

# 1 The Gentlemen of the Jungle

I. Answer the following questions in a word, a phrase or a sentence each:

The Gentlemen Of The Jungle Textbook Questions And Answers

Question 1.

What favour did the elephant ask the man on a rainy day?

Answer:

The Elephant asked the man to give a place for its trunk to protect it from the rain.

Question 2.

According to the man, his hut had room only for him. True/False.

Answer:

False.

Question 3.

How did the elephant sneak into the man's hut?

Answer:

The Elephant first put his trunk inside the hut, slowly he pushed his head also in and finally he threw the man out in the rain.

Question 4.

According to the elephant, the man can afford to remain in the rain because:

- (a) The skin of the man is harder than any other animal
- (b) The skin of the elephant is delicate.
- (c) The skin of the elephant is harder than that of the man.

Answer:

(b). The skin of the elephant is delicate.

Question 5.

How did the lion decide to solve the problem?

Answer:

The lion decided to appoint a Commission of Enquiry to look into the matter and report accordingly. ,,

Question 6.

What kind of judgement did the man expect?

Answer:

The man expected an impartial judgement.

The Gentlemen Of The Jungle 1st Puc Notes Question 7.

Why was the man unhappy with the members of the Commission of Enquiry?

Answer:

The man was unhappy because there were no members in the Commission of Enquiry from his side.

Question 8.

Why was the man told that only jungle animals would be on the Jungle Commission?

Answer:

Because others could not understand the laws of jungle.

Question 9.

According to the elephant, the man had invited him into the hut:

- (a) to save his skin.
- (b) to give shelter to his trunk.
- (c) to save the hut from the hurricane.
- (d) to fill the empty space in the hut.

Answer:

- (c) to save the hut from the hurricane.

Question 10.

In whose favour was the judgement given?

Answer:

The judgement was given-in favour of the elephant.

Question 11.

Why did the man accept the suggestion of building a new hut?

Answer:

Because, the man was afraid of the members of the commission that they may pose danger for him.

Question 12.

How did the man buy peace finally?

Answer:

The man set fire to the new hut and burnt all the jungle animals.

Question 13.

Name one of the members appointed to the Commission of Enquiry in ‘The Gentlemen of the Jungle’.

(or)

Who were the members of the Commission of Enquiry in ‘The Gentlemen of the Jungle’.?

Answer:

Mr. Rhinoceros, Mr. Buffalo, Mr. Alligator, The Rt. Hon Mr. Fox and Mr. Leopard.

Question 14.

Who were appointed as the Chairman and the Secretary of ‘Commission of Enquiry’?

Answer:

The Chairman – The Rt. Hon Mr. Fox.

The Secretary – Mr. Leopard.

Question 15.

Who was the King of the jungle in ‘The gentlemen of the Jungle’?

Answer:

The Lion.

Question 16.

The Lion wanted to have ..... in his kingdom.

Answer:

Peace and tranquility.

Question 17.

A Royal commission was again appointed to

- (a) look into Mr. Rhino occupying the second hut.
- (b) reinvestigate the matter
- (c) have peace and' tranquility.
- (d) give impartial judgment

Answer:

- (a) look into Mr. Rhino occupying the second hut.

II. Answer the following questions in a paragraph each:

Question 1.

Why was the Commission of enquiry appointed by the King of the jungle?

Answer:

The Commission of enquiry was appointed to look into the dispute that arose between the man and the elephant and to give judgement accordingly. The King of the jungle also assured the man of impartial judgement and appreciated him for making friendship with the jungle animals.

Question 2.

Why did the animals decide not to have anyone from the man's side on the Commission of Enquiry?

Answer:

The animals were of the opinion that no man would understand their jungle laws and more over they underestimated the man's knowledge, power and his education. They were also of the view that man could not understand their cunning imperial and partial laws. They were over confident about their intelligence and judging power. So they decided not to have anyone from the man's side on the Commission of enquiry.

Question 3.

How did the elephant justify its act of occupying the hut?

Answer:

The elephant went to the man when it was in difficulty and asked him to give a place to keep its trunk to protect it from rain. Man showed sympathy and gave permission to keep its trunk only, as there was enough place only for its trunk and himself. But the elephant slowly sneaked in and occupied the whole hut and threw him out, by saying that it would protect his hut from the hurricane.

Question 4.

Do you think the verdict by the Commission of enquiry was on the expected lines?

Why?

Answer:

The verdict was as expected, as all the members of commission were in favour of the elephant. Moreover, the elephant had arranged for a delicious meal to all the animals of the commission. The animals were also not caring for the powerless man and enjoyed the dictator's policy and gave a partial judgement. They also did not include members from the man's side in the commission.

Question 5.

What fate awaited the man each time he built a new house?

Answer:

The man did not get justice in the elephant's ease. So he built a new house instead of opposing the commission's verdict / judgement. He was afraid of the animals, that if he ignored the judgement they could pose danger for him. So he obeyed the judgement and built a new house. But no sooner had he built another hut, then Mr. Rhinoceros occupied it. Next time Mr. Buffalo, then Mr. Leopard, Mr. Hyena and the rest occupied the huts that he was building.

III. Answer the following questions:

Question 1.

Do you agree with the action of the man at the end? Why?

Answer:

The man was exploited by all the animals of the commission and each time he built new huts, Mr. Rhinoceros, Mr. Buffalo, Mr. Leopard, Mr. Hyena and others occupied them. So, he was very much irritated with the animals' behaviour and he lost faith in justice.

He waited for an opportunity to take revenge against the animals. Accordingly, when he built a new hut Mr. Rhinoceros came to occupy it, but the elephant had already occupied the hut. Other animals also came to occupy the hut and they all quarrelled amongst themselves.

And while they were fighting, the man used this opportunity to get revenge and peace. He set the hut on fire and killed all the animals of the jungle. This action of the man was just and apt to the situation and circumstances.

The animals' imperial policy reminds us of the colonial policy of whites over blacks. The man is symbolic of the black people and revolted against the dominance of the brutal whites. So, his action is justified with this apt quote "Peace is costly, but it is worth the expense".

Question 2.

"An act of kindness is misunderstood as weakness". Discuss this with reference to the story.

Answer:

The story 'The Gentlemen of the Jungle' is a very apt description of the modern colonial countries. The author has brought out excellently the theme of colonialism

and the exploitation of the oppressed countries by America and the European countries.

In the story the man was kind enough to allow the elephant to put its trunk inside his hut when it was caught in a heavy thunderstorm. But the elephant instead of being thankful slowly pushed itself inside the hut and flung the man out. When the man started to argue, none of the animals supported him. After a commission of enquiry gave its verdict in the elephant's favour, the man was forced to build a fresh hut, which again was usurped by another animal.

All his new huts were taken over by other animals. Finally, out of frustration and anger, he built a bigger hut and when all the animals were lighting for the ownership, burnt it down along with the animals. The story gives the message that one should not be too kind to others as it can be misused and the kindness assumed as weakness. The man is symbolic of the oppressed countries which were exploited by the Americans and Europeans represented by the animals.

Americans and Europeans' initially came to these places asking for permission to trade and a place to set up shop. Slowly they took over the countries and started ruling them. It cautions the innocents to be wary of the cheats and exploiters in life. Also, there is a veiled warning to the oppressors that they cannot continue to exploit the weak countries, because once they realise their real strength and revolt, the oppressors will be destroyed completely.

Question 3.

"Peace is costly but it is worth the expense." What is the ironical significance of this statement?

Answer:

It is ironical that wars are continuously waged by countries in order to establish peace. Countries have a wrong notion that violent attacks on others will force the country into submission and have peace. But wherever peace is achieved, it is the silence of the dead and not the peace of the satisfied. There will be resentment in the mind of the country which has been subjugated.

This resentment will, sooner or later, surface and lead to confrontation again. For instance, Germany rose again for world war II after its defeat in the I world war. Such 'peace' is not worthwhile. In the story, the man is free of all exploitation by the animals after he kills them, but he is left lonely without any friends at all. That was the price he had to pay for securing peace through violence.

It takes a lot of effort from everyone concerned to achieve peace in a country, and it can happen only when everyone is aware of the necessity for peace, and is motivated to achieve it through peaceful means. Otherwise, the Government has to secure peace only by demonstrating its superior power and bulldozing the citizens into submission.

Question 4.

Every fable ends with a moral. What 'moral' do you find in this story?

**Answer:**

The author, Jomo Kenyatta concludes the story 'The Gentlemen of the Jungle' by quoting 'Peace is costly but it is worth the expense'. What the author is trying to convey to us through this short story is that in a society one's weakness can be misused by the dominating people and this would ultimately lead the weaker section to have to leave the society.

He is trying to instill the idea in the readers' mind that the suppressed minority in a society will eventually rise to seek power. He stands by his ground by saying that the dominated majority can fool the minority over a period of time but not forever.

No one likes to be treated as a slave in a society and equality is what everyone desires. The moral of the story emphasizes to its readers that one should stop colonialism and discrimination. It comes from the old saying 'treat others the way you want to be treated'.

**Question 5.**

Do you think that the story can be read as a political satire on colonialism?

**Answer:**

Usually, animals are portrayed in fables and folk tales as innocent; whereas man is shown as the intruder and the evil being. The present story reverses this trend and portrays the animals as greedy and exploitative, whereas man is shown as innocent and submissive.

This stark reversal of roles makes us think of the real message of the story. Yes, it can be read as a political satire on colonialism because this was how the colonizers occupied the various countries in Africa and Asia. They came as innocent traders who got exposed to the bountiful resources of these countries.

Going back to their native countries, they described the wealth of the countries and inspired trade which soon led to colonization. Further, it was the meek, submissive nature of the colonized countries, like that of the man in the story, that emboldened the European nations to exploit them mercilessly.

The story gives a warning to all colonizing countries that if they take the colonized countries for granted, that might also be exterminated like the animals in the story. The story can be read as a very good political satire on colonialism, since otherwise, the characters of the elephant and the rhinoceros, which are truly very meek and peaceful animals in real life, have no relevance.

**Vocabulary Word Classes**

Words are fundamental units in every sentence. All words belong to categories called word classes or parts of speech. These classes are assigned to words by taking into consideration their form and function.

Look at the following sentences.

1. The lion said, "I command my ministers to appoint a Commission of Enquiry".
2. The elephant, obeying the command of his master, got busy with other ministers to appoint the Commission of Enquiry.

