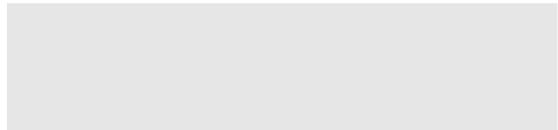

English

Teacher's
Manual



Class 8

1

The Best Christmas Present in the World

Comprehension Check (Page 6)

1. The author found a roll-top desk in a junk shop.
2. He found a small tin box in that secret drawer. I think it had been kept by Mrs Macpherson. There was Jim's last letter in the box.

Comprehension Check (Page 9)

1. 1. The letter was written by Jim Macpherson, to his wife Connie on Christmas from the battlefield.
2. The letter was written to tell Connie that both the German and the British soldiers celebrated Christmas together at the war site. It was wonderful as the enemies became friends for a while in the battlefield.
3. Hans Wolf played a cello in the orchestra and Jim Macpherson was a school teacher when they were not soldiers.
4. No, Hans had never set foot in Dorset. He knew about it from school studies and reading books in English. So, he said he knew it.
5. Jim Macpherson did not return from the war. We know this because on the tin box, it was written "Jim's last letter received in 25th Jan. 1915".

Comprehension Check (Page 11)

1. Mrs Macpherson thought that her visitor was Jim Macpherson, her husband.
2. The sentence, "I said, I was a friend came to visit Mrs Macpherson to bring her a christmas present" shows that the visitor did not try to hide his identity.

Textual Questions

Working with the Text

1. Connie received that letter on January 25, 1915. She was a young lady then whose husband was a soldier. She kept it with her till she was hundred and one year old. Thus she kept it with her for about 70-75 years.

2. I think the desk had been sold as a scrap after the fire accident. As the desk got badly burnt, it might have been sold by Mrs Macpherson, when she left the place to live in Burlington House nursing home.
3. As sports do not kill anyone, they can help in resolving conflicts. They grow friendship between the players. We also agree to this thought.
4. Soldiers of the two armies are like each other. Both of them want peace and the war to be finished soon. Some evidences are — they wished merry Christmas to each other. They shared drinks and edibles with each other. They sang Christmas songs in the night for each other.
5. The Germans wish merry Christmas to British soldiers. They introduce themselves. They enjoy drinks and edibles together. They do smoking, laugh, drink, eat and talk as friends do.
6. Jim's last letter is Connie's Christmas present. Connie's husband, Jim was away in the battlefield and she was waiting for his return. Jim did not return. When the author gave Connie her husband's last letter, she took it as the best Christmas present in the world.
7. The title of the story is the most suitable one. The main thing in the story is a letter. It becomes the best Christmas present in the world for Mrs Macpherson. She is lucky to get it back. I think another title may be — "A Surprise Gift on Christmas."

Working with Language

1. (i) A man got on the train and sat down. The compartment was empty except for one lady. She took her gloves off. A few hours later the police arrested the man. They held him for 24 hours and then freed him.
- (ii) came, torn, asked, happened, said, had quarrelled, had beaten, had tried, had told, had chased, had fallen, had torn .

(iii)

Sentence	Past	Earlier Past
1.	set out, stayed	had seen
2.	arrived, came	had left, had gone
3.	sat, ate	had packed
4.	returned	had fallen

2. (i) **burn out** = destroyed by fire
Mrs Macpherson's house turned out to be nothing but a burnt-out shell. (completely burnt)

(ii) **light up** = become bright
That was the moment her eyes lit up with happiness. (glow up)

(iii) **look on** = to look each other and talk
Hans Wolf and I looked on and cheered and clapping our hands and stamping our feet. (watched)

(iv) **run out** = finish
When the game was finished the schnapps and the rum and the sausages, had long since run out. (nothing left)

(v) **keep out** = to be safe from something
Hans and I looked on and cheered and clapping our hands and stamping our feet to keep out the cold as much as anything. (save)

3. Only for reading.

4. **Elephant** — enormous, cheerful, wild, large, medium-sized.

Face — circular, enormous, multi-coloured, striped, rounded, cheerful, wild, chubby, large, medium-sized, cold.

building — circular, enormous, multi-coloured, round, blue, red, large, medium-sized, brick.

Water — pool, enormous, multi-coloured, cold, blue, red.

Speaking

1. Wars are, in fact, the most hateful and destructive way to resolve conflicts. They result in enormous loss of lives, great suffering for soldiers who are wounded and sometimes impaired for life. Wars bring terrible sorrow to families, fathers, sons, mothers, wives who lose their kin in the battlefield. Moreover, wars fail to settle disputes and cause hatred and anger on both sides. Leaders and politicians may declare war to win votes or support from

vested groups, but the losses are unacceptable. Truly, no one wins a war, both sides lose in terms of men, money, effort and property.

2. I personally prefer presents that are of continuous use, not very expensive and durable. Books and clothes are the best things that I can think of as presents. When we buy presents for others, we consider the cost, its utility to the receiver, etc. The receiver's liking and need are also kept in mind.

Writing

1. 25 December, 1919

10.00 pm

Dear Diary,

It's Christmas today, but the town looks shrouded in a pall of gloom. The long and bitter war had taken a very heavy toll on both-the soldiers who fought it on the battlefield, and the common citizens who bore the miseries of blackouts, rationing, shortage of food and facilities, bombings and the worse of all, loss of dear ones. Christmas looks much paler and joyless. The town and its people are badly scarred by the war. Many buildings and houses have been destroyed in bombings by enemy aircraft. Hundreds died and many others were wounded and impaired.

The nightmare may be over, but its horrors still live on. Christmas will never be same again for those whose lives have been touched by the demons of war.

Jim

Or

20, Dorset

January 5, 1990

My dear Edward

I write to you about something very unusual and touching that happened to me last week. The incident brought back the horrors of a war that was waged almost seventy-five years back, and the way it affected the entire life of who is today a very old lady.

In fact, I bought an old roll-top desk the other day from a junk shop. A drawer in it contained a letter written by one Captain Jim Macpherson, who served the British army in 1914 when World War I broke

out. He wrote it to his wife from the battlefield where he was fighting against the German army. It describes Christmas day and the wonderful thing that happened between enemies.

I saw the address on the envelope and went to see Mrs Jim Macpherson. She was now staying at a nursing home, as her house had burnt down in a fire. She mistook me for her husband, called me Jim and kissed me lovingly.

Finally, after having heard her speak on endlessly in excitement, I walked out quietly, shaken by the old woman's plight—a lifetime of hopeful waiting amid all the hopelessness; living alone with none to care for her. I was also happy that I had given her a moment of joy.

Alfred

2. A young doctor had a good practice going on in a small town. He was quite well known, both professionally and socially. He was married only very recently and the couple were very happy together.

