

# Chapter 1

## The Portrait of a Lady

### Solutions of Questions on Page No 3:

#### Question 1:

Notice these expressions in the text. Infer their meaning from the context.

- the thought was almost revolting
- an expanse of pure white serenity
- a turning-point
- accepted her seclusion with resignation
- a veritable bedlam of chirrupings
- frivolous rebukes
- the sagging skins of the dilapidated drum

#### Answer:

- **the thought was almost revolting** – The thought that the author's grandmother was once young and pretty raises a doubt in the mind of the author. He finds it too hard to believe.
- **an expanse of pure white serenity** – It refers to the calm, peaceful and serene character and conduct of the author's grandmother. She is compared to the peaceful winter landscape in the mountains.
- **a turning-point** – It refers to the point where the author's relationship with his grandmother changes drastically after they move to the city-house.
- **accepted her seclusion with resignation** – This shows the author's grandmother's passive submission to her secluded life after she gradually loses touch with her grandson.
- **a veritable bedlam of chirruping** – It refers to the noise, confusion and chaos caused by the chirruping of the sparrows that scattered and perched around the author's grandmother.
- **frivolous rebukes** – It refers to the casual and light-hearted rebukes of the grandmother to the sparrows.
- **the sagging skins of the dilapidated drum** – It points to the shabby and deteriorated condition of the drum.

### Solutions of Questions on Page No 6:

#### Question 1:

**Mention the three phases of the author's relationship with his grandmother before he left the country to study abroad.**

**Answer:**

The three phases of the author's relationship with his grandmother before he left the country to study abroad are given below.

The first phase was the period of the author's early childhood. During this phase, he used to live with his grandmother in the village. The grandmother used to take care of him from waking him up and getting him ready to accompanying him to the school. Both shared a good friendship with each other.

The second phase was the time when the author and the grandmother moved to the city to live with author's parents. This was a turning-point in their friendship because now they 'saw less of each other'.

The third phase was the time the author joined University. He was given a room of his own and the common link of their friendship was snapped. The grandmother turns to wheel-spinning and reciting prayers all day long. She accepts her seclusion with silence.

**Question 2:**

**Mention three reasons why the author's grandmother was disturbed when he started going to the city school.**

**Answer:**

The author's grandmother was unhappy after knowing that the things taught to him at school were related to western science and learning. Secondly, she did not believe such things that were taught at his new school. She was disturbed that there was no teaching about God and scriptures. Thirdly, she was unhappy with the idea of music lessons being given at school. She considered music suitable only for the people with low dignity. The disapproval of the grandmother was visible in her silence.

### **Solutions of Questions on Page No 7:**

**Question 1:**

**Which language do you think the author and his grandmother used while talking to each other?**

**Answer:**

The author and his grandmother might have used their mother-tongue to converse with each other. As the author, Khushwant Singh, belongs to Punjab, the language used by them might be Punjabi.

**Question 2:**

**Which language do you use to talk to elderly relatives in your family?**

**Answer:**

I speak in Hindi to talk to the elderly relatives in my family.

*(A model answer has been provided for students' reference. It is strongly recommended that students prepare the answer on their own.)*

**Question 3:**

**How would you say 'a dilapidated drum' in your language?**

**Answer:**

In Hindi, we would call 'a dilapidated drum' as 'phata-hua dholak'.

*(A model answer has been provided for students' reference. It is strongly recommended that students prepare the answer on their own in pertinence with the languages used by them.)*

**Question 4:**

**Can you think of a song or a poem in your language that talks of homecoming?**

**Answer:**

*(This question is to be answered on the basis of students' own understanding and experience. It is strongly recommended that students prepare the answer on their own.)*

**Question 1:**

**Notice the following uses of the word 'tell' in the text.**

- 1. Her fingers were busy *telling* the beads of her rosary.**
- 2. I would *tell* her English words and little things of Western science and learning.**
- 3. At her age *one* could never *tell*.**
- 4. She *told* us that her end was near.**

**Given below are four different senses of the word 'tell'. Match the meanings to the uses listed above.**

- 1. make something known to someone in spoken or written words**
- 2. count while reciting**

**3. be sure**

**4. give information to somebody**

**Answer:**

1. Make something known to someone in spoken or written words: I would tell her English words and little things of western science and learning.
2. Count while reciting: Her fingers were busy telling the beads of her rosary.
3. Be sure: At her age, one could never tell.
4. Give information to somebody: She told us that her end was near.

**Question 3:**

**Mention three ways in which the author's grandmother spent her days after he grew up.**

**Answer:**

The author's grandmother "accepted her seclusion with resignation". She spent her days of loneliness by engaging herself in the wheel-spinning activity, reciting prayers and feeding the sparrows.

**Question 4:**

**Mention the odd way in which the author's grandmother behaved just before she died.**

**Answer:**

She had omitted to pray, she was not going to waste any more time talking to us. She lay peacefully in bed praying and telling her beads. Even before we could suspect, her lips stopped moving and the rosary fell from her lifeless fingers.

**Question 5:**

**Mention the way in which the sparrows expressed their sorrow when the author's grandmother died.**

**Answer:**

The author's grandmother shared a unique bond with the sparrows. She seemed at her happiest self while feeding the sparrows. The day the author's grandmother died, thousands of sparrows sat scattered around her dead body. They sat there in utter silence mourning the death of the grandmother. They took no notice of the bread

crumbs thrown at them and flew away silently after the body was carried for the final rites. Next morning, the bread crumbs were swept away into the dustbin by the sweeper.

**Question 1:**

**The author's grandmother was a religious person. What are the different ways in which we come to know this?**

**Answer:**

The author's grandmother was a religious lady with a kind heart. She moved about in the house "telling the beads of her rosary". Her lips constantly moved in "inaudible prayer". She said her morning prayers in monotonous sing-song hoping that the author would learn it by heart. Everyday, she went along with the author to his school and sat in the temple that was attached to it, reading the holy books for hours. She believed in the teachings about God and scriptures and did not like that her grandson was not taught about them in the city school. Gradually, she turned to reciting prayers throughout the day. Before dying, she stopped talking to her family members and turned to prayers, and counting the beads.

**Question 2:**

**Describe the changing relationship between the author and his grandmother. Did their feelings for each other change?**

**Answer:**

The story describes the entire phase of relationship shared by the author and his grandmother. In his early childhood, the author shared a strong bond with his grandmother. However, that tie of friendship loosened a little when they both shifted to his parents' city house. She no longer accompanied him to the school and could not help him with his lessons. There was a further crack in the relationship when the author joined university as he was given a private room and the common link between them was snapped. They were further distanced from each other when the author went abroad for five years.

In spite of changes in the course of the relationship (due to the demands of the situation), their feelings for each other remained unchanged. Though she did not display her emotions, when the author was leaving for abroad, she wholeheartedly celebrated his homecoming when he returned.

**Question 3:**

**Would you agree that the author's grandmother was a person strong in character? If yes, give instances that show this.**

**Answer:**

Yes, the author's grandmother was a person strong in character. The instances to prove this are given below.

- The author's grandmother was a person strong in character. She was a picture of contentment.
- She had her own thoughts about learning at school. She considered the teaching of scriptures to be more fruitful than science and music.
- In her phase of loneliness and seclusion, she took to wheel-spinning and feeding sparrows.
- She appeared composed and did not display any emotion when the author decided to go abroad for studies.
- Ignoring everyone who tried to stop her, she sang for several hours celebrating the home-coming of her grandson.
- During the last few hours of her life, ignoring the protests of her family members, she stopped talking to everyone and took to reciting prayers and telling her beads.

**Question 4:**

**Have you known someone like the author's grandmother? Do you feel the same sense of loss with regard to someone whom you have loved and lost?**

**Answer:**

**Yes,** I knew someone like the author's grandmother. It was my own grandmother who passed away recently. The intense sense of loss is very heart-wrenching as I spent almost fifteen years of my life with her. Or

**No,** I have never known someone the way the author knew his grandmother. Thus, I have never felt the sense of grief presented in the story.

*(A model answer has been provided for students' reference. It is strongly recommended that students prepare the answer on their own.)*

**Solutions of Questions on Page No 8:**

**Question 2:**

**Notice the different senses of the word 'take'.**

**1. to take      to something: to begin to do something as a habit**

**2. to take      ill: to suddenly become ill**

**Locate these phrases in the text and notice the way they are used.**

**Answer:**

The instances where these phrases have been used in the story are given below.

1. "... she took to feeding sparrows in the courtyard of our city house". This phrase refers to the daily activity that the author's grandmother took up when they shifted to the city.
2. "The next morning she was taken ill." This phrase refers to the author's grandmother's sudden illness.

**Question 3:**

The word 'hobble' means to walk with difficulty because the legs and feet are in bad condition.

Tick the words in the box below that also refer to a manner of walking.

haggle	shuffle	stride	ride	waddle
wriggle	paddle	swagger	trudge	slog

**Answer:**

The words that also refer to a manner of walking are: shuffle

stride waddle

paddle

swagger

trudge slog

## **Chapter 2**

### **We're Not Afraid to Die...if We Can All Be Together**

[Solutions of Questions on Page No 13:](#)

**Question 1:**

*Notice these expressions in the text. Infer their meaning from the context.*

- *honing our seafaring skills*

- *ominous silence*
- *Mayday calls*
- *pinpricks in the vast ocean* ● *a tousled head*

**Answer:**

- **honing our seafaring skills:** this refers to the efforts made by the author and his wife, to perfect or sharpen their seafaring skills.
- **ominous silence:** the silence here refers to an impending danger.
- **Mayday calls:** Mayday calls are radio-telephonic words which signal aircrafts or ships stuck in a disastrous situation.
- **pinpricks in the vast ocean:** this phrase expresses the search for two small islands in the vast ocean.
- **a tousled head:** this refers to hair in disarray or the disarranged hair of the author's son, Jonathan

#### Solutions of Questions on Page No 18:

**Question 1:**

**List the steps taken by the captain**

- (i) to protect the ship when rough weather began.**
- (ii) to check the flooding of the water in the ship.**

**Answer:**

(i) When the rough weather began, the captain slowed down the boat by dropping the storm jib. He lashed heavy mooring rope in a loop across the stern. They prepared themselves for the worst case scenario by double lashing everything, going through life-raft drill, attaching lifelines and donning life jackets and oilskins. Later, the narrator managed to stretch canvas and secure waterproof hatch covers across the gaping holes.

(ii) To check the flooding of water in the ship, he put waterproof hatch covers across the gaping holes which diverted the water to the side. When the hand pump got blocked, he connected a spare electric pump to an out-pipe in order to drain out the water. After 36 hours of continuous pumping, they reached the last few centimetres of water.

**Question 2:**

**Describe the mental condition of the voyagers on 4 and 5 January.**

**Answer:**

On January 4 and 5, the voyagers were completely tired after rigorous practice of continuous pumping. It was on the January 4 that they ate their first meal in almost two days. After a short respite, they continued to face bad weather conditions and by the morning of January 5, the situation grew desperate.

The narrator tried to comfort the children. But it is worth noting that in spite of so many difficulties, the children displayed immense fearlessness. Jonathan confessed that they are not afraid to die as long as they all are together. Though this inspired the narrator to fight the sea, by that evening he was sure that their end was fast approaching. It was only because of the moral support of his children that he continued to make efforts.

### **Question 3:**

**Describe the shifts in the narration of the events as indicated in the three sections of the text. Give a subtitle to each section.**

**Answer:**

**The first section:** The first section opens on a cheerful note. The narrator and his family are all set for their ultimate dream- to take up an around-the-world voyage like Captain James Cook did. They have perfected their seafaring skills. They begin the voyage and despite of the bad weather, they celebrate Christmas on the 'Wavewalker'.

**The second section:** This part of narration covers the hazards faced by the voyagers. There is a shift in the narration from cheerful to intense. They find themselves in an extremely fatal and disastrous situation. A huge wave hits their boat and the narrator is thrown overboard. Despite getting injured, he maintains his composure and applies every possible way to tackle the critical situation. They manage to pump out maximum amount of water out of the boat in about 36 hours. But as they continue to face bad weather conditions the narrator loses hope. The children remain fearless, courageous and optimistic throughout.

**The third section:** The children provide moral support to the narrator and he continues with his efforts. Under the captaincy of the narrator, they manage to reach Ile Amsterdam. The narrator proves his seamanship and receives the title of "the best daddy" and "the best captain" from his children.

The above three sections can be titled as follows: a) **The first section:** Round-the-world voyage begins b) **The second section:** The attack of the big wave c) **The third section:** Ultimate victory

### **Question 1:**

**What difference did you notice between the reaction of the adults and the children when faced with danger?**

**Answer:**

The adults exhibit immense courage. The narrator acts as the true captain of the ship and works out every possible way to handle the sudden crisis. It's mainly because of

his undeterred efforts that they survive. Mary supports her husband in the navigation of the ship. Larry and Herb too work endlessly to pump out the water.

However, when things still do not seem to work out, the adults lose hope and wait for their end with a heavy heart. At this point, they are motivated by the children. The children offer moral support to the adults. They display maturity and tolerance. Jonathan expresses his fearlessness and courage when he says that they are not afraid of dying if they all can be together. Sue expresses her love and gratitude for her parents by making a greeting card. She is strong enough to not let her parents know about her serious injuries. She did not want to bother her parents in the times of crisis.