In sentence (1) the word 'command' is a verb whereas in sentence (2) it is a noun. Here are some words which remain the same in their form while functioning as verb or noun.

matter, act, fear, wish, grumble, etc.

Make a list of similar words.

There are words which change their form to function as a different class or part of speech. Look at the following table.

Fill in the blanks in the table below with the appropriate form of the word.

Verb	Noun	Adjective
decide	decision	decisive
declare	declaration	declarative
expand	expansion	expandable
argue	argument	argumentative
educate	education	educational

Fill in the blanks in the table below with the appropriate form of the word.

Verb	Noun	Adjective	Adverb
Understand			Understandably
	Accommodation		
		Effective	
	Clearness		Clearly
Fool		Foolish	
		Considerable	
Protect			Protectively

Answer:

Verb	Noun	Adjective	Adverb
Understand	Understanding	Understanding	Understandably
Accommodate	Accommodation	Accommodating	Accommodatingly
Effect	Effectiveness	Effective	Effectively
Clear	Clearness	Clear	Clearly
Fool	Foolishness	Foolish	Foolishly
Consider	Consideration	Considerable	Considerably
Protect	Protection	Protective	Protectively

Fill in the blanks using the noun form of the verbs given in brackets:

1. The faces of the animals were capable of no other ..... (express) except a perpetual smile after the verdict.
2. The old woman stopped singing where there was a slight ..... (disturb).

- 3 . Students learnt the correct ..... (pronounce) of the words.
4. The lion was too hasty in his ..... (judge).
5. Mara stood in ..... (amaze) looking at the lake.

Answer:

- (1) expression
- (2) disturbance
- (3) pronunciation
- (4) judgement
- (5) amazement

## 2 The School Boy

I. Answer the following questions in a word, a phrase or a sentence each:

Question 1.

Who, do you think, “I” refers to in the poem?

Answer:

The speaker of the poem (the school boy).

Question 2.

‘sweet company’ refers to

- (a) skylark
- (b) huntsman’s horn
- (c) bird’s song
- (d) all the above three

Answer:

(d) all the above three.

Question 3.

What drives the boy’s joy away?

Answer:

Going to school drives the boy’s joy away.

Question 4.

How do the little ones spend the day in the school?

Answer:

The little ones spend the day in fear and mourning.

Question 5.

What does ‘cage’ stand for, in the poem?

Answer:

School.

Question 6.

Pick the phrase from the following which doesn’t refer to formal schooling:

- (a) buds are nipped
- (b) fruits are gathered
- (c) plants are stripped
- (d) blossoms are blown away

Answer:

(b) fruits are gathered

### Question 7.

Relate the seasons mentioned under column A with the stages of life under column B.

A	B
1. spring	(a) youth
2. summer	(b) old age
3. winter	(c) childhood

Answer:

A	B
1. spring	(c) childhood
2. summer	(a) youth
3. winter	(b) old age

## The School Boy Additional Question and Answer

### Question 8.

One of the things that the boy likes to do in the poem 'The School Boy' is .....

Answer:

the company of the skylark.

### Question 9.

The boy has nice company in the poem with .

- (a) the skylark
- (b) other boys
- (c) the huntsmen
- (d) the books

Answer:

(a) the skylark

### Question 10.

The boy goes to school on a

Answer:

summer morning.

Answer the following questions in a paragraph each:

### Question 1.

What does the school boy love to do on a summer morn? What drives his joy away?

Answer:

The boy would love to rise early in a summer morning. He would love to hear the birds sing sitting on every tree. He would love to hear to the sound of horns of hunters at far away places. He would love to sing with the skylarks accompanying him in his singing. All those sweet companys were welcome to him and make those mornings a pleasure to enjoy.

### Question 2.

Describe the boy's experience in the school.

Answer:

The boy was not happy in the school because it took away his joy and made him to sit under restrictions. He cried and was scared in the school, he did not get any happiness from the books. He felt the school like a prison, he never learnt anything there and never got any knowledge.

### Question 3.

According to the poet how does formal education curb a learner's potential?

Answer:

Formal education is the obstacle for free learning to the children. Children prefer nature – learning than formal schooling. The restrictions of formal schooling make children to detest their learning. Hence the poet questions when the buds are nipped and 'blossoms blown away', and 'tender plants are stripped', how can a child get happiness in learning.

III. Answer the following questions:

Question 1.

Formal schooling not only takes away the joy of childhood but also hinders the child's growth forever. Explain.

(or)

Question 2.

Do you think the poet is arguing against education? Discuss.

Answer:

The poet William Blake relevantly argues on the education of the children. He says that the boy is very happy being with the nature and he learns freely in the nature as he loves to rise happily in the summer morning. But when he thinks of school, his happiness disappears and he feels the school as a prison.

The boy does not think freely in the school. The poet excellently says that the boy sits in the school in fear and anxiety and he questions how he can learn the subjects. When the child loses his happiness he doesn't show interest in learning and it becomes major obstacle' for his mental and physical growth.

The poet emphasises on the nature. He says, the boy gets happiness in the singing of a bird and watching the huntsman. Nature is a sweet company to him. But when the boy enters formal schooling, he spends the time in irritation and anxiety. The poet stresses on free-learning arid informal schooling, that is learning in nature. That helps to widen his mental horizon and physical growth.

The poet is not arguing against education but discourages the formal schooling and encourages informal learning. He gives a valuable advice to the parents to give a lot of sweet memories of learning in the childhood, so that the child gets all round development and ensures the future of nation.

Totally, the poem is an excellent attempt to bring out the torture felt by the children at formal schooling. The poem gives the message to discourage formal schooling and encourage free learning for children.

### 3 Around a Medicinal Creeper

I. Answer the following questions in a word, a phrase or a sentence each:

Question 1.

What did Mara do when they found the creeper?

Answer:

Mara tied the creeper to the nearby tree.

Question 2.

Mention the curse about the medicinal plant.

Answer:

The medicinal plant was cursed by a sage that when some one was in need of this plant, they shall not find it.

Question 3.

What surprised the white man?

Ans.

The white man was surprised at the leaf which cured the injured hand of Mara within a short period.

Question 4.

How did the mongoose and cowcal cure themselves of snakebite?

Answer:

The mongoose and the cowcal cured themselves of snake bite by chewing the medicinal leaves.

Question 5.

Why had Mara lost his teeth on the right side?

Answer:

Mara lost his teeth on the right side because he used a stick to brush his teeth.

Question 6.

What did Mara's wife find on opening the packet of meat?

Answer:

Only the leaves.

Question 7.

What happened when the milk was mixed with the juice of the creeper's leaves?

Answer:

The milk became firm and rubbery

Question 8.

When would the medicines lose their potency according to the belief of the native doctors?

Answer:

The native doctors believe that if they tell others about their medicines, the medicines would lose their potency.

Question 9.

Mara tied the medicinal creeper to a nearby tree because

- (a) it could be easily located
- (b) it needed the support of a tree

(c) he was asked to do so.

Answer:

(a) it could be easily located.

Question 10.

Krishna has the disease

(a) Cancer

(b) Piles

(c) Fever

(d) Blood clot

Answer:

(b) Piles

Question 11.

The medicinal creeper is used as antibiotic. True / false

Answer:

True.

Question 12.

What did Krishna use to get his piles cured?

Answer:

Krishna drank milk along with the medicinal root and got his piles cured in five days.

Question 13.

Who brought the medicinal creeper first?

(a) Mara

(b) Krishna

(c) Sannappa

(d) Mara's wife

Answer:

(c) Sannappa

II. Answer the following questions in a paragraph each:

Question 1.

How long did it take the narrator to learn the facts about the medicinal creeper? What does it signify?

Answer:

The Narrator was a good friend of Mara. He was told several unbelievable stories by Mara. But the narrator did not believe him and assumed that they were all cock and bull stories. But when he heard of Appanna's account about a herb that if it was squeezed the milk became hard, he wanted to check it. So he plucked some leaves from the creeper and took them to his friend Chandra, a pathologist.

He told Chandra what he had heard about that plant. They decided to conduct the experiment and brought a litre of milk and put those leaves in the milk and mixed with mixer and poured into a vessel. After a few minutes the milk became firm and rubbery. So he came to believe in and learn the facts about the medicinal creeper.

It signifies that the narrator did not believe until it came from his own experience. Most of the educated ones become cynics and sceptics about the uneducated's stories about medicinal creepers.

## Question 2.

What does the incident of Mara's wife throwing the leaves into the fire tell us about Indians in general?

Answer:

Once Mara and his friend laid a trap and caught a barking deer. As they had to divide it equally between them, they took it near to the stream and divided the meat. They wrapped their portions in some leaves and brought them home.

In Mara's house they got ready to cook, but when Mara opened the packet to take out the meat. It was a surprise as instead of the meat, there was a live wild buck! when it saw Mara, it jumped up and ran out of his house.

When Mara was trying to catch it, as usual, Mara's wife ignorantly took the leaves and threw them into the fire. This incident shows that Indians do not think of what happened and why? But they simply go according to the situations and never turn the circumstances to their advantage. This is the big weakness of Indians.

## Question 3.

How was Krishna cured of his illness?

Answer:

Krishna was suffering from piles and met the narrator to get some help. But narrator only helped him with some money which was not enough for the treatment. But Krishna knew a Malayali Sadhu. This godman had treated Krishna on an earlier occasion when Krishna had smarted developing boils all over his body.

The godman had cured him with the barks of a tree. Krishna went in search of the godman, but he was too old and could not search for the medicinal creepers. He described the features of the plant to Krishna. Krishna went in search of the leaves and on the way he met the narrator and described about the leaves.

The narrator understood that those were the leaves which Mara and Appanna had tied to the nearest tree. Narrator took him to the plant and dug quite a bit to get the tuber. Krishna ground this root with milk and drank. In this way he was cured of piles within five days.

## III. Answer the following questions:

### Question 1.

Do you think that the author is suggesting that Indian herbal medicine is better/safer than allopathic medicine? Support your view.

Answer:

India is rich in herbal medicine but the tragedy is modern man does not know the use of all those herbs. Instead, he completely depends on allopathic medicine. In this story, the author is suggesting the effectiveness of herbal medicine with a few' unbelievable stories. Now-a-days modern man thoroughly neglects the uses of trees and plants and forgets the ayurvedic treatment. Infact ayurvedic is a more powerful treatment with no side effects. Allopathy has a lot of side effects to the patient and moreover, it is costly.

