

ADDITIONAL[®]
PRACTICE
ENGLISH **9**

Updated Answer Key

DNA education

FROM THE CHAPTER

- A.**
1. a. Margie wrote about the old book that Tommy found in the attic.
 - b. Margie's grandfather told her about the time when his grandfather was a little boy and the paper books were available instead of computer books, i.e, books were printed on paper.
 2. a. Margie always hated the school because she got test after test from her teacher and could not perform well in any of it.
 - b. As Margie kept getting test after test in geography she started performing worse.
 3. a. Margie hated the slot where she had to put homework and test papers, the most.
 - b. She always wrote a punch code, which she was taught when she was six years.
 4. a. The geography sector was geared a little too quick.
 - b. Margie's progress was quite satisfactory.
 5. a. Margie went into the schoolroom, which was right next to her bedroom.
 - b. Margie's mother told her that little girls learned better if they learned at regular hours.
 6. a. In the old school the kids from the whole neighborhood came, laughed and shouted in the schoolyard. They sat together in the schoolroom, and helped each other with the homework.
 - b. The kids learned the same subjects and same topics together in the schoolroom.
- B.**
1. Unlike the teachers of old kind of schools, Margie and Tommy had mechanical teachers. These mechanical teachers were large. They were black and ugly, containing large screens which were also black. All the lessons were showed on the black screen and questions were asked there. There was a slot in these mechanical teachers wherein the students composed and put their homework and test papers. They used a punch code to write their answers and the marks were calculated by the mechanical teachers immediately.
 2. The book that Tommy found in the attic was old. Its pages were yellow and crinkly. The words in the book, were still unlike the textbooks where the words move. Many pages of the book were scrambled in contrast to the textbooks wherein no scrambled pages could be found.
 3. When Margie's mother called the county inspector to check Margie's teacher, he found the geography sector was gearing a little faster. The Inspector slowed it up to an average ten-year level.
 4. Margie hated school because her mechanical teacher kept giving her test after test which Margie continuously failed. She also hated the slot of putting homework and test papers and being deceived of fun with other kids.

5. Margie's grandfather told her that when he was a child his grandfather used to tell him about the times when there were paper books available instead of computer books. The paper books were printed on paper and had still letters. Kids used to learn together from these printed books and sometimes shared their books.
 6. Margie performed badly in geography because a level higher than her was taught by the mechanical teacher who was assigned to teach her this subject. The programming of geography teacher was for higher age groups, but Margie belonged to lower age group. The inspector helped her by slowing down the geography sector to an average level of ten-year. He also told Margie's mother that Margie's overall performance was satisfactory.
 7. The mechanical teacher used to teach Margie and Tommy their subject and assess their performance. There was a special slot for Margie and Tommy in the computer, and in order to get assessed, they put in their homework and test papers in that slot. Their marks were calculated by the mechanical teacher in few seconds. But this method of assessment was not liked by them.
 8. Margie's schoolroom was next to her bedroom. It had mechanical teachers, which contained large screens. All the lessons were shown on the black screen and questions were asked there. She did not even have classmates.
 9. The County Inspector found that Margie's performance was quite satisfactory, instead it was the fault of Margie's mechanical teacher that she could not perform well in geography. He took the mechanical teacher to another room to repair it and slowed the geography sector to an average ten-year level for Margie.
 10. Margie thought that children in olden days had fun while studying in school because they used to go to school together and learn same things. They also laughed and played together while also helping each other with the homework sometimes.
- C. 1.** Margie and Tommy are future's students. Their teachers and classrooms were different from those of present teachers and classrooms. Their teachers were mechanical teachers, i.e., computers. Those computers included large black screens. All the lessons were shown there and questions were asked. Students put their homework and test papers in a slot given to them. They wrote their answers in a punch code and the mechanical teacher calculated the marks immediately. According to the learner's level, each teacher was adjusted.

Their classrooms were also different from the conventional ones. Those were in the home, since their school was also in the home. Their schools were computers. They did not have classmates. They learnt geography, history and arithmetic. They went to school regularly. Margie's school, i.e., her mechanical teacher (computer) was right to her bedroom.

Tommy's mechanical teacher (computer) was out of order and had been taken away because, history subject had been wiped away. Therefore, mechanical teacher lost its memory and was sent to hospital. So, Tommy got rid of his classroom temporarily.

2. Tommy described the old school to Margie. Unlike their school in their bedroom, the old school was situated in a special building wherein all kids used to study together. Hundreds of students used to study and play together. They used to come to an open yard when there was no class and shout and laugh together.

Margie liked the old school because, she thought that the old school must have a lot of fun when the students used to go to school together. It was very amazing to her that all the children studied together the same lesson from the same teacher and helped each other to do the homework correctly. Teachers also behaved in a humanly way, as they were not machines. Therefore, Margie liked the human aspect of the old school and thought that old school was a fun.

3. The schools today are better than the schools in the story 'The Fun They Had' for many reasons:
- In our schools we have human teachers, who help us solve our doubts and other problems through verbal interaction.
 - There are other students in class who become our friends. We eat, laugh, play and study together.
 - No punch code is required to write answers, we have fun waiting for the results of exams, instead of having our teacher calculating the marks immediately.
 - Our school is situated in a special building which has special rooms for different activities like science lab, staffroom, canteen, clubhouse, etc.
4. With the advent of e-books, kindle, and other electronic devices people have got different sources of reading books. However, books can't go entirely extinct even in the distant future as in schools both teachers and students need to hold books in hand so they can read, write and solve questions together. Also, books help us to prepare for our exams better. We can add notes and mark important information while learning in class. Although it is possible that more e-books will be used in near future, paper books will also be there for people who like to read and learn from the printed text on the paper.
5. Through the given passage the author is trying to highlight the difference between old and future books. Tommy and Margie, who are future kids found it funny that the letters in the books could be still. They also thought that such books could be thrown after reading. The author also presents the idea of technology replacing children's ability to comprehend beyond the systematic learning. In today's era we study history as a subject, where we learn about the old technology and how humans evolved and became more civilised in contrary to Margie and Tommy's low knowledge of the past and its functioning.

Chapter 2. The Sound of Music

FROM THE CHAPTER

- A. I. a. The little girl was nervous yet excited because it was her first day at the prestigious Royal Academy of Music in London, where she had been selected for training.

- b. The aspiring musician (the little girl) was profoundly deaf. She had lost her hearing ability completely due to nerve damage.
2. a. Evelyn Glennie's loss of hearing was gradual. Her mother noticed that Evelyn did not respond when her name was called because she couldn't hear things properly.
 - b. Evelyn's Headmistress urged her parents to take Evelyn to a specialist as her deafness grew.
3. a. Evelyn was determined to lead a normal life and pursue her interest in music, despite her deafness.
 - b. One day Evelyn noticed a girl playing a xylophone. The incident made Evelyn decide to play xylophone.
4. a. Evelyn toured to United Kingdom with a youth orchestra.
 - b. When she auditioned for the Royal Academy of Music, she scored one of the highest marks in the history of the academy.
5. a. According to Evelyn music pours through every part of her body. It tingles in her skin, cheekbones and hair.
 - b. On the wooden platform, Evelyn removes her shoes so that the vibrations pass through her bare feet and up her legs.
6. a. Evelyn brought percussion to the front of the orchestra.
 - b. She has given inspiration to those who are handicapped.
- B.** 1. Evelyn was a girl with a very strong determination. When she came to know about her deafness, initially she became upset. But very soon she overcame herself and determined to lead a normal life and pursue her interest in music. Even when she was discovered by her teachers playing xylophone, they were in a doubt whether she would come out successful in this field, but she did not give up her wish and became tenacious to play it. Secondly, Evelyn auditioned for the Royal Academy of Music and scored one of the highest marks in the Academy. Later, her determination moved her to solo performance and at the end of her three-year course, she had captured most of the top awards. All these things reflected her strong determination.
 2. When Evelyn was eleven years old, it was discovered that her hearing was severely impaired as a result of gradual nerve damage. Her teachers advised that Evelyn was sent to a school for the deaf.
 3. When Evelyn wanted to play xylophone, most of her teachers discouraged her. Only Ron Forbes, a percussionist encouraged her because he noticed her potential here. Not only that, Ron Forbes tuned two large drums to different notes and advised Evelyn to try to sense the music of the drums some other way, instead of listening them through the ears. Evelyn followed his advice sincerely and discovered that she could sense certain notes in different parts of her body. This changed her and she had learnt to open her mind and body to sounds and vibrations.

4. The master percussionist James Blades said, "God may have taken her hearing but he has given her back something extraordinary. What we hear, she feels—far more deeply than any of us. That is why she expresses music so beautifully."
 5. Being an optimist, Evelyn took her illness positively and decided not to give up on leading a normal life and pursuing her passion for music. Her determination to overcome challenges and achieve her goals made her successful in learning xylophone. Moreover, she also succeeded in becoming an expert percussionist with her hard work and consistent practice.
 6. Evelyn's message for the people is that success comes from hard work and strong determination with sincerity and honesty. First target your goal and then try to reach that goal with concentration and full determination.
 7. Since Evelyn was a teenager, going to a prestigious school like Royal Academy was daunting for her. Still, she was excited that she had got the opportunity to pursue her dream and study music in one of the best schools in London.
 8. At the age of eleven, Evelyn was informed that she had lost her hearing ability due to nerve damage. The news shocked Evelyn as she was afterwards advised to be fitted with hearing aids and sent to a school for the deaf. All of this seemed to be a scary dream to Evelyn.
 9. Evelyn was travelling to United Kingdom to visit Royal Academy of Music in London. She was nervous because she was a teenager, who was going to such a prestigious school for the first time. It was a golden opportunity for her, which can be terrifying for any teenager.
 10. Evelyn believed that music can be felt with any part of the body. While practicing with Ron Forbes, she realised that she could sense certain notes in different parts of her body. When she played xylophone, she could sense the sound passing up the stick into her fingertips. Similarly, she removed her shoes so that the vibrations pass through her bare feet and up her legs.
- C. 1.** Evelyn Glennie was a girl of tenacity and determination with an affinity for working hard. She was a hardcore optimist and always looked at the bright side of life. At the age of 17 Evelyn faced a great disaster in life, i.e., she lost her hearing ability completely, as a result of gradual nerve damage. But she was not upset. She was attracted towards music and pursue her career in it. She never gave away the concept of leading a normal life. With hard opposition from most of her teachers, she learned xylophone with the help of the percussionist Ron Forbes. She then never looked back. She toured the United Kingdom with a youth orchestra and auditioned the Royal Academy of Music, scoring the highest marks in the history of the academy. Later, she moved to solo performance and at the end of three-year course, she had captured most of the top awards. Evelyn did not know what defeat was, she got right to the top, the world's most sought-after multipercussionist with a mastery of some thousand instruments and hectic international schedule.

Evelyn was a multifaceted personality. She brought percussion to the front of the orchestra. She gave free concerts in prisons to the and hospitaly and gave high priority to classes for young musicians. She had given inspiration to those who are handicapped. According to Ann Richlin of the Beethoven Found far Deaf children, "Evelyn is a shining inspiration for deaf children. They see that there is nowhere that they cannot go."

2. This evaluation is true because, normally when people become handicapped, they are fed up with themselves and become frustrated. But, Evelyn Glennie has overcome all types of frustration after becoming deaf, and has determined to lead a normal life. In order to shine in life, she chose music and have practised if whole-heartedly to reach the zenith of success. Once she has established herself as a musician, she has divided herself in various ways—she is a performing musician, giving free concerts in prisons and hospitals, giving high priority to classes for young musicians and giving inspiration to the deaf children. Therefore, it is true that Evelyn is a shining inspiration to the deaf children, as she has taught them that, physical disabilities can be overcome if there is a willpower.
3. With her sheer determination and hardwork, Evelyn succeeded in pursuing her interest in music. She did not let her inability to hear, restrict her from learning to play instruments like xylophone and percussion. She continued practicing with percussionist Ron Forbes, despite all the discouragements she faced from her teachers.

When she noticed a girl playing xylophone, she decided to learn to play it too. Moreover, she used her body to play music. Her dedication led her to tour United Kingdom with a youth orchestra and audition for the Royal Academy of Music. She brought percussion to the front of the orchestra, winning several accolades and becoming inspiration for millions of people.

4. Getting a golden opportunity to meet an influential personality like Evelyn Glennie would be an extremely exciting experience. Like Evelyn's passion for music, my passion for dancing has enabled me to win several awards during inter and intra school competitions. Although, my journey was not as challenging as Evelyn's. I once had to step back from taking part in India's one of the biggest dance show due to a leg injury. So, when I would get to meet Evelyn, I will discuss with her my experience and ask her for sharing some tips about dealing with such hardships. I am confident that her advice would help me in successfully achieving my dreams.
5. Through the given statement the author wants to convey that in spite of all the challenges thrown at you, the dedication and hard work you showcase towards following your dreams never go in vain. Evelyn had so many people around her, including her teachers who discouraged her, yet she focused on her goal and thrived to achieve it with her determination and help of mentors like Ron Forbes. She not only uplifted herself but also inspired people who were handicapped to fulfill their dreams. Since she could not hear she ensured that she used other body parts like her fingertips and feet to feel the music vibrations. People who looked at Evelyn rightly said, "If she can do it, I can too".

Part 2: The Shehnai of Bismillah Khan

FROM THE CHAPTER

- A. 1. a. Emperor Aurangzeb banned pungi in the royal residence for it had a shrill unpleasant sound.

- b. A barber of a family of professional musicians, who had access to the royal palace chose a pipe with a natural hollow stem that was longer and broader than the pungi and made seven holes on the body of the pipe.
 2. a. Soft and melodious sound of shehnai was produced when some of the seven holes on the body of the pipe opened and closed.
 - b. Shehnai was developed from an old instrument called pungi. A barber, who modified pungi, played it in front of the king Aurangzeb and was appreciated for the sound that instrument produced. They called the instrument 'Shehnai' as it was played in a Shah's chambers for the first time by a nai (barber).
 3. a. Bismillah Khan used to play gilli-danda near a pond when he was a five-year old boy.
 - b. He went to the Bihariji temple in his neighborhood to sing the Bhojpuri 'Chaita' because he earned a big laddu weighing 1.25 kg at the end of it.
 4. a. As a three-year old boy, Bismillah accompanied his mother to his maternal uncle's house in Varanasi. There, Bismillah encountered his uncles practicing shehnai, which fascinated him.
 - b. Ali Bux was Bismillah's uncle, who played shehnai at the Vishnu temple of Varanasi.
 5. a. Bismillah Khan's first trip abroad was to Afghanistan, where king Zahir Shah gifted him priceless Persian carpets and other souvenirs.
 - b. When Vijay Bhatt heard Bismillah play at a festival, he was so impressed that he named his film after the instrument called 'Gunj Uthi Shehnai'.
 6. a. After gaining much popularity and recognition, Bismillah Khan became the first Indian to be invited to perform at the prestigious Lincoln Centre Hall in the United States of America.
 - b. An auditorium in Teheran was named after him as Tahar Mosiquee Ustaad Bismillah Khan.
- B.**
1. Bismillah Khan came from an ancient estate of Dumraon in Bihar. In his childhood, he played gilli-danda near a pond. His childhood days and experiences showcased the cultural heritage and religious diversity of India. As a child he used to go to the Bihariji temple to sing the Bhojpuri 'Chaita', at the end of which he would earn a big laddu weighing 1.25 kg, a prize given by the local Maharaja. This shows that Bismillah Khan was like any other kid who would do things to receive tasty treats.
 2. On August 15, 1947, India emerged as an Independent country from the clutches of the British. In order to commemorate this event, Bismillah Khan was invited, as a first Indian to greet the nation with shehnai. He played Raag Kafi from the Red Fort to the audience, which included Pandit Jawaharlal Nehru, the first Prime Minister of free India.
 3. Bismillah Khan did not delve in the world of cinema because, he said, "I just can't come to terms with the artificiality and glamour of the film world".
 4. The recurring themes of Bismillah Khan's music were the flowing waters of the river Ganga, the city of Benaras and the unique mattha of Dumraon.

5. With the ban of 'Pungi' in the royal court of Aurangzeb, came the invention of 'Shehnai'. A barber of a family of professional musicians decided to improve the tonal quality of pungi. He took a pipe with a natural hollow stem and made seven holes on its body. When he played the modified pungi it produced melodious sound. Thus, the instrument was named 'Shehnai' for being first played in a Shah's court by a nai (barber).
 6. Although Bismillah Khan belonged to the Muslim-community, his talent and hard work saw no religious boundaries as he sang in temples. This started when he was a child and would regularly sing the Bhojpuri 'Chaita' in Bihariji temple. Later on, he continued to sing and play shehnai in India and different parts of the world.
 7. The local Maharaja of Bihar used to give Bismillah Khan a big laddu, weighing 1.25kg, as a prize, after the latter sang the Bhojpuri 'Chaita' to the nearby Bihariji temple everyday, when he was five years old.
 8. King Zahir Shah of Afghanistan was very happy with the performance of Ustad Bismillah Khan. He expressed his happiness by gifting Ustadji priceless Persian carpets and other souvenirs.
 9. Bismillah Khan used to accompany his maternal uncle, Ali Bux, to the Vishnu temple of Benaras, where Bux played shehnai. Bismillah would sit there with his uncle captivated by the music of shehnai for hours.
 10. The sound of shehnai is considered auspicious because it was mostly played in temples and at happy occasions like marriages.
- C.**
1. Ustad Bismillah Khan was a legendary figure in the realm of music, especially shehnai. Coming from an ancient estate of Dumraon to performing all over India and abroad is a clear indication of his achievements. He brought shehnai in front of the world through radio programmes and various functions. His contribution to music made him the first Indian to be invited to perform at the prestigious Lincoln Centre Hall in the United States of America. He also participated in the World Exposition in Montreal, in the Cannes Festival and in the Osaka Trade Fair. His international recognition made Teheran name one of its auditorium after him—Tahar Mosiquee Ustad Bismillah Khan.
 2. Despite having travelled abroad, Bismillah Khan was highly fond of his hometowns, Benaras and Dumraon. Even, he rejected the offer to head a shehnai school in the U.S.A because he would've missed river Ganga. Whenever in a foreign country he kept yearning to see Hindustan (India). He always showed love and patriotism for his country. The flowing water of Ganga inspired him to improvise and invent raagas that were usually considered to be beyond the range of shehnai. Therefore, he never wanted to settle in a foreign country, instead stayed in India to live on the bank of Ganga. His respect, love and superiority for his country make him a great patriot.
 3. This evaluation is true because, normally when people become handicapped, they are fed up with themselves and become frustrated. But, Evelyn Glennie has overcome all types of frustration after becoming deaf, and has determined to lead a normal life. In order to shine in life, she chose music and have practised it whole-heartedly to reach the zenith of success. Once she has established herself as a musician, she has divided herself in various

ways—she is a performing musician, giving free concerts in prisons and hospitals, giving high priority to classes for young musicians and giving inspiration to the deaf children.