**Question 2:**

**How does the story suggest that optimism helps to endure “the direst stress”?**

**Answer:**

Optimism is a determination to overcome difficulties. It raises one's spirits and helps one overcome stress and difficulty with ease. The story displays courage and optimism throughout. Survival happens only because of the optimistic struggle that the family carries on with.

The level of perseverance in the author rises when Jonathan says, “we're not afraid of dying if we can all be together. Besides, the caricatures of him and Mary, drawn by Sue, helps his determination and optimism to grow many folds. The positive outlook of the children infuses positivity in the narrator. He rigorously calculates their position and finally asks Larry to steer a course of 185 degrees. Though he had lost all hope by then, he did not show it and optimistically told Larry that they would spot the island by about 5 P.M. Fortunately, their struggle and optimism pays off and they manage to find Ile Amsterdam by evening.

**Question 3:**

**What lessons do we learn from such hazardous experiences when we are face-to-face with death?**

**Answer:**

Such experiences teach us the potential that courage, perseverance and tolerance hold. It explains how one must react in the direst of the situations. It teaches us that one must never lose hope and try to find reasons to stay positive in the face of adversity. In such situations one must try his/her best to remain calm and composed and understand the power of unity and team work. Moreover, the importance of common sense, putting continuous efforts to overcome the catastrophe and the significance of being extra cautious and careful are learnt from such hazardous experiences.

*(A model answer has been provided for students' reference. It is strongly recommended that students prepare the answer based on their own experience and understanding.)*

**Question 4:**

**Why do you think people undertake such adventurous expeditions in spite of the risk involved?**

**Answer:**

The spirit to experience unique elements of nature, undaunted passion and willingness to accept challenges drive people to take up adventurous expeditions. The people who involve themselves in such activities are very well aware of the risk involved in them. But due to their passion and enthusiasm to do something unique and great, they willingly accept such challenges. Also, their desire to be in the lap of nature and experience its beauty pushes them to such expeditions.

**Question 1:**

**We have come across words like 'gale' and 'storm' in the account. Here are two more words for 'storm': typhoon, cyclone. How many words does your language have for 'storm'?**

**Answer:**

In Hindi, 'storm' is known as 'aandhi', 'toofan', etc.

**Solutions of Questions on Page No 19:**

**Question 2:**

**Here are the terms of different kinds of vessels: yacht, boat, canoe, ship, steamer, schooner. Think of similar terms in your language.**

**Answer:**

'Naav', 'Nauka', 'Jahaaz' and 'Kishti' are some of the various words used in Hindi for the word 'boat'.

**Question 2:**

**Here is some information downloaded from the Internet on Ile Amsterdam. You can view images of the isle if you go online.**

<b>Location</b>	<b>South Indian Ocean, between southern most parts of Australia and South Africa</b>
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Latitude and longitude	37 92 S, 77 67 E
Sovereignty	France
Political status notes	Part of French Southern and Antarctic Lands
Population	35
Census notes	Meteorological station staff
Land area in square kilometres	86

**Answer:**

*(Students may view images of the isle if they search it online.)*

**Question 3:**

'Catamaran' is a kind of a boat. Do you know which Indian language this word is derived from? Check the dictionary.

**Answer:**

The word 'Catamaran' is derived from Tamil word 'Kattumaram'.

**Question 3:**

Locate Ile Amsterdam on the world map.

**Answer:**

*(The above question is to be attempted by the students on their own.)*

**Question 1:**

The following words used in the text as ship terminology are also commonly used in another sense. In what contexts would you use the other meaning?

Knot	stern	boom	hatch	anchor
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**Answer:**

**Knot:** a) interlacing, twining, looping, etc. b) a group of persons.

**Stern:** firm, strict, uncompromising, harsh, hard etc.

**Boom:** a) deep, prolonged, resonant sound b) to progress or flourish c) to hit hard

**Hatch:** a) to bring forth, produce. b) derive, concoct c) to draw, cut, or engrave lines

**Anchor:** a) a person or thing that can be relied upon for support b) host of an event.

**Question 2:**

The following three compound words end in-ship. What does each of them mean?

airship	flagship	lightship
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**Answer:**

**Airship:** It is a self-propelled lighter-than-air aircraft with the means of controlling the direction of the flight.

**Flagship:** It is a ship carrying the flag officer or the commander of a fleet, squadron. It displays the officer's flag.

**Lightship:** It refers to a ship anchored in a specific location flashing a very bright light for the guidance of ships, as in avoiding dangerous areas.

**Question 3:**

The following are the meanings listed in the dictionary against the phrase 'take on'. In which meaning is it used in the third paragraph of the account:

<b>Take on sth:</b>	<b>to begin to have a particular quality or appearance; to assume sth</b>
<b>take sb on:</b>	<b>to employ sb; to engage sb to accept sb as one's opponent in a game, contest or conflict</b>
<b>Take sb/sth on:</b>	<b>to decide to do sth; to allow sth/sb to enter e.g. a bus, plane or ship; to take sth/sb on board</b>

**Answer:**

In the third paragraph, in lines: "... we took on two crewman to help us tackle ... roughest seas...", the word "took on" suggests to take somebody on i.e., to employ or engage somebody.

**Question 4:**

Have you heard any boatmen's songs? What kind of emotions do these songs usually express?

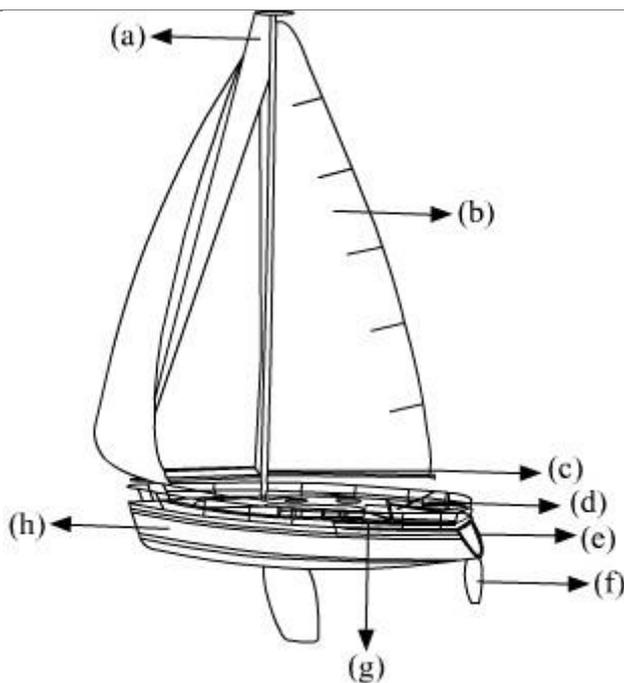
**Answer:**

Boatmen's songs usually express love and nostalgia. It revolves around the longing to meet a loved one. It may also express their love for the sea.

**Question 1:**

Given on the next page is a picture of a yacht. Label the parts of the yacht using the terms given in the box

<b>Bow</b>	<b>cabin</b>	<b>rudder</b>	<b>cockpit</b>
<b>stern</b>	<b>boom</b>	<b>mainsail</b>	<b>mast</b>



**Answer:**

a) mast

b) mainsail

c) boom

d) cockpit

e) stern

f) rudder

g) cabin

h) bow

## Chapter 3

### Discovering Tut: the Saga Continues

#### Solutions of Questions on Page No 22:

##### Question 1:

*Notice these expressions in the text. Infer their meaning from the context.*

- *forensic reconstruction*
- *scudded across*
- *casket grey*
- *Resurrection*
- *funerary treasures*
- *Circumvented*
- *computed tomography*
- *eerie detail*

##### Answer:

- *Forensic reconstruction*– It refers to the process of creating a face on the skull and see how the owner of the skull looked like. Here, it refers to the construction of the bust of King Tut based on the data received from CT scan.
- *Scudded across*– It refers to moving quickly. The phrase is used with reference to the movement of the ‘dark-bellied clouds’.
- *Casket grey*– The words point out to the covering of the stars by the dark-bellied clouds’, the way jewels are kept in a casket (a jewel box).
- *Resurrection*– It refers to a new beginning for something which is old and long forgotten. Here, it refers to the new life after death.
- *Funerary treasures*– The valuable things with which the king was buried were no less than treasures as most of the items were made of pure gold. They are, thus, referred to as ‘funerary treasures’.

- *Circumvented* – The thieves would easily bypass the guards with artfulness and rip the mummy apart to remove the gold.
- *Computed tomography*– Also known as CT scan, it provides X-ray image of a body in cross section. It is used for diagnostic purposes.
- *Eerie detail*– Uncanny description of the resulting image of the head of Tut visible through the CT scan.

### Solutions of Questions on Page No 28:

#### Question 1(i):

**King Tut's body has been subjected to repeated scrutiny.**

**Answer:**

Since the time King Tut's body was first discovered in 1922, it has been subjected to repeated scrutiny. This is due to the fact that King Tut died at a very young age. He died as a "boyish pharaoh" leaving behind numerous mysteries associated with his death.

Various investigations, from discovering his remains to excavating his body and studying it under the CT scan, have been done just to find out the medical mysteries of his death.

#### Question 1(ii):

**Howard Carter's investigation was resented.**

**Answer:**

Howard Carter, a British archaeologist, was the first archaeologist to discover King Tut's tomb in the year 1922. His was a great discovery but during the investigation process, he damaged the mummy to a great extent. As the body was found cemented to its gold coffin, it was impossible to move it. Finally, to separate the mummy from its adornments, Carter decided to remove its head and break nearly every major joint. Due to this his investigation was resented.

#### Question 1(iii):

**Carter had to chisel away the solidified resins to raise the king's remains.**

**Answer:**

Due to the hardened resins, the King's body was found cemented to the solid gold-bottom of the coffin such that "no amount of legitimate force could move them". The mummy had to be separated as the thieves would escape the eyes of guards and rip the mummy apart to steal away the gold. He even tried to loosen the resins by putting the mummy under the blazing sun. However, every effort went in vain. The only way left for him was to "chisel" it "beneath the limbs and trunk". Thus, Carter

decided to remove the mummy's head and break the major joints to separate it from its coffin.

**Question 1(iv):**

**Tut's body was buried along with gilded treasures.**

**Answer:**

King Tut was buried in a coffin made of pure gold "lavished with glittering goods". The gilded treasures found included precious collars, inland necklaces and bracelets, rings, amulets, a ceremonial apron, sandals, sheaths for his fingers and toes. In those times, the royals believed in the idea of taking their wealth with them. Tut was adorned with all such riches for his journey after life. It also gives the idea of the Egyptian belief in resurrection.

**Question 1(v):**

**The boy king changed his name from Tutankhaten to Tutankhamun. Answer:**

'Tutankhamun' means the 'living image of Amun'. Amun was the major god in the ancient Egyptian society whose temples and images were destroyed by a preceding ruler named Akhenaten. He destroyed the ancient religious order of the Egyptians. Tut's changing of his name represents his efforts in the restoration of the old ways that were once destroyed.

**Question 2(i):**

**List the deeds that led Ray Johnson to describe Akhenaten as "wacky".**

**Answer:**

The deeds that led Ray Johnson to describe Akhenaten as "wacky" and comment that "it must have been a horrific time" are listed below.

- Amenhotep IV (later known by the name of Akhenaten) led to one of the aberrant periods in the history of ancient Egypt.
- He made many unpleasant changes in the social and political order of the country.
- He promoted the worship of the Aten, the sun disk, and changed his name to Akhenaten or 'the servant of the Aten'.
- He moved the religious capital from the old city of Thebes to the new city of Akhetaten.
- He destroyed the images and temples of Amun, a major god.

**Question 2(ii):**

**What were the results of the CT scan?**

**Answer:**

King Tut is one of the first mummies to undergo a CT scan. The CT scan came up with some new clues about the life and death of King Tut. It provided precise data for an accurate forensic reconstruction of King Tut. The CT scan displayed the mummy from head to toe creating 1,700 digital X-ray images in cross section. It showed a grey head, neck vertebrae, a hand, several images of rib cages and a transection of the skull.

**Question 2(iii):**

**List the advances in technology that have improved forensic analysis.**

**Answer:**

Technology has been making a rapid development. The advancements in technology are responsible for improvements in the field of forensic sciences. From the use of X-rays, technology has advanced to the use of advanced Computed Tomography (commonly known as CT scan). In a CT scan, hundreds of X-rays are created in cross-section, like slices. They create a three-dimensional virtual body and with intricate structures. This change in forensic analysis has helped in discovering the mysteries behind Egyptian mummies.

**Question 2(iv):**

**Explain the statement, “King Tut is one of the first mummies to be scanned — in death, as in life ...”**

**Answer:**

The above line indicates that King Tut's body was the first to be scanned under a computer tomography machine. Just like King Tut might have led his kingdom when alive, he led the experience of being scanned among the mummies.

**Question 1:**

**Scientific intervention is necessary to unearth buried mysteries. Answer:**

For:

- Science helps determine the facts related to the past even in the absence of any living evidences.
- It leads to good amount of knowledge about the past events without which things would go in mere speculations.

- It helps determine information about ancient cultures, tradition, and people.
- The use of advanced scientific tools helps in extracting important facts related to past events.
- It helps in determining the time and place of the event.
- It gives us important information about the unsolved mysteries.

Against:

- There is no use of digging the past.
- Present is valuable and we must live in the present.
- Delving into the past is waste of time and energy.
- It is the job of the historians and not scientists.
- It is always better to invest one's resources on the development of living rather than investigating the dead.

