectacle**—show, नजारा, प्रदर्शन। **Frequently**—often, प्रायः। **Condemned**—criticised, आलोचना की है, नकारा है। **Reaction**—a change in people's attitude caused by the disapproval of the attitudes of the past, प्रतिक्रिया/प्रतिगमन। **Dogma**—(rigid) religious principles or views, (हठधर्मीपूर्ण) धार्मिक सिद्धांत। **Bigotry**—(here) fanaticism, धर्मान्धता। **Preservation**—saving, रक्षा। **Vested interests**—self interests, निहित स्वार्थ। **Radicalism**—extremism, अतिवाद। **Eliminated**—removed, हटाना है। **Bond**—tie, बंधन। **Vital aspects**—very important matters, अतिआवश्यक मामले। **Unprivileged**—not having any privilege, ordinary, अप्राधिकृत। **Fostering**—nourishing, encouraging, पोषण करना, प्रोत्साहन देना। **Instil**—put into the mind, मन में बैठाना। **Appropriate**—proper, उचित।

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Ignored—not paid attention to, ध्यान नहीं दिया गया। **Internal**—of inside, अंदरूनी। **Conscience**—inner wisdom, अन्तःकरण विवेक। **Core**—central part, बीजकोष, सारभाग, केन्द्रबिन्दु।

B.13 Based on your reading of the passage answer the following questions:

- Why is national integration important for a country like India?
- What are the aims of national integration?
- What are the forces that challenge national integration?
- What are the steps that we should take to strengthen the nation and its unity?
- How can we bind the people of the country and create an emotional bond?
- How can we attain internal freedom for the people of the country?

- Ans.**
- India is a country that comprises so many different races, religions, cultures and language groups. All these diverse elements have to be woven into a single whole—the nation. Hence, the issue of national integration is very important for a country like India.
 - The aims of national integration is to bring all these different racial, religious, cultural and linguistic groups together into one single nation with a national consciousness. It aims at removing socio-cultural, economic inequality and strengthening unity and solidarity.
 - Regionalism, communalism, religious fanaticism, linguism and terrorism are the main forces that challenge national integration. National integration is always under threat from these divisive forces. The nation is first and all other issues come second.

- (d) Regional aspirations of the people should be controlled otherwise they can be dangerous for national unity. No community should be placed above the nation. There should be no excessive bias or favour for any one language. All these steps should be taken to strengthen the nation and its unity.
- (e) We must first identify the forces that may bind the people creating an emotional bond and national consciousness. We should share common ideas and values. Constitution, art, literature, music, national festivals, national flag, national anthem, sports and Bollywood promote national integration as they belong to all, small or big, rich and poor.
- (f) It is essential to attain internal freedom for the people first. Basic values and humanity must be the guiding virtues. Our minds should be free from selfish ego. Our conscience should always be awakened and we should have love and true spirit in the core of heart.

B.14 Read the passage carefully and familiarize yourself with the new words used in the passage by working out their meanings. Match the words in column A with their meanings in column B.

Column A	Column B
(a) foster	(i) the act of accepting someone as a part of a group
(b) pernicious	(ii) excessive enthusiasm for an extreme political or religious cause
(c) integration	(iii) encourage the development of
(d) fanaticism	(iv) agreement and support resulting from shared interests, feelings or opinions
(e) solidarity	(v) having a harmful effect.

Ans.

Column A	Column B
(a) foster	(iii) encourage the development of
(b) pernicious	(v) having a harmful effect.
(c) integration	(i) the act of accepting someone as a part of a group
(d) fanaticism	(ii) excessive enthusiasm for an extreme political or religious cause
(e) solidarity	(iv) agreement and support resulting from shared interests, feelings or opinions

B.15 Organize a group discussion on the topic: “Destabilizing Forces Within a Country: Challenges to a Nation”.

See Main Course Book, Pages 224–225

Ans. “Destabilizing Forces within a Country: Challenges to a Nation”

(A group Discussion)

Group A : A country of India’s size and dimension comprises many races, religions, cultures and language groups.

Group B : There can’t be any peace, stability or progress if these different groups and communities are not brought into one single nation with a national consciousness. This brings the issue of national integration to the forefront.

Group C : The forces that challenge national integration are regionalism, communalism, religious fanaticism, lingualism and terrorism.

- Group D : National integration is always under threat from within the country as well as from outside if such disruptive forces are not crushed.
- Group A : Regional aspirations of the people should be controlled before they become dangerous to the unity of the country.
- Group B : Communalism should have no place in a secular country like India. Communalism may encourage clashes between communities. No community should be placed above the nation.
- Group C : Language issues should be peacefully dealt with. There should be no excessive bias or favour for any language.
- Group D : Gandhi and Nehru were true secularists. They were against blind faith, reaction, communalism and regionalism.
- Group A : To achieve national integration and to crush divisive and disruptive forces, we must create an emotional bond of common ideas and values that can bind all the people of India.
- Group B : Constitution, art, literature, music, national festivals are common and must be proudly shared by all.
- Group C : So are our sports, national flag, national anthem and of course, the Bollywood.
- Group D : Economic disparities between regions and tribal groups must be abridged. More facilities should be provided to distant regions and tribals. India is for all its sons and daughters and all of them must live and die for her.

C. Spirit of Unity

See Main Course Book, Pages 226–227

C.1 ‘Whenever our nation faces a threat, or some major calamity happens, don’t we all stand together with a sense of emotional oneness to fight against evil forces and unnatural situations?’

In groups of six, research on the occasions when ‘India’ came together (e.g. tsunami, earthquake at Bhuj, Ladakh flash floods, Mumbai Blasts)

See Main Course Book, Pages 226–227

Make a Powerpoint presentation of about 5–7 minutes. You can collect information by surfing the net and through other sources like books, magazines and newspapers.

Focus on

- Rescue
- Relief
- Rehabilitation
- Interview with victims and volunteers
- United we serve

Alternatively, prepare a creative presentation (charts, collage etc). Each member will take turn to speak on a particular aspect of the given topic.

Ans. Group A : Whenever our nation faces a threat all of us are united together like the rocks of Gibraltar.

Group B : Whenever any major calamity strikes India, we come forward in a body to face it.

Group C : In all such misfortunes and disasters we all stand together as a nation.

- Group D : We all fight against evil forces and unnatural situations with a sense of emotional oneness.
- Group E : Recollect the 1962 war with China or 1965 and 1971 wars with Pakistan and you will remember how Indians got united like a joint family to make our enemies bite the dust.
- Group F : Young men volunteered themselves to fight for their motherland and volunteered themselves be sent at the borders to beat back the enemy.
- Group A : No one can forget how the whole nation came to the rescue of tsunami victims of Andhra, Tamil Nadu, Kerala and the Andamans.
- Group B : The most destructive earthquake of recent times at Bhuj in Gujrat brought ruin and disasters on an unprecedented scale. The whole country sent volunteers, money and aids from every part. Everyone shared the burden with a sense of emotional oneness.
- Group C : This is the real strength of India. Inspite of our differences, we come forward to face such evil and unnatural situations like a fully equipped army of over one billion soldiers.
- Group D : Ladakh's flash floods or Mumbai Blasts, the whole nation stood united to fight against natural calamities or man-made disasters. India is one and will act unitedly like one nation and with one voice to face any threat to its integrity as a nation. With men, money material and the emotional oneness of 1.25 billion souls, it will surmount any threat or danger, evil or unnatural situations.

C.2 Film review

The aim of writing a film review is to judge a film and inform the viewer about it. The reviewer talks about the subject of the film being reviewed and how the film maker has handled the subject. At times the reviewer's aim is to arouse the interest of the viewer so that she/he wishes to see the film. Sometimes, the reviewer warns the viewer why she/he should not see a particular film.

Ans. Attempt yourself.

C.3 Common words/phrases used in film reviews

captivating	thrilled	excessive violence	brehtaking
evocative	mood	in poor light	atmosphere
unsuccessful	detail	perfect moments	scenery
irresistible plot	classic	wonderful	hilarious
unexpected	unbelievable	plot twists	phenomenal
disappointing	momentum	confusing/confusion/confused	portrayal
hype, suspense	imitation	moving	genre
unoriginal	quality	typical	credible
cliche	impressed by	mixture of	spectacular
visual effects	finesse	melodramatic	slapstick

Ans. Attempt yourself.

C.4 Writing a Film Review

See Main Course Book, Page 228

In the last part of your review write about:

- Its message, if any: the director's purpose or intention; or the theme of the film.
- Compare with other realities you know (your country, historical fact or event, other films from the same director or genre...)
- Your opinion that summarizes your view of the film. You may want to say something inspiring to get the reader to go out and see the film or you might say something that would want them not to go and see it!

Ans. Attempt yourself.

C.5 Now write your own film review on 'Chak de India', 'Lagaan', or 'Mother India'.

The teacher could arrange for the screening of the film if need be.

The class could also decide on any other regional film that portrays the spirit on National Integration.

Highlight the aspect of national integration that has been portrayed in the film.



Ans.

Film Review of 'Mother India'

Mehboob Khan's 'magnum opus' 'Mother India' is perhaps the most appreciated, liked and respected among all the Indian films in and outside the country. The film idealises and celebrates the typical Indian woman—'Mother India'. She can sacrifice her own most beloved son but not the ideals, values and traditions for which she lives and dies. The film exploded the silver-screen in 1957. It was produced and directed by Mehboob Khan. Music was given by the legendary Naushad Ali.

The framework of the film revolves round the injustices and exploitation suffered by a poor peasant family at the hands of a greedy and cruel moneylender, 'Sukkhulala'. The poor peasant can't come out of the clutches of the moneylender even after selling his bullocks and mortgaging his land. In an accident, he loses his hands. His wife fights a long battle against the cruel moneylender who had his eyes on her and on her land. When his second son grows up he joins a group of dacoits to revenge the injustices of 'Sukkhulala'. He burns his house, account books and even kills him. He kidnaps his daughter from the 'marriage-mandap' and runs away. Here he encounters his mother on the way. She pleads him to free the bride. When he refuses to release her, the mother fires at him. She kills her own son with her own hands. Thus the mother sacrifices her own son to safeguard the honour and dignity of a woman.

Nargis plays the role of her life and immortalises herself as 'Mother India'. Sunil Dutt as Birju and Rajkumar as the helpless peasant are superb. Rajender Kumar and Kumkum do justice with their roles. Kanahiya Lal is at his best in the role of 'Sukkhulala'. The music of Naushad is the soul of the film. Mehboob has proved once again that as a producer and director of classy film he is second to none in the Bollywood.

C.6 Working in groups of four, discuss the ways in which the following have integrated India:

1. Music-Jai Ho/Vande Mataram
2. Food-North Indian/South Indian
3. Fashion-Salwar kamees/lehengas/Achkan/Dhoti Kurta
4. Occupation and trade-Job opportunities
5. Relationships/Marriage

Ans. Group A : The thing that has integrated India more than anything is its rich music. Classical singers like Bade Gulam Ali Khan, Pt. Bhimsen Joshi, Pt. Kumar Gandharv and Pt. Jasraj echo the real soul of India. Music has no language. Bollywood film songs have been heard and sung right from Srinagar to Sriperambadur. 'Vande Mataram' is never missed on any auspicious occasion throughout India.

Group B : Nothing joins Indians together as their different, but delectable foods. 'Paranthas', 'Dal Makhni' and 'Tandoori' dishes of North India find place of honour in all the south Indian hotels and eateries. Similarly, the south Indian prestigious dishes like 'Masala Dosa', 'Idli' and 'Vadda' have captured the taste of many of the North Indians.

Group C : 'Salwar Kameez', the typical Punjabi dress has become the craze of ladies of the eastern, western and southern parts of India. Similarly, 'lehengas' and 'Achkan' are uniformly worn by ladies and men respectively on weddings.

Group D : The corporate world, industries and job opportunities know no bounds of geography, region or language. Indians from different parts go to other parts to earn their living. You may find most of the taxi drivers in Mumbai from U.P. and Bihar while almost all the nurses in the hospitals of North India are Keralites.

Group A : Last, but not the least are relationships and marriages that bind Indians from different parts together. A Punjabi 'munda' may fall in love with a Gujarati girl and marry her. Similarly, we can find many Bengali and Maharastrian housewives in North Indian families.

D. Mile Sur Mera Tumhara

D.1

See Main Course Book, Page 230

D.2 Jog your memory for interesting and memorable slogans you may have come across:

Ans. Airlines Slogan "Be a Maharaja". Fly Air India",
Adult Education Campaign Slogan "Education for one, Education for all"
Struggle for Independence Slogan "Chalo Dilli!"

Polio Eradication Slogan *"Just Two Drops"!*
 Eye Donation Slogan *"Other can see through your eyes"*
 Blood Donation Slogan *"Your blood can save a life"*

Let us learn four essential tips on writing catchy slogans:

- Focus on the core issue you wish to promote
- Decide which specific aspect to target and promote
- Ensure quick and easy language
- Where you can bring humour to a slogan, do it
- Brevity is the essence of a good slogan

D.3 Look at the pictures given below, frame short, interesting and creative slogans:

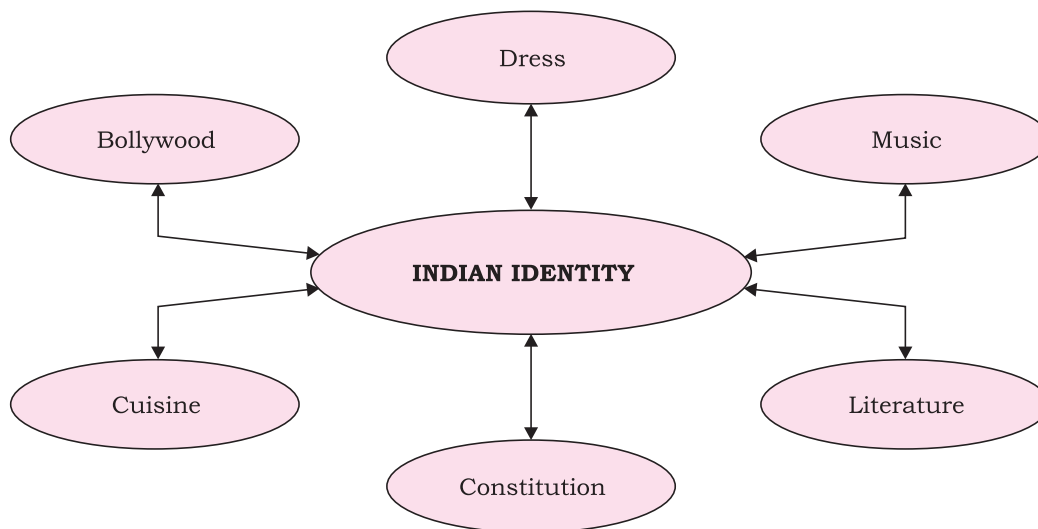
Ans.

See Main Course Book, Page 229

D.4 Work with your partner and write six prominent features of Indian identity.

See Main Course Book, Page 232

Ans.



D.2 Mile Sur Mera Tumhara

See Main Course Book, Pages 233–236

SUMMARY OF THE LESSON

► 'EK SUR' (ONE TUNE)

'Mile Sur Mera Tumhara' is an Indian song promoting national integration and unity in diversity. The concept was developed by Lok Seva Sanchar Parishad in 1988 and was promoted by Doordarshan and Ministry of

Information. It was composed by Ashok Patka. The project was conceived and directed by Suresh Mullick. It included people from all walks of life, including musicians, sports persons and Bollywood stars, etc.

► National Integration Video

The accompanying video promotes national integration and unity in diversity. It was intended to instil a sense of pride and promote unity among Indians. 'Mile Sur' was telecast for the first time on the Independence Day 1988 after the Prime Minister's speech. Very soon it captivated India. It attained near-anthem like status. One phrase is repeated in fourteen

languages. It means when my and your musical notes merge, "it becomes our musical note".

► Re-recorded after 20 years

The song was re-recorded on 26th January, 2010. The current version (16 min. 17 sec) runs longer than the first version, It includes musicians, singers, sportspersons and film personalities from the current generation.

ENRICH YOUR VOCABULARY

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Promoting—(here) encouraging, प्रोत्साहन देते हुए। **Integration**—(here) unity, एकता। **Diversity**—variety, विविधता। **Conceived**—the brain child of, दिमाग की उपज। **Instil**—put into, अन्दर भरना।

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Debut—the first public launching, सर्वप्रथम सार्वजनिक शुरुआत। **Updated**—made up to date, नवीनीकरण किया गया। **Current generation**—(people) belonging to the (contemporary) modern times, आज की पीढ़ी। **Retains**—keeps the original, बरकरार रखता है।

D.6 Arrange a video viewing of both the versions of "Mile Sur". (After you may produce your own version of the song for presentation in the morning assembly.

Ans. For self attempt.



WORKBOOK

8

Comparison

A. Introduction

A.1 See Workbook, pages 131-132.

Ans. Only for Reading and Understanding.

A.2 See Workbook, page 133

Conclusions:

Adjective	Comparative form	Superlative form
Single syllable adjectives	Add 'er' after the adjectives	Add (est) after the adjectives
Adjectives of two syllables	Add more before the adjectives	Add most before the
Adjectives ending in 'y', 'happy'	Add 'ier' after the adjectives, 'happier'	Add 'est' after the adjectives happiest

- Ans.**
1. I have more weight than that of my partner.
 2. I am younger to my partner.
 3. My hair is lighter than that of my partner.
 4. The distance of home from my school is more than the distance of his home from the school.
 5. I reach home earlier than him.
 6. I don't have as much interest in cricket as my partner has in this game.

A.3 See Workbook, page 135.

Ans.

Characteristics	You	Your Partner
• height	1.6 m	1.7 m
• weight	50 kg	55 kg
• age (years and months)	15 years 8 months	16 years 2 months
• hair	brown	dark black
• number in family	5th	4th
• distance of home from school	3 km	2 km
• mode of transport to school	car	school bus
• hobbies	gardening	films
• interest in games	hockey	cricket

A.4 See Workbook, page 136.

Ans. Even the girls who are allowed to survive live with less of everything. Fewer girls are sent to school than boys. They get less medical care, so more girls die. Boys

get more nutritious food and also more time to play. Fewer jobs are open to girls, and even if they are employed, they are not paid as much as boys. Most of all, they get less respect. They are not given as many opportunities as boys to speak out on matters that concern them.

And yet a girl usually does twice as much work as a boy, not only in the house but also in the fields.

A.5 See Workbook, pages 136-137.

Ans. Name of Magazine:

- | | | |
|---------------|-------------|----------------|
| • India Today | • Frontline | • Sunday |
| • Times | • Newsweek | • Sports Today |

Sentences:

- I think *Frontline* contains more pictures than *India Today*.
- I don't think *Sports Today* contains as many advertisements as *India Today*.
- I think *India Today* contains more news than *Frontline*.
- I don't think *Times* contains as much fun as *Sports Today*.

A.6 See Workbook, page 137.

Ans. The Selene, first launched in 1991, is five metres higher (height) and three tonnes weightier (weight) than the Helios. The diameter of the Helios is as much as the Selene. However, the payload capacity of the Helios is 1 tonne, which is 0.1 tonne less than that of the Selene. Interestingly, the Helios has a range of 3000 km, which is 700 km more than that of the Selene.

A.7 See Workbook, pages 138-139.

- Ans.**
1. More money will come from the School Sports Fund than from the Sponsorship and Advertising.
 2. More girls will participate than boys.
 3. The number of women staff will be more than the number of men staff.
 4. The number of women support staff will be less than the number of men support staff.
 5. The number of gold medals will be as many as of silver and bronze.
 6. The number of best athlete trophies for boys will be as many as of girls.

A.8 See Workbook, pages 140-143.

- Ans.**
1. Fresh fruits are healthier, more nutritious and less fattening than burgers. Burgers are less healthy, nutritious and more fattening than fresh fruits.
 2. Oil is cheaper, more effective and better than shampoo. Shampoo is costlier, less effective and worse than oil.
 3. Cycling is more economical, safe and eco-friendly than travelling by bus. Travelling by bus is less economical, safe and eco-friendly than cycling.
 4. An envelope sent by the speed post is better, quicker and safer than one sent by an ordinary post.
An envelope sent by an ordinary post is less good, quick and safe than the one sent by the speed post.
 5. TV is more informative, entertaining and popular than radio. Radio is far less informative, entertaining and popular than TV.
 6. A personal house is more convenient, spacious and private than a flat. A flat is far less convenient, spacious and private than a personal house.

7. A Swiss Knife is more useful, easier/handier and versatile than a tin opener.
A tin opener is less useful, easy/handy and versatile than a Swiss Knife.
8. Cities are far more crowded, polluted and noisy than villages.
The villages are less crowded, polluted and noisy than the cities.
9. Travelling by plane is faster, more expensive and comfortable than the train.
Travelling by train is slower, less expensive and more comfortable than the plane.
10. Food cooked in a pressure cooker is quicker, more hygienic and nutritious than an ordinary cooking vessel.
Food cooked in an ordinary vessel is less quick, hygienic and nutritious than that is cooked in a pressure cooker.
11. Travelling by train is safer, more comfortable and faster than the bus.
Travelling by bus is less safe, comfortable and slower than the train.

A.9 See Workbook, page 143.

Ans. Goods this year are costlier than last year, and next year things may be lower than they are now.

Here are some suggestions for saving money ! Compare the prices of similar products. Some brands are more expensive than others, but the quality may not be much better.

Before you go shopping make a list of the items that you need and buy only those things ! Don't buy things that you don't need just because they are cheaper than the usual price, and don't buy anything just to 'keep up' with your neighbours.

B. Avoiding Repetition

B.1 See Workbook, page 144.

- Ans.**
1. Today, Asia has far less forest cover than it had in the past.
 2. The questions in the Physics test weren't as easy as in Maths'.
 3. The population of India is rising more quickly than that of China.
 4. Children were reading more in 1990 than they are now.
 5. Children now spend far more time watching TV than reading books.

B.2 See Workbook, page 144.

Ans. The skeleton of an ape resembles that of a human and has the same number of teeth. An ape's brain is smaller than that of a human, but its structure is the same. It is not surprising, then, that apes behave rather like humans.

Of all apes, the chimpanzee is most similar to that man. It is the most intelligent of all the apes and can be trained more easily than those of apes. Some chimpanzees have been taught to communicate with humans through gestures like those used in deaf and dumb language.

B.3 See Workbook, page 145.

Ans.	A	B
	1. The longer a candle burns, 2. The lower the sun is, 3. The faster a guitar string vibrates, 4. The smoother an object is, 5. The higher we climb,	(a) the shorter it becomes. (d) the redder it appears. (b) the higher it sounds. (e) the lesser friction it creates. (c) the lesser oxygen there is.

B.4 See Workbook, page 145.

- Ans.** 1. The harder I work, the healthier I feel.
2. The older you become, the wiser you appear.
3. The more he earns, the more he spends.
4. The sooner she realises her mistake, the sooner she apologises.
5. The faster our team scores, the quicker it gets success.

C. Comparison of Trends

C.1 See Workbook, pages 146-147.

- Ans.** 1. Expressions used for comparing data: larger, smaller, with those of, fifteen times, as many as, same, more than, doubled, reduced by, eight times greater, smaller, as bad as, larger ones.
2. Yes, the analysis identify the main trends.
3. If these trends continue, the situation for the smaller species will be as bad as it used to be for the larger ones.
4. Yes. 5. No. 6. Seven times.

C.2 See Workbook, page 148.

- Ans.** The graph clearly shows the time spent by the students aged 11-15 years on viewing TV in India during 1985-2010 has been constantly on the increase. On the other hand, the time spent by students on reading for pleasure is decreasing. For example, in 1990, the students spent just two hours per week on watching TV while they spent 13 hours on reading for pleasure. By the year 2000, their habit of reading for pleasure was reduced to nearly three-fourth (3/4) of the time they used to spend in 1990. By the year 2010, their habit of reading for pleasure declined sharply to one-third (1/3) of the time they used to spend in 2000 whereas their interest in watching TV increased unexpectedly to more than triple to that in 2000. If this trend persists, by the year 2015, the students will be spending more time on viewing TV than that on reading for pleasure. It means the time spent on viewing TV would be nearly four times more than that spent on reading for pleasure.

D. Proportion

D.1 See Workbook, pages 149-150.

- Ans.** As can be seen from the above pie-chart, nearly a half of the teachers felt that Class X students must not be allowed to use mobile phones in the school campus. However, nearly one-fourth believed the phones should be permitted but not during class hours. About a quarter of the teachers were of the opinion that the students may be allowed to use these phones only in times of emergency while a very small minority did not favour any restrictions on their use in the campus.

D.2 See Workbook, pages 150-151.

- Ans.** 1. The survey conducted in Class X reveals that almost half of the class thought that TV advertising regarding certain products e.g. alcohol should be banned. Less than a quarter felt that TV advertising should be banned completely. A small minority felt that there should be no restrictions whatsoever.
2. About 20% of the students feel that young ones between 16-18 should be considered to be independent. Almost the same percentage of students feel that

they should be independent between 18 to 21 years. Even less than 20% feel that the right age of getting independent is between 21-25 years. More than the half feel that the right age of getting independent should be more than 25 years.

E. Superlatives

E.1 See Workbook, pages 152-153.

- Ans.**
1. Diamonds are the hardest substance in the world.
 2. The Himalayas are the longest mountain ranges in the world.
 3. The Ganga is the holiest river in India.
 4. Leh is the coldest place in India.
 5. The Taj Mahal is the most beautiful monument in India.
 6. Kolkata is the largest city of West Bengal.
 7. Jupiter is the largest of all the planets.
 8. The elephant is the largest living land animal.
 9. Mt. Everest is the highest mountain in the world.
 10. Russia is the largest country in terms of area in the world.

E.2 See Workbook, pages 153-154.

- Ans.**
1. I like cricket best because it is the most interesting game.
I like football best because it is the most popular game.
I like hockey best because it is the most energetic of all the games.
 2. I like fruits most as they are easiest to digest.
I like chocolate most as it has the best taste.
I like ice-cream most as it is the coolest thing to eat.
 3. I like theatre most because it is the best place for entertainment.
I like TV most because it is the most popular form of entertainment.
I like cinema most because it is the best entertainer in the world.
 4. I like cartoon films best because they have the most entertaining actions.
I like Sci-Fi (Science Fiction) films best because they have the most thrilling stories.
I like comedy films best because they provide the lightest entertainment.
 5. I like historical places most because they represent history most authentically.
I like green vegetables best as they are the best source of vitamins.
I like milk best as it is the most complete food one can have.

F. Error Correction

See Workbook, pages 154-155.

- Ans.**
1. Saeed runs more quickly than Johnson.
 2. The Cheetah is faster than any other land animal in the world.
 3. Our house is bigger than that of yours.
 4. On an average, people in cities earn more money than those living in villages.
 5. His grade is the same as that of mine.
 6. Ranvir is slightly taller than Javed.
 7. Developed countries consume twice as much resource as developing countries.
 8. The clock tower is the most prominent landmark in this area.

INTEGRATED GRAMMAR PRACTICE-4

1. Given below are Reena's notes from her trip to Fatehpur Sikri. Use this information to complete the paragraph by choosing the correct options.

Imperial city of Mughal empire between 1571–1584—built by Mughal emperor Akbar—buildings blend of Islamic and Hindu styles—general layout and concept : Islamic—actual buildings show Hindu influence especially Gujarat and Rajasthan

Fatehpur Sikri (a) _____ Mughal dynasty between 1571 and 1584. It (b) _____ Akbar, and is one of a kind. The buildings within Fatehpur Sikri (c) _____ architectural traditions. Though the general layout of the buildings (d) _____, the actual buildings (mainly palaces), their ornate columns, arches, carving style, etc. (e) _____ Gujarat and Rajasthan.

- | | |
|---|---|
| (a) (i) was the Imperial city of the | (ii) is the Imperial city of the |
| (iii) was an Imperial city of | (iv) has been an Imperial city of the |
| (b) (i) was being built by the | (ii) has been built by |
| (iii) got built by the | (iv) was built by |
| (c) (i) are a blend of Islamic and Hindu | (ii) are blended with Islamic and Hindu |
| (iii) is blended of Islamic and Hindu | (iv) is a blend of Islamic and Hindu |
| (d) (i) is conforming to the Islamic styles of architecture | |
| (ii) conforms to the Islamic style of architecture | |
| (iii) in conforming to the Islamic style of architecture | |
| (iv) are conforming to the Islamic style of architecture | |
| (e) (i) show a Hindu influence specially that of | |
| (ii) shows an Hindu influence specially from | |
| (iii) showed the Hindu influence of | |
| (iv) show a particular Hindu influence of | |

Answers

- (a) (i) was the Imperial city of the
 (b) (iv) was built by
 (c) (i) are a blend of Islamic and Hindu
 (d) (ii) conforms to the Islamic style of architecture
 (e) (iv) show a particular Hindu influence of

2. Complete the passage by choosing the correct options from those given below.

Legends will tell you that flamingoes are (a) _____ ordinary visitors to Kutch. They were the honoured guests of King Lakho and he (b) _____ the hunting of flamingoes that (c) _____ to Kutch from various parts of the world every year to breed. For centuries the region (d) _____ a haven for this migratory bird. Flamingo City, an island in the middle of the Rann of Kutch, (e) _____ the world over as one of the biggest breeding grounds of the Greater Flamingo, (f) _____ with bodies of hundreds of flamingo chicks. The parents of these chicks (g) _____ the island due to lack of food.

- | | | | |
|-----------------------|-----------------|-----------------|--------------------|
| (a) (i) no | (ii) not | (iii) just | (iv) an |
| (b) (i) has forbidden | (ii) forbade | (iii) forbidden | (iv) had forbidden |
| (c) (i) comes | (ii) are coming | (iii) came | (iv) come |
| (d) (i) has been | (ii) was | (iii) have been | (iv) is |
| (e) (i) knows | (ii) was known | (iii) are knows | (iv) known |
| (f) (i) is strewn | (ii) are strewn | (iii) strewn | (iv) has strewn |
| (g) (i) fled | (ii) have fled | (iii) has fled | (iv) are fled |

Answers

- | | | |
|------------------|------------------------|-------------------|
| (a) (i) not | (b) (iv) had forbidden | (c) (iii) came |
| (d) (i) has been | (e) (iv) known | (f) (i) is strewn |
| | (g) (ii) fled | |

3. Rearrange the following words and phrases to form meaningful sentences as shown.

spent/ trying / years/ to perfect/ Elias Howe/ a sewing machine

Elias Howe spent years trying to perfect a sewing machine.

- he/ that/ had been/ by / captured/ one night/ a tribe/ dreamed/ he
- told/ would have to/ he/ he/ to produce/ was/ in a day/ the sewing machine
- speared/ could not/ if/ he/ would be/ he/ by/ the tribe
- suddenly/ he/ Howe/ as/ woke up/ to/ the solution/ saw/ his/ problem

- Ans.**
- One night he dreamed that he had been captured by a tribe.
 - He was told he would have to produce the sewing machine in a day.
 - If he could not he would be speared by the tribe.
 - Suddenly Howe woke up as he saw the solution to his problem.

4. Read the comic strip and complete the passage given below.

See Work Book, Page 160

Neha asked Naina (a) _____ London. Naina replied that she had enjoyed herself only in parts as (b) _____ there. Then Neha wanted to know (c) _____. To this Naina replied that (d) _____ although (e) _____ it had rained a little less there.

- Ans.**
- (a) if she had enjoyed her holiday in
 - (b) it had been very cold
 - (c) if she had seen any of the famous places there
 - (d) she had seen surely a number of interesting places
 - (e) she would have wished if

5. Given below is a set of rules from the Rule Book of APM School, Jodhpur. Purnima, Head Girl of the school writes a set of instructions for the school notice board using these. Write the instructions for Purnima in Passive Voice in the space provided.

- Do not bring motorised vehicles to school
- Do not park your cycles at the entrance
- Return the library books within a week
- Do not walk in the front lawns
- Senior students should not go to the Primary Wing without permission.