Therefore, it is true that Evelyn is a shining inspiration to the deaf children, as she has taught them that, physical disabilities can be overcome if there is a willpower.

4. Pungi getting banned from the emperor Aurangzeb's royal residence due to its unpleasant sound, encouraged a barber to invent shehnai. A barber of a family of professional musicians decided to improve the tonal quality of pungi. He chose a pipe with a hollow stem that was no longer and broader than the pungi. He then made seven holes on the body of the pipe. Later, he took his instrument to Aurangzeb's court and played it. The closing and opening of some of these holes produced soft and melodious sound which everyone appreciated. Since this new instrument was played for the first time in a Shah's court and by a nai (barber), it was named 'Shehnai'.
5. Ustad Bismillah Khan was a devout muslim, who willingly and proudly played shehnai in temples. He visited the Vishnu temple of Benaras with his uncle only to watch him play shehnai. Such events in his life introduced him to the rich cultural heritage of India, which further encouraged him to live near banks of Ganga in the later stage of his life. During an interview in 2005, he also exclaimed that he never wanted to go to Pakistan, instead live in Benaras in India forever. He is the perfect example of India's diverse cultural heritage as he naturally played shehnai at the Kashi Vishwanath temple every morning.

Chapter 3. The Little Girl

FROM THE CHAPTER

- A.**
1. a. Kezia's father would come into her room and give her a casual kiss every morning before going to work.
b. Kezia's would have a sense of relief as soon as she know that her father has finally left for work.
 2. a. Kezia's stuttered only with her father because he seemed giant to her and she was scared of his strict nature sometimes.
b. She considered her father a giant because he was a grown man unlike Kezia, who was just a little girl.
 3. a. Kezia wandered into Mother's bedroom to look for scraps that she could use to fill the pin cushion.
b. When she discovered a great many sheets of fine paper in her mother's room, she tore them into tiny pieces and stuffed her case.
 4. a. Macdonalds was a family that lived next door to Kezia's home. There were five children in the family who played 'tag' in the evening. The family played and laughed together. Seeing this, Kezia concluded that Macdonald was a kind and loving father.
b. Macdonalds used to play 'tag'. The baby Mao would sit on his father's shoulders while the girl ran round and round the flower-beds. They also played with the hose.

5.
 - a. Kezia's father blow out the candle and caught her up in his arms, carrying her to the bedroom.
 - b. When Kezia's father realised that Kezia had a bad dream, he took her to the big bedroom, tucked her up in bed and laid down beside her, while Kezia snuggled her head under his arm.
 6.
 - a. As Kezia saw that her father was too tired that he slept before her, a funny feeling came over her.
 - b. Kezia gradually realised that her father worked too hard yet nobody was there to look after him. She know that though her father was harsh sometimes he behaved like that because he cared about Kezia.
- B.**
1. Kezia was scared of her father, so she chose to avoid him as much as possible. Every morning when her father came into her room to give her a casual kiss before leaving for work, she only responded with a formal goodbye. Even, she used to be relieved when she heard her father has left the house for work.
 2. Kezia wanted to gift a pin-cushion to her father in his forthcoming birthday. In order to complete the said pin-cushion, she tore her father's important papers, stuffed them and sew the pin-cushion properly, without knowing the importance of those papers. When her father came to know about it, he was very angry because, those papers contained his great speech for the Port Authority. Since, it was an unbearable loss to her father, Kezia was not spared but punished by him.
 3. Kezia's father was different from Mr. Macdonald because, the latter used to accompany his five children and play with them. But unlike Mr. Macdonald, Kezia's father was serious and introvert. After coming back from office, Kezia's father used to order Kezia, her mother and grandmother for the requirements necessary to him and never accompanied Kezia with a light mode. His behaviour brought stuttery to Kezia. On the other hand, Mr. Macdonald allowed his five children to behave with him freely.
 4. When Kezia had the nightmare, her father came to her with a burning candle in his hand. He then put out the candle, bent down and caught up Kezia in his arms. He then carefully tucked up the child to the big bedroom and lay down beside her. Then he advised her to rub her feet against his legs to get the warmth.
 5. Kezia's father was a figure to her to be feared. He was always serious. His seriousness might be an outcome of professional pressure. As a result she was comfortable to avoid his father. Every morning when his carriage went far and far, Kezia felt glad. In the evening when he used to come back, he ordered his tea, paper and his slippers to be available, in a loud and commanding voice, all of which evoked fear to Kezia. It was because of this fear, Kezia used to stutter in her father's presence.
 6. The funny feeling which Kezia had about her father was his father was poor and not so big and there was no one to look after him. His diurnal work made him more tired than Mr. Macdonald, so he was not able to accompany Kezia.

7. On Sunday afternoons, Kezia's grandmother would send her to spend time with her parents. However, Kezia found her father lying down on the sofa to relax and her mother busy reading.
 8. Kezia avoided her father because she was scared of his strict nature. He seemed like a giant to her as she was a little girl, in contrast, to her grown father. She didn't get to spend much time with her father and only had formal conversations with him.
 9. As Kezia's grandmother suggested, she prepared a surprise for her father on his birthday, she decided to make a pin-cushion for him. However, Kezia couldn't find anything to fill the cushion with and finally sew it on the fourth side. So, she took her father's great speech papers, tore them into pieces and stuffed the cushion with it.
 10. When Kezia got scared in her sleep, her father picked her up and took her to the big bedroom, carrying her in his arms. He laid down next to her, while Kezia snuggled him as she felt safer than ever with her father.
- C.**
1. Apparently Kezia's father was very serious, rough and commanding. Moreover, due to his hectic work pressure, he had a very meagre recess and rest. All these features were reflected in his behaviour and mode of talking. But he had a soft corner in his mind and an affectionate heart. Since Kezia was a child, she could not reach her father's affection for her. She saw her father talking seriously with the other members of the family, ordering his requirements in a commanding tone and speaking with the family members, especially with her emphatically. All these things made her child mind afraid of her father, because she did not reach the age of maturity, so that she could judge her father considering all the circumstances of which he was nothing but a victim.
 2. Kezia used to sleep with her grandmother embracing her tightly out of fear of evil nightmare. Once her mother fell ill and was admitted to a hospital. Her grandmother also went there to attend her ailing mother. Those nights Kezia was sleeping alone. As usual, she dream the same nightmare, i.e., a butcher with a knife and a rope, coming nearer and smiling a dreadful smile. She was afraid and cried, "Grandma!" Her father came to her, took her on his lap and carried her to the big bedroom. Then he lay down beside her. In order to overcome the butcher's smile, Kezia crept close to her father, snuggled her head under his arm and hold tightly to his shirt. She spent the night with the consolation that her head was on her father's heart, which was a very big heart.
 3. Once having been left alone at home with Alice, the cook and father, Kezia got scared. As she was put to bed, she had the old-scary dream of a butcher with a knife, which made Kezia scream. However, as she woke up she saw her father beside her bed with a candle in his hand. He saw that Kezia was scared because of a bad dream. He caught her up in his arms and carried her to the big bedroom. As soon as he laid next to her, she snuggled under his arm and held his shirt tightly. She heard her father telling her to rub her feet against his legs to get them warm. Father's kind and loving gesture made Kezia realise that he, too, was a good person. However with busy schedule and exhausting days, he hardly gets time to be like Mr. Macdonald. Finally, she tells her father that he has a good heart.

4. Kezia was close to her grandmother for she was kind hearted and showered her love towards Kezia. On the contrary, Kezia was formal with her parents as they both were working and hardly spent time with her. Therefore, grandmother had a larger impact on Kezia's life. She would look after Kezia everyday and suggest her to do good things for her parents like spending time with them on Sundays and prepare gifts for them. Although grandmother know that Kezia's parents could not be with her all the time, she never allowed Kezia to dislike them for that. She believed in being a good person and encouraged Kezia to do the same.

Similarly, when Kezia's father hit her with scale, it was grandmother who wrapped her in a shawl and rocked her in the rocking chair, while Kezia clung to her body, feeling safe. Grandmother was empathetic and certainly loved Kezia selflessly.

5. Through the given statement, the author wants to convey that often we develop prejudices against people, which are not true. Kezia assumed her father to not be like Mr. Macdonald who was kind and spent time with his family. However, later in the story she realised that his father also cared about her, when he showed affection towards Kezia by putting her to bed and make her feel safe. He worked hard and used to be too tired to play with his daughter. She also realised that unlike herself, her father did not have anyone to look after him, which further made things harder for him. At last, she knew that her father was a good person too. Therefore, the author shares a message that we should try to be empathetic towards people and not be prejudice against them.

FROM THE CHAPTER

- A.**
1. a. Till the age of two-and-a-half, Einstein couldn't talk.
b. Einstein's playmates called him "Brother Boring".
 2. a. Einstein performed well as he scored good marks in almost every subject.
b. He hated his school's regimentation, and often clashed with his teachers.
 3. a. He was highly gifted in mathematics and interested in physics.
b. Science was not the only thing that appealed to Einstein.
 4. a. Einstein worked as a technical expert in the patent office in Bern, where he also developed his own ideas in secret.
b. He developed his own ideas secretly, while assessing other people's inventions.
 5. a. Einstein published his 'General Theory of Relativity', which provided a new interpretation of gravity.
b. Einstein had accurately calculated in advance the extent to which the light from fixed stars would be deflected through the sun's gravitational field.
 6. a. In a public missive to the United Nations, Einstein proposed the formation of a world government.
b. He agitated for an end to the arms buildup and used his popularity to campaign for peace and democracy.
- B.**
1. Einstein was born on 14th March 1879 in the German city of Ulm. He couldn't talk even at the age of two-and-a-half. Therefore, his playmates called him 'Brother Boring'. However, he loved mechanical toys as a young boy. He also learned to play violin at the age of six, becoming a gifted amateur violinist.
 2. The headmaster could not study Einstein properly. He could not guess that Einstein was different from the other students. Therefore, when Einstein was unable to adjust with the school regimentation, and felt stifled there, the headmaster predicted to his father that, whatever profession would Einstein opt in future, he would not be successful.
 3. Einstein left the school for good because, he hated the school's regimentation, and often clashed with his teachers. Though he scored good marks in almost every subject, he felt very stifled there. Therefore, he had no other way but to leave the school.
 4. Einstein's mother was against his marriage with Mileva because, Mileva was three years older than Einstein. So, Einstein's mother thought that, Mileva was too old for her son. Secondly, she was bothered by Mileva's intelligence and said to Einstein, "She is a book like you".
 5. Einstein wrote a letter to Franklin Roosevelt to warn him that, a single atomic bomb "might very well destroy the whole port together with some of the surrounding territory". Therefore, making of this type of bomb should be stopped.

6. The fellow student in whom Einstein got interested was Mileva Marie. He found her to be a "clever creature". This young Serb had come to Switzerland because the University in Zurich was one of the few in Europe where women could get degrees. Einstein saw in her an ally against the "Philistines"— with whom he was constantly at odds.
 7. Einstein's General Theory of Relativity earned him the Nobel Prize in Physics in 1921. In his theory he had provided a new interpretation of gravity. The theory was provided accurate with an eclipse of the sun in 1919. As a result, the newspapers proclaimed his work as "a scientific revolution."
 8. Deeply shaken by the extent of the bombing of Hiroshima and Nagasaki by America, Einstein decided to write a public missive to the United Nations. In it he had proposed the formation of a world government. However, unlike the letter to Roosevelt, this made no impact.
 9. After being involved in politics, Einstein agitated for an end to the arms buildup and used his popularity to campaign for peace and democracy.
 10. Einstein was not an ordinary student, but meritorious. Whatever he learnt, he came out with flying colours because he was considered to be a talented child of God. When he started learning how to play violin, he put his mark as a talented amateur violinist, maintaining his skill throughout his life. As a violinist, he was no less than the professionals. Therefore, he is considered a gifted violinist.
- C. 1. Albert Einstein is rightly called a 'scientific genius'. His scientific achievements apparently indicate his expertise and impact of his theories on the world. In 1905, he gave the Special Theory of Relativity, according to which time and distances are not absolute. This theory gave the world's most famous formula, $E = mc^2$. Later in 1915, he had published his 'General Theory of Relativity' which provided a new interpretation of gravity. The newspapers proclaimed his work as "a scientific revolution". As a result, Einstein received the Nobel Prize for physics in 1921. He was also showered with honors and invitations from all over the world and was lauded by the press.
2. When Einstein finished school studies, he decided to study at a university in Zurich. He got introduced to a fellow student there, viz., Mileva Marcia, whom he found to be a clever creature. She was a Serbian, but came to Switzerland because, the university of Zurich was one of the few in Europe where women could get degrees. Einstein saw in her an ally against the "Philistines", with whom he was constantly at odds. Gradually they fell in love with each other.

As the result of their relationship, the couple got married in Germany in 1903 and had two sons. But soon their relation deteriorated and in 1919, they divorced each other. After divorce, Einstein married his cousin Elsa the same year.
 3. During his childhood days, Einstein was not like other children. He could not speak or talk until he was two-and-a-half years old. Even, his mother thought that he was a freak because to her, his head seemed much too large. Moreover, he did not know what to do with other children and his playmates called him "Brother Boring".

Einstein did not show any greatness in his childhood that depicted his genius in the future. He also loved mechanical toys as a young boy. Besides, he was so different from other children that his teachers could also not evaluate him properly. Once his headmaster told his father that Einstein could not make any success at any profession. Despite the doubts his family, teachers and playmates had about him, Einstein made the most out of his life as an adult.

4. America developed the atomic bomb in a secret project of its own, and dropped it on the Japanese cities of Hiroshima and Nagasaki on 6th August and 9th August 1945 respectively. Einstein was deeply shaken by the extent of destruction. Though earlier he cautioned Roosevelt in a letter about the devastating detrimental quality of this type of bomb, Roosevelt did not pay heed to him.

This time he wrote a public letter to the United Nations, proposing the formation of a world government. But this letter made no impact. Nevertheless, over the next decade, Einstein got more involved in politics, desiring to end the arms build up and using his popularity to campaign for peace and democracy.

5. Einstein did not have a normal childhood like his friends and siblings. He struggled with talking, comprehending and responding to various situations. He learnt to speak at a later age and that too, uttering everything twice. His playmates called him "Brother Boring" because he did not know what to do with the other children. Even his headmaster predicted that he won't make success in any profession. These things proved to his family and teachers that he did not show any traces of becoming a genius one day. However, Einstein was meritorious and learnt everything with dedication. He learnt to play violin and scored good marks in almost every subject. As a result, he became a gifted amateur violinist and highly interested in mathematics and physics.

Chapter 5. The Snake and The Mirror

FROM THE CHAPTER

- A. 1. a. The house did not have the basic facilities. It was not electrified and was just a small room with very belongings.
b. Since the doctor was a medical practitioner, he only had meagre earnings. He possessed only sixty rupees, some shirts and dhotis.
2. a. He took off his black coat, white shirt and vest and hung them up.
b. In the doctor's room, there were two windows, a tiled roof, long supporting gables and no ceiling.
3. a. According to the doctor one feels tempted to look into a mirror.
b. The doctor combed his hair and adjusted the parting of his hair to look neat.
4. a. Suddenly the doctor heard a dull thud as if a rubber tube had fallen.