**Question 2:**

**Advanced technology gives us conclusive evidence of past events.**

**Answer:**

For:

- With advanced technology such as CT scan, it is possible to solve medical mysteries related to deaths.
- It is possible to create a 3-D view of the various body parts.
- It provides intricate details through forensics, radiology and anatomy.
- It helps find new clues related to life and death.
- It provides data for forensic reconstruction.
- Technology such as satellite imaging helps find buried sites.
- Date and time of an event can be confirmed through advanced technology.

Against:

- No use of gathering facts about the past.
- It's important to focus on the present issues and events rather than investigating the past.

- Even with the help of CT scan, no conclusive evidence could be constructed about Tut.

**Question 3:**

**Traditions, rituals and funerary practices must be respected.**

**Answer:**

For:

- Traditions, rituals and funerary practices are born out of the sentiments and feelings of a community.
- They provide identity to a community.
- They maintain continuity of a culture.
- They help in transferring the values of ancestors to the new generation.
- They add to our knowledge the progress of human civilisation.

Against:

- Traditions, customs and funerary practices may encourage superstition.
- They may hamper the development of the society.
- They affect unity.
- They could lead to violence and friction between people belonging to different cultures.

**Question 4:**

**Knowledge about the past is useful to complete our knowledge of the world we live in.**

**Answer:**

*(Such questions are to be done by the students on their own. However, pointers have been provided for the students' help.)* For:

- Past acts as a mirror to our mistakes and teaches us lessons.

- Present is the outcome of past.
- It helps us understand the progress of the events down the history.
- It builds foundation for our present and future.

Against:

- One must live in the present.
- Past is infinite and should be left as it is.
- Past should not affect our present life.
- Past should not be delved in and must be considered as a gone phase.

### Solutions of Questions on Page No 29:

**Question 2:**

**What do you think are the reasons for the extinction of languages?**

**Answer:**

Below are listed a few reasons for the extinction of languages.

- Migration of people to other lands
- Influence of the rulers
- Evolution of language due to cultural fusion
- Limitation of vocabulary
- Absence of written script along with prevalence of oral tradition
- Constant changes in the society
- Globalisation, as it has led to the use of only dominant languages

**Question 3:**

**Do you think it is important to preserve languages?**

**Answer:**

Yes, it is important to preserve languages as they are responsible for the development of culture of the community. It helps in preservation of one's heritage and traditions. Language preservation ensures contact with one's history and literature.

**Question 4:**

**In what ways do you think we could help prevent the extinction of languages and dialects?**

**Answer:**

Extinction of languages and dialects can be prevented through the following reasons.

- Transferring the vocabulary and dialects of the language to the next generation
- Teaching the languages in colleges and universities and encouraging students to specialise in the same
- Teaching children to use mother-tongue
- Remaining connected to one's cultural roots
- Respecting one's language which will help in taking it forward to the coming generations

**Question 1(i): ghostly dust**

**devils Answer:**

**ghostly dust devils-** it points out to the devilish or frightful movement of the dusty winds. It reflects the anger of the winds for disturbing the king from his resting place.

**Question 1(ii): desert sky**

**Answer:**

desert sky- it refers to the dusty sky of the desert. The barren sky spread over the vast desert region portrays a sad and dry picture.

**Question 1(iii): stunning artefacts Answer:**

stunning artefacts- items found in the tomb were extremely beautiful. Usage of both the words together explains the 'eternal brilliance' of the objects.

**Question 1(iv): funerary treasures Answer:**

funerary treasures- reference is to the fact that king was buried with numerous things which were no less than treasures as most of the items were made of pure gold.

**Question 1(v): scientific detachment Answer:** scientific detachment- it refers to an indifference towards science.

**Question 1(vi): dark-bellied clouds dark-bellied clouds – it**  
refers to the dark clouds containing rain.

**Question 1(vii): casket grey Answer:**

**casket grey-** the words point out to the stars being covered by the 'dark-bellied clouds', the way jewels are kept in a casket (a jewel box).

**Question 1(viii): eternal brilliance Answer:**

**eternal brilliance-** eternal refers to something that is timeless. Thus, eternal brilliance refers to timeless lustre and shine of the jewels and valuables of the king.

**Question 1(ix): ritual resins Answer:**

**ritual resins-** resins are used as a customary duty in the process of burying a body.

**Question 1(x): virtual body virtual body-** a body created through electronic images or CT scan. It resembles a real body and provides a very clear view.

**Answer:**

**Question 2:**

Here are some commonly used medical terms. Find out their meanings.

CT scan	MRI	tomography
Autopsy	dialysis	ECG
	angiogram	
Post mortem		biopsy
	hy	

**Answer:**

CT scan- It refers to Computed Tomography. It provides X-ray image of a body in cross section. It is used for diagnostic purposes.

MRI- MRI is the short form of magnetic resonance imaging. It is a diagnostic tool.

Tomography- It refers to taking pictures of various sections of a human body in a three-dimensional view.

Autopsy- It refers to the post-mortem examination.

Dialysis- It is the process of filtration of bloodstream usually during kidney failure.

ECG- The electrocardiogram is a diagnostic tool that measures and records the electrical activity of the heart in exquisite detail.

Post mortem- It refers to the medical examination and dissection of a dead body to determine the cause of death

Angiography- Angiography is the examination of the blood vessels using x-rays and injecting of a radiopaque substance.

Biopsy- The removal and examination of a sample of tissue from a living body for diagnostic purposes is known as biopsy.

**Question 1:**

The constellation Orion is associated with the legend of Osiris, the god of the afterlife. Find out the astronomical descriptions and legends associated with the following. (i) Ursa Major (saptarishi mandala)

(ii) Polaris (Dhruva tara)

(iii) Pegasus (winged horse)

**Answer:**

**(iv) Sirius (Dog star)**

**(v) Gemini (Mithuna)**

**Answer:**

**(i) Ursa Major (saptarishi mandala)-** Ursa major is also known by the name of “Great Bear”. In Hinduism, Ursa Major is known as ‘saptarishi’ or the ‘seven sages’.

**(ii) Polaris ( Dhruva tara)-** It is the brightest star in the constellation Ursa Minor. It is the current northern pole star.

**(iii) Pegasus (winged horse)-** It is the constellation in the northern sky. It is named after the winged horse Pegasus in Greek mythology.

**(iv) Sirius (Dog star)-** Sirius is the brightest star in the night sky. It is called the “Dog Star”. It is classically depicted as Orion’s dog.

**(v) Gemini (Mithuna)-** It is a zodiacal constellation in the northern hemisphere. In Greek mythology it is associated with twins, Castor and Pollux.

**Question 2:**

**Some of the leaves and flowers mentioned in the passage for adorning the dead are willow, olive, celery, lotus, cornflower. Which of these are common in our country?**

**Answer:**

Lotus is a common flower in India.

**Question 3:**

**Name some leaves and flowers that are used as adornments in our country.**

**Answer:**

Rose, Orchid, Lily, etc. are some flowers used as adornments in our country.

**Answer:**

## Chapter-4 Landscape of the Soul

Page No: 34

**Notice these expressions in the text. Infer their meaning from the context.**

*anecdote illusionistic likeness delicate realism  
conceptual space*

*figurative painting*

*Answer*

**anecdote :** From the text, the meaning of anecdote can be inferred as a short account of a particular incident or event, especially of an interesting or exciting nature.

**delicate realism :** It refers to the alluring quality of the art which makes it seem real. It is an interest in or concern for the actual or real as opposed to abstract.

**illusionistic likeness :** It refers to an adjective of the technique of using pictorial methods in order to deceive the eye. The reference is to an illusion created by the semblance of something.

**figurative painting :** A figurative painting refers to the metaphoric representation of a piece of art, through the eyes of the creator's imagination.

**conceptual space :** It refers to relation with the abstract than the factual representation. This is the incalculable dimension of the understanding of concepts.

Page No: 38

*Understanding the Text*

**1. Contrast the Chinese view of art with the European view with examples.**

**(i)** Explain the concept of shanshui.

*Answer*

**(i)** The Chinese paintings are based on imaginative, inner or spiritual approach whereas the European paintings reproduce an actual view, of an external or real object. The paintings of Wu daozi and other painters of Europe illustrate the difference.

**Answer:**

(ii) Shanshui, meaning “mountain-water”, refers to a style of Chinese painting that involves natural landscapes, the landscape which is an inner one, a spiritual and conceptual space. It represents the two complementary poles (‘yin’ and ‘yang’) reflecting the Daoist view of the universe.

**2.**

(i) What do you understand by the terms ‘outsider art’ and ‘art brut’ or ‘raw art’?

(ii) Who was the “untutored genius who created a paradise” and what is the nature of his contribution to art?

*Answer*

‘Outsider art’ refers to those artists who have no right to be artists as they have received no formal training yet show talent and artistic insight. ‘Art brut’ or ‘raw art’ are the works of art in their raw state as regards cultural and artistic influences.

(ii) The “untutored genius” who created “paradise” was Nek Chand, an 80-year old creator-director who made the world famous rock garden at Chandigarh. His was an ‘outsider art’ in which he sculpted with stone and recycled materials. He used anything and everything from a tin to a sink to a broken down car to form an artistic piece. One of his famous creations are ‘Women by the Waterfall’.

*Talking about the Text*

**Discuss the following statements in groups of four.**

1. “The Emperor may rule over the territory he has conquered, but only the artist knows the way within.”

## **Answer:**

*Answer*

This sentence explains the fact that even though an Emperor might rule an entire kingdom and have power over his conquered territory, only an artist would be able to go beyond any material appearance. He knows both the path and the method of the mysterious work of the universe. True meaning of his work can be seen only by means known to him, irrespective of how powerful an emperor is.

2. "The landscape is an inner one, a spiritual and conceptual space."

*Answer*

This phrase explains The Chinese art from where a Chinese painter wants you to enter his mind rather than borrow his eyes. This is a physical as well as a mental participation. It is a landscape created by the artist to travel up and down, and back again, through the viewer's eyes. The landscape is not 'real' and can be reached from any point.

## **Thinking about the Language**

1. Find out the correlates of Yin and Yang in other cultures.

*Answer*

The Indian culture lays stress on Nature and God. Nature is the 'yen' or female part whereas God the creator, is the male part. This concept also known as 'Maya' or 'Brahma' The combination of two creates the whole world, all its objects and also inhabitants.

2. What is the language spoken in Flanders?

**Answer**

'French' language spoken in Flanders which is a region in Belgium.

*Working with Words*

**I. The following common words are used in more than one sense.**

panel, studio, brush, essence, material

Examine the following sets of sentences to find out what the words, 'panel' and 'essence' mean in different contexts.

1. (i) The masks from Bawa village in Mali look like long panels of decorated wood.

(ii) Judge H. Hobart Grooms told the jury panel he had heard the reports.

**Answer:**

(iii) The panel is laying the groundwork for an international treaty.

(iv) The glass panels of the window were broken.

(v) Through the many round tables, workshops and panel discussions, a consensus was reached.

(vi) The sink in the hinged panel above the bunk drains into the head.

*Answer*

1. Panel

(i) boards of decorated wood

(ii) group of men selected to give unanimous verdict on a legal case. (iii) group of experts.

(iv) window panes.

(v) group discussions.

(vi) a flat board fixed with a hinge.

2. (i) Their repetitive structure must have taught the people around the great composer the essence of music.

(ii) Part of the answer is in the proposition; but the essence is in the meaning.

(iii) The implications of these schools of thought are of practical essence for the teacher.

(iv) They had added vanilla essence to the pudding.

## Answer:

Answer

- (i) the most important quality of something that makes it what it is. (ii) the main part.
- (iii) practical importance.
- (iv) liquid taken from vanilla that contains its smell and taste in very strong form.

## Chapter 5

### The Ailing Planet: the Green Movement's Role

#### Solutions of Questions on Page No 43:

#### Question 1:

Notice these expressions in the text. Infer their meaning from the context.

- *a holistic and ecological view*
- *inter alia*
- *sustainable development*
- *decimated*
- *languish*
- *catastrophic depletion*
- *ignominious darkness* ● *transcending concern*

#### Answer:

- *a holistic and ecological view* – It refers to the view that calls for the preservation of the planet. The holistic and ecological view refers to understanding the importance of earth's resources and environment for the future generations.
- *sustainable development* – A balanced development that meets the needs of the present while taking care of the needs of the future generations.
- *languish* – lot of species are neglected or go unnoticed
- *ignominious darkness* – disgraced or dishonoured as nobody has knowledge about them or is enlightened about them
- *inter alia* – among other things
- *decimated* – to reduce drastically in number

**Answer:**

- *catastrophic depletion* – a disastrous and harmful reduction in the number of something
- *transcending concern* – a concern that surpasses generation, boundaries. It is not only about the present but also about future; not only about people but also about the planet.

**Solutions of Questions on Page No 47:****Question 1:**

**Locate the lines in text that support the title. 'The Ailing Planet'.**

**Answer:**

The lines that support the title of the chapter are given below.

- "The earth's vital signs reveal a patient in declining health."
- "Are we to leave our successors a scorched planet of advancing deserts, impoverished landscapes and ailing environment?"
- "...the environment has deteriorated so badly that it is 'critical' in many of the eighty-eight countries investigated".