Ans. Students are hereby informed that they (a) are not allowed to bring motorised vehicles to school as they do not have valid licences for driving as yet. They are also (b) not allowed to park their cycles at the front entrance but must go to the cycle stand. The library books (c) should be returned within a week of issue as other students may also require them. No student (d) is allowed to walk about or run in the front lawn. Senior students (e) are requested not to go to the Primary Wing without permission.

6. In the passage given below, one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet against the correct blank number. Ensure that the word that forms your answer is underlined.

Ans. Two teenagers broke into grocery shop
In 1984. The two boys located what they thought the
cash box, dragged it from the wall, ran off.
When the box started ringing loudly, tried
hitting it a heavy iron bar. Despite their
attempts to stop noise, they had to throw
the box away. They stolen the burglar alarm.
Now they are police custody.

- (a) into a grocery
- (b) thought of the
- (c) wall, and ran
- (d) loudly, they tried
- (e) it with a
- (f) stop its noise
- (g) They had stolen
- (h) are in police



9



Avoiding Repetition

A. See Workbook page 163.

- Ans.**
1. This sentence is acceptable because it is free from repetition of the words 'the government'. The repetition of the word 'people' is necessary as it expresses three different stages and phrases and therefore makes a better reading.
 2. This sentence is not acceptable because it is full of repetitions and therefore does not make a better reading.
 3. This sentence is not acceptable because the adjective 'big' has been repeated unnecessarily.
 4. This sentence is not acceptable because it is full of repetitions and therefore does not make a better reading.
 5. This sentence is not acceptable as we find unnecessary repetitions in it.
 6. This sentence being free from repetitions is acceptable.
 7. This sentence being free from repetitions is acceptable.
 8. This sentence is acceptable. Although the word 'very' has been repeated to emphasise the meaning, the sentence makes a better reading.
 9. This sentence is not acceptable as it can be written as 'I have (made) a plan'.
 10. This sentence is acceptable as it is free from repetitions.

B. See Workbook, pages 164-165.

- Ans.** (a) A. 114 words
B. 83 words

(b)	A	B
	<p>Mr Ved Prakash Goel is a self-taught practitioner of herbal medicine. The other day (Mr Ved Prakash Goel) met two patients suffering from respiratory diseases. They had difficulty in breathing. Mr Ved Prakash Goel prescribed to (these patients) his latest herbal medicine for respiratory diseases. At first (the patients) refused to take the medicine prescribed by Mr Ved Prakash Goel but when (Mr Ved Prakash Goel) assured the patients of respiratory diseases that (his herbal medicine) was purely herbal, (the patients) of respiratory diseases agreed to try (that medicine). That medicine must have been very effective, for the patients of the respiratory diseases were cured of their diseases and thanked (Mr Ved Prakash) Goel for his wonderful herbal medicine.</p>	<p>Mr Ved Prakash Goel is a self-taught practitioner of herbal medicine. The other day (he) met two patients suffering from some breathing problem and prescribed to (them) his latest invention. At first (they) refused to take the medicine but on being assured by (him) that (it) was purely herbal and safe, (they) agreed to try (it). Indeed, the prescription must have been very effective, for the patients were cured in a matter of days. They thanked (the herbal doctor) for (the wonderful cure).</p>

- (c) Passage B makes a better reading because it is free from repetition of certain words and phrases. It uses other words and phrases as substitutes. This makes the passage more compact and brief.

C. See Workbook, page 165.

Ans. It was yet another escapade of Gopi and Gargi into the forest. The two were playing in the courtyard of the ruined castle when they heard strange sounds, as if someone was ringing tiny bells in a temple. But there was none in the vicinity. They knew it. Then who was making those sounds? Nothing of that sort had happened during any of their earlier visits. Was the castle haunted?

Were there any ghosts in it? Suddenly, this thought had a vice like grip on their minds. Naturally enough, both were terrified but neither wanted to admit it. Presently the sounds became louder and louder and the duo would have fled had Gargi's sharp eyes not caught a glimpse of a herd of goats grazing behind the thickets nearby. 'So, those are the ghosts!' said Gargi and both burst into laughter. They rushed to the spot to have a closer look and found that there were thirteen goats in all and each had a tiny brass bell dangling from its neck. Four goats were black and the rest were brown.

D. See Workbook, pages 165-166.

Ans. Moina and Debi are students of class IX. They are great friends although they don't study at the same school. Neither has ever played any cricket but both are crazy about it especially one day matches. So far the two have watched 10 matches together, all involving India. Surprisingly, India has lost none of them. Four of these matches were played in different foreign countries and the rest in India. One girl claims that she is more passionate about the game than the other.

E. See Workbook, page 166.

Ans. Ratna and Rajshree are two sisters. The former teaches English in a college while the latter works in a bank. The latter is younger than Ratna. Both wear their hair long. The former likes eating ice-cream while the younger likes eating pastries. Neither is interested in sports. The younger is married to Ulttam, an engineer and the elder to Sujit, a businessman. Each of them has a daughter and a son.

F. See Workbook, page 167.

Ans. Chores are boring. Scrubbing toilets, cleaning sinks, and washing bathtubs take up a lot of time and are not fun at all.

Toilets ! When you're scrubbing them, make sure they are not stinky. I've scrubbed one before and was lucky it didn't stink. I think they are one of the hardest things to scrub in the bathroom because it is hard to get up around the rim.

Sinks are one of the easiest things to clean because they have no rims and are small. I have cleaned one before and it was pretty easy.

Bathtubs, ever washed one ? They are big and deep and is hard to get up around the sides. It is the hardest, I think, to wash.

All chores are boring, especially making my bed. Cleaning my room is OK because I have to organise, and I like it. Dusting is the worst: dust, set down, and pick up.

There are so many things to dust, and it's no fun. Chores aren't the worst but are definitely not the best !

G. Substitution

G.1 See Workbook, page 168.

- Ans.**
1. Food.
 2. Hospital charges paid by Lucia's brothers.
 3. Lucia's brothers.
 4. What Lucia's brothers do, Lucia's brothers.
 5. Job done by Lucia's brothers.
 6. The nurse at the hospital.

G.2 See Workbook, pages 169-170.

Ans. The Deputy Commissioner = the Chief Guest
The Commissioner of Police = the Guest of Honour
The former = the Deputy Commissioner
The latter = the Commissioner of Police

Study the use of the words underlined in the text.

(a) Why are they used?

(b) Why do you think they are not commonly used in spoken English?

Ans. (a) They are used to avoid repetition of words.

(b) Written English is more compact, formal and avoids repetition. But in spoken English we need a lot of explanation and it becomes difficult to avoid repetition.

Rewrite the following texts. Use the former, the latter, and respectively to avoid repetition.

1. Anand likes History and Joel likes Mathematics. It is interesting to note that Anand is the son of a Mathematics teacher while Joel's father is a teacher of History.

2. Seema, the monitor of class IX and Ramesh, the monitor of class X were asked to meet the Principal before they went home.

Ans. 1. Anand likes History and Joel likes Mathematics. It is interesting to note that the former is the son of a Mathematics teacher and the latter's father is a teacher of History.

2. Seema and Ramesh, monitors of class IX and Class X respectively, were asked to meet the Principal before they went home.

G.3 See Workbook, page 170.

Ans. For self-study.

G.4 See Workbook, page 171.

Ans. 1. Flendian Whalers killed more minke in 2010 than in 2000.

2. The fishermen were condemned for catching so many small fish. They said they did so to earn a living.

3. The light racquet was ineffective but the heavier one was difficult to handle.

4. Rains being very unpredictable in Shillong, we were advised to come prepared.

5. Mrs and Mr Chopra entertained the guests very well.

6. What is lying outside in the garden?

It's one of the two umbrellas we bought yesterday.

Didn't you see the one in the lobby?

7. A: "I won't stay away from school tomorrow."

B: "I should hope you will not."

G.5 See Workbook, pages 172-173.

Ans. 1. didn't = didn't find her purse.

2. Indu's = Indu's book

3. The day after = the day after tomorrow

4. Another four/another = another four grams

5. was = was earning

6. do = they need coaching

7. needn't = needn't tell

to = to tell me, what you know

8. to = to visit the doctor regularly

G.6 See Workbook, page 173.

Ans. Mitali : Did you buy the dress you had seen in the shop?

Chetali : No, I didn't.

Mitali : But why? You liked it, didn't you?

Chetali : I had second thoughts about it. Well, I thought I would wear one of them instead. You have so many of them in your wardrobe.

Mitali : I would have but mine are all designer dresses unlike the cheap stuff you wear and I am not going to let you touch any of them. Do you understand?

Chetali : That's not fair!

Mitali : It is. Everyone should wear their own dresses. So you'd better go and buy that dress before someone else buys.

H. See Workbook, page 174.

Ans. (a)	A	B
	1. Both Ajay and Sahir are good players. 2. Thousands of baby turtles set out on the long journey. 3. Some like to eat fish raw. 4. No one knows who did it. 5. Not many people get to university.	(b) Either would be suitable as a captain. (a) Few reach their destination. (d) Others prefer it cooked. (e) It could be anyone. (c) Those who do have to study hard.

(b) Substitution Words

1. Either
2. Few
3. it
4. it
5. do

What does it refer to ?

Ajay or Sahir
 Not many of baby turtles
 fish
 the one who did that
 get to university.



10

Nominalisation

A. Verbs into Nouns

A.1 See Workbook, page 175.

Ans.	VERBS	NOUNS	VERBS	NOUNS
	1. recognise	recognition	7. <u>enable</u>	ability
	2. illustrate	<u>illustration</u>	8. <u>describe</u>	description
	3. <u>reduce</u>	reduction	9. observe	<u>observation</u>
	4. remove	<u>removal</u>	10. <u>compel</u>	compulsion
	5. arrange	<u>arrangement</u>	11. break	<u>breakage</u>
	6. attend	<u>attention</u>	12. explore	<u>exploration</u>

A.2 See Workbook, pages 176-177.

- Ans.**
1. They are protesting against cutting down of trees.
 2. They are demanding reduction in working hours.
 3. The boss insists on everyone reporting on time.
 4. They are worried about loss of their jobs.
 5. The women are demanding safer environment at working place.
 6. They want the Government to put a ban on poaching.

A.3 See Workbook, pages 177-178.

- Ans.**
1. Planting of trees along the road sides made the surroundings look greener.
 2. The window panes were shattered due to the bomb explosion.
 3. We cannot launch till we get the approval of the committee for our plan.
 4. The police are very concerned about the rise in crime rate in the last two years.
 5. People's participation in the charity walk helped Cancer Aid Society raise funds for treatment of cancer patients.
 6. The consumption of drugs by a growing number of young people has become a concern.
 7. The vivid description of the accident scene helped the police find the culprit.
 8. Vinod's effective presentation of his project helped him to bag multimillion dollar order.
 9. Mandela was convicted for spearheading the fight against apartheid.
 10. He was awarded the death penalty for committing a series of cold-blooded murders.

A.4 See Workbook, pages 178-179.

- Ans.** 1. INSTALLATION OF NEW ESCALATORS MADE PEOPLE HAPPY
2. RECOGNITION OF RANJIT RAY'S CONTRIBUTION
3. GOVERNMENT'S DECISION OF SETTING UP A NIGHT SAFARI AT NOIDA
4. APPEARANCE OF LOST BROTHER SOLVES MYSTERIES
5. PROTESTS BY PROFESSORS FOR PAY CUTS

A.5 See Workbook, pages 179-180.

Ans. Hema : Recently I read an article about the improvement (improve) taking place in the health services.

Neena : When people get proper health care, it is bound to increase their life expectation (expect).

Hema : Of course doctors have to show greater dedication (dedicate) to their profession, particularly by bestowing (bestow) greater attention (attend) on the rural areas.

Neena : I agree. But, at the same time the government should also make adequate provision (provide) for decent living conditions for the doctors serving in villages.

Hema : Besides sending doctors to rural areas, steps should be taken for the supply (supply) of standard drugs to primary health centres. Contamination (contaminate) of intravenous fluids and even vaccines due to non-availability (available) of refrigeration (refrigerate) facilities continues to pose a severe threat to people.

Neena : Besides health, we should also address the needs of people in education (educate) and employment (employ). Only then can we achieve substantial development (develop) of the human resource.

B. Adjectives into Nouns

B.1 See Workbook, page 181.

- Ans.** 1. The Principal commended his honesty at the assembly.
2. Rajesh's amiability has endeared him to his colleagues.
3. The actor's fame got him many endorsements.
4. The young businessman's extravagancy led to his downfall.
5. James' silence during the enquiry did not help the police in bringing the culprit to book.

B.2 See Workbook, page 182.

Ans.	ADJECTIVES	NOUNS	ADJECTIVES	NOUNS
	beautiful	beauty	fit	<u>fitness</u>
	clean	<u>cleanliness</u>	<u>high</u>	height
	<u>neat</u>	neatness	frequent	<u>frequency</u>
	arrogant	<u>arrogance</u>	proud	<u>pride</u>
	intelligent	<u>intelligence</u>	<u>anxious</u>	anxiety

B.3 See Workbook, page 182.

Ans. For classroom activity only.

B.4 See Workbook, page 183.

Ans. For self-attempt.

C. Nominalisation Using-ing Form

C.1 See Workbook, pages 185-186.

- Ans.**
- Smoking is prohibited.
 - Swimming is dangerous here.
 - Using mobile phones is prohibited here.
 - Honking is not allowed.
 - Walking with dog is not allowed here.
 - Plucking flowers is prohibited.
 - Crossing the road is allowed here.

C.2 See Workbook, page 186.

Ans. For self-attempt.

C.3 See Workbook, page 187.

Ans.

ACTIVITY	ORDER
climbing with back pack	2
jogging	3
cycling	4
sweeping	8
brisk walking	7
playing tennis	6
swimming fast	1
watching television	9
playing cricket	5

C.4 Sentence re-ordering

See Workbook, pages 187-188.

- Ans.**
1. The sponge iron industry is a heavily polluting industry.
 2. The umpires' handling of the match was very good.
 3. Interrupting someone when he is talking is bad manners.
 4. His acting was praised by one and all.
 5. She is so obsessed with dancing that she has decided not to join any college.
 6. Forgiving and forgetting the wrongs of others is the best way to live in peace.
 7. Sachin's batting has won him accolades from one and all.
 8. Allowing the polluting industries to continue operations in the cities will mean playing havoc with the health of the citizens.
 9. The world of science took the news of rigging of the climate change by storm.
 10. Can we strengthen the processes of democracy only by ensuring that an ordinary man's voice is heard?

D. Nominalisation-Summary

D.1 See Workbook, pages 188-189.

- Ans.**
- After completing her school, Amtul joined the Janta College for Commerce. She applied for a course in Business Management with the Bright Scholars Business College where she was admitted after clearing the entrance exam. Amtul left the college but did not take the exams.
 - She devoted to see the world before setting up her home. She spent the next five years travelling to different countries and taking up small assignments to sustain her living. She thought about her career seriously while working in a home store in America.
 - After returning to her country, Amtul purchased a small store called 'your store'. The store soon became popular. After Amtul set up a chain of stores, many people applied for franchise with her. She has proved that womanhood is no barrier to success in a man's world.

D.2 See Workbook, page 189.

- Ans.**
1. The burning of fossil fuels is harmful for the environment.
 2. Sachin's magnificent batting drew a lusty applause from the spectators.
 3. It is devotion to work which motivates one to do different things.
 4. I am guilty of making resolutions each new year which I let go easily.
 5. Mahatama Gandhi served on probation for a period of one year before becoming the member of the Servants of India Society.

D.3 See Workbook, pages 189-190.

- Ans.** Scientists all over the world are trying to invent newer ways for (1) generation of energy without harming the environment. In Netherlands a team of scientists is researching into (2) tapping the waters of the North Sea to generate enough energy for thousands of homes.

The experiment involves (3) making a battery, using salt and fresh water streams and channelizing them over stacks of membranes. The salt water contains positively charged sodium ions and negatively charged chloride ions. Electrodes were set up to create a battery which would generate power.

Through this research the Dutch are aiming at setting up a 200 mW power plant which will generate enough power to cater for three provinces. Blue Water energy will be 30-40% more efficient than burning coal. It is also (4) renewable and (5) sustainable.

Scientists in other parts of the world are also busy finding ways and means to generate energy. The (6) observation of a childhood pastime of flying kites gave the senior scientists of Delhi University a brilliant idea. They felt that this simple childhood game could be used to provide some kind of breakthrough. By (7) flying a few kites tethered to a generator, this team realized that they could produce 10 kW of power. This was sufficient to power 10 family homes. The researchers now plan to carry this (8) inventiveness further. Using multiple kites, they plan to generate 50 kW of power. They call this invention, Laddermill.



INTEGRATED GRAMMAR PRACTICE-5

1. Given below is a dialogue between Punit and Jai. Complete the dialogue by choosing the correct options.

- Punit : Jai! (a) _____ ?
- Jai : Don't you know? (b) _____ due to cardiac arrest.
- Punit : Oh no! (c) _____. How did this happen?
- Jai : I don't know what happened. But Amit (d) _____ and was immediately rushed to the hospital.
- Punit : Oh I am shocked. What did the doctors say?
- Jai : They (e) _____.
- (a) (i) Why there is such a large crowd outside Mithu's house
(ii) Why is there such a large crowd outside Mithu's house
(iii) Why such a large crowd is there outside Mithu's house
(iv) Why such a large crowd there is outside Mithu's house
- (b) (i) Mithu's father is passed away last night
(ii) Mithu's father was pass away last night
(iii) Mithu's father is passing off last night
(iv) Mithu's father passed away last night
- (c) (i) I am sorry for hearing this (ii) I am sorry to be hearing of this
(iii) I am sorry for that (iv) I am sorry to hear this
- (d) (i) was saying that he is fainting (ii) is saying that he was fainting
(iii) said that he fainted (iv) said that he has fainted
- (e) (i) are trying their best but they cannot be saving him
(ii) are trying their best but they could not save him
(iii) were trying their best but they cannot saved him
(iv) tried their best but they could not save him

Answers

- (a) (ii) Why is there such a large crowd outside Mithu's house?
- (b) (iv) Mithu's father passed away last night
- (c) (iv) I am sorry to hear this
- (d) (iii) said that he fainted
- (e) (iv) tried their best but they could not save him.

2. Complete the passage by choosing the correct options from those given below.

The idiot box is (a) _____ pushing the bookshelf out of the (b) _____ even in regions that have a high literacy rate and a long tradition of libraries. According to the findings of a sample survey (c) _____ average Keralite now spends 90 minutes (d) _____ cable television and 80 minutes reading books. However, TV is not the only culprit ; the survey, (e) _____ by the Kerala Library Council to mark the 50th anniversary of the library movement in the state (f) _____ that lack of interest and high price of books (g) _____ equally responsible for people running away from serious reading.

- | | | | |
|-----------------------|-------------------|-------------------|----------------------|
| (a) (i) increasing | (ii) increasingly | (iii) increased | (iv) to increase |
| (b) (i) home | (ii) house | (iii) houses | (iv) homes |
| (c) (i) a | (ii) an | (iii) the | (iv) by |
| (d) (i) watches | (ii) watched | (iii) is watching | (iv) watching |
| (e) (i) was conducted | (ii) conduct | (iii) conducted | (iv) being conducted |
| (f) (i) indicates | (ii) is indicated | (iii) indicating | (iv) indicated |
| (g) (i) is | (ii) are | (iii) was | (iv) were |

Answers

- | | | | |
|-----------------------|-------------------|--------------|-------------------|
| (a) (ii) increasingly | (b) (iii) houses | (c) (ii) an | (d) (iv) watching |
| (e) (iii) conducted | (f) (i) indicates | (g) (ii) are | |

3. The following passage has not been edited. There is one error in each of the lines indicated. Write the incorrect word and the correction in the space provided as shown.

	Error	Correction
Ans. In the last four decades, there have been a very	have	has
significant rise in the numbers of lower middle and (a) numbers		<u>number</u>
middle class woman who seek employment to (b) woman		<u>women</u>
supplemented their household income. While there is (c) supplemented		<u>supplement</u>
little doubt that women from the lower rank of (d) little		<u>a little</u>
society have always had working in the fields or in		
petty (e) had		<u>been</u>
jobs to sustain themselves or their families, there (f) or		<u>and</u>
were strong objections and a marked reluctance		
between (g) between		<u>among</u>
the middle classes to allow women to step out of a		
house to earn a living. (h) a		<u>the</u>

4. Given below are instructions for making soup. Use these to complete the paragraph that follows.

- Mix the soup powder with 750 ml of water without allowing it to form lumps.
- Pour the mixture into a heavy-bottomed vessel.
- Bring it to a boil, stirring continuously.
- Simmer the soup for five minutes
- Pour the soup into four soup bowls and serve garnished with fried croutons.

Ans. The packet is opened and the contents (a) are mixed with 750 ml of water, without allowing it to form lumps. The mixture (b) is poured into a heavy-bottomed vessel. It (c) is stirred continuously and (d) is brought to a boil. Then the soup (e) is simmered on a slow flame for five minutes. Finally before the soup (f) is served, it (g) is poured into soup bowls and (h) is garnished with fried croutons.

5. Look at the words and phrases below. Rearrange them to form meaningful sentences. The first one has been done as an example.

And a very/ the king/ named Acanthus/ talented sculptor/ Pygmalion was/ of Cyprus/ of a village.

Pygmalion was the king of Cyprus and a very talented sculptor of a village named Acanthus

- (a) had finished/ he smiled/ when he/ the ivory statue/ of a beautiful woman/ one day
- (b) smile/ at having found/ it was/ the innocent/ new and unique/ of a child/ something
- (c) by the beauty/ that/ to worship it/ he was/ falling down/ he felt like/ so impressed/ on his knees/ of the statue
- (d) that he/ a masterpiece/ and called/ he realized/ this beauty,/ had created/ Galatea
- (e) was a devoted/ to the goddess/ he prayed/ to breathe life/ into it/ of Aphrodite,/ since he/ follower
- (f) to life and/ married her/ after the goddess/ his wish,/ Pygmalion/ Galatea came/ granted him

- Ans.** (a) One day when he had finished the ivory statue of a beautiful woman, he smiled.
- (b) It was the innocent smile of a child at having found something new and unique.
- (c) He was so impressed by the beauty of the statue that he felt like falling down on his knees to worship it.
- (d) He realized that he had created a masterpiece and called this beauty Galatea.
- (e) Since he was a devoted follower of Aphrodite, he prayed to the goddess to breathe life into it.
- (f) After the goddess granted him his wish, Galatea came to life and Pygmalion married her.

6. In the passage given below, one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet against the correct blank number. Ensure that the word that forms your answer is underlined

Wright and Fleming found out that treatment	(a) that <u>the</u> treatment
being used was doing harm than good. Each	(b) doing <u>more</u> harm
of the chemical antiseptics more harmful to	(c) antiseptics <u>was</u> more
the leucocytes than to the germs ; and some cases	(d) and <u>in</u> some
the antiseptic actually facilitated multiplication germs.	(e) multiplication <u>of</u> germs
Wright and Fleming insisted that the surgeon's aim be	(f) aim <u>should</u> be
not much to kill the germs as to help the	(g) not <u>so</u> much
leucocytes to do natural germs-killing work.	(h) do <u>the</u> natural



11

Modals—Expressing Attitudes

A. Introduction

A.1 See Workbook, pages 197-198.

- (a) Manav : Suma is playing the violin very well.
 Priya : Yes; Can you play any musical instrument?
 Manav : I can't. But I have learnt vocal music.
- (b) Peter : It's suddenly become dark.
 Nandiya : Yes; Thick clouds have gathered in the sky. It may rain this evening.
- (c) Abdullah : Ma'm, I'm a little late.
May I enter the class?
 Teacher : You can't. I'm afraid late coming has become a habit with you.
- (d) Father : Take this. You must not forget to wear your helmet while riding your motorbike.
 Son : Thanks, Dad. I forgot to pick it up.

Ans.

A Attitudes and Functions	B Dialogues
<ul style="list-style-type: none"> • Necessity • Possibility • Ability • Permission 	A <u>must</u> B <u>may</u> C <u>can</u> , <u>can't</u> D <u>may</u>

A.2 See Workbook, page 199.

- Ans. (a) A: Raju has fractured his arm.
 B: But still he can write.
- (b) A: I have still some shopping to do. May I leave my bag in your store?
 B: Yes, but please collect it before 8.00 pm.
- (c) A: The coffee is rather bitter. Would you please pass some sugar?
 B: No, you must not take any sugar.
 Have you forgotten your doctor's advice?
- (d) A: I'll not be able to finish my assignment in time.
 B: Shall I do the drawings for you?

(e) A: Jamila hasn't come yet. It's already very late.

B: She may come tomorrow.

(f) A: Someone is knocking on the door.

B: I'll open it- it'll be the maid.

(g) A: My feet get swollen in the evening.

B: Then you must consult a doctor.

A.3 See Workbook, page 200.

Ans.

Dialogue

- (a) he **can** write
- (b) **would** you please pass
- (c) you **must** not
- (d) **shall** I do
- (e) she **may** come
- (f) It'll be the maid.
- (g) you **must** consult
- (h) **May** I leave

Attitudes and functions

- ability
- requesting
- advising (strong)
- offering (help)
- possibility
- logical deduction
- necessity
- asking for permission

A.4 See Workbook, page 200.

A.5 See Workbook, page 201.

Ans. In sentence (a) 'need' is used as a modal verb because it shows the requirement.
In sentence (b) 'need' is used as a main verb because it takes an object.

A.6 See Workbook, pages 201-202.

Ans. Gautam : I heard that Rahim (1) might open a garment shop, though he is a little uncertain.

Sheela : He (2) need not plunge into another business proposition; he (3) shouldn't forget the colossal failure of his last business venture.

Gautam : You (4) need not have any worry on that count. He (5) will not be investing any money. His uncle is providing the capital and he said that Rahim (6) would be a working partner.

Sheela : In that case, I suppose, he (7) might go ahead. I remember how Rahim's father (8) would sit for hours worrying about his son's future.

Gautam : True. Now that Rahim has learnt his lesson, he (9) should be able to live upto the expectations of his father.

Sheela : Whatever you say, Rahim (10) must have his own way. He is that way a little obstinate. We (11) may only hope that everything turns out well.

B. Modals Expressing Possibility

B.1 See Workbook, page 203.

Ans. Attempt yourself.

B.2 See Workbook, page 204.

Ans. Indira : I'm so thrilled the exams are over.

Let's go to the North-East this time.

Mary : Yes. I'd love that. Where exactly do you want to go?

Indira : I'd like to go to Cherapunji.

Mary : That's hardly the place to go to. You see, it must be raining there, especially at this time of the year. Let's go to Shillong instead.

Indira : Why Shillong?

Mary : Indira, I've lived in that place. You'll love it and the weather would be really perfect now.

Indira : Okay, it's Shillong then. But tell me, do I need to carry woollens?

Mary : Not really. It's quite pleasant, but the nights could be chilly, so bring a sweater.

Indira : And what about getting there?

Mary : Well you could fly to Juwahah, and then you can catch a bus to Shillong.

Indira : How far is Shillong?

Mary : It may be about 80 kilometres. It may be/would be a three hour drive by taxi.

B.3 See Workbook, pages 204-205.

- Ans.** (a) After proper investigation the police could nail the culprit.
- (b) After the examinations, I can go home for a week.
- (c) In spite of the sincere efforts of the coach, the team could not win a single trophy.

C. Modals—Past, Present And Future

C.1 See Workbook, page 205.

Ans.	Modals	Verbs
	will	beat
	must	work
	could	do
	need not	worry
	should	follow
	might	have been
	shouldn't	have neglected
	should	by
	must	have been
	ought to	improve

C.2 See Workbook, page 206.

Ans.	<i>Present</i>	<i>Past</i>	<i>Future</i>
	must can need/need not should/ought to	might could would should + have + III form of the verb could + have + III form of the verb might + have + III form of the verb would + have + III form of the verb must + have + III form of the verb	will may shall

C.3 See Workbook, pages 206-207.

- Ans.** Mrs Mehta : What is the matter? Why have you stopped?
Mr Mehta : The car is giving some trouble. I have a feeling something is wrong with the engine. Let me check.
Mrs Mehta : Do you think we may have run out of petrol?
Mr Mehta : No, we can't have run out of petrol. I got the tank filled before starting.
Mrs Mehta : If there is a technical fault, do you think you could be able to fix it?
Mr Mehta : Let me first check what is wrong.
Dinu : Dad, look there's smoke coming out. The engine must have become too hot.
Mr Mehta : Dinu, be careful. Don't take the cap off the radiator. You must not do that. You may get boiling water all over you.
Mrs Mehta : Yes, Dinu, we will have to wait till the engine cools down.
Dinu : And how long do you think it may take for that?
Mr Mehta : I'm not sure. We could have to wait for about fifteen minutes.
Dinu : Dad, I saw a garage about half a mile back. I suppose we could ask them to fix the problem.
Mr Mehta : You needn't worry. The car will be all right. I got it serviced before starting. I am sure it's just got too hot. Let's wait and allow the engine to cool a bit.
Dinu : Mom, I am feeling hungry. Could I have something to eat?
Mrs Mehta : There are some sandwiches in the car. You could have them.

D. Modals—Referring to the Past

D.1 See Workbook, pages 207-208.

- Ans.** 2. The meeting might have been cancelled, but you'd better wait for another half an hour.
3. They should have sent a fax message instead.
4. The municipality must have taken precautions to prevent the epidemic.
5. She might have gone home.
6. He ought to have/should have tried some of the XI class students.

D.2 See Workbook, pages 208-209.

- Ans.** At this year's sports meeting, many records were broken but the reigning sports champion, Ravi, surprisingly could not make it to the finals in any of his favourite events. Perhaps he might not have missed so many of his practice sessions. His coach tends to think that he could not have had the time to get fit enough because of his special classes in the evenings. Even if he had tried, he would not have/could not have beaten Ramu, who was much better prepared. If it had not been for Ramu, our school would not have gained a place in the draw of the inter-school tournament.

D.3 See Workbook, pages 209-210.

- Ans.** Father : Well , Anant, how was the interview?
Anant : Father, it was a real nightmare. Just about everything went wrong. I was late. I didn't have the required papers and the GK questions !

- Father : Really ! Anant, please don't think I'm lecturing you, but I'd like to say something about how you should have (2) handled the whole business better.
- Anant : Father, I wish you would not (2) say that. You must have (2) seen the amount of effort I put in.
- Father : Well.... I have my doubts about that. First, let's take up this business about being late.
- Anant : Please remember I only got six days' notice.
- Father : No, my dear, it was more than that. If I'm not mistaken, you got the interview call on Saturday itself. If I'd been you, I would have (2) begun my preparation on Saturday itself. Honestly you should not have (3) gone off on that weekend trip.
- Anant : Father you know I'd been planning to go on that trip for ages.
- Father : Well..... if you had stayed home you must have (2) made a list of the papers required and filed them systematically.
- Anant : Yes, perhaps you're right, but father - those GK questions?
- Father : What about them? Haven't you been reading the papers regularly?
- Anant : Yes of course. But those questions were so outdated. I would not have (3) answered them even if I had read the paper every single day for the past 10 years.
- Father : Anant, there is no point complaining now. You must (1)/(2) be prepared to be more alert about these things.

E. Modals—Summary

E.1 See Workbook, page 210.

Ans. Dear Mohan

It was lovely to get your letter and to hear the good news that you are going trekking with your friends. You (ought to/ would/ should) have a break after your exams! You ask me what you (can/ should/ will) take. Well, you (might/ can't/ mustn't) fit everything in a backpack so you must be selective. You (will/ can/ must) take at least one sweater because it (ought to/ should/ can) get very cold in the mountains. You (needn't/ could/ should) pack a gas stove because there (could/ may/ will) be plenty of firewood from dead trees.

I'm sure you will have a wonderful time but I (may/ would/ should) give you a word of warning. Don't get stuck in the Laki Pass at night. Once you're there you (won't be able to/ can't be able to/ not to able to) get down and it's very dangerous at night. By the way, you (should/ should have to/ should have) told me earlier that you were going and I (should have/ would have/ will have) given you my walking boots!

Anyway, look after yourself and enjoy your holiday.

With love

Daddy

E.2 See Workbook, page 211.