- b. The fat snake wriggled over the back of the chair and landed on the doctor's shoulder. Doctor's turning and snake's landing were simultaneous.
 5. a. No, the doctor was not familiar with the sex of the snake.
 - b. The snake wanted to enjoy its own reflection into the mirror at close quarters.
 6. a. The doctor smeared oil all over his body.
 - b. Because the doctor had a terrifying experience with the snake the previous night. He did not want it to happen again.
- B.**
1. When the doctor was sitting in his chair, he felt a dull thud as if a rubber tube had fallen to the ground. Then he saw a fat snake wriggled over the back of the chair and landed on his shoulder. As a result, the doctor neither jumped, nor trembled, nor cried out. He simply sat still. The snake slithered along the doctor's shoulder and coiled around his left arm above the elbow. Its hood was spread out and its head was hardly three or four inches from his face. The doctor held his breath and turned to stone. But as his mind was active, he felt the great presence of the creator of this world and this universe and tried to write 'O god' in imagination.
 2. The snake first made its presence feel to the doctor by a cold sound when it fell on the ground. Then it wriggled over the rear side of the chair and sat on his shoulder and coiled around the doctor's left arm above the elbow. The doctor again felt the presence of the snake by its hood which was spread out and its head which was hardly three or four inches from his face.
 3. The narrator smiled when death lurked four inches away because, at that very moment he discovered that, he was a foolish and stupid doctor. He did not keep any anti-venom medicine in his room. Therefore, if he were bitten by the snake, he could not have been able to use any medicine for cure. This was considered his foolishness and brought a smile on his face which was nothing but a reflection of self pity.
 4. When the doctor took a close look at his face in the mirror he decided that he would shave daily and grow a thin moustache to look more handsome. He also decided to keep his attractive smile on his face to always.
 5. The doctor decided to marry a doctor who had a plenty of money and a good medical practice. She should be fat, because she should not be able to run after the doctor and catch him if he did silly mistakes.
 6. As soon as the snake fell on the doctor's shoulder, he became frightened. Still, he didn't jump or tremble. The snake slowly wriggled on the doctor's left arm and the doctor thought his death was approaching. He was so scared that he didn't move and acted like a stone.
 7. The doctor knew that if he moves even a little the snake would bite him. So, he did not jump or tremble with fear. He behaved like a stone and showed no movement even when the snake was only four inches away from his face.
 8. As soon as the doctor reached his friend's house, he smeared oil all over himself and took a bath. Then he changed into fresh clothes.

9. The doctor lived in a small rented room. It was not electrified and rats co-existed in that room. It did not have a ceiling and many belongings.
10. The pain caused because a snake wriggled the narrator's left arm, resulting in the stopping of the circulation of blood for some moments. When the narrator was seated in a chair in his room, a snake fell on the ground. Then it reached the narrator's chair and then coiled his left arm. So the narrator felt pain in his left arm.
- C.**
1. The doctor found this incident very much frightening and subsequently humorous. When he saw the snake, he was in a fatal shock in fear and when the snake coiled around his left arm, he was completely frozen. Neither he jumped, nor trembled nor cried out, but sat there holding his breath. He felt the presence of the creator and realised that god was there. But he was worried because he did not have any anti-venom medicine at that time. However, he overcame his fear when he felt god. He remembered his foolishness and stupidity, as a doctor and began to smile, even though feebly, at himself. At the end of the incident, he made some fun also. When the snake turned its head and saw its reflection in the mirror, the doctor thought whether the snake was admiring beauty or whether it was trying to make an important decision about growing a moustache or using eye shadow or mascara or wearing a vermilion spot on its forehead. Therefore, it can be said that the incident was both frightening and humorous.
 2. The doctor is a young bachelor. Therefore, as a young man he is romantic. He looks at the mirror and decides to become more handsome by shaving every day and keeping a thin moustache. Secondly, he is full of imagination. He imagines that, he will marry a lady doctor with a good medical practice and a plenty of money. It also reflects his laziness, because we can guess that, if his wife has plenty of money, he will reduce his work and depend on his wife's money. His sense of humour is also reflected in the fact that, his wife should be fat because, if he makes mistakes, his wife must try to run after him and then he will run away. Thus, the doctor in this story is romantic, imaginative, lazy and full of sense of humour.
 3. The author called himself poor, foolish and stupid doctor based on his actions and ignorance that led him to the horrific situation. When the snake curled up on his left arm and was just three-four inches away from his face, he thought about the medicine he would need. Then, he realised he did not have any medicine at home, blaming his poverty and foolishness for not keeping the right medicine. Later, he realised that his ignorance towards the sound of the snake and took it casually. This led the snake land on his shoulder. As a result, he behaved in a stupid manner. So, his poverty, foolishness and stupidity led him to such a situation.
 4. First, the snake has been compared to a rubber tube. When it fell on the ground, it seemed to the narrator that a rubber tube fell. Thus a rubber tube seemed to be similar to a snake. Secondly, the snake has been compared to death, because the narrator says, "death was lurking four inches away from me."

Then it has been compared to an admirer of beauty. When the snake was looking into a mirror, the narrator thought, "Was it admiring its own beauty? Was it trying to make an important decision about growing a moustache or using eye shadow and mascara or

wearing a vermillion spot on its forehead?” Finally the snake has been compared to god because of its god-like behaviour. It was calm and composed, relaxed, dignified and majestic like a god.

5. Through the given lines, it is evident that the doctor was an admirer of beauty. Moreover, he was fond of his looks. After seeing his reflection in the mirror he decided to comb his hair, adjust the partition, shave daily and put a smile on his face to look more handsome. Another decision he made was to grow a thin moustache to enhance his attractive looks. According to him, he was a bachelor and a doctor, so he had to make his “presence felt”. It would also help him to attract a woman for marriage.

Chapter 6. My Childhood

FROM THE CHAPTER

- A.**
1. a. Abdul Kalam was born into a middle-class Tamil family in the island town of Rameshwaram in Madras.
b. Although his father did not have much formal education or wealth, he possessed “great innate wisdom” and a true generosity of spirit.
 2. a. Abdul Kalam’s ancestral house was a “fairly large pucca house”. It was made of limestone and brick.
b. Kalam’s childhood was secure in terms of being provided with all the basic necessities like food, clothes or medicine.
 3. a. The first casualty came in the form of the suspension of the train halt at Rameshwaram station.
b. As Samsuddin needed a helping hand to distribute the newspapers he chose Abdul Kalam. As a result, Abdul Kalam earned his first wages with the help of his cousin, Samsuddin.
 4. a. Abdul Kalam inherited honesty and self-discipline from his father and faith in goodness and deep kindness from his mother.
b. Kalam's three close friends were Ramanadha Sastry, Aravindan and Sivaprakashan.
 5. a. Lakshmana Sastry Summoned the teacher to ask him to apologise for trying to seed social inequality in the minds of young children.
b. He bluntly asked the teacher to either apologise for his foolishness or quit the school and the island.
 6. a. Abdul Kalam’s father told him that he has to go away from his family to educate himself and grow. He encouraged him for the next big step of his life.
b. His father quoted Khalil Gibran to his mother and said, “Your children are not your children. They are the sons and daughters of life's longing for itself. They come through you but not from you. You may give them your love but not your thoughts. For they have their own thoughts”.

- B.**
1. Abdul Kalam was helped by his cousin Samsuddin to earn his first wages. When the Second World War started, India was forced to join the Allied Forces. The trains were suspended to halt at Rameswaram station. Therefore, the bundles of newspapers were thrown between Rameswaram and Dhanuskodi. His cousin took him as a helping hand to catch the bundles. Then he sold those papers and earned his first wages.
 2. Abdul inherited the characteristics of innate wisdom and self-discipline from his father and kindness and generosity from his mother. He gave up all inessential comforts and luxuries in terms of everything, e.g., food, medicines, clothes, etc.
 3. Kalam's father avoided all inessential comforts and luxuries, but he always fulfilled the necessities of his children. Moreover, Kalam had a loving family, wise and generous parents and true friends. So, Kalam was right when he said that he had a secure childhood, both materially and emotionally.
 4. When Abdul visited her house for the first time, Sivasubramania Iyer's wife was horrified because Abdul was a Muslim. She refused to serve him in her kitchen, but observed him how he ate, drank and cleaned the floor after meal. Second time, she was changed. This time she served Kalam with her own hands, and that too inside the kitchen. She understood that there was no basic difference between her husband and Kalam, just because of difference in religion.
 5. One day, when Kalam was in the fifth standard at his school, he was noticed by a new teacher, sitting in the front row, next to a Brahmin boy Ramanadha Sastry. Since Kalam was a Muslim, his new teacher could not tolerate this sitting arrangement and asked Kalam to go and sit on the back bench.
 6. Sri Sivasubramania Iyer, Kalam's science teacher belonged to an orthodox Brahmin family. Still, he held strong opinions for breaking the social barriers. He wanted people from varying backgrounds to mingle easily. Ignoring his religious differences with Kalam, he advised him to be highly educated and change the system.
 7. In 1939, Abdul collected tamarind seeds and sold them to a provision shop on Mosque street. He did it because there was a sudden demand for tamarind seeds.
 8. Abdul's father proudly and happily allowed him to leave Rameswaram and shift to Ramanathapuram because he wanted his son to grow and educate himself. He intended to tell Kalam the importance of having one's skills, making a career and earning their livelihood without feeling guilty about living far from their family to do that.
 9. During the second world war in 1939, a sudden demand for tamarind seeds erupted in the market. This led Kalam to collect the seeds and sell them to a provision shop on Mosque street for which he earned a "princely sum" of one anna. In addition, his brother-in-law would tell him stories about the war.
 10. When Abdul Kalam wanted to leave home, his father did not oppose. Contrarily, he said that Abdul had to grow and compared him with a seagull who flies across the sun alone

and without a nest. Abdul's mother was hesitant, but his father washed her hesitation quoting Khalil Gibran, i.e., "Your children are not your children. They come through you but not from you."

- C.**
1. Abdul Kalam's parents did not have much formal education, but they were educated in their heart. They did not indulge in any superstition or insult of humanity by the name of religion. Though his father did not have much wealth, he had inner knowledge. He was austere by nature, but he gave due care to all needs of his family. His father used to avoid luxuries and inessential comforts but fulfilled the basic necessities like food, medicine and clothes. On the other hand, his mother had a very magnanimous heart. She used to cook for every visitor in the household. She was very generous and kind-hearted. She was a great support of Abdul Kalam's father. None of them supported or allowed, social inequality or communal intolerance.
 2. The new teacher at Kalam's school asked him to go and sit on the back bench. He noticed that a student wearing a muslim cap (Kalam) was sitting next to a Brahmin who wore a sacred thread on his body. The visual was new and apparently unacceptable for the teacher due to which he sent Kalam to the back bench. When Lakshmana Sastry heard it, he said that this type of work spreads social inequality and communal intolerance. Therefore, he asked the teacher to either apologise or quit and leave the island. Finally, the teacher regretted his behaviour and was ultimately reformed.
 3. When Abdul Kalam asked his father for permission to leave Rameswaram and study at the district headquarters in Ramanathapuram, his father said the given lines. He compared his son with a seagull to encourage him and show his agreement to Kalam's decision. He said that just like seagull flies across the sun alone and without a nest, Kalam's education far away from his family will allow him to grow and fulfil his dreams. By saying this his father showcased his wisdom and generosity.
 4. Do it yourself.
 5. Dr. APJ Abdul Kalam has talked about his childhood days in the lesson. As readers, we got to learn about his childhood experiences, including his empathetic and loving relationship with his family and friends.

Since childhood, Abdul Kalam was very enterprising, because he never sat idle. Besides education, he used to do other work, like selling seeds or newspapers, etc. In addition, he was friends with children belonging to orthodox Hindu Brahmin families. Therefore, he hardly felt any differences between the two religions and their upbringing.

He also emphasised the qualities of generosity, wisdom and faith in goodness, which he inherited from his parents. However, he did not inherit their looks as he called himself "a short boy with distinguished looks, born to tall and handsome parents".

Thus, it is evident that like any other child, Abdul Kalam inherited and developed characteristics from his socio-economic and emotional environment.

Part I: Santosh Yadav**FROM THE CHAPTER**

- A.**
1. a. The birth of a son was regarded as a blessing, and a daughter, though not considered a curse, was not generally welcome.
b. The 'holy man' was surprised because he assumed that the woman wanted a son but she wanted him to bless her to have a daughter.
 2. a. The girl was not contented because her hometown forced women to have a traditional way of life without any freedom.
b. Santosh was determined to make her own choices without concerning about the traditional and conservative society she lived. She knew that her path will bring a positive change.
 3. a. Santosh decided to fight the prevailing system in her own way at the right moment.
b. In Santosh's village as soon as a girl reached at sixteen, she used to get married.
 4. a. Santosh watched villagers going up the hill and suddenly vanishing after a while from the window of her room.
b. She decided to check where did the villagers vanish. So, seeing a few mountaineers she asked them if she could also join.
 5. a. Santosh went on an expedition many years, maturing her climbing skills.
b. She was equipped with an iron will, physical endurance and an amazing mental toughness.
 6. a. To describe her feelings when she was on top of the world, Santosh said "It took some time for the enormity of the moment to sink in...". She also mentioned that the feeling was indescribable and that of being proud to be an Indian.
b. The Indian flag flying on the top of Mt. Everest was truly a spiritual moment for Santosh.
- B.**
1. Santosh is the only woman in the world who has climbed Mt. Everest twice. She was born in a society where the birth of a son was regarded as a blessing and a daughter was not generally welcome.
 2. Santosh belonged to an orthodox family, where a girl was married at the age of sixteen and was not allowed to get higher education. Her parents were affluent landowners. They had five sons and one daughter. Her parents first refused to pay for her education but later agreed when Santosh threatened them to never marry if not provided proper education.
 3. Santosh Yadav left her home in order to avoid an early marriage. In line with the custom of the village, her father wanted to get her married when she was sixteen. But she did not want to get married at that young age, neither she wanted to get enrolled in a village school. Therefore, after leaving home, she came to Delhi and got enrolled in a school here.

4. The 'holy man' was surprised because he assumed that woman with her baby in the womb would ask for a blessing to have a son. It was because in their society a boy was considered a blessing and a girl wasn't even welcomed. However, the woman's mother-in-law clearly told him that they don't want a son.
 5. After reaching the top, Santosh was overwhelmed. She said, "It took sometime for the enormity of the moment to sink in... Then I unfurled the Indian tricolour and held it aloft on the roof of the world. The feeling is indescribable. The Indian flag was flying on top of the world. It was truly a spiritual moment. I felt proud as an Indian."
 6. Santosh wrote an apology to her father, because without her father's permission, she got herself enrolled at Uttarkashi.
 7. Santosh went on an expedition every year. As a result, she matured her climbing skills. In addition, she also developed a remarkable resistance to cold and high altitude. Her iron will, physical endurance and an amazing mental toughness help her succeed in becoming an ace climber.
 8. Santosh found a special place in the hearts of fellow climbers for her concern for others and desire to work together with them. Once she saved another climber, Mohan Singh, by sharing her oxygen with him.
 9. After being motivated by the mountaineers, Santosh saved money and enrolled in a course of Uttarkashi's Nehru Institute of Mountaineering.
 10. Santosh was more concerned about the environment. She collected and brought down 500 kilograms of garbage from the Himalayas while her climbing journey to Mt. Everest.
- C.**
1. Santosh Yadav did not want to follow the traditional concept of woman in her life and wanted to live a different life. She wanted to become a mountaineer, and therefore, her approach towards life was different from the conventional approach which was not at par with her parents' lives. So she had no other way but to face difficulty. From her childhood she used to wear shorts like boys which were against the thoughts of her parents. So they tried to resist her and go for conventional female dress, but they could not. Secondly, as a custom, her parents wanted to get her married at the age of sixteen, but she resisted, because she wanted to pursue higher studies. Again she faced a difficulty. When she left her hometown and enrolled in a school in Delhi, her father threatened her to stop sending money. She replied to him politely that she would do a part time work to meet her expenses. Then her father agreed to send her money. These difficulties were faced by Santosh Yadav while shaping her career.
 2. Santosh Yadav had fought with adversities at her childhood, but this fight did not make her self-centred. She developed a sense of fellow-feeling and always extended friendly hands towards other people to help them. For example, she tried to save her fellow climber's life. During the 1992 Everest summit, a climber was almost dying at the South Col. She tried to save him with utmost care but unfortunately she could not. But she was successful in saving another climber by sharing her oxygen with him beforehand. Had she not shared her oxygen with the second climber, he would have met the same fate. These incidents prove that Santosh Yadav found a special place in the hearts of fellow climbers.

3. Santosh did not like the traditional life in the way that, he preferred shorts to traditional Indian dresses for girls. Moreover, she wanted to get enrolled to one of the best schools in the country's capital, New Delhi. Besides, instead of marrying at a young age, she wanted to pursue higher education. She ensured that she chooses a rational path for herself which will encourage other girls of her village to stand up for themselves and fight against the prevailing conservative system. As a result, she became the world's only woman to have climbed Mt. Everest twice.
4. Being a self-conscious and self reliant individual, Santosh always dreamed of breaking the conservative shackles of the society. She wore shorts whereas other girls were forced to wear traditional dresses. Despite the criticism from the society and her family she was adamant to get higher education and that too from an institute in the country's capital, New Delhi. She knew how to get things her way to follow her dreams even if it meant to threaten her parents for never marrying unless allowed to receive proper education. Santosh did not restrict herself based on the orthodox family and place she belonged to, instead found her own path and inspired others. She enrolled herself in a course of Uttarkashi's Nehru institute of Mountaineering and fulfilled her dream by climbing Mt. Everest twice and becoming the only woman in the world to do that.
5. Having her name recorded in the record book both times her being the only woman to climb Everest twice, Santosh is recognised for her strengths and exceptional traits. As mentioned in the chapter, Santosh had iron will, physical endurance and an amazing mental toughness that helped her make the world record. She started her mountaineering journey in Rajasthan, where she asked to join a group of few mountaineers who were climbing the Aravalli hills. Thereafter, she went on an expedition every year, maturing her climbing skills rapidly. It also helped her develop a remarkable resistance to cold and the altitude. Finally, her hard work and sincerity came in 1992 when she scaled Mt. Everest at just an age of twenty years. In recognition of her achievements, she received India's top honour, the Padmashri.