Then, one day, the British police came and arrested him from his clinic. He was charged with helping the revolutionaries against the British and found guilty. As was common in those days, the doctor was sentenced to be exiled to the Andaman and Nicobar Islands for ten years. He was kept in the islands' infamous Cellular Jail with other prisoners. The British tortured the prisoners and made them work like animals. This angered the young doctor. He organised a revolt in the Jail, which was cruelly crushed by the British. The doctor was caught, tried and hanged to death in the prison. Back home, the doctor's young wife waited for his return. Twenty years have passed since, but she is still waiting for her husband to come home. She is hopeful and has faith, that some day they'll be together.

Other Exercise

Objective Type Questions

1. (b), 2. (d), 3. (a), 4. (b), 5. (c).

Short Answer Type Questions

1. The author wanted to buy a desk for his use, but new ones were very expensive.

So he bought an old one that was selling very cheap, for he thought he could repair it himself and make it usable.

2. The desk's roll-top was in several pieces and its one leg was repaired improperly. Burn marks covered its one side and the veneer has separated from most places. The desk was in a very bad condition indeed.
3. The tin box was not the author's property, though the desk that contained it belonged to him now. He did not think it right to open the box because his conscience did not allow it.
4. The author knew that the box contained a letter, because a notepaper was stuck to it which read. "Jim's last letter, received January 25, 1915.....".
5. The writer of the letter described Christmas morning as beautiful, and quiet, though it was cold and frosty, as it was in the winter season.

Long Answer Type Questions

1. Captain Jim Macpherson's wife Connie had kept her husband's last letter to her from the battlefield very carefully in a secret drawer of her roll-top desk. When her house caught fire accidentally, the desk was also damaged partly. She was shifted to the nursing home, and the belongings of the house must have been sold out. That is how, the desk landed up in the junk shop which sold used goods at cheap rates. The author spotted the desk there and since he needed one, he bought it at cheap rates. When he began to repair the desk, he found letter in a tin box kept in a secret space in one of the desk's drawers.
2. Both officers were normal men in their routine lives. One, an orchestra musician, the other, a school teacher. Both were married and young, having families back home. Both were thrust into a war they did not want to fight. Both wished the war to end soon, so that they could return home and lead and enjoy a normal life. Both grieved deaths on the battlefield and the sufferings of their men and their families who awaited their safe return home. Both thought wars to be the worst way to resolve conflicts.

3. The war killed Captain Jim Macpherson in the battlefield, but it turned a young woman into a living corpse who suffered all her life. In one stroke, she became a widow, not accepting her husband's death, as his dead body was never returned to her. She treasured (considered valuable) his last letter that he wrote to her from the battlefield, and kept reading it again and again. She was hopeful that her husband would return someday. She lived alone all her life—hoping and waiting. The war gave Connie Macpherson a lifetime misery and unbearable grief.



• The Ant and the Cricket

EXERCISE

Working with the Poem

- The cricket says so when the winter comes and he finds no food to eat. He says so because he is starving and there is nothing to eat.
 - (i) The following lines in the poem have the same meaning as the statement made by Shakespeare —
"But we ants never borrow; we ants never lend".
(ii) The ant's principles are quite appropriate. Those who do not care for their future, can face difficulties in odd situations. So the ant wants to teach the cricket a lesson to remember.
 - The word 'dance' is appropriate here. The ant uses the word 'dance' as a satire here. As the cricket was singing in summer and spring, he is asked to dance in winter.
 - (i) **These lines are**— "Folks call this a fable. I'll warrant it true : Some crickets have four legs, and some have two."
(ii) I agree with the poet's statement. The story of the ant and the cricket is both true and educative. By "crickets having two legs" the poet indicates those persons who spend all what they earn and make merry. They don't care for their future. They are short-sighted people.
- A fable I know goes like this :

Two bear cubs were quarrelling among themselves over a fish they had caught. They did not know how to divide it equally. A clever fox came along and offered to solve their problem. It cut off the fish's head and gave it to one cub. Then it cut off the fish's tail and gave it to the other cub. When the cubs asked the fox to divide the middle, meaty part, he said he would claim it as his fee to settle the dispute. Thus, the cubs were left hungry while the fox ran away with the best part of the fish. This fable conveys the moral that we must always settle our quarrels ourselves and never allow others to interfere. Others take advantage of our disputes to serve their own purposes.

Other Exercise

Short Answer Type Questions

- The cricket sang and played merrily during the lovely seasons of spring and summer.
- The cricket is called 'silly' because it senselessly wasted his time in the plentiful months of spring and summer. Instead of gathering food for the harsh and bare winter season, he sang and enjoyed himself.
- The coming of the winter season worried the cricket. Now he had no food stored to see him through the long and harsh season when no food was available.
- In winter the land was covered with snow and nothing grew. The trees had shed their leaves and were bare. All the bits of food had already been gathered and stored safely by other creatures. So food couldn't be found.
- The certain threat of starvation and lack of food on land left no choice for the cricket. He had to either beg the ant's help to survive, or die.

Long Answer Type Questions

- The poem is a fine study of the completely opposite qualities of the ant and the cricket. While the cricket is carefree, the ant is sincere and laborious. The cricket enjoys the present while neglecting the

needs of the future. The ant labours in the present, working hard to save for the hard times ahead. While the cricket doesn't feel it below his dignity to beg for help, the ant does not believe in lending or borrowing. Thus, the characters of the cricket and the ant are quite diverse in both thought and action.

- In the poem, the ant refuses to help the cricket for two reasons. One, it is against their principles to either borrow or lend; and two, it was the cricket's own fault that

he was in such a pitiful state. Moreover, the cricket was still not repentant over his careless conduct in the season of plenty when instead of gathering food for the coming winter, He feasted and sang his joy but did not save for the winter, even when he knew, food would be scarce. The ant was, thus, annoyed with the cricket's irresponsible behaviour and thought it right to refuse its request. The ant wished to teach the cricket a lesson, so that he'd be more mindful in future.

2

The Tsunami

Comprehension Check (Page 22)

- True 2. False 3. False 4. True 5. True

Comprehension Check (Page 23)

- To celebrate Christmas.
- Rising and foaming sea, formation of whirlpools and the beach getting smaller.
- No, she was not alarmed by the signs.
- Tilly had seen the same strange behaviour of the sea in a video at school.
- The Smith family and the others went to the third floor of the hotel to escape from the tsunami.
- The teacher must have felt quite satisfied and pleased.

Comprehension Check (Page 25)

- Very few animals died.
- Sixty people and two animals died in Yala National Park.
- Three elephants ran away from the beach an hour before the tsunami hit the coast.
- The dogs refused to go out for their usual walk with their master.

Exercise

Working with the Text

- Ignesious was not worried about a tsunami, when he felt the earth-quake. He took the television off the table and put it on the floor. His family did not have the time to discuss and plan their course of action. The following sentence from the text tells us that the family did not have any time to do so "*In the chaos and*

confusion, two of his children caught hold of the hands of their mother's father and mother's brother, and rushed in the opposite direction."