But modern man due to his status and unawareness of ayurvedic advantages depends on allopathy. He has completely lost his faith in traditional medicine. A good example is, that the father of ayurvedic medicine was an Indian named "Bodhi" who had written a book on ayurvedic medicine, but the irony is that Indians do not even know his name, whereas in China he is famous.

Today, it is the responsibility of every Indian to preserve every ayurvedic herbal and to use them. If it is practiced in homes, no Indian will get disease and the future of India could be free of diseases forever.

Question 2.

What has made the modern man lose the knowledge of traditional medicine? Do you think Ayurveda will make a comeback in a successful way?

or

Question 3.

“Our natural resources are our vital resources”. Explain the statement in the light of several developmental projects that are being promoted today.

Answer:

In the present story, we realise the importance of natural resources such as plants and their medicinal value. However, when we speak of developmental projects, they are directed towards technology and allopathic medicines. Only a few measures are taken to create awareness

among people about the immense potential of Ayurvedic medicine. In the name of development,

we are losing a lot of natural resources such as land and trees towards utility of space for construction purposes.

While doing so, we are forgetting the key point – the natural resources such as trees that bring rain and prove as starting materials for making medicine. Also through development, we are in fact giving rise to more diseases. The atmosphere that we had in historic times was far healthier and safer than the atmosphere we breath in today. Thus, whatever development we are aiming for, should primarily revolve around the lines of conserving

our natural resources and its utilization.

Vocabulary

I. A note on spelling

Many words are spelt differently in British and American English.

British English	American English
realise	realize
marvellous	marvelous
criticising	criticizing
litre	liter
mould	mold

Can you think of other words? List them.

II. Word Formation

We form new words from the existing ones. What do we do for it? Generally we add affixes. There are two kinds of them. They are prefixes and suffixes. Look at the following examples. medicine + al = medicinal

imagine + ry = imaginary

sudden + iy = suddenly

use + less = useless

simple + y . = simply

treat + ment = treatment

poison + ous = poisonous

believe + able = believable

explain + tion = explanation

un + usual = unusual

dis + appear = disappear

anti + biotic = antibiotic

dis + interest = disinterest

re + move = remove

im + partial + ity = impartiality

Prefixes added to the beginning of a root word while suffixes are added to the end of the word, words that are formed by adding either prefix or suffix or both.

Form words with the roots given under column A with prefixes and suffixes given under B.

A	B
join, worth, head, quiet, child, partial, permit, starve, noble, serious, pay, beauty, wave, tempt, conscious, culture, resemble, misery, technology, symbol, relation, engage, approve, comfort, finger, possible, fortunate, easy, dependent, prison, willing, regular	ir-, re-, im-, un-, in-, dis-, fore-, -y, -en, -ness, -ity, -ment, -al, -ful, -let, -able, -ation, -ance, -ical, -ship, -ion

Answer:

A	B
ir	irregular
re	repay, reengage, rejoin, reapprove
im	imprison, impartial, impossible
un	unconscious, unwilling, unfortunate, uneasy
in	independent
dis	disapprove, disengage, discomfort
fore	forehead, forefinger
y	worthy, heady
-ness	easiness, willingness, seriousness, childishness
-ity	nobility, regularity, partiality, possibility
-al	cultural, approval
-ment	payment, engagement
-ful	beautiful
-let	wavelet
-able	payable, approvable, joinable, comfortable, miserable
-ical	technological, symbolical
-ship	relationship
-ation	starvation, temptation
-ance	resemblance
-en	quieten
-ion	permission

## 4 Oru Manushyan

I. Answer the following questions in a word, a phrase or a sentence each:

Question 1.

How far was the big city from the narrator's home town?

Answer:

Some thousand five hundred miles from his home.

Question 2.

Where did the narrator stay in the big city?

Answer:

The narrator stayed in the city in a very small room on a dirty street.

Question 3.

For money, people would do anything even

Answer:

Commit murder.

Question 4.

What was the narrator doing to earn a living?

Answer:

Teaching English to some migrant labourers.

Question 5.

..... was considered great education there.

(a) Learning English

(b) Learning to write an address in English

(c) Writing addresses at the post office

Answer:

(b) Learning to write an address in English

Question 6.

What reason did the narrator give for sleeping all day and having food in the evening?

Answer:

The reason was to save on the expense of drinking his morning tea and eating the noon meal.

Question 7.

How much money did the narrator have in his pocket as his life's savings?

Answer:

Fourteen rupees.

Question 8.

The man who came forward to pay the narrator's bill was

(a) a man with a red turban.

(b) a person dressed in a suit.

(c) a money lender

Answer:

(a) a man with a red turban.

Question 9.

Who helped the narrator to get out of humiliating situation?

Answer:

A man with a red turban.

Question 10.

Who had stolen the narrator's purse?

Answer:

A man with a red turban and white trousers.

Question 11.

How much money did the narrator had to pay as the bill in the restaurant?

Answer:

Eleven annas.

II. Answer the following questions in a paragraph each:

Question 1.

Describe the people and the place where the incident took place.

Answer:

The incident took place in quite a big city in the valley of a mountain, some thousand five hundred miles away from the narrator's home. The inhabitants of the city had never been known for the quality of mercy. People there were cruel and murder, robbery, and pick-pocketing were their daily habits. Traditionally, they were professional soldiers. Some of them lent out money on interest, some were watchmen in banks, mills and in industries. They would do anything for money, even commit murder.

**Question 2.**

What was the routine of the narrator in the city?

**Answer:**

The narrator would wake up daily at 4 pm to save on the expense of drinking his morning tea or eating the noon meal. He used to go on the streets to eat something in restaurants and wander around until 9.00 pm. He would return to his room and conduct tuitions for migrant labourers from 9.30 pm to 11.00 pm. He taught English to them not to a great extent, but only sufficient to write addresses in English. This was the narrator's daily routine.

**Question 3.**

Give an account of the embarrassing experience of the narrator at the restaurant.

or

**Question 4.**

A stranger saved the day for the narrator. How?

**Answer:**

Once, the narrator went to a restaurant with fourteen rupees in his wallet kept in the pocket and ate a full meal consisting of chapatis and meat curry. He drank tea. The bill was eleven annas. He searched his pocket to pay the bill, but was shocked that his wallet was not in his pocket and some one had stolen it.

When he said the same to the owner, the owner caught him by the lapels and ordered him to pay up. But as he did not have any money, he offered to keep his coat there and later would bring some money and claim the coat. But the owner asked him to take off all his clothes.

When he was removing them with great humiliation, a stranger came and helped the narrator by paying his bill.

**III. Answer the following questions:**

**Question 1.**

Does this story talk about the transformation in a person? Discuss.

**Answer:**

The narrator used to forego his breakfast and morning tea, so that he had money for his evening meal and tea. One day as usual he came to the crowded restaurant and had his regular meal and tea. When he had to pay the bill, he realized that his wallet had been picked. He revealed this fact to the owner who only found it funny and laughed out loud.

Though the narrator offered to leave his coat with the owner, he forced the narrator to take off all his clothes. As the narrator was very much ashamed taking off his trousers, a stranger stopped him and paid his bill. He later made the narrator wear his clothes and took him away. When the narrator praised and thanked him, the stranger just laughed. He did not reveal his name but only warned the narrator against speaking about him.

The stranger showed five wallets to the narrator, out of which one was the narrator's. The stranger told the narrator to check whether his money was intact, and he wished him good luck. The narrator had mixed feelings by now. It was clear that his humiliation at the restaurant was due to the stranger's picking his wallet and rendering him helpless.

But he was also thankful for his help at the right moment, avoiding the humiliation of standing stark naked in front of all the people. He felt that the stranger had perhaps undergone a transformation during his own interaction with the restaurant owner. This made him say at the end, 'May God help you', and leave without saying anything more to the stranger.

### Question 2.

Do you think the restaurant keeper was overreacting when the narrator could not pay the bill?

If so what accounts for his behaviour?

Answer:

The restaurant keeper was overreacting with the narrator. The narrator had offered his coat to be kept with him until he paid the bill. But the owner did not listen to him and ordered him to remove all his clothes. Instead of this, the owner could have shown a little sympathy and given him an opportunity to pay the bill.

But the owner seems to be hard hearted and miserly and giving an exaggerated value for money than for man. He does not know the value of man but teases him for the mistake of not paying the bill.

Moreover as it was not a big offence, he could have given him a chance to pay later instead of humiliating him in front of everybody. On the other hand, narrator also did not protest much, instead, he suffered all the humiliation in the restaurant.

### Vocabulary

#### Synonyms and Antonyms

A Synonym is a word which is identical in sense and usage with another, for example, fast is a synonym of quick. An antonym is a word which is of a contradictory meaning to the other – hot is an antonym of cold. Work in pairs and find the synonym to the words given below.

Refer to a Thesaurus if necessary

1	Dilemma, quandary, plight, crisis	<table border="1"><tr><td>p</td><td>r</td><td>e</td><td>d</td><td>i</td><td>c</td><td>a</td><td>m</td><td>e</td><td>n</td><td>t</td></tr></table>	p	r	e	d	i	c	a	m	e	n	t
p	r	e	d	i	c	a	m	e	n	t			
2	Imprecise, inexplicit, non-specific, indistinct	<table border="1"><tr><td>v</td><td>a</td><td>g</td><td>u</td><td>e</td></tr></table>	v	a	g	u	e						
v	a	g	u	e									
3	Task, job, duty, errand	<table border="1"><tr><td>c</td><td>h</td><td>o</td><td>r</td><td>e</td></tr></table>	c	h	o	r	e						
c	h	o	r	e									
4	Compassion, clemency, forgiveness, pity	<table border="1"><tr><td>m</td><td>e</td><td>r</td><td>c</td><td>y</td></tr></table>	m	e	r	c	y						
m	e	r	c	y									
5	Complete, unharmed, entire, whole	<table border="1"><tr><td>i</td><td>n</td><td>t</td><td>a</td><td>c</td><td>t</td></tr></table>	i	n	t	a	c	t					
i	n	t	a	c	t								

Choose the word that is opposite in meaning to the word in capital letters:

1. UP	A. down	B. above	C. inside
2. GIVE	A. share	B. take	C. release
3. LARGE	A. huge	B. big	C. small
4. HAPPY	A. <del>glad</del> KSEEB Solutions Guru	B. sad	C. calm
5. THIN	A. short	B. thick	C. skinny
6. BUY	A. sell	B. have	C. hold
7. TIGHT	A. free	B. loose	C. firm
8. CRUEL	A. bad	B. nice	C. kind

Answer:

1. UP	A. down
2. GIVE	B. take
3. LARGE	C. small
4. HAPPY	B. sad
5. THIN	B. thick
6. BUY	A. sell
7. TIGHT	B. loose
8. CRUEL	C. kind

Use suitable prefixes to form antonyms, (il, dis, un, im, mis, in)

e.g. Climax – anticlimax.