Part 2: Maria Sharapova

FROM THE CHAPTER

- A. 1. a. Maria Sharapova is a world's renowned tennis player.
b. On 22nd August 2005, Maria became the world's number one in women's tennis.
2. a. The trip to Florida launched Maria on the path to success and stardom as one of the world's great tennis player.
b. In the early stage of her life, Maria learnt that "tennis excellence would only come at a price".
3. a. Maria never thought of quitting because she knew her goals and was clear about what she wanted to achieve.
b. When people do not have the necessary resources and come from a certain place with minimal opportunities, their hunger to achieve their goals and determination to work hard for it increases.

4.
 - a. Since Maria Sharapova has lived in the U.S.A. for a major time of her life, she speaks in American accent.
 - b. She's proud of her Russian nationality.
 5.
 - a. Maria Sharapova likes fashion, singing and dancing. She also loves to read novels of Arthur Conan Doyle.
 - b. Her fondness for sophisticated evening gowns appears at odds with her love of pancakes with chocolate spread and fizzy orange drinks.
 6.
 - a. Maria's talent, unwavering desire to succeed and readiness to sacrifice have lifted her to the top of the world.
 - b. She believes that money is a motivation to work hard, however, the most important thing is to become number one in the world.
- B.**
1. Maria Sharapova is a Russian girl who reached the top of women's tennis when she was barely eighteen. In 2004, she won the women's singles at Wimbledon and earned the world number one position in women's tennis in August 2005.
 2. Maria Sharapova was sent to the USA to take training in tennis. She went there with her father. Her mother could not join them and was compelled to stay back in Siberia because of visa restrictions. Maria's life was very tough there. She used to go to bed at 8 pm but was woken up at 11 pm by the senior players to tidy up the room and clean it. It did not depress her, but made her determined and mentally tough. As a result, she became world number one in women's tennis on Monday, August 22, 2005.
 3. Maria's father brought Maria to Florida to help her succeed and reach stardom in tennis. He was working as much as he could to keep Maria's tennis-training going. So he could not see Maria either.
 4. At tennis training school, Maria's co-trainees would come in at 11 p.m. and woke her up and order her to tidy up the room and clean it. However, this made Maria quietly determined and mentally tough and learn how to take care to herself.
 5. Maria's mantra for success was to become competitive, to do hard work and consider her work as her job. She also used to say that, when one comes from nothing and one has nothing, it makes one very hungry and determined. She said that she had put up with much more humiliation and insults than that to steadfastly pursue her dream. Also added to her mantra is, unwavering desire to success and readiness to sacrifice.
 6. Maria influenced her tennis fans by reflecting a fact through her life-style that, there were no room for sentiment. Everything should be taken professionally and one should be competitive and hardworking.
 7. Maria's hardwork and sacrifices made her determined. At a young age of nine, she had to stay far away from her mother, and she couldn't see her father often too. In addition, her seniors troubled her at the tennis training school. All these experiences made her tough and encouraged her to keep going forward to achieve her dream.

8. Maria likes fashion a lot. She is fond of sophisticated evening gowns. Moreover, she likes to participate in other activities like singing and dancing.
 9. Her hobbies are fashion, singing and dancing. She loves to read novels of Arthur Conan Doyle. She also loves rating pancakes with chocolate spread and fizzy drinks.
 10. Maria calls tennis a business because it earns her enough money to help her keep herself motivated through the monetary gain. She can fulfil her other interests like food and fashion. In addition, as a sport tennis has made her win recognition in the world as number one tennis player based on her hard work, talent and achievements.
- C.**
1. When Maria was only nine years old, her parents came to know about her fondness and affinity for tennis. They did not ignore it, nor they remained indifferent. They took initiative to take her to Florida in the USA for tennis training. Her mother could not go with her because of some visa restrictions, but her moral support was with her. Her father went with her and worked as much as he could to keep her tennis-training going. In this way they played an important role in her success. Among the other things motivated her was the order which was given to her by the senior tennis pupils by waking her at 11 pm, to tidy up the room and clean it. Instead of bringing insult to her, it would make her more tough and motivated her to come out with flying colours in the sport.
 2. Both Santosh Yadav and Maria Sharapova are of same nature, i.e., overcoming adversities with tenacity, hard working, will power and determination. Both of them were very clear of their aim in life, which is very necessary to rise in life. Initially, Santosh Yadav's father warned her not to pay for her education, since she did not marry at the age of sixteen and went to Delhi to get herself enrolled in a school. But later he changed his decision and paid for her education. On the other hand, Maria's parents were willing to do as much as was possible for Maria, from the very initial stage. Both of them took proper training in their respective fields. Santosh Yadav wanted to become a mountaineer. So she did a course in mountaineering from Uttarkashi's Nehru Institute of Mountaineering. Maria Sharapova also took enough training in tennis in Florida. Both of them love their respective countries very much. Santosh Yadav unfurled the Indian flag when she scaled the Everest for the second time. Maria Sharapova also claims that, she is a Russian. She has a Russian citizenship, and she can play for Russia. Both of their talent and unwavering desire to succeed in their respective fields have lifted them to the top in their own sphere.
 3. At the age of nine Sharapova learnt that tennis excellence would only come at a price. She had to live far away from her mother for almost two years. Moreover, she hardly saw her father, who was busy working to keep her tennis training going. All these hardships which a few children would be prepared to endure were at odds with Maria's ready smile. Even in the training camp she was woken by her seniors at 11 p.m. and was ordered to tidy up the room and clean it. However she did not let all of this depress her, instead became more quietly determined and mentally tough. She learnt how to take care of herself. She never thought of quitting because she knew what she wanted and became world's number one in women's tennis.
 4. Maria Sharapova did not ignore the importance of money. She said, "Money is a motivation. Tennis is a business and a sport..." Aware of her Russian Nationality, she claimed, she is a

Russian. She also said, the US is a big part of her life, but she has a Russian citizenship and her blood is totally Russian. She assured that, she would play the Olympics for Russia if they wanted her. She also paraded her teenaged sensation with money, i.e., she was aware that money is a motivation, but she did not always run for money. She listed fashion, singing and dancing as her hobbies and her love for Arthur Conan Doyle. She also stressed her fondness for sophisticated evening gowns with her love of pancakes with chocolate spread and fizzy orange drinks.

5. Although Maria Sharapova spent the major part of her life in U.S.A, she held great pride in being a Russian. She always respected her motherland, Russia, and highlighted her desire to play for it if asked. Her love for her country doesn't mean that she loves U.S.A less but it shows her patriotism for her own land. She apparently presented her desire to play the Olympics for Russia as she says, "My blood is totally Russian". Both her parents are from Russian origin and have a significant contribution to Maria's patriotic upbringing while supporting to follow her dreams and take tennis-training from U.S.A. Till today, Maria is bounded to her roots in Russia and respect for the U.S.A.

Chapter 8. Kathmandu

FROM THE CHAPTER

- A.**
1. a. The atmosphere at Pashupatinath temple is of 'febrile confusion' i.e., of hurried activity and complete chaos.
b. Priests, hawkers, devotees, tourists, cows, monkeys, pigeons and dogs roam through the grounds.
 2. a. Several activities were taking place around the Bagmati river. Some of these activities included cremation of dead bodies, children bathing, washerwomen working, etc.
b. A basket of flowers and leaves was being dropped into the river from the balcony.
 3. a. Kathmandu is a religious place as it is vivid, mercenary, with small shrines and flower-adorned deities.
b. In Kathmandu streets one can find fruit sellers, flute sellers, hawkers of postcards, There are shops selling western cosmetics, film rolls and chocolate; or copper utensils and Nepalese antiques. All of these things make Kathmandu busy.
 4. a. The flute sellers usually stood the flute pole on the ground, selected a flute and played for a few minutes.
b. The sound of the flute rises clearly above the noise of the traffic and the hawkers' cries.
 5. a. Flute music is the most universal and most particular of sounds.
b. The author finds it difficult to take himself away from the square where flute is being played.
 6. a. Author was surprised at the familiar phrases on the bansuri affecting him as he hardly noticed the details before.
b. The author returned after a long absence abroad.

- B.**
1. By calling the atmosphere at Pashupatinath as that of 'febrile confusion', the author means that it is of hurried activity and complete chaos. In and around the temple we find priests, hawkers, devotees, tourists, cows, monkey, pigeons and dogs roam through the ground, making the atmosphere seem busy and chaotic.
 2. On the entrance of the temple, it is written "Entrance for the Hindus only" It signifies that, only Hindus are permitted to enter the temple. This is because the temple belongs to the Hindu gods and is built for Hindu devotees only according to the temple's priests.
 3. In the temple many worshippers tried to get the priest's attention but were pushed aside by others making their way to the front. The policeman by the main gate didn't allow people to get inside the temple as he was not convinced that those people were Hindus. The treatment of people was rather harsh and discriminatory as everybody bowed and made way when the princess of the Nepalese royal house appeared.
 4. Baudhnath temple had "a sense of stillness" in contrast to busy and chaotic crowd at Pashupatinath. Small shops stood on the outer edge of the stupa unlike at Pashupatinath where hawkers, devotees, cows, etc. roamed through the grounds. Author mentioned that Baudhnath "is a haven of quietness in the busy streets around".
 5. The flute seller stands in a corner of the square near the hotel. He holds a pole in his hand with an attachment at the top from which 50 or 60 bansuris protrude in all directions, like the quills of a porcupine. They are made of bamboo—they are cross-flutes and recorders. The flute seller stands the pole on the ground from time to time, selects a flute and plays it for a few minutes. He plays slowly, meditatively and does not shout out his wares. He sales occassionally and that too in a curiously offhanded way as if this is incidental to his enterprise. Sometimes he breaks off playing to talk to the fruit seller. In this way he runs his business.
 6. At Pashupatinath temple, a small shrine half protruded from the stone platform on the river bank. It is believed that when the shrine emerges fully the goddess inside will escape, and the evil period of the Kalyug will end on earth.
 7. According to the author all the cultures have their flutes like the reed neh, the recorder, the Japanese shakuhachi, the deep bansuri of Hindustani classical music and the clear or breathy flutes of South America. Each of these flutes has its specific fingering and compass. The music of the flute draws the author into the commonality of all mankind. Therefore, he calls it "the most universal and the most particular of sounds."
 8. Before the arrival of the princess everybody was pushing the people in the front to make way for themselves to get the priest's attention. However, with the arrival of the princess all of them bowed down and made way for the princess.
 9. At the Pashupatinath shrine, two monkeys had started fighting. One was being chased by the other. It jumped onto a shivalinga, then ran screaming around the temple and down to the holy river Bagmati.
 10. The author bought a bar of marzipan, a corn-on-the-cob roasted in a charcoal brazier on the pavement, a couple of love story comics and a Reader's Digest.

C. 1. The two most sacred temples the author visited in Kathmandu were, Pashupatinath temple of Hindus and the Baudhnath stupa, a Buddhist shrine. He found both in contrast to each other because, two opposite atmospheres prevailed there. First, the atmosphere at Pashupatinath temple was utterly chaotic. So many worshippers were trying to get the priest's attention, westerners of different religion were trying to enter the temple, though it was written that only Hindus were allowed. Therefore, there was a struggle between the policeman posted and the westerners and moreover, two monkeys were fighting inside the temple premises. On the other hand, a sense of stillness prevailed at the Baudhnath Stupa. There were no crowds, it was a haven of quietness in the busy streets around. Small shops were seen, but there was no chaos. This is the contrast to each other which the author saw.

2. The author is not able to tear himself from the square because of flute music. According to the author, flute music is at once the most universal and most particular of sounds. At the square, the author is hearing a flute music, being played by a flute seller. It enchants him. Sometimes he takes a break off and speaks with the fruit seller. Occasionally he sells flute in a curiously offhanded way. The entire atmosphere is so appealing that the author finds it difficult to tear himself from the square.

The flute represents the commonality of mankind, because it moves its music closest in its phrases and sentences to the human voice. Its motive force is living breath. There are different types of flute. Each has its specific fingering and compass. It weaves its own associations.

3. The flute seller stands in a corner of the square near the hotel. He holds a pole in his hand with an attachment at the top from which 50 or 60 bansuris protrude in all directions, like the quills of a porcupine. They are made of bamboo—they are cross-flutes and recorders. The flute seller stands the pole on the ground from time to time, selects a flute and plays it for a few minutes. He plays slowly, meditatively and does not shout out his wares. He sales occasionally and that too in a curiously offhanded way as if this is incidental to his enterprise. Sometimes he breaks off playing to talk to the fruit seller. In this way he runs his business.

4. Kathmandu, the capital of Nepal seems to be a different city, one which is religious, mercenary, with small shrines to flower-adorned deities along the narrowest and busiest streets; with fruit sellers, flute sellers, hawkers of postcards. In addition, film songs blared out from the radios, car horns sound, bicycle bells ring, etc. The scene of Kathmandu seemed both chaotic and spiritual. There are several shrines, mainly for the Hindus and Buddhists. The city's flute seller's music fascinated the author as he could not tear himself away from the square where flute was being played. The city has been described as lively, commercial and religious.

5. The Holy river, Bagmati, flows below the Pashupatinath temple. A reign of monkeys ran screaming around the temple and down to the river. In addition, a corpse was also being cremated on the banks of Bagmati whereas washerwomen worked and children bathed in the river. All These activities taking place at the same time in and around the river signifies its multiple uses by different communities. It also showcases the pollution created by

human beings for their own benefit. Similarly, flowers and garlands were thrown into river ultimately polluting it. The incident highlights how the holy river is polluted in the name of religion. Through the story the author somewhere appeals to people and government to take some strict steps to save such “holy rivers”.

Chapter 9. If I Were You

FROM THE CHAPTER

- A.**
1. a. After talking on the phone, Gerrard went to pack his travelling bag.
b. The intruder was wearing an overcoat and a soft hat
 2. a. When Gerrard helped the intruder in completing his sentence by telling the appropriate word, ‘Nonchalant’ the intruder sarcastically thanked him.
b. “I’ll make you crawl” means that the intruder will make Gerrard feel afraid and disgusted.
 3. a. Inflection means ‘avoid’. The speaker told the listener (intruder) that his voice was unfamiliar.
b. The given lines were spoken by Gerrard to the intruder.
 4. a. Intruder was the ‘hunted rat’ because he was a jewel thief and has killed a policeman so, he was on a run from police and save himself from arrest and hanging.
b. Gerrard said that villains in most melodramas are foolish enough to delay his killing long enough to be frustrated.
 5. a. Gerrard was speaking to some person for whom he was supposed to bring props for the rehearsal of some play.
b. Gerrard showed his bag to the intruder which contained false moustache and other props for disguise as he mentioned.
 6. a. The intruder leant forward to inspect to ensure that Gerrard was not lying to him.
b. Gerrard slammed the door after pushing the intruder into the cupboard and locked it.
- B.**
1. Gerrard was a very active person. He was also very wise and was guided by thoughts and presence of mind. He was also considered intelligent. His intelligence was proved in the way he escaped from the intruder, who was indeed a criminal. The intruder tried to kill him to take his identity. Gerrard used his intelligence and presence of mind and therefore, the police were able to arrest the intruder.
 2. Gerrard applied his presence of mind and gave the intruder an evasive reply. He told that he was not a Sunday school teacher but a criminal. He further continued that, he murdered someone. The police were after him. The intruder was surprised because he wanted to take the disguise of Gerrard and live peacefully.
 3. In order to escape from the intruder, Gerrard projected himself as a criminal and said that the police were searching him for a murder and one of his men had already been caught. Then he showed his travelling bag to establish what he had said was true and convinced

the intruder that he was in a hurry to escape with the bag because he said that it was packed with disguise outfits and false moustaches which could be required to remain in disguise while escaping the police.

4. The intruder did not disclose his name to Gerrard because he wanted to conceal his identity from Gerrard. He said that he likes Gerrard's name better and asked his Christian name. It was because he wanted to steal Gerrard's identity.
 5. Gerrard was revealed by the intruder most of the things about himself. He knew that the intruder has been following him for days so to finally kill him and steal his identity. Therefore, he humorously commented "You seem to have taken a considerable amount of trouble," signifying that the intruder had spent a great deal of his time in finding information about Gerrard.
 6. The intruder had already been tried to get arrested by the police because of killing someone else. Therefore, murdering Gerrard could make no difference. He won't be killed twice for two murders. So he said that.
 7. The intruder called himself "a poor hunted rat" because he was a criminal. His job was to steal jewellery and he had also killed a policeman. As a result, he was a "wanted criminal", the police were out for him everywhere.
 8. The play, "If I were you" sends a strong message that over-confidence and underestimating other can be disastrous for oneself. In the play, the intruder considered him oversmart as he said, "I'm as smart as you and smarter". His over-confidence that nobody could befool him led him to his doom as he was not only trapped by Gerrard but was also handed over to the police (sergeant).
 9. Gerrard convinced the intruder by concocting a story that he was also a criminal and murdered somebody. The police were after him and one of his people had already been arrested. He had befooled the intruder by saying that he was also running to evade arrest, because he was wanted by the police. Therefore, killing him and taking his disguise would lead the intruder into more trouble, because the police would catch him as Gerrard. In this way, Gerrard convinced the intruder that he was also a rouge and was wanted by the police.
 10. Gerrard asked him this because the intruder had called him a 'wise guy.' The word 'guy' is a colloquial American expression for a man. He also added that either he's American or just acting like one to conceal his true nationality.
- C. 1.** An intruder, with a revolver in his hand entered his cottage from the right. He was wearing an overcoat and a soft hat. After entering he spoke with Gerrard in a dramatic tone, e.g., 'I'm glad you're pleased to see me. I don't think you'll be pleased for long.' But he was trying not to show any anxiety, interest or enthusiasm in his words. Then he said that he would stop Gerrard acting smart and commanded him to sit on the chair, because he wanted to speak with Gerrard. He then sat on the divan. The intruder came prepared with a set of questions and was not interested to know the other things. The intruder then asked Gerrard whether he lived there alone and some other questions. He then disclosed his plan that he wanted to kill Gerrard and stay there as Gerrard, because he was evading

police, since he had killed a person. He found a physical resemblance between Gerrard and himself. Hearing this, Gerrard played a trick with him. He projected himself as a criminal and said that he would leave that place with his bag. Saying this, he took the intruder with him and pushed him in a cupboard and locked it from outside. Then he called the police and got the intruder arrested. The intruder went to jail from Gerrard's cottage.