- Sanjeev was brave, heroic, selfless.
(i) ambitious, brash, (ii) heroic, selfless
(iii) careless, humorous.
- Meghna and Almas both were lucky enough to save their lives.
- Tilly's parents were careful and they listened to their daughter's warning and followed it. They could have reacted differently by ignoring her, rebuking her for screaming, or by scolding her for crying, shouting and creating a scene. After all she was ten years old only. If I were there in their place, I would also have taken Tilly's warning seriously as her parents did.
- I think Tilly should share her reward with her geography teacher. Because of him she could get such an important information and was able to make out that it was tsunami.
- The first idea is that many people believe that animals have a sixth sense and they know when there is an earthquake. According to the second idea some experts think that animals have acute power of hearing, which helps them hear or feel earth's vibrations. The second idea has some scientific reason to be believed.

Working with Language

1. Words for fast movement	Words for slow moments	Words for neither slow nor fast movement
rushed out rising rushed in jumped into rushing back rush them rushed to	floating	swept away recede washed away

There are more words in the first column. It has a word 'rush' five times, because tsunami waves came all of sudden and people rushed to save their lives.

- (i) tremor or trembling (ii) confusion (iii) relief (iv) rescue (v) excitement
- (i) A (ii) P (iii) A (iv) P (v) A (vi) A

Speaking and Writing

- December 31, 2004
The killer tsunami struck these islands five days ago. But the victims are being brought in even now. Everyone has a story to tell. As I move from camp to camp, I hear tales of courage and unbearable grief. Those who were swept away by the killer waves were unfortunate enough. A lady in her early thirties cannot stop tears, as she recollects how her husband and two children were taken away by the waves. Another old gentleman survived with his only grandson while the rest of the family perished. There were numerous such people who had lost almost everything but were determined to start a new life. I was touched by the courage and determination of these people, who still fought on with their grief and loss to dream of a sunny tomorrow.
Shubhra
- Once, our biology teacher explained the features of a mad dog infected with rabies virus. He told us that such dog's tongue remains rather outward and tail remains downward. It continuously secretes poisonous saliva that falls on ground. One day I saw a dog in my locality which was exhibiting the same features. I saved myself from its attack and warned the residents of my locality against it. It was

caught with precautions and handed over to the team of veterinary doctors who thanked me for making them aware of such a dog. In this way my biology lesson helped us very much.

Other Exercise**Objective Type Questions**

- (c), 2. (a), 3. (c), 4. (c), 5. (b).

Short Answer Type Questions

- A tsunami is a huge and powerful sea wave caused by earthquake under the sea.
- Only Ignesium and three of his five children could survive the tsunami.
- Sanjeev had saved his wife and baby daughter from the waves, but the wife of his cook, John was trapped in the waves. Sanjeev jumped into the water to save her but unfortunately, both were swept away.
- Meghna clung to a wooden door and saved herself from drowning. She kept floating till a wave pushed her to the shore and she survived.
- Almas Javed was a ten-year-old school girl of Carmel Convent School. She lived in Port Blair.

Long Answer Type Questions

- Ignesium was the manager of a cooperative society in Katchall. When the tremors came, he took his five children, wife, father-in-law and brother-in-law out of the house. But when the waves arrived, Ignesium rushed with three of his children in one direction, while the others ran in another. All except Ignesium and the three children that were with him, were swept away with the waves.
- Sanjeev somehow managed to save himself, his wife and his baby daughter from the waves. But then he heard cries for help from the wife of John, the guesthouse cook. Sanjeev jumped into the water to rescue her, but they were both swept away.
- Meghna was swept away with her parents and many other people when the tsunami struck. She kept floating in the sea, holding on to a wooden door. Eleven times she saw rescue helicopters above, but they couldn't spot her. Luckily a wave brought her ashore and she was saved. Spending

two days in sea itself was a great ordeal and though she wasn't rescued by helicopters, the very natural thing—a wave— that caused her such suffering, pushed her back for ashore safely. Meghna's survival was not less than a miracle.

• Geography Lesson

EXERCISE

Working with the Poem

- Such phrases are —
 - the country had cities where the rivers ran.
 - the valleys were populated.
 - ground had looked haphazard, unplanned and without style.
 - the logic of geography that land and water attracted men.
- (i) as haphazard as on ground.
- sentences (i), (iii) and (v) are the examples of the 'logic of geography'
- (i) **clear from the height** — the earth is round and it has more water than land.
(ii) **not clear from the height**— why men hate one another and build walls across the cities.

Other Exercise

Short Answer Type Questions

- The aircraft's taking off and ascending to its cruising altitude is described in the poem.
- While ascending, the poet could see the pattern and layout of the city below very clearly.
- While drawing maps in geography, distances are shown in a certain proportion to the real ones. Here, the poet saw one mile distance on ground as six inches from that height.
- The poet realises that cities developed as

were seen necessary by its residents. The haphazard development was not intentional.

- From this altitude, the poet could see the country clearly. Its cities near rivers and its populated valleys became distinctly visible.

Long Answer Type Questions

- When living in the city, the poet felt the place to be randomly built, without proper planning or pattern to it. It seemed to have developed like a wild shrub—in every which direction and in every which manner. But when he saw it from a certain height in the sky, this very haphazard growth seemed to take on a visible pattern that was dictated by necessity and convenience.
- From an altitude of ten thousand feet, the poet saw the various cities and their locations in the country. He could see cities mostly built along with rivers and in fertile valleys. This clearly indicated that human kind needed water and fertile land to flourish and develop as a civilised race and was necessary to live on, grow crops, rear live stock and carry on trade. Water was essential to irrigate fields, drink, cook, bathe, wash, etc. Thus, man's dependence on nature became evident to the poet.
- The poet sees some geographical facts from six miles up. He can see the earth's round shape and the larger extent of water than land covering the earth's surface pretty clearly. However, from this distance, he sees the earth as a single, undivided entity which is home to all human kind. He now is at a loss to understand why men hate and kill one another, and why they separate themselves into different countries and wage war.

3

Glimpses of the Past

Comprehension Check (Page 40)

- The opening lines of the original song in Hindi are as following —

“ऐ मेरे वतन के लोगों, जरा आँख में भर लो पानी।
जो शहीद हुए हैं उनकी, जरा याद करो कुर्बानी।।”
The singer is Lata Mangeshkar.

We see Pt. Jawahar Lal Nehru, Indira Gandhi and also Lal Bahadur Shastri in this picture.

2. By the company's "Superior Weapons", we mean latest guns, alongwith all their diplomacy, strength, rules and regulations.
3. An artisan is a skilled workman. The thumbs of expert artisans were chopped off so that they could not make good things anymore. Thus, the Indians had to buy British products.
4. Picture 7 in my opinion, reveals the first spark of the fire of revolt. It describes a sepoy Mangal Pande's attacked the British Officer of his regiment.