**Question 2:**

**What does the notice 'The world's most dangerous animal' at a cage in the zoo at Lusaka, Zambia, signify?**

**Answer:**

In the zoo at Lusaka, there is a cage with a notice that reads 'The world's most dangerous animal'. However, inside the cage there is no animal but a mirror which shows the visitor's/person's reflection. The notice signifies that man is the most dangerous being on this planet. He is not only responsible for the deteriorating condition of the planet and depletion of resources but also poses a danger for other living-species. A human being is far more destructive and threatening to the ecology of the Earth than any other being. Thus, the cage in zoo in Lusaka, Zambia, only tries to open our eyes to the aforementioned fact.

**Question 3:**

**How are the earth's principal biological systems being depleted?**

**Answer:**

**Answer:**

According to Mr. Lester R. Brown, there are four principal biological systems of the earth. These systems are fisheries, forests, grasslands and croplands. However, due to the increasing demand of human beings to such an 'unsustainable' extent, the productivity of these systems is being hampered. The excessive demand results in deterioration and depletion of these resources. A country where protein is consumed on a large scale, over-fishing is common, which leads to the collapse of fisheries in that area. Grasslands have been turned into deserts and production of crops is decreasing. The forests are destroyed in large proportions to obtain firewood. Depletion of tropical forests has also led to the extinction of several species.

**Question 4:**

**Why does the author aver that the growth of world population is one of the strongest factors distorting the future of human society?**

**Answer:**

Over-population is one of the strongest factors responsible for a nation's poverty and unemployment. It disturbs the earth's principal biological systems leading to degradation of environment.

The author highlights the problem of over-population by pointing out the mental set-up of the poor who feel more children means more workers to earn money. They do not realise that more children only means more unemployed people. He argues that development is the best contraceptive, which includes spread of education, improvement of health and rise in income. Spread of education leads to awareness among people, which in turn results in a fall in the 'fertility' rate. The author makes a comment which emphasises the never ending circle of population and poverty by asserting that "The choice is really between control of population and the perpetuation of poverty."

**Question 1:**

**Laws are never respected not enforced in India.**

**Answer:**

India, the biggest democracy in the world, is condemned for its easy attitude towards laws. Laws are constituted but never respected nor enforced in our country. For instance, the Indian Constitution mentions that casteism, untouchability and bonded labour shall be abolished; however, these evils flourish barefacedly even today.

The author points out that Article 48A of the Indian Constitution, propounds that "the State shall endeavour to protect and improve the environment and to safeguard the forests and wildlife of the country". However, little is done in favour of this. What we see is a near "catastrophic depletion" of forests over the last four decades. Forests are disappearing over the decades at the rate of 3.7 million acres a year. Areas that are officially designated as forest land, in reality, are treeless. The actual loss of forests is eight times the rate pointed by the government statistics.

**Question 2:**

**"Are we to leave our successors a scorched planet of advancing deserts, impoverished landscapes and an ailing environment?"**

**Answer:****Answer:**

As we learn in the text, the first Brandt Report raised the above mentioned question about the deteriorating condition of the planet. Earth is like a “patient in declining health”. The depletion of forests, grasslands, fisheries and croplands are the result of excessive demand for resources. Overpopulation has led to a severe strain on the health of our planet.

We must realise soon that in this “Era of Responsibility” it is solely our duty to preserve our planet. We must realise that the earth belongs as much to the future generation as much to us. Rather making it our property, we should do our best to preserve it for the generations we have “borrowed it from”.

**Question 3:**

**“We have not inherited this earth from our forefathers; we have borrowed it from our children”.**

**Answer:**

Over the decades, a change has come in the perception of the people in respect to the planet. The human perception has shifted to a “holistic and ecological view of the world”. Earth is a living organism that has limited resources. These resources will not last forever. The earth has its metabolic needs that require to be preserved. The need of the hour is “sustainable development” which propounds the need of meeting the needs of the present generation without compromising with those of future generations.

The present problems are not necessarily fatal for us but they are a ‘passport for future’. This is the “Era of Responsibility” that calls for a responsible action from us. We must realise that the earth belongs as much to the future generation as much it belongs to us.

**Question 4:**

**The problems of over population that directly affect our everyday life. Answer:**

Every four days, the world population shows an increase of one million. With this ever-increasing population, development seems a far-fetched dream.

Overpopulation leads to the issues of poverty and unemployment. The vicious circle of population and poverty will continue unless the root cause i.e. population is taken care of. It hampers the development of a country. It leads to the consumption of the natural resources at a much faster rate. The fossils consumed, the resources depleted, the forests cleared, the heat produced, the global warming caused are all the repercussions of the fast-growing population.

**Answer:**

**Question 1:**

The phrase 'inter alia' meaning 'among other things' is one of the many Latin expressions commonly used in English.

Find out what these Latin phrases mean.

1. *Prima facie*

2. *ad hoc*

3. *in camera*

4. *ad infinitum*

5. *mutatis mutandis*

6. *tabula rasa* **Answer:** *prima facie* means 'at first sight, before closer inspection' *ad hoc*

*means* 'for the specific purpose, case, or situation at hand and for no other' *in camera*

*means* 'in secret, in private' *ad infinitum* means 'to infinity, having no end'

*mutatis mutandis* means 'changing [only] those things which need to be changed', [only] the necessary changes having been made *Caveat* means 'a warning or caution'

*tabula rasa* means 'blank slate', 'without any prior experience or knowledge'

**Question 1:**

Locate the following words in the text and study their connotation.

1. gripped the imagination of

2. dawned upon

3. ushered in

4. passed into current coin

5. passport of the future

**Answer:**

1. gripped the imagination of: received much attention

2. dawned upon: realised it for the first time

3. ushered in: began the new idea

4. passed into current coin: have been brought into use

**Answer:**

5. passport of the future: a thing that makes something possible or enables one to achieve it

**Question 2:**

The words 'grip', 'dawn', 'usher', 'coin', 'passport' have a literal as well as a figurative meaning. Write pairs of sentences using each word in the literal as well as figurative sense.

**Answer:**

1) grip: a) She was excellent during the rock-climbing session. She has a good grip. b) The movement of 'India Against corruption' has gripped the minds of Indians.

2) dawn: a) The day dawned with a clear sky. b) Suddenly, the idea dawned on him.

3) usher: a) The waiter ushered them to their seats. b) The Green Movement ushered in a new era of awareness.

4) Coin: a) I have ten coins of Rs. 5. b) The term was coined by a famous philosopher.

5) passport: a) He has just got his passport made to visit his uncle in the USA. b) Education is the passport to a bright future.

**Question 1:**

**Make posters to highlight the importance of the Green Movement.**

**Answer:**

The following points should be kept in mind while making a poster

- A poster should catch the attention of the public.
- Striking designs and ornate work plays an important role.
- Catchy and innovative slogans can be used.
- Use inviting lines and phrases to invite public participation.

**Question 2:**

**Maintain a record of the trees cut down and the parks demolished in your area, or any other act that violates the environment. Write to newspapers reporting on any such acts that disturb you.**

**Answer:**

**Answer:**

A report must include the following points:

- Writer's name
- Date, time and place of the event.
- A brief description of the event/act

Significance/effect/consequences of the event

## Chapter 6 The Browning Version

Solutions of Questions on Page No 50:

**Question 1:**

*Notice these expressions in the text. Infer their meaning from the context.*

- *Remove*
- *slackers*
- *muck*
- *kept in*
- *got carried away*
- *cut*
- *sadist*
- *shrivelled up*

**Answer:**

- *remove*: a division in a school
- *slackers*: unmotivated and lazy students
- *muck*: useless, of no practical good
- *kept in*: grounded, detained, work after the official school hours
- *got carried away*: to get very excited or lose control of your feelings due to strong emotions.
- *cut*: escape, go away without permission.
- *sadist*: a person who gets pleasure out of inflicting pain to others
- *shrivelled up*: having no feelings

**Answer:**

**Solutions of Questions on Page No 56:**

**Question 1:**

**Comment on the attitude shown by Taplow towards Crocker-Harris.**

**Answer:**

Taplow has a strange attitude towards Crocker Harris. Although he does not appreciate the teacher much, he tells Frank, "The funny thing is that in spite of everything, I do rather like him. I can't help it."

On one hand, Taplow feels that Crocker is a master who cannot appreciate the extra work done by the students. Taplow says that Crocker is "hardly human". He asserts that Crocker is no "sadist" as he has no feelings at all. He is "like a nut". Taplow believes that Crocker seems to hate people who like him. He is a teacher who a student can never disobey. And therefore, Taplow feels scared to escape meeting him and waits for him even when Crocker is late.

However, Taplow still likes Crocker. He laughs at his poor jokes to make a common gesture of politeness. He is respectful towards Crocker and dares not cut the extra work even after Millie Crocker-Harris suggests him to do that. He only moves out when she hands him a task related to Crocker himself.

**Question 2:**

**Does Frank seem to encourage Taplow's comments on Crocker-Harris?**

**Answer:**

Frank does not encourage Taplow's comments on Mr. Crocker-Harris. It is possible that he just wanted to have an insight of what students think of his colleague. We cannot neglect the fact that Frank was a teacher himself. However, he was much understanding towards his students and thus, students opened up to him quiet easily. Frank is young and shows a better understanding of the behaviour and psychology of a student and so is humble towards them.

However, it is quite clear that Frank is a teacher who does not appreciate sarcasms on a fellow teacher. Therefore, he points out to Taplow that he got too far in mocking his teacher. Besides, when Taplow casually calls Mr. Crocker-Harris as Crocker, Frank corrects him.

**Question 3:**

**What do you gather about Crocker-Harris from the play?**

**Answer:**

**Answer:**

Crocker-Harris is a teacher who would not compromise on the rules and regulations to suffice the sentiments of students. He is strict with students when it comes to studies and so calls Taplow for extra work even on the last day of the school.

He is a teacher that a student could never disobey. It seems that the students respect him out of fear. He does not showcase his feeling in front of his students. He is “shrivelled up inside like a nut and seems to hate people to like him”. He is different from young teachers and is grounded to his ideals. This is evident in his reply to Taplow, “My dear Taplow, I have given you what you deserve. No less; and certainly no more.” His jokes are classical and elite but poor for students as not a single student is able to comprehend them. Other teachers like Frank envied him for the effect he had on the students as all seemed too scared of him.

**Question 1:**

**Talking about teachers among friends.**

**Answer:**

To answer this question, you may talk about the following points.

- The relation that a student shares with a teacher.
- The manner in which the students talk about teachers.
- Expectations of a student from a teacher and vice versa.
- The issues that students discuss about the teachers.
- The qualities that make a teacher popular and likeable among students?
- Is all that students talk about teachers, morally correct, such as the use of personal remarks?

**Question 2:**

**The manner you adopt when you talk about a teacher to other teachers.**

**Answer:**

To answer this question, you may talk about the following points.

- Is it so that a student might be friendlier with one teacher than another one?
- What are the qualities that make teachers a friend of a student?
- Are students afraid of talking about a teacher to another teacher, knowing that they are colleagues?
- Do students take the problems they face with one teacher to another teacher in the hope for a solution?

**Answer:**

- Does a student try to be respectful towards his/her teacher while talking about him to another teacher?

**Question 3:**

**Reading plays is more interesting than studying science.**

**Answer:**

Reading plays has always been more fascinating than studying facts. It is the imaginative and far-fetched insight into things that grips one's interest in reading plays. It develops a critical bent of mind which is helpful in our daily life and its problems. Science is all about the existing facts and learning of those facts. While reading plays, one gets to learn about human nature and its vices and virtues.

Whereas science is about observing the facts that are already set, plays are about observing what one wrote and rebuilding one's own understanding of it. There is no compulsion of accepting it as a truth laid by someone. Therefore, nothing matches being imaginative and thoughtful.

**Question 1:**

**A sadist is a person who gets pleasure out of giving pain to others.**

**Given below are some dictionary definitions of certain kinds of persons.**

**Find out the words that fit these descriptions.**

- 1. A person who considers it very important that things should be correct or genuine e.g. in the use of language or in the arts: P...**
- 2. A person who believes that war and violence are wrong and will not fight in a war: P...**
- 3. A person who believes that nothing really exists: N...**
- 4. A person who is always hopeful and expects the best in all things: O...**
- 5. A person who follows generally accepted norms of behaviour: C...**
- 6. A person who believes that material possessions are all that matter in life: M...**

**Answer:**

1. Perfectionist
2. Pacifist
3. Nihilist

**Answer:**

4. Optimist

5. Conventionalist

6. Materialist

**Question 1:**

**Based on the text enact your own version of the play. Work in pairs.**

**Answer:**

Directions:

- Divide yourself in groups of three students each.
- Read the play.
- Understand the plot and theme of the play.
- Analyse the characters in the play.
- Decide who would play whose role.
- Understand and learn your dialogues.
- Rehearse your dialogues.
- Enact the play.

## Chapter 7

### The Adventure

Page No: 60

**Notice these expressions in the text.**

**Infer their meaning from the context.**

*blow-by-blow account de facto morale booster  
astute relegated to doctored accounts political  
acumen  
gave vent to*

**Answer**

blow-by-blow account : detailed account. In the text "The Adventure" this expression occurs in the context of Gangadharant trying to understand the outcome of the Battle of Panipat by reading a book on the topic.

## **Answer:**

morale booster : anything that serves to increase morale or confidence. The expression occurs in the text 'Adventure' where it is told that the Marathas emerged victorious in the Battle of Panipat which increased their morale or confidence in establishing their supremacy all over the country.