Ans. Classroom Activity.

E.3 See Workbook, page 211.

Ans. Classroom Activity.



INTEGRATED GRAMMAR PRACTICE-6

- 1. The following paragraph has not been edited. There is an error in each of the lines indicated. Underline the error and write your correction in the space provided as shown.**

	Error	Correction
Ans. Economics, is nothing but a way to solving problems of allocation of resources. Human want are graded in nature.	to	<u>for</u>
This means that a poor person will be more concern about procurement of food for his surviving rather than buying a luxury car. It is only after meet this requirement that his need for other things should arise. The Government must outline its country specific solution to the same problems, that is, allocate of resources. There are three essential problems, namely what to produced, how to produce and for whom to produce.	(a) want (b) concern (c) surviving (d) meet (e) need (f) problems (g) allocate (h) produced	<u>wants</u> <u>concerned</u> <u>survival</u> <u>meeting</u> <u>needs</u> <u>problem</u> <u>allocation</u> <u>produce</u>

(Adapted from The Great Indian Dream by Arindam Chaudhury)

- 2. Given below is a dialogue between two friends discussing their classmates. Complete their dialogue by filling in the spaces with appropriate options from those given below.**

Ruma : These days Javed is seen more (a) _____ than in the classroom. What is he up to?

Lekha : He is representing our school in the forthcoming 'Inter State Junior Tennis Tournament' scheduled next month so he (b) _____ daily to improve his skills and stamina.

Ruma : Oh! And what about Seema? She too (c) _____ five days now. Have you heard from her?

Lekha : She is down with severe cold, cough and high fever. Last evening when I called her up (d) _____, she told me that the doctor had advised her at least ten days bed rest.

Ruma : She must be really bored sitting at home. She has never liked the idea of sitting indoors.

- (a) (i) on the field (ii) in the field
(iii) at the field (iv) out of the field
- (b) (i) spent most of his time in the practice
(ii) is spending most of his time practicing
(iii) has been spending most of the time for practice
(iv) has spent most of his time in practice

- (c) (i) have been absent for more than (ii) is being absent for more than
(iii) has been absent for more than (iv) was absent for more than
- (d) (i) for found out why she had not been coming to school
(ii) to find out why she is not coming to school
(iii) to finding out why she is not been coming to school
(iv) for finding out why she has not been coming to school

Answers

- (a) (ii) in the field
(b) (ii) is spending most of his time practicing
(c) (iii) has been absent for more than
(d) (iv) for finding out why she has not been coming to school

3. The following passage has not been edited. There is one error in each of the lines. Write the incorrect word and the correction in the space provided as given below.

	Error	Correction
Ans. Decision-making is a very vital part in our lives. This is in		<u>of</u>
because where we are today is largely the result of the	(a) the	<u>a</u>
decisions we took in the past. Similarly, whatever happened	(b) happened	<u>happens</u>
tomorrow will be a result of the decisions we took in	(c) took	<u>take</u>
the present. That is not possible to reverse the wrong	(d) That	<u>It</u>
decisions taken in the past so it is possible to train	(e) so	<u>but</u>
ourselves to becoming a good decision-maker for the	(f) to	<u>into</u>
future. If we didn't, we'll end up doing what we've	(g) didn't	<u>don't</u>
always did and thus get what we've always got.	(h) did	<u>done</u>
Philosopher Walter Kaufman has called this Decidophobia.		

4. Look at the newspaper items below. Then use the information in the headlines to complete the paragraphs.

- 1. Radiation reaches food chain in Japan:** The Japanese government on Saturday confirmed that radiations as higher than normal levels of radioactive materials were found in spinach and milk at six farms in Ibaraki
- 2. Pakistan mine blast death toll hits 45:** The death toll hit 45 on Sunday's methane gas explosions in a coal mine in Pakistan's southwestern province of Baluchistan, government officials said, as hopes of finding any survivors from the disaster faded.
- 3. Four New York Times journalists released in Libya:** Four New York Times journalists who had been held have been released and are expected to cross the border to Tunisia on Monday.
- 4. Rs 700 cr fine imposed on telecom firms: Govt. :** Fines to the tune of Rs 700 crore was imposed on various telecom operators for carrying out illegal and clandestine activities in their services, particularly for non-compliance of the subscriber verification process.

5. Given below are instructions for making Chocolate Pudding Cake. Complete the following paragraph which describes how Chocolate pudding cake is made. The first one is done as an example.

- Preheat oven to 350°F.
- Combine 1 cup flour, 2 tsp. baking powder, 1/4 tsp salt, 2 tbs. cocoa and 2/3 cup sugar in a mixing bowl.
- Add 3/4 cup milk, 1 tsp. vanilla extract and 2 tbs. melted butter.
- Beat with an electric mixer until smooth and pale in colour.
- Stir in 1/3 cup walnuts.
- Pour batter into a buttered 8 inch square baking dish and set aside.
- Combine 1/2 cup dark brown sugar, 2 tsp. instant coffee, 1 cup water in a heavy saucepan. Cook over high heat stirring constantly until the mixture comes to a boil.
- Gently pour hot sauce over cake batter.
- Bake for 40 minutes
- Top with caramel.

The oven is preheated to 350 degree. Flour, baking powder, salt, sugar and cocoa (a) are mixed in a mixing bowl. After adding milk, vanilla extract and melted butter, the mixture (b) is beaten with an electric mixer until smooth and pale in colour. 1/3 cup of walnuts (c) is stirred. The batter (d) is poured into a buttered baking dish and set aside. Brown sugar, coffee and water are combined in a heavy saucepan. The mixture is cooked over high heat till it starts boiling. Hot sauce is poured over the cake batter. It (e) is baked for 40 minutes and is topped with caramel before serving.

6. In the passage given below, one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet against the correct blank number. Ensure that the word that forms your answer is underlined.

Twenty years ago, kids in school never even
 heard the internet. The internet is a vast resource
 for types of information. It is like a giant bulletin
 board that the whole world uses! But anyone can put
 anything the internet, you have to be careful. You must
 use your best judgment browsing it. And you

 can't rely on what strangers you 'meet' the
 internet tell either.

- (a) never had even
- (b) heard about the
- (c) for all types
- (d) But as anyone
- (e) anything on the
- (f) judgement while
browsing
- (g) meet on the
- (h) internet to tell



12

Active and Passive

A. Introduction

A.1 See Workbook, page 219.

- Ans.** 1. It is a big college. More than a hundred teachers are employed (employ) there.
 2. Did somebody clean (somebody/clean) the office yesterday?
 3. How much of our country's land area is covered (cover) by forest?
 4. The hostel gates are locked (lock) at 8.00 pm everyday.
 5. The parcel was sent (send) a month ago and it arrived (arrive) only yesterday.
 6. Where were these photographs taken (these photographs/take)? In Mumbai?
Did you take (you/ take) them, or somebody else?
- Did you use the same type of construction in your answers?
 - What are the two types of construction called?

No

Active form and Passive form.

A.2 See Workbook, pages 219-220.

- Ans.** 1. The reason for the use of passive construction is that we are more interested in action than the person who killed him.
 2. The incident needs more emphasis.
 3. We are more interested in Sachin Tendulkar than those persons who look upon him as a sporting icon.
 4. We can see this sort of road-side restaurants everywhere in this city.
 5. The police arrested him when he arrived at the airport.
 6. Active voice
 7. Here the subject 'I' is not the doer. He gets the work done by someone else.

A.3 See Workbook, page 221.

Excerpts	Text Types
1. The tea leaves are picked and left to dry in the sun.	(b) Description of processes
2. 20 ml of the salt is taken in a test tube and heated over the flame of a Bunsen burner.	(c) Academic writings including reporting of scientific experiments
3. Many villagers were adversely affected by the flash food. It is estimated that nearly half of the standing crop has been submerged in water	(a) Newspaper (and formal) report
• Newspaper (and formal) report.	

A.4 See Workbook, pages 221-222.

- Ans.** 1. No, some verbs are in active voice also. We infer from this that at some places the doer is important whereas at some places the action is important.
2. Passive constructions are : were killed, was expected, were destroyed, were injured, were advised. Passive constructions are more appropriate than the active because we are more interested in action than the person who does it.
3. Authorities expect the death toll may rise slightly in Myanmar due to Thursday's 6.8 magnitude tremor which had destroyed 225 homes and nine government buildings. It injured over 100 people, according to state television.
4. The re-written paragraph is read well and there is nothing awkward in it.

A.5 See Workbook, pages 223-224.

- Ans.** 1. The Jacob Diamond
2. The verbs to be underlined in the extracts are:
- (a) • is believed
• have been mined
• was bought
• is named
- (b) • was reckoned
- (c) • was bought
- (d) • was considered
• was offered
• spurned
• was purchased

The passive form or the past participle is the most common form in the passage.

3. Jacob Diamond Bought by Nizam of Hyderabad
4. Jacob Diamond Bought by Indian Government
5. Classroom Activity
6. Nizam Refuses Offer for Jacob

A.6 See Workbook, pages 224-225.

- Ans.** (a) **Heading : Culprits Caught and Produced in Court**
Expansion : The culprits were caught and prosecuted by the police.
- (b) **Heading : Mt. Kanchanjunga Scaled by Yong Sikkimese**
Expansion : Mt. Kanchanjunga was scaled by a young Sikkimese.
- (c) **Heading : Smoking Banned in Tamil Nadu**
Expansion : Legislation banning smoking in Tamil Nadu has been passed.
- (d) **Heading : Opposition Not Convinced on Election Spending**
Expansion : The opposition was not convinced by the ruling party's answer on excessive election spending.
- (e) **Heading : J. Shubert Appointed Managing Director by Siemens**
Expansion : Mr. J. Shubert was appointed a new Managing Director by Siemens, Germany in its General Body meeting last week.
- (f) **Heading : Rice Production Urged by the Government after the Fall**
Expansion : Increase in rice production was urged by the Government following rice shortage.

(g) **Heading : Buddha Stupa Excavated in Haryana**

Expansion : A Buddhist Stupa has been excavated in a village in Haryana by the Archaeological Survey of India.

(h) **Heading : Cricket Team Announced for Sharjah.**

Expansion : The cricket team participating in the Sharjah Tournament has been announced by the selectors.

A.7 See Workbook, page 226.

- Ans.**
- The two missing words are: **she is**
 - The three missing words are: **she is found**
 - (a) A policeman, having been injured by the angry crowd, was taken to the city hospital by two Arun College students in an ambulance.
Headline : **Policeman Hospitalized by Students**
 - (b) Two Arun College students took a policeman to the city hospital after he had been injured by an angry crowd.
Headline : **Two Arun College Students Hospitalized Injured Policeman**
 - In (a), all the verb forms used are in passive, while in (b), they are in active form.

B. Present Passive

B.1 See Workbook, page 227.

Ans. The underlined words are main verbs:

HOW TO MAGNETISE A SCREWDRIVER USING A COIL

1. Place a screwdriver inside a coil carrying a direct current.
2. It becomes magnetised.
3. Remove it from the coil.
4. Place the screwdriver in iron filings.
5. It attracts the filings.

- A screwdriver (place) is placed inside a coil carrying a direct current. The screwdriver (become) **becomes** magnetised. It (removed) **is removed** carefully and (place) **placed** in iron filings. It (attract) **attracts** the filings.

B.2 See Workbook, page 227-228.

Ans. A magnetised screwdriver is placed inside the coil. An alternate current is passed through it. The screwdriver is slowly withdrawn from the coil to about one metre away while the current is flowing. The coil becomes magnetised. The current is switched off. The screwdriver is placed in iron filings. It does not attract the filings.

B.3 See Workbook, page 228-229.

Ans. Mystery Fuel

Leaves of a plant of unknown identity are collected. They are put in a container of water and boiled. The mixture is allowed to cool. Lime juice and salt are added to it. Then some chemicals of unknown identity are added to the same. After a while, a golden yellow liquid becomes visible as a top layer which is used as fuel.

C. Simple Past Passive

- Ans.**
- When I was six, I wasn't allowed to shut the door of the bathroom.
 - When I was seven, I was admitted to a new school.

- When I was eight, I was given a new bicycle.
- When I was nine, I was not allowed to walk outside alone after darkness prevailed.
- When I was ten, I was allowed to go alone to my friend's house.

D. Modals with the Passive

See Workbook, pages 230-231.

Ans. The furniture should be repaired. The electricity must be connected. New shelves should be put up for books. The room is in a mess and ought to be tidied up. The windows must be cleaned and the walls should be whitewashed.

E. Present Perfect Passive

See Workbook, page 232.

Ans. Dear Prem

You will be pleased to hear that my room is finally ready. It has taken a lot of time and money but it now looks much better. The walls have been painted. The furniture has been repaired and polished. A new study-table has been bought. New bookshelves have been put up at the right hand side of the study-table. Now electric wiring has been done. All fused lights and bulbs have been replaced by the new ones. The doors and windows have been polished and cleaned. All these things have given a new look to my room.

Yours affectionately

ABC

F. Future Passive

See Workbook, page 233.

Ans. "Firstly, the polluted slum settlements will be cleared and replaced with low-cost housing. Of the six cinemas, one cinema will be converted into a theatre. Open sewers will be replaced by covered sewers. The only primary school is very old and crowded. Two more primary schools and one secondary school will be established. There are no parks or open spaces at present. Small parks will be created between low-cost housing blocks.

G. Getting Something Done

G.1 See Workbook, pages 233-234.

Ans. 1. My neighbours got their garden relayed.
 2. I'll have to get another made.
 3. Do you get milk delivered to your house everyday, or do you go out and buy it?
 4. I'm afraid I have not got the film developed yet.
 5. Why don't you get a new one made?

G.2 See Workbook, page 234.

Ans. 1. Why did you go to the garage?	To have my car serviced.
2. Why did you go to the doctor?	<u>To have my eyes checked up.</u>
3. Why did you go to the bank?	<u>To have my account closed up.</u>
4. Why did you go to the tailor?	<u>To have my clothes stitched.</u>
5. Why did you go to the photo studio?	<u>To have my photo snapped.</u>
6. Why did you go to the dentist's?	<u>To have my teeth extracted.</u>

H. Passives - Summary

H.1 See Workbook, page 235.

A	B
1. Who will be	(g) asked to come to the party?
2. She likes	(h) being asked to pastries?
3. They ought	(j) to be punished for what they did.
4. They are going	(e) to get hurt.
5. She	(d) was given the money
6. It will	(f) have been done by them.
7. You will	(a) be informed
8. He hates	(i) being looked at.
9. What has	(b) been done to stop it?
10. Has Sita	(c) been told?

H.2 See Workbook, pages 235-236.

- Ans.** 1. There's somebody behind us. I think we are being followed. (follow)
2. A mystery is something that cannot be explained. (cannot/explain)
3. We didn't play volleyball yesterday. The match was cancelled. (cancel)
4. The minaret is restored (restore). The work is almost finished.
5. Every time I travel by plane, my plane gets delayed. (delay)
6. I left some papers on the desk last night and I can't find them now.
They might have been thrown (might/ throw) away.
7. Two people are reported (report) to be injured (injure) in an explosion at a factory in Bengaluru early this morning.

H.3 See Workbook, page 236.

- Ans.** Two new apartment buildings were built in the city centre last year by Mekiney Company. Recently one of the buildings was damaged by an earthquake. The company offices in the other buildings were also destroyed. The insurance money will be received by the owners of the apartments of the buildings to fix the damages. Money paid for the apartments won't be lost.

H.4 See Workbook, pages 236-237.

Ans. Combination of Active and Passive

The Famous Nor Y Koh emerald was stolen from the museum last night. Police believed that the thieves must have forced the locks on the windows and disabled the alarms before the museum attendants had closed it for the night. A man who was seen acting suspiciously outside the museum has been arrested.

H.5 See Workbook, pages 237-238.

Ans. Stall Gutted In World Book Fair

New Delhi. 10th October. The Times of India News Service (Shahin)
A bad news for the lovers of books. The stall set up by Rendezvous Publishers caught fire in the morning at 10 am. The publishing house had about a collection of 2000 books. Within a short time the entire stall was in flames. The fair had attracted a large number of visitors. According to the reports received so far, eleven woman, six men and four children have been injured seriously. They have been rushed to the nearby hospitals. The Fire Brigade was quick to be at the site. But unfortunately, there was no water available nearby to extinguish the fire. The fire could be controlled only by noon. The cause of the fire could not be known.



INTEGRATED GRAMMAR PRACTICE-7

1. The following passage has not been edited. There is one error in each of the lines indicated. Write the incorrect word and the correction in the space provided.

Ans.	Error	Correction
The Butterfly Effect is a metaphor who encapsulates	[a] who	<u>that</u>
a concept of sensitive dependence on initial	[b] a	<u>the</u>
conditions in chaos theory ; naming that small	[c] in	<u>of</u>
different in the initial condition of a complex	[d] different	<u>difference</u>
system may produced large variations in the	[e] produced	<u>produce</u>
long termed behaviour of the system. A ball	[f] termed	<u>term</u>
placed in the crest of a hill would roll into any of	[g] into	<u>through</u>
the several valleys depended on slight differences	[h] depended	<u>depending</u>
in the initial position.		

2. Read the following headlines and use the information to complete the following sentences.

Ans. (i) **CHENNAI REGION TOPS AGAIN IN CBSE X**

The Chennai region has topped for the second consecutive year with 96.18% of students clearing the CBSE exam in 2010.

(ii) **HEATWAVE IN NORTH INDIA TO SUBSIDE NEXT WEEK**

The Indian Meteorological department formally announced that the heatwave in the north India will subside next week.

(iii) **HUTS DESTROYED IN FIRE**

About 100 huts near Vyasarpadi railway station were destroyed by the fire that broke out early on Friday.

(iv) **EXPERT SEES TREMENDOUS SCOPE FOR LITERATURE GRADUATES**

Education Consultant Mr Jayan Gandhi's advice to media aspirants was taken as tremendous scope for literature graduates.

(v) **SEVEN KILLED IN ROAD ACCIDENT**

Twelve people were injured and seven were killed in a road accident.

3. Complete the advertisement for a five star hotel in Kolkata by writing suitable words and phrases in each space from the given options.

At a time when hotels (a) _____ in character, the Hotel Park-View, Kolkata, strikes a distinctive note. Its five-star amenities, comfort and unique personalized service (b) _____. (c) _____, it has 80 rooms and 16 luxury suites. No holiday is complete unless (d) _____. Before this luxury hotel appeared on the Kolkata scene, (e) _____ an unfettered view of the famous Howrah Bridge.

- (a) (i) are seeming to growing similar (ii) seem to be growing similar
(iii) seem to be grow similar (iv) seemed to be growing similar

- (b) (i) made it the ideal hotel for tourists
(ii) make it a ideal hotel for the tourist
(iii) make it an ideal hotel for tourists
(iv) make it the ideal hotel for a tourist
- (c) (i) Located along Chowringhee Lane, and facing the Hooghly
(ii) Located on a Chowringhee Lane, and faced the Hooghly
(iii) Located by the Chowringhee Lane, and it faced the Hooghly
(iv) It is located along Chowringhee Lane, and is faced the Hooghly
- (d) (i) it included the stay at a Hotel Park-View
(ii) it includes a stay at the Hotel Park-View
(iii) it includes a stay at the Hotel Park-View
(iv) which include a stay at Hotel Park-View
- (e) (i) there was none which could offer
(ii) there is none which can offer
(iii) there is none which could offered
(iv) there was none which was offering

Answers

- (a) (ii) seem to be growing similar
- (b) (iii) make it an ideal hotel for tourists.
- (c) (i) Located along Chowringhee Lane, and facing the Hooghly
- (d) (ii) it includes a stay at the hotel Park-View
- (e) (i) there was none which could offer.

4. Complete the following passage about Aung San Suu Kyi by filling up the blanks with suitable options.

Aung San Suu Kyi (a) _____ a figurehead for Myanmar's struggle for democracy (b) _____ 1988. She was educated in Burma, India, and the United Kingdom, (c) _____ she got her PhD. In 1988 she returned home (d) _____ for her dying mother. Myanmar was in political chaos (e) _____ a new military junta took power. A nationwide uprising (f) _____ the Generals started and Suu Kyi (g) _____ for freedom and democracy. Suu Kyi was kept (h) _____ house arrest for the best part of two decades till 12 November, 2010. She was awarded the Nobel Prize.

- | | | | |
|-----------------------|------------------|------------------|----------------------|
| (a) (i) has been | (ii) had been | (iii) was | (iv) is become |
| (b) (i) from | (ii) since | (iii) between | (iv) in |
| (c) (i) when | (ii) there | (iii) here | (iv) where |
| (d) (i) caring | (ii) cared | (iii) to care | (iv) cares |
| (e) (i) before | (ii) after | (iii) when | (iv) where |
| (f) (i) opposed | (ii) opposite | (iii) against | (iv) again |
| (g) (i) is campaigned | (ii) campaigning | (iii) campaigned | (iv) was campaigning |
| (h) (i) in | (ii) above | (iii) below | (iv) under |

Answers

- | | | | |
|------------------|-------------------|----------------------|-------------------|
| (a) (i) has been | (b) (ii) since | (c) (iv) where | (d) (iii) to care |
| (e) (ii) after | (f) (iii) against | (g) (iii) campaigned | (h) (iv) under |

5. Mohini met her friend Rajiv at the bus stand after a gap of five years. Later Mohini writes to her friend, Rekha about their conversation. Read the dialogue given below and complete the letter that follows.

Mohini : Hello, Rajiv. I haven't seen you for ages.

Rajiv : I was in the United States for three years. I had gone there to do Masters in Business Administration. I just returned a week ago.

Mohini : Did you have a good time there?

Rajiv : Yes, I did. I finished my masters in two years and then I worked there for a year.

Mohini : Are you back for good?

Rajiv : No, I'm here for my brother's wedding. I'll be going back next week.

Dear Rekha,

You won't believe whom I met at the bus stand yesterday! Rajiv. I told him that it was nice to meet him as (a) I hadn't seen him for ages. He informed me that (b) he had gone to the United States to do Masters in Business Administration. He returned a week ago after spending three years in the United States. I asked him (c) if he had a good time there and he told me that he did. When I asked him if he was back in India for good he said that he (d) was there for his brother's wedding and that he would be going back the next week.

With love

Mohini

6. The following passage has not been edited. There is one error in each of the lines. Write the incorrect word and the correction in your answer sheet as given below against the correct blank number. Remember to underline the word that you have supplied.

Ans. Children love picnics and outings of their parents though they are equally happier doing things with them around the house. A parent may make his child feels special by following some simple rituals. Bedtime stories, the game of cards or simply talking and laugh together before going to bed some gives children a wonderful sense of well-being. They hardly ever forgot these moments, and cherish them throughout these lives.

- e.g. of ... with
(a) happier ... happy
(b) may ... can/could
(c) feels ... feel
(d) the ... a
(e) laugh ... laughing
(f) some ... all/these
(g) forgot ... forget
(h) these ... their



13

Reported Speech

A. The Speakers

A.1 See Workbook, page 246–247.

Ans. For self-study.

A.2 See Workbook, page 247.

Ans. (i) Arishban Bagchi (the author)

(ii) Bittoo's mother

(iii) A doctor

(iv) Bittoo's father

(v) Someone

Ans. 1. Yes. It has been put in 'inverted commas'.

2. 'Yes'. The words, "she goes on" indicate it.

3. A doctor says these words. Quite predictably, the first question the doctor asks, "Why in heaven's name did you not qualify in the premedical tests?"

4. (i) Father's friend, a prosperous doctor is the speaker in paragraph 5.

His exact words must have been "Look at my nephew who has just gone to the UK for his FRCS, and about my daughter who has just completed her MBBS from AIIMS with top results and what exciting prospects they have."

(ii) raves

5. six

6. six

7. three

8. The writers in a newspaper report words in direct speech as they are spoken. They report some in indirect speech adding their own words to report the underlying ideas, emotions, feelings or moods.

B. Reporting Verbs

B.1 See Workbook, pages 249–250.

Ans. Reported verbs to be encircled:

1. confessed — The speaker admits his weakness.
2. protested — The verb shows the mood of protest of Saurav's friends.
3. shouted — The verb shows Mira's mood and her state of excitement.
4. warned — The verb expresses a warning.
5. insisted — The verb shows insistence of the speaker.
6. whispered — The verb shows the sudden alarm of the students.

B.2 • See Workbook, pages 251–252.

Ans.

Reporting verbs used	Changes in other words
1. said	1. The new Prime Minister
2. promised	2. he instead of 'I' and would instead of 'shall'.

• See Workbook, pages 252–253.

Ans.

Reporting verbs used	Changes in other words	Any other changes
1. <u>came</u>	I → <u>she</u>	In the indirect speech above, 'if' was added because <u>the reported speech is in the interrogative form "Can I borrow Rs. 25?"</u>
2. <u>asked</u>	have → <u>had</u>	
3. <u>explained</u>	my → <u>her</u>	
4. <u>remained</u>	me → <u>her</u>	
5. <u>decided</u>	last week → <u>the previous week</u>	
	yet → <u>still</u>	
	Can't → <u>couldn't</u>	

• See Workbook, page 253.

Ans. Situation: Mrs Bhattacharya reports to her husband. The two boys were making a noise. I asked them where they lived. I warned them not to make a noise in the street. I further warned them to be careful. If they did it again, I would have to complain to the police.

• See Workbook, page 254.

Ans. Situation: A child narrates his parents about the treatment he received in hospital.

Direct Speech (dialogue)

Nurse : “How do you feel now?”

Child : “Quite well”.

Nurse : “Where do you live? How can I contact your parents?”

Child : “Sorry, you can’t talk to them. They are out today.”

Nurse : “Can you tell me how that accident took place?”

Child : “I don’t know. It happened so suddenly.”

C. Practising Reported Speech

C.1 See Workbook, page 254.

- Ans.** (a) Sheela told Rashmi that she could come and stay at her place if she was ever in Delhi.
- (b) Anand said to Renu that he did not know what Gayathri was doing those days and that she had not visited them for ages.
- (c) The teacher said to the students that they would go on a field trip to study water pollution.

C.7 See Workbook, pages 263–264.

- Ans.** 1. The nurse enquired how I was.
2. He said (that) he lived at Connaught Circus.
3. They asked me when I had arrived.
4. The taxi driver asked me where I wanted to go.
5. I warned Sanjay to be careful while crossing the road.
6. Rohit couldn’t understand where all the children were gone.

C.8 See Workbook, pages 264–265.

Ans.

Dear Madam Kiran,

I am writing to complain about your horoscope prediction for Virgo last week.

Firstly, you said that my relationships would be successful. In fact I had terrible squabbles with my mother and with no fewer than three different friends. You assured me that there would be a new admirer in my life who would make me feel confident about my future. Well, I have a new admirer but he is making my life a misery for me. Secondly, you predicted that I would meet with success in financial matters. Rubbish. Only yesterday, I lost my purse and with that I lost my pocket money for the month.

D. Reported Speech—Summary

D.1 See Workbook, page 266.

Ans. Reporting Verbs

- (i) cried
- (ii) answered
- (iii) persisted
- (iv) describing
- (v) informed
- (vi) exploded

Mood/Purpose/Manner

- (i) worried, anxious, upset, tearful
- (ii) responsible behaviour, formal attitude
- (iii) demanding, emphatic, worried
- (iv) anxious, demanding
- (v) dutiful, responsible
- (vi) angry, restless

D.2 See Workbook, page 267–268.

Ans.

“Yesterday, Today and Tomorrow”

Outrightly rejecting modern music Father said, “You call it music? It is everything except music.” One of Father’s friend added that it was nothing but a maddening noise. But I protested. I defended that it was so lively. I shot back, “Can you imagine a party with a sort of music that you had about twenty years ago?” My aunt couldn’t hide her displeasure. “The films of today! Oh, how cheap! You can’t see, these films with your family”, she declared with the finality of a judge. My friend showed his disagreement by saying that the actors and actresses today are so natural. Another friend announced that he couldn’t stand the theatrical and ‘sing-song’ way in which actors delivered lines in old films. An uncle broke his silence and added that at least the films in their time had meaningful stories. The Grandfather rounded up and resolved the issues. He wondered why they were arguing unnecessarily. “Everyone thinks their time was the best.”

D.3 See Workbook, pages 268–269.

- Ans.**
- The sentences which are in direct speech are:
 - 1. “Where is the habitat to keep so many tigers safe?”
 - 2. “Constant habitat destruction and illegal mining is causing wildlife stress”.
 - The reporter has used the exact words of Mr Menon and Mr Kandhal in order to emphasise their point of view.
 - 1. Mr Menon asked where habitat was to keep so many tigers safe.
 - 2. Mr Kandhal said that constant habitat destruction and illegal mining was causing wildlife stress.

D.4 See Workbook, page 269.

Ans. For self-attempt.



INTEGRATED GRAMMAR PRACTICE-8

1. Given below are instructions for opening a bank account. Use these to complete the paragraph that follows.

- obtain form from the bank
- fill in the form with all the relevant details
- ask an account-holder to countersign your form
- submit two passport-size photographs
- deposit the minimum amount required

Ans. First a form must be (a) obtained. All relevant details (b) are filled in the form. The form must then (c) be countersigned by an account holder. Two passport-size photographs along with proof of residence (d) are submitted. Finally the minimum amount required (e) is deposited.

2. Given below are a few news headlines. Using information from the same, complete the sentences that follow.

Ans. 1. India Allows Airspace to Pak: In the first public move to diffuse tension between the two countries, India has allowed through Indian airspace.

2. Research Work at AIIMS Stalled for Want of Animals: More than 50 research projects at the prestigious All India Institute of Medical Sciences will be installed to conduct experiments on.

3. After making Toilets, MCD Looks for Users: About 250 toilet complexes constructed by the Municipal Corporation of Delhi with Japanese aid have turned into liabilities as apparently there are no users.

4. Selling Kidneys to make a Living: Starving Tribals of Idduki district were found selling their kidneys for making a living.

5. Kidneys Donated without Medical Inspection: Most of the kidney donation procedures were done without the required medical examination in Indian hospitals.

3. The following passage has not been edited. There is one error in each of the lines. Write the incorrect word and the correction in the space provided.

	Error	Correction
Ans. Traditionally the festival of Holi is told to	(a) told	<u>said</u>
mark a beginning of summer. While	(b) a	<u>the</u>
there are some people who rise a cheer	(c) rise	<u>raise</u>
at that prospect, the rest of us neither sigh	(d) us	<u>them</u>
resignedly or contemplate suicide, and began to	(e) or	<u>nor</u>
hunt out our cottons, servicing all our cooling	(f) out	<u>for</u>
devices, hang in the chiks, and prepare to	(g) hang	<u>hanging</u>
endure the season for heat, dust and sweat.	(h) for	<u>of</u>

4. Complete the following paragraph on one of the earlier voyages of Columbus by choosing the correct options.

Christopher Columbus, (a) _____ born in 1451 AD. Unlike the people of his time, (b) _____. In order to prove his belief he said (c) _____, he could reach Japan. Queen Isabella of Spain supported him. Columbus sailed west (d) _____ three ships. Unfortunately, one of the ships was wrecked. Columbus returned to Spain (e) _____ to form a colony.

- (a) (i) a skilled sailor and an explorer, was
(ii) was skilled sailor and an explorer
(iii) being a skilled sailor and an explorer was
(iv) a skilled sailor and an explorer is
- (b) (i) but Columbus believed that the Earth was round
(ii) Columbus had believed that the Earth was round
(iii) but Columbus believed that the Earth is round
(iv) Columbus believed that the Earth was round
- (c) (i) if he sails west from Europe
(ii) if he is sailing west of Europe
(iii) if he sailed west from Europe
(iv) if he sailed west to Europe
- (d) (i) with a crew of ninety men on
(ii) having a crew of ninety men in
(iii) with a crew of ninety men having
(iv) going with a crew of ninety men on
- (e) (i) left behind forty men in the island of Hispaniola
(ii) leaving behind forty men on the island of Hispaniola
(iii) has left forty men on the island of Hispaniola
(iv) is leaving forty men on the island of Hispaniola

Answers

- (a) (i) a skilled sailor and an explorer, was
- (b) (iv) Columbus believed that the Earth was round
- (c) (iii) if he sailed west from Europe
- (d) (i) with a crew of ninety men on
- (e) (ii) leaving behind forty men on the island of Hispaniola

5. Complete the following passage by choosing the correct options from those given below.

Electronic commerce, it seems, still has (a) _____ limits, even in the Silicon Valley. For all the feverish excitement (b) _____ the tripling of electronic shopping last holiday season, the total money (c) _____ by American consumers online still (d) _____ to only about one percent of its total sales-barely a tenth (e) _____ the revenues from (f) _____ method of distance selling that has been (g) _____ for a century; the catalogue. This may be because electronic shopping (h) _____ on quite a narrow range of goods, mainly books, toys and music. Worse, there

(i) _____ many stories of failed and late deliveries. And, more recently, a string of hackers' attacks (j) _____ temporarily disabled some of the best-known e-commerce websites.