EXERCISE

Working With the text

1. Yes, the Indian princes were short-sighted. They had been quarrelling with one another on petty issues. They took help of Britishers to solve their issues.
2. The East India company subdued the Indian princes by using their policy of "Divide and Rule."
3. He told his wife Uma—"Cows are of different colours but the colour of their milk is the same. Different teachers have different opinions, but the essence of every religion is the same.
4. The British officers exploited Indians in many ways like —
 - (i) Heavy taxes were imposed on farmers.
 - (ii) Anyone could be jailed without trial in a court.
 - (iii) They even cut the thumbs of expert artisans.
 - (iv) The goods manufactured in England was free from import duty when brought into India.
5. (i) Tipu Sultan of Mysore.
(ii) Ram Mohan Roy.
(iii) Lord Macaulay.
(iv) Begum Hazrat Mahal and Peshwa Nana Sahib.
6. (i) Untouchability and child marriage.
(ii) (a) To put an Indian in jail without prior trial in a court.
(b) To impose heavy taxes on farmers.

- (iii)(a) Farmers were taxed heavily.
- (b) The thumbs of skilled workers were cut.
- (iv) (a) Santhals who lost their lands got desperate and they revolted.
- (b) The huge difference in salaries and facilities between Indian sepoys and white soldiers.
- (c) Brahmins came to know that the bullets they had to bite contained cow and fig fats.
- (d) Many local kings and princes were dethroned.

Working with Language

1. (i) First man said that *they must educate their brothers*. The second man said that *they must try to improve their material condition also*. The third man suggested that *for that they must convey their grievances to the British Parliament*.
(ii) The first soldier said that *the white soldiers got huge pay, mansions and servants*. The second soldier remarked that *they got a pittance and slow promotions*. The third soldier asked *who the British were to abolish their customs*.

Speaking and Writing

1. First farmer : "The British are taking away all my crops."
Second farmer : "They have done the same to me. Now they threatening me with imprisonment as they say I still have arrears to pay."
First farmer : "The British buy cotton from us at very cheap rates and sell it at high prices to the weavers. This way, they are ruining both the farmers and the artisans."
Second Farmer : "The rains have failed too. Now we will have to face with famines on one hand and tax debts on the other."
First farmer : "How do we survive ? We grow food and toil hard but our children remain hungry."
2. (i) • The fox is in the well. • The fox fell into the well accidentally. • The fox is thinking of a way to get out of the well. • The visitor is a goat. • She wants to know if the water in the well is sweet. • The fox replies that the water is indeed very sweet. • The goat jumps into the well to drink water. • The goat is in the well now.

- The fox is out of the well now.
- The goat is thinking about her mother's advice.

(ii) The Wily Fox

One day a fox was wandering in a forest. By accident, the fox fell into a well. It tried to think of a way to get out of the well but failed. Then a goat came to the well. She was thirsty and wanted to drink water. She asked the fox if the water of the well was sweet. The cunning fox immediately thought of an idea that would help it in coming out of the well. It told the goat that the water of the well was very sweet. The goat being unaware of the fox's intentions, jumped into the well. As soon as she was in the well, the fox climbed upon her back and jumped out of the well in a flash.

Now the goat was in the well and the fox happily walked away. The goat regretted her haste in believing the fox and recalled her mother's words, "Be careful how you take the advice of people you don't know"

- History is about past events, personalities and situations. Visuals and comics, when used in imparting history lessons in class, allows students to experience the past. History becomes alive and interesting with the aid of comics and visuals. A picture is worth a thousand words, and this is nowhere more true than in presenting an historical period before students, in the form of comics and visuals either taken from the Internet or other sources.
- Refer to your history book and compare the comics in this chapter with the lessons given in the history book. Name the history textbook chapters and note how information has been selectively taken from them for this comics lesson.
- Attempt yourself, taking help of your Art teacher.

Other Exercise**Objective Type Questions**

- (d), 2. (b), 3. (a), 4. (c), 5. (a).

Short Answer Type Questions

- The period between 1757 to 1857 is depicted in this lesson.

- The British began extending their power in India in the mid-eighteenth century.
- The British were able to subdue the Indian princes on account of their superior weapons and the princes' own short-sightedness in taking help of the British to resolve their quarrels.
- The British territory in India in 1765 extended across the state of Bengal, which included modern Bihar, West Bengal, Bangladesh, entire North-east and Odisha.
- His bravery made Tipu Sultan different from other Indian rulers.

Long Answer Type Questions

- There were two different reactions among the Indian people. One section was happy with the rise of British power and saw them as saviours who would put an end to the constant fighting between native princes. They were fed up of the rulers who were busy in their pleasures, and neglected administration. The coming of the Britishers brought some order and peace which this section welcomed. The other section, however was of the view that the British were after their lands and enslaved the people.
- Ram Mohan Roy was an educated and enlightened man who fought against the evil practices. He deplored such ills as child marriage, untouchability, oppression of women, Sati custom, and the belief that crossing seas made one lose one's religion. He exhorted people to shun these practices and develop self-respect. He asked people to remember the country's great culture and be proud of it. He wanted people to think and learn scientifically, logically and practically. He himself crossed the sea to visit England and studied the factors that made the British so powerful.
- The British initially came to India as traders, but gradually after the decline of the Mughal Empire, they began to gain political and territorial prominence. The constantly quarrelling Indian rulers helped them to employ the policy of divide and rule. Their superior weapons and

better planning put them much ahead of native rulers who had no vision and policy beyond their own narrow interests.

Economically, they drained India of its wealth and resources. They sent raw materials to England, and imported these back to flood the markets in India. Native industries collapsed as a result.

Thus, while the British became wealthy, the native population died of starvation and famines, since Indian farmers were so heavily taxed that they abandoned their fields. Thus, the British exploited India and its resources, earned huge profits, used the funds to further strengthen their army and gain control over the entire country.

4

Bepin Choudhury's Lapse of Memory

Comprehension Check (Page 46)

1. The man said that Bepin Babu had been in Ranchi for a week. When Bepin Babu said he hadn't, he stared at Bepin Babu in disbelief.
2. Bepin Babu said that he had gone to Kanpur in Puja with a friend in October 58.
3. Parimal Ghose knew that Bepin Babu had no children. He had lost his wife. His only brother died insane. He disliked hotel food.

Comprehension Check (Page 49)

1. Bepin Babu was worried to think how a stranger could know so much about him.
2. Bepin Babu decided to ring Dinesh Mukherjee, who was with him in Ranchi at that time, to know who was right.
3. Bepin Babu hesitated to ring up to Mr. Mukherjee because he might conclude that Bepin Babu was going mad. He did not want to fall in a ridiculous situation. He finally decided to phone Dinesh Mukherjee because he was very upset with this situation.
4. Mr Mukherjee confirmed on phone that Bepin Babu was there in Ranchi in 58. It made him more worried. He even lost his appetite.