2. The succeeding events did not prove the intruder to be true, because he was outsmarted by Gerrard's wit. The intruder thought that Gerrard's smart acting would be stopped, had Gerrard been come to know about his plan to kill him (Gerrard) and take over his identity.

Once Gerrard came to know the intention of the intruder, he did not get nervous and told a false story about himself to the intruder. He told that, after killing him and taking the disguise of Gerrard, the intruder would not be able to live a peaceful life, since Gerrard himself was a criminal and was living an unstable life. So, if the intruder had killed Gerrard and taken the disguise, the police would arrest him as Gerrard, and not as the intruder. So his plan to save himself from the police arrest would have been a failure. Therefore, it would be safe for the intruder to run away from this cottage with Gerrard to escape police. The intruder was convinced and tried to escape with Gerrard. But Gerrard pushed him in the cupboard and locked it from outside. Later police arrested him. In this way the succeeding events did not prove the intruder to be true.

3. The intruder was a run away criminal. He was a jewel thief and had killed a cop. He had broken into Gerrard's cottage to kill him and stay there taking on his identity in order to elude the police. However, his over-confidence and over-smartness led to his doom as he was at last deceived and trapped by Gerrard instead. He wanted to know personal information from Gerrard because he was planning a gratuitous double. He chose Gerrard for the purpose because his height and built resembled those of Gerrard. In addition, if he could project himself as Charles Gerrard, he would be free to go anywhere and would not work. He would eat and have a sound sleep and would lead a tension-free life, because he wouldn't have to run away from the police. Still, the climax of the play changed everything for the intruder as he was caught and arrested.
4. Gerrard is the central character of who has been represented as an aware individual. He was confident of his presence of mind and remained calm and nonchalant even during a terrifying situation. He was a very active person and wise. His wisdom and intelligence was proved in the way he escaped from the intruder, who was indeed a criminal. Besides, his civilised and intelligent personality was also evident from his appearance and way of talking. He wore horn-rimmed glasses and was dressed in a lounge suit and a great coat. His voice was also cultured.

Moreover, Gerrard's interaction with the intruder tells a lot about him. First, Gerrard talked to the intruder without any fear. Second, even when he lied to the intruder he spoke with sheer confidence and made the intruder believe in his concocted story. His humorous and sarcastic dialogues like "Are you an American", "You have taken a considerable amount of trouble", etc. shows his witty and dramatic personality as a playwright.

5. The intruder was a criminal and chased by police for years. Therefore, he desired freedom the most. For his freedom, he planned a gratuitous double. So, when he saw Gerrard in Aylesbury he decided to kill him and take on his identity as a way to his own freedom. Later on breaking into Gerrard's cottage he was smart enough to not reveal any personal information to Gerrard. Still, he mentioned his desire for freedom and an easy life where he would eat, go out, and do nothing without being afraid of getting caught. The intruder's story apparently signifies how easy it is to become a criminal and difficult to live a free life afterwards. If, the intruder had not committed the mentioned crimes he wouldn't have to run away for years deprived of sleep, food and above all freedom.

However everything seemed to be at odds with the intruder as he was caught at last losing the freedom he expected to gain after killing Gerrard, forever.

Poetry

Poem 1. The Road Not Taken

FROM THE CHAPTER

- A.**
1. a. The two roads in the “yellow wood” signify the choices we have to make in life.
 - b. The poet felt sorry for not being able to choose to travel both the roads as he could only choose one of them.
 2. a. The poet decided to take the other path because it was grassy and seemed better to him for not being travelled by many people.
 - b. By using the expression ‘grassy and wanted wear’ poet wants to depict the road he had chosen was greener than the first one and was tempting him because less people have travelled on it.
 3. a. The poet would tell about his choice to people in future. He would say it with a sigh because it is human tendency to mostly regret the choices we made in the past. Similarly, the poet might also regret the road he took and think about the one he didn’t.
 - b. According to the poet in future when he would talk about his choice to travel the road less travelled by it would seem that his decision “made all the difference” to his journey and life.
- B.**
1. The divergence in the road signifies the choices made by us. Many choices we make and many other choices which others make, we follow. But whoever makes the choices, should make according to the betterment of the humanfolk. We should think what we should do—take the conventional path or any new path. If it is a new path, we should think how better it will be, before choosing it.
 2. The poet saw two roads in front of him while travelling. He examined the roads to ensure which one would be better to travel. Still, he was in a dilemma, signifying the human dilemma of choice as they go through different phases in lives.
 3. When the poet saw the two roads, he had a choice to tread one— the road that was travelled by many people or the road travelled by the less people. He willingly chose the road travelled by the less people, fully aware of the fact that it might be full of danger. But once he chose the other road there was not turning back. According to the poet, the impact of the 'other road' can be either positive, or negative or negligible. He was ready to accept any one of it.
 4. The poet does not clearly state whether he is happy or sad with the choice made by him. However, the way of the world says that, the people who have become famous for their work have always avoided the beaten track. Hence we can say that, the poet was happy for choosing the less travelled track, not the beaten track. So we may say that the word 'difference' expresses his joy.

5. The main predicament that the poet faces as choosing the right road to travel. He has two alternatives, but he does not know where they will lead.
 6. Through the poem “The Road Not Taken”, the poet highlights the dilemma that one faces in life. One has to be selective from the given alternatives. It is true that our choices influence the rest of our life but we can’t foresee the outcome of the choices made. Therefore, we must choose what we believe is right for us and make decisions carefully.
- C. 1.** The most significant foundations of our lives are decisions. The decisions made in the past can scarcely be returned or changed. While making a decision a person should be confident without any hesitation and should be firm in order to influence any other's decision.

In this present age, it is the general tendency of the people to follow others' decision blindly. Following others' decision is not always bad, but if we compromise our decision while following the others' decision, we will not be able to do things in our life that we want to do. Once a decision is taken, it should be accepted and celebrated, without regretting, whether it produces a good or a bad result.

Now the question is whether people should regret their decision. The first thing is, any decision should be taken wisely, despite it, if the situation goes against us, and if we can't change it in favour of us, we should embrace it happily and should show our interest in life. Regretting will never allow us to go back and change our decision.

2. This comparison of poet's choice to the human dilemma of choice appealed to me the most. The poem's symbolism where the road is used to tell the journey of life and destination is interesting and wise. Moreover, the poet chose to take the road less travelled by which means he chose something different from others. Generally people choose whatever others around them are doing. However, they forget that every person has a unique life journey so their decisions should be based on their experiences and beliefs. Thus, making a different choice the poet decided for himself and did not follow others blindly. His experience would be different and unique from others, which he could later share with people in future.
3. Robert Frost's “The Road Not Taken” deals with the complexities of life. In life we are provided with several options. Sometimes these choices are difficult to be made and hence confuses a person. Such choices often directly impacts the person's life. It's possible that the choice one makes either takes him to his destination or lose the way. These people like the poet gets confused while making choices. Moreover, most of the people choose to take less-risky and off tradden decisions to avoid the prospective hardships. And only few people choose to take “the road less travelled by”. It is human tendency to always think of what would've happened if they had chosen the other way but as the poet says “Sorry I could not travel both”. One can only be analytical, wise and confident about choice they make and not regret the outcome.
4. Through the given lines the poet emphasised his choice of road which changed his life. As the metaphor road depicts the life's choices, it is evident that when people make a hard choice, one that would otherwise be avoided by other people they will be making a huge difference.

Although the poet at last kept thinking about the outcome of choosing the first road he knew that the other road he had chosen in reality changed his life. It is still not clear if the change was positive or negative but the poet's regret and pride about his choice at the same time is clearly manifested.

Thus the poet urges the readers to make any decisions deliberately because it will make all the difference.

Poem 2.Wind

FROM THE CHAPTER

- A.**
1. a. The poet urges the wind to be soft.
b. The wind has again brought destruction.
 2. a. The poet advises the readers to be strong like the wind and befriend him.
b. The poet says that wind will not listen to us and hence will not be soft. Therefore, we should become as strong as wind to be friends with him.
 3. a. The wind blows out weak fires but supports the strong and huge fires.
b. Wind's friendship is good.
- B.**
1. The poet orders the wind to be soft. He also asks the wind not to break the shutters of the windows, not so scatter the papers and not to throw down the books on the shelf.
 2. The wind symbolises the spirit, the vital breath of the universe. It is powerful, invisible, but evident by its effects on more material elements.
 3. The wind is strong and hence destroys everything which is not strong. It breaks the shutters of the windows, scatters the papers, throw down the books and ruin almost everything around. Thus, wind is also represented as power of nature which can harm us in unpredictable ways.
 4. The wind makes fun of weaklings by crumbling their lives and houses, rafters and causing devastation. It brings out the weaklings out of the strong ones and crushes them all.
 5. People should build strong houses and strong doors because, wind will never be able to break or destroy them. Likewise, we should build our body and mind strong because, there is no place for the weak in the world. The world kicks the weak and adores the strong. Therefore, we have to make ourselves strong enough like our strong doors and windows, so that we won't be kicked in this strong world.
 6. According to the poet, people should become very strong in both body and mind to avoid the destruction caused by the strong winds. They should have firm bodies and strong hearts to withstand the forces of wind i.e., the adversities of life.
- C.**
1. The poem "Wind" can be considered a didactic poem, because it teaches the readers to confront each and every problem and difficulty in their life with determination. It teaches us that, if we are weak at difficult situation, we will be destroyed by the problems of life as weaker things are destroyed and stronger things are supported by the wind. Therefore, in our life, we require to be strong, so that no problem will become a problem to us and our strength will support us to grow more and to come out with flying colours in every

sphere of life. The poet tells us in a didactic tone that we need to be strong, hard working and dedicated to become successful in life.

2. Wind has posed the challenge of becoming strong to the poet and to the common man. It destroys our daily routine, hampering and dampening the spirit of life. According to the poet, the two deeds of nature are rain and wind. These are regarded as the tempest forces that destroy the old and evil inside a human. These will create joy and liberty in his mind. Just as our problems which can arise from nowhere, wind also can flow from nowhere and challenge our existence. If we can't resist it, it will devastate us. It can hit us at any time of our life. Wind creates barriers for weak people. It does not allow a weak body and a weak mind to survive. On the other hand, if we are strong, and have the will and power to survive and fight with wind or any adversity, nothing can be a threat to us.
3. Through the poem "The Wind" poet highlights the power of nature. The poet requests the wind to be soft and urges it to be friends with the human beings. But as the poem progresses poet realises that the wind will not listen to him and he changes his mind. Instead, he appeals to humans to become as strong as the wind and be friends with it. Wind's adamant behaviour shows that nature is much more stronger than humans. It can both flourish and destroy the world as everything is weak in front of nature. The poet concludes the poem on a positive note, he mentions that the wind blows up weak fires but supports strong fires. Therefore, humans strength will also make the wind help them flourish instead of destroying them, So, to be a friend of the wind, one should be strong in mind and body.
4. The given lines from the poem emphasises the importance of physical & mental strength in humans in order to coordinate with nature. In the poem hardships of human life are revealed through the activities of wind. The poet tells through his poem that life is full of hardships and advises the humans not to become fragile like our doors, windows, books, papers, etc., but to become very strong in body, mind and heart. Only the strong humans can withstand the hardships of life and overcome the difficulties and lead a glorious and successful life. The weak always get defeated.

Poem 3. Rain on the Roof

FROM THE CHAPTER

- A.**
1. a. The shadows are humid because the clouds full of water have covered the night sky depicting rain.
b. Poet calls the 'darkness' melancholy because it is giving him an indescribable sadness by bringing back old memories.
 2. a. The poet says that the raindrops falling from the sky are making a tinkling sound and is echoed by his heart.
b. Many imaginations and memories come to the poet's mind.
 3. a. Poet's mother comes into his memory.
b. The darling dreamers refer to the poet and his siblings whom his mother watched while they slept and dreamed.

- B.**
1. The poet decides to lay on his bed and hear the sound of clouds and raindrops. The rain on the roof creates beautiful sound which echoes in the heart of the poet. As a result, both sweet and sad memories surround him.
 2. The heavy rains begin to weave a 'thousand of dreamy fancies' in the poet's mind. When it rains heavily, the poet lies in the bed of his cottage and remembers his childhood memory, especially the sweet memory of his mother. These are referred to here as a 'thousand dreamy fancies.'
 3. The tinkling sound of the raindrops is echoes by the poet's heartbeats, making a deep impact on him. As a result, many imaginations and memories come to his mind.
 4. Through the poem, poet emphasises the healing power of rain as it reminds him of his good-old memories of his mother and siblings. As in the childhood poet's mother used to look at him and his siblings while they slept, rain makes him feel the same warmth, love and presence of his mother again.
 5. The poem 'Rain on the Roof' presents the idea of soothing and healing quality of nature. In it the poet talks about the feelings awakened in him on a rainy day. Rain brought both the feelings of bliss and sorrow for the poet as he reminded of the fondest memories of his mother and the grief that he had lost her.
 6. Poet calls the sound of the rain 'refrain' because like the raindrops continuously falling and making the same sound again, he can feel his mother fondly looking at him again as she did in his childhood. Here, 'refrain' refers to the repeated sound of rain and coming back of old memories.
- C.**
1. When it rains, thought after thought runs in his mind. Every tinkle of raindrops that falls on wood or slate that covers the roof or sides of the cottage produces an echo in the poet's heart and brings thousands of fancies in his thoughts. These thoughts spin the yarn of bright, fanciful colours into his mind. He listens to the pattering of the rain and cherishes the sweet memories of his childhood. His mother also comes to his memory who used to put him and his brothers and sisters to sleep and bid them a good night.
 2. During the rains, while the poet is in his bed, the mind of the poet fancies old thoughts and memories. Many fanciful imaginations come to his mind. Every sound of pattering brings different new dreams in his mind. Also, he goes back to his past. His fond memories of childhood— with his siblings and mother come in his dream. He recollects how his mother put up his siblings and himself to dream. Simultaneously he feels sorrow, because, now he has become an adult and his mother had left for heavenly abode many years ago. He also feels pain because his sweet childhood will never come back.
 3. Dreams take one both forward and backwards in life. People hold on to their memories to firmly that whenever they see or say something they encounter some of such memories. Even, dreams are also the result of such memories. Whether one's asleep or awake their memories will always keep coming and going. In the poem "Rain on the Roof" a similar idea is manifested. The poet is reminded of his fond childhood memories with his mother and siblings. Although he enjoys the rain his mother's appearance in his mind saddens him. The scene depicts how much the poet still loves and misses his mother even after so many

years had passed. However, he's also feeling blissful as the sound of raindrops makes him feel the presence, warmth and love of his mother once again. His mother is not alive at the time but she will always live in his memories (dreams).

4. In the given lines the poet describes how the tinkling sound of the raindrops is making a deep impact on him. The sound is echoed by his heartbeat. As a result, many imaginations and memories come back to his mind.

Moreover, he conveys that the droppings of rains with their pattering sound direct him to lie in the bed of his cottage. While lying there, he enjoys the rain and recollects the sweet memories of his childhood. Along with the other memories, his mother also appears in his mind who had died in his childhood. It shows that he still loves his mother and misses her. The raindrops seem to him same as in the childhood, hence he remembers those days spent with his mother and siblings.

Poem 4. The Lake Isle of Innisfree

FROM THE CHAPTER

- A.**
1. a. The poet wants to go to Innisfree to live and enjoy the slow pace life of countryside.
b. The poet wishes to make a cabin made of clay and wattles.
 2. a. It implies to peace of mind which falls slowly from the morning mist or the morning sunrays and spreads to where the cricket, i.e., one kind of insect, sings.
b. Yeats describes noon as purple glow.
 3. a. In the last lines shows poet's longing to escape the real life and build a new one in Innisfree. He wants to go to Innisfree to live a peaceful life close to the nature.
b. He hears the sound of lake water lapping on the shore. This image of the lake and its sound in the poet's heart again signifies his longing for a peaceful home in Innisfree.
- B.**
1. The gentle and pleasant sound of the waves which strike against the shore fascinates the poet day and night. This sound seems to the poet a delightful music and he hears it in his imagination.
 2. The poet hears the music of the waves standing on the roadway in order to isolate himself from the natural world, so that he can envision the ideal natural life at Innisfree. He hears nature in his heart, not through his ears.
 3. The poet wishes to lead a peaceful life in Innisfree. For that, he also wishes to build a small cabin made of clay and wattles in the natural surroundings of the beautiful countryside.
 4. In Innisfree, the poet dreams of living a peaceful life surrounded by nature. He describes how in evenings he will enjoy the singing of cricket and the song of flying linnet. He uses words like 'evenings full of linnet's wings' to depict the sights and sounds of Innisfree.
 5. The poet wants to lead a peaceful life there, by building a hut in a natural surrounding. He thinks of living in natural surroundings and hopes to find peace there. He desires to enjoy the slow pace life of countryside.