1. Healthy – unhealthy
2. Mobile – immobile
3. Please – displease
4. Prove – disprove
5. Logical – illogical
6. Conception – misconception
7. Orthodox – unorthodox
8. Sane – insane
9. Perfect – imperfect

Provide antonyms for the following words from the lesson. Avoid using affixes.

Rescue – destroy

Remember – forget

Vague – clear

Madness – wise

Inhabitant – wanderer

Distant – near

Lend – take

Dirty – clean

Expensive – cheap

Crowded – lonely

Quiet – noisy

Forward – backward

Laugh– cry  
Open – close

## 5 Money Madness

I. Answer the following questions in a word, a phrase or a sentence each:

Question 1.

How do people feel when they give

- (a) one pound?
- (b) ten pounds?

Answer:

- (a) Feel painful.
- (b) Feel trembling movement.

Question 2.

“Money has got us down” could mean,

- (a) it has ruined us.
- (b) it has made us tremulous.
- (c) it has made us greedy.
- (d) it has made us its slaves.

Answer:

- (d) it has made us its slaves.

Question 3.

How are people without money, usually treated?

Answer:

The people without money are treated as foodless and shelterless.

Question 4.

What things should be made available free of cost?

Answer:

Bread, fire and shelter should be made available free of cost to all.

Question 5.

The speaker is frightened of

- (a) having no money.
- (b) money madness.
- (c) eating dirt.

Answer:

- (b) money madness.

Question 6.

What happens if we do not regain our sanity about money?

Answer:

If we do not regain our sanity about money we may start killing each other.

II. Answer the following questions in a paragraph each:

Question 1.

How does money trigger fear in an individual?

Answer:

The poem focuses on how man gives importance to money. When the moneyless man is treated as poor and powerless, he definitely fears to lose the money. Obviously, he gives much importance to money. Each and every man goes behind money and breaks all relationships. In future, there may not be any sentiments between people. So, when all the people try to make money, certainly lack of money triggers the fear in an individual. So every individual tries to acquire it by some means or the other.

Question 2.

How does an individual measure the value of another individual in terms of money?

Answer:

When all the people go behind money, money becomes the most significant thing in society. So man automatically tries to accumulate money to lead his life happily. This money madness spreads widely among all the people in the society. Money leads the society and gets respect and power and rules the society. So, man to get all these, accumulates money. And those who have all these, get respect in society. So, man measures the value of others in terms of money.

III. Answer the following questions:

Question 1.

Collective madness about money affects the individuals also. How does the poem bring this out?

or

Question 2.

What according to the poet, might happen if people do not regain sanity about money? What solution does he offer?

Answer:

The poem Money Madness by D.H. Lawrence focuses on how man becomes more materialistic and loses die values and sentiments in society. He respects money over relationships. Society goes on measuring a man in terms of money.

A man who does not have money, does not get respect from society and those who have money get respect and are obeyed by all. So to get all these social status, man gives much importance to money and he never helps other fellow beings who may be in difficulties. The poet says that man has this money madness and it is widely spread among men. He affirms that if society goes behind money, individual too goes behind the same. He confirms that no man gives a pound without pain and no man gives a ten pounds without trembling, and the man loses his generosity.

Man makes money, but money makes man and many things. So, the man fears money and tries to accumulate it and respects it instead of other men. The poet also warns that money-less people should not be treated with neglect and should not be treated based on status.

The poet fears for the man kind that if it measures another man only in terms of money, there would be no future for human relationships. If people do not regain sanity about money, certainly money has got men down to become it's slaves. So, the poet offers a genuine solution that bread should be free, shelter should be free and fire should be free to all the

people in the world. In the overall view of the poem, the poet worries about man's greed about money and offers a better solution for a better tomorrow.

## 6 Babar Ali

I. Answer the following questions in a word, a phrase or a sentence each:

Question 1.

Where does Babar Ali run classes for poor children?

Answer:

Babar Ali runs classes at his village in Murshidabad in West Bengal.

Question 2.

How is Babar Ali's routine described by the writer?

Answer:

Babar Ali wakes up every morning at seven and starts his day by doing some household chores. Then he attends classes as a student of class XII. After school hours, he makes his way to an afternoon school where he is the headmaster which he runs for the underprivileged children from the surrounding villages, free of cost.

Question 3.

Give a picture of Babar Ali's school.

Answer:

It is a dilapidated concrete structure, covered with half tom posters. Inside, in a tiny, dank room behind a desk Babar Ali sits and runs his school, where about 800 under privileged kids are taught free of cost. Behind the office is Babar's home.

Question 4.

Why is Babar Ali called a fortunate soul in his village?

Answer:

Unlike most of the children in his village, Babar Ali has gone to school and got formal education. (His father is a jute seller and they have their own thatched house and space all around) His father even though he himself was a school dropout believes that education is man's true religion and has supported Babar's venture.

Question 5.

What, according to Babar's father, is true religion?

Answer:

Education is a man's true religion.

Question 6.

Why is sending children to school, a costly affair for parents?

Answer:

Because they have to pay for uniforms and books.

Question 7.

Tulu Rani Hazra is

- (a) a widow.
- (b) an illiterate educationalist.
- (c) a literate educationalist.
- (d) a fishmonger.

Answer:

(d) a fishmonger.

Question 8.

The teaching staff of Babar Ali's school is made up of

(a) appointed teachers.

(b) high school student volunteers,

(c) teachers from other schools.

(d) teachers from Ali's village.

Answer:

(b) high school student volunteers

Question 9.

Babar Ali gets the children to listen by .....

(a) using the rod.

(b) sparing the rod.

(c) making friends with them.

(d) taking advantage of the age gap.

Answer:

(b) sparing the rod.

Question 10.

What is the strength of the students in Babar Ali's school?

Answer:

800 students.

Question 11.

How does he become an inspiration to millions of youth?

Answer:

By helping hundreds of children to get educated.

Question 12.

What proverb does the story of Babar Ali underline?

Answer:

“Where there is a will there is a way”.

II. Answer the following questions in a paragraph each:

Question 1.

Why do you think Babar Ali took the initiative to start his own school?

Answer:

Though children are provided free education, sending children to school is not entirely free of cost. Although children are taught for free, they still have to pay for uniforms, books etc.

Many families cannot send their children to school. Thus, instead of going to school, most of the boys help out their families by working in shops as day labourers, grass cutters etc. Girls work as maid servants in the village, where they cook, clean, wash clothes and dishes for their employers Babar wanted to change this. So he took the initiative of opening his very own school.

Question 2.

‘What started as a game resulted in a much sought after school for the underprivileged’.

Explain.

Answer:

Babar Ali started his school at the age of nine. In fact his school “Anand Siksha Niketan”

grew out of a game. Initially the children used to play with Babar as a teacher. His friends had never seen the inside of a school, so they enjoyed playing students.

They ended up learning arithmetic and enjoying it. In 2002, this game got institutionalized with a strength of eight. Word spread and the numbers grew'. Many friends of Ali and Non-Government Organisations, IAS officers and local cops donated rice for midday meals. At last Government took initiative to provide rice to the school. Now the school has 800 students in total, with 10 volunteer teachers teaching for classses one to eight. It is a godsent opportunity for the poor children of the neighbouring villages,

Question 3.

Do you think that Babar Ali's act of thoughtfulness has enabled the poor children move towards growth? Discuss.

Answer:

Babar's act of thoughtfulness is illuminating many students' lives and he is building their future. He is the man whom all youth, should follow. He is the icon of educationists. He is the model for several poor people who are coming up in their education.

He is the inspiration for institutions and a lesson to learners. His good thought of changing the lives of the poor in society is what is needed for this country. Amidst all selfish people, he is one outstanding selfless person who proves the quote 'nothing is impossible'.

He has proved that 'man may be single but can achieve multiple goals'. His teaching for the underprivileged is an excellent thought which provides for a better education for all poor people to hope for a better tomorrow.

III. Answer the following questions :

Question 1.

According to Nasiruddin 'education is a man's true religion.' How does Babar Ali's school prove this?

Answer:

'Education is a true religion' is a fine thought of Nasiruddin, Babar Ali's father. When people all over are quarrelling about their religions and castes, he is the man who gives education importance and says it is the trae religion. One can steal anything, but nobody can steal knowledge. It is the immortal light which lights up millions of other lights. He sums it up by saying. 'Education is a true religion'.

Inspired by these words, many have understood the value of education and its uses and have started sending their children to schools. Babar's commitment in helping these people is undeniable and the fact that from eight students in the beginning how his school has grown to cater for eight hundred, shows how- he has changed the people around him and drawn the children to school. Babar is a shining example for the quote 'where there is a will there is a way'.

Inspite of being only a teenager instead of whiling away his time playing in the fields, he had a vision and followed it and motivated others into following him. This literacy movement should not stop at this, but should spread to other places also, igniting other like minded souls to take the initiative to dream, work for and realise a better tomorrow for India. Babar Ah has become a legend in his youth only and stands tall as a youth icon for the world to emulate.

Question 2.

The increasing strength of Babar Ali's school reflects the transformation in our society's attitude towards education. Substantiate.

Answer:

Babar Ali's school was started when he was only nine, while playing a game. Very soon, children began to love his way of teaching and flocked to his 'school'. Babar did not charge any fee for his teaching. He also got the help of the local educated people, who came and taught the children, Babar was successful in getting the help of nine high school student volunteers.

The oldest and most educated of them is Debarita who goes to College in Behrampur. Babar himself studies in class XII in a school quite far from his house. He commutes the long distance, attends classes in the mornings and comes back in the afternoons to his 'school' to teach youngsters who have worked hard in the mornings and are now ready for learning.

The fact that his school is entirely free, he and his staff teach well, there is a midday meal, and his school is recognized by the West Bengal Government, attracts many students to his school. The increasing strength of his school just shows how7 eager people are to get their children educated, and how7 good, selfless work gets noticed by people soon.