Comprehension Check (Page 52)

1. Chunnilal was Bepin Babu's old friend of school. He was undergoing a rough time. He wanted some help about a job from Bepin Babu.
2. After knowing Bepin Babu's illness, Dr Chanda was puzzled because it was the first case of this type for him. Bepin Babu

had forgotten nothing except his trip to Ranchi. This was unusual about his loss of memory.

Comprehension Check (Page 54)

1. No, Bepin Babu hadn't lost his memory. Actually it was a trick played on him by his old school friend Chunilal. He wanted to teach Bepin Babu a lesson. Bepin Babu had never been to Ranchi, as he had said in the beginning.
2. Bepin Babu changed a lot after becoming rich. Chunilal was facing financial problem those days. He played this trick on Bepin Babu to teach him a lesson. Chunilal had no money, but he had power of imagination.

EXERCISE

Working With the Text

1. Bepin Babu was doing a responsible job in a big firm. He never got anything wrong in the 25 years of his service. He had a reputation of being a tireless and conscientious worker. These sentences support him as a serious and hardworking man.
2. Bepin Babu changed his mind because he thought Chunilal could tell him something about Ranchi trip. This meeting made him more worried and miserable. Chunilal said that it was he who had done Railway booking for his Ranchi trip.
3. On reaching Hudroo falls Bepin Babu did not find anything which could remind him that he had visited this place earlier also. He thought he had no hope left. For regaining his memory. He would end up in

an asylum. It led him to a serious stress. So he lost his consciousness there. While walking he might have fallen down also.

4. On knowing that he was tricked by Chunilal, Bepin Babu must have laughed at his folly. He must also have regretted for neglecting a friend of him.

Working with Language

1. (i) have to (ii) had to (iii) had to (iv) had to (v) have to (vi) has to (vii) had to.
2. (i) at/from close quarters = (very near)
(ii) break into a smile = (smile suddenly)
(iii) carry on = (continue)
(iv) have a clean record =
(have no record of offences or crimes)
(v) beat about the bush =
(not straight forward)
3.
 - (i) Bepin Babu has worked here since 2003.
(Column B)
 - (ii) Chunilal has written to a publisher.
(Column B)
 - (iii) I have seen this movie already.
(Column B)
 - (iv) I have visited Ranchi once before.
(Column B)
4. (i) Stop *beating about the bush*, and tell me what you want.
beating about the bush = not to say something exactly.
(ii) If you don't *pay attention* to the announcement, you might board a wrong train.
pay attention = listen carefully
(iii) The villagers tried to *pin the crime* on the young woman.
to pin the crime = to accuse someone for the crime.
(iv) Bepin Babu loved telling people that he was *under doctor's order* to eat early.
under doctor's order = under instructions of someone (doctor here)
(v) The teacher *raised his eyebrows* when the students said that they had revised all their lessons.
raised his eyebrows = to look at someone in surprise or in anger.

Speaking and Writing

1. Bepin Babu would have been very relieved

to learn that he was in good mental health and his memory was indeed intact. However, the revelation must have angered him and made him rebuke Chunilal for his cruel joke that had put him through so much agony and distress. Nevertheless, being a man of understanding and reason, Bepin Babu must have also realised his mistake in being so insensitive and neglectful about an old friend's genuine need. In all probability, Bepin Babu must surely have decided to help Chunilal in getting a suitable job.

2. 15, Chowringhee Lane
Calcutta
September 21, 2016
Dear Chunilal

I received your letter yesterday and I am very thankful to you for setting my fears at rest. In fact, I have been in great distress for the last few days worrying about losing my mental abilities. Though I feel your practical joke was a bit cruel, I can forgive you because I can understand your resentment at my uncaring behaviour. You sought my help and I did not pay heed, engrossed comfortably in my own secure existence. I deeply regret my thoughtlessness and seek your forgiveness. Can you come over this Saturday evening for dinner? We'll sort out the matter in getting you a suitable job and see how you could be employed gainfully at the earliest. My sincere apologies once again
Yours affectionately
Bepin Choudhury

Or

Once, I was unable to attend school for a day due to illness, my best friend and classmate called me up in the evening to inform me of the science test that was to be held the next day. I prepared for it. But the next morning I was informed by my friend that the test was for maths and not science. It was a mistake. I was horrified. It was five in the morning. How could I prepare for the maths test in one and a half hour! Nevertheless, I did what I could. The test went well and I scored good

marks. When I talked to my friend about the mix up, he smiled at me and said, "I did it knowingly, Amol. In fact you are very intelligent."

Other Exercise

Objective Type Questions

1. (c), 2. (a), 3. (c), 4. (d), 5. (c).

Short Answer Type Questions

1. Bepin Babu was an avid reader. He visited Kalicharan's book shop every Monday to buy as many books as he would read over the week.
2. Bepin Babu loved to read crime stories, ghost stories and thrillers. He read at least five books every week.
3. The fact that Bepin Babu lived alone, did not mix with people much, didn't have many friends and avoided idle chat conveys that he was not socially very active.
4. Bepin Babu had hurt his knee when he fell down at Hudroo Falls in Ranchi, according to Parimal Ghose.
5. According to Parimal Ghose, Bepin Babu had an argument with Dinesh Mukerji about the moon landing.

Long Answer Type Questions

1. Parimal Ghose succeeded in sowing seeds of doubt in Bepin Babu's mind by confidently providing specific and detailed information about Bepin's supposed trip to Ranchi in 1958—something Bepin Babu had no memory of. He mentioned personal details like Bepin's fall at Hudroo Falls, his preference for books instead of sightseeing, and even the fact that he had consulted a doctor named Chunnilal. These convincing and precise references made Bepin Babu question his own memory and begin to fear that he was suffering from memory loss.
2. The meeting with Parimal Ghose deeply disturbed Bepin Babu. Ghose's confident and detailed account of a Ranchi trip Bepin couldn't recall made him doubt his memory and fear he might be losing his mind. This fear was further strengthened when he called Dinesh Mukerji, who also

confirmed the Ranchi trip, increasing Bepin's confusion and anxiety. Later, his meeting with Chunnilal, who vividly remembered lending him books for the Ranchi trip, added more weight to the claim. These consistent confirmations from different people convinced Bepin that he was indeed suffering from a serious memory lapse, intensifying his distress.

3. Three people, two of them he knew personally, had confidently asserted that Bepin Babu had indeed visited Ranchi in 1958. Bepin could not remember a single thing about the trip which was said to have been fairly recent. This produced great distress in Bepin's mind. He began to doubt his mental abilities, his will to work, his balance of mind. In fact his entire reputation and career was at risk if he really was losing his mind. These thoughts frightened him for the first time in his life. The thought of ending up in a mental asylum like his only brother who'd died insane, further agonised him. He was completely shattered by the time he returned from his Ranchi visit.