Relegated to : assigned to a lower rank or position. In the text it is said how Dadasaheb, a Maratha Chieftain was assigned to a lower rank after the Battle of Panipat.

political acumen : political shrewdness with keen insight. In the text 'The Adventure' the expression is used to convey how Madhavrao and Vishwasrao because of their shrewdness could expand their influence all over India.

de facto : existing in fact whether with lawful authority or not. In the text 'Adventure' the Peshwas are regarded as de facto rulers as they kept the Mughal regime alive in Delhi.

astute : marked by practical hardheaded intelligence. In the text "The Adventure" this word is used to convey that the Peshwas were very intelligent to recognise the importance of technological age dawning in Europe.

doctored accounts : manipulation of accounts. This expression conveys that the Bakhars were not providing historical facts but manipulated account of history.

give vent to : to express one's feelings and ideas. Professor Gaitonde expressed his ideas in the public lecture on the Battle of Panipat.

Page No: 69

## **Understanding the Text**

### **I. Tick the statements that are true.**

1. The story is an account of real events.
2. The story hinges on a particular historical event.
3. Rajendra Deshpande was a historian.

**Answer:**

4. The places mentioned in the story are all imaginary.
5. The story tries to relate history to science.

**Answer**

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

**II. Briefly explain the following statements from the text.**

1. "You neither travelled to the past nor the future. You were in the present experiencing a different world."
2. "You have passed through a fantastic experience: or more correctly, a catastrophic experience."
3. Gangadharpant could not help comparing the country he knew with what he was witnessing around him.
4. "The lack of determinism in quantum theory!"
5. "You need some interaction to cause a transition."

**Answer**

1. This statement was said by Rajendra to Professor Gaitonde. He made a transition from one world to another and back again. By making a transition, he was able to experience two worlds although one at a time. He neither travelled to the past nor to the future. He was in the present but experiencing a different world.
2. This statement was made by Rajendra to Prof. Gaitonde in the text *The Adventure* by Jayant Vishnu Narlikar. Gangadhar had passed through a strange experience. He had the experience of living in two worlds, one he lived in now and other where he had spent two days.
3. Gangadharpant knew India which had seen the decline of Peshwas and experienced the slavery of the British. But the India he had seen in two days was completely different. It had not been subjected to slavery for the white man. It was self dependent and enjoyed self respect. He compared the two countries the one that he knew already and other that he was witnessing around him. Both had different histories.
4. Professor Gaitonde had decided to go to a big library at Bombay and browse through history books. Then he would find out how the present state of affairs was reached. On his return to Pune, he would have a long talk with Rajendra Deshpande. He hoped that Rajendra would help him understand what had happened.

## Answer:

5. This Bombay was under the British Raj. An Anglo-Indian in uniform checked permits. Each of the blue carriages of GBMR had the tiny Union Jack painted on it. The Victoria Terminus station looked very neat and clean. The staff was mostly of Anglo-Indians and Parsees along with a handful of British Officers.

### Talking about the Text

1. Discuss the following statements in groups of two pairs, each pair in a group taking opposite points of view.

- (i) A single event may change the course of the history of a nation.
- (ii) Reality is what is directly experienced through the senses.
- (iii) The methods of inquiry of history, science and philosophy are similar.

### Answer

(i)  
*For*

A single event may change the course of the history of a nation. The battle of Panipat for example is said to be the turning point in the history of India. In the Battle of Panipat, the Marathas gave in to the forces of Ahmed Shah Abdali. After this event the history of India took another turn. Gradually, the country was overtaken by the foreign forces. In the story *The Adventure* it is mentioned how in the beginning Prof. Gaitonde was preparing a speech on what course the history would have taken if the Marathas had won the Battle of Panipat. This shows the importance of a single event in the history of a nation.

*Against*

The motion that a single event may change the course of the history of a nation is a matter of perspective only. It is a relative truth. If we apply the catastrophic theory in understanding history then we will find that there may be alternative outcomes of a single event so that we cannot proclaim that any one course of event is the reality. Since there may be alternative courses of history so debating on a single course is not fruitful. In the story *The Adventure* due to catastrophic phenomenon the Battle of Panipat is revealed in a different version to Prof. Gaitonde. According to this version, the Marathas emerged victorious in the Battle of Panipat. After the event the Marathas extended influence over the entire country. India never fell to the alien forces. So, to argue that a single course of event may change the course of history is not tenable. There may be alternative effects following an event.

(ii)

## **Answer:**

*For*

Our senses , that is the senses of touch, sight, taste and hearing and smell provide us facts about the world we live in. Knowledge from experience come through these senses. The reality is what we directly experience through these senses. No other reality exists which is not revealed to the senses.

*Against*

Reality is not what is directly revealed to the senses. We cannot experience so many entities like atoms and molecules but these are real. We cannot even predict the behaviour of these entities accurately. This point is mooted by Rajendra in the story Adventure when he points to the discoveries made by the physicists regarding the behaviour of the atoms. We can predict the position of a bullet fired in a particular direction from a gun but we cannot predict the position of a an electron fired from a source. This proves that reality is not what is directly revealed to the senses, there can be alternative realities existing side by side.

(iii)

*For*

The methods of inquiry of History, Science and Philosophy are similar. In the story The Adventure one can find the perspectives of History, Philosophy and Science converging towards a focal point.

History employs the methods of observation, analysis and rationalism in understanding the course of past events. Science is based on observation, experimentation and analysis. Rationalism is the most fundamental principle that Science follows. Philosophy is thoroughly critical in methodology.

Philosophy examines everything including the assumptions and methodology of Science and other disciplines like History. In the story The Adventure History, Science and Philosophy converge. Prof. Gaitonde experienced an altogether different version of the out come of the Battle of Panipat. Contrary to the version as provided in History text books,the Marathas emerged as victorious in this battle. Prof. Gaitonde tried to understand this rationally but he failed to get any clue. In this context, Rajendra intervened to explain this phenomenon in the light of the Catastrophic theory which is being employed by Physicists in understanding the behaviour of atoms. Here we find Science and History converging. The similar perspective is seen in Philosophy that truth is relative and not absolute. In fact, the philosophical movement of post Modernism is based on this.

In other words,the methods of inquiry of History, Science and Philosophy are similar.

*Against*

It is a misnomer that the methods of inquiry of History,Science and Philosophy are similar.

The similarity is at superficial level and not at the core. In the story The Adventure Rajendra tried to rationalise the experience of Prof Gaitonde by applying the Catastrophic theory. But this explanation is not convincing though it convinced the professor. Catastrophic theory can best explain phenomenon of the

**Answer:**

physical world but History deals with behavioural world. It is concerned with the behaviour of society and individuals. The methods of inquiry will also vary accordingly.

The method of inquiry of Philosophy is speculative. Philosophy even questions rationalism. Philosophy is highly critical of the methods of Science and History. In other words, the methods of History, Science and Philosophy are not similar. The story *The Adventure* by Jayant Vishnu Narlikar is, in fact, a science fiction which is trying to show the convergence of Science History and Philosophy. In reality the three disciplines, namely, Science, History and Philosophy have to employ different methodology of inquiry vis-a-vis the subject matter.

**2. (ii) Why do you think Professor Gaitonde decided never to preside over meetings again?****Answer**

(ii) Professor Gaitonde was experiencing a different version of the Battle of Panipat. According to this version, the Marathas emerged victorious in the Battle and started extending influence over the entire country. His mind was actually witnessing a different version of the historical reality. Interestingly, he was also witnessing an event that was not conforming to the conventions. The event was a lecture session on the outcomes of the Battle of Panipat. In this lecture session Prof. Gaitonde observed that the chair of the President was vacant. This again was contrary to the conventions. Prof. Gaitonde rushed to occupy the chair and started explaining the need of a President in a lecture session like this. The public got angry on this point and started throwing objects on him. He had a harrowing experience. This led him to decide not to preside over meetings again.

## Chapter 8 Silk Road

Page No: 74

Notice these expressions in the text.

Infer their meaning from the context.

*ducking back swathe careered down manoeuvres*

*cairn of rocks*

*salt flats*

*billowed*

Answer

**Answer:**

ducking back : quickly going inside and then coming out

manoeuvres : military exercises involving a large number of soldiers, ships, etc.

billowed : filled with the air and swelled out

swathe : literally: a long strip of land of something; contextually: a land stretched with snow

cairn of rocks : a pile of stones that mark a special place such as the top of a mountain or a place where somebody is buried

careered down : descending the slope

salt flats : thatched roofed houses covered with snow

**Page No: 82**

**Understanding the Text****I. Give reasons for the following statements.****1. The article has been titled 'Silk Road.'**

*Answer*

The title of the article has been named on the historic silk road or routes. The network connected the Afro-Eurasian landmass. It established trade of Chinese silk, spices, teas and porcelain; Indian textiles, precious stones and pepper; and the Roman Empire's gold, silver, fine glassware, wine, carpets and jewels. The road was named Silk Road largely because of the silk trade with China. In the chapter the author travels to Mount Kailash, exploring the Himalayan belt in Tibet. Since the author explored this region, the chapter is titled as Silk Road.

**2. Tibetan mastiffs were popular in China's imperial courts.**

*Answer*

Tibetan mastiffs were popular in China's imperial courts as hunting dogs. They were brought along the Silk Road in ancient times as tribute from Tibet. They were huge black dogs used as watchdogs. They explode into action like bullets. They are furious and fearless.

**3. The author's experience at Hor was in stark contrast to earlier accounts of the place.**

**Answer:**

*Answer*

Hor was a grim, miserable place. The dust and rocks were scattered everywhere in abundance; there was little vegetation. The place seemed unfortunate and dejected, though it sat on the shore of the Lake Manasarovar. The author was flabbergasted to realise the contrast in his experience to that of the earlier read accounts. A Japanese monk, Ekai Kawaguchi, who had arrived there in 1990, was so moved by the sanctity of the lake that he burst into tears. The hallowed waters had a similar effect on Sven Hedin, a Swede who was not prone to sentimental outbursts. However, for the author, when he reached Hor, first he had to get two punctures mended. The only relaxation was the tea served by a Chinese youth in the only café in the town, which was constructed from badly painted concrete and had three broken windows. The good view of the lake through one of them helped to compensate however.

4. The author was disappointed with Darchen.

*Answer*

The author was disappointed with Darchen. The high altitude was giving him health problems. He had a bad cold and was not able to sleep at night. Since he was one of the early arrivals there weren't any pilgrims coming to the place. The place was dusty, partially derelict and punctuated by heaps of rubble and refuse.

5. The author thought that his positive thinking strategy worked well after all.

*Answer*

The author was disappointed with Darchen. He also complained of bad health. Tsetan had left for Lhasa. He was feeling rather lonely with no pilgrims around. It was then he met Norbu, a Tibetan who too wanted to visit Kailash. They would be a good team as both of them were academicians who had escaped from the library. The author started thinking positively and it gave him some delight and a new enthusiasm.

**II. Briefly comment on**

## **Answer:**

1. The purpose of the author's journey to Mount Kailash.

### *Answer*

Nick Middleton is an Oxford Professor as well as an adventurer. He follows the most difficult terrain through the Silk Road and reaches mount Kailash. He visits the holy place to complete the kora- going around the place.

2. The author's physical condition in Darchen.

### *Answer*

The author was not physically well when he reached Darchen. His sinuses were blocked due to the cold wind at Hor and he was not able to sleep well at night. The next day Tsetan took him to the Darchen Medical College and the doctor there gave him some medicine that gave him some relief.

3. The author's meeting with Norbu.

### *Answer*

The author was feeling rather lonely without Tsetan who had left for Lhasa. There weren't any pilgrims at Darchen as he had reached the place much early in the season. It was then he Norbu who was a Tibetan and also an academician. He too was there to visit Kailash and they decided to go there together.

**Answer:**

4. Tsetan's support to the author during the journey.

*Answer*

Tsetan was a good and efficient driver. He drove the car very carefully. During the journey, he spoke to the author giving information about the places they were visiting. He was very caring. At Darchen when he found that the author was not well, he took him to the medical college and got medicine for him. He was a good Buddhist.

5. "As a Buddhist, he told me, he knew that it didn't really matter if I passed away, but he thought it would be bad for business."

*Answer*

Tsetan was a good Buddhist and believed that death was not the end of life. Kailash being a holy place it would be better for him as it would take him to heaven. Then if the author would die there, it would be bad for his business as his credibility will be at stake in looking after the tourists and later he may not get any customers.

**Talking about Text****Discuss in groups of four**

1. The sensitive behaviour of hill-folk.

*Answer*

The hill-folk are quite unsophisticated and innocent. People like Tsetan very religious and God-fearing. They are very much hospitable and take care of the visitors from outside.

2. The reasons why people willingly undergo the travails of difficult journeys.

*Answer*

The author was an academician, hence, he undertook the journey for the purpose of education. For him it was a learning experience. Secondly, people undertake such journeys because of the spirit of adventure. The

**Answer:**

areas covered by the author are some of the most difficult terrains in the world. The third can be a religious reason. People visit places like Mount Kailash as part of their pilgrimage.

3. The accounts of exotic places in legends and the reality.

*Answer*

There are many accounts of exotic places in legends and the reality. Places like Mount Kailash, Manasarovar occupy a prominent place in legends. There are many articles written about these places.