Those who cannot afford education in the regular schools, do not mind sending their children to learn from teachers like Babar. This only proves that Indians are realizing the significance of education in life.

**Question 3.**

Do you feel that Babar Ali's initiation is a success story? Explain.

**Answer:**

The initiation is a definite success. Babar Ali's intention when he started his school was to help the less fortunate people by providing free education. Today, more and more under privileged people have utilized this opportunity of his and are coming up in society.

Moreover we can clearly see that Babar Ali's action has inspired millions of people around the world – If more people take part to change the world for the better, there will be a greater success than he would have wished for Babar Ali has brought about the change he wanted to see in his surroundings.

If a young boy from a village-had the will and determinations to make a change in the world out there, it is not right on own part to remain as mute spectators but we must also actively participate towards bringing the change.

**Vocabulary**

**Homophones**

Homophones are words with similar sound but different spelling and meaning. Consult a dictionary to know their meaning and use them in your own sentences.

e.g.

- 1 . cite, sight, site
2. bored, board
3. steel, steal
4. hair, hare
5. weather, whether
6. some, sum
7. right, write

**Answer:**

1. cite, sight, site

cite – The teacher cites many instances to make the students understand a particular topic.

sight – I sighted a rabbit amidst the bushes.

site – My father is planning to build a huge building in his big site.

## 2. Bored, Board

Bored – I was bored to watch the movie.

Board – The teacher writes on the black board.

## 3. Steel, steal

Steel – Steel is a strong metal.

Steal – One should not steal other's ideas.

## 4. Hair, hare

Hair – Lalitha has long hair.

Hare – The hare runs fast.

## ‘5. Weather, whether

Weather – The weather was very pleasant yesterday.

Whether – I don't know whether I can climb the hill.

## 6. Some, sum

Some – Some people are sitting in the park.

Sum – Einstein helped a little school girl to solve the sum.

## 7. Right, write

Right – All the living creatures have their right on this earth.

Write – I write a letter.

Right – Kamal's answer was right.

## Homonyms

Homonyms are words with the same sound and spelling, but with a different meanings.

<b>bat</b>	a piece of wood for hitting a ball	<b>pound</b>	unit of money in UK
	name of a nocturnal mammal		to hit something hard
<b>bark</b>	sound made by dogs	<b>will</b>	ability to control thoughts and action
	outer covering of a tree		a legal document
<b>can</b>	be able	<b>charge</b>	amount of money
	a container		allegation
<b>found</b>	past form of find	<b>order</b>	something told in authority
	to start something		request to make or supply goods
<b>fair</b>	acceptable	<b>rock</b>	hard solid material
	a market at which animals are sold		type of loud music

Use the above words in your own sentences so as to get both the meanings. One is done for you.

1. The dogs bark all night.

2. The barks of some trees are very thick.

# 7 If I was a Tree

I. Answer the following questions in a word, a phrase or a sentence each:

Question 1.

The speaker wants to be a tree because,

- (a) trees are not treated as objects of defilement.
- (b) no other creature in nature has the concept of defilement.
- (c) trees are more humane than humans.

Answer:

- (c) trees are more humane than humans.

Question 2.

What wouldn't the bird ask the tree?

Answer:

The bird wouldn't ask the tree to which caste it belonged to.

Question 3.

When does the sacred cow scrape her body onto the bark?

Answer:

Whenever it got itchy.

Question 4.

How does the speaker want to be purified?

Answer:

By burning in the holy fire the speaker wanted to be purified.

Question 5.

..... if the phrase 'dog-eater' refers to...

Answer:

The untouchables in our society.

Question 6.

What uses of the wood does the speaker see?

Answer:

The dry wood could be hacked to small pieces and burnt in the holy fire to be made pure.

Also, it could be made into a bier to earn- a sinless body to be borne on the shoulders of four good men.

Question 7.

What does 'sinless body' mean?

Answer:

Dead body of a holy person.

Question 8.

What is sheltered inside the cow's body?

Answer:

Three hundred thousand Gods.

Question 9.

What does the bird do on, the tree?

Answer:

The bird builds a nest for itself.

II. Answer the following questions in a paragraph each:

Question 1.

Why would mother earth not flee according to the speaker?

Answer:

The poem is a sad but true depiction of the status of the untouchables in our society. Some humans ill-treat other humans, calling them untouchables and denying them equality and respect. If a tree were to extend its roots into earth, mother earth would not flee because she will not feel defiled or polluted by the tree. There is no need for her to have a bath to get purified.

Question 2.

How do the life forces – sunlight and the cool breeze – enforce nature's idea of equality?

Answer:

In nature, the life giving forces like sunlight and air do not discriminate against anybody. The sunlight bathes everybody and everything with its glow without exception. It embraces everything with equal love and never feels defiled by the shadow of an untouchable.

The cool breeze embraces everybody with its sweet touch. Its friendship is extended to one and all. It blows lovingly on the leaves of trees spreading its sweetness and the leaves reciprocate with their dance. In nature there is only love and equality among all.

III. Answer the following questions :

Question 1.

Why does the speaker want to be a tree?

(or)

Question 2.

The poem is a satire on social discrimination. Discuss.

(or)

Question 3.

The speaker brings out the concepts of defilement and purification. How is the meaninglessness of the practice brought out?

Answer:

The speaker wanted to be a tree because no one would discriminate against it and birds wouldn't ask to what caste it belonged and sunlight would (approach) embrace it and its shadow wouldn't be termed polluted. It can make friendship with the cool breeze, and rain drops would not go back by thinking that it is an untouchable.

The tree would feel happy with the touch of a sacred cow and it would get the opportunity of providing shelter for the hundred thousand Gods said to be residing in the cow. The tree can become pure when it is cut into dry- pieces and burnt in the holy fire and can help the sinless dead body by becoming a bier on the shoulders of four good men.

The poem describes the sense of equality present in nature. Sunlight and cool breeze treat everybody with love and spread their sweetness to all without discrimination. Unlike some humans who feel polluted getting in contact with the untouchables, nature has no such sense of sense of superiority.

All are equal in its eyes. The poem also presents the social discrimination, as the speaker is much humiliated by the social discrimination and wanted to become a tree to escape from discrimination in the society.

He feels the safety, purity and generosity and helping nature of a tree more than in human beings. In a society, man without thinking of helping others, thinks which is pure and which is polluted. He neglects and discriminates some and appreciates others in name of caste, creed and religion. So this practice is meaningless and the practice must be prohibited to sustain equality in society.

## 8 Watchman of the Lake

1. Answer the following questions in a word, a phrase or a sentence each:

Question 1.

Why was the headman in a hurry to complete the road work?

Answer:

Because the King was due to arrive at the village, the next day.

Question 2.

The village headman asked Mara to keep away from the road workers because...

Answer:

He was disturbing the workers.

Question 3.

How did Mara manage to draw the attention of the King? Why?

Answer:

Mara jumped down from the tree and drew? the attention of the King. He wanted to inform him about the Goddess' command to build a tank for 'Veda' the river.

Question 4.

The Goddess' command to Mara was to

Answer:

Build a tank for 'Veda'.

Question 5.

How does the King respond to Mara's information about the tank?

Answer:

The King asked Mara to accompany him the next day to his capital.

Question 6.

What did Mara advise his son for saving the lake and the creatures?

Answer:

Mara advised his son to guard the lake when he would be gone. He also advised him not to allow- any hunters or fishermen to pollute the lake.

Question 7.

Why did the visitor approach Mara?

Answer:

The visitor approached Mara to ask water for the parched fields of his village.

Question 8.

Mara rushed to the King because he wanted to save

(a) his own life.

(b) the King.

(c) the lake.

Answer:

(c) the lake.

Question 9.

Mara was trembling at the KING'S palace because

(a) he was afraid of the King.

(b) he was drenched in the rain.

(c) he was worried about the lake.

Answer:

(c) he was worried about the lake.

Question 10.

On what condition did Mara make the Goddess wait for him?

Answer:

To wait until his return after informing the King about the impending calamity.

## Watchman of the Lake Additional Question and Answer

Question 11.

Why did the head man scold Mara?

Answer:

He was scolded by the headman as he was sharing his vision with his neighbours.

Question 12.

What was the capital of the King?

Answer:

Sakkarepatna.

Question 13.

After hearing the dream, how did the headman react?

Answer:

The headman ordered Mara not to repeat it again and he felt like kicking him.

II. Answer the following questions in a paragraph each:

Question 1.

What was the significance of Mara's dream?

Answer:

Mara's dream focuses on the development of village people to get water the whole year from river Veda. It says to build a tank to hold the waters of river Veda.

Question 2.

What instructions did Mara give his son about the lake and the creatures? What light do these instructions throw on Mara's character?

Answer:

Mara advised his son to take care of the lake and not to allow any fishermen to the tank. The creatures should not be killed in that sacred place. This advice to his son reflects the helping nature of Mara. Mara never thought of himself even for a day. He always thought of others. So he advised his son to protect the tank for the sake of the village. He also advised his son to dedicate his descendants to protect the tank.

Question 3.

Bring out the significance of the sacred spot that Mara describes to the King.

Answer:

The place was very sacred. Water had flowed on since the day Hanuman took the Sanjeevini. Its birth was in the fleeting mists of the mountain top. and on its way through rare flowers and forests, it has come down to their village. River Veda carried nectar in its bosom which revived Gods and nourished mortals. But, in summer Veda stops flowing and villagers die of drought. To get water the whole year, they need to build a tank for Veda. That was the significance of that place. It was the place where sanjeevini grew.

#### Question 4.

How did Mara react to the Goddess when she appeared before him for

- (a) the first time?
- (b) the second time?

Answer:

- (a) The first time when the Goddess appeared before him, he was very content and happy as she was very beautiful and peaceful and she gave a command to him to build a tank for Veda. Her appearance was a great pleasure for him and he saw her as a peaceful mother.
- (b) When the Goddess appeared for the second time, it was terrible and Veda was thundering down from the mountain. The Goddess' eyes were wild and gleamed with a strange light. She carried a sword in her hand and she had splashed her forehead with vermillion. She was aggressive and Mara was afraid of her and prayed to appease her.

#### III. Answer the following questions :

##### Question 1.

Was the headman justified in calling Mara a lunatic? Give reasons.

Answer:

The headman thought that Mara was a lunatic as he was wandering around without any work and also disturbing other workmen who were busy laying a road. He had shared with some of the workers and the headman his dream about the Goddess and the Tank.