• The Last Bargain

EXERCISE

Working with the Poem

1. The poet himself in disguise of a hired workman is the speaker of the poem.
2. (ii) power.
3. The speaker didn't need money. He valued freedom more than being a slave for money. So he turned down the offer.
4. (i) I hire you with nothing.
(ii) Her smile paled and melted into tears.
(iii) But his power counted for naught.
5. The speaker felt joy, satisfaction and freedom after talking to the child on the beach.

Other Exercise

Short Answer Type Questions

1. The man was calling out aloud as he was in dire need of work and wanted someone to hire his services.

2. A king passing by in his chariot offered him job first.
3. The king offered to buy the man's services with his power.
4. The king's offer did not appeal to the man because he knew power and authority was temporary and corrupting.
5. The lane was deserted and the doors of houses were shut.

Long Answer Type Questions

1. The man refused both the offers, though these were quite alluring. He understood the fact that wealth and power were not forever. Moreover, they had a corrupting

effect which remained even after wealth and power left a man. He wanted something more substantial that would last a lifetime.

2. The maid's offer did not appeal to the man since it was not genuine. She showed happiness with a smile, when in fact she was sorrowful. Her smile was false. And since no one wants sorrow in return for his labour, the man refused her offer. On the other hand, the child's offer was made sincerely. It gave him goodwill and good cheer—something he could use lifelong. Thus, he accepted the child's offer readily.

5

The Summit Within

Comprehension Check (Page 65)

1. (iii) jubilant and sad.
2. (ii) humility and a sense of smallness.
3. items (ii), (iii) and (iv) are not relevant.

EXERCISE

Working With the Text

1. (i) The writer has qualities of endurance, persistence and will power that played a major role in his climb.
(ii) Every adventure is risky. Yet people find pleasure in it. It is so because it gives them a satisfaction on physical, emotional as well as spiritual level.
(iii) Mount Everest, by its beauty, aloofness, might, reggedness, and the difficulties encountered on the way, drew the author to it. It posed a challenge to him. He found this challenge irresistible.
(iv) Conquering summit is a great physical achievement. At the same time, it gives the climber emotional and spiritual satisfaction also. Climbing a high peak satisfies man's eternal love for adventure.
(v) This emotion is humility.
(vi) The members of the team left following symbols of reverence on Mount Everest :
(a) a picture of Guru Nanak
(b) a picture of goddess Durga
(c) a relic of Buddha.

(vii) The writer's experience taught him the sense of inspiration to face the difficulties with strong determination. It also taught him to look within.

2. (i) One who has been to the mountains is never the same again.
(ii) It is a pleasure to face challenges successfully.
(iii) Nature's beauty can be best seen in its mountains.
(iv) Climbing the mountains was a worthwhile experience.
(v) Mountains are a means of communion with God.

Working with the Language

1. (i) at once, (ii) at all, (iii) at first sight, (iv) at such a low ebb, (v) at hand.
2. (i) endure endurance
(ii) persist persistence
(iii) signify significance
(iv) confide confidence
(v) maintain maintainance
(vi) abhor abhorence
3. (i)

A	B
remote	= far away from
means	= method(s)
dominant	= most prominent
formidable	= difficult to overcome
overwhelmed	= be overcome/ overpowered

- (ii) (a) formidable (b) means (c) remote
(d) Overwhelmed (e) dominant.

Speaking and Writing

A Visit to Kumaun Hills

Last year my friends and I made a trip to the Kumaun Hills. It was my first experience in mountains. The very first distant view looked unreal—a blue horizon in the sky—that slowly turned into lush green mountains jutting straight up from the earth. As our bus went up the winding mountain roads, the sights were breathtaking. There were spiralling waterfalls and stepped fields where peasants were working. The greenery was amazing, when we stopped for a cup of tea at a roadside stall. There we saw very tall pines and deodars, flowering rhododendrons, countless ferns and velvety grass. The mountain lake at the resort, we stayed at, was almost a mile across, very clean.

The scenery was a fairy-tale one, as if nature had decided to shed its shyness and come out all adorned. The sight of majestic mountains towering above us, made us feel very small. Nature manifests itself in its divine form through mountains—and makes us feel the presence of God.

Other Exercise

Objective Type Questions

1. (c), 2. (d), 3. (a), 4. (c), 5. (d).

Short Answer Type Questions

1. The author had climbed the highest mountain peak in the world. There was nothing higher to climb for him. This was the ultimate he had achieved.
2. The fact that having climbed to the highest point in the world, all roads now would lead downwards. This thought made him sad.
3. The experience of climbing a mountain changes a person completely. He is never the same again.
4. The author defines the other summit as the 'summit of the mind' which is as difficult and daunting to climb as Everest.

5. The author's physical self is thankful to God that the climb is finally over and no more pain and suffering is to be undergone.

Long Answer Type Questions

1. A person experiences many feelings when he reaches the summit of a mountain. He feels relief, boundless joy, infinite peace and above all an overwhelming sense of humility. The sense of accomplishment is complemented by a touch of sadness at having completed an arduous but fulfilling journey. Thankfulness to God and a feeling of communion with Him give full satisfaction to the climber. He feels completely changed, ennobled and enriched from the experience.
2. The author's reasons for climbing mountains are many. First, the very challenge of climbing a mountain, the obstacles it presents and overcoming these obstacles with the qualities of endurance, persistence and will power is reason enough to attempt the task. Second, his love for mountains since his childhood draws him to them. He finds climbing mountains a means to communicate with God. Climbing Everest is particularly fascinating to him since it is the highest, the mightiest and the most difficult and arduous to climb. It gives him an incomparable sense of satisfaction.
3. No climber can ascend a high mountain peak by himself. Climbing involves teamwork and perfect understanding between climbing companions, where each person depends on others for safety, encouragement and emotional and physical support. Climbing comrades draw inspiration from one another when they are too exhausted to continue. They put their lives in one another's hands countless number of times. They take one another's help in holding the rope, fixing it, cutting steps in hard ice and negotiating tricky slopes. All this makes companionship strong and meaningful.

• The School Boy

EXERCISE

Working with the Poem

- I love to rise in a summer morn
 - the birds sing
 - O ! what sweet company
 - And the skylark sings with me
- drives all joy away
 - under a cruel eye outworn
 - in sighing and dismay
- (iii) the dull/uninspiring life at school with lots of work and no play.
- (ii) Nor can I learn anything at school though teachers go on lecturing and explaining.

Comparison : The two poems convey the same message, though in different ways. In the poem 'The School Boy', the poet presents the unhappiness of a child who is deprived of his natural communion with nature's beauty. He is denied gaiety and is burdened with books and school work. The rote of learning is dull and depressing to the child. The poem 'The One Furrow' describes how the poet studied at school in his childhood and then went into the world as a young man. Both at school and afterwards in the world, where he found no peace or joy or rest.