*Thinking about Language*

2. What do the following utterances indicate?

- (i) "I told her, through Daniel ..."
- (ii) "It's a cold," he said finally through Tsetan.

*Answer*

- (i) She was not able to follow English but Daniel translated what he told in English in the Tibetan language to her.
- (ii) The doctor spoke in Tibetan language, which Tsetan translated into English for the author.

**Answer:**

3. Guess the meaning of the following words. kora, drokba, kyang

In which language are these words found?

*Answer*

Kora: Walk all the way round, circumambulate

Droka: shepherd

Kyang: It is a wild Tibetan ass.

These words are found in Tibetan Language.

*Working with Words*

2. Explain the use of the adjectives in the following phrases.

- (i) shaggy monsters
- (ii) brackish lakes
- (iii) rickety table
- (iv) hairpin bend
- (v) rudimentary general stores

*Answer*

**Answer:**

- (i) shaggy monsters: hairy, unkempt
- (ii) Brackish lakes: salty
- (iii) Rickety table: wobbly, shaky
- (iv) Hairpin bend: very sharp bend
- (v) rudimentary general stores: elementary.

Poetry Section  
Poem 1  
**A Photograph**

**Solutions of Questions of Page No 11:**

**Question 1:**

Infer the meaning of the following words from the context.

<p><b>Padding</b> <b>transient</b></p>
--

Now look up the dictionary to see if your inference is right.

**Answer:**

Paddling: To move a boat by means of paddles.

Transient: Something that stays at a place for a short time-period.

**Solutions of Questions of Page No 12:**

**Question 1:**

What does the word 'cardboard' denote in the poem? Why has this word been used?

**Answer:**

In the poem, the word 'cardboard' stands for the frame that supports and borders the photograph. The photograph shows the poet's mother as a twelve year old girl with two of her cousins, Betty and Dolly. The word 'cardboard' has been used to depict that the photograph is many years old. The use of cardboard as a photo frame was common in old times.

**Question 2:**

What has the camera captured?

**Answer:**

**Answer:**

The camera has captured a happy moment from the childhood days of the poet's mother. The photograph was taken when the poet's mother (at the age of twelve or so) went to a beach holiday with two of her cousins, Betty and Dolly. The captured picture serves as a preserved memory both for the mother as well as the poet.

**Question 3:**

**What has not changed over the years? Does this suggest something to you?**

**Answer:**

The lines, 'And the sea, which appears to have changed less' depicts that the sea have stayed the same over the years. It has not changed at all.

These lines suggest a sharp contrast to the mortal human life. Human life is transitory and temporary whereas the sea symbolizes permanence, immortality and eternity. The poet makes use of the phrase 'terribly transient feet' to highlight the ephemeral nature of human life.

**Question 4:**

**The poet's mother laughed at the snapshot. What did this laugh indicate?**

**Answer:**

The poet's mother laughed while recalling a moment of her past captured in the photograph. She looks back at her childhood days with nostalgia and recollects her innocent joys. Looking at the picture years later brings in her mind the fond memories. She laughs at the way they were dressed up for the beach holiday.

But in the midst of these pleasant memories, lies the pain of loss. The pain comes from the acknowledgement that the lovely days of her childhood will never come back to her.

**Question 5:**

**What is the meaning of the line "Both wry with the laboured ease of loss".**

**Answer:**

The context of the above lines is the mother's recollection of her childhood days and the poet's recollection of her mother's laughing face.

The mother has fond memories of her past but there is a sense of loss in recalling those moments as they make her realise that the good old times of her childhood will never come back. For the poet, the 'loss' refers to the loss of her mother. She has fond memories of her dead mother but she misses her laughter and her presence that will never return to the poet. Thus, both remember their pasts with a laugh that conceals sadness as none can relive those lost moments.

**Answer:**

**Question 6:**

**What does "this circumstance" refer to?**

**Answer:**

'This circumstance' refers to the present situation of the poet wherein the poet is absorbed in the painful memory of her dead mother. Looking at the photograph and thinking of her mother's laughter, the poet also realises that it has been the same number of years since her mother died as her mother's age in the photograph.

**Question 7:**

**The three stanzas depict three different phases. What are they?**

**Answer:**

The first stanza refers to the childhood days of the poet's mother when she was twelve years old or so. The stanza depicts a photograph of her mother when she went for a beach holiday with her cousins and uncle.

The second stanza refers to the poet's childhood days when her mother had become an adult. It depicts her mother recalling her childhood days while looking at the old photograph of hers (mentioned in the first stanza).

In the last stanza, the poet's adult life is described in which her mother is not with her anymore. She has been dead for almost twelve years. The stanza depicts the poet's looking at the same photograph and recollecting her mother's laughter. The loss of her mother puts her in utter grief. She has no words to describe the terrible pain of her mother's death.

## **2. laburnum Top**

**Page No: 32**

**Find Out**

**1. What laburnum is called in your language.**

*Answer*

In hindi, it is called 'Amaltaas'.

**2. Which local bird is like the goldfinch.**

**Answer**

'Indian Lutino Ringneck' is local bird like the goldfinch.

**Think It Out**

**Answer:**

**1. What do you notice about the beginning and the ending of the poem?**

*Answer*

In the beginning of the poem the tree is calm & silent & in the ending it ends with motionless & empty level.

**2. To what is the bird's movement compared? What is the basis for the comparison?**

*Answer*

The goldfinch's movement is compared to that of a lizard. The basis of the comparison is the sleek, abrupt and alert movements of a lizard. The same kinds of movements are observed when the goldfinch arrives on the laburnum tree.

**3. Why is the image of the engine evoked by the poet?**

*Answer*

The engine is the source of energy to run machine. It is compared to bird as she is too a source of energy for her family. As without engine a machine can't work in the same without a bird her family can't survive.

**4. What do you like most about the poem?**

*Answer*

I like the simplicity and pictorial presentation of the poem. The comparison between bird's movement with machine and Lizard made in nice way. Also chirruping & trilling of goldfinch.

**5. What does the phrase "her barred face identity mask" mean?**

*Answer*

The phrase means that the bird's barred or covered face becomes her identity mask recognition.

### **3. The Voice of the Rain**

**Answer:**

**Question 1:**

- 1. There are two voices in the poem. Who do they belong to? Which lines indicate this?**
- 2. What does the phrase “strange to tell” mean?**
- 3. There is a parallel drawn between rain and music. Which words indicate this? Explain the similarity between the two.**
- 4. How is the cyclic movement of rain brought out in the poem? Compare it with what you have learnt in science.**
- 5. Why are the last two lines put within brackets?**
- 6. List the pair of opposites found in the poem.**

**Answer:**

- 1.** The poem begins in a conversational tone. The two voices in the poem are the voice of the poet and the voice of the rain.

The lines that indicate the voice of the poet and the rain are, “And who art thou? Said I to the soft-falling shower,” and the lines that indicate the voice of the rain are, “I am the Poem of Earth, said the voice of the rain”.

- 2.** The phrase “strange to tell” means that it is quite strange for the poet to believe and express in words that the soft-falling rain replied to his question. At the beginning of the poem, the poet inquires the rain about its identity, to which the rain replies that it is the ‘Poem of Earth’.

- 3.** The lines, “I am the Poem of Earth”, said by the voice of the rain, reflects a connection between rain and poetry. This connection becomes more conspicuous in the final two lines,

“(For song, issuing from its birth-place, after fulfillment, wandering

Reck’d or unreck’d, duly with love returns)”.

In these lines, the poet draws similarities between rain and music observing that the life-cycle of rain and song are alike. The song issues from the heart of the poet and travels to reach others. It wanders and, whether heard and enjoyed or not, eventually returns to its creator with all due love. Similarly, rain originates from the earth, and after fulfilling its role of spreading beauty and purity, returns to its origin. Both are perpetual in nature. Moreover, the sound of the soft-falling rain is in itself a kind of music.

- 4.** In the poem, the water rises from the ‘land and the bottomless sea’ to reach the sky. There, it transforms itself into vague formation of clouds, different in their structure than the water from which they originate. After wandering, these clouds descend to the earth in the form of rain to provide relief to the drought-ridden areas and infuse life into the unborn and latent seeds. The rain renders the earth with beauty and purity.

**Answer:**

In science, we learn the cyclical process of rain in terms like evaporation, condensation, precipitation, flowing rivers, ground water and ocean water etc, while in the poem the same process becomes interesting and unusual. The rain speaks itself to describe its course. The poem puts forward how rain never loses its core essence even after changing into various forms.

5. The last two lines of the poem have been put within brackets as they do not form the part of the conversation between the poet and the rain.

The lines in the bracket indicate the reflections, observations and thoughts of the poet. He makes observations about the life-course of a song and draws similarities between the life-cycle of a song and rain. 6. (a) Day, night

(b) Reck'd, unreck'd

(c) Rise, descend

**Question 2:**

Notice the following sentence patterns.

1. And who art thou? said I to the soft-falling shower.
2. I am the Poem of Earth, said the voice of the rain.
3. Eternal I rise
4. For song...duly with love returns

Rewrite the above sentences in prose.

**Answer:**

1. I enquired the soft-falling rain about its identity.
2. The voice of the rain introduced itself as the Poem of Earth.
3. The voice of the rain explained its upward movement towards the sky as eternal.
4. The poet says that, similar to the natural cycle of the rain, a song originates from the heart of the poet, travels to reach others and after fulfilling its purpose (whether acknowledged or not), it returns to the poet with all due love.

**Question 3:**

Look for some more poems on the rain and see how this one is different from them.

**Answer:**

**Answer:**

(1) 'The Rainy Day' by Rabindranath Tagore.

(2) 'Song for the Rainy Season' by Elizabeth Bishop

(3) 'An Autumn Rain-Scene' by Thomas Hardy

## 4. Childhood

**Solutions of Questions on Page No 59:**

**Question 1:**

**Identify the stanzas that talk of each of the following.**

**Individuality**

**rationalism**

**hypocrisy**

**Answer:**

Individuality- Third stanza

Rationalism- First stanza

Hypocrisy- Second stanza

**Question 2:**

**What according to the poem is involved in the process of growing up?**

**Answer:**

According to the poem, the process of growing up involves the attainment of mental maturity. A person is said to be grown up when he has become logical, rational and is able to build his own thoughts. A grown up has the power to distinguish between reality and fantasy.

A grown up individual understands the actions of others just as the poet recognises the hiatus between the preaching and the practice of the adults. He realises the hypocrisy and the double standards maintained by the

**Answer:**

adults. A mature individual also asserts his thoughts and opinions. The poet realises that he himself is the master of his mind and can form thoughts and opinions of his own.

**Question 3:**

**What is the poet's feeling towards childhood?**

**Answer:**

For the poet, childhood seems to be a thing of past. He ponders over the questions as to 'when' and 'where' did his childhood go. He tries to identify the specific moment, time or day when he lost his childhood and stepped into adulthood.

He indicates that childhood is naive and does not understand hypocrisy. At this stage of life, rational thinking and individuality are yet to be developed. The poet feels that his childhood is gone forever and can only be found in the innocent face of an infant.

**Question 4:**

**Which do you think are the most poetic lines? Why?**

**Answer:**

The lines that seem to be the most poetic are:

'It went to some forgotten place,

That's hidden in an infant's face;

That's all I know.'

The above lines conclude the questions and the speculations of the poet regarding his lost childhood. The lines beautifully depict the poet's realisation of the loss of the most important stage of his life. He finally realises that his childhood has gone to some forgotten place and that place could only be found hidden in an infant's innocent face.

## 5. Father to Son

### Solutions of Questions on Page No 86:

**Question 1:**

**Answer:**

**Does the poem talk of an exclusively personal experience or is it fairly universal?**

**Answer:**

Though the poem seems to talk exclusively of the personal experiences of a father, it is fairly universal in the problems that it addresses from the father's perspective.

At the surface, the poem communicates the pain and helplessness of a father who wishes to mend the differences with his son in order to be with him. However, the theme of the poem is universal. Generation gap and lack of communication between parents and children are quite common these days. It speaks of the pain that parents go through due to being distanced from their children, both physically and emotionally.

**Question 2:**

**How is the father's helplessness brought out in the poem?**

**Answer:**

The helplessness of the father is highlighted through the depiction of the emotional struggle that he undergoes. He is aware of the problem and is willing to resolve it, but is unable to do so. He regrets the lack of a strong emotional bond and proper communication with his son who is also physically distanced from him.

**Question 3:**

**Identify the phrases and lines that indicate distance between father and son.**

**Answer:**

Phrases/lines that indicate distance between the father and the son are:

1. 'I do not understand this child'
2. 'I know / Nothing of him'
3. 'We speak like strangers'
4. 'there's no sign/ Of understanding in the air'
5. 'Silence surrounds us.'

**Question 4:**

**Answer:**

**Does the poem have a consistent rhyme scheme?**

**Answer:**

No, the poem does not follow a consistent rhyme scheme.

## English Snapshots

### Chapter 1

#### The Summer of the Beautiful White Horse

Reading with insight :Solutions of Questions on Page Number : 8

**Q1 :**

**You will probably agree that this story does not have breathless adventure and exciting action. Then what in your opinion makes it interesting?**

**Answer :**

*Pointers have been provided for students' reference.*

*It is strongly recommended that students prepare the answer on their own.*

The various reasons which make this story mind-gripping and a real page turner, are:

- The innocence of the language which keeps us in suspense about the belongingness of the horse.
- The mystery behind riding horse;

The interesting feature which makes this story captivating is the way in which the relationship between the author and his cousin develops.