The headman was not convinced and thought that Mara was only fooling around. Even though Mara's dream about the Goddess' instructions to build a tank to hold the waters of river Veda would have been for the benefit of the village, he was not taken seriously.

In fact, to avoid Mara meeting the King with his story about the Goddess, the headman made Bhima one of his workmen to keep Mara captive under his care till the King's passing their village. But Mara managed to outwit Bhima and landed in front of the King from a tree and spoke to the King about his dream.

The headman was prejudiced against Mara in calling him a lunatic and definitely not justified in his conclusion.

##### Question 2.

“Nature is both productive and destructive”. How does the play bring out this idea?

Answer:

Basically nature is goodness personified. It showers its blessings on people in abundance. People must respect what nature provides them and reciprocate by not destroying nature. When people take care of the nature and environment, it protects them. Rivers, trees, hills are all part of nature and they are all for the benefit of mankind. When man cuts down the trees, blasts the hills etc., nature's imbalance causes floods, land slides and other calamities.

Water flows in a river, and if used wisely serves for drinking, irrigation and other uses. In dry season there may not be enough water, so excess water coming in torrents during monsoon should be stored by constructing tanks for the waters of the rivers. When the rivers are over polluted, it results in overflow and floods causing loss of lives, lands and properties. Nature that way, is both productive and destructive.

##### Question 3.

How differently did Mara treat the fisherman and the visitor?

Answer:

Mara treated the fisherman in a harsh way because he had violated the command of the Goddess and the orders of the King that the place was sacred and no life was to be taken

there. The fisherman was catching fish there. Mara warned him not to repeat the same crime again there. Mara's duty was to look after the tank in a peaceful manner ensuring that no harm befalls any living creature there and the tank does not get polluted by man or beast. To the visitor from the farthest part of the kingdom, he spoke softly with kind words and offered him some food also. The visitor's village was facing a water scarcity the crops were parching and cattle dying. He wanted some water to be let from the tank. Mara assured him that by the King's orders, water was there for everybody to share and that he will do the needful. It shows that Mara was strict while enforcing the rules but was fair and humane with people's problems and ready to help those in need.

Question 4.

Why do you think Mara asked the King to make his son, son's son and so on, the watchman of the lake?

Answer:

Mara was instrumental in getting a tank constructed at the village for the waters of river Veda. His dream about the Goddess insisting on the tank was the reason for the King to build the tank and the King rightfully appointed Mara to take care of the tank. Mara felt that it was the noblest job to provide water to the village and to the other parts of the kingdom and ensuring that the tank does not get polluted by man or beast. Also, as it was a sacred place, no harm should befall any living being there.

After some years, when the Goddess again appeared in Mara's dream and threatened to destroy the tank, he pleaded with the Goddess for permission to go to inform the King and to wait for his return before destroying the tank.

But Mara in an act of supreme sacrifice persuaded the King to kill him in order to prevent his return and thereby save the tank. He loved his noble work so much, that he requested the King to appoint his descendants as caretakers of the lake after his death.

Question 5.

In what way do you think Mara's sacrifice saved the lake? What sacrifices need to be made to save the lakes today?

Answer:

Mara's sacrifice remains eternal in the history of men who saved lakes. He was the man who didn't think about himself even for a single day but always about others. In other words, his social service is unforgettable to the society, he is the great environmentalist whom the modern materialists must follow and adore to protect the nature. Mara's sacrifice of (leaving his body) taking his last breath is ultimate.

Of course, today's people cannot do that much but have to sacrifice a little of their wants and needs to protect nature. People should not pollute rivers in the name of 'yatras' and funerals. All superstitious beliefs and must be stopped now.

Man must live according to his needs and not for his wants. For this, he has to follow the examples of tribals who live a contented life with whatever they get. They do not torture the nature for coal or gold and live in a simple way. If men learn to lead a simple life that is the greatest sacrifice to protect the nature from calamities.

## 9 The Farmer's Wife

I. Answer the following questions in a word, a phrase or a sentence each:

Question 1.

Who do 'you' and 'I' in the poem refer to?

Answer:

'You' refers to the farmer.

'I' refers to the farmer's wife (speaker).

Question 2.

Why has the speaker's husband committed suicide?

Answer:

His failure in growing cotton crops and his inability to repay his loans.

Question 3.

What series of contrasts does the speaker draw between herself and her husband?

(or)

Question 4.

What expressions in the poem bring out the contrast between the speaker and her husband's plight? What difference does this indicate?

Answer:

The poetess contrasted the farmer as virtuous and herself as a sinner. He had gone without having to bend his head in shame and she has to bend her head. He found a release with poison, by poisoning her remaining life. The difference was that he was happy in his death and she was sad being alive. All his sadness and debts fell on her to take care of. Her husband was a coward to end his life instead of facing them bravely. She was the brave soul ready to face all hardships.

Question 5.

The farmer's wife in the poem is,

- (a) complaining about her husband's death.
- (b) lamenting the death of her husband.
- (c) angry that her husband has left her.
- (d) bitter about her husband's act.
- (e) worried about her future.
- (f) all of the above.

Answer:

- (f) all of the above.

Question 6.

What memories of her husband trouble her now?

Answer:

The memories of him beating her, blaming her, drinking and kicking, trouble her now.

Question 7.

What does the phrase 'harvest of my womb' suggest? Why is their plight compared to worm-eaten cotton pod?

Answer:

"Harvest of my womb" refers to her children. Their plight is compared to "worm – eaten

cotton pod” because that is what causes the farmers to commit suicide by not getting a good harvest. Worm – eaten cotton pod was the root cause of their tragedy and so was their plight.

Question 8.

To what condition had her husband’s act of committing suicide pushed her?

Answer:

Her husband’s act of committing suicide had pushed her into a bottomless pit.

Question 9.

The poem ends with,

- (a) an assertion.
- (b) a deep sense of failure and despondency.
- (c) a will to survive against all odds.

Answer:

- (c) a will to survive against all odds.

Question 10.

Which crop did the farmers grow?

Answer:

The farmers grew cotton crop.

Question 11.

What did remain after the death of the farmer?

Answer:

The debt remained after the death of the farmer.

Question 12.

For whom did the widow live?

Answer:

For her four children.

II. Answer the following questions in a paragraph each:

Question 1.

Many times the tone suggests the attitude of the speaker. What kind of attitudes are suggested by the words ‘virtuous’, ‘poor sinner’, ‘he is but a man’, ‘what of this?’, ‘why is this?’

(or)

Question 2.

What kind of questions does the poem raise about the plight of farmers’ widows? Do you think that these questions are only addressed to the speaker’s dead husband?

Answer:

The poem “The Farmer’s Wife” is a tragic poem that reflects the helpless conditions of farmers’ widows. The plight of the widows is explained by one such widow. The poet uses many phrases to contrast her condition with that of her dead husband. She called the farmer as ‘virtuous’ and herself a ‘poor sinner’.

The farmer was unable to pay the debts and he left all the debts to his wife, so she was very sad on his act of committing suicide. The feminist concept was also highlighted in the poem, the phrase “I was born with a head bent” justifies die discrimination in our society between men and women.

Man is born with his head held- high, but a woman is born with her head bent. But he did not face his creditors bravely and left all this to his wife to solve. She accused her husband that he poisoned himself and gone away by poisoning his wife’s existence. She remembered the

memories of his beating, blaming, drinking, and kicking haunting her. She never dreamt that he would commit suicide.

It was true that the crop was gone but the debt remained there and dignity had hit the dust. She expresses her helplessness that how would she be able to bear the burden of their four children. She compared her condition with “worm – eaten cotton pods.” She got ambiguity and asked what was that and why he committed suicide.

At last, she confidently asserts her determination to struggle out her life even without her husband for the sake of her children. So, she shows a strong will to survive against all difficulties. Her voice is raised against the society in general.

## 10 Frederick Douglass

I. Answer the following questions in a word, a phrase or a sentence each:

Question1.

What prevented the slaves from knowing their birthdays?

Answer:

The wish of the masters prevented the slaves from knowing their birthdays.

Question 2.

How would the master look at the enquiries about the slaves' birthday?

Answer:

The masters used to give only some approximate year like 1835 or so and not the exact year.

Question 3.

What was whispered about Douglass' parentage?

Answer:

That Douglass was the son of his master.

Question 4.

When was Douglass separated from his mother?

Answer:

He was separated from his mother when he was just an infant.

Question 5.

Douglass' mother was able to meet him only at...

Answer:

nights.

Question 6.

What was the penalty to the field hand for not being in the field at sunrise?

Answer:

Whipping.

Question 7.

How old was Douglass when he lost his mother?

Answer:

Seven years old.

Question 8.

Name the person who was believed to be both Douglass' father and master.

Answer:

Mr. Anthony.

Question 9.

Who was Mr. Plummer?

Answer:

Mr. Plummer was an overseer at Mr. Anthony's farms.

Question 10.

When and where was Douglass born?

Answer:

He was born in Tuckahoe near Easton in Talbot county, Maryland, in 1817 or 1818.

Question 11.

When did Douglass escape from slavery?

Answer:

In-1838.

Question 12.

What is the name of Douglass' wife?

Answer:

Anna Murray.

Question 13.

Frederick Douglass died in

(a) 1839

(b) 1895

(c) 1817

(d) 1880

Answer:

(b) 1895

Question 14.

What motivated him to get rid of slavery from his life?

Answer:

From his earliest days he had a deep conviction that slavery would not be able to hold him forever. Even in the darkest hours, the living word of faith and spirit of hope did not desert him and cheered him through the gloom, to escape from slavery.

II. Answer the following questions in a paragraph each:

Question 1.

Why wasn't Douglass affected, much by his mother's death?

Answer:

Frederick Douglass was separated from his mother before he was twelve months old. He had spent very little time with her and that too only during a few night times. He lost her at the age of seven and never enjoyed any care and communication during those years. So, he was not affected by her death. He was also not allowed to visit her during her illness, death or burial.

III. Answer the following questions:

Question 1.

What kind of hardships did the slaves suffer at the hands of the slave holder and his mistress?

Answer:

The slave holders sexually exploit the slave women and the children born out of this also follow this condition of slavery'. Mother and child are separated to avoid any filial bonding. Children born like this are a constant reminder to the wives of the masters about their parentage and they take a sadistic pleasure in ill treating these mulattoes. They are whipped and beaten for the slightest offence and if the master shows any favours to them, they get punished further. The slaves are whipped mercilessly for the smallest mistakes. As it is they are made to work from morning till night without rest.