- | | | | |
|----------------------|-----------------------|------------------------|-----------------------|
| (a) (i) their | (ii) a | (iii) the | (iv) its |
| (b) (i) about | (ii) of | (iii) in | (iv) for |
| (c) (i) spend | (ii) spending | (iii) spent | (iv) being spent |
| (d) (i) amount | (ii) amounted | (iii) amounts | (iv) amounting |
| (e) (i) of | (ii) for | (iii) by | (iv) for |
| (f) (i) another | (ii) other | (iii) some | (iv) the other |
| (g) (i) user | (ii) used | (iii) uses | (iv) in use |
| (h) (i) concentrated | (ii) is concentrating | (iii) was concentrated | (iv) had concentrated |
| (i) (i) were | (ii) have been | (iii) has been | (iv) was |
| (j) (i) has | (ii) have | (iii) having | (iv) had |

Answers

- | | | | |
|---------------------------|--------------------|-----------------|-------------------|
| (a) (iv) its | (b) (iv) for | (c) (iii) spent | (d) (ii) amounted |
| (e) (i) of | (f) (iv) the other | (g) (ii) used | |
| (h) (iv) was concentrated | (i) (ii) have been | (j) (i) has | |

6. In the passage given below, one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet against the correct blank number. Ensure that the word that forms your answer is underlined.

Ans. It was my second year boarding-school
and was sitting on platform No. 8 at
Ambala station waiting the north-bound train.
I think I was about twelve at time. My
parents considered me old to travel alone,
and I arrived by bus Ambala early in
the evening; now there was a wait midnight
before my train arrived. Most the time I had
been pacing up and down the platform.

- | |
|-------------------------------|
| (a) year <u>at</u> boarding |
| (b) and I was |
| (c) waiting <u>for</u> the |
| (d) at <u>that</u> time |
| (e) old <u>enough</u> to |
| (f) bus <u>at</u> Ambala |
| (g) wait <u>till</u> midnight |
| (h) most <u>of</u> the |



14

Prepositions

1. See Workbook, page 275.

Ans. For self-study.

2. See Workbook, page 276.

Ans. at one particular time/particular times in that period
for the entire period

b

a

3. See Workbook, page 277.

Ans. When the Nalaban Bird Sanctuary was flooded during the monsoons, the flamingos disappeared temporarily. Some of them were spotted on other islands in the lake. However, the long-legged birds flew back to the lake throughout the winter months.

A record amount of migration was noticed in the first week of January.

Two prepositions taken from above	Their dictionary definition
1. during	• through the whole of (a place or period of time)
2. in	• within the limit of (a period of time)

4. Complete the sentences below with appropriate prepositions.

(Workbook, page 277)

- Ans.
1. My grandfather is always complaining of the pain in his back.
 2. The pilot blamed his colleague for losing their way.
 3. An infant depends on/upon its mother for food.
 4. He is worried about/over his bad results.
 5. They're very fond of tennis.
 6. You were absent from the Science Club yesterday.
 7. I was angry with my brother for breaking my tape recorder.

5. See Workbook, page 278.

- Ans.** 1. There is a temple in front of my house.
2. He lives above his means.
3. The money was divided among firemen.
4. Latika is ahead of all her classmates.
5. There is a village beneath the hills.

6. Fill appropriate prepositions in the blanks in the following sentences:

(Workbook, page 278)

- (a) Since Raju is clever at painting, he should join an art academy.
(b) They accused their neighbours of dumping garbage in front of their house.
(c) The students agreed to their teacher's suggestion regarding the choice of place for an excursion.
(d) He had to leave the firm because his superiors did not agree with him on many issues.
(e) We should abide by the constitution of our country.
(f) All the furniture in my office is made of wood.
(g) Sugar is made from sugar beat and sugarcane.
(h) The two countries entered in an agreement to increase bilateral trade.
(i) Though Rahul does not like his rather imperious uncle, he tries to be polite with him.
(j) The principal congratulated the school basketball team on their success in the inter school tournament.

7. See Workbook, page 279

- Ans.** (a) It is essential that we discuss your proposal before reaching any decision.
(b) The class fell silent as the teacher entered the classroom.
(c) I have been living here for four years.
(d) The tournament will be held from Monday to Friday.
(e) Rani closely resembles her maternal aunt.
(f) As the train was approaching the station, someone pulled the chain and brought it to a halt.
(g) Connectors are also called discourse markers.

8. See Workbook, pages 279-280

- Ans.** (a) In my opinion, he should have accepted the offer.
(b) Who is the woman in a dark red saree?
(c) Is there any good show on the TV tonight?
(d) The old man would have died if he had not been taken to the hospital on time.
(e) The Chairman of the Board wanted the meeting to start exactly at time.

9. See Workbook, page 280

Ans.

<i>mistakes in the letter</i>	<i>corrections</i>
1. ... marrying <u>with</u> a Sikkimese girl	... marrying a Sikkimese girl
2. ... happy <u>for</u> it	... happy <u>with</u> it
3. ... made <u>with</u> her	... made <u>to</u> her
4. ... taking part <u>at</u> the Athletics meet	... taking part <u>in</u> the Athletics meet
5. ... details <u>from</u> their special offer	... details <u>about</u> their special offer
6. ... <u>within</u> our budget	... <u>in</u> our budget



INTEGRATED GRAMMAR PRACTICE-9

- 1. This is a conversation between a father and his son. After reading the conversation report the conversation in your own words.**

Father : Why did you return home late today?

Son : My motorbike brakes failed on the way.

Father : Why didn't you check your brakes before starting?

Son : I was in a hurry. I didn't have the time.

Father : It shows how careless you are. If you keep your bike in a good condition, you will save yourself a lot of trouble and time.

Ans. The father asked (a) his son why he had returned home late that day. The boy replied (b) that his motorbike brakes had failed on the way. On hearing this, the father (c) asked him why he hadn't checked his brakes before starting. The boy said that as (d) he was in a hurry he had had no time. Disappointed on hearing this, the father observed that it showed how careless he was. He added that if (e) he kept his bike in a good condition, he would save himself a lot of trouble and time.

- 2. Look at the newspaper headlines given and then use the information in them to complete the news items below by filling in each blank.**

Ans. 1. No Hike in School Fee: Delhi Education Minister has nullified the apprehension that the fee of government schools won't rise.

2. Medical College Admissions to Reduce: Admissions of students in medical and dental colleges will be reduced by 2000 and 3000 seats respectively for want of renewal of permission from the centre.

3. Issue Of Computerised House Tax Bills: The government of Delhi has decided that it would issue computerised house tax bills within two months.

4. New Postal Stamp released: A commemorative stamp in honour of Babu Gulab Rai, will be released on 22 June by the Prime Minister.

5. Telephone Cables Cut: Two underground cables of 1200 pairs and 800 pairs capacity each were cut and stolen in Sarita Vihar exchange area on the night of 19 June.

- 3. Rearrange the words and phrases given below to form meaningful sentences. The first one has been done for you.**

friends/I/my/were/grandmother/and/good

My grandmother and I were good friends.

1. left me/my parents/with her/they/in the city/when/went to live

2. morning/wake me up/she used to/in/the

3. she said/prayers/sing song/in a monotonous/morning/her/voice

4. listened/I/loved/I/her voice/because

5. she always/with me/school/to/went

Ans. 1. My parents left me with her when they went to live in the city.
2. She used to wake me up in the morning.
3. She said her morning prayers in a monotonous sing-song voice.

4. I listened because I loved her voice.
5. She always went to school with me.

4. Read the instructions for a cookware given below and then fill in the blanks in the paragraph that follows with one suitable word in each blank.

INSTRUCTIONS

- (a) Remove the label before cooking and rinse in warm soapy water.
- (b) Medium to low heat recommended for all cooking procedures.
- (c) Never use on high heat.
- (d) Very high temperature could cause sticking, loosening of handles.
- (e) Easy maintenance. Use liquid soap only, not detergents.

Ans. The label (a) is to be removed before cooking. Then the cookware should be rinsed in warm soapy water. (c) It is advisable to keep medium to low heat for all cooking procedures. The cookware (d) should never be used on high heat. Very high temperatures (e) could cause sticking. The handles (f) could also loosen. However, you (g) should not worry about (h) maintenance as it is quite easy. The cookware (h) should be cleaned with liquid soap and warm water. One (h) should not use detergents for cleaning these pans.

5. Read the following newspaper headlines and complete the news items given below.

- Ans.** (a) **Hostages Released:** Bihar police report that all the hostages have been released by the gangsters today.
- (b) **Women's Reservation Bill Blocked:** The bill to grant 30% reservation to women has been blocked at the introductory stage itself by vociferous protests from the opposition.
- (c) **20 Killed in Torrential Rains:** Mumbai : At least 20 persons were killed and dozens injured in floods caused by torrential rains in Mumbai.
- (d) **Aussies Crush South Africa:** The South African team has been defeated 3-0 by the Australians in the three test series which concluded recently.
- (e) **Cold Resistant Plant Discovered:** A cold resistant plant with rich nutrition and medicinal properties has been discovered by the DRDO scientists.

6. In the passage given below, one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet against the correct blank number. Ensure that the word that forms your answer is underlined.

- Ans.** She was one of pretty and charming
 young girls sometimes are born, as if
 by a slip of fate, a family of clerks.
 She no dowry, no expectations, no way
 of known, understood, loved and wedded
 by rich and distinguished man; so
 she let be married to a little clerk
 of the Ministry Public Instruction.
- (a) of the pretty
 - (b) girls who sometimes
 - (c) fate in a
 - (d) she had no
 - (e) of being known
 - (f) by a rich
 - (g) let her be
 - (h) Ministry of Public



LONG READING TEXTS/NOVELS

1

The Diary of a Young Girl

Anne Frank

I. INTRODUCTION

Anne Frank was born on 12th June, 1929 in Frankfurt in Germany. She lived in Germany until she was four. The rise of Hitler and Nazis brought untold sufferings for the Jews in Germany. Being Jews, they emigrated to Holland in 1933 to escape persecution and torture. But Holland was soon occupied by Germany and the bad times continued for the Jews even there. Their freedom was restricted by a series of anti-Jewish laws. They were tortured and put to death in many concentration camps. The Franks went into hiding in an Amsterdam warehouse until they were arrested on the morning of 4th August, 1944. Margot and Anne were transported to Bergen Belson, a concentration camp near Hanover in Germany. They died of typhus before the camp was liberated by British troops on 12th April, 1945. Otto Frank, Anne's father was the only one of the eight persons who were in the hiding to survive the concentration camps.

Anne Frank kept a diary from 12 June, 1942 to 01 August, 1944. She named it 'Kitty'. Initially she wrote the diary strictly for herself. One day in 1944 a member of the Dutch government in exile announced from London that eye-witness accounts of the people under the German occupation would be collected and made available to the public. Impressed by his speech, Anne Frank decided that she would publish a book based on her diary. She began rewriting and editing her diary. In her diary she gave a deeply moving account of her family, herself, the life in the annexe and the persecution of the Jews in general. The last entry in Anne's diary is dated 01 August, 1944. Her father, Otto Frank, who was the only surviving member of the group decided to fulfil his daughter's wish and published her diary. Readers all over the world know it as 'The Diary of a Young Girl'.

II. SUMMARY IN ENGLISH

Anne Frank's parents give her a diary on her thirteenth birthday. She is excited. She names it 'Kitty'. At last, she has found something or someone to confide all her secret thoughts in. She is generally misunderstood by everyone she knows. At least, Anne thinks so. So she starts writing her diary. She writes about her school, her grades, friends and boys at the school. Within a month, she feels as if the whole life has undergone a sea-change.

During the Second World War, Holland is overrun and occupied by the Nazi Germany. One day, Nazi police sent a call-up notice to her sister Margot. It meant her deportation to a concentration camp. The Frank-family fears for their lives. Anne and her family go into hiding. They move into a little section of her father's office building. This portion is walled off and hidden behind a swinging book-case.

The secret annexe is going to be the hiding place of Anne's family and four others for the next two years. Mr. and Mrs. Van Daan and their son Peter share the place with the Franks. Later on, Mr. Dussel, an elderly dentist also moves in. Anne has to share her bedroom with him. She resents constantly but without any success. Anne's adolescence doesn't find time and space to bloom naturally. She is shut up in a hole hidden from the outside world. She is cooped up in tiny rooms. The day is spent in 'tiptoeing around' and doing nothing worthwhile.

The bombs and gunfire shell-shock the young girl at night. Anne is very fond of reading. Fortunately, the Franks have 'tons of reading material and a radio-set'. It helps not only in keeping herself gainfully engaged during her hide but also enriches her mind. She is enlightened about literature, history and the contemporary politics.

It's impossible that a girl of her age may never think about love. We see a real change coming in Anne when she begins hanging out in the attic with Peter Van Daan. It is around this time when her imagination takes wings. She dreams about a boy she was in love with. He was another Peter, Peter Schiff. She now becomes more conscious of her being a 'girl' and Peter Van Daan as a 'boy'. She wants him to be sensitive and caring and does find him so sometimes. They talk about everything, including sex. It takes sometime when their relationship changes. Their youthful passions turn into a deep friendship. They try to give comfort and peace to each other in such hard and trying times.

A stage comes when the War seems to be ending. At least, there is hope in Europe. And with it is linked with their survival and redemption. One day in 1944, Gerrit Bolkestein, a member of the Dutch government in exile, announced that after the War he hoped to collect eyewitness accounts of the sufferings of the Dutch people under the German occupation. She realises that personal accounts such as her diary will be in demand.

Anne particularly dislikes the frivolous Mrs. Van Daan. She also complains that the grownups don't understand and sympathise with her. Anne tells 'Kitty' how her Jewish friends are being taken away by the dozens. They are being loaded into cattle trucks and sent to concentration camps. The conditions under which they live are really miserable. Her daddy gets sick but they can't call a doctor. Anne feels frustrated most of the times that she is criticised so often. She hates Mr. Dussel as he is too stubborn. She doesn't like to say her prayers with her Mummy. She finds her too cold, indifferent and unresponsive. She also gets jealous of Margot sometimes. Anne reads a book on puberty and longs to have her periods. They can't sleep because of the air-raids. Their food is basic and unhealthy. She has become sick of eating the terribly dry bread, spinach and rotten potatoes for dinner. She longs for fresh air. She hopes that the darkness and cruelty of the war will subside. She craves for beauty, safety and freedom. She has faith that God will raise them out of suffering. She is often downcast but never in despair.

Anne celebrates her fifteenth birthday. She wishes she would look at nature more often, and not through a dirty window. She often becomes disappointed with Peter. She still believes that people are really good at heart. She has a deeper and pure side which the people around her ignore. They consider that she is superficial. On August 4, 1944, the Secret Annexe is raided. They are taken away to German and Dutch concentration camps, where all of them die except Mr. Frank.

III. SUMMARY IN HINDI

Anne Frank के माता-पिता उसके तेरहवें जन्मदिवस पर उसे एक डायरी भेंट करते हैं। वह उत्तेजित है। वह उसका नाम 'Kitty' रख देती है। अन्ततः, उसे कोई चीज़ या कोई व्यक्ति मिल गया है जिसे वह अपने गुप्त विचारों की हिस्सेदार बन सके। अक्सर वह सभी द्वारा, जिन्हें वह जानती है, गलत ढंग से समझी जाती है। कम-से-कम, Anne तो ऐसा

ही सोचती है। इसीलिये वह अपनी डायरी लिखना शुरू कर देती हैं। वह अपने स्कूल के, अपने grades के बारे में, मित्रों और स्कूल के लड़कों के बारे में लिखती है। एक महीने के अन्दर ही वह अनुभव करती है जैसे कि उसके सारे जीवन में ही एक बड़ा परिवर्तन आ गया है।

एक दिन Nazi पुलिस उसकी बहन Margot को एक 'Call-up' नोटिस भेज देती है। इसका अर्थ था उसे एक यातना शिविर (Concentration Camp) में भेज देना। दूसरे महायुद्ध के दौरान, Holland, जर्मनी के द्वारा रौंद दिया गया और उस पर कब्जा कर लिया गया। Frank परिवार अपनी जान बचाने के लिये भयभीत है। Anne और उसका परिवार छुपने चला जाता है। वे उसके पिता के दफ्तर के एक हिस्से में चले जाते हैं। इस हिस्से में दीवार खड़ी कर दी जाती है और यह एक घूमने वाली पुस्तकों की अल्मारी के पीछे छुपा हुआ है। अगले दो सालों तक वह गुप्त annexe, Anne के परिवार के लिये छुपने का स्थान होने जा रहा है। Mr. और Mrs. Van Daan और उनका लड़का Peter भी Frank परिवार के साथ उस स्थान के हिस्सेदार हो जाते हैं। बाद में, Mr. Dussel, जो कि एक बड़ी आयु का दाँतों का डाक्टर है, भी अन्दर रहने आ जाता है। Anne को अपना शयनकक्ष उसके साथ बांटना पड़ता है। वह इससे लगातार नाराज है परन्तु उसे इसमें कोई सफलता नहीं मिलती। Anne के किशोरपन को विकसित होने और खिलने के लिए न तो स्थान और न ही समय स्वाभाविक रूप से मिल पा रहा है। उसे बाहरी संसार से दूर एक सूराख में बंद कर छुपा दिया गया है उसे छोटे-छोटे कमरों में कैद कर दिया गया है। सारा दिन बिना किसी महत्वपूर्ण काम किए इधर-उधर पैर पटकने में बिता दिया जाता है। बम्ब और बंदूकों की आवाज रात को उस युवा लड़की के दिमाग को हिला देती है। Anne पढ़ने की बहुत शौकीन है। सौभाग्यवश, Frank परिवार के पास टनों पढ़ने का सामान और एक रेडियो-सैट है। यह न केवल उसके छुपने के काल में उसे लाभदायक रूप से व्यस्त रखता है बल्कि उसके मस्तिष्क को समृद्ध भी करता है। उसके साहित्य, इतिहास और समकालीन राजनीति के बारे में ज्ञान-वर्धन का कार्य करता है।

यह असम्भव है कि उसकी आयु की लड़की कभी प्यार के बारे में न सोचे। हम Anne में आते हुए वास्तविक परिवर्तन को देखते हैं जब वह अटारी पर Peter Van Dann के साथ घूमती है। यही वह समय है जब उसकी कल्पना के पंख लग जाते हैं। वह उस लड़के के स्वप्न देखती है जिससे वह प्रेम करती है। वह लड़का एक दूसरा, Peter, Peter Schiffur था। अब उसे अपने एक 'लड़की' होने की और अधिक चेतना का अनुभव होता है। वह उसे (Peter को) एक संवेदनशील और ध्यान रखने वाले व्यक्ति के रूप में देखना चाहती है और उसे अक्सर ऐसा पाती भी है। वे सभी विषयों, यौन संबंधों पर भी बातें करते हैं। थोड़ा सा समय लगता है जब उनके संबंधों में परिवर्तन आता है। उनकी युवा भावनाएँ एक गहरी मित्रता में परिवर्तित हो जाती हैं। वे एक दूसरे को उन कठिन और चुनौतीपूर्ण समय में चैन और शांति देने का प्रयत्न करते हैं।

एक अवस्था आती है जब युद्ध का अंत दिखायी पड़ता है। आखिरकार, यूरोप में आशा है और इसी के साथ उन सभी का जीकर बचना और मुक्ति जुड़ी हुई है। 1944 में एक दिन, Gerrit Bolkestein, जो कि निर्वासित डैच सरकार का एक सदस्य था, ने घोषणा किया कि युद्ध के बाद उसे जर्मन अधीन क्षेत्र में हुई डैच लोगों के साथ यातनाओं का आँखों देखा वर्णन को इकट्ठा करने की आशा है। वह अनुभव करती है कि व्यक्तिगत वर्णन, जैसे कि उसकी डायरी की माँग बढ़ जाएगी।

Anne विशेष रूप से छिछली Mrs. Van Daan से नफरत करती है। वह शिकायत भी करती है कि बड़े लोग उसे समझते ही नहीं और न ही उससे कोई सहानुभूति रखते हैं। Anne, Kitty (डायरी) को बताती है कि किस प्रकार दर्जनों में उसके यहूदी मित्रों को जानवरों के ट्रकों में भरकर उन्हें Concentration Camp (यातना शिविरों) में ले जाया जा रहा है। जिन अवस्थाओं में वे रह रहे हैं वह दयनीय है। उसके पिता बीमार हो जाते हैं लेकिन वे एक डॉक्टर को भी नहीं बुला सकते। Anne को अधिकतर समय निराशा होती है कि अक्सर उसकी आलोचना की जाती है। वह Mr. Dussel से नफरत करती है क्योंकि वह बहुत ही जिद्दी है। वह अपनी माँ के साथ प्रार्थना करना पसंद नहीं करती। वह उसे बहुत ठण्डी, उदासीन और संवेदनाहीन पाती है। Anne, यौवनारंभ पर एक पुस्तक पढ़ती है और अपने period (माहवारी) शीघ्र ही आने की कामना करती है। वे हवाई-हमलों के कारण सो नहीं पाते। उनका खाना बहुत ही साधारण और अस्वस्थ है। वह भयानक रूप से सूखी रोटी, पालक और सड़े आलुओं को रात्रिभोज में खा-खाकर ऊब गई है। वह ताजी हवा की कामना करती है। वह आशा करती है कि युद्ध का अंधेरा और उसकी क्रूरता खत्म हो जाएगी। वह सुन्दरता, सुरक्षा और शांति की याचना करती है। उसे विश्वास है कि ईश्वर उन्हें कष्टों से ऊपर उठा लेगा। वह अक्सर उदास परन्तु कभी भी निराश नहीं होती।

Anne अपने पंद्रहवें जन्मदिवस का उत्सव मनाती है। वह आशा करती है कि वह अपनी गन्दी खिड़की से न देख कर, प्रकृति को और अधिक निहार सके। वह अक्सर Peter से निराश हो जाती है। वह अभी भी विश्वास करती है कि लोग वास्तव में दिल के अच्छे हैं। उसका एक गहरा और विशुद्ध पक्ष भी है जिसकी उसके चारों ओर रहने वाले लोग उपेक्षा करते हैं। वे समझते हैं कि वह बनावटी है। 4 अगस्त, 1944 को गुप्त Annexe पर पुलिस का छापा पड़ता है। उन्हें German और डॅच यातना शिविरों (Concentration Camps) में ले जाया जाता है, जहाँ Mr. Frank को छोड़ वे सभी मर जाते हैं।

IV. CHAPTERWISE SUMMARY IN ENGLISH

I. June 14, 1942—June 30, 1942: Anne Frank begins her diary. She has never been able to open her heart to anyone else. She hopes that she will be able to reveal all her feelings and experiences by writing it. She tells how she received a diary on June 12, on her thirteenth birthday. Anne names her diary 'Kitty'. Afterwards Anne is picked by her friend Hanneli up for school. She visits the gym but is not able to participate because her shoulders and hips dislocate too easily. She writes about her close friends—Hanneli, Sanne and Jacqueline at the Jewish Lyceum. It was a local school for Jewish children. She also writes about her birthday party. She believes that her diary is a true and confident friend of hers. Anne gives a brief description of her childhood. She was born in 1929 in Frankfurt, Germany. Her family moved to Holland in 1933 when she was just four years old. Her father found a job in Holland. Most of her relatives still live in Germany. After 1940, the Nazis occupied Holland. They had natural hatred against the Jews. They forced restrictive laws on the Jews and forced them to wear yellow stars to identify themselves. They were also restricted from riding street-cars and going outside at night visiting Christian homes. Her grandmother died in 1942 in those difficult times.

Anne starts addressing her diary as 'Kitty'. She writes about the Ping-Pong Club at school. She writes how young girls went to the nearest ice cream shop that permitted Jews. Anne knows that boys will be 'enamoured with her right away if she lets them by cycle home with her. So she tries to avoid them. The students are worried about being promoted to the next grade. She is worried only about math. Anne resents that the Jews can't enjoy the luxury of riding in a street car. Anne writes that a boy named Hello Silberberg has started meeting her quite often.

II. July 3, 1942—July 10, 1942: Anne writes of meeting Hello Silberberg quite often. His parents are in Belgium and he is living in Amsterdam with his grandparents. Hello's grandmother does not approve of Hello's relationship with such a young girl. Hello tells Anne that he prefers her to his old girl-friend Ursul. He meets Anne's parents and he goes for a walk with Anne. Anne's father is furious as she doesn't return before eight in the evening. Anne confesses that she is in love with another boy named Peter. Hello is just a friend to her. Anne gets good grades in studies but her parents don't care much about them. Anne's father reminds them of the difficult times. Perhaps they will have to go into hiding to escape the Nazis. They have been storing their belongings. They want to go into hiding before the Germans find them. Anne is worried at such plans. Anne's sister Margot tells her that she had received a call-up notice from the S.S., the elite Nazi guards. They start packing up things. They carry as many clothes as they can. They can't risk carrying suitcases. Eventually, the whole family arrives at their hiding place in Otto Frank's office. It was situated at 263 Prinsengracht. A secret annexe was hidden upstairs from the

office, behind a big gray door. The annexe is stuck with dozen of cardboard boxes that had been sent there over time. Anne is so busy that she doesn't have time even to consider the enormous changes that have come in their lives.

Finally, she finds some time to record in her diary what is happening to them and what is going to happen in future. The new gravity of her situation forces Anne to grow up quickly and understand issues that are much bigger than her small social world. When her family is tense and fearful, Anne turns to her diary for comfort. She is aware of the prejudice against the Jews and the dangers created by the War. She is particularly horrified to note that it is her sister Margot and not her father Frank who is called up by the S.S. She realises that all Jews are equally at risk, including the children.

III. July 11, 1942—October 9, 1942: Anne writes in her diary that living in the annex is like living in 'a strange boarding house.' She thinks that their hiding place is perhaps the most comfortable hiding place in Holland. She plasters her bedroom walls with film posters. Her father Frank had brought them for her. Another family, the family of Van Daans is going to join them in the annex. Anne is waiting anxiously for them. Anne writes later that she is upset at not being able to go outside. She is also terrified that one day they will be caught and shot dead. Anne starts arguing with her mother quite frequently. She realises that she doesn't fit in with her mother or elder sister Margot. Both of them are sentimental. She thinks her father as the best man in the world. Only he understands her. She knows that they will have to live there till the war is over. But she is not totally dejected. She still hopes and dreams of better times and things. At last, the Van Daan family arrives to live with them in the hiding. They came there one day in advance as the Germans were sending call-up notices with increasing frequency. The Franks had deliberately spread false rumours that they had shifted to Switzerland. One of the Frank's co-workers builds a bookcase in front of the door to the annex to conceal it. Anne's mother and Mrs. Van Daan argue a lot. Peter Van Daan annoys the Franks with his hypochondria. Anne is studying French and learning five irregular verbs daily. She realises that Mrs. Van Daan criticises her rather too much even though Anne is not her daughter.

Anne and others in the hiding must take turns using the hot water to take baths. Every time the bell rings, she is terrified. She fears it is the Gestapo. She is worried about her identity. She is both a German and a Jew. Both the families live in constant fear of capture. The residents live so closely and have to share so many things together that often begin to get annoyed with one another's quirks. Reality dawns upon her. She realises that Hitler had taken their rationality long ago. There are no greater enemies on earth than the Germans and the Jews. She finds herself as a young woman in a dangerous and threatening world.

IV. October 16, 1942—November 20, 1942: Anne tries to keep herself busy by studying French, mathematics, history and shorthand. Now she is getting along with her elder sister and mother better than before. She lets Margot read her diary and she too reads Margot's diary. Everyone in the annex has a scare when a carpenter comes to the place without any advanced warning. They fear to be discovered. They heave a sigh of relief to find Kleiman, the man who helped them in their hiding.

In the annex they can't even call a doctor. Mr. Frank becomes ill. Anne is of an age when she can expect her period. She writes that she cannot believe her 'childish innocence' from that time. She longs for 'trust, love and physical affection.' The

residents have some hope. The British get new successes in Africa. She is puzzled over Churchill's famous statement. He has said that the war is "at the end of the beginning." Her father recovers from illness. Peter turns sixteen. The hiding has another visitor—the eighth one. He is Albert Dussel, a dentist married to a Christian woman. Mr. Dussel is surprised to see the Frank family because he had heard that they were in Belgium. Mr. Dussel shares a room with Anne. He tells her about the atrocities being committed on the Jews outside Anne thinks about her friends and is worried about their fate. She feels that they are lucky and safer in the annex. She collects herself but the loneliness of the attic makes her sad and unhappy.

V. November 28, 1942—June 13, 1943: The life in Annex has to be quite disciplined. But the residents use too much electricity. Even they exceed their ration. The annex has two celebrations. Hanukkah and St. Nicholas Day come on the same day. The candles were in short supply. Hence, they lighted Hanukkah candles only for ten minutes. Mr. Van Daan makes sausages from the meat they have brought. Dussel opens a dental practice in the annex. He comically attempts to fix Mrs. Van Daan's cavities. Anne doesn't like Mrs. Van Daan's irritating and complaining nature. Nor does she like Mr. Dussel constantly reminding her to be quiet at night. Anne has become quite diplomatic. She has to be in such circumstances.

The situation outside is horrible and unnerving. Jews are whisked away from their homes by the Nazis. They are separated from their families. Even the fate of Christians are no better. All want the war to end soon. Sometimes she feels satisfied that atleast she and her family are safe in the annex. Anne feels that everyone is annoyed with her. She can't please anyone. She is frightened by the sound of gun fire one night. She is so much scared that she crawls into her father's bed for comfort. One day the residents have a new scare. They think that the burglars have invaded the building. Then they hear another upsetting radio announcement. All Jews must be deported from the Netherlands by the beginning of July. Anne doesn't like Mr. dussel. His wife sends him a package for his birthday. He doesn't share his personal food with others. Anne knows that they were living amid difficult times. Mr. Van Daan believes that the war will end in 1943. Anne reaches her fourteenth birthday. Her father writes her a poem and Margot translates it into Dutch. Anyhow, Anne shows her frustration dealing with adults. She is still young and emotionally immature. She is struggling to know her own nature. She looks to the future and the end of the war. She hopes that the persecution of the Jews will end and they will be free again.

VI. June 15, 1943—November 11, 1943: Anne feels that she is becoming near sighted. She can't get glasses. Her father thinks of sending her outside to an ophthalmologist. They hear that the British have landed in Sicily, in Italy. Everyone hopes that war will be over soon. Anne likes reading. On Saturdays she is quite excited because Bep brings books from the library. She is annoyed at Mr. Dussel. He doesn't allow her to use his table for studying in the afternoon. Her father intervenes and Anne is allowed to use the table for two afternoons each week. The burglars break in again. This time they do the real damage. They run away with cash and ration coupons for sugar. Anne writes what she will do when they are freed. She hopes to start life afresh. She wants to go to school again. The Nazis bombard Amesterdam. Air-raid sirens sound and the residents of the annex are scared. But there is a good news for them. Benito Mussolini, Italy's Fascist leader was arrested. Italy surrenders unconditionally. There is another worrying news.

Mr. Van Maaren, a man who works in the warehouse is not found trustworthy. He will find out the hiding place. Anne has been taking medication for depression everyday. She feels like a trapped bird with broken wings. She longs for fresh air and sunshine.