**Q2 :**

**Did the boys return the horse because they were conscience-stricken or because they were afraid?**

**Answer :**

*A model answer has been provided for students' reference.*

*It is strongly recommended that students prepare the answer on their own.*

The most beautiful essence of this story is the fact that the boys were very innocent and meant no harm to anyone. They were just dreamy and wished to ride a horse. It pricked their conscience when they saw the clean heart of the farmer, John Byro, who didn't suspect them even for once for stealing the horse. They were not afraid but were guilt-stricken when they met a pure-hearted soul like John, who couldn't even think of people of their clan stealing, even after he said it was confirmed that the horse resembled his, just like twins. The children might have also been afraid of ruining the prestige and honor of their families.

**Q3 :**

**“One day back there in the good old days when I was nine and the world was full of every imaginable kind of magnificence, and life was still a delightful and mysterious dream...” The story begins in a mood of nostalgia. Can you narrate some incident from your childhood that might make an interesting story?**

**Answer :**

**Answer:**

*A model answer has been provided for students' reference.*

*It is strongly recommended that students prepare the answer on their own.*

We are a small happy family consisting of three members. Luckily, we shared a common hobby of travelling. We were in the lap of Himalayas, somewhere near Ranikhet in the Garhwal range, when suddenly my parents suggested that I should study in a residential school there. I seemed extremely elated with the fantastic idea. Years later, when I was in Grade 7, my parents started searching for a good boarding school where they could put me in for my further studies. I don't have words that could describe my exact feeling at that point of time. I was very happy as well as equally scared at the very thought of living separate from my family. I knew this very well by then that this would be a final farewell from my home and my family. Further studies, college and now in a job, I have always gone back home on vacations and had a very great time, but I have always been very aware deep inside that I was a boarder and had to leave within a few days. I never knew where the towel was hung, when the milkman came, when my mother sat down to have her evening tea, nothing. I did not even find it necessary to know all these minor details because I knew one thing for sure, I was a guest for merely a week so why bother!

**Q4 :**

**The story revolves around characters who belong to a tribe in Armenia. Mourad and Aram are members of the Garoghlanian family. Now locate Armenia and Assyria on the atlas and prepare a write-up on the Garoghlanian tribes. You may write about people, their names, traits, geographical and economic features as suggested in the story.**

**Answer :**

*A model answer has been provided for students' reference.*

*It is strongly recommended that students prepare the answer on their own.*

Here are a few words to describe the Garoghlanian tribes:

This entire concept of the existence of this tribe is said to be fictitious. It's said to be formed by William Saroyan in his book "My name is Aram" (1940). The Garoghlanian tribe is Armenian. The culture of these people, known for their honesty, is at the heart of the story. Hospitality is also an important function in the Armenian culture. Social gatherings revolve around large amounts of food. The religion of most Armenian people is Christianity, which is structured around forgiveness of sins and focuses on the spirit of Tolerance.

## English Snapshots Chapter 2

### The Address

**Reading with insight** :Solutions of Questions on Page Number : 15

**Q1 :**

**'Have you come back?' said the woman.'I thought that no one had come back.'** Does this statement give some clue about the story? If yes, what is it?

**Answer :**

**Answer:**

The quoted statement indicates that the two families knew each other. When the war was going on some people left their homes to take refuge in distant lands. Few people who remained there thought that those people who had left their land would never come back. That is why the woman feels surprised to see one of them returning back. Usually people care more for material things than for human beings. But it cannot be said of all human beings. The narrator and her mother were totally different in their nature. They were trusting and loving human beings. Thus, the given statement gives some clue about the story.

**Q2 :**

**The story is divided into pre-war and post-war times. What hardships do you think the girl underwent during these times?**

**Answer :**

The story, "The Address" is divided into pre-war and post-war times. There are clear indications of the hardships which the narrator, a young girl, had to undergo during these times. The girl came from a rich family. The family had a lot of valuable belongings. Then the war broke out. Mrs. Dorling renewed her contact and started visiting their house. She took away all their possessions on the ground that she wanted to save all their nice things in case they had to leave the place. After the war was over. Things became almost normal. Now the girl was living all alone in a rented house. She wanted to meet Mrs. Dorling and ask for the valuables. When she went to meet Mrs. Dorling she found that Mrs. Dorling was using her mother's things recklessly. Suddenly, she lost interest in the things that had belonged to a connection that no longer existed. She decided to leave it all behind and resolved to move on.

**Q3 :**

**Why did the narrator of the story want to forget the address?**

**Answer :**

The narrator went to the house of the lady who had kept many valuable items of her mother during the war days. The address of the lady helped her in searching out the house of the lady. But now she wanted to forget the address as after visiting the house of the lady she found how the belongings of her mother were kept in a strange manner. These had lost all their emotional value for the narrator. The narrator now lived in a small rented room. She had no place to keep all these things. The lady treated her very insolently. She even refused to recognise her. She did not let her come into the house. That was why she wanted to forget that address.

**Q4 :**

**'The Address' is a story of human predicament that follows war. Comment**

**Answer :**

The phenomenon of war brings lot of suffering for human beings. It brings with it death and destruction. It kills the feelings of love and sympathy. The story Address is based on this theme. The narrator's mother leaves all her valuable things with an acquaintance during the war. The mother dies and many years later, the narrator comes to the woman to have a look at her mother's belongings.

**Answer:**

But the woman shows no human feelings towards her. Rather, she behaves in a very hard hearted manner. She does not even let the narrator come in and sit a while. She closes the door. Thus, we find that war leaves the world desolate not only on the physical level but also on the emotional and spiritual level

## English Snapshots Chapter 3

### Ranga's Marriage

**Reading with insight :** Solutions of Questions on Page Number : 24

**Q1 :**

Comment on the influence of English - the language and the way of life - on Indian life as reflected in the story. What is the narrator's attitude to English?

**Answer :**

When the English came to our land, they did not bring the industrialisation alone. They carried with themselves their culture, their religion and their language to our home. We, who had been ruled by the Slaves and the Moguls for centuries were now about to face yet another foreign dominance, which was to leave an impact on us that was to live for ever in the future. The biggest of all influences was the language English. Even after so many years of independence, we Indians are not able to pull ourselves out of this inferiority complex. They ruled our nation once and now even after so many decades, they rule our minds. We consider those inferior who do not know the English language. It is nothing but a language after all, why feel so proud about it when it is not even ours. Yes it is a global language and it is good to know foreign languages, however we must treat a language as language only and not as a status symbol.

This falsehood has been reflected very well in the story. The narrator, Shyama, showed how when Ranga returns from Bangalore, after completing his studies, the way people anticipated his return and the excitement on knowing that Ranga now knew English, "a priceless commodity". They all wanted to see if there has been any change in Ranga after studying English in Bangalore. However, there was no change or little in Ranga's personality. He even did the traditional namaskar to Shyama by bowing down and touching his feet.

**Q2 :**

Astrologers' perceptions are based more on hearsay and conjecture than what they learn from the study of the stars. Comment with reference to the story.

**Answer :**

Some say that astrology is a science, others say it is a sham. It is true that all the calculations done in astrology are based on the movement of various celestial bodies in our solar system. However, there are claims that all that the astrologers predict is based on hearsay and is general to all. There have been claims that there are these rare astrologers who are known for their accurate predictions. There have been famous astrologers, like Linda Goodman, who have been known and appreciated for their astrological knowledge. Many people are staunch believers of this study. Late President Roosevelt, of United States of America, consulted astrologers to calculate the auspicious moment to swear in as President of USA.

**Answer:**

In the story, Shyama went to the astrologer and told him what was on his head about a possible alliance between Ranga and Ratna. Later when he returned to the Shastri and asked him to predict what the planets told about Ranga, he told what he was actually told by Shyama and said that Ranga was contemplating marrying a girl whose name's initial is 'R', which was Ratna. Thus, it is difficult to say whether astrologers' predictions are based on mere hearsay or are actually what they learn from the movements of stars.

**Q3 :**

Indian society has moved a long way from the way the marriage is arranged in the story. Discuss.

**Answer :**

*A model answer has been provided for students' reference.*

*It is strongly recommended that students prepare the answer on their own.*

It is true that the Indian society has evolved way beyond what has been portrayed in the story. The way Shyama arranged Ranga's marriage is not how it happens in the modern times. Children today do not want to stay dependent on their parents or elders to choose their life partners. They now want to take control of their lives. They take the lead and decide themselves who they want to spend their lives with. The society has opened up to love marriages. However, it should be noted that love marriages are not modern, this culture has existed since times immemorial. Many cases of love marriage can be traced back in the history. Shakuntala did love marriage (*gandharvavivah*), Sita and Draupadi chose their partners on their own (*swayamavar*). Hence, it is difficult to say whether arranged marriage is an old tradition or love marriage. Now that we have been independent for decades and have moved far ahead of Medieval and Modern India, it can be observed that the culture of arranged marriage is returning. Hence, we can be sure of at least one thing that these are trends that come and go and people follow what is in fashion.

**Q4 :**

What kind of a person do you think the narrator is?

**Answer :**

*A model answer has been provided for students' reference.*

*It is strongly recommended that students prepare the answer on their own.*

Shyama, a person who is too attached to his soil and his village, is the narrator of Ranga's Marriage. When the story starts the reader expects something about a marriage happening. However, the narrator takes the reader on a tour of his village, Hosahalli, explaining the specialities about it. He does not believe in the English culture. He tells how 10 decades ago there was no such culture and how he thinks that the language has changed the atmosphere totally. How a distinction has descended between those who speak English and those who do not. Shyama is a person who respects a person who believes in her/his culture; for example, when Ranga paid homage to him, he bowed down and touched Shyama's feet as a *namaskar*. This made Shyama happy that even after studying away from home Ranga had not forgotten his roots. Even though Ranga was an educated boy and was determined to get married to a girl who is mature enough, Shyama got him married to Ratna, who was much younger and not at all the kind of girl he would have married. This shows his beliefs in

**Answer:**

arrange marriage and also that he was a determined person who always got done what he had decided. He was a person who strongly believed in his tradition and culture.

## English Snapshots Chapter 4

### Albert Einstein at School

Reading with insight :Solutions of Questions on Page Number : 31

Q1 :

**What do you understand of Einstein's nature from his conversations with his history teacher, his mathematics teacher and the head teacher?**

**Answer :**

*A model answer has been provided for students' reference.*

*It is strongly recommended that students prepare the answer on their own.*

Einstein's behavior seemed to be extremely unruly. He didn't believe in the then prevailing system of education. His nature was a spontaneous one. He found memorising facts and dates quite useless. Ideas lured him more than facts because of which he had a heated argument on education with his history teacher. He was so restless and indifferent to the importance of attending school that he didn't mind not attending it at all. From his conversation with the Maths teacher, we come to know that he was a student who actually had some interest in mathematics, that being the only class in which he paid a lot of attention and never wasted his time. He wasn't open and outright in front of his Mathematics teacher. His behavior had turned mild before his teacher which showed his level of respect and obedience for elders. Later, when he confronts the headmaster, we find him defensive at the beginning and carefree at the end of the meeting.

Q2 :

**The school system often curbs individual talents. Discuss.**

**Answer :**

*A model answer has been provided for students' reference.*

*It is strongly recommended that students prepare the answer on their own.*

Various points to prove the fact that the school system curbs individual talents are:

- Focusses more on memorising facts and data rather than encouraging them to understand concepts and ideas.
- Thrust on taking exams rather than focussing on increasing the mental and intellectual aptitude of a student;
- The irregular student-teacher ratio makes it impossible for the teachers to provide individual attention to each and every student.
- One-to-one interaction with the kids have lessened these days.
- Quantity matters more than quality.

Q3 :

**How do you distinguish between information gathering and insight formation?**

**Answer :**

*A model answer has been provided for students' reference.*

*It is strongly recommended that students prepare the answer on their own.*

**Answer:**

There is a mass difference between the concepts of information gathering and insight formation. Information gathering refers to collection of data and facts. It means knowledge of specific events or situations that has been gathered or received by communication. Insight formation, on the other hand, refers to the perception one has of things through his deep understanding of a subject. Insight refers to the capacity to discern the true nature of a situation. Thus, it might differ from person to person, depending on everyone's ideas and concepts.

## English Snapshots Chapter 5

### Mother's Day

**Reading with insight** :Solutions of Questions on Page Number : 52

**Q1 :**

This play, written in the 1950s, is a humorous and satirical depiction of the status of the mother in the family. What are the issues it raises?

**Answer :**

Mother's Day is a comical satire. The story is a simple one, yet it strongly condemns the position of women in society. Our mothers and wives work hard daily, turning our houses into homes. They receive no wages and have no weekends off and work all day long, round the clock. Little do we realise the hard work they put in to make it all perfect. We take them for granted and never appreciate them or stop by to drop a word of 'thanks'. The story very clearly states that our mothers and wives have equal right to relax, enjoy their lives and deserve acknowledgement and appreciation. They sacrifice their whole lives building ours'. Husbands stay busy at work and kids are occupied in their own lives. Amidst all this women lose their self trying to contain our world.

**Q2 :**

This play, written in the 1950s, is a humorous and satirical depiction of the status of the mother in the family.

Do you think it caricatures these issues or do you think that the problems it raises are genuine? How does the play resolve the issues? Do you agree with the resolution?