Question 2.

How does the passage comment on the dreadful experience of slavery?

Answer:

The passage reflects the brutal hidden faces of the masters who treat their slaves cruelly. The slaves were not given proper food. They were exploited without any freedom. Especially for women it was double exploitation in the name of patriarchy and in the name of slavery. When the girls at teenage seem to be beautiful for their masters, they use them sexually and if they give birth to children, the children were sold at the age of infants to avoid their sentimental relationship.

The passage also explains the heart rendering description of walking at nights for several miles of mothers to see their children. Moreover, they could talk only a little bit because the children would be tired and go to sleep but in the morning they have to go back for work before sunrise. If they fail, they get whipping. This shows the brutal nature of white masters towards their slaves.

Question 3.

In spite of the hardships he suffered as a slave, why does the author say, "slavery would not always be able to hold me within its foul embrace"?

Answer:

Since his childhood when he was under slavery, the author had a strong will power that he would not be a slave forever and he would escape from it, that was his strong faith and spirit in him. This living faith and spirit of hope make him to say that "slavery would not be able to hold me within its foul embrace" and this did not leave him but remained like a ministering angel to cheer him through the gloom. The author expresses his gratitude to God because God gave him a good spirit of hope.

Vocabulary

Phrasal Verbs

A phrasal verb is the combination of a verb + a particle (preposition or adverb) resulting in a new word. The new unit gives a different meaning from the two separate words.

Use the verbs in column A with the right prepositional particles in column B to form as many phrasal verbs as possible. Find out the meaning with the help of a dictionary and make your own sentences

A

act, ask, break, bail, call, drop  
look, pick, lock, check, keep,  
make, run, settle, step, put,

B

in, on, out, off, down,  
up, through, around

walk, turn, carry, fall, let,  
hang, cut, come, take

---

Example: act out, make out, walk in, step up

Act out, act on, act up, ask around, ask out, break down, break in, break out, break up, break through, bail out, call up, call in, call on, call off, drop down, drop in, drop out, look in, look up, look around, look down, look out, look through, pick up, pick in, pick off, pick on, pick out, lock on, lock out, lockup, lock in, check up, check on, check out, check in, keep up, keep in, keep on, keep out, make up, make off, run on, run out, run off, run through, settle up, settle in, settle down step up, step in, step out, step down, step on, put down, put off, put up, put out, walk-in, walk out, walk up, walk on, walk off, turn around, turn up, turn on, turn down, turn out, carry on, carry off, carry out, carry over, carry through, fall down, fall in, fall off, fall out, let in, let off, let out, let through, let down, hang out, hang up, hang on, cut down, cut off, cut out, cut up, come up, cut in, come down, come in, come through, come on, come out, take off, take up, take out, take on, drop off, make out, run in, run up, run down, run around, let on.

## 11 An Old Woman

I. Answer the following questions in a word, a phrase or a sentence each:

Question 1.

‘You’ in the poem refers to

- (a) the speaker.
- (b) the passer by.
- (c) the reader.
- (d) anyone.

Answer:

(d) anyone.

Question 2.

What does the old woman offer to do?

Answer:

She offers to take you to the Horseshoe shrine which means that she wants to work as a guide.

Question 3.

What does she expect for her service?

Answer:

Fifty paise.

Question 4.

The lines, ‘You turn around and face her with an air of finality’ suggest that he decided to

- (a) give her a fifty paise coin and get rid of her.
- (b) allow her to take him to the shrine.
- (c) end the farce.

Answer:

(c) end the farce.

### Question 5.

The old woman's eyes are compared to

Answer:

bullet holes

### Question 6.

'you are reduced to so much small change in her hand.' Here the speaker is suggesting that

- a. one is reduced to an insignificant position.
- b. one feels that one is being cheated.
- c. one feels a change in one's personality.

Answer:

- a. one is reduced to an insignificant position.

### Question 7.

How does the old woman look?

Answer:

The old women's eyes are like bullet holes and there are cracks that begin around her eyes and spread beyond her skin.

### Question 8.

Where did the woman take the visitor to?

Answer:

To the Horseshoe shrine.

II. Answer the following questions in a paragraph each:

### Question 1.

How is the plight of the old woman depicted in the poem?

Answer:

The poem ““An old woman” depicts the worst condition of an old woman, who is an old beggar near the Horseshoe shrine. She holds the sleeves of the passers-by. and follows them asking for a fifty paise coin. Even though by appearance she looks like a beggar, she has her self respect and in return for the fifty paise, offers to show the tourists around the Horseshoe shrine. She laments about her helplessness in those wretched hills to eke out a living.

Her physical appearance evokes sympathy in the passers-by. Phrases like “bullet holes for her eyes,” “cracks that begin around her eyes spread beyond her skin”, and shatter proof crone describe the pathetic condition of her miserable existence.

### Question 2.

The old woman in the poem is a self appointed tourist guide, not a' beggar. Do you agree?

Give reasons.

Answer:

The “old woman” though she is depicted in the worst condition and begs for a fifty paise coin, never loses her self respect and offers to be a guide to passers by. She never takes anything free from others, as she never be wants to a beggar. Though her physical appearance is very bad her mental condition to work and earn the fifty paise, shows that she was a self appointed tourist guide and not a beggar.

### Question 3.

How does the speaker's attitude undergo a change?

Answer:

The poet by depicting her physical appearance makes 'An Old Woman' more sympathetic. The passer-by initially did not show much sympathy to her but later when he observes keenly

her physical appearance and when she offered to become a tourist guide to show around the shrine, he was very much moved by her condition and admired her self respect.

Here, passer by represents anybody in general. Finally when he feels as if the sky was falling with the sound of plate glass clatter all around the old crone who was shatterproof and standing alone, he undergoes a change in attitude. So, the old woman was successful in evoking sympathy from anyone, in front of the temple.

III. Answer the following questions:

Question 1.

“The old woman reduces the self esteem of the speaker’ and makes him feel that he is nothing more than so much small change”. Comment.

Answer:

The poem ‘An Old Woman’ by Arun Kolatkar depicts the plight of an old woman. She is a woman who begs around a temple. Whoever passes around the temple, she grabs their sleeves and stick to them till she gets a fifty paise coin. In the beginning the passerby was asked for a fifty paise coin but he did not care for her. But she never left him and was behind him and tightened her grip on his shirt till he took note of her ,

The poet highlights the traits of old women how they never leave until they get what they want.

The below lines justify –

“You know how old women are  
They stick to you like a burr”.

She also laments that there was no other work in those wretched hills and old woman like her could do nothing more than showing tourist places as a guide. When she questioned, the passer by gazes at the sky through the ‘bullet holes’ which are her eyes and is made uneasy. Then the speaker observes the cracks under her eyes but he realises cracks are not only on her skin but beyond that. Then “the hills crack, the temples crack, the sky falls” these phrases suggest that his heart moves for her plight and he gets down from his self esteem and has a changed attitude.

The phrases “Cracks around her eyes” and “the cracking of hills and temples” suggest the old age of the woman and to become old is natural as hills and it is God’s gift to get cracks. This alerts us to the fact that everybody will get old and may have to lead a life like that woman in the poem. By overall view, the poet highlights that the old woman’s self respect is greater than her begging for a fifty paise coin.

Question 2.

What is the speaker trying to convey through the lines ‘And the hills crack, And the temples crack, And the sky falls’?

Answer:

The speaker is initially irritated by the old woman who holds on to his shirt and does not allow him to go She asked for a fifty paise coin and offered to take him to the Horseshoe shrine, but he has already seen it. She hobbles behind him. So, he now wants to get rid of her. When he turns towards her, she asks what she was supposed to do to eke out a living in those wretched hills.

Looking at her bullet hole eyes and cracked face, the speaker doesn’t know what to reply. He feels that all notions of dignity and respectability seem hollow when such helpless, old people are left to fend for themselves. He feels guilty and ashamed to face her as he is not

able to help her in any substantial manner. All civilization seems to fall apart at the unspoken question of the old woman.

Question 3.

How do you relate the ‘cracks around her eyes’ to the cracking of hills and temples?

Answer:

The cracks around her eyes are symbolic of the hardships she has been through. The mountains and temples symbolize the speaker’s strong contentions about the old lady and our religious belief that giving charity is following dharmia, respectively. Crack around her eyes extend to the mountains and temples means her determination to live a life of dignity and hard work and not by charity, and this destroys both the beliefs of speaker and religion.

## 12 Two Gentlemen of Verona

I. Answer the following questions in a word, a phrase or a sentence each:

Question 1.

Where does the narrator first meet the two boys?

Answer:

On the outskirts of Verona.

Question 2.

Why doesn’t the driver approve of the narrator buying fruits from the two boys? Does he succeed?

Answer:

Driver Luigi did not approve to buy fruits because of the dirty appearance of the boys, but he did not succeed in his mission.

Question 3.

List the different things that the boys did to earn their living.

Answer:

Selling fruits, shining shoes, hawking news papers, working as guides and running petty errands.

Question 4.

In spite of working hard and earning money, the two boys still looked poor because

(a) they were saving money to go to America.

(b) they had other plans.

(c) they wanted to save money for medical expenses.

Answer:

(c) they wanted to save money for medical expenses.

Question 5.

What qualities in the two boys attracted the narrator?

Answer:

Their cheerful competence, unremitting willingness to work, their silent epic of youthful devotion, and their selfless action attracted the narrator.

Question 6.

Nicola was not pleased when Jacopo asked the narrator to drive them to Poleta as he

(a) did not want a stranger to become involved in their plans.

(b) preferred going to Poleta by train so that he could enjoy the scenery.

- (c) did not want to ask anyone for favours.
- (d) did not want to take help from someone he did not know well.

Answer:

- (c) did not want to ask anyone for favours.

Question 7.

Why did the two boys go to Poleta and why did they want the narrator not to follow them?

Answer:

They went to Poleta to look tip on their sister who was undergoing medical treatment and also to make payment for her treatment. They did not want the narrator to follow, because they did not want to disturb him and involve him in their trouble.

Question 8.

The narrator did not follow the boys because,

- (a) he was not invited to join them.
- (b) he was not interested in knowing what the boys were upto.
- (c) he wanted to respect their privacy.

Answer:

- (c) he wanted to respect their privacy.