VII. November 17, 1943—January 28, 1944: In this section, the war haunts Anne very deeply. She thinks of her old friend Hanneli and her grandmother. She is sure that Hanneli must be deported to a concentration camp. She gets upset and uneasy but she is helpless. She is powerless to save her friends. But Anne suffers from a sense of guilt. She feels that many like Hanneli are suffering outside and she is not. She remembers her grandmother. She finds comfort in her protective and maternal figure. Anne writes that she is envious of the non-Jewish children in Holland who can still play and move freely. She craves for freedom. She is utterly lonely and sad. The feelings of anxiety and depression overpower the annex. Living there is becoming unbearable.

Anne goes through the period of puberty. She becomes more thoughtful and mature. She becomes more conscious of her body. She tries to find answer of many issues and problems related to adolescence herself. She doesn't have a girl of her age to share them with her. Her diary and her writings express her growing maturity. She looks at her past and chides herself being so immature. She realises that she has not written good things about her mother. Whatever she wrote of her mother last year was the product of her girlish moods and immaturity. She really misses both her female and male friends. She thinks often of her old love. It is quite natural that. Anne is attracted to Peter Van Daan. He is the only youngman who shares her experience. Anne and Peter talk about a cat. Peter turns the cat over to show his genitalia. Anne knows that the female sexual organ is called vagina but she doesn't know what the male sexual organ is called. Nor does Peter know it. He says he will ask his parents Anne is satisfied and impressed with Peter. He is the only person who can talk such things with her without any shame.

VIII. February 3, 1944—March 12, 1944: Janne seems to have been fed up with the life of the annex. Mr. Kleiman, Jan and Miep constantly tell stories about the persecution of the Jews. Janne loves the Dutch people. They are helping Jews in hiding. They are risking their lives to save them. She goes downstairs one night and feels that she can't depend on anyone for support. However, she looks to the sky and reaffirms her faith in God. Anne's personal life is no more the same as it was a year ago. She realises that Peter doesn't look at her in the usual way. One day Peter confesses that he is too nervous to talk to the people. He is temperamental. Anne knows it. Peter tells her that Britain will go to war against Russia. He feels sorry to be born as a Jew. Anne is disappointed. He tells her that he doesn't want to be a Christian. He wants no one to know that he is a Jew. But still he agrees with Anne that the Jews are the chosen people. Anne generally goes upstairs to see Peter. She feels much better that there is someone who cares for her. Anne's mother doesn't like Anne's meeting with Peter upstairs. At time Anne feels that Peter Schiff and Peter Van Daan have melted into one Peter. Anne writes about love. Emotional love eventually leads to physical love. She finds it a natural phenomenon. She doesn't worry about losing her virtue. Mrs. Van Daan teases Anne about Peter. Anne writes that her carefree days as a schoolgirl are gone forever. Now she has started feeling more emotionally independent. Now in 1944, she is longing "not for a girlfriend but for a boyfriend". She becomes aware of her feelings for the opposite sex.

IX. March 14, 1944—April 11, 1944: Things start happening for the worse. Those people who supply food coupons are arrested. The residents of the annex have only one alternative. That is to get them through blackmarketing. The food they eat is horrible. Anne feels restless. She has to share a room with Mr. Dussel. Anne and Margot both are annoyed with their parents. Anne thinks that her parents are not open about sex and sexuality. She exchanges letter with Margot. Margot is somewhat jealous of Anne's relationship with Peter. Margot also wants someone with whom she can share her feelings. Anne is happy with Peter and can't think of marrying him. She wants to talk about sex. She writes a description of her own anatomy in her diary. Anne's mother doesn't approve of Anne's going upstairs to meet Peter. Mrs. Van Daan is jealous of them. Anne hears a member of the Dutch government in exile propose a collection of Dutch people's diaries and letters after the war. Anne and other members of the annex are encouraged to save her diary. She hopes that after ten years the people will find her diary very interesting. She also starts writing more detailed accounts of the life in the annex. One night the burglars attempt another break in. The residents see someone shine a flashlight through a gap in the wall. Anne is terrified. She is scared of the Gestapo. The residents hear the sound of retreating foot steps. They are scared too. Mrs. Van Daan is worried that the police will find the radio downstairs. Otto Frank is worried that the police will find Anne's diary. There is a knock at the door. Everyone is relieved to find Jan and Miep. Anne wonders why the Germans are targeting the Jews. She decides to become a Dutch citizen after the war. She loves Holland and the Dutch people.

X. April 14, 1944—August 1, 1944: After the break in everyone is tense and scared in the annex. The air raids on Amsterdam are really heavy. On April 15, Anne gets her first kiss. Peter kisses her on her left cheek and ear. She feels as if she has grown beyond her years. She talks Peter about female anatomy. She asks Peter if she should tell her father about their relationship. Peter wants her to tell her father about their relationship. Mr. Frank does not approve of a romance in the annex. He asks her if Peter also loves her. Her father asks her not to take her relationship with Peter too seriously. He also advises her to keep restraint.

Anne hates war. She reflects deeply on human nature. She laments the huge amount of money being spent on war. Such a huge amount can be spent on medicine, poor people and the arts. She hates violence that leads to wars and destruction. Anne is surprised that even her father stops her meeting Peter too often. She writes a letter to him explaining the purpose of her visit. Her father is upset. He is deeply hurt. Anne feels deeply ashamed. She decides to improve herself definitely. Anne hears that hatred against the Jews is becoming more common among the Dutch. She is depressed again. She wonders if it would be better to suffer a quick death rather than go into hiding.

On June 6, 1944 comes a big news. The Allied invasion of France has begun. The residents of the annex are happy and hopeful. Anne turns fifteen. She hopes that they will be liberated soon. Near the end of July, Anne writes about an assassination attempt on Hitler. It is a proof that the Germans want to stop the war themselves. On August 1, 1944, Anne's diary ends abruptly. The secret annexe is raided by the Nazis. They are arrested and sent to concentration camps only to die later. Anne and her sister die of typhus. Out of all the members in the annexe, only Otto Frank survives the war.

V. TEXT-BASED QUESTIONS SOLVED

A. QUESTIONS ON THEME AND PLOT

Q1. Describe the theme of 'The Diary of a Young Girl' with its motifs and symbols.

Ans. One of the leading themes of Anne's diary is the loneliness of adolescence. Anne constantly feels of being lonely. She has also developed a thinking that she is constantly being misunderstood, ignored or snubbed by others, particularly the adults. She doesn't seem to come to terms with the adult world. She has problems with her mother who lacks understanding and fails to give her emotional support. She is not very friendly with her elder sister Margot. She doesn't like Mrs. Van Daan and Mr. Dussel as she finds them vain and selfish. She adores her father and looks towards him for emotional support. Anne finds her diary 'Kitty' which can act as a confidant. She can share her innermost thoughts with 'Kitty'.

Another very important theme of the diary is the Holocaust or the persecution of the Jews in Germany, Holland and other parts of Europe. Anne displays a rare maturity in understanding the political conditions prevailing in Europe during the World War II. She writes about the constant air-raids, persecution of the Jews and the fear of the Gestapo. She hopes that the war will end and the Jews will have a new dawn of peace, prosperity and freedom.

The struggle between the "two Annes" and the inward versus the outward self is another important theme of the diary. Anne struggles with her two selves throughout the diary. She considers herself a German but has lost her citizenship. She considers Holland her second home but finds people there turning against the Jews. Being a Jew, she feels alienated and isolated from the mainstream of the outerworld. Only her faith and belief in God consoles her.

Q2. Describe the plot structure of the novel 'The Diary of a Young Girl' written by Anne Frank.

Ans. Anne Frank's diary is a true personal account of a teenage girl confined to a hiding during the Holocaust. It is not justifiable to analyse it as a novel or any other work of fiction. It was not intended to be anything than a personal diary. The diary of Anne Frank demands a thorough understanding of the horrible atrocities that were perpetrated on the Jews by the Nazis in Germany and elsewhere in Europe.

Anne's diary covers a period of roughly 26 months. It starts from her thirteenth birthday on June 12, 1942 and ending on August 1, 1944 just after her fifteenth birthday. Being a sensitive girl Anne records every detail concerning her life, her friends and her family. The life in the annex and the reports of the persecution of the Jews in Holland, Germany and other parts of Europe are described in detail. The diary reflects the different stages of her maturity and her mental, emotional and physical development during her adolescence.

Anne matures as an adolescent throughout the course of her diary entries. She writes freely about her personal thoughts, puberty and the period, her love and passions and finally about sex and sexuality. She writes about her love with Peter Shriff and Peter Van Daan. When her mother, elder sister, Mrs. Van Daan, Dussel and other adults disappoint her, she turns to Peter. She can share her feelings and can talk about sex and sexuality with Peter only.

Anne shows a remarkable maturity and clear understanding of the horrible political developments and the persecution of the Jews by the Nazis. She hopes that war will end soon and bring a new dawn for them. The diary abruptly ends on August 1, 1944 as they were found and sent to different concentration camps by the Nazis.

Q3. How were the Jews in Holland and elsewhere in Europe persecuted and tortured and why? Describe the unjust laws that restricted their freedom and peace? How did Anne feel about these laws?

Ans. 1940s were dangerous and trying times particularly for the Jews in Europe, Germany and Holland. Blind with racial hatred, Hitler and the Nazis launched an all offensive and open war against the helpless Jews. The Franks left Germany to live in Holland because they felt that they would be safer and free from persecution there. In 1940, Germany invaded Holland and occupied it. Same persecution and witch-hunting started in Holland too.

For a young girl of thirteen it was very difficult to understand why the Jews were singled out for persecution and discrimination. She could see how unjust laws restricted the freedom of the Jews. First of all the Jews couldn't use the street cars. They had to wear yellow stars to expose their identities. Even their children couldn't be admitted to Christian schools. Anne like other Jewish children had to attend a special school only meant for the Jews. Anne and her family accept all these restrictive laws as a matter of fact and fate. Margot got a call up notice from the Nazis and that surely meant an invitation to a concentration camp and ultimate death. The family found shelter in a secret annexe in the office of Otto Frank. They consider themselves lucky than thousands others who faced persecution outside. They are also thankful to the Dutch authorities and people could rendered them all help and assistance. Anne was always worried about her friends who were being taken to concentration camps. But Anne believed that God would show His mercy on the Jews. The war would end and a new dawn of freedom and redemption would commence for the Jews.

Q4. Assess 'The Diary of a Young Girl' as an autobiography'. Do you agree to the statement that 'The Diary of a Young Girl' is more than an autobiography? Give a reasoned answer.

Ans. No doubt, in 'The Diary of a Young Girl' Anne Frank describes her childhood friends, her school, family, the Van Daans and many more things. However, the diary is more than an autobiography. Her diary is not confined to herself and her family. Anne gives a striking description of the political, social and cultural climate of Germany, Holland and other parts of Europe. She has an eye for details and vivid descriptions. The Holocaust and the persecution of the Jews has been systematically described. When Anne Frank sat down to write her diary, she could have never imagined the impact her words would have on generation of readers. On July 15, 1944, Anne writes : "I feel the suffering of millions". Little did she know at that time that 'The Diary of a Young Girl' would become the testament of those millions who suffered, persecuted, tortured and killed by the Nazis and their Gestapo.

'The Diary of a Young Girl' can be called an autobiography in the sense that it describes the innermost feelings and sentiments of the young girl Anne. A self-described clown, Anne has none with whom she could be completely open. Her mother Edith Frank was insensitive, critical, conservative and unresponsive. Margot too didn't share her feelings and provided no moral support to her younger sister. No doubt, her father Otto Frank was a role model for Anne and she adored him. But the age difference prevented her to discuss sex and sexuality and other delicate matters with him. So Anne discovered the persona of 'Kitty'. All her diary entries are addressed to 'Kitty'.

We certainly have quite intimate autobiographical descriptions regarding her age, puberty, periods and her growing desire to have a relationship with a young boy-

friend. She partly finds in Peter a boy-friend who can share her ideas and can talk about sex and sexuality.

Anne Frank's diary contains nothing of her experience at Bergen-Belsen, the concentration camp where she and her sister died. The diary does provide 'an altogether human portrait of the Jewish suffering during the Holocaust.

Q5. Describe the role of 'Kitty' or Anne's diary in her life, especially in the period of her hiding in the secret annexe. Why did she start writing her diary?

Ans. Anne Frank received a diary on her thirteenth birthday as a gift. She realised that all her acquaintances and even the members of her family misunderstood her. She had no one to whom she could share her intense personal feelings. Everyone ridiculed her never taking her seriously. So she first turns to her diary as a new friend and a confidant. She gave her a name also and called it 'Kitty'. She considers it her closest friend and confidant.

Anne realised that everyone in the hiding in the secret annexe was tense, worried and anxious. She didn't want the already burdened, anxious and overtaxed adults with her problems or concerns. So she turned to her diary for comfort when she couldn't find it anywhere else. In this way by keeping her innermost thoughts and ideas to herself, Anne displayed an independent mind at a very early age.

Anne found her mother cold, conservative and unresponsive. Margot was very reserved to share her feelings. Mrs. Van Daan was vain and critical. Her father was her role model but the age difference prevented him from talking sex and sexuality. She did find in Peter a companion who was young and could talk openly about sex and sexuality. But still she found Peter timid and immature.

Anne's constant diary writing enabled her to discover herself. She was passing through puberty and expecting her periods. Physically and mentally she was in the transitional stage. During the period of her diary writing, she matured herself to an incredible degree. Through her diary she could express her concerns, fears, hopes and redemption of the Jews. She craved for freedom and fresh air. Her diary presents not only her personal feelings, the life in the secret annexe but also the general fears and hopes of the Jews.

Q6. What does Anne Frank think about her and her family's life in the secret annexe? Does she feel lucky or unfortunate to be living in the annexe?

Ans. Those were very dangerous and trying times for the Jews in Europe. The racial hatred and discrimination of the Nazis against the Jew led to torture and deaths of countless Jews in Europe. The Franks fled from Germany to live in Holland to escape persecution and death. But after the occupation of Holland by Germany, things became equally bad for them in Holland.

Anne's feelings about the annexe constantly change. Most of the time Anne realises that they were lucky and fortunate to have the annexe as a place to hide. She values the role of the Dutch people, particularly the kindness of the non-Jewish colleagues of his father. They were risking their lives to provide them with food and supplies.

However, Anne usually complains of the miserable life of the secret annexe. The confinement or lack of freedom bothers her. She particularly misses the beauties of nature and the open sky compared to her formerly comfortable life, confinement of eight persons in such a small place was really miserable. She has no privacy and has to share her room with a very unpleasant old man Mr. Dussel. She and others have to eat rotten potatoes day after day. The hygienic conditions inside

were really deplorable. All live in a constant fear that they will be discovered. She feels lonely as all adults fail to understand her and none shares her innermost feelings. She has no companions besides Peter in the annexe in whom she can confide. When she think about her friend Hanneli and the concentration camps, she is terribly shaken. She regrets that the Jews have been selected only for bad and miserable things. She wonders whether it would have been better to die a quick death than constantly live without privacy, peace and freedom.

Q7. Who was Hanneli and why did she appear in Anne Frank's dreams?

Ans. Hanneli was a Jewish girl, a friend and classmate of Anne Frank. Hanneli and Sanne used to be Anne's best friends. Hanneli Goslar or Lies (as she was called at school) was usually a shy girl. She was outspoken at home but reserved with other people. During the Holocaust, Anne's resourceful father took shelter with his family in a secret annexe in Amsterdam. Even in the Annexe, Anne used to think and dream of Hanneli and her grandma. She wondered if Hanneli was still alive. What was she doing? She prayed to God to watch over her and bring her back to them. Hanneli's fate filled her with dismay and fear.

No doubt, Anne and her family were fortunate to find a safe hiding in the annexe. But Anne never felt contented as she always thought of Hanneli and thousands of others, who were suffering with her. When she thought of Hanneli and the other Jews, she felt "selfish and cowardly". She used to dream of the most awful things and wanted to scream in terror. Thinking about Hanneli and about the sufferings of others, she felt like "spending the whole day crying". She prayed God to perform a miracle and save Hanneli and others. Hanneli produced vivid images in Anne Frank's dreams. Her Grandma appeared to her as a guardian angel. Hanneli symbolised to her the sufferings of her friends as well as that of the Jews in general. So when Anne Frank was praying for Hanneli, she was also praying for "all the Jews and all those in need".

Q8. Does Anne Frank really love with Peter Van Daan? Why does she feel she can open her heart to Peter?

Ans. A young girl who is anxiously waiting for her first periods needs emotional support and physical caring. But Anne gets neither. She is stranger to her mother who doesn't know what Anne thinks about the most ordinary things. She does not get along with Margot very well either. She adored her father but the age difference prevented her from talking delicate matters like sex and sexuality with him. It is quite natural for a girl of Anne's age to get attracted towards Peter Van Daan. In Peter she finds someone who can share her innermost feelings. They are young and can talk on sex and sexuality. They develop a relationship which just falls short of love. Anne feels it more intensely. She writes : "he gave me such a warm, tender look that I started glowing inside". But Anne makes another confession: "Don't think I'm in love because I'm not, but I do have the feeling that something beautiful is going to develop between Peter and me." It is "a kind of friendship and a feeling of trust."

Anne's first love was Peter Schiff and not Peter Van Daan. She herself doesn't know when "Peter Schiff and Peter Van Daan" have melted into one Peter. And now she longs for Peter van Daan desperately. This develops into an intimacy and trust. She is free to talk on sex and sexuality freely with Peter. And then the moment comes when she receives the first kiss on her left cheek and ear.

Anne continues this relationship inspite of the fact that she faces hostile reactions from everyone. Her mother stops her from meeting Peter so often. Mrs. Van Daan

doesn't favour such a relationship. What shocks Anne is the attitude of her father. He warns Anne not to go too far and restrain herself. Even Margot feels jealous of Anne's relationship with Peter as she has no one to whom she can open out her heart and share her feelings.

Q9. What is Anne Frank's response and general mood while she is in the secret annexe in Amsterdam? Describe the various break-ins in the annexe. How is Anne affected by them?

Ans. Anne Frank undergoes various moods while in hiding in the secret annexe. Even before coming to the annexe "the good times were few and far between after May, 1940. Their freedom was severely restricted by a series of anti-Jewish decrees. Jews were required to wear a yellow star. They were forbidden to use trams and ride in cars, even their own.

But still they were living under the open sky. No doubt, Anne doesn't feel at home in the annexe but it doesn't mean she hated it. In the beginning and very often she calls it probably the most comfortable hiding place in all of Amsterdam. "No, in all of Holland". But she has her own fears. Anne writes as early as on 28 September, 1942: "Not being able to go outside upsets me and I'm terrified our hiding place will be discovered and that we'll be shot."

Anne's general mood varies from time to time. She can't stand her mother and finds her unresponsive and critical. She is a "stranger" to her. She doesn't get along with Margot very well either. She can't open her heart to anyone, not even to her father whom she adores. She is about to get her first periods and needs an emotional support. Naturally, she gets attracted towards Peter with whom she could talk openly on sex and sexuality.

The food in the annexe is horrible. Breakfast consists of plain, unbuttered bread and coffee. Lunch consists of either spinach or cooked lettuce, with rotten potatoes with sweetish taste. But still she thinks that they "live in a paradise compared with the Jews who aren't in hiding". There have been frequent break-ins. Once the burglars make a forced entry and open the warehouse door with a crowbar. They steal two cash boxes from the next floor containing 40 guilders, blank cheque books and coupons for 330 pounds of sugar, their entire allotment. It is really a big loss. But still Anne thinks themselves fortunate compared to other Jewish children who suffer outside. She always thinks of Hanneli and her sufferings. She sometimes dream of most awful things and want to scream. She can pray only to God to perform a miracle and save Hanneli and other Jews from tortures and sufferings. Hanneli symbolises the sufferings of her friends as well as that of the Jews in general.

Q10. What does Anne Frank hope for the future of her family, the Jews in general and of her own fate after the war? Do you feel that she believes she is going to survive the war? Give a reasoned answer.

Ans. The comment added by Anne in her diary as early as on 28th September 1942 presents a very "dismal prospect". She writes : "Not being able to go outside upsets me and I'm terrified that our hiding place will be discovered and that we'll be shot." A girl of thirteen shows a rare insight. Unfortunately, how prophetic and true turned out her words! The annexe was raided on the morning of 4 August, 1944.

But Anne didn't always think so badly about the future of her family and the life in the secret annexe all the times. No doubt, she thought that she would never ever "feel at home" there but it didn't mean that she hated it. She thought it otherwise.

The annexe was an ideal place to hide in. It might be damp and lopsided but there was probably not a more comfortable hiding place in all of Amsterdam. Actually, she considered it the best hiding place in “all of Holland.”

But Anne is always torn between deep dismay and hope. She pictured all the eight persons in the Annexe. They were surrounded by “darkness and danger”. But Anne felt “selfish and cowardly” when she thought of Hanneli and those suffering along with her. She prayed to God to perform a miracle and save Hanneli and others. For Anne, Hanneli symbolised the sufferings of her friends as well as that of Jews in general.

But Anne doesn’t leave hope either for himself or for her family. No doubt, she can hear the approaching thunder’ that will destroy them. She also feels the sufferings of millions. And yet, when she looks up at the sky, she somehow feels that “everything will change for the better”. She feels that the cruelty of the war will end.

Q11. How does Anne mature physically as well as mentally through the course of her diary and her stay in the secret Annexe?

Ans. Anne matures physically, mentally and even spiritually during the 26 months of stay in the secret annexe in Amsterdam. She is just thirteen or so when her family shifts there. She writes : “I don’t think I’ll ever feel at home in this house, but that doesn’t mean I hate it”. In the beginning, she finds the annexe an ideal place to hide in. In spite of being damp and lopsided it was the most comfortable hiding in “all of Holland”. She can’t stand her mother most of the times. She is a “stranger” to her. She doesn’t even understand what Anne thinks about the most ordinary things. She doesn’t get along very well with Margot either. She dislikes both, Mr. Dussel as well as Mrs. Van Daan. She confesses : “I understand my girlfriends better than my mother. Isn’t that a shame?” The food they get is horrible. It mainly consists of bread, spinach and rotten potatoes with sweetish taste. But still she considers that she is living in a “paradise” compared to the Jews who aren’t in hiding. As Anne grows in months, she shows a remarkable understanding of social, cultural and human issues. She thinks of Hanneli. Thinking of her sufferings, she prays to God to perform a miracle and save her and other unfortunate Jews. Hanneli symbolises to Anne the sufferings of her friends as well as that of Jews in general. Praying for her, she was praying for “all the Jews and all those in need.” However, not being able to go outside upsets her. She is terrified that their hiding place will be discovered and that they will be shot.

Physically too Anne shows signs of change and growth. She is about to have her first periods soon. She needs someone who can support her emotionally. Her mother, Mrs. Van Daans and Mr. Dussel irritate her and she can’t stand them. She adores her father but can’t share her innermost feelings with him. She is of an age when she needs a boy-friend more than a girl-friend. Hence Peter Van Daan steps in. Now not only can she talk of sex and sexuality but share her innermost feelings with him.

Mentally and spiritually, Anne shows an incredible understanding of social and human issues. She is torn between switching moods and changing identities. She is German but has no citizenship. She loves the Dutch people but they too have become indifferent towards the Jews. She is pained to realise that only Jews were selected and isolated for persecution and torture.

B. QUESTIONS ON CHARACTERS

Q1. Give a character-sketch of Anne Frank as it is reflected by her in 'The Diary of a Young Girl'.

Ans. Anne Frank introduces herself as a lonely adolescent who has no one around her to open her heart. She is given a diary on her thirteenth birthday. She fails to come to terms with the adults as they can't understand, appreciate and share her feelings. She has many friends but they always talk about 'trivial' things. She can't open her heart even to her mother. She lacks sympathy and depth of feelings. She can't look towards Margot, her elder sister for emotional support either. Hence, she finds 'Kitty' or her diary—her only confidant. She can express her innermost thoughts and feelings only by writing a diary.

In the beginning, she is not much worried by the horrible and tragic happenings that were taking place in the outer world. She is quite optimistic and hopes that things will certainly improve after the war. But the substance and significance of her writings change considerably while she is in hiding. As she grows in months and years, she shows a surprising maturity in her understanding and grasp of political, social and cultural aspects of the times. The dire and unusual circumstances of the Holocaust makes her more introspective and thoughtful.

Anne finds herself, her family and the Jews in general alienated from the general stream of life in Europe. She shows a rare understanding of the working of the Nazis and the Gestapo. She prays for herself and the Jewish race and hopes for their redemption.

Anne has to struggle with her two-selves or two Annes. There is a constant struggle between her innermost thoughts and the adult world she has to live in. She doesn't feel comfortable with her mother, sister, Mrs. Van Daan and Mr. Dussel. She has passed puberty and enters the adolescent age. She adores her father but the age difference prevents her from sharing some intensely personal issues with him. She develops a passionate relationship with Peter Van Daan as she can discuss the issues of sex and sexuality with her. She craves for emotional support as well as for physical love. Anne is divided against her ownself. She has an identity problem. She considers herself a German but has lost her citizenship. She has only God and her faith to look for redemption. She hopes to get freedom, peace and fresh air after the war.

Q2. Give a character-sketch of Margot Frank, Anne's elder sister.

Ans. Margot Frank is Anne's elder sister. She is three years elder to Anne. When her diary begins in 1942, Margot is sixteen years old. She is a foil to her restless and rebellious young sister, Anne. She is humble and is always at peace with herself. She knows how to please others, particularly the adults. Like her mother, Margot also fails to give an emotional support to her younger sister. She keeps a deliberate distance from her. She sometimes enters into argument with her. She is considered a perfect model and her mother expects Anne to emulate her. We find that it is Margot who is first called up by the Gestapo in Amsterdam. This is a signal for the Franks that the Nazis will arrest them and send them to their concentration camps. This forces Mr. Otto Frank to go into hiding in a secret annex with his family.

Anne easily sees the difference between the way her mother and the Van Daan deal with Margot and the way they deal with her. Margot fits in well with the whole family and other adults in the annex but Anne doesn't. Anne writes : "Margot's and mother's personalities are so alien to me Margot is naturally good, kind and clever, perfection itself."

Even Frank treats Margot as the “cleverest, the kindest, the prettiest and the best”. Anne is never taken seriously as she is always considered to be the clown and mischief-maker of the family. Margot is very studious. She sends her Latin lessons to a teacher regularly. Margot is alone and she is a little jealous of Anne’s passionate relationship with Peter. She writes to Anne. “I am just sorry I haven’t found anyone with whom to share my thoughts and feelings”.

Q3. Give a character sketch of Otto Frank, or Anne’s father in your own words, especially highlighting his relationship with his younger daughter.

Ans. Otto Frank is clearly the most sensible, gentle, generous and mature among all the characters mentioned in ‘The Diary of a Young Girl’. He is an ideal and caring father. He is also an understanding husband and an enlightened and informed man of his times. Anne adores her father and considers him her role model. As a father Otto Frank shows a good understanding of both his growing daughters. He is a wise man of the world who knows how to preserve and protect himself and his family from the Holocaust. He spreads rumours that they are shifting to Belgium or Switzerland to avoid persecution from the Nazis. He brings his family, the Van Daans and Mr. Dussel into a hiding in a secret annex of his office. He makes arrangements for the food, medicines and other commodities needed for a long-hiding. Otto is a smart, resourceful and a talented businessman. He is clearly ahead of all his peers. He is the only resident of the annex to survive the war and the Holocaust.

Otto Frank has special relationship with his younger daughter Anne. He is gentle and understanding. He supports Anne and takes her side during family arguments. He is levelheaded and generous to Anne while the other adults are selfish and stingy. Anne tries to impress him and live up to his expectations. However, the age difference and the generation gap surface and keep them separated. She can share her innermost feelings and cravings for physical love only to a boy-friend like Peter. She is disappointed when her father advises her not to develop her intimacy with Peter. He advises her to restrain herself in such matters. Anne sadly finds her father so conservative and secretive about sexuality.

Q4. Give a character sketch of Anne’s mother, Edith Frank.

Ans. Edith Frank or Anne’s mother is a highly sentimental, conservative, cold and critical character. She is a foil to her complex daughter Anne who shows maturity and understanding of people and things which are far beyond her years. Anne needs emotional support and understanding during the tumultuous times in the annex. Ironically, Edith Frank is lacking in such finer feelings. She fails to lend any emotional support to her younger daughter. Anne also doesn’t show much and love and sympathy with her mother during the early period of her hiding in the annex. She has a few kind words to say about Mrs. Edith Frank. An adolescent girl looks for love and sympathy. But she finds her mother lacking in such finer human feelings. She is cold, critical and uncaring towards Anne. Atleast, Anne thinks so about her mother during her early years in the annex. She is a source of Anne’s anger and frustration. Actually, she finds herself helpless as she doesn’t know how to express her love to her children. It is quite surprising that Anne seldomly comments on her mother’s positive traits or behaviour.

Later in life, Anne develops a better understanding of Mrs. Edith Frank as a mother and as a wife. Anne’s growing maturity makes her a little more objective towards her mother. She gets a more balanced perspective. She regrets her quick and rash judgement of her mother. Mrs. Edith Frank shows utter lack of understanding

when she stops Anne from going upstairs to meet Peter. Mrs. Edith Frank's inability to provide emotional support for her daughter leads Anne to find an outlet for expressing her innermost feeling. It is through 'Kitty' or her diary. Anne moves closer to Peter because he can share her feelings and talk about sex and sexuality.

Q5. Give a character sketch of Mr. Van Daan in your own words.

Ans. Mr. Van Daan is one of the major characters that find shelter in a secret annexe in Amsterdam. He comes to join the family of Franks in the annexe. He had worked with Mr. Otto Frank as an herbal specialist in Amsterdam. Van Daan's actual name is Hermann Van Pels, but Anne Frank calls him Mr. Van Daan in her diary. Anne has a better opinion of Mr. Van Daan than what she holds about his wife Mrs. Van Daan. She thinks him intelligent, a man of strong views and pragmatic. Anne does find a flaw in Van Daan's character. She finds him egotistical. He is rather temperamental. He dares to speak his mind openly. He doesn't bother if his action causes arguments or friction. Mr. Van Daan fails to have a very smooth relationship with his wife. He finds her petty and disagreeable. They fight quite frequently and openly.

Mr. Van Daan used to be in the meat, sausage and spice business. In the secret annexe Mr. Van Daan decided to make bratwurst and sausages. The kitchen was in shambles. Mr. Van Daan clad in his wife's apron, was working away at meat. With his bloody hands, red face and spotted apron, he looked like a real butcher.

Mr. Van Daan remains well informed of the political situation in Europe and the war. Like everyone else, he also believed that the war would end soon. The end of the war and defeat of Hitler would mean the end of persecution, torture and death of the Jews.

Mr. Van Daan is arrested with all the other members in the secret annexe and dies in the gas chambers at Auschwitz in November, 1944.

Q6. Give a character sketch of Peter Van.

Ans. Daan is a self-conscious sixteen-year-old boy. Peter is of a quiet and reserved disposition. He doesn't let himself open out to others easily. He generally keeps his thoughts and feelings only to himself. He is obedient, brave and dependable. He performs his patrol duties in the secret annex quite well. He is kind and tender even to animals.

Peter is rather a shy adolescent. He does like the company of Anne Frank and also enjoys the relationship but never opens fully to her. In the beginning he prefers solitude and has little in common with Anne except beyond their unusual living situation.

Anne first finds Peter Van Daan as 'obnoxious, lazy and hypersensitive'. But as her relationship with Peter goes stronger, she changes her opinion about him. He starts appearing quiet, timid, honest and sweet to Anne. In spite of Anne's attraction, Peter Van Daan doesn't share her strong convictions. Neither Mrs. Edith Frank nor Mrs. Van Daan approve of Peter's intimacy with Anne. Even Mr. Frank cautions Anne to restrain herself in this matter.

Peter is the only person in the annexe who can talk freely of sex and sexuality with Anne. Peter kisses her on her left cheek and ear and Anne cherishes that pleasant moment. He is the only confidant of Anne and source of her affection and attention in the annexe.

The young boy dies on May 5, 1945 at a concentration camp at Mauthausen, only three days before the camp was liberated.