**Answer :**

*A model answer has been provided for students' reference.*

*It is strongly recommended that students prepare the answer on their own.*

The issues that the story raises are genuine and we must heed them. In the story the major complaint of Mrs. Pearson is that her family does not spend time with her. The author has tried to highlight the fact that how lonely can a woman feel when all the members of her family leave early morning to work and then return in the evening just to get the supper and then leave again to socialise outside home. They pay her no time or attention. She selflessly makes the home and asks nothing in return. However, little do we realise that they also yearn for company and wish to spend time with their loved ones.

In the play, Mrs. Fitzgerald, a determined lady who lives in the neighbourhood and a fortune teller, helped Mrs. Pearson by exchanging body with her and dealt with Mrs. Pearson's family. She made the Pearsons understand that Mrs. Pearson is a human after all and that even after working 24x7 she receives no acknowledgement and appreciation from her family members. She did not prepare the supper and did not iron the clothes and made George, Doris and Cyril realise that how

**Answer:**

dependent they are actually on Mrs. Pearson. She is the sole pillar who keeps their lives in place and keeps everything ready for them before even they have asked for it. Finally when the three receive such harsh treatment and see Annie sitting back and not doing household chores, they feel helpless and find it all difficult to manage on their own. They realise that their lives are absolutely incomplete without Mrs. Pearson.

The resolution was perfect and very well decided. The Pearsons needed the harsh treatment after all else they would have never realised the blunder they were going on committing. After what all happened and when Mrs. Fitzgerald and Mrs. Pearson exchanged the bodies back to the original ones, Annie tells George, Doris and Cyril to stay back and play cards with her and proposed that kids would do cooking while she could sit back and relax while talking to her husband, to which the three approved merrily.

**Q3 :**

This play, written in the 1950s, is a humorous and satirical depiction of the status of the mother in the family.

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**Q4 :**

Is drama a good medium for conveying a social message? Discuss.

**Answer :**

*A model answer has been provided for students' reference.*

*It is strongly recommended that students prepare the answer on their own.*

Drama or theatre is a perfect media to deliver social messages to the society. Now that we are in the digital era, we have various kinds of media, print, electronic and cyber. However, in the times when there were no TVs, the only media was theatre. Media not just reflects the society but also revolutionises the society. Jean Genet has made it very clear from his plays that the society dwells on images. Hence, what we show affects the society largely. So, in Drama or Theatre, when the characters come alive and equivocally make their point in front of the whole society, they raise questions, very strong and vital issues are highlighted, which otherwise remain ignored. People heed to what is displayed and learn and not just relate and get emotional.

It is believed that in drama, comedy is best able to mark an effect on the audience. Comedy does not stimulate the audience emotionally; hence, there is no subsequent catharsis. Thus, the alienated audience is able to think rationally rather than getting emotional and is able to infer what the dramatist has been trying to convey. Thus, it opens the audience's mind and they begin to think about what has been suggested or portrayed in the story rather than associating themselves with the characters and reaching a catharsis.

## **ENGLISH - SNAPSHOTS**

### **The Ghat of the Only World**

**Page No: 64 Reading with Insight**

**Answer 1:**

Shahid Ali was a multi faceted personality and appears to be sensitive soul. He was born in Srinagar and had studied in Delhi. Later, he migrated to America and served in various colleges and universities. Shahid was a fine scholar and brilliant teacher. His students loved and respected him. Shahid was a profound lover of good poetry, music, clothes and food. He always thought of Kashmir and was hurt by the mounting violence in the valley. Though he was not a political poet his finest work relates to writing about Kashmir. Shahid outlook was ecumenical. He did not believe in mixing of politics and religion. He never lost the courage in the face of misfortune. Even dreadful disease of cancer could not break his spirit. He refused to take the help of the wheelchair in the hospital.

## Answer:

### Answer 2:

“Oh dear! I can’t see a thing...I hope this doesn't mean that I am dying,” The fear of death was very vividly visible in Shahid's tone of voice and usage of words. He got scared when he felt for the first time that he was dying. When his occasional memory lapses became more serious with passage of time, the realisation of death drawing nearer becomes stronger. When he was in a conversation with Amitav Ghosh, he said in a clear ringing voice- “When it happens, I hope you will write something for me.” The writer could think of nothing to say on such a topic. At last, he had to promise, “I'll do the best I can.” From that day, the writer started keeping a record of all the conversations and meetings he had with Shahid. This record helped him to fulfill his promise.

### Answer 3:

The word 'diaspora' means a dispersion of an originally homogeneous entity, such as a language or culture. With reference to the context, Indian diaspora becomes more prominent in Ghosh's writings.

From this text, we come to know that a number of Indians have settled in different countries of the West, especially England and America. Agha Shahid, his brother and two sisters, Suketu Mehta and the writer form part of the Indian diaspora in America. Shahid belonged to Kashmir and migrated to America in 1975. His elder brother was already settled there. His two sisters also joined them later. These people, though living in another land, never forgot about their roots. These Indians feel a sense of unity and keep meeting each other on various occasions.

## English Snapshots Chapter 7

### Birth

**Reading with insight** :Solutions of Questions on Page Number : 70

**Q1 :**

**“I have done something; oh, God! I've done something real at last.” Why does Andrew say this? What does it mean?**

**Answer :**

*A model answer has been provided for students' reference.*

*It is strongly recommended that students prepare the answer on their own.*

Andrew, the protagonist of the story Birth, utters these words as he is able to bring a still born child back to life which seemed impossible in the beginning. The child is born still to the wife of Joe Morgan. The child is the first child of the couple who has been married for nearly twenty years. The child is born under critical condition. Both the child and the mother are in critical condition requiring urgent attention. The nurse dumps the child thinking it to be still born.

Andrew takes care of the mother first and seeing her in the recovery path turns his attention to the child. Andrew pulls the child out. It is a perfectly formed boy. Its limp white body is white and soft. Its head is hanging loosely on the thin neck. Andrew at once understands that it is a case of asphyxia pallida. He orders the nurse to get him cold water and hot water and basins. He lays the child upon a blanket and begins the special method of respiration. Fifteen minutes passes but no breath comes from the body of the child. In sheer desperation, he rubs the child with a towel, crushes and relaxes the chest with both hands. Then a miracle happens. The little chest gives a short, convulsive heave and then another. Andrew redoubles his effort. The child is now gasping, deeper and still deeper. Then comes the child's cry. He hands over the child to

**Answer:**

the nurse and climbs down the stair. He utters the quoted words out of deep satisfaction on achieving the seemingly impossible task.

It means that Andrew has been able to do something wonderful. He has been able to apply what ever he learnt in the medical textbooks and even beyond that. It is really a great achievement for Andrew. The above words mean that a doctor is a medium through which God or Almighty grants life to the patients. The miracle happened by the grace of the Almighty. Andrew acknowledges this fact in the above quoted words. These words bring home the fact that saving the life of a patient is the most coveted achievement of a doctor.

**Q2 :**

**There lies a great difference between text book medicine and the world of practising physician. Discuss.**

**Answer :**

*A model answer has been provided for students' reference.*

*It is strongly recommended that students prepare the answer on their own.*

There lies a great difference between text book medicine and the world of practising physician. Text book medicine is purely a Science whereas treating a patient is an art. The world of practising physician requires a different set of skills and knowledge. Text book medicine no doubt provides the conceptual framework for treatment but no doctor can treat a patient without the use of his or her intuitive practices. In the story Birth the way Andrew brings back life in the still born child is a testimony to this fact. The nurse at first dumps the child thinking it to be dead. But Andrews takes a chance and the miracle happens. He in the beginning applies his text book knowledge but the child does not recover. He doesnot lose heart. He applies his own intuitive method and the miracle then happened. Treatment is Science and beyond. It is both a science and an art. The story Birth is a realistic fiction. In other words, the elements of the story has been taken from real life experiences and woven in the fabric of fiction.

## English Snapshots Chapter 8

### The Tale of Melon City

**Reading with insight :**Solutions of Questions on Page Number : 76

**Q1 :**

**Narrate 'The Tale of Melon City' in your own words.**

**Answer :**

*A model answer has been provided for students' reference.*

*It is strongly recommended that students prepare the answer on their own.*

The Tale of Melon city is a narrative poem by Vikram Seth written in the couplet form. The poem is an account of an incident involving the monarch and citizens that took place in a city long ago. The tale is humorous with a very sharp focus on the thematic aspect. Structurally, the story has three parts-the first part mentions about a king's wish to build an arch. The second part relates his complaints regarding the faulty construction of the arch and the last part narrates how his decree ultimately falls on him leading to his hanging. The poem in a high tone of humour narrates the transition of power from the king to a melon which became a symbolic head.

## **Answer:**

In the beginning the poet narrates that there was a king in a city long ago. One day the king expressed his desire to construct an arch spanning the main thoroughfare to improve the onlookers morally and mentally. The king was just and peace loving. The construction work was soon undertaken by employing large number of labourers.

After the completion of the arch, the king went to inspect the newly constructed arch. The arch was very low. His crown struck against the arch and fell off. Feeling dishonoured, the king decided to hang the chief of builders. All arrangements were made for the hanging. The Chief of builders defended himself by shifting the responsibility to the labourers. Convinced by the argument, the king then ordered to hang all the labourers. The labourers shifted the responsibility to the size of the bricks. The king accordingly ordered the hanging of the masons. The masons in turn defended themselves and put all blame on the architect. The king ordered to hang the architect. The architect reminded the king that he (King) had made some amendments to the plan when it was shown to him. The architect indirectly put the blame on the king. The king was confused to hear the architect's argument. The king solicited the advice of the wisest man in his kingdom. Accordingly, the wisest man was found and brought to the court. He was so old that he could neither walk nor see. He gave the verdict that the arch was the real culprit. It was the arch that hit the crown violently and it fell off. So, the arch must be hanged. Accordingly, the arch was led to the scaffold. In the meantime, a councillor pointed out that it would be very shameful act to hang the arch that touched the king's crown.

The crowd which gathered there to witness the hanging of the culprit was getting restless. Sensing their mood, the king said that someone must be hanged since the nation wanted a hanging. The noose was set up. It was somewhat high. Each man was measured turn by turn. But there was only one man who was tall enough to fit in the noose, and it was the King. Interestingly, the king was hanged.

The poet then narrates the third part of the poem. In the concluding part the ministers heaved a sigh of relief that they were able to find someone, otherwise, the unruly crowd might have risen in revolt. After the death of the King, it was required to choose another king. As per the convention, the ministers sent out the herald to proclaim that the next to pass the City Gate would choose a king. An idiot happened to pass the City Gate. The guards asked him who was to be the King. The idiot answered that a melon should be chosen to be the next king. Actually that was his pet answer to all questions as he liked melons. The ministers crowned a melon and placed their Melon King reverently at the throne.

The poet narrates that the citizens were least bothered about their symbolic head. They enjoyed the principles of Laissez faire. They were very respectful to their new monarch as the new monarch did not interfere in their lives.

**Q2 :**

**What impression would you form of a state where the King was 'just and placid'?**

**Answer :**

*A model answer has been provided for students' reference.*

*It is strongly recommended that students prepare the answer on their own.*

A state where the king was Just and placid enjoyed peace, liberty and justice. The king was titular and symbolic. The citizens enjoyed freedom of all kinds. The real governance of the country was in the hands of the citizens. In the poem 'The Tale of a Melon City' the king had to be hanged as the citizens ultimately wanted someone to be hung. The king could not defend himself. Even though the wisest man gave the verdict that the arch was the real culprit but the citizens wanted someone to be hanged. Ultimately, the king was hanged. This shows that in such a state where the king was just and placid the citizens influenced the fate of a king.

**Answer:****Q3 :****How, according to you, can peace and liberty be maintained in a state?****Answer :**

*A model answer has been provided for students' reference.*

*It is strongly recommended that students prepare the answer on their own.*

Peace and liberty can be maintained in a state if there exists Laissez faire, i.e., the principle of non interference by the king in the activities of the citizens. However, the king or the government must maintain law and order in the absence of which anarchy may reign in the state. There should be a happy balance between state interference and citizens rights. Only then one can expect peace and liberty to be maintained in a state.

**Q4 :****Suggest a few instances in the poem which highlight humour and irony.****Answer :**

*A model answer has been provided for students' reference.*

*It is strongly recommended that students prepare the answer on their own.*

The poet has used the tools of humour and irony in the poem. Humour refers to cognitive experiences which provoke laughter in a person. Irony refers to the strange aspect of a situation that is very different from what one expects. Some instances of humour and irony in the poem are:

The decision of the king to hang the chief of the builders for constructing a low arch when his crown struck against it evokes laughter among the readers. It is an example of humour. The way the king got convinced that actually the labourers who constructed the arch were responsible is also humorous. The king wanted to hang the labourers but the labourers were able to defend themselves. This situation is humorous as it evokes laughter among the readers and ironic as the readers find that the labourers are able to shift the responsibility to the architect. Ironically, the architect is able to shift the responsibility to the king himself. The selection of the wisest man who would give the verdict as to who was the real culprit evokes laughter and is, therefore, humorous. The old man ultimately blamed the arch and declared that the arch must be hanged. Ironically, one of the ministers pointed out that the gathering wanted a

man to be hanged. As the noose fitted the king's neck, so, he was hanged.

The choice of a successor is humorous as an idiot is consulted in selecting the successor. The idiot chose a melon who became the symbolic head of the state.