Question 9.

What had made the two boys and their sister homeless?

Answer:

Their father was killed in the war and a bomb had destroyed their home and they became homeless.

Question 10.

What does the narrator learn from Lucia's nurse?

Answer:

He learnt that the two boys had a wealthy background but they were right then in financial trouble but also knew from Lucia that they were adventurous great human beings and selfless who will do any thing for their sister.

Question 11.

The author did not speak to the boys on their return journey because he thought

- (a) the boys Would prefer to keep their secret.
- (b) the boys were ashamed of their sister's condition.
- (c) they wouldn't tell him the truth.
- (d) the boys might ask him for money for their sister's treatment.

Answer:

- (a) the boys would prefer to keep their secret.

Question 12.

How old was the sister of the boys?

Answer:

Twenty two years old.

Question 13.

The boys' sister got affected by .....

- (a) tuberculosis
- (b) cancer
- (c) mental disorder
- (d) fever

Answer:

(a) tuberculosis

Question 14.

Where did they go usually on every Sundays?

Answer:

They would visit their village Polcta.

Question 15.

How old are the boys?

Answer:

Nicola, the elder was thirteen and Jacopo was twelve.

Question 16.

Who asks the narrator to drop them at Poleta in his car?

Answer:

Jacopo.

Question 17.

What touched the narrator while driving them back?

Answer:

The silent epic of youthful devotion had touched him deeply.

II. Answer the following questions in a paragraph each:

Question 1.

In what different ways were the boys useful to the narrator?

Answer:

The boys were very useful for the narrator. When the narrator wanted a pack of American cigarettes or seats for the opera, or the name of good restaurant, they were always there in all these needs with cheerful competence. They had also taken the author on a guided tour to the different places of interest at verona including Juliet's tomb.

Question 2.

What do you understand about the boys' character from their action and behaviour?

Answer:

They boy's character and behaviour prove that they were selfless, sentimental, adventurous, hard working, do not involve others in their troubles, do not expect sympathy of others, responsible for their sister, sharing work with each other, never complained their difficulties, optimistic and suitable for the title of the lesson "Two Gentlemen of Verona".

Question 3.

The boys are evasive in disclosing their plan to the narrator in the story because

(a) they thought he could never understand their plight.

(b) they did not want to share their problem with a stranger.

(c) they did not want to gain anybody's sympathy.

Answer:

(c) they did not want to gain anybody's sympathy.

III. Answer the following questions :

Question 1.

Do you think that the ending comes as a surprise to you? Why?

Ans.

The hard working of Jacopo and Nicola, would bring doubt to anybody who observes them. Nobody would think that they work that hard for some serious purpose at that tender age.

Naturally, readers would be surprised by the end of the story. Even the narrator is surprised and expressed his admiration for the boys by saluting them in his mind.

Their hard working ways seem like that the boys were greedy, but the inner truth reveals their grit and never say – die attitude. They were really extraordinary' human beings. The burden of responsibility to their sister and her treatmently heavily on their tiny shoulders never made them bend under its weight or forsake it They were not even sharing their hardships and pain , with others. They were not of the kind to extract sympathy and help from others, especially strangers. They were truly gentlemen. Their fortitude, sacrifice, resilience and courage come as a pleasant surprise.

Question 2.

Had you been in the place of the narrator, would you have behaved differently?

Answer:

Had I been in the place of the narrator. I would have definitely acted in a different maimer. The narrator wanted to respect their personal feelings and did not intrude upon their privacy I would have felt like helping them in some way or the other. I would have either asked them directly the reason why they worked so hard and elicit the answers or I would have financially helped them with whatever I could spare. Maybe, both the options might have resulted in hurting their egos, but that is what my heart would have advised me and I would have done, under the circumstances.

Question 3.

“Appearances are deceptive”. How does the story bring out this idea?

Answer:

The narrator had assumed that the boys were greedy. based on his observation of them working . very hard. But nobody can really know or understand the reality bv outward appearance only.

The narrator had erred in his judgement of the nature of the boys, by seeing the extent of their hard work and thinking that they may be planning to save a lot if money and go to the United States . When he questioned them about their plans they were not hurt, but answered intelligently evading the issue.

Finally, after the visit to Poleta and knowing the truth, he realised their real ' qualities. So, one should not get prejudiced by the outward appearance without knowing the background facts. This experience of the narrator justifies the quote “Appearances are deceptive”.

Question 4.

War may destroy one's home but not one's heart. Discuss the statement with reference to the story of the two boys.

Answer:

War is the element of mass destruction and history' has plenty of examples of total annihilation of cities and populations. But, it can only destroy the physical structures like houses, buildings and of course humAnswer:It can never crush the spirit of the survivors, as in the case of the boys, Jacopo and Nicola.

They had lost everything in the war including their father and their house.

But, their indomitable spirit, toughens them to face the situation bravely, do their might in the freedom struggle and later take care of their sister's treatment by the sheer dint of their hard work and determination. They stand out as shining examples for their courage in the face of adversities and in a wav. war has lost to them and they have emerged victorious.

### Question 5.

Do you think the story is a telling comment on the true character of a gentleman?

Answer:

The boys were truly ‘gentlemen’, very refined and sensitive in character. They were devoted to their sister, and in order to earn money for her treatment undertook all kinds of jobs available in Verona. They sold fruit, shined shoes, ran errands and hawked newspapers and worked hard throughout the day. This shows that they did not consider any job below their dignity. Though they were not born to do such jobs, they learnt them and performed them well. Their eagerness to learn and perform varieties of jobs demonstrates a -sacrificing, loving nature which is ready to go to any extent to secure happiness of the loved one. They were also selfless because, very earnestly they saved the money they made to pay for their sister’s treatment but never on clothes or on themselves. Both of them were proud boys. They did not discuss their problems with anyone, and very few people knew about their sister and her hospitalization. Even when the narrator took them to the hospital, they went in by themselves and did not speak to him about their sister. They, especially Nicola, did not like to ask for anyone’s help. They display the real characters which exemplify a true gentleman. The story begins with Luigi’s implication that the two boys might be thieves selling fruits that they had stolen. What unfolds later proves how wrong his suspicion was. The boys prove to be every inch gentlemen, and gain respect from the narrator. They arouse feelings of love and respect in the nurse at the hospital too.

Vocabulary

Collocations

A collocation is two or more words that often go together. These combinations just sound “right” to native English speakers, who use them all the time. On the other hand other combinations may be inappropriate and just sound “wrong”.

Look at these examples:

Appropriate Usage	Inappropriate Usage
the fast train	the <del>quiet</del> train
fast food	<del>quiet</del> food
a quick shower	a <del>fast</del> shower
a quick meal	a <del>fast</del> meal

## 13 Do not ask of Me, My Love

I. Answer the following questions in a word, a phrase or a sentence each:

Question 1.

When does the speaker realise what he thought about love was not true?

Answer:

When he understood that there are other sorrows in the world than love.

Question 2.

‘That’s the way I imagined it to be.’ suggests

(a) that the speaker’s concept of love is naive.

- (b) the speaker's realisation of realities.
- (c) the speaker's view of love was just a wishful thinking.

Answer:

- (a) that the speaker's concept of love is naive.

Question 3.

'for there are other sorrows in this world than love,' here 'sorrows' refers to miseries

- (a) generated by love.
- (b) caused by poverty and deprivation.
- (c) caused by jealousy and envy.

Answer:

- (b) caused by poverty and deprivation.

Question 4.

'You're beautiful still, my love' here the speaker is expressing his

- (a) fidelity to his love.
- (b) inability to pay the same undivided attention to his love.
- (c) preoccupations with other issues in life than his love.

Answer:

- (a) fidelity to his love.

Question 5.

Why is the poet helpless?

Answer:

Because there are other sorrows in the world other than love, and other pleasures.

Question 6.

What was vain according to the poet?

Answer:

Her eyes were everything and everything else was vain.

II. Answer the following questions in a paragraph each:

Question 1.

What does the line 'those dark and brutal curses of countless centuries' suggest?

Answer:

The poet mingled the concept of love and contemporary issues in the poem, so he expresses his faith in love and at the same time he remembers his responsibility to contribute something to his country. The lines "those dark and brutal curses of countless centuries" suggests there are many problems of poverty and deprivation.

Question 2.

What harsh realities of life have drawn the speaker's attention much more than the beauty of his beloved?

Answer:

Though he loved her deep but when he comes to realize that there are other truths than his love. He became helpless towards his beloved. He honestly says his love would be same but he can't spend the time for her love because there are many problems in the country for which he has to give attention, like poverty and helpless destitutes.

### Question 3.

What transformation in the perception of love do you see in the poem?

Answer:

A transformation from imagination to reality can be seen in the perception of love. Every teenager lives in a world of illusions and dreams of his love, but when he is more mature and delves deep in the society and its problems, he realises that love is not a complete world and there are other more important issues out there. This concept is excellently brought out by the poet.

The poem also gives a message to the youth in how to lead their life and to which world they have to dedicate their life. There are so many problems that are out there to be cared for by all, but the youth simple spend their time in the name of love and spend it in a dream world.

III. Answer the following questions:

Question 1.

At the end of the poem we feel that the speaker does not love his beloved less, but the suffering humanity more. Do you agree?

Question 2.

Many critics have pointed out in this poem ‘the beloved’ means not just a lover but country and nationalism. With this observation, does this poem read differently?

Answer:

The poem “Do not ask of Me My love” by Faiz Ahmad Faiz, presents the concept of love and contemporary issues of our society. The poem begins when the lover expresses his helplessness in not being able to love his beloved as in the past.

He explains how she seemed so very bright when he had felt that only she was his world. He even exaggerates how her beauty had given breath to the everlasting spring. Her eyes were everything to him and nothing else was there except her in his world. He had felt that with her by his side, the world was his and he could attain everything.

But now, he has realised that all that was just an illusion and only his imagination. He gives as his reasoning his realisation that there out in the wide world were issues, more important than his love for her. He is now more concerned about social problems, war, destruction, poverty diseases and pain of people and would rather try and solve those problems than stay in his illusory world of love for his beloved.

He assures her that his love for her has not diminished, but the social problems have taken priority-justified by these lines, “You’re beautiful still my love, but I’m helpless too. In a way, it is a message to all, that love in youth is quite common, but one’s country and social problems are more important and deserve concern and commitment from all. The speaker has opted for the more fulfilling choice Of social reformation than his love.