Other Exercise

Short Answer Type Questions

- The child loves to rise in the summer morning when birds sing on trees. He

6

This is Jody's Fawn

Comprehension Check (Page 74)

- Jody's father had been bitten by a rattle snake.
- They used doe's heart and liver to draw out poison to save Penny's life.
- Jody wants to bring it home because after the death of its mother, it might die of hunger in the forest.

loves to sing with the skylark and enjoy the joys of being one with nature.

- The hunter is far away in the woods. He blows his horn, the sound of which pleases the child.
- Going to school in the lovely and lively morning depresses the child.
- The teacher is described as being unsympathetic with the child's need for freedom and happiness.
- The child spends the day in school disappointed and sad.

Long Answer Type Questions

- The poem dwells upon the dilemma of a school boy, a child, who is so burdened with books and the worries of dull, relentless learning, that he forgets his childhood and the joys associated with the most beautiful phase of one's life. He spends the day, weighed down by the teacher's disciplining and demands of studies. He is depressed and sorrowful in school and yearns for the lovely companionship of nature's beauty which sets him free of all worries.
- In the poem the poet compares the child to a caged bird. Because, like a bird trapped in a cage that cannot sing joyfully, the child is forced to stay indoors in school, away from the freedom and joy of nature. The poet believes that this restricts the child's natural growth, creativity, and happiness. Just as a caged bird loses its song, a child loses his spirit when denied the freedom to learn and grow naturally.



Comprehension Check (Page 76)

- He knows that the spots of a male fawn are in a line. So seeing the spots on the fawn, he comes to know this.

Comprehension Check (Page 76)

- Jody didn't want Mill-wheel with him because if the fawn was dead or could not be found, he didn't want to show his disappointment. The second reason was

that if fawn was there, the meeting would be so lovely and so secret that he wouldn't like to share with anyone.

2. Mill-wheel was afraid to leave Jody alone because he might get lost or got bitten by the snake.

Comprehension Check (Page 79)

1. Jody looked for the fawn in the forest. He found it there. Then he took it in his arms carefully and carried it back home.
2. (i) The touch of the fawn made him delirious.
(ii) As though the fawn were a china deer.
(iii) He was light-headed with joy.
3. Jody dipped his fingers below the level of milk and the fawn sucked his fingers.
4. The fawn wasn't able to follow Jody up the steps because its legs were very weak.

EXERCISE

Working With the Text

1. The fawn was the baby of the doe, which they had killed to draw out poison to save Penny. It would be ungrateful to leave the fawn to starve. So he allowed Jody to go.
2. Doc Wilson meant that Penny must pay back to the doe. They had killed her to save Penny. They could bring up her fawn in return.
3. Jody looked after the fawn very lovingly. He gave it the milk of his share and fed it like a mother.
4. She feels worried to think that Jody is planning to bring the fawn at home. She reacts in this manner because she dislikes the idea of a fawn at home. She also does not want to spend her money on a fawn.

Working With Language

1. (i) Penny asked his son if he really wanted it.
(ii) Mill-wheel asked if he would ride back with him.
(iii) He asked Mill-wheel if he thought the fawn was still there.
(iv) He asked Mill-wheel if he would help him find him.
(v) He asked if it was up there that Pa had got bitten by the snake.

2. (i) Intransitive (ii) Intransitive (iii) Transitive (iv) Transitive verb (v) Transitive (vi) Intransitive (vii) Transitive (viii) Transitive (ix) Transitive (x) Transitive (xi) Transitive (xii) Intransitive (xiii) Transitive (xiv) Transitive (xv) Intransitive
3. clearing, close, draw, light, make, parted, pick, scrawny, sweet, wonder.

Some of the idioms and phrasal verbs connected to these words are -

- make hay while the sun shines
- to make castles in the air
- according to one's sweet-will
- close-up, close-share
- draw-back, a nine day's wonder

Speaking

1. Animals are also living beings. They also have right to live as humans do. So it is not right and justified to kill an animal to save a human life.
2. I am very fond of animals and feed stray dogs, cows and birds whenever I can. If I find a tiny one such animal, on my doorstep, either hurt, weak or too young to fend for itself, I will certainly keep it as a pet. I will care for it with whatever resources I have. I will rear it up as part of my family. Persuading my parents won't be very difficult since both of them are animal lovers, though mother is very particular about hygiene and cleanliness. But I will convince her by saying that I myself will look after its needs and keep its place clean.

Writing

1. I have a new pet, a little two-months old pomeranian. It is fluffy, slightly off-white in colour with shiny black eyes and little frisky ears. I have chosen a dog as pet because it is loyal, lively, playful and man's best friend. I've named my pet 'Prince'. It runs around the lawn excitedly when he is in a playful mood and hides bones in unimaginable places. But when guests come over, he gets very excited and becomes disobedient to an extent. Prince, though makes it up

afterwards, obeying every command precisely. With all his mischief and misbehaviour, Prince, nevertheless, is the apple of our eyes.

2. (i) Some natural resources that we use are : fossil fuels, minerals, precious metals, water, air, soil (to grow crops), forests, etc.

(ii) **Our Relationship with Nature**

All living beings on earth depend on nature for their survival. Our planet is the only one in our solar system that has all the necessary resources to support life in various forms. Nature provides us food to eat, air to breathe, water to drink. The minerals we get from inside the earth enable us to build the houses industries, transport, appliances and all luxurious items that we enjoy. All that we see in our home and outside, are gifts of nature—directly or indirectly.

Animals have lived with nature as a part of it in perfect balance. We need to respect our support system that nature provides us— with care, economy and awareness— if we want to flourish as a species. At last, we must protect our environment for our own safety.

3. In fact all snakes are not poisonous, there are very few which are.

A snake-bite should be treated immediately. One must tie the place tightly just above the mark where the snake has bitten. It is to stop the poison from spreading to all parts of the body. The site of the bite must be washed with an anti-septic. A small cut can also be made at the biting place to let out the poisoned blood. However, immediate medical care must be sought out after administering this first-aid. Nowadays, effective anti-venom drugs are available in all hospitals to treat snake-bite successfully.

Other Exercise

Objective Type Questions

1. (d), 2. (d), 3. (d), 4. (b), 5. (c).

Short Answer Type Questions

1. Jody had seen its mother being killed to save his father from the snake's poison.

He had seen the fawn left all alone, a helpless prey to starvation. He kept thinking of it since that moment, worrying about its safety and well-being.

2. Yes, Penny was safe, though weakened by the poison.
3. Penny's eyes were still affected by the poison; its pupils were dark and dilated.
4. He meant that death had left him, probably because it had gone to steal someone else's life, instead of his.
5. Penny was proud of Jody because he had remained calm and alert to help Penny when he was bitten by a rattlesnake.