6. The "low sounds" on the Isle of Innisfree lay emphasis on the quiet, placid waves of the lake. These waves strike against the shore and produce a piece of mild music. These sounds enhance the impression of a peaceful and calm atmosphere of the Isle. Moreover, they present a sharp contrast to the unpleasant sounds found in the cities.
- C. 1. The memories of the poet W. B. Yeats on the Lake of Isle of Innisfree is vivid, because he had spent many summers there during his childhood. Therefore, sights and sounds of this place have left an indelible mark on his mind. The vast, open stretch of land with a very tranquil environment from morning to evening is beautifully portrayed in this poem. The description of midnight which is glowing with glimmering of the moon and the stars is vivid. The noons are bright and their colour is purple. The evenings are full of linnets, fluttering their wings in flight. It makes a very captivating sight.

The soothing and alluring music of the birds, insects and waves is heard in the Lake of Innisfree. The evenings are made lifeful and energetic with the music of bees and linnets. Moreover, one can hear a soft music of the waves that strikes gently over the shore day and night. Thus the island is enthralled and has become an alluring place by the sights and sounds described by the poet.

2. The poem, "The Lake Isle of Innisfree" highlights the difference between city life and life in natural surroundings. Although we do not find any detailed description of city life in this poem, but we find that he is obsessed to go to the beautiful island which is full of satisfying sights and sounds. It makes clear that the poet does not want to stay in the noisy life of the city, but to go to the lap of the nature. His desire is justified by the contrast between the crowded cities and the calm, natural surroundings of Innisfree.

The green glades and pastures and birds and insects singing on Innisfree are in contrast to the plain looking pavements and roadways with vehicles and people. From this contrast we find a hint of noise pollution and congestion in cities.

Again, we get a beautiful sight from the picture of island surrounded by calm water of the lake and its gentle waves. On the other hand, city people go after material possessions. They are full of problems, and are therefore restless. The poet wants to escape from this restlessness to nature.

Thus, every aspect of city life is contrasted with the life in natural surroundings which gives us pleasure, contentment and peace.

3. The poet W. B. Yeats helps us to look at his mind and soul through this poem. His life is controlled by the desire to go away from the hustle bustle of urban life and settle at a peaceful, quiet and natural place. He has shown himself as a peace-loving fellow in this poem who is very much disturbed with the restless, noisy and materialistic city life.

The poem shows that the poet is a lover of natural beauty and tranquillity. He is simple in both heart and mind which is reflected in his nostalgia for the beautiful sights and sounds on the Lake Isle.

The poet is full of imagination and sensitive observation. He lacks a materialistic attitude towards life. He wants to leave the materialistic life of the city and live in a small cabin of clay and wattles. He wants to fulfil the basic needs of life only.

Thus , his desire to live in Innisfree serves as a way to escape the reality in which he lives in the crowded city.

4. In the beginning of the poem, the poet mentions his intention to leave and go to Innisfree, an island in Ireland. He describes Innisfree as a place with natural surroundings and delineates its pictures as a wide and open place full of beautiful sights, smells, colours and music. Considering the natural surroundings of Innisfree, he desires to build a small cabin made of clay and wattles. In addition, he wishes to have nine rows of beans and a hive for the honeybees. All these things will keep him busy as he will live there alone. He will notice every natural aspect around him and enjoy the magic of nature. According to the poet, Innisfree is a place that will give him tranquility in contrast to the hush-hush of the city life.

Poem 5.A Legend of the Northland

FROM THE CHAPTER

- A.**
1. a. In Northland days are shorter and nights are very long.
b. People in Northland can not sleep through the night because in winters nights are too long.
 2. a. Swift reindeers are harnessed to the sledges.
b. Children look like bear's cubs in their furry clothes.
 3. a. Saint Peter was one of the twelve apostles of Jesus Christ.
b. Saint Peter preached the teachings of God.
 4. a. Saint Peter felt very weak as if about to faint due to fasting all day.
b. He asked the woman to give him one piece of her cake.
 5. a. The cake seemed too small to the woman when she ate it herself.
b. The cake seemed to be large while giving away because of the woman's greed and selfishness.
 6. a. The Saint punished the little woman for being mean and stingy. The punishment was her transformation to a woodpecker.
b. The woman enjoyed being a human when she could easily have both food and shelter.
 7. a. The woman had her scarlet cap on her head.
b. Her rest of the clothes were burned in the flame.
- B.**
1. The story which is popular in the Northland is that of Saint Peter and a little old woman. The story is mythological, its authenticity is not proved. But because of its moral significance and instructive value, the story is passed from one generation to another.
 2. The little woman's refusal to part with the cake depicts her greedy and stingy character. She is a very selfish and miserly woman who does not have any big and broad heart to show even the smallest act of kindness and charity.

3. The little woman was very greedy, gluttonous and mean-minded. She felt that the cakes which she made for herself was very small, but the same cake seemed to be very big, so that it could not be given away.
 4. Saint Peter was annoyed because he did not find the least of human kindness in her. She had a rich and varied store of cake, but she was so greedy that she did not offer even the smallest one to Saint Peter. She did not have the heart to feed Saint Peter who was already hungry.
 5. Saint Peter cursed the little woman for her greedy and stingy nature. He turned her into a woodpecker. The punishment took away all the conveniences a human gets in terms of shelters, food and fire from woman. She was now forced to build her own home and get herself “scanty food” like birds.
 6. After the greedy and selfish woman denied to give any cake to Saint Peter, he grew angry. He told her that she didn’t deserve to enjoy the pleasures of the human life when she can’t run feed a hungry. As a result, he cursed her and changed her into a woodpecker.
- C. 1.** One day, Saint Peter, one of the 12 associates of Jesus Christ came down to the earth to preach the message of God. Wandering here and there, he reached a cottage where an old woman used to stay. Saint Peter was very tired and therefore, felt hungry. At that time, the old lady was baking cakes. The Saint asked for a cake from her store.

The old lady was selfish, greedy and stingy by nature. She did not want to offer any big cake to the saint. So she tried to bake small cakes for the saint. But she baked again and again because, each time the cakes seemed too big to offer the saint. Finally she baked a cake which was as thin as a wafer. But she did not give any cake to the saint as it was too small.

2. Saint Peter is an apostle of Christianity. Through this poem he has been presented as a messenger of God to teach charity and kindness, which have been regarded as very old human values. Therefore, he has come down to the earth to preach the same and the other good values to the humanity. He is so much dedicated to his work that, he roams around the whole day, even on an empty stomach, to fulfil his mission. By the evening he reaches the house of the old lady and asks for a cake.

As a Saint, he never tolerates greed and selfishness. He believes that, since human beings are blessed with the three requirements, viz., food, shelter and warmth of a fire, they should share these with the other humans, especially the needy. If they are not willing to share their blessings, they should not enjoy the comforts of human life. Therefore, on this ground he loses temper and curses the woman. He is upset by the selfishness and greed of the woman and is provoked to curse her.

Therefore, Saint Peter is a dedicated missionary who expects human beings to develop positive human values of mercy and generosity.

3. The poem “The legend of the Northland” by Phoebe Cary tells the tale of Saint Peter and a selfish old woman. This folktale is passed from one generation to the other in Northland. Once after fasting and travelling all day, Saint Peter reached a cottage of an old woman in Northland.

He saw the woman making cakes. Since Saint Peter was hungry and weak he requested the woman to give him a cake. When the woman started making a smaller cake for him it seemed to be large to her to give away. So, she tried again to make another smaller cake and felt it to be large too. Finally, she baked a thin wafer for him. The woman's greedy and stingy behaviour angered Saint Peter and he cursed her. He told her that she did not deserve to be a human and enjoy the human-life's pleasures. So, he changed the woman into a woodpecker to make her struggle to build a house and search for "scanty food". The tale shares an important lesson that one should not be selfish, but always use their privileges to help the needy.

4. The given lines highlight the privileges and pleasures of being born as a human. According to Saint Peter, the old woman was too selfish and greedy to be a human. She had a good house, food to eat and fire to keep her warm, still she hesitated to help a needy. When Saint Peter asked her for a cake she first tried to bake a small cake and then a smaller one as it seemed too large to give away. Evidently the cake was of a normal size but her greed didn't allow her to give it to the saint. Therefore, when she finally baked a cake as thin as wafer she found it hard to "part with that" too. Her behaviour angered Saint Peter and he told her that all the things she was enjoying as a human were futile. And he changed her into a woodpecker to make her struggle like a bird for building a home and getting herself "scanty food".

Poem 6. No Men are Foreign

FROM THE CHAPTER

- A.
 1. a. The poet urges the readers to treat all men as same and equal we all are humans.
 - b. Earth is the most common thing between all the humans. According to the poet, all of us are born on the same land (earth) and shall die here.
2.
 - a. Human beings use the same sun, air and water.
 - b. In their lines we read "suggests the idea of human suffering, toil and stories being similar to each other, despite the fact that people are from different countries."
3.
 - a. With wars, violence and pollution, we defile the human earth.
 - b. The poet brings out the idea that no men are strangers to one another by presenting the image of 'common life'. It means the similar features and patterns of life in the world.
- B.
 1. Man pollutes the earth in many different ways— destruction and death, spreading enmity and hatred through wars, etc. A war causes damages to the earth's environment by pollution from debris, smoke and dust caused by the weapons of war.
 2. All human beings are equal and they should be treated in the similar way— this is the central theme of the poem. Instead of hating we should love one another and live in harmony and peace. We should maintain brotherhood with the people of all countries and coexist in a harmonious way which will unite us and save this earth from pollution and damage.

3. Poet emphasises that the people of other countries too work hard like us with their hands for their survival and livelihood. It also means that the human beings have the same basic features.
 4. The poet advises us not to fall prey to the dishonest and power-hungry politicians and religious leaders who tell us to hate our brothers and initiate wars. He adds that we shall dispossess ourselves of doing as they say because by following them we only harm ourselves.
 5. The title of the poem apparently bring the focus of the readers to the main idea i.e., all men are equal and same. “Not all men are foreign” reverberates the theme, hence the poet started and ended the poem with the same line. It helped him to strengthen the central theme and his idea of “all men are the same”.
 6. Through the poem “No men are foreign” the poet stresses on the need of divine force of love to win over other countries. All of us know that the world responds in a positive way to love and kindness. So the poet wants to use kindness to end war and hatred and bring an eternal peace and brotherhood to earth.
- C.**
1. The poet justifies this sentence by declaring ‘no men are strange.’ Each and every person of the other countries breathes and works in the same way as we do. Each of us have an equal need for sun, air and water. All the humans, irrespective of any country use their hands for similar purpose, i.e., working hard for livelihood. Our eyes also cater to the similar requirements, viz., seeing, reading, sleeping and waking up. Love wins the hearts of all people, irrespective of the countries they live in and all of us recognise its power. We flourish in peace and are disturbed by the wars. We fight with each other in hatred, wherein the entire earth is damaged and destroyed. Therefore, all people in this world like peace which brings prosperity and abundance. So, essentially all of us are the same.
 2. There are many irresponsible rulers in this world who are over-ambitious and greedy. These two negative qualities, viz., over-ambition and greed often bring war. If a war takes place, nobody can get rid of it, both victor and the vanquished lose in many ways— people die, their countries become polluted because of dead and wounded bodies and their economy gets shattered. We can take the examples of the after-effects of First and Second World Wars and bombing in Hiroshima and Nagasaki in 1945. People should learn from history and try to resist another World War, if it takes place. The divisive forces which are stronger and the mad race for arms and ammunition are dreary. Therefore, in order to deactivate the divisive forces, we the common people of the world should not be fooled by vested and unscrupulous leaders, but should consider the world as a global village that offers innumerable opportunities and reasons for peaceful coexistence.
 3. Through various examples, the poet James Kirkup proves that no men are foreign. The title of the poem helps us to think whether people living in the other countries are foreigners or strangers. If we look at the progression of the poem minutely, we will find the repeated emphasis on the identity of all human beings in their nature and approach. All humans, irrespective of their country live on the same earth. All of them enjoy sun, air and water. All of them love peace and are against war. All of them work in a similar manner to exist.

These are the logical reasonings that are put forth by the poet to establish that no men are foreign. The poet gets the message that alienation from his brethren in this world is damaging to himself. He also understands that, if the people other than one's own country are treated 'foreign', there will be every risk of war that can lead to irreparable destruction and pollution of the earth.

4. Given lines stress on the idea of developing a world without wars and arms against other countries. The poet has suggested through his poem that all men are same, hence there's no point in waging wars against our brothers who belong to the same land (earth). According to him, the power-hungry people and the opportunists tell us to hate our brothers, i.e., the people of other countries. However, we shall dispossess and condemn ourselves from doing it. Moreover he conveys us that any war causes nothing but destruction of life and property. It ruins the natural environment which is clean and green. We don't get any benefit from the war, because the damage caused by the war has to be borne by all of us. Therefore, we must avoid wars and live a peaceful life on our earth.

Poem 7. On Killing a Tree

FROM THE CHAPTER

- A.**
1. a. It takes too much time to kill a tree because if it is cut it will grow again.
b. A simple job of knife cannot kill a tree because the tree is deeply rooted below the earth and has grown extremely strong over a long period of time.
 2. a. By 'unchecked' the poet means that the tree's miniature boughs will grow back again if it's not properly uprooted from the ground.
b. Tree's miniature boughs will expand again.
 3. a. Poet uses the word 'No' satirically to show his condemnation for cutting a tree.
b. The earth is anchoring to the roots of the tree.
 4. a. After pulling out the tree and its roots out of the earth, it will finally die and would not be able to grow back again.
b. The root of the tree has to be pulled out and exposed to the sun and air to ultimately kill the tree.
- B.**
1. It takes much time to kill a tree because it is too strong to be killed by a simple attack of a knife. The tree has grown slowly consuming the earth, feeding upon its crust and absorbing years of sunlight.
 2. To pull out the tree from the earth its roots need to be pulled out entirely. It should be tied to a rope and pulled out from the anchoring earth, exposing its bleeding white root to sun and air to ultimately kill it.
 3. The most sensitive part of the tree is its root. It is sensitive to the vagaries of weather and heat on the open surface because, it remains safely under the earth.

4. "On Killing a Tree" by Gieve Patel is a sensitive poem. In this poem the poet tells the reader that trees should not be destroyed. He relates the destruction of a tree with the killing of a human. He says that a plant gradually becomes a big tree by taking sunlight, air, water and nutrients from the soil, i.e., a tree is a living being like humans. It gets numerous leaves and a strong trunk.
 5. Gieve Patel has personified the tree in the poem by using words like 'bleeding bark will heal', 'leprous hide', 'Killing', 'slowly consuming the earth'.
 6. The poet has described the killing of a tree in detail to emphasise on several ideas. First, he talks about the strength and courage of tree. It grows back after its cut. Second, he uses tree as a symbol of deep rooted evil which cannot be killed easily like the tree unless uprooted completely. Finally, he also requests humans to not cut or kill trees.
- C.**
1. When the root of the tree is pulled out of the earth cave, i.e., its hiding, it is moist anti-white. After pulling, the root is found soft, delicate and brittle, because it was under the soil for several years, without sunlight and air. Since the root can not tolerate sunlight and air, it feels choked and scorched in the air after getting exposed. It starts changing colour to brown and loses tenderness. It loses its suppleness and becomes hard. Gradually it withers away and remains in gnarled and twisted condition. Ultimately the root loses life and leads the whole tree to death. In this way the exposure first destroys the root and then the entire tree.
 2. As the title suggests, the poem is about the complete process of killing a tree. The poet has used the tree as both a symbol of deep-rooted evil and metaphor for human-caused destruction of nature. By using the word 'Killing' instead of cutting a tree the poet highlights the human's intention of completely destroying nature for his own benefits. According to the poet, the tree cannot be killed unless uprooted from the earth by tying it with rope. If not, killed properly, it is strong enough to grow back again as "miniature boughs... will expand again". The tree's resilience and strength is depicted in contrast to the human's weak and evil behaviour of 'killing' the tree. Gieve Patel gives his condemnation for this horrible act of the destruction of nature through ironical criticism. The title appropriately foreshadows this idea, hence it is justified.
 3. A tree bears a deep relationship with the earth. Its existence is in the earth. The germination of seeds takes place in the inner side of the earth and the baby plant comes out over its surface. The soil provides nutrients to the tree and the earth supports it to stand erect and does not allow it to fall. The earth offers the tree a ground to grow and keep a big size by its strong roots. The earth protects the roots of the tree from the sunlight and the air by hiding it, because both sunlight and air could be injurious to the roots. Thus a tree is helped by the earth from its birth to its survival. Even a chopped tree also does not die. It grows out of its stump and gains its original big size, because, it is supported by the earth.
 4. Through the given lines the poet shows the resilience and strength of a tree which heals with time and grows green again even after it is cut. Here "unchecked" means left tree to grow without any danger or harm. If such miniature boughs are left unchecked, the branches from the stump of a tree which are new, green and delicate will expand and get

back to their original size. As a result, the tree revives and rejuvenates itself. A human's aim of killing the tree and cause destruction to nature can't be completed this way. Therefore, the poet later mention the entire process in which a tree can be killed so it can't grow again. It is ironical that the poet tells how to kill a tree and condemns the act.