Q7. Give a character sketch of Albert Dussel in your own words.

Ans. Mr. Albert Dussel is the last man to join the families of the Franks and Van Daans in the secret Annex in Amsterdam. He is a dentist and an acquaintance of the Franks who arrange for him to hide in the annex. His real name is Fritz Pfeffer but Anne calls him Mr. Dussel in her diary. Mr. Dussel is given a room that he has to share with Anne Frank. Anne finds Mr. Dussel particularly a difficult man to deal with. Actually, she develops a total dislike of his odd habits. The most irritating are his odd personal hygiene habits. She doesn't relish Dussel's pedantic lectures. She strongly dislikes his controlling and patronising tendencies. Mr. Dussel is a Jew but he is married to a Christian woman. Dussel's wife doesn't go into hiding with him in the annex. He is separated from her but she does send gifts to him on his birthday.

Mr. Dussel always keeps his eyes on the food. He eats and doesn't talk. He consumes enormous proportions, and 'no' is not a part of his vocabulary. He goes on eating whether the food is good or bad. He is stingy and never shares his gifts, especially sweets or food items with others.

He is always studying. But Anne thinks that he is "never progressing". His studying is interrupted only by his afternoon nap and food. The lavatory is the favourite spot of Mr. Dussel. He goes to this favourite spot four or five times a day. Someone is always waiting outside when he is inside the lavatory. But Mr. Dussel cares a whit for him.

Albert Dussel dies on December 20, 1944, at a concentration camp.



2 ■■■

The Story of My Life

Helen Keller

I. INTRODUCTION

Helen Keller overcame the seemingly insurmountable obstacles of deafness and blindness to become an influential lecturer and social activist. Keller has become, in American culture, an icon of perseverance, respected and honored by readers, historians, and activists. Her autobiography *The Story of My Life*, published in the United States in 1903, is still read today for its ability to motivate and reassure readers. In her time, Keller was a celebrity and the publication of her autobiography was met with enthusiasm. The book was generally well received, and Keller later wrote a follow-up called *Midstream, My Later Life* in which she tells what happened in the twenty-five years after the publication of *The Story of My Life*.

Keller began working on *The Story of My Life* while she was a student at Radcliffe College, and it was first published in installments in *Ladies' Home Journal*. Helping her was an editor and Harvard professor named John Albert Macy, who later married Keller's first teacher and lifelong companion, Anne Sullivan. In the book Keller recounts the first twenty-two years of her life, from the events of the illness in her early childhood that left her blind and deaf through her second year at Radcliffe College. Prominent historical figures wander among the pages of *The Story of My Life*—She meets Alexander Graham Bell when she is only six and remains friends with him for years; she visits the acclaimed American poet John Greenleaf Whittier; and she exchanges correspondence with people like Oliver Wendell Holmes and Mrs. Grover Cleveland.

II. SUMMARY IN ENGLISH

- I. Early Childhood:** Helen Adams Keller was born on June 27, 1880 in Tuscumbia, a little town of Alabama in the United States of America. Her family originated in Switzerland. Her grandfather bought large tracts of land in Alabama and finally settled there. Her father, Arthur H. Keller, had been a captain in the Confederate Army. She was born in a tiny house near the homestead. It was completely covered with vines, climbing roses and honeysuckles. It was the favourite haunt of humming birds and insects. The old fashioned garden of "Ivy green" was the paradise of her childhood. The beginning of her life was very simple. The day she started walking, she was one year old. Those happy days did not last long. Then came the illness which closed her eyes and ears.
- II. Illness that closed Keller's Eyes and Ears:** It was a mysterious disease. They called it acute congestion of the stomach and brain. The doctor thought that she would not live. The fever left her as suddenly and mysteriously as it had come. But the

rejoice was short-lived. No one, not even the doctor knew that she would never see or hear again. Except for some fleeting memories, all seemed very unreal and like a nightmare. Her hands felt every object and observed every motion. She felt the need of some communication with others and began to make crude signs. A shake of head meant “No” and a nod meant “Yes”. A pull meant “come” and a push meant “go”. In those days, Martha Washington, the child of her cook was her constant companion. She understood her signs better than the others. Her desire to express herself grew. Her failure to make herself understood through limited signs upset her. Her parents were deeply grieved and upset. It was very difficult to teach a deaf and blind child. Her mother’s only hope came from Dickens’s “*American Notes*”. She had read his account of Laura Bridgman who had been educated inspite of being a deaf and blind child. This led them to meet Dr. Alexander Graham Bell who advised Keller’s father to contact Mr. Anagnos, Director of the Perkins Institute in Boston. Within a week came a kind letter from Mr. Anagnos. He gave assurance that a teacher had been found for Helen Keller.

- III. Advent of Miss Anne Sullivan:** The arrival of Anne Mansfield Sullivan was the most important day in Keller’s life. It was the third of March, 1886, three months before she was seven years old. She stood on the porch dumb and expectant. She was like a ship in a dense fog at sea. “Light! give me light!” was the wordless cry of her soul. And the light of love shone on her in that very hour. Miss Sullivan held her close in her arms and gave her a doll presented by the blind children at the Perkins Institute. She slowly spelled into her hand the word “*d-o-l-l*”. Helen was at once got interested in her finger play and tried to imitate it. In the days that followed she learned to spell words like “*pin*”, “*hat*”, “*cup*” and a few verbs like “*sit*”, “*stand*” and “*walk*”. Gradually she understood that everything had a name and each name gave birth to a new thought.
- IV. Learning to Read—A Slow and Often a Painful Process:** Children who can hear can acquire language easily without any particular effort. But for a little deaf and blind child it was a very slow and painful process. Once Miss Sullivan touched her forehead and spelled with decided emphasis, “*Think*”. In a flash she knew that the word was the name of the process that was going on in her head. After she learnt to spell a few words, Miss Sullivan gave her slips of cardboard on which printed words in raised letters were written. She could arrange the words in little sentences. For example, “*doll*”, “*is*”, “*on*”, “*bed*”. It was her teacher’s genius and her loving tact which made the first years of her education so beautiful.
- V. Learned to Speak:** It was in the spring of 1890 that Helen Keller learned to speak. The impulse to utter audible sounds had always been very strong in her. She had known for a long time that people about her used a different method of communication from her. In 1890, Mrs. Lamson who had taught a deaf and blind child to speak in Norway came to see her. Then Miss Sullivan took her to Miss Sarah Fuller for advice and assistance. She offered to teach her. Her method was simple. She pressed her hand lightly over her face, and let her feel the position of her tongue and lips when she made a sound. Miss Fuller gave her eleven lessons in all. Helen Keller uttered her first connected sentence, “*It is warm*”. They were broken and stammering syllables but they were parts of human speech.
- VI. Charge of Plagiarism:** In the winter of 1892, Helen Keller wrote a little story called ‘*The Frost King*’ and sent to Mr. Anagnos of the Perkins Institute for the Blind. When the story was finished, she read it to her teacher. At dinner, it was read to the assembled family. Mr. Anagnos was delighted with “*The Frost King*” and published it in one of the reports of Perkins Institute. Later on it was discovered that a story

similar to '*The Frost King*' called '*The Frost Fairies*' by Miss Margaret Canby had appeared even before she was born. The two stories were so much alike in thought and language. It was evident that Miss Canby's story had been read to Helen. Her story was – a plagiarism. Mr. Anagnos suspected that Miss Sullivan and Helen had deliberately stolen the bright idea of another. The matter was brought before a court of investigation. Helen Keller was questioned and cross-questioned.

- VII. Visits to Niagara and the World's Fair:** In March, 1893 they went to Niagara. It was difficult to describe Helen Keller's emotion when she stood on the point which overhangs the American Falls. She felt the air vibrate and the earth tremble. Many people were surprised. They asked how she should be impressed by the wonders and beauties of Niagara. But Helen could fathom the beauty and music of Niagara as she could fathom or define love or religion or goodness.

During the summer of 1893, Miss Sullivan and Helen Keller visited the World's Fair with Dr. Alexander Graham Bell. There she could see the marvels of invention, industry and all the activities of human life actually passed under her finger tips. The President of the World's Fair gave her the permission to touch the exhibits.

- VIII. Preparation for Radcliffe College:** Even when Helen was a child, she surprised her friends by declaring that she would go to Harvard. The thought of going to college became an earnest desire. She entered the Cambridge School to prepare for Radcliffe. She had a good start in English and French but suffered serious drawbacks to her progress. It was very difficult to have textbooks embossed in time. Each day Miss Sullivan went to the classes with her and spelled into her hand with infinite patience all that the teachers said. She took her preliminary examinations for Radcliffe in July 1897. She passed in everything and received "honours" in German and English. She began her second year at the Gilman School. She was full of hope and determination to succeed. Her preparation for college went on without interruption. She took her final examinations in June 1899 for Radcliffe College. At last, her struggle for admission to college ended but she entered Radcliffe only in the fall of 1900.

- IX. Reading: A Pleasure for Helen Keller:** Helen had a passion for reading. She depended on books for pleasure and wisdom. She read her first story in 1887 when she was just seven years old. At first she had only a few books in raised print. She read "*Our World*". Sometimes Miss Sullivan read to her spelling into her hand little stories and poems. The fascinating child's story "*Little Lord Fauntleroy*" was his favourite. During the next few years she read "*Greek Heroes*", "*Fables*", "*Bible Stories*", "*Tales from Shakespeare*", "*Robinson Crusoe*" and "*Heidi*". "*The Jungle Book*" and "*Wild Animals*" also attracted her. She preferred Homer to Virgil. In German she liked Goethe's '*Faust*' and in French she admired Moliere and Racine best.

- X. Pleasures and Amusements:** Reading was not her only pleasure. Helen Keller's amusements and pleasures were many and varied. She had love for the country and out-of-door sports. She learned to row and swim when she was just a child. She enjoyed canoeing on moon light nights. Sailing was her favourite amusement. Having leisurely walks in the countryside thrilled her. She had a subconscious memory of the green earth and murmuring waters. Blindness and deafness did not rob her of this gift. She had a soul sense which sees, hears, feels, all in one. Cycling was also one of her favourite pastimes. She loved the company of her dogs. During the rainy days, she amused herself indoors and liked to knit and crochet. She loved to frolic with children. Museums and art stores were also sources of pleasure and inspiration for her. Going to the theatre was a rare pleasure to her.

XI. Men who Shaped and Influenced Helen Keller's Life: Helen Keller showed her gratitude to her friends, acquaintances and people who helped in shaping and moulding her life. No doubt, the everlasting influence on her was of her teacher Miss Sullivan. She gave a new meaning, direction and purpose to her life. Bishop Brooks impressed upon her mind two great ideas—the fatherhood of God and the brotherhood of man. Dr. Edward Hale was one of her very oldest friends. She had known him since she was eight. He had taught love for the country and kindness to the poor. Dr. Graham Bell had the art of making every subject he touched interesting. He impressed Helen Keller by his humour and poetic side. Bell's dominating passion was his love for children. He was never so happy as and when he had a little deaf child in his arms. In New York she met Mr and Mrs. Lorraine Hutton. They introduced Helen to many of their literary friends like Howells and Mark Twain. Mark Twain had his own way of thinking, saying and doing everything. All these friends, acquaintances and great figures made the story of her life and turned her limitations into beautiful privileges and opportunities.

III. SUMMARY IN HINDI

I. प्रारम्भिक बचपन-काल : Helen Adams Keller का जन्म अमेरिका में Alabama के एक छोटे से कस्बे Tusculum में हुआ था। उसके परिवार का उद्गम Switzerland में हुआ था। उसके दादा ने Alabama में काफी जमीन खरीदी और अन्ततः वह वहाँ बस गया। उसका पिता Arthur H. Keller संघाधीन (Confederate) फौज में एक कप्तान था। उसका वासभूमि क्षेत्र के समीप एक छोटे-से घर में पैदा हुआ था। वह लताओं, चढ़े हुए गुलाबों और honey-suckles से पूरा ढका हुआ था। वह भिनभिनाते पक्षियों और कीटों का चहेता स्थान था। पुराने ढंग के 'Ivy Green' का बात उसके बचपन का स्वर्ग था। उसके जीवन की शुरुआत साधारण थी। जिस दिन उसने चलना शुरू किया, वह एक साल की थी। वे खुशी के दिन अधिक नहीं चल पाये। फिर वह बीमारी आयी जिसने उसकी आँखों और कानों को बंद कर दिया।

II. बीमारी जिसने Keller की आँखों और कानों को बंद कर दिया : यह एक विचित्र बीमारी थी। वे इसे पेट और दिमाग की तीक्ष्ण ऐंठन कहते थे। डाक्टरों ने सोचा कि वह जिंदा नहीं बचेगी। बुखार जितनी जल्दी से आया था उतनी ही जल्दी से चला भी गया। लेकिन खुशी थोड़ी देर की थी। कोई भी नहीं, डाक्टर भी नहीं जानता था कि वह कभी भी देख या सुन नहीं पायेगी। कुछ फिसलती हुई यादों को छोड़कर, शायद सभी कुछ काफी अवास्तविक सा और एक दुःस्वप्न जैसा लगता था। उसके हाथ हर वस्तु को अनुभव करते और प्रत्येक गति का निरीक्षण करते थे। उसे दूसरों से संप्रेषण करने की आवश्यकता महसूस हुई और उसने अपक्व इशारे करने शुरू कर दिये। सिर झटकाने का अर्थ “नहीं” और सिर हिलाने का अर्थ “हाँ” होता था। खींचने का अर्थ “आना” और धक्के का अर्थ “जाना” होता था। उन दिनों Martha Washington जो कि उसके रसोइये की लड़की थी उसकी पक्की सहेली थी। वह उसके इशारों को दूसरों से अच्छी तरह से समझती थी। उसकी स्वयं को अभिव्यक्त करने की इच्छा बढ़ती गयी। सीमित इशारों के द्वारा अपने को समझा सकने की असफलता उसे परेशान कर देती थी। उसके माता-पिता गहरे रूप से दुखी और परेशान हुए। एक अंधी और बहरी बच्ची को शिक्षित करना बहुत कठिन कार्य था। उसकी माँ की आशा सिर्फ Dickens की “American Nights” पर आधारित थी। उसने उसके द्वारा Laura Bridgman का वर्णन पढ़ा था जो एक बहरी और अंधी होने के बावजूद शिक्षित हुई थी। इससे वे Dr. Alexander Graham Bell से मिले जिसने Keller के पिता को Perkins Institute, जो अंधों की संस्था थी, के निर्देशक Mr. Anagnos से मिलने की सलाह दी। उसने विश्वास दिलाया कि Helen Keller के लिये एक शिक्षक को ढूँढ़ लिया गया था।

III. Miss Anne Sullivan का आगमन : Anne Mansfield Sullivan का आगमन Keller के जीवन में सबसे महत्वपूर्ण दिन था। वह 3 मार्च, 1886 था जब वह सात साल से तीन महीने छोटी थी। वह इयोदी पर चुपचाप और आशा से भरी खड़ी थी। वह गहरे कोहरे में समुद्र पर एक जहाज के समान थी। “प्रकाश! मुझे प्रकाश दो!” यह उसकी आत्मा की शब्दहीन चीख थी। और उसी घड़ी उस पर प्यार का प्रकाश चमक उठा। Miss Sullivan ने उसे अपनी भुजाओं में समेट लिया और Perkins Institute के अंधे बच्चों द्वारा दी गयी एक गुड़िया भेंट में दी। उसने

धीरे से उसके हाथ में “d-o-l-l” शब्द के हिज्जे लिखे। Helen ने एकदम उसकी अंगुली की गति और चाल में रुचि ली और उसकी नकल करने का प्रयत्न किया। आगे आने वाले दिनों में उसने “pin”, “hat” और “कप” जैसे शब्दों और “sit”, “stand” और “walk” जैसी कुछ एक क्रियाओं के हिज्जे लिखने सीखे। धीरे-धीरे उसे समझ आयी कि हर चीज का एक नाम है और हर नाम एक नये विचार को जन्म देता है।

IV. पढ़ना सीखना—एक मंद एवं प्रायः कष्टदायी प्रक्रिया : जो बच्चे सुन सकते हैं वे बिना किसी विशेष प्रयत्न के भाषा को आसानी से सीख सकते हैं। लेकिन एक बहरी और अंधी लड़की के लिये यह एक बहुत सुस्त एवं कष्टदायी प्रक्रिया थी। एक बार Miss Sullivan ने उसके माथे को छुआ और निश्चित दबाव के साथ “सोचो” शब्द के हिज्जे लिखे। उसी क्षण उसे इसका पता चल गया कि यह शब्द उस प्रक्रिया का नाम है जो उसके दिमाग में चल रही थी। जब वह कुछ अक्षरों के हिज्जे लिखना सीख गयी, Miss Sullivan ने उसे गतों की पंचियाँ दीं जिन पर उभरे हुए अक्षर लिखे हुए थे। वह उन शब्दों को छोटे वाक्यों में संजो सकती थी। उदाहरणस्वरूप : “गुड़िया”, “है”, “ऊपर”, “बिस्तर”। यह उसकी अध्यापक की प्रतिमा थी जिसने उसकी शिक्षा के प्रारम्भिक वर्षों को इतना खूबसूरत बना दिया था।

V. बोलना सीखा : 1890 की वसंत में Helen Keller ने बोलना सीख लिया था। जो शब्द सुने जायें उन्हें उच्चारित करने की भावना उसमें सदा प्रबल रही थी। उसे काफी लम्बे समय से इसका पता था कि उसके चारों ओर के लोगों की अभिव्यक्ति का तरीका भिन्न था। 1890 में Mrs. Lamson जिसने नार्वे में एक अंधी और बहरी लड़की को बोलना सिखाया था उस (Helen) से मिलने आयी। फिर Miss Sullivan उसे Miss Sarah Fuller के पास सलाह और सहायता के लिये ले गयी। उसने उसे पढ़ाने की पेशकश की। उसका तरीका आसान था। उसने हल्के से उसका हाथ अपने चेहरे पर दबाया और उसे अपने होठों और जीभ की स्थिति को बोलते समय अनुभव करने दिया। Miss Fuller ने उसे केवल 11 पाठ पढ़ाये। Helen Keller ने अपना पहला योजित वाक्य बोला, “अब गर्मी है।” वे टूटे और लड़खड़ाते हुए अक्षर थे परन्तु वे एक मानव भाषण का हिस्सा थे।

VI. साहित्यिक चोरी (भावहरण) का दोषार्पण : 1892 के शीतकाल में Helen Keller ने ‘The Frost King’ नामक एक छोटी कहानी लिखी और उसे Mr. Anagnos के पास भेज दिया जो Perkins Institute for the Blind का निर्देशक था। जब कहानी खत्म हो गयी, उसने अपनी अध्यापिका को इसे पढ़कर सुनाया। रात्रि-भोज पर यह इकट्ठे समूचे परिवार को सुनाया गया। Mr. Anagnos, ‘The Frost King’ से काफी प्रसन्न थे और उसने इसे Perkins Institute for the Blind की एक रिपोर्ट में प्रकाशित किया। बाद में इस भेद का पता चला कि ‘The Frost King’ जैसी ही एक कहानी ‘The Frost Fairies’ जो Miss Margaret Canby द्वारा उसके जन्म से पहले ही प्रकाशित करा दी गयी थी दोनों कहानियाँ भाव और भाषा में बिल्कुल समान थीं। यह स्पष्ट था कि Miss Canby की कहानी Helen को पढ़कर सुनायी गयी थी। उसकी कहानी साहित्यिक चोरी (भावहरण) की गयी थी। Anagnos को शक था कि Miss Sullivan और Helen ने जानबूझ कर दूसरे का एक बढ़िया विचार चुरा लिया था। मामले को जांच-पड़ताल के लिए कचहरी में ले जाया गया। Helen Keller को सवाल-जवाब के लिये तलब किया गया।

VII. Niagara और World’s Fair की यात्राएँ : March 1893 में वे Niagara गये। उस स्थान पर जो अमेरिकन झरनों के ऊपर झूलता है पर खड़े होकर Helen Keller की भावनाओं का वर्णन करना कठिन था। उसे हवा कम्पित होती और पृथ्वी कांपती अनुभव हुई। बहुत से लोग हैरान थे और उन्होंने पूछा कि वह Niagara के आश्चर्य और सुन्दरता से किस प्रकार प्रभावित हो सकती थी। वह Niagara की सुन्दरता और संगीत को वैसे ही भांप सकती थी जैसे वह प्रेम, धर्म या अच्छाई को अनुभव कर सकती थी।

1893 की गर्मियों में Miss Sullivan और Helen ने Dr. Alexander Graham Bell के संग ‘World’s Fair’ को देखा। वहां वह आविष्कारों के चमत्कार, उद्योग और सभी मानव गतिविधियों को अपनी अंगुलियों की पोरी के नीचे गुजार सकती थी। ‘World’s Fair’ के प्रधान ने उसे प्रदर्शनी की चीजों को छूने की अनुमति प्रदान कर दी थी। Dr. Bell ने अपने आनन्दपूर्ण तरीके से सबसे अधिक रुचि वाली वस्तुओं के बारे में वर्णन किया।

VIII. Radcliffe College की तैयारी : जब Helen एक बच्ची थी, उसने अपने मित्रों को यह घोषणा कर हैरान कर दिया कि वे पढ़ने के लिये Harvard जायेगी। कालेज में पढ़ने के लिये जाना उसकी एक सच्ची इच्छा बन गयी थी। उसने Radcliffe की तैयारी हेतु Cambridge स्कूल में दाखिला ले लिया। उसकी फ्रेंच और अंग्रेजी में अच्छी शुरुआत हुई लेकिन उसके विकास में गम्भीर बाधाएँ आ गयीं। पाठ्यपुस्तकों की समय पर नक्कासी करना (उत्कीर्ण, उभार) बहुत कठिन था। हर रोज Miss Sullivan कक्षाओं में उसके साथ जाती और असीम धैर्य के साथ

जो भी कुछ शिक्षक कहते उसे उसके हाथ में लिख देती। उसने Radcliffe के लिये प्रारम्भिक परीक्षा जुलाई 1897 में दी। वह हर विषय में पास हो गयी और उसे जर्मन और अंग्रेजी में विशिष्टता प्राप्त हुई। उसने Gilman School में अपना दूसरा साल आरम्भ किया। वह सफलता प्राप्त करने हेतु आशा और दृढ़ता से भरी हुई थी। बिना किसी बात के उसकी तैयारी चलती रही। उसने Radcliffe के लिये आखिरी परीक्षा जून 1899 में दी। आखिरकार, उसकी कॉलेज में प्रवेश करने की प्रतीक्षा का अंत हुआ लेकिन वह Radcliffe में केवल 1900 की पतझड़ में ही जा पायी।

IX. Helen Keller के लिये अध्ययन का आनन्द : Helen को पढ़ने का उन्माद था। वह आनन्द और ज्ञान के लिये पुस्तकों पर निर्भर थी। जब वह सिर्फ सात साल की थी तो उसने 1887 में अपनी पहली कहानी पढ़ी। पहले तो उभरे अक्षरों में बहुत ही कम पुस्तकें थीं। उसने “Our World” पढ़ी। कई बार Miss Sullivan ने छोटी कहानियाँ और कविताएँ उसके हाथों पर हिज्जे लिख कर उन्हें सुनाया। गजब की बच्चों की कहानी “Little Lord Fauntleroy” उसकी मनपसंद पुस्तक थी। अगले कुछ सालों में, उसने ‘Greek Heroes’, ‘Fables’, ‘Bible Stories’, ‘Tales from Shakespeare’, ‘Robinson Crusoe’ और ‘Heidi’ नामक पुस्तकें पढ़ीं। ‘The Jungle Book’ और ‘Wild Animals’ ने भी उसे आकर्षित किया। वह Virgil से अधिक Homer को पसंद करती थी। जर्मन में वह Goethe’s Faust और French में वह Moliere और Racine को सबसे अधिक पसंद करती थी।

X. आनन्द और मनोरंजन : पढ़ना ही उसका केवल मात्र आनन्द नहीं था। Helen Keller के आनन्द और मनोरंजन बहुत-से और भिन्न-भिन्न प्रकार के थे। उसे देहाती और घर से बाहर के खेल पसंद थे। अभी वह एक बच्ची ही थी जो उसने तैरना और किस्ती खेना सीख लिया था। वह चाँदनी रात के प्रकाश में Canoeing (नौका विहार) का आनन्द लेती थीं। Sailing (पाल की नौका चलाना) उसका मनपसंद मनोरंजन था। देहात में फुर्सत से सैर करना उसे आनन्द से भर देता था। उसे हरियाली पृथ्वी और खलखल करते पानी-प्रवाहों की अनजाने में ही यादें थी। अन्धेपन और बहरेपन ने इस भेंट में कोई बाधा नहीं पहुंचायी। साईकल चलाना भी उसका मनपसंद समय गुजारने का साधन था। वह अपने कुत्तों के साथ का आनन्द लेती थी। बारिश के दिनों में, वह घर में ही मनोरंजन करती और बुनाई और कशीदाकारी करना पसंद करती। वह बच्चों के साथ उछल-कूद पसंद करती थी। अजायबघर और कला केन्द्र भी उसके आनन्द और प्रेरणा के साधन थे। थियेटर जाना भी उसके लिये एक दुर्लभ आनन्द था।

XI. वो हस्तियाँ जिन्होंने Helen Keller के जीवन को संवारा और प्रभावित किया : जिन व्यक्तियों, मित्रों और जानकारों ने उसके जीवन के बनाने और विकसित करने में मदद की उनके प्रति अपनी कृतज्ञता को व्यक्त किया। निःसन्देह उसकी अध्यापिका Miss Sullivan का उस पर अमिट प्रभाव था। उसने उसके जीवन में एक नयी दिशा और उद्देश्य प्रदान किया। Bishop Brooks ने उसके दिमाग को दो महान विचारों से प्रभावित किया—ईश्वर की पैत्रिकता और मनुष्य का भाईचारा। Dr. Edward Hale उसके सबसे पुराने मित्रों में से थे। वह उसे 8 साल की आयु से ही जानती थी। उसने उसे देश-प्रेम और गरीबों के प्रति दया करना सिखाया। Dr. Graham Bell को हर विषय जिसे वह छू लेता था उसे रुचिकर बनाने की कला का पता था। उसने अपने हास्य और कवितामयी चरित्र से Helen को प्रभावित किया। Bell को बच्चों के प्रति प्यार का जुनून था। वह कभी भी उतना खुश नहीं होता था जितना कि एक बहरे बच्चे को अपनी भुजाओं में उठाकर वह होता था। New York में वह Mr. और Mrs. Laurance Hutton से मिली। उन्होंने उसे Howells और Mark Twain जैसे साहित्यिक मित्रों से मिलवाया था। Mark Twain का सोचने, कहने और हर चीज़ करने का अपना अलग ही अंदाज था। इन सभी मित्रों, जानकारों और महान हस्तियों ने उसके जीवन की कहानी को बनाया और उसकी सीमाओं को सुन्दर सौभाग्य और अवसरों में परिवर्तित कर दिया।

IV. CHAPTERWISE SUMMARY IN ENGLISH

Chapter I: Helen Keller finds that the task of writing a biography is a difficult one. She tries to present in a ‘series of sketches’ the episodes that seem to her to be the most ‘interesting and important’.

The family on her father side came from Switzerland and settled in Maryland, U.S.A. Her grandfather bought large tracts of land in Alabama and finally settled there. Her grandmother Keller was the daughter of one of Lafayette’s aids, Alexander Moore. She was also second cousin of General Robert E. Lee. Her father, Arthur H. Keller, was a captain in the Confederate Army. Her mother, Kate Adams, was his second wife and many years

younger. Her father built a small house when he married her mother. It was completely covered with vines, climbing roses and honeysuckles. It was the 'favourite haunt of humming birds and bees'. Even before her teacher came, Helen could feel the hedges and smell of the first violets and lillies. The climbing roses filled the whole air with fragrance. In the morning they felt so soft washed in the dew.

Helen Keller writes that the beginning of her life was simple and much like the life of every other little child. She was the first baby of the family. She was named after her grandmother and called Helen Adams. While still very young, Helen tried to do and imitate what others did. At the age of six months she could utter "How d' ye" and 'Tea'. In those early months she also learnt to pronounce "water." She started walking the day she was a year old. Unfortunately, those happy days didn't last long. 'Then, in the dreary months of February came the illness'. The illness closed her eyes and ears. The doctors called it 'acute congestion of the stomach and brain.' She survived the illness but only never to see or hear again. It all looked very unreal, like a nightmare. But during the first nineteen months of her life she had caught 'glimpses of broad green fields, a luminous sky, trees and flowers. The darkness that followed could not wholly blot out those glimpses.

Chapter II: Helen Keller can't recall the first few months after her illness. She only knows that she was always either in the lap of her mother or clung to her dress. But she had her own way of knowing things. Her hands 'felt' every object and 'observed' every motion. But soon she felt the need of communicating with others. She started with making some crude signs. A shake of her head meant "No" and a nod meant "Yes". A pull meant "Come" and a push meant, "Go". Her mother made her understand a great deal. At the age of five she could distinguish her clothes from the rest. She waved hands to the guests. The sounds of doors indicated the arrivals and departures. It is difficult to tell when she first realised that she was different from others. She noticed that others talked while she made only the signs. She stood between two persons who were conversing and touched their lips. She couldn't understand and was vexed. She moved her lips but with no result. This made her very angry. She kicked and screamed until she was exhausted.

In those days, a little coloured girl, Martha, the child of their cook was her constant companion. Martha Washington understood her signs. She seldom had any problem with her. She generally submitted to Helen's 'tyranny'. Helen always had her own way. They spent a great deal of time in the kitchen. They used to feed hens and turkeys. They wandered through the sheds, the stable and the yard where cows and horses were kept. The two girls indulged in childish mischiefs. Once Martha seized the scissors and cut off one of Helen's curls. She would have cut them all off but for her mother's timely interference. Belle, her dog was another companion. She tried hard to teach Belle her sign language, but she was dull and inattentive. Many incidents of those early years are still fixed in her memory, isolated but clear and distinct. They made that 'silent, aimless, dayless life all the more intense'.

Once her old nurse saved Helen from being badly burnt while she was trying to dry her apron before the fire. Helen soon learnt the use of a key. Once she locked her mother up in the pantry for three hours before she could come out. Once her teacher Miss Sullivan had to be taken out through the window. Helen produced the key months after. They moved to a large new house from the little vine-covered house. Helen's father was 'most loving and indulgent'. He was devoted to his home and seldom left it except in the hunting season. He was a great hunter. Next to his family, he loved his dogs and guns. He loved entertaining guests. He raised finest watermelons and strawberries. His 'special pride' was his big garden. He was a wonderful storyteller. In the summer of 1896, Helen heard the news of her father's death. This was her first great sorrow- her first personal experience with death.

For a long time Helen considered her little sister as an 'intruder'. She ceased to be the 'only darling' of her mother. It filled her with jealousy. She loved her little doll Nancy and her cradle. She guarded both doll and cradle with the most jealous care. Once she found her little sister sleeping peacefully in the cradle. She grew angry and overturned the cradle. The baby might have been killed had her mother not caught her as she fell.

Chapter III: As Helen Keller starts growing her desire to express herself grows. No doubt she does make signs to express herself but they prove inadequate. Her failure is followed by outburst of passions. She feels tied down by invisible hands. She makes frantic efforts to free herself but fails. But the spirit of resistance is very strong in her. Her inability to express herself leads to breaking down into tears and physical exhaustion.

Helen's parents are 'deeply grieved and perplexed'. It is very difficult to find a teacher for a child who is both deaf and blind. Her mother's only hope was Dickens's *'American Notes'*. When Helen is about six years old, her father decides to take her to an eminent oculist in Baltimore. He has solved many hopeless cases. They are received by Dr. Chisholm very kindly in Baltimore. He advises her father to consult Dr. Alexander Graham Bell of Washington. Her father is dejected but Helen enjoys moving from place to place.