Long Answer Type Questions

1. Jody, though quite young, displays maturity and wisdom beyond his years. First of all, he shows concern for the fawn which has been left alone and helpless in the woods. He takes the initiative to bring the fawn home as he realises it would not survive without its mother's milk and would be an easy prey for wild animals in the woods. Earlier, he remained calm and alert when his father was bitten by the rattlesnake and did what was needed to save his life. He decides to give his own share of milk for the fawn and rear it himself. Finally, the way he teaches the fawn to drink milk from the gourd by himself, shows his knowledge about animals, his presence of mind and his patience, which is rarely found in a boy so young.
2. Jody's father Penny was worried about the helpless fawn and didn't want it to starve in the woods. He felt grateful to the doe for saving his life and thought it right to repay the obligation by rearing its fawn. Mill-wheel gave his silent assent to Jody's proposal by offering to ride him to the woods and help him find it. Doc Wilson asserted that nothing is free in life and Jody's family has to pay the price of killing the doe to save Penny's life, by rearing its fawn and caring for it. Jody's mother too, felt indebted to the doe but was uncertain about rearing the fawn for she knew it had to be fed on milk alone for some time.

They had milk only for Jody to drink and for their own use. When Jody proposes to give his own milk to fawn, she gave her assent to Jody's proposal.

3. Right from the moment the doe was killed and Jody saw the fawn close by, he could not stop thinking about it. He persuaded his parents to let him bring it back home and care for it. He even proposed to forgo his own share of milk to feed it and

undertook to rear it himself. When he touched the fawn in the woods for the first time, he felt a strange, unbreakable bond with it. He handled the fawn with great care, so as not to alarm it. He carried it all the way back from the woods, not caring for his exhaustion. Reaching home, he lovingly feed it and was ecstatic when it sucked his fingers.



7

A Visit to Cambridge

Comprehension Check (Page 87)

1. I. (iii) Cambridge was the real England.
2. (ii) from outside a phone booth.
3. (ii) he forced the scientist to use his voice synthesiser.
4. (i) shifting in the wheel chair, turning the wrist.

EXERCISE

Working with the text

1. (i) Yes, the author felt nervous as well as surprised because he was going to meet a famous book-writer who was a completely disabled scientist also.
(ii) Yes, he felt very excited at the same time. It was so because Stephen Hawking was totally paralysed, still he had made great achievements. He had become the successor to Isaac Newton at the University of Cambridge.
2. The writer must have put a tag question—You've been very brave, haven't you ?
3. The writer agrees with Stephen Hawking. He knows a disabled person has no choice but living creatively.
4. Stephen's anguish was that he found it difficult to find the right words on his computer. He felt frustrated and tired.
5. It was Hawking's frankness that endeared the writer to say so. Without being sentimental or silly, he declared that he was annoyed when somebody came to disturb him in his work.
6. The most beautiful sentence in the description is—"Before you, like a lantern whose walls are worn so thin you glimpse only the light inside, is the incandescence of a man."
7. (i) If 'the lantern' is the man, 'the body' is its walls.
(ii) Within the thin walls is housed the eternal soul, the incandescence.
(iii) The writer draws the conclusion that inside our body is eternal soul. Everything else is an accessory.
8. The scientist Stephen Hawking's message for the disabled is that they should concentrate on what they are good at. They should make the best use of them and thank God.
9. The writer supports Hawking's thought that the disabled people must not try to overreach themselves. The writer once tried to play a big guitar. He was unable to learn to play it, One night he destroyed it by breaking its wires.
10. The writer expresses his gratitude to Stephen Hawking for allowing the writer to talk to him. Moreover the writer is grateful to this scientist for giving him strength and confidence to be brave and to live creatively.
11. (i) There was his assistant on the line and I told him that I had come in a wheelchair from India.
(ii) You get fed up with people asking you to be brave as if you have a courage account on which you are too lazy to draw a cheque.
(iii) There he was tapping at the little switch in his hand, trying to find the words on his computer.

(iv) You look at his eyes which can speak and they are saying something huge and urgent, it is hard to tell what.

(v) It doesn't do much good to know that there are people smiling with admiration to see you breathing still.

Working with the Language

- (i) traveller, (ii) guidance, (iii) successor, (iv) paled, (v) chaired, (vi) truly, (vii) drawn
- read/session a reading session
smile/face a smiling face
revolve/chair a revolving chair
walk/tour a walking tour
dance/doll a dancing doll
win/chance a winning chance
- (i) He has two brothers. Both are lawyers.
(ii) More than ten persons called. All of them wanted to see you.
(iii) They all cheered the team.
(iv) Both her parents are teachers.
(v) How much have you got ? Give me all of it.
('Both' is used for the sense of two. 'All' is used for more than two.)
- (i) fastest, (ii) most interesting, (iii) easier, (iv) short, (v) late, earlier.

Speaking and writing

- Do yourself.
- artist mistake accident
moment compare satisfy
relation table illegal
agree backward mountain

3. Don Vosco School, Mathura NOTICE

Found-Found-Found

September 14, 20__

A wrist watch has been found in the playground during the school recess by the undersigned. The 'Titan' watch has a golden dial with a brown leather strap. The rightful owner of the watch can contact the undersigned during school hours.

The student laying claim to the said object should bring its sale receipt, and/or mention its brand name for verification.

Amit Sharma
VIII B

Or

Journalist : What is the population of your village and how many brick-built houses does it have ?

Sarpanch : About three thousand people live in the village and there are about three hundred and fifty brick-built houses in it.

Journalist : What are the main occupations of the villagers ?

Sarpanch : Most of the villagers are farmers while some are traders and artisans.

Journalist : What are the water sources available to the villagers-especially for potable water ?

Sarpanch : We have many handpumps and very few wells for potable water and domestic needs. For irrigating our fields, two government tube-wells are available.

Journalist : What about electricity in the village?

Sarpanch : Near about all the houses in village are electrified. But power cuts are very frequent.

Journalist : How many homes in your village have proper toilets ?

Sarpanch : About half of the homes have proper toilets with septic tanks. The rest of the homes are being given loans to build toilets by the government.

Journalist : How many schools are there in the village ?

Sarpanch : We have a primary school and one secondary school in the village. Both are under government and about 80 per cent of the children in the village attend school regularly.

Journalist : Do you have any medical care facility here ?

Sarpanch : Yes, we have a Primary Health Centre in which there are one doctor, two nurses and a compounder along with the cleaning staff. Ambulance service is also available for emergency.

Journalist : What, in your view, is the most urgent need for the village at present?

Sarpanch : We urgently need a senior secondary school, a few more tube-wells

and enhanced medical facilities in the village.

Other Exercise

Objective Type Questions

1. (c), 2. (c), 3. (b), 4. (c), 5. (c).

Short Answer Type Questions

1. The author's meeting with Stephen Hawking changed his perception of Cambridge from being a representation of England to the place where this great scientist lived and worked.