Poem 8. A Slumber Did My Spirit Seal

FROM THE CHAPTER

- A.**
1. a. The poet's deep love for his beloved and the great impact of her death on his mind is stated in the given lines.
b. "The touch of earthly years" means that now his beloved could not feel the touch of the time she spent on this earth.
 2. a. The beloved has become an inseparable part of nature because she rolls with rocks, stones and trees in the earth's diurnal course after her death.
b. The poet says that his beloved rolling round in the way of the earth because she is dead, so she is buried under the earth.
- B.**
1. The central theme of the poem is the death of his beloved one and his feeling for her. Since she is dead, the poet does not have any fear for her, because she won't be marked by the passing of time or the destructive effect of nature like the other mortals. She has become a day-to-day world of nature, thus the poet explores both mortality and immortality from the connection between the external and the internal world.
 2. Initially the poet had drifted into deep sleep, since he did not realise that her beloved was dead. He thought of life only, and not of death. But later he accepts his beloved's death. He consoles himself by saying that his beloved is rotating along with the earth. She will mingle herself with rocks, stones and trees that are a part of this earth. In this way, she will also be a part of this earth.
 3. The poet says that his beloved is dead now. Therefore, she is not able to know what is happening in this world. She has become senseless, so she won't be able to feel human emotions. She will neither be happy nor be grieved, because she is far away from this world.
 4. Same as A. 2(b)
 5. Usually slumber means sleep. But here it means the death of the poet's beloved. Initially the poet had drifted into deep sleep due to the sorrow his beloved's death had brought. However, later the poet thinks that after her death, she has become a part of nature. He has immortalised his beloved's death by saying that she has no human fears. So she is not affected by pain, sorrows or worries of life. She is now a part of nature. The poet imagines that his beloved is now inside the earth with rocks, trees and stones. She is also rolling around everyday with the earth.
 6. Time will not affect the poet's beloved, because she is now dead and is buried under the ground. She is not aware of time which is going on.

- C. 1. The positive qualities of the poet help him to take this death very calmly. He imagines that his beloved is not lost, she has become a part of the earth, though physically she is not seen. He never thinks that through death, his beloved has left him. Here lies a very positive quality of the poet, i.e., he feels her in different ways.

He thinks that his beloved is not affected by pain, sorrows, worries or fears of life. In the last two lines he describes that she is now under the surface of the earth revolving along with it on its path, i.e., she is being taken care of by mother nature. These are the qualities that help the poet interpret his beloved's death in different ways in order to bring peace in his mind.

2. 'A slumber did my spirit seal' is a poem written by William Wordsworth for his beloved Lucy who has died. Therefore, it is more like an elegy which showcases the poet's sorrow and struggle to say goodbye to his beloved. In the first four lines of the poem, he talks about the time when his beloved was alive. He loved her so much that he never saw her as a human woman who ages and will die someday. It is evident when he says "I had no human fears". Later, in the last four lines he consoles himself by saying that his beloved has now become a part of nature, hence, can not be separated from him. He realises that she's beyond pain, sorrows or worries of life. In this way, the poet has conveyed a message regarding the mortality of life which can not be changed by humans, hence, we should utilise time in proper way so that we can lead a meaningful life.
3. Wordsworth's attitude towards nature is different from the common belief. In his poems we find a transformation of his joys and sorrows to natural objects. Wordsworth discovered nature's own life which humans could feel. He found continuous actions and reactions of mind and nature on each other. This process is continuous and contains three phases—'glad animal moments' of childhood, the 'passions' and 'appetites' of youth and finally, 'that serene and blessed mode in which both mind and nature are in the state of harmony. So, unlike other poets, in Wordsworth we find a great union of Mind and Nature. In another poem he wrote, "Nature never did betray the heart that loved her." He wants to express the qualities to love nature, to mingle oneself with it, and to remember it in delight and seek relief in woe.
4. Lucy was motionless because she had died. Since she is dead, she cannot feel anything. The passing of time will not affect her. She has no human fear, and is not affected by pain, sorrow or worries of life. She is senseless and has become a part of nature. Still, in the poem, the poet tries to immortalize her death. Although, she is not able to perform any of the physical movements or activities now she can roll round in the earth's diurnal course with rocks, stones and trees. Her human mortality is represented in the lines "no motion has she now" and her presence in nature is represented "rolled round in earth's diurnal course." Finally, the poem ends on a hopeful note.

Moments (Supplementary Reader)

Chapter 1. The Lost Child

FROM THE CHAPTER

- A.** 1. A child was being taken to a fair by his parents. He was overwhelmed by the attractions of the fair, e.g., balloons, merry-go-round, eatables and toys. He pleaded to his father for a toy. His father looked at him red-eyed, but his mother tried to distract the child's mind by showing her a flowering mustard-field, pale like melting gold as it swept across miles and miles of even land.
2. After entering the fair, the child saw many toys displayed in the shops. He was fascinated by them and pleaded to his father for one. But his father looked at him red-eyed and discarded his plea. Therefore, he knew of his parents that, they won't buy him anything. So, he did not ask for the other things he saw, e.g., a sweetmeat seller was selling "gulabjamun", "rasgulla", "burfi", "jalebi", or a flower-seller was hawking, "garland of gulmohar", or a balloon-seller was setting yellow, red, green and purple balloons, etc.
3. The sight of many coloured balloons flying in the air from the balloon seller's pole blew the child over and his heart was filled with an overwhelming desire to possess all those balloons.
4. A snake-charmer was playing a flute in the fair, to a snake which coiled itself in a basket. Its music was so sweet, as if it was a gentle rippling of an invisible waterfall. Attracted by both music and the snakes, the child went towards the snake-charmer. But he did not stay there, because he knew that his parents had forbidden him to hear such coarse music as the snake-charmer played.
5. Mulk Raj Anand has certainly given a justified title to his story of a small child who gets lost at the spring-festive fair. Readers are introduced to this child as the one who desires to possess several items like toys, garlands, sweets, balloons and ride on roundabouts. He was so lost in his fascinations for all these things that he did not care to stop and look for the parents around. So, he was lost both in his desire to possess so many things and later lost his parents.
6. The child got scared when he suddenly realised that his parents were not around. He starts crying and screaming "Mother! Father!". Immediately, he forgets all about the things that fascinated him earlier and wishes to find his parents only.
- B.** 1. The child in the Mulk Raj Anand's Story 'The Lost Child' is driven to all the materialistic things he sees at the fair. Therefore, he asks his parents to buy these things knowing that they would respond negative. He enjoys the vibrant surroundings with colourful flowers and balloons and is fascinated by sweets and toys. His excitement makes him so lost in his own world that he doesn't pay attention to his parents' presence. So, when he's lost and can't find his parents he realises that his real possessions are his parents and not the materialistic things he desired earlier. His innocence and aspirations did not allow him to see what's more important. However, after getting lost he only wants the security of his mother and father, hence, denies all those things he wanted earlier.

2. As a part of spring festival in a village, a fair was held there. The villagers were going to attend that fair from the wintry shades of narrow lanes. The scene of the fair was filled with excitement, vibrant colours and decorated shops. It was crowded but all the people were talking and laughing.

They had come from different parts of the society to mingle with each other and celebrate the festival of spring. There were many swings, balloons, toys and sweets that fascinated kids. In addition, there was a snake-charmer who played a flute to a snake and caught attention of most people around with the onset of spring, comes the rebirth of earth with new leaves, flowers and harvest. Therefore, people from all sections of the society come together to celebrate this new season, hence, presents the diversity of different cultures.

3. When the boy was with his parents, he saw many things. First he saw a toy shop, wherein various types of toys were displayed for sale. He wanted to possess at least one toy, but he could not, because his father looked at him red-eyed. Then they came near a sweetmeat seller. He was hawking “gulab-jamun, rasagulla, burfi, jalebi”. The boy wanted a burfi, because it was his favourite sweet. But he could not plea to his father, as the father would say he was greedy. Then the boy met a flower-seller who was shouting, “A garland of gulmohar, a garland of gulmohar.” The boy was impressed with the garland and half-murmured that he wanted that garland. Still, he could not buy a single garland as his parents might refuse it saying it was cheap. Now he met a balloon-seller who was selling different kinds of balloons. He wanted to possess a balloon but could not ask his parents because, he would be replied that he was too old to play with such balloons. These are the things which the boy wanted to possess.

Chapter 2. The Adventures Of Toto

FROM THE CHAPTER

1. Toto was so mischievous that when he was transferred to the servant’s quarters where other pets of Grandfather ‘lived sociably together’, he would not allow any of them to sleep at night. Therefore, grandfather decided to take him along with him to Saharanpur.
2. One day, at lunch time, Toto was found stuffing himself with rice from a large dish of *pullao*. When grandmother saw it, she screamed. As a result, Toto threw a plate at her. Again Toto threw—this time the dish from where he was picking the *pullao* and eating it in the branches of a jackfruit tree. After eating all the grains he threw the dish from the tree in order to spite grandmother, who had screamed at him.
3. Toto was beyond control. He was detrimental to the entire family. He was stealing *pullao*, which was cooked for the entire family and was eating it alone, teasing the other pet animals, breaking dishes tearing the dresses of the author's aunts, tearing clothes, curtains and wallpaper, sticking head in the half boiled kettle in winter, and was doing many more disturbing activities. So, there was no other way but to sell back Toto to the tonga-driver.
4. When Toto created a mess on his first day in the house by tearing the wallpaper in the room and narrator’s school blazer, Grandfather admired his cleverness.
5. Toto’s eyes sparkled with mischief. He had deep-set eyebrows and pearly white teeth. In addition, his fingers were quick and wicked. According to the narrator and his grandmother, Toto’s tail added to his good looks.

6. At first, when Toto was tied in a little closet in the narrator's room, he created a mess by tearing the wallpaper and ruining narrator's school blazer. Later, one day while stuffing himself with rice he threw a plate at grandmother and a glass full of water at narrator's aunt. These instances show that Toto was certainly a very mischievous monkey.
- B. 1.** Toto was bought by the narrator's grandfather from a Tonga-driver for rupees five. He was a pretty monkey with bright eyes, deep-set eyebrows and pearly-white teeth. He was mischievous monkey who liked to take hot water baths with soap. On his arrival at narrator's house he brought a kind of destruction in his room. He tore the ornamental papers chosen by grandfather, which were used to cover the walls. The peg in the wall was wrenched from its socket, and the author's school blazer, was in shreds. When he was shifted to servants' quarter to live with other animals he troubled them and did not allow them to sleep at night, especially Nana. At last, his mischief was not bearable due to which Grandfather had to give him back to the tonga-driver.

However, narrator remembered Toto and his mischief as an interesting part of his childhood.

2. Toto liked to have a bath in the winters in warm water. However, one day Toto got into a serious trouble. Water was being boiled in a large kitchen kettle for tea. Toto removed the lid of the kettle and found the water warm enough to take bath. He got in, but his head was sticking out from the open kettle. This could suit him until the water began to boil. Toto raised himself a little, but since he found cold outside, he sat down again, and hopped up and down for some time, until grandmother had arrived and took him from inside halfboiled. Had grandmother not arrived, Toto would have been full boiled and dead.
3. Toto was brought to Saharanpur by the author's grandfather in a big black canvas kit-bag. Therefore, nobody saw that a living being was inside the bag. Meanwhile, a ticket collector came to check grandfather's ticket. When the ticket collector was checking grandfather's ticket, Toto poked his head out of the bag and grinned at the ticket collector. The ticket collector was taken aback. He mistook Toto as a dog and charged rupees three as his fair. Grandfather tried in vain to clarify that Toto was not a dog but a monkey. He then brought out his pet tortoise from his pocket and asked how much money would be charged for it. The ticket collector looked at it minutely and said, it would not be charged since it was not a dog. This was the situation in which grandfather found himself at Saharanpur railway station.

Chapter 3. Iswaran The Storyteller

FROM THE CHAPTER

- A. 1.** Iswaran followed Mahendra everywhere without any complain whether it was an ill-equipped circuit house or a makeshift canvas tent in a stone quarry. He cooked for Mahendra, washed his clothes and narrated various anecdotes to him. He played the role of a T.V. actor in Mahendra's life.
2. Iswaran managed to make even the simplest incident interesting, because, while narrating any incident, he would try to work in suspense and a surprise ending into the account. An example in this regard can be cited, i.e., instead of saying that he had come across an uprooted tree on the highway, he would say dramatically, "The road was deserted and I

was all alone. Suddenly I spotted something that looked like an enormous bushy beast lying sprawled across the road.... But as I came closer I saw that it was a fallen tree, with its dry branches spread out."

3. Before Iswaran controlled the elephant, it grunted and menacingly swung a branch of a tree holding it in its trunk. It stamped its feet, kicking up a lot of mud and dust. It looked frightening and looked at Iswaran red-eyed, ready to rush towards him. Then it lifted its trunk and trumpeted loudly.
 4. The night before leaving the haunted place, Mahendra woke up hearing a wailing sound. He saw through his windowsill a dark cloudy form clutching a bundle. It reminded him about the woman ghost, narrated by Iswaran earlier, who used to appear off and on at midnight during the full moon. The next morning, Iswaran reminded him the incident which he saw the previous night. Hearing from Iswaran he got frightened, because he became sure of the existence of ghost and resolved to leave the haunted place.
 5. In the morning Iswaran would prepare breakfast for Mahendra. After Mahendra would leave home for work Iswaran would tidy up the shed, wash the clothes, and have a leisurely bath, muttering his prayer. During the day he would have his lunch and then sit to read Tamil thriller books which further inspired him to concoct stories for Mahendra at night.
 6. Mahendra enjoyed Iswaran's stories for the inimitable way in which they were narrated. Iswaran played the role of T.V. actor in his life by entertaining him and telling him even the smallest of incidents with suspense and a surprise ending at the end.
- B. 1.** Iswaran was a combination of more than one quality. He was an attractive story teller, a competent cook who could cook mouth-watering food items and could produce vegetables and cooking ingredients. He was an avid reader of Tamil thrillers. His own descriptions were greatly influenced by the Tamil authors that he read. His descriptions of an uprooted tree on the highway and of the mad elephant and its activities are simply peerless. Moreover, upon the arrival of Mahendra, he told that the entire factory area was a buried ground. His story of the ghost of a woman with a foetus and later enacting it on a moonlit night and reminding the next day to Mahendra was so vivid that the latter had no other way but to leave the area and the firm where he was working.

On the other hand, Iswaran was a competent cook also. One night Iswaran showed his culinary skills by cooking the most delicious dinner for Mahendra. He could produce vegetables and cooking ingredients, seemingly out of nowhere, in the middle of a desolate landscape with no shops visible for miles around.

Thus Iswaran was a man of many qualities.

2. Iswaran was Mahendra's cook who managed all his daily responsibilities like cooking, cleaning, washing clothes, etc. He was certainly loyal to his master as he was always ready to follow Mahendra everywhere without any complaints. However, his act of telling thriller stories to Mahendra every night even after knowing that they scared him was spiteful. It is possible that he was not happy with Mahendra's daily routine of work and frequent changing of houses to construction factories in remote areas.

Therefore, he wanted Mahendra to get scared and leave the weird place by resigning to his job. Although, Iswaran is depicted as a loyal and honest servant to his master he doesn't seem to be ideal because of his pranks and deception towards Mahendra for his own comfort.

3. Probably Iswaran was not happy with Mahendra's daily routine of work, because as a cook and helping hand of Mahendra, he had to get early and do the work of Mahendra. Therefore, he had a little amount of respite. So he wanted to frighten Mahendra, so that the latter could leave the place in no time.

In this context we may cite the example of Mahendra's one night's experience. One night, after being told by Iswaran about a woman ghost, Mahendra heard a wailings. At first he mistook it as a cat's wailing, who was prowling around for mice. Then he wished to see it. He lowered himself to the level of the windowsill and saw a dark cloudy form clutching a bundle. Mahendra broke into a cold sweat and fell back on the pillow, panting. When Iswaran told the same story, i.e., what Mahendra saw at night, he hurried away to his office, handled his papers to his boss and left the place.

Chapter 4. In The Kingdom Of Fools

FROM THE CHAPTER

- A. 1. The guru and his disciple were surprised after reaching in the kingdom of fools because the whole kingdom slept during the day and worked at night. Moreover, in the kingdom everything lost same i.e., One duddu (rupee).
2. 'Foolish' about king's trial of the merchant was his punishment for a thief's death. Originally, a thief broke into a rich merchant's house. He made a hole in the wall and sneaked in. But since the house was old, the wall collapsed on the thief's head and the thief died on the spot. The merchant was brought to the king upon the complaint of the thief's brother. This is 'foolish' because, no thief is permitted to enter his house and make a hole in the wall. The thief should be punished. But since the thief was dead, nobody else should be punished in place of him.
3. The people questioned were the merchant, the bricklayer, the dancing girl, the goldsmith, the old merchant, i.e., the present merchant's father. The merchant defended himself saying, it was bricklayer's fault, since he did not build the wall right. The bricklayer replied, it was the fault of the dancing girl since her anklets were jingling while she was walking, which distracted the bricklayer's mind from the work. The dancing girl blamed the goldsmith since he did not make some jewellery for her in time and made her walk up and down to his house a dozen times. The goldsmith blamed the old merchant, i.e., the present merchant's father, who was then dead. The old merchant wanted his orders to be finished first because of a wedding ceremony which was forthcoming.
4. Disciple liked the kingdom of fools as it was cheap and everything was sold only for one duddu (rupee). He wanted to eat good and cheap food for a very long time. Hence, he didn't want to leave the place.