Dr. Bell's tenderness and sympathy impresses the little Helen. He understands her signs and she loves him at once. Dr. Bell advises her father to contact Mr. Anagnos, the Director of the Perkins Institute in Boston. Within a few weeks a letter comes from Mr. Anagnos assuming that a teacher for Helen Keller has been found. It is the summer of 1886 but Miss Sullivan arrives only in the following March. The arrival of Miss Sullivan, her teacher is like the arrival of Moses. Her inner voice seems to say: "Knowledge is love and light and vision."

Chapter IV: The arrival of her teacher Miss Sullivan is the most important day in the life of Helen Keller. She is amazed at the contrasts between the two lives which it connects. It is the third of March, 1887, three months before Helen is seven years old. On the afternoon of this eventful day, Helen stands on the porch, 'dumb and expectant'. The afternoon sun falls on her upturned face penetrating the bunch of honeysuckle flowers. She doesn't know what the future holds for her. Helen is like that ship that moves on in a dense fog. She is tense and anxious. "Light! give me light!" is the wordless cry of her soul. She stretches out her hand and someone takes it. Helen is held close in arms by one who has come to reveal all things to her. More than all things else to love her.

Miss Sullivan leads her into her room and gives her a doll. The little blind children at the Perkins Institute have sent it. The teacher slowly spells into her hand the word "d-o-l-l". Helen is at once interested in the finger play and imitates it. When succeeded in making the letters correctly, she is flushed with pleasure and pride. She goes on moving her fingers in monkey like imitation. Within a few days Helen learns to spell words like 'pin', 'hat' and 'cup'. She also learns a few verbs like 'sit', 'stand' and 'walk'. At last, she understands that everything has a name. One day the teacher puts a big doll in Helen's lap and spells "d-o-l-l". She tries to make her understand that the word "d-o-l-l" applies to both. Similarly Miss Sullivan tries to impress it upon her that "m-u-g" is mug and "w-a-t-e-r" is water. Helen becomes impatient and dashes the doll upon the floor. The cause of her discomfort is removed.

When the teacher asks her to wear her hat, Helen knows she is going out in warm sunshine. She realises that 'a wordless sensation may be called a thought'. It makes her hop and skip with pleasure.

In the well-house, someone is drawing water. Her teacher places Helen's hand under the cool stream and spells "w-a-t-e-r". Suddenly she feels a misty consciousness and

somehow the mystery of language is revealed to her. She realises that everything has a name, and each name gives birth to a new thought. Then she picks up the broken pieces of the doll. And for the first time she feels repentance and sorrow. She learns the words '**mother, father**', sister etc. This makes the world blossom for her.

Chapter V: The summer of 1887. Then followed Helen Keller's soul's sudden awakening. She just started exploring with her hands and learnt the name of every object that she touched. The more she learnt the names and uses, the more joyous and confident she became. Miss Sullivan took her by the hand across the fields to the banks of the Tennessee River. Sitting on the warm grass, she had her first lessons in the 'beneficence of nature'. She learnt how the sun and the rain make to grow trees out of the ground. She learnt how birds build their nests and how all creatures find food and shelter. As her knowledge of things grew Helen felt more and more the 'delight of the world', she was in. Miss Sullivan had taught Helen to find beauty in woods, in every blade of grass and in the curves and dimples of her baby sister's hand. But she was soon to learn that nature is not always kind. One day she climbed a wild cherry tree with her teacher's assistance. Miss Sullivan proposed having their luncheon there. She went to the house to fetch it. Suddenly a change passed over the tree. She realised that the sky had turned black. A thunderstorm could be expected at anytime. The immense and unknown fear gripped her. A chill terror crept over her. She longed for her teacher's return. She wanted to get down from the tree. The tree swayed and strained. Then came Miss Sullivan for her rescue. She seized her hand and helped her down. She had learnt a lesson. 'Nature wages open war against children, and under softest touch hides treacherous claws'. After that the mere thought of climbing a tree filled her with terror.

Helen Keller finally overcame her fear of climbing a tree. A mimosa tree was in full bloom. She became aware of a wonderful fragrance in the air. It seemed as if the spirit of spring had passed through the summer-house. She felt her way to the mimosa tree. She had never experienced anything so beautiful in the world before. It seemed to her as if 'a tree of paradise had been transplanted to earth'. She pulled herself up into the tree and kept on climbing higher and higher until she reached the top. She sat there for so long and felt like a fairy on a rosy cloud. After that she spent many happy hours in her 'tree of paradise' 'thinking fair thoughts and dreaming bright dreams'.

Chapter VI: Children who can hear acquire language without any particular difficulty or effort. The words that come out from others' lips, they catch on wings. For a deaf child acquiring language becomes a slow and often painful process. But, however slow and painful the process, the result is wonderful. It starts from naming the objects. And then advancing step by step one can comprehend 'the sweep of thought in a line of Shakespeare'. And now Helen Keller had 'the key to all language'.

At first when Helen's teacher introduced a new thing, she asked very few questions. Her ideas were vague and vocabulary inadequate. Gradually her knowledge of things grew and she learnt more and more new words. Her field of enquiry enlarged. Helen remembers when she first asked Miss Sullivan the meaning of the word 'love', she had brought a few early violets to the teacher. The teacher kissed Helen and put her arm gently round her and spelled into her hand, "I love Helen". Again Helen asked, "What is love?" The teacher drew closer. She pointed to her breasts and said, "It is here". She became conscious of the beats of her heart for the first time. The words puzzled her as she couldn't understand anything unless she touched it. She smelt the violets and asked if love meant the sweetness of flowers. The answer was "No". Then Helen pointed towards the warm sun shining on them and asked: "Is this not love?" Again the answer was "No". Helen was greatly puzzled and disappointed as the teacher couldn't show her "love".

One day Helen was putting beads of different sizes—two large and three small ones, and so on. She had made many mistakes. Finally, she noticed a very obvious error in the sequence. Miss Sullivan touched her forehead and spelled with ‘decided emphasis’, “Think”. And in a flash Helen Keller knew that “Think” was the name of the process that was going on in her head. This was Helen’s first perception of an abstract idea. Then suddenly the sun broke forth in all its glory. She asked: “Is this not love?” She replied that love is like the clouds that were in the sky before the sun came out. One can’t touch the clouds but can feel the rain that gladdens the flowers and the thirsty earth. Similarly, one can’t touch love either but can feel ‘the sweetness it pours into everything. The beautiful truth burst upon Helen’s mind. She felt that there were ‘invisible lines stretched’ between her spirit and the spirit of others.

Miss Sullivan continued the process for several years. A deaf child learns not in a month or a year. She learns from constant repetition and imitation. This problem is compounded if the child is deaf as well as blind.

Chapter VII: The next major step in Helen’s education was learning how to read. As she spelled a few words, her teacher gave her slips of cardboards. They had printed words with raised letters. She soon learnt that every printed word stood for an object, or a quality. She found slips of paper that represented, for example, “doll”, “is”, “on”, “bed”. Thus she learnt making a sentence out of words. At the same time she succeeded in carrying out the idea of the sentence with the things themselves. The game delighted her. She played it for hours with Miss Sullivan. Then from the printed slip she moved another step, to the printed book. For a long time she had no regular lessons. It looked more like play than work. Everything her teacher taught her, she illustrated it by a beautiful story or a poem. Miss Sullivan had peculiar sympathy with Helen’s pleasures and desires. They read and studied out of doors, preferring the ‘sunlight woods to the house’. All her early lessons had in them “the breath of the woods”. Indeed everything that could hum, or buzz, or sing, or blood had a part in her education. Noisy-throated frogs, crickets and little chickens trilled their ready notes for her. She felt the bursting cotton-balls. She could feel the gentle breeze and the silky rustling of the leaves.

The orchard was another favourite haunt of Helen. The large peaches would reach themselves into her hand. The apples tumbled at her feet. Their favourite walk was to the Keller’s Landing, a lumber wharf on the Tennessee River. There she spent hours building dams of pebbles all for fun. She never liked the study of arithmetics and the science of numbers. Miss Sullivan tried to teach her counting by stringing beads in groups. She studied Zoology and Botany in the same leisurely manner. Similarly, she learnt of fossils and the strange creatures that formed them. When a beautiful shell was given to her, she learned how a tiny mollusk had built the lustrous coil for his dwelling place. She also felt the blooming of a lily. She could also feel the frisking of tadpoles in a glass set. Thus she learned from life itself. When Miss Sullivan came, everything about Helen breathed of love and joy and full of meaning. It was her teacher’s genius, her love and sympathy that made her education so beautiful. She realised that a child’s mind is like a shallow brook. It ripples and dances merrily over the stony course. Miss Sullivan was so near to her that Helen scarcely thought of herself apart from her. Her being was inseparable from her teacher. Helen writes: “All the best of me belongs to her.”

Chapter VIII: The first Christmas after Miss Sullivan came to Tuscumbia was very special to Helen. She and Helen prepared surprises for everybody. They kept up the game of guessing. This grew more and more exciting as Christmas approached. On Christmas Eve the Tuscumbia school children invited Helen. In the centre stood a beautiful tree ablaze and shimmering in soft light. She danced around the tree in an ecstasy. She was

highly impatient for the real Christmas gifts. That night she lay awake a long time pretending to be asleep. She was keeping alert to see what Santa Claus would do when he came. Next morning she found surprises not only in the stocking only but everywhere in the room. When Miss Sullivan presented Helen with a canary, her “cup of happiness overflowed.” Her teacher taught her how to take care of the new pet. Everyday she prepared his bath, made his cage clean and filled his cups with fresh seeds and water. One morning she left the cage and went to fetch water for his bath. She left a big cat brush past her as she opened the door. She knew that she would never see her sweet little Tim sing again.

Chapter IX: Another important event in Helen’s life was her visit to Boston in May, 1888. She was accompanied by her mother and Miss Sullivan. This journey was quite different that she had undertaken to Baltimore two years ago. This time she sat quietly with Miss Sullivan. She took eager interest in all that her teacher told her about what she saw out of the car window. She told about Tennessee River, the great cotton fields, the hills and the woods and the crowd of the people. She had her doll Nancy in her arms. Nancy had a sad experience after their arrival in Boston. She was covered with dirt. The laundress at the Perkins Institute secretly carried her off to give Nancy a bath. This was too much for poor Nancy. When Helen saw her doll again, Nancy was a formless heap of cotton. She could not have recognised her at all except for her two bed eyes.

At the Perkins Institute for the Blind, she began to make friends with the little blind children. They knew the manual alphabet. It was a great joy to talk with other children in her own language. It took Helen some time to appreciate the fact that her new friends were blind. She remembered with surprise when they read books with their fingers. They were so happy and contented that she lost all sense of pain in the pleasure of their companionship. She felt thoroughly at home in her new environment. She regarded Boston as the beginning and the end of creation.

While they were in Boston, they visited Bunker Hill and her first lesson in history. The next day they went to Plymouth. It was her first trip on the ocean and first voyage in a steamboat. ‘How full of life and motion it was?’ She touched the great Plymouth Rock with her own hand. She thought of the pilgrims, those bravest and most generous men who sought a home in a strange land. In Boston she made friendship with William Endicott and his daughter. She also came to know of the great ships that were bound to Europe. She called Boston “The City of Kind Hearts”.

Chapter X: Helen and her teacher Miss Sullivan were to spend their vacation with their good friend Mrs. Hopkins at Cape Cod. The most vivid recollection of their stay at Cape Cod was the ocean. Helen had an intense desire to touch the mighty sea and feel it roar. She was excited as her long cherished wish was at last to be realised. She was helped into her bathing suit. He jumped out on the warm sand and fearlessly plunged into the cool water. The buoyant motion of water filled her with exquisite and quivering joy. Suddenly her joy was turned into terror. Her feet struck against a rock and the next moment the water rushed over her head. She thrust her water to grab some support but all her frantic efforts were in vain. The waves tossed her playing a game with her. The good and firm earth had slipped from her feet. At last, the sea threw her back on the shore. The very next moment Helen clashed her teacher’s arm. She asked Miss Sullivan: “Who put salt in the water?” After she had recovered from her first experience in water, she thought it a great fun feeling wave after wave dashing against the rock. The air throbbed with their pulsations. The tang of the fresh and free seawaves was really fascinating. She could feel the ‘dash and roar of the rushing sea.’ One day Miss Sullivan captured a great horseshoe crab. It suddenly occurred to Helen that he might make a beautiful pet. She seized him by the tail and carried him home. It was put in a trough near the well. But

the next morning, he had disappeared. Nobody knew where he had gone or how he had escaped. Helen was disappointed. But soon she realised her mistake. It was not kind or wise to take that poor dumb creature out of his element. She was happy that he had returned to the sea.

Chapter XI: Helen returned to her Southern home from Cape Cod in autumn. She was full of joyous memories. In the North she had enjoyed at the richness and variety of her experiences. She had a new and beautiful world at her feet. Her life was full of motion. She met many people who talked with her by spelling into her hand. She spent the autumn with her family at their summer cottage on a mountain. It was 14 miles from Tuscumbia. It was called Fern Quarry. Three frolicsome little streams ran through it. The opening was filled with ferns. The rest of the mountain was thickly wooded with great oaks. Vines stretched from tree to tree. The place was always full of butterflies and buzzing insects. Their cottage was on the top of the mountain among oaks and vines. Many visitors came to Fern Quarry. In the evening men played cards and whiled away the hours talking and telling stories of fishing and hunting. She could feel the deep breathing of the dogs and the hunters as they lay on their beds. She could hear the stamping of the horses and their neighing loudly. Later in the evening they made preparations for a barbecue. Meat was hung over big sticks over the fire. The savoury odour of the meat made her hungry long before dinner.

The hunting party made its appearance in twos and threes hot and weary. Everyman declared of seeing at least one deer but couldn't kill it.

Forgetting their disappointment, the party sat down to a feast of veal and roast pig.

On some morning Helen and her teacher rambled in the woods, trees and vines. They always returned to the cottage with armfuls of ferns and flowers. They also went nutting. She enjoyed breaking the shells of hickory nuts and walnuts. At the foot of the mountain there was a rail road. The children watched the trains whiz by. Her little cousin Mildred would cry: "I see the train!" Helen felt the hot breath from the engine on her face. The smoke and the ash almost choked them. They reached home long after dark. They found the cottage empty. The family were all out searching for them.

Chapter XII: After her first visit to Boston, Helen spent almost every winter in the North. Once she visited a New England village with its frozen lakes and vast snow fields. She could enjoy 'the treasures of snow' for the first time. The trees and bushes were bare. The birds had flown. Their empty nests were filled with snow. All life seemed to have ebbed away. The earth seemed benumbed by the icy touch. Then the chill air portended a snow storm. A snowy night covered the village. In the morning everything was white. One could hardly recognise a feature of the landscape. Only a vast expanse of snow and nothing else. In the evening they sat around the great fire and told merry tales. They were totally shut in from all communication with the outside world. On the third day the snow eased and the sun came out. Helen put on her cloak and hood and went out. The air stung her cheeks. They succeeded in reaching a pine grove. The rays of the sun fell upon the trees and the twigs sparkled like diamonds. The drifts were gone. Another storm came. The lake lay frozen and hard beneath the sun.

Their favourite pastime during the winter was tobogganing. Plunging through drifts and leaking hollows, they could shoot across lake's gleaming surface to the opposite bank. "What a joy!" "What a thrilling madness!" They felt themselves 'divine'.

Chapter XIII: It was in the spring of 1890 that Helen Keller learned to speak. The urge to utter audible sounds had always been strong. She used to make noises keeping one hand on her throat and the other felt the movements of her lips. Before she lost her sight and hearing, she was fast learning to talk. But after her illness she had ceased to speak

because she could not hear. There was, however, one word the meaning of which she still remembered. It was 'water'. She pronounced it "wa – wa". She had known for a long time that the people used a method of communication that was different from hers. She had to depend on the manual alphabet. She felt always a sense of dissatisfaction and restraint. She persisted using her lips and voice. Once she heard the story of Ragnhild Kaata. It resulted in breaking down of that great barrier.

In 1890, Mrs. Lamson returned from a visit to Norway and Sweden. She told Helen the story of a deaf and blind girl Ragnhild Kaata in Norway. She had actually been taught to speak. Helen was on fire with eagerness. She resolved that she, too, would learn to speak. Miss Sullivan took her to Miss Sarah Fuller, the principal of Horace Mann School. She offered to teach Helen herself. Miss Fuller's method was simple. She passed her hand lightly over her face and let Helen feel the position of her tongue and lips when she made a sound. Helen was eager to imitate every motion. In an hour she had learnt six elements of speech. M, P, S, T, I. Miss Fuller gave her eleven lessons in all. When she uttered her first connected sentence: "It is warm", she was highly surprised and delighted. No doubt, they were broken and stammering syllables but she was out of the bondage now.

It would be wrong to think that she could really talk in this short time. She had only learnt the 'elements of speech'. Miss Fuller and Miss Sullivan could understand her but not the other people. It was Miss Sullivan's genius and untiring patience and devotion that led Helen towards natural speech. She laboured night and day before she could be understood even by her most intimate friends. She needed Miss Sullivan's help in her efforts to articulate each sound clearly and combine all sounds in a thousand ways. In reading her teacher's lips Helen was wholly dependent on her fingers. She had to use the sense of touch in catching the vibrations of the throat, the movements of the mouth and the expressions of the face. Many a time she was discouraged. But her work was 'practice, practice, practice'. She used to repeat ecstatically, "I am not dumb now". Constant practice makes the fingers very flexible. At last the happiest of happy moments arrived. She had made her homeward journey, talking to Miss Sullivan. The train stopped at the Tuscumbia station. And the whole family was there on the platform. Her mother pressed her close to her heart when she uttered the first syllables. Little Mildred kissed her hands and danced. Her father expressed his pride and affection in a big silence.

Chapter XIV: In the winter of 1892, Helen Keller wrote a little story called "The Frost King". She sent it to Mr. Anagnos, of the Perkins Institute for the Blind. She wrote the story when she was at home and after she had learnt to speak. Her thoughts flowed freely and easily and she felt a joy in the composition. At that time she 'eagerly absorbed everything she read without a thought of authorship. When finished the story was read to the teacher and later to the assembled family. They were surprised that Helen could write so well. She sent it to Mr. Anagnos who published it in one of the Perkins Institutes' reports. But Helen's happiness was short-lived. It was discovered that a similar story "*The Frost Fairies*" by Miss Margaret T. Canby had appeared before her 'The Frost King' in a book. The two stories were very much alike in thought and language. It was evident that Miss Canby's story had been read to her and her story was a plagiarism. When she understood it, she was grieved. She had disgraced herself. Mr. Anagnos was deeply troubled but he seemed to believe her. But one of the teachers laid her conclusions that Helen's story was an imitation of "*The Frost Fairies*". Mr. Anagnos felt deceived. He suspected that Helen and her teacher, Miss Sullivan had deliberately stolen the bright thoughts of Miss Canby's story to win his admiration. She was brought before a court of investigation composed of teachers and officers of the institution. She was questioned and cross-questioned. The judges wanted her to acknowledge that Miss Canby's story was read to her. She wept that night. She imagined that she should die before morning.

Miss Sullivan had never heard of *"The Frost Fairies"* or of the book in which the story was published. Later on it was found out that perhaps Mrs. Hopkins might have read it to Helen when she was on a vacation. In her trouble Helen received many messages of love and sympathy. Miss Canby herself wrote kindly, "Some day you will write a great story out of your own head". But that kind prophecy was never fulfilled. She was so conscious that while writing sentences even to her mother she would check if she had not read them in a book. The habit of assimilating what others wrote and giving it out again as her own was common in her early writings. When she wrote about the old cities of Greece and Italy, she borrowed her glowing descriptions from various sources. Those early compositions were mental gymnastics. Like all inexperienced persons she was learning writing by assimilation and imitation of ideas. It is only after years of practice that even great writers learn to write every word by way of their minds. Helen thought that 'trying to write is very much like trying to put a Chinese puzzle together. We have a pattern in mind which we wish to work out in words'. She quotes Stevenson: "There is no way to become original, except to be born so". The sad experience might have done her good and set her thinking on some of the problems of composition seriously. Her only regret was that she lost one of her dearest friends, Mr. Anagnos.

Chapter XV: Helen Keller spent a year after the "Frost King" incident with her family in Alabama. She was very happy. "The Frost King" was forgotten. Helen Keller started writing a sketch of her life. She was still very cautious. The thought what she wrote might not be absolutely her own troubled her thoughts. Sometimes she said to herself: "Suppose it should be found that all this was written by someone long ago". Miss Sullivan helped and consoled her in every way she could think of. She was then twelve years old. She wrote 'timidly, fearfully, but resolutely'. Now her thoughts turned inward and she could see and think things invisible. In 1893 she made a trip to Washington and visited Niagara and the World's Fair. It was quite difficult to describe Helen's emotions when she felt the air vibrate and the earth tremble at the Falls. Miss Sullivan and Helen visited the World's Fair with Dr. Alexander Graham Bell. There she could see the India of her books with its Shivas and elephant - gods. There were also the Pyramids. At a little distance was a model of the Santa Maria, the famous ship of Columbus. The President of the World's Fair gave her permission to touch the exhibits. Everything fascinated her. At the Cape of Good Hope exhibit, she learnt about the mining of diamonds and cutting and polishing of precious stones. Dr. Bell accompanied her everywhere and described to her the objects of greatest interest. All these experiences added many new words and terms to her vocabulary.

Chapter XVI: Before October, 1893, Helen Keller had studied various subjects by herself. She studied the histories of Greece, Rome and the United States. She had a French grammar in raised print. She knew some French and enjoyed using new words. Gradually she acquired the sufficient knowledge of French to read La Fontaine's *"Fables"* and other books. She gave considerable time to the improvement of her speech. She recited passages from her favourite poets to Miss Sullivan. She corrected her pronunciation. She learnt Latin and Latin grammar from Mr. Irons in Pennsylvania. She found arithmetic quite boring. She learnt for the first time reading an author critically. At first she didn't take interest in studying Latin grammar and analysing every word. But as she got deeper into subject, the beauty of Latin language delighted her. She started enjoying reading Latin passages and trying to make sense. There is nothing more beautiful than the fleeting images and sentiments expressed by a language. Miss Sullivan spelled into her hands whatever Mr. Irons said. Helen was just beginning to read Caesar's *"Gallic War"* before she went to her home in Alabama.

Chapter XVII: In the summer of 1894, Helen Keller attended the meeting at Chautauqua of the American Association to promote the teaching of speech to the deaf with Miss Sullivan. The school was chosen especially for obtaining the highest advantage in vocal culture and training in lip-reading. Her German teacher Miss Reamy used the manual alphabet while teaching German. Within a year, Helen could read “Wilhelm Tell” with pleasure. She made more progress in German and found French more difficult. Helen’s progress in lip-reading and speech was not what her teachers had hoped and expected it would be. They aimed too high and the disappointment was inevitable. She still avoided and disliked arithmetic. But she pursued her other studies, especially physical geography, with great interest. The two years in New York were happy ones and looked back to them with genuine pleasure. She especially remembered the walks they all took together every day in Central Park. It was beautiful in all its aspects. In the spring they sailed on the Hudson River and wondered about on its green banks. But her bright days in New York were darkened by a great sorrow. Mr. John P. Spaulding of Boston died in February, 1896. He was very kind and tender to Helen Keller and Miss Sullivan. His death left a vacancy in their lives that had never been filled.

Chapter XVIII: In October 1896 Helen Keller entered the Cambridge School for Young Ladies. The thought of going to college took root in her heart. Going to the Cambridge School was the nearest approach she could get to Harvard. In this way, she could fulfil her childish declaration. At the Cambridge School, Miss Sullivan attended the classes with her and interpreted to her the instructions given. The instructors had no experience of teaching the blind and the deaf. Her only means of conversing with them was reading their lips. She had been well trained in English by Miss Sullivan. She had a good start in French and received six months instruction in Latin. But she was most comfortable in German. In spite of those advantages, her progress was not smooth. Miss Sullivan could not spell out in her hand all that the books required. Her instructors soon became familiar with her imperfect speech to answer her questions and correct mistakes. Each day Miss Sullivan went to the school and spelled into Helen’s hand whatever the teachers said. It required a lot of patience. The German teacher gave her special lessons twice a week. She finished arithmetic, reviewed her Latin grammar and read three chapters of Caesar’s “Gallic War”. In German she read, partly with her fingers and partly with Miss Sullivan’s assistance. She read Schiller, Heine, Riehl and Goethe. In English she read Shakespeare, Burke and Macaulay’s “Life of Samuel Johnson”. She was impressed with Burke’s masterly speech and eloquence.

At the Cambridge school, Helen enjoyed the companionship of seeing and hearing girls of her age. She joined them in many of their games, took long walks with them and discussed books with them. Some of the girls learnt to speak to her and Miss Sullivan didn’t have to repeat their conversation. At Christmas, Helen’s mother and her little sister spent the holidays with her. It made her most happy in sharing happy hours with them. She took her preliminary examination for Radcliff in July 1896. She passed in everything, and received “honours” in German and English.

It was though advisable to have her examinations in a room by herself. The noise of the type writer could disturb others. If she passed with higher credit in the preliminaries than in the finals, there were two reasons. In the finals no one read her work over to her. Secondly, in preliminaries she offered subjects which she was quite familiar with.

Chapter XIX: Helen Keller began her second year at the Gilman school with hope and determination to succeed. Mr. Gilman wanted her to study mathematics that year. She had physics, algebra, geometry, astronomy, Greek and Latin. She lacked important apparatus for some of her studies and faced a lot of difficulties. The classes were very

large and teachers could not give her special instruction. Miss Sullivan was obliged to read all the books to her and interpret for the instructors. For the first time in eleven years 'it seemed as if her dear hand would not be equal to the task'. She could not solve problems in physics, algebra and geometry until they bought a brail writer. She encountered a lot of difficulties. Sometimes she lost all courage. Little by little, Helen's difficulties began to disappear. The embossed books and other apparatus arrived. She threw herself into the work with renewed confidence. Algebra and geometry continued to defy her efforts. Actually, she had no aptitude for mathematics. The different points were not explained to her as fully as she wished. Mr. Gilman realised that she was overworked and should remain at his school three years longer. Helen didn't like the idea as she wanted to enter college with her class. The difference of opinion between Gilman and Miss Sullivan resulted in Helen's withdrawal from the Cambridge school. She continued her studies under a tutor, Mr. Merton Keith of Cambridge. For eight months Keith gave her lessons five times a week in Boston. In this way' her preparation for the college continued uninterrupted. She enjoyed her work and got on faster and did better work than she ever did in school. She didn't find algebra and geometry not even half as easy as languages and literature. But Mr. Keith made even mathematics interesting. He taught her to reason clearly and logically. Helen Keller took her final examinations for Radcliffe College in June 1899. The college authorities didn't allow Miss Sullivan to read the examination papers to her. The brail didn't work well in geometry and algebra. She had always done her work in braille or in her head. The administrative board of Radcliffe didn't realise how difficult they were making her examinations. Nor did they understand the peculiarities of a deaf and blind student. They put many obstacles in her way. But Helen was determined to succeed. At last, she overcame all obstacles. She earned her admission to Radcliffe College.

Chapter XX: Helen's struggle for admission to Radcliffe College ended successfully. She could now enter Radcliffe whenever she pleased. It was thought best that she should study another year under Mr. Keith. Therefore, her dream of going to Radcliffe was realised only in the fall of 1900. She was excited on the first day at Radcliffe. She had tried her strength by the standards of those who could see and hear. She began her studies with eagerness. She could feel within herself the capacity to know all things. She was entering a new world of 'beauty and light'. The professors were the embodiment of wisdom and knowledge. But Helen soon realised that 'the college was not quite the romantic lyceum' she had imagined. The lack of time was a big hurdle. In college, there was no time to commune with one's thoughts. 'One goes to college to learn, it seems, not to think'. She studied French, German, history, English composition and English literature. She studied Corneille, Moliere, Racine and Sainte-Beuve in French. She read Goethe and Schiller in German. She studied history from the fall of the Roman Empire to the 18th century and Milton in English literature. She couldn't make notes during the lectures as her hands were busy listening. She could only jot down what she could remember at home.

Unfortunately, very few of the books required in the various courses were printed for the blind. She was obliged to have them spelled into her hand. Actually, she needed more time to prepare her lessons than other girls. While other girls laughed, sang and danced, she spent hours reading a few chapters. It made her rebellious but she gained her confidence and composure. She made her way in a zig-zag manner slipping back many times. But she was determined to succeed. She got more eager and went on climbing higher and higher. Her vision was broadened.

Last year at Radcliffe Helen studied English composition, the Bible, the governments of America and Europe, Horace and Latin comedy. She relished English because the teacher

brought before her 'literature in all its original freshness and power'. The last year was the happiest year as she was studying subjects that especially interested her. But Helen realised that 'college is not the universal Athens' she thought it was. No doubt, one met the great and the wise in college but they seemed to be 'mummified'. She thought that literature 'depends more upon the depth of our sympathy than upon our understanding'. She felt like the proverbial bull in a china shop when she thought of her overburdened mind. A thousand odds and ends of knowledge came crushing her head like hailstones. Helen Keller thought that the examinations were the chief bugbears of her life. She faced them successfully many times, yet they rose again with vengeance. It is rather disgusting that just at the moment when she needed her memory and sense of discrimination, those faculties flew away.

During her stay at Redcliffe, there was the 'transition from romantic to actual'. She learnt many things there. Knowledge is not only 'power' but is 'happiness' too. One can't be deaf to the great throbs of humanity. Nor can one be 'deaf to the harmonies of life'.

Chapter XXI: Helen Keller depended on books not only for pleasure and for wisdom but also for the knowledge. She first read a story in May, 1887 when she was just seven years old. At first, she had only a few books in raised print like "*Our World*". She read them over and over. Sometimes Miss Sullivan spelled into her hands little stories and poems. Actually Helen began to read in right earnest when she was in Boston. She spent a lot of time in the Institution library and took down whatever book her fingers lighted upon. The words themselves fascinated her. Her impressionable mind retained many words and sentences. "*Little Lord Fauntleroy*" was the first book of any consequence that she 'read understandingly'. It was a fascinating child's story. At first the reading was constantly interrupted as she didn't know many words. Miss Sullivan came to her help and guidance. Later on, at her request, Mr. Anagnos had the story embossed and Helen read it again and again.

During the next two years she read many books at her home or her visit to Boston. Some of them were "*Greek Heroes*", La Fontaine's "*Fables*", Hawthorne's "*Wonder Book*", "*Bible Stories*", Lamb's "*Tales from Shakespeare*", Dickens, "*The Pilgrim's Progress*", and "*Robinson Crusoe*". Stories in which animals are made to talk and act like human beings never appealed to her very strongly. But she felt genuine interest in '*The Jungle Book*' and "*Wild Animals*" because they were real animal stories and not caricatures of men. Helen enjoyed antiquity, Ancient Greece exercised a mysterious fascination for her. She liked the pagan gods and goddesses walking on earth and talked face to face with men. '*The Iliad*' was her favourite. Great poetry whether written in Greek or in English needed no interpreter than a 'responsive heart'. The finest passages of '*The Iliad*' lifted her soul. She forgot her physical limitation. Her liking for '*The Aeneid*' was not as great as that for '*The Iliad*'. Virgil is 'serene and lovely like a marble'. Homer is a beautiful animated youth in the full sunlight.

Helen began to read the Bible much before she could understand it. The stories of Greeks were so full of charm for Helen but those of the Bible were devoid of any interest. She had read the Bible for so many years with joy and inspiration. She loved it as she loved no other book. She wished that the literature of the past might be purged of all that is ugly and barbarous in it. She liked the simplicity and 'terrible directness of the book of Esther'. She also liked the story of Ruth for her oriental charms. '*Macbeth*' of Shakespeare impressed her most. For a long time the ghosts and witches haunted her in her dreams. She read '*King Lear*' after '*Macbeth*'. The two other characters that she liked very much were of Shylock and Satan. But she could never hate them completely. Shakespeare's songs and sonnets were as wonderful and fresh as his dramas.

Helen Keller loved history next to poetry. She had read every historical work that she had been able to lay her hands on. Green's *'History of the English People'* and Freeman's *'History of Europe'* impressed her. In her college reading she became familiar with French and German literature. The Germans put strength before beauty, and truth before convention, both in life and in literature. Goethe and Schiller were her favourite German writers. She liked Moliere and Racine best among the French writers. She also admired Balzac and Victor Hugo. She liked the American writer Mark Twain. Literature was Helen's 'utopia'.

Chapter XXII: Helen Keller tries to explain that she has many other pleasures and amusements other than reading books. She has a great attraction for the country and out-of-door sports. She learnt to row and swim at a very early age. She can't guide the boat very well. Someone usually manages the rudder while she rows. She loves to contend with wind and wave. She also enjoys canoeing on moonlight nights. She loves touching a little fish or a pond lily. But her favourite amusement is sailing. In the summer of 1901, she visited Nova Scotia and Halifax. It was really so interesting, so beautiful! Once they went in a sail-boat to watch the races. They faced the fury of a storm. The boat was driven down by the gigantic waves. Down came the main sail. At last cold, hungry and tired, they reached their pier. She visited Wrentham, one of the loveliest villages in New England. She had a special attraction for the 'king-tree' which stood there 800 or 1000 years. Some people think that all sensations reach us through the eye and the ear. They forget that her whole body is alive to the conditions about her. She can also feel the grinding of heavy wagons and machinery.

Several times she visits the narrow, dirty streets where the poor live. She 'grows hot and indignant'. She realises that the sun and the air are God's free gifts to all. She is pained to realise that the poor are forced to live in such inhuman and dirty surroundings.

She enjoys cycling next to a leisurely walk. Most of the time her dog accompanies her on a walk or ride or sail. When she is indoors, she likes to knit and crochet. She also plays game or two of checkers or chess with a friend. If alone, she plays a game of solitaire. She loves to frolic with children. Museums and art stores are also sources of her pleasure and inspiration. She can feel the heart-throbs of the ancient Greeks in their marble gods and goddesses. Going to the theatre is another pleasure of Helen Keller. She enjoys having a play described to her while it is being acted on the stage. She has met a few great actors and actresses like Miss Ellen Terry, Sir Henry Irving and Jefferson who played *'Rip Van Winkle'*. Sometimes a sense of isolation enfolds her like a cold mist when she sits alone. 'Then comes hope with a smile and whispers, "There is a joy in self-forgetfulness". So she tries to make the light in others' eyes her sun and the music in others' ears her symphony. She tries to make the smile on others' lips her own happiness.

Chapter XXIII: Helen Keller describes men and women who contributed to make her life happy and meaningful. They were men of letters, scientists, priests, editors and friends who sweetened and ennobled her life. One of such persons was Bishop Brooks. As a child she loved to sit on his knee while Miss Sullivan spelled into her hand beautiful words about God and the spiritual world. Very often when she was puzzled to know the multiplicity of so many religions, he said: "There is only one religion—the religion of love". Bishop Brooks believed in the 'fatherhood of God and the brotherhood of man'. Helen Keller found no creed more soul-satisfying than Bishop Brook's creed of love.

Helen remembers Dr. Oliver Wendell Holmes. She met Dr. Holmes many times and she loved the man as well as the poet. Dr. Edward Hale was one of Helen's very old friends. She had known him since she was eight and her love for him increased with her years. He was very helpful and kind to her and Miss Sullivan in times of trial and sorrow. He has been 'a prophet and inspirer of men'.

Helen Keller had spent so many happy days with Dr. Alexander Graham Bell. She spent hours listening to what he had to tell her about her experiments. He was very humorous and poetic too. His dominating passion was his love for children. He was never so happy as and when he had a little deaf child in his arms.

During his two years in New York, Helen met many distinguished people. It was a great privilege to meet Mr. and Mrs. Hutton.

William Dean Howells and Mark Twain were special favourites of Helen Keller. Mark Twain had his own ways of thinking, saying and doing everything. There were host of other interesting people she met in New York. Those were the people who had made the story of her life. They were the people who had turned her limitations into beautiful privileges and opportunities.

V. TEXT-BASED QUESTIONS SOLVED

A. QUESTIONS ON THEME AND PLOT

Q1. Evaluate Helen Keller's 'The Story of My Life' as an autobiography, describing the struggles and achievements of her life.

Ans. Helen Keller's famous autobiography *'The Story of My Life'* explores the challenges she faced as a deaf and dumb child and her struggles of communicating with the world. The autobiography was dedicated to Alexander Graham Bell. He had taken a personal interest in Helen's blindness and deafness. Helen Keller also shows her gratitude to her wonderful teacher Miss Sullivan. Helen Keller was born on a plantation in Tuscumbia, Alabama, on June 27, 1880 to Captain Keller. She contracted an illness which left her deaf and blind. By the age of seven, Helen had over sixty home signs to communicate with her family. In 1886, Helen Keller's mother sent her to Dr. Chisolm and Graham Bell. Bell advised her parents to contact Perkins Institute for the Blind. The advent of Miss Sullivan was the most important event in her life. Anne Sullivan arrived in Keller's house in March, 1887. She immediately began to teach Helen to communicate by spelling words into her hand. Gradually, she learnt from Miss Sullivan the names of all the familiar objects in her world.

The autobiography describes graphically Helen's herculean efforts to get an education. She entered The Cambridge School for Young Ladies before gaining admittance to Radcliffe College in 1890. She graduated from Radcliffe at the age of 24, in 1904. She was the first person to earn a Bachelor of Arts degree. One of Keller's earliest pieces of writing was *'The Frost King'* (1891) at the age of eleven. There were allegations that the story had been plagiarised from Margaret Canby's *'The Frost Fairies'*. At the age of 22, Keller published *'The Story of My Life'* (1903), written during her time in college. Keller depended on books for pleasure and wisdom. She started with *'Little Lord Fauntleroy'*. She went on to read *"Greek Heroes"*, La Fontaine's *"Fables"*, Hawthorne's *"Wonder Book"*, *"Bible Stories"*, *Lamb's Tales from Shakespeare*, *"The Arabian Nights"* and *"Robinson Crusoe"*. In *'The Story of My Life'* Helen also writes about her pleasures and amusements. Swimming, rowing, canoeing on moonlight nights and sailing were her favourite amusements. Helen Keller had a sixth sense - 'a soul sense' which could see, hear, feel all in one. She loved to visit museums and art stores. Music and theatre thrilled her. In the end, the autobiography describes the important persons whom she valued more

than anything else in life. They were Bishop Brooks, Henry Drummond, Dr. Everett Hale, Dr. Alexander Graham Bell, Mrs. Hutton, Dean Howell's and of course, Mark Twain. These were the persons and friends who had made the story of her life. They turned her limitations into beautiful privileges and achievements.

Q2. Describe the theme of Helen Keller's 'The Story of My Life'.

Ans. The Story of My Life' is based on the value of perseverance. It also glorifies the tireless and undying spirit of overcoming insurmounting hurdles and obstacles in life. Due to sheer perseverance, a deaf and dumb child Helen Keller learnt to communicate and interact with the outward world in a meaningful way. There is no doubt that at moments she felt helpless and frustrated but Helen was determined to succeed. She was a wonderful fighter.

Helen Keller overcame the seemingly insurmountable obstacles and blindness. She became an icon of perseverance and untiring struggle throughout the world. The autobiography *'The Story of My Life'* was written when she was only 22 years old. Her autobiography *'The Story of My Life'* still motivates and guides thousands of those unfortunate blind and deaf children for whom there is only darkness and silence in the world. She lived in her isolated world until Miss Sullivan came to open up a world of communication to her. Anne taught her manual sign language, braille and lip-reading. Helen's achievements are awesome. She had a thirst for knowledge and her love for learning and books was intense. It is quite amazing how she could lead a productive and purposeful life with all her handicaps.

Another important theme of the autobiography is the message that even the blind and the deaf can lead a wholesome, purposeful and exciting life. Helen Keller set an example for all the physically challenged, especially the deaf and the dumb. She became the first blind and deaf to earn a bachelor degree. She enjoyed reading Shakespeare, Dickens and had good grounding in Greek and Latin. She read almost all the leading French and German writers. She loved swimming, sailing, canoeing, visiting mountains and beaches. She had an inner eye that could feel the beautiful sights, sounds, inner and smells of Nature. She loved the company of the famous and great personalities of her times such as Alexander Graham Bell and Mark Twain.

Q3. Describe the plot or the structure of Helen Keller's 'The Story of My Life'.

Ans. Helen Keller's *'The Story of My Life'* was published in 1903 when she was at the age of twenty two. It includes the story of her life and was written during her time in Redcliffe College. The story of Keller's ability to communicate despite of her insurmountable handicaps immediately fascinate people. Her story gives us an idea of what it means to be both deaf and blind. She faces extraordinary difficulties, limitations and handicaps with courage and grace. The plot or the storyline of *'The Story of My Life'* covers only her childhood and young womanhood. The story of Helen Keller's life is incomplete as she had more than sixty years yet to live. Her story serves as a model for what the physically disabled can accomplish. The storyline starts with the mysterious illness that left her deaf and dumb when she was just one and a half years old. The advent of Miss Sullivan changed the very course of her life. The first five chapters describe how Miss Sullivan taught her words by spelling them into her hands. In this way, she learnt words like "d-o-l-l", "s-i-t", "p-i-n", "h-a-t", "c-u-p", etc. The next important step in her education was learning to read. She learnt to speak in 1890. The winter of 1890 was darkened by the charge of plagiarism against her for writing *'The Frost King'*.

Chapters XVI to XXI describe Helen's struggle to read various subjects and languages and to get an education. She became the first deaf and blind to earn a university degree.

'*The Story of My Life*' devotes Chapter XXII to describe Helen's pleasures and amusements. Swimming, rowing, canoeing, sailing were her thrilling pastimes. Blindness and deafness couldn't rob her of her sixth sense—a soul sense which would see, hear, feel, all in one. The last chapter XXIII is devoted to great men of letters and friends like Bishop Brooks, Dr. Hale, Dr. Graham Bell, Mr. & Mrs. Hutton and of course, Mark Twain. They made the story of Helen's life and transcended her limitations to new privileges and opportunities.

Q4. Describe Helen Keller's early life before the advent of her teacher Miss Sullivan.

Ans. Helen Keller was born on a plantation in Tuscumbia, Alabama on June 27, 1880 to Captain Arthur Keller. Her father was a former officer of the Confederate Army. Helen was the first baby in the family. The happy days didn't last long. In the month of February came the illness that closed her eyes and ears. Except for some fleeting memories, all seemed like a nightmare. But during the first nineteen months of her life she had caught faint glimpses of green fields, sky, trees and flowers. The darkness that followed could not wholly blot them out. Her hands started feeling every object and observed every motion. She started making crude signs to communicate with others. A shake of head meant "No" and a nod, meant "Yes". A push meant "Go" and a pull meant "Come". At five, she learned and understood a good deal of what was going on about her. She could fold her clothes and wear them. She began to realise that she was different from other people. Her mother and friends didn't use signs as she did but talked with their mouths. In those days, a little coloured girl, Martha, the daughter of her cook understood her signs. They spent a great deal of time kneading dough balls and feeding the hens and turkeys. Belle, her dog was her other companion. The family consisted of her father and mother, two older half-brothers, and afterwards, a little sister, Mildred. For a long time she regarded her sister an intruder as she had ceased to be her mother's only darling.

Helen's desire to express herself grew. Her failures to make herself understood was followed by outbursts of passion. Her mother's only ray of hope came from Dickens's "*American Notes*". She had read an account of Laura Bridgman who had been educated instead of being deaf and blind. At the age of six, Dr. Alexander Graham Bell advised her father to contact Mr. Anagnos, the director of the Perkins Institute for the Blind in Boston. Within a few weeks Mr. Anagnos gave a comforting assurance that a teacher, Miss Sullivan had been found to teach Helen. Naturally, the most important day in all her life was the one on which her teacher, Anne Mansfield Sullivan came. It was the third of March, 1887. And 'the light of love shone' on her in that very hour.

Q5. How was the advent of Anne Mansfield Sullivan, the most important day in her life? Describe the 'immeasurable contrasts' between the two lives which it connects'. How did Helen Keller react at her first meeting with Miss Sullivan?

Ans. Certainly, the advent of Anne Mansfield Sullivan was the most important day in Helen Keller's life. Helen was filled with wonder when she considered the immeasurable contrasts before and after her arrival in her life. On that day she stood on the porch, dumb and expectant. She was like a ship at sea in a dense fog before her education began. "*Light, give me light !*" was the wordless cry of her

soul. And the light of love shone on her in that very hour. She felt approaching footsteps and stretched out her hand. She was caught up and held close in the arms of her teacher. She had come to reveal the light of knowledge and above all, to love her.

Miss Sullivan gave her a doll sent by the little blind children at Perkins Institute. She spelled into her hand the word “d-o-l-l”. Helen was at once interested in the finger play and tried to imitate it. When she was able to spell the words correctly, she was filled with childish pride and pleasure. In the days that followed she learnt to spell ‘pin’, ‘hat’, ‘cup’ and a few verbs like ‘sit’, ‘stand’ and ‘walk’. She understood that everything had a name. Gradually she came to know that a wordless sensation was called a ‘thought’. Somehow the mystery of language was revealed to her. She knew that “w-a-t-e-r” meant something cool that was flowing over her hand. The living word ‘awakened’ her soul. Each name gave birth to a thought. Helen learned a great many new words that day. These words made the world blossom for her, ‘like Aaron’s rod, with flowers.” For the first time Helen longed for a new day to come.

Q6. Describe the ‘slow and often painful process’ through which the deaf and blind child Helen Keller acquired the ‘key to all language’? How did she learn to spell and read words?

Ans. It was really ‘a slow and often painful process’ through which the deaf and blind child Helen Keller acquired the key to ‘all language’. Children who can hear can acquire language without any special effort. The first word that her teacher, Miss Sullivan spelled into her hand was “d-o-l-l”. In the days that followed she learned to spell many words like “pin”, “hat”, “cup” and a few verbs like “sit”, “stand” and “walk”. At that time she even didn’t know that everything has a name. Then she realised that a wordless sensation was called a ‘thought’. She understood that everything had a name and each name gave birth to a new thought. Miss Sullivan had taught her to find beauty in the fragrant woods and in every blade of grass. She linked Helen’s earliest thought with nature. She made her feel that ‘birds and flowers’ and she herself were ‘happy peers’.

Helen Keller’s ideas were vague and her vocabulary was inadequate. But as she learned more and more words her field of inquiry broadened. One morning she asked Miss Sullivan the meaning of the word “love”. Miss Sullivan put her arm gently round her and spelled into her hand, “I love Helen”. “What is love?” she asked. Miss Sullivan drew her closer and pointing to her heart said, “It is here”. Once Helen was finding difficulty in stringing beads of different sizes. She was puzzled. Miss Sullivan touched her forehead and spelled the word with decided emphasis, “Think”. In a flash Helen knew that the word was the name of the process that was going in her head. Miss Sullivan had a wonderful faculty for description. Helen was not interested in the science of numbers. But Helen learnt from life itself. When Miss Sullivan came, everything about her breathed of love and joy and full of meaning.

Q7. Describe Helen Keller’s stay at the Perkins Institute for the Blind in Boston.

Ans. It was Alexander Graham Bell who advised Helen’s parents to contact the Perkins Institute for Blind for her education. It was the institute where Laura Bridgman, a deaf and blind child had been educated. It was located in South Boston. Michael Anaganos, the director, asked former student Anne Sullivan to become Keller’s instructor. Miss Sullivan herself was visually impaired.

Helen made friends with the little blind children. It was a unique pleasure to talk with other blind children in her own language. Until then she had been speaking through an interpreter like a foreigner. All the eager and loving children gathered round her and joined heartily in her frolics. They could read the books with their fingers. They were so happy and contented that she lost all sense of pain in the pleasure of their companionship. With the blind children she felt thoroughly at home in her new environment.

Helen learnt to speak in the spring of 1890. The impulse to utter audible sounds had always been strong within her. Mrs. Lamson, who had been one of Laura Bridgeman's teachers came to see Helen. She had taught a deaf and blind child to speak in Norway. Helen resolved that she would learn to speak. Miss Fuller offered to teach her and gave eleven lessons in all. Her first connected sentence was, "It is warm."

Q8. When and how did Helen Keller learn to speak? How did she feel when she spoke to her mother and little Mildred after arriving home in Tuscumbia?

Ans. It was in the spring of 1890 that Helen Keller learned to speak. The impulse to utter audible sounds had always been strong within her. She used to make noises. She kept one hand on her throat while the other hand felt the movements of her lips. She was pleased with anything that made a noise. It was her urge to feel the cat purr and the dog bark. She was entirely dependent on the manual alphabet. But she was determined to use her lips and voice. Friends discouraged her. But the story of Ragnhild Kaata inspired her to succeed. In 1890, Mrs. Lamson returned from Norway and came to see Helen Keller. She told her of a deaf and blind girl named Ragnhild Kaata. Mrs. Lamson had taught her to speak. Helen resolved that she too would learn to speak. Miss Sullivan took Helen to Miss Sarah Fuller. She offered to teach her herself. Miss Fuller passed Helen's hand over her face and let her feel the position of her tongue and lips when she made a sound. She was eager to imitate every motion and in an hour had learned six elements of speech: M, P, A, S, T, I. Miss Fuller gave eleven lessons in all. She was filled with delight and surprise when she uttered her first connected sentence. She uttered "It is warm." They were broken and stammering syllables. But they were parts of a human speech. Miss Sullivan's untiring patience and devotion helped her to progress towards natural speech.

Helen had learnt to speak. At last, the happiest moment of her life arrived. The train stopped at the Tuscumbia station. The whole family stood at the platform. Her mother pressed her close to her trembling with delight. Every syllable that Helen uttered delighted her. The little Mildred seized, kissed her hand and danced. Seeing his daughter uttering audible sentences, he expressed his pride and affection in a big silence.

Q9. How did Helen write a little story called 'The Frost King' and how was it received by Mr. Anagnos of the Perkins Institute for the Blind? Why did Helen call the incident a dark 'cloud' in her 'childhood's bright sky'? Was Helen guilty of plagiarism?

Ans. A little story, 'The Frost King' which Helen Keller wrote and sent to Mr. Anagnos, created a lot of trouble for her. It was like a dark cloud in her childhood's bright sky'. For a long time she lived in anxiety, doubt, fear and shame. She was accused of plagiarism.

Helen Keller wrote the story when she was at home. Miss Sullivan described to her the beauties of the late foliage. Her descriptions revived the memory of a story

which must have been read to her. Helen must have retained that story unconsciously. When the story was finished, she read it to her teacher. At dinner the story was read to the assembled family. They were surprised that Helen could write so well. It was her story and she had written it for Mr. Anagnos. She sent it to him on his birthday. Mr. Anagnos was delighted with *"The Frost King"* and published it in one of the Perkins Institute reports. It was discovered that a story similar to *"The Frost King"* called *'The Frost Fairies'* by Miss Margaret T. Canby had already appeared. Actually it was published in a book called *"Birdie and His Friends"* even before Helen was born. The two stories were very much alike in thought and language. It was evident that Miss Canby's story had been read to Helen. Helen's story, *'The Frost King'* was a plagiarism.

Mr. Anagnos thought that he had been deceived. Helen tried to explain her position. But he turned a deaf ear to the pleadings of love and innocence. He suspected that Helen Keller and Miss Sullivan had deliberately stolen the bright story of Miss Canby. Helen was brought before a court of investigation. She was questioned and cross-questioned. As she lay in her bed that night, she wept and her spirit was broken. In her trouble she received many messages of love and sympathy. Miss Canby herself wrote kindly. "Someday you will write a great story out of your own head,....."

Q10. Describe Helen Keller's visit to Niagara in 1893 and her visit to the World's Fair with Dr. Alexander Graham Bell.

Ans. The chief events of the year 1893 were Helen Keller's visits to Niagara and the World's Fair. She went to Niagara in March, 1893. It was a unique experience for her. It was difficult to describe her emotions when she stood on the point which overhangs the American Falls. She felt air vibrate and the earth tremble.

It might seem strange to many people that a blind and deaf girl should be impressed by the wonders and beauties of Niagara. What could that beauty and music meant to her? How could a blind and deaf girl see the waves rolling up the beach or hear their roar? To Helen Keller visiting Niagara was an uplifting experience.

During the summer of 1893, Helen Keller visited the World's Fair with Miss Sullivan and Dr. Alexander Graham Bell. She recalled those days when her childish fancies became beautiful realities. She saw many wonders from different parts of the world. All the marvels of invention, industry and the activities of human life actually passed under her finger tips. There she could feel the glories of India with its 'Shivas and elephant gods'. There was the land of the Pyramids with long processions of camels. The President of the World's Fair gave her the permission to touch the exhibits. Everything fascinated her, especially the French bronzes. Dr. Bell went everywhere with them. He in his own delightful way described to Helen the objects of greatest interest. All these experiences added a great many new words in Helen's vocabulary. It matured her to appreciate 'the real and the earnest in the workaday world.'

Q11. Describe Helen Keller's struggle at the Cambridge School to be prepared for Radcliffe College. How did she succeed in her mission?

Ans. In October, 1896, Helen Keller entered the Cambridge School for Young Ladies. Her mission was to get herself prepared for Radcliffe. Even when she was a little child, she surprised her friends with an announcement. She declared that someday she would go to college—to Harvard. It was decided that she should go to Cambridge

so that she could get to Harvard. At Cambridge her plan was to have Miss Sullivan attend the classes with her and interpret to her the instruction given. Her studies for the first year were English history, English literature, German, Latin, Arithmetic, Latin composition and occasional themes.

There were serious drawbacks to her progress. Miss Sullivan could not spell into her hands all that books required. She had another difficulty. She couldn't get textbooks embossed in time. Each day Miss Sullivan went to the classes with her and spelled into her hand all that the teachers said with patience. She took a special delight in Schiller's wonderful lyrics and Goethe. She read Shakespeare, Burke and the 'Life of Samuel Johnson'. She took her preliminary examinations for Radcliffe in July 1897. She passed in everything, and received "honours" in German and English. In the second year at the Gilman school she confronted unforeseen difficulties. The books in mathematics were not embossed in time. Little by little, difficulties began to disappear. For eight months she received coaching at home and the preparation for the college went on without interruption. She took her final examination on 30th June, 1899 but her dream of entering Radcliffe was fulfilled only in the fall of 1900.

Q12. Describe Helen Keller's experience at Radcliffe. Why did she say, 'But college is not the universal Athens I thought it was?'

Ans. The first day at Radcliffe was very exciting. She had looked forward to it for years. She started her studies with eagerness and hope. She felt within her the capacity to know all things. The lecture-halls seemed filled with the spirit of the great and the wise. The professors were the embodiment of wisdom. But soon Helen Keller realised that 'college was not quite the romantic lyceum' she had imagined. Many of her dreams "faded into the light of common day." Gradually she began to realise that there were disadvantages in going to college.

Helen soon realised that one goes to college to 'learn' and not to 'think'. In the college, there was no time to communicate with one's thoughts. In the classroom she was practically alone. The professors were as remote as they were speaking through a telephone. The lectures were spelled in her hand as rapidly as possible. The significance and meaning of the lecturer got lost in her effort to keep in the race. Very few of the books required in the various courses were printed for the blind. She was obliged to have them spelled into her hand. As a result, she took more time to prepare her lessons than other girls. But there were exceptions too. Scholar like Kittredge would loving back Shakespeare "as if new sight were given to the blind." She felt like the proverbial bull in the china shop. 'A thousand odds and ends of knowledge came crashing about her head like hailstones.' Helen discovered that 'college is not the universal Athens' she thought it was. There one doesn't meet the great and wise face to face. One does not even feel their living touch. They seem mummified. But Helen never gave up the precious science of patience. She took her education as she would take a walk in the country, leisurely.

Q13. Helen Keller 'depended on books not only for pleasure and for the wisdom they bring to all who read, but also for that knowledge which comes to others through their eyes and ears.' Justify the statement highlighting her interest in various authors and their books.

Ans. Helen Keller had a passion for books. She started reading when she was just seven years old. From that age she had constantly 'devoured' every printed page that came within her reach. She didn't study regularly nor according to rule. At first

she read a few books like 'Our World' in raised print. She preferred reading herself to being read to. She began to read in good earnest during her first visit to Boston. She wandered from bookcase to bookcase in the library to pick up books of her choice. The words themselves fascinated her. Her true interest in books started from 'Little Lord Fauntleroy'. Then she read 'Greek Heroes', 'Fables', 'Bible stories', Lamb's 'Tales from Shakespere', 'The Arabian Nights', 'The Pilgrim's Progress', 'Robinson Crusoe', 'Little Women' and 'Heidi'. The stories in which animals were made to talk like human beings never appealed to her. But she loved 'The Jungle Book' and 'Wild Animals' because they were real animals and not caricatures of men. She loved antiquity and ancient Greece with pagan gods and goddesses fascinated her. Greek poetry suited her responsive heart. Her admiration for 'The Aenid' was not so great as for Homer's 'Iliad'. The stories of the Greeks were full of charm for her and the stories of the Bible didn't interest her so much. Shylock and Satan were her favourite characters. Next to poetry she loved history. Her favourites were: Green's 'History of English People', Freeman's 'History of Europe' and Swinton's 'World History'. She loved to read German literature for its strength, beauty and truth. Goethe's 'Faust' fascinated her. Of all the French writers she loved to read Moliere and Racine best. She loved to read Mark Twain and Scott. In a word, literature was her 'utopia'. No barriers of senses could shut her out from the sweet and gracious discourse of her book-friends.

Q14. Reading was not the only pleasure of Helen Keller; her pleasures and amusements were many and varied. Describe her favourite amusements and pleasures as mentioned in Chapter XXII of 'The Story of My Life'.

Ans. No doubt, books fascinated Helen Keller but books were not the only pleasure for her. Right from her childhood she had special love for the country and out-of-door sports. She learned to row and swim at a young age. She liked to contend with wind and wave. She enjoyed canoeing, especially on moonlight nights. Sailing was her favourite amusement. The memories of it was a joy forever. She discovered that every man has a subconscious memory of the green earth and murmuring waters. Even blindness and deafness can't rob him of the inherited capacity of the sixth sense. There is 'a soul-sense that sees, hears, feels, all in one.' All sensations reached her not through the eye and the ear but her whole body was alive to them.

Next to a leisurely walk in the countryside she enjoyed a "spin" on her bicycle. She loved her dog companions, particularly her bull terriers. Her dog friends understood her limitations and always kept close to her when she was alone.

Rainy days kept her indoors. She liked to knit and crochet. She loved to frolic with children. She could manage to read their lips. Museums and art stores were also sources of her pleasure and inspiration. Going to the theatre was a rare pleasure. It was her privilege to meet a few great actors and actresses.

No doubt, sometimes a sense of isolation enfolded her like a cold mist. But then, all of a sudden came hope with a smile and whispers. So she tried to make the light in others' eyes, her sun, the music in others' ears, her symphony and the smile on others' lips her happiness.

Q15. Who were the people, acquaintances and public figures who had helped and guided Helen Keller to transcend her limitations giving her a new purpose and happiness in her life? How did she show her indebtedness to them?

Ans. In the last chapter of 'The Story of My Life' Helen Keller sketches the names of all her friends, and public figures who contributed in making her life happy and

purposeful. Their influences sweetened and ennobled her life. Helen disliked hypocrisy in human relations. A heart handshake or a friendly letter gave her genuine pleasure. Helen Keller counted it one of the sweetest privileges of her life to have known and conversed with many men of genius. She enjoyed the joy of Bishop Brooks' friendship. As a child She loved to sit on his knee and clasp his great hand. He impressed upon her mind two great ideas—the fatherhood of God and the brotherhood of man. She remembered meeting Dr. Oliver Wendell Holmes. She saw Holmes many times and learned to love the man as well as the poet. His gentle courtesy won her heart. Dr. Edward Everett Hale was one of her very oldest friends. She had known him since she was eight and her love for him increased with her years. He had been a prophet and the inspirer of men.

Helen Keller could never forget the contribution of Dr. Alexander Graham Bell in shaping her life. He had advised her parents to send Helen to the Perkins Institute for the Blind. She had spent many delightful hours listening to him about his experiments. He had a humorous and poetic side and loved children passionately. During her two years stay in New York she had many opportunities to talk with distinguished people. She met Laurence Hutton and Mrs. Hutton. He introduced Helen to his literary friends like William Dean Howells and Mark Twain. They were also gentle and sympathetic. Twain had his own way of thinking, saying and doing things. To sum up, Helen Keller remembered all those friends, acquaintances and public figures who made the story of her life. They turned her limitations into beautiful privileges and opportunities.

B. QUESTIONS ON CHARACTERS

Q1. Give a character sketch of Helen Keller as it emerges out of her autobiography, 'The Story of My Life'.

Ans. Helen Adams Keller was an American author, political activist and lecturer. She was the first deaf-blind person to earn a Bachelor of Arts degree from Harvard. She set an example for thousands of deaf and blind persons to conquer their handicaps and attain miraculous achievements.

Helen Keller was born on June 27, 1880 at a plantation called Ivy Green in Tuscumbia. It was in Alabama state of the United States of America. Her father Captain Arthur H. Keller was a former officer of the Confederate Army. Her mother, Kate Adams Keller, was a cousin of Robert E. Lee. The Keller family originated from Switzerland. Helen Keller was not born blind and deaf. A mysterious disease left her deaf and blind.

The advent of Anne Sullivan was the greatest moment in the life of Helen Keller. The desire to express herself grew in her. Before the arrival of Miss Sullivan she used to communicate through few signs. Helen was a great fighter. She started learning to spell simple words like "d-o-l-l", "pin", "hat" and few verbs like "sit", "stand" and "walk". She was thrilled when the mystery of language was revealed to her. She realised that everything had a name and each name gave birth to a thought. Through a slow and often painful process she progressed from learning to read to acquiring the skill of speaking. It was Miss Sullivan's genius and Helen's untiring devotion and patience that brought miraculous results.

Nothing could stop the deaf and blind girl from earning a bachelor degree from Harvard. But she had to wage a long struggle to get admission in Radcliffe College. She surprised the world when she became the first blind and deaf person to earn a

bachelor degree. Helen Keller had a passion for reading. She loved ancient Greeks, Homer, Virgil, Shakespeare, Dickens. She was equally comfortable in French and German literature. Her pleasures and amusements were many and varied. She loved swimming, rowing, sailing and walking leisurely in the countryside. She loved visiting places. Her visits to Washington, Niagara and the World's Fair broadened her knowledge and vision. Helen was fortunate to have the company of many great persons like Alexander Graham Bell, Mark Twain, Father Brooks and many others who shaped and made the story of her life.

Q2. Draw a character sketch of Anne Mansfield Sullivan highlighting her monumental efforts and patience to teach a deaf and dumb girl to speak and write.

Ans. Miss Anne Mansfield Sullivan had the greatest influence on the life, character and achievements of Helen Keller. She gave a new direction, meaning and purpose to Helen's dark life. Miss Sullivan inherited all those traits and characteristics that go in making a perfect teacher. She was a picture of tireless patience and unending devotion. It was her constant encouragement, help and guidance that made Helen Keller first deaf and blind in the world to earn a bachelor degree.

It was Graham Bell who advised the parents of Helen Keller to contact the Perkins Institute for the Blind. The director, Mr. Anagnos asked a former student Miss Anne Sullivan to become Keller's instructor. Miss Sullivan was herself a visually impaired 20 years old lady. It was the beginning of a 49-year-long relationship. The relationship evolved into Miss Sullivan becoming Helen's governess and then eventual companion. Anne Sullivan arrived at Keller's house in March 1887. She immediately began to teach Helen to communicate by spelling words into her hand, beginning with "d-o-l-l" for the doll. It was Miss Sullivan who unfolded and developed Helen's skills and possibilities. It was Sullivan's genius as a teacher, her sympathy and loving tact which made learning so beautiful and interesting for Keller. She felt that her being was inseparable from her student. All that was best in Helen Keller had been awakened by the loving touch of Miss Sullivan. Anne Sullivan stayed as a companion to Helen Keller long after she taught her. Anne Sullivan married John Macy in 1905. She remained a constant companion to Keller till she died in 1936.