5. When the disciple was considered to fit the stake, he remembered the guru and the guru appeared. The guru whispered something to his disciple and wanted to die first. The disciple also wanted to die first. Then the guru explained, that stake was the stake of justice and whoever would die on this stake first would reborn as the king of this country and who would die second, would be the future minister of this country. The king believed the guru and did not lose this chance. He embraced death along with this minister in place of guru and his disciple.
 6. Since everything was cheap in the kingdom of fools the disciple kept eating plenty of things everyday. He filled himself with bananas, ghee, rice and wheat. As a result, he grew fat like a street-side sacred bull. So, when the king ordered his soldiers to find a fat man who could fit the stake, they took the fat disciple with them.
- B.**
1. The guru and the disciple arrived in the kingdom of Fools at daytime. It was a beautiful city, but they did not find anyone. Everybody was asleep. Even the cattle were also taught to sleep by day. After wandering around the town throughout the day, in the evening they found that everybody was awake and the city was doing its nightly business, instead of daily business. Secondly, they felt hungry and wanted to buy some food items. So, when they went to buy some groceries, everything cost a single duddu, from a measure of rice to a bunch of bananas. They were astonished— first because of sleeping of the people in day and working at night and secondly, for the same price of all grocery items. Seeing this, the guru realised that they reached the kingdom of the Fools. Everything could happen there and they could be in a danger at any time. So he decided to leave the kingdom at once.
 2. A guru is a wise and far-sighted person. He is far more than a general person, who is of help to others and same his disciples and any other person from any kind of distress or crisis period. In the lesson, the guru is showcased in the same manner. He knew that staying in the kingdom of fools would certainly lead to some trouble, hence, left the kingdom for good. Although he advised his disciple to come with him he denied and stayed back leading himself to almost be executed. The Guru believed in forgiveness and came to the rescue of his disciple. His wisdom helped the disciple to save his life and the people of kingdom to live a normal life like any other kingdom. Finally, he became the king of the kingdom of fools and changed all the old laws. He was praised by the people for all that he did to save them from the former king and minister who were complete idiots.
 3. The case that brought to the king was strange. A thief, while entering a merchant's house to steal, made a hole in the wall and died while the wall collapsed, when he was carrying out his loot. The thief's brother blamed that merchant and reported against him to the king. The strangeness of the case begins here and continues till the end. The king did not blame the dead thief for stealing things. Instead he blamed the merchant for the weak wall. When the merchant made the bricklayer responsible for it, the king wanted to punish him. When the bricklayer blamed the dancing girl, the king made her guilty and tried to punish her. In this way he wanted to punish some other people, e.g., the goldsmith and the old merchant, i.e., the present merchant's father. This was a strange and whimsical judgement, because the original convict was the thief himself. Since he had died in the accident, it would have been the best judgement to return the stolen items to the merchant, instead of blaming him.

FROM THE CHAPTER

- A.**
1. The statue of the Happy Prince stood on a tall column. It was decorated all over with thin leaves of fine gold. Its eyes were made of two bright sapphires. Its sword hilt was glowing with a large red ruby.
 2. The swallow was going to Egypt. His friends had already gone away there, but he stayed behind. So he decided to go there. He flew all day long, but could not reach Egypt that day. So he stopped in the city at night. He put up just between the feet of the statue of the Happy Prince for the night.
 3. 'Happy Prince' was very happy when he was alive, because he lived in a palace, detached from the misery and suffering of common people. However, after his death, he was converted to a statue, standing on a tall column. Now he was able to see the people in misery. This made the 'Happy Prince' weep.
 4. The swallow refused to carry ruby to the seamstress because, the son of the seamstress was running fever, so he was very thirsty. He could quench his thirst by an orange which could be bought from this ruby. But initially, the swallow refused to carry ruby for the seamstress because, he did not like the boys. Finally he agreed to do it because, the Happy Prince felt sad for his initial refusal and the swallow was sorry for it.
 5. The little swallow wanted to fly to Egypt to protect himself from the winter snow, In Egypt the sun would had been warm and kept the swallow alive.
 6. The moral of the story 'The Happy Prince' is that we must help the poor and needy, especially when we are privileged. The Happy Prince gave away all his jewels to help the people of his kingdom and the swallow sacrificed his life for the lone and kindness of Prince. God always care for such beings as he kept the Prince's heart and the swallow in the Garden of Paradise.
- B.**
1. The swallow seemed to be a kind and loving creature. He sacrificed his life to help the Happy Prince and be his messenger. He wanted to fly to Egypt with his family to live peacefully in the warm sun and avoid the winter snow. But, on seeing the Prince weep he felt sorry and agreed to stay with him for a night. However, the next day when the Prince requested to him stay for one more night he realised that the Prince had given away both of his eyes and could not see anymore. This made the swallow stay with the Prince forever. He flied over the city and picked off the Prince's golden leaf one by one to give them to the poor. The swallow's selflessness made him sympathise with both the Prince and the people of the kingdom. As a result, he fulfilled his duty and developed a sense of service. Finally, he died at the end and stayed with the Prince's heart at God's Garden of Paradise.
 2. The Happy Prince told the swallow that more marvellous than anything was the suffering of men and women. He then asked the swallow to fly over the city and tell him the sufferings of the poor people. The sufferings included the beggars sitting at the gate while the rich making merry in their beautiful houses, white faces of starving children looking out

listlessly at the black streets and under the archway of a bridge two little boys were lying in each other's arms to keep themselves warm. They were hungry, but they did not have money to buy food.

Hearing these stories of suffering, the Prince said that he was covered with fine gold leaves. So he ordered the swallow to take that fine gold leaves one by one and give it to the poor. The swallow obeyed him, picked off leaf after leaf till the Happy Prince looked dull and grey, but the poor became very happy. The two little boys' faces grew rosier. They laughed and played in the street and cried, "We have bread now!"

3. 'Happy Prince' was very happy when he was a human, because he lived in a palace, detached from the common people and their life. Sorrow was not allowed to enter there. He did not know what tears were. Therefore, his courtiers called him Happy Prince.

However, after his death, he was converted to a statue, standing on a tall column. Now, he could see the other side of life which was full of poverty. He saw the rich were becoming more rich and the poor were becoming more poor. Nobody was trying to help them eradicate poverty. This realisation prompted him to give the ruby, the sapphires and the leaves of fine gold to the poor and the needy to solve their problem and to be free from starvation. Finally, when all of his jewels and gold were gone he was melted in a furnace by the workmen and his good and kind heart was kept by God in his Garden of Paradise.

Chapter 6. The Last Leaf

FROM THE CHAPTER

- A. 1. Johnsy counted the falling leaves from backwards, i.e., twelve, eleven, ten, etc. She forgot that it was autumn, the month of falling leaves, therefore everyday one leaf was falling. Even when Sue reminded her of the month, Johnsy was not convinced. She interpreted the falling of the leaves in her own way, i.e., with her life span. She backcounted and came to a conclusion that, when the last leaf would fall, she would die. She came to this conclusion in spite of her treatment by the doctor.
2. Behrman was a sixty-year-old painter. His lifelong dream was to paint a masterpiece but that had remained a dream. Sue shared her worry with Behrman because she knew that only Behrman could save Johnsy from her mental depression and thought of death during pneumonia. The same thing happened. Behrman painted his masterpiece, i.e., a leaf which was vivid and authentic and hanged it from the ivy creeper, so that Johnsy could find that at least one leaf was hanging, instead of shedding of all leaves. He was right. Johnsy mistook it as an original leaf and changed herself, but Behrman died of pneumonia.
3. Sue knew that the last leaf on the ivy creeper could have fallen and if Johnsy would see it she would die. So she was scared to draw the curtains as she thought that Johnsy would associate herself with the last leaf and might lose her will to live.
4. Johnsy was suffering from pneumonia. She was under the treatment of a doctor, but she was foreseeing her death, identifying her life span with the shedding of leaves of the ivy

creeper, which she used to look at through the window everyday. So, in order to divert Johnsy's mind from the falling leaves which she thought her death toll, Sue sought the promise from her not to look out of the window while she completed her painting.

5. When doctor came to see Sue in the afternoon he told her that Behrman had caught pneumonia two days ago due to which he was severely ill and could die anytime soon.
 6. Behrman loved Sue and Johnsy very much so he couldn't have seen Johnsy die. Moreover, fulfilled his dream of creating a masterpiece before his death by painting a vivid and authentic leaf which he hanged on the ivy creeper, ultimately saving Johnsy's life.
- B.**
1. Johnsy was suffering from pneumonia. Apparently, it was the reason for her deteriorating health. But the main reason lay in her mind. She was depressed and gloomy. It seems from her outward appearance that, to some extent she was in an abnormal state of mind because, everyday she used to look at an old ivy creeper, backcount its fallen leaves and identify those falling leaves with her life span, as if the latter was reducing, keeping pace with the former. Her friend Sue tried her best to make Johnsy take an interest in things around her. She told her that the month was Autumn, the month of falling leaves. It had no relation with Johnsy's sickness or deteriorating health. But Johnsy did not pay any heed to her and continued finding resemblance of reducing leaves with her life span. This was the reason of her deteriorating health.
 2. Behrman heard about Johnsy's foolish thought from Sue that, her life span was reducing everyday with the falling of one leaf per day. When the last leaf would fall, Johnsy would die, or rather she would commit suicide. Therefore, in order to keep at least one leaf on the creeper, Behrman started painting a leaf, trying to paint it as his masterpiece, which till then remained a dream to him. Later Behrman finished it, went out of his room and hanged it from the creeper and then came back to his room. Sue saw it from the window. The leaf seemed to her real one, but Behrman did not disclose the truth to her. When Johnsy woke up next morning, she wanted to see whether the last leaf was still hanging. Sue was hesitant to show her, because she knew that the last night was full of wind and storm. But when they looked at the ivy creeper, they found the leaf was still hanging. Johnsy was relieved because she won't die. Sue was happy, because she came to know later that, Behrman had saved Johnsy's life by painting that leaf and hanging it. But unfortunately Behrman died of pneumonia.
 3. Although Sue and Johnsy were best friends who lived together. They were very different from each other. Sue was a lively, wise and caring girl. She did her best to get Johnsy feel better and overcome her illness. For instance, she prepared soup for her, whistled while painting to take her mind off illness and looked after her all the time. Even, when she learned that Johnsy had associated herself with the last leaf on the ivy creeper tree she ensured to get Behrman's help and save Johnsy's life. On the other hand, Johnsy was an unconfident, sad and ignorant girl. She had lost all her hope to live and was adamant that she might die as soon as the last leaf falls. She did not listen to any of the good words her friend, Sue, shared with her. Besides, she also denied food and soup. However, only because of Sue's determination to save Johnsy and Behrman's dream of painting a masterpiece was she saved. As a result, she recovered soon and hoped to live longer with her best friend, Sue and make paintings.

FROM THE CHAPTER

- A.**
1. After the fire incident, the narrator was embarrassed and felt as if he was responsible for it. He was a bit upset to go to his new school, but everyone was very helpful there. He had lost all necessary school items in fire. He viewed himself as an outcast, but his classmates had bought all necessary things for him and put them on a big table— school supplies, notebooks, all kinds of different clothes— jeans, tops and also suitcases, etc. All of them stretched their helping hands towards him.
 2. The damage caused by the fire was to a very large extent. The narrator's house was completely burnt down. Many essential commodities of the narrator, such as his pair of shoes, his books, backpack, many of his clothes, notebooks and other school supplies were gutted by fire and turned to ashes. Many other things which were not burnt, were destroyed by the water and chemicals the firemen had used to put out the fire. The things which were saved were a small metal box full of important documents and some pictures and letters of his late father and some other personal items.
 3. Zan's mother had to borrow money from his grandparents because, there were no credit cards, cash or even any identification to be able to withdraw money from the bank. Everything had gone up in smoke.
 4. The author felt that he was suffering loss, big time because earlier he had lost his old lovely school and teachers, then he had lost his house to the fire, and now he had lost his cat whom he loved dearly.
 5. Zan was overwhelmed with emotions, the genuine outpouring of concern touched her. He was glad that he had kind and loving people around her. Finally, for the first time he made friends and felt accepted in high school.
 6. The narrator went to his burnt house to watch over the people clear away debris, with the hope that his pet cat was somewhere to be found. The narrator was missing the cat terribly.
- B.**
1. It was a cold and windy Sunday afternoon. Zan was sitting at home at their dining-room table. He was doing homework. The fire was going in the fireplace. Zan's pet cat was lying on the top of his papers. His mother kept stoking the fire to keep the house nice and warm. Suddenly the house caught fire, because at first Zan smelled something strange. Then he noticed smoke pouring in through the seams of the ceiling. Quickly the smoke began to fill in the room. All of them ran out into the front yard. When they were outside, they saw the whole roof engulfed in the flames. The flame was spreading quickly. Zan ran to the neighbours to call the fire department. Meanwhile, his mother ran back into the house and came back with a box full of important documents. Dropping the box she again ran back into the house to collect Zan's late father's pictures and letters. Zan shouted at his mother and tried to go inside to rescue her. Meanwhile, firefighters came and prevented Zan from entering inside, since the inside of the house was engulfed with fire. They assured

that they would rescue his mother. After sometimes the firefighters rescued Zan's mother and assured that she was okay. They went back to douse fire. The fire was finally doused after five hours.

2. The narrator is a schoolboy who moves from Junior school to High School. Initially, he finds some problems in adjusting to life in the new school. Unfortunately, his house gets burned down in a fire and he is in deep trouble. But his schoolmates help him out by providing everything to him. A neighbour also greatly increases his joy by helping him to find his lost cat. So the narrator manages to become happy again after facing a lot of troubles. The affection he got from many people touched him. He was able to get rid of his insecurity and open up to others. A new chapter opened in his life.
3. Zan's position during his first year of high school as the junior most class made him feel awkward. The big size of the new school and the separation from his closest friends made her feel isolated. Moreover, after the fire incident, he went to school wearing the dress that he had worn to church on Sunday morning. This embarrassed him because he felt that his appearance is weird without uniform, books and a backpack. However, when Zan was getting ready for gym class at his locker, people were gathering around him asking him to hurry up. They behaved so because they had put up a surprise collection of school supplies and clothes etc. for Zan in the gym. Those who had never spoken to him introduced themselves and many invited him to their homes. The gesture overwhelmed Zan with emotions because they had gone out of their way to bring him the things he needed. He was touched by their genuine outpouring of concern, getting rid of his feelings of loss and tragedy.

Chapter 8. The Beggar

FROM THE CHAPTER

- A. 1. One day a poor hungry man came to advocate Sergei and introduced himself as a former village school master who had lost his place through intrigues, and that too after eight years of service. But the advocate recognised him from his appearance— ragged fawn-coloured overcoat of the suppliant, drunker eyes, red spot on either cheek and one of his shoes was higher and the other low. All these helped him to remember that he saw the man day before yesterday in Sadovya Street, wherein he introduced himself as a student who had been expelled, and not a school teacher.
2. Suddenly the author remembered that he had seen him the previous day in Sadovya Street. Then he had told him that he was a student and had been expelled for not paying his fees. At first, the beggar denied the charge.
3. Initially Lushkoff was given the work of chopping wood for Sergei. He agreed to do this work because he had been trapped by his own words, though he lost his strength by consuming vodka excessively and did not have any inclination to toil and his pride and shame prevented him from doing this work.
4. Lushkoff spoke very highly of the cook, and gave all the credit for his transformation to her. He informed Sergei that it was the nobility of the cook that had truly changed him. She had

an affectionate heart inside her, because she used to chop wood on behalf of Lushkoff, so that he could get money, eat wholesome food and set his life in right direction.

5. After two years, Sergei saw Lushkoff at the ticket window of a theatre. Lushkoff was beside him with a coat collar of curly fur and a sealskin cap. Lushkoff was a notary and was earning thirty-five roubles a month.
 6. Lushkoff was not good at chopping wood. He never chopped a single piece of wood. He pulled a billet of woods towards him, set it up between his feet, and tapped it feebly with the axe. The billet wavered and fell down. He again pulled it to him, blew on his freezing hands, and tapped it with axe cautiously, as if he was afraid of cutting his finger. The stick of wood again fell to the ground. All these things prove his inefficiency in chopping wood.
- B.**
1. The first meeting between Sergei and Lushkoff took place in Sadovya Street. Lushkoff wanted money and was begging for it. He introduced himself to Sergei as an expelled student. Two days later he again met Sergei in another street without being able to identify him. He told Sergei that he had been a village school teacher for eight years, but now he lost his place through intrigues. Sergei at once identified him and challenged him. Lushkoff then confessed that he was neither a student, nor a village school teacher, but a former singer in a Russian choir. He was sent away for drunkenness. Now nobody would offer him any job if he had spoken the truth. But he needed money. So he was lying and begging. Initially Sergei was angry, but later he took pity on Lushkoff's plight and offered him a job of cutting wood for which he would pay Lushkoff.
 2. Sergei was a kind and honest man. Sergei couldn't tolerate lies and dishonesty. He thought that everyone should earn money by working hard. He was not the kind of man who took undue advantage of a person's helplessness and exploited him. When Lushkoff came to his house to chop wood, he felt bad because Lushkoff was weak and hungry. He was ashamed of himself for having set a spoiled, drunken, perhaps sick man to work at menial labour in the cold. Sergei held everyone equally. He didn't discriminate people on the basis of how rich he was. Though Lushkoff was poor and worked for him, he wasn't disrespectful to him. He rather recognised Lushkoff's hard work. Sergei was a resourceful man also. He sent Lushkoff with a letter to his friend so that Lushkoff could get a better job. Sergei never forgot anyone. Even if he met Lushkoff after two years, he could recognise him immediately and talked with him in the most cordial way. Sergei was a man of principles with a kind heart.
 3. Sergei and Lushkoff met each other for the last time in an evening. The meeting took place at the ticket window of a theatre. While paying for his seat, Sergei noticed a little man beside him with a coat collar of curly fur and a worn sealskin cap. He then cried by the name of Lushkoff and the latter also could trace him. Then they started talking. Olga always used to criticise Lushkoff and then took seat and cried for him. Gradually she found that Lushkoff did not have that much physical strength which would permit him for physical work. She used to chop wood for Lushkoff. Initially Lushkoff was indifferent, gradually it hurt his conscience. He changed himself, stopped drinking and became a hardworking and good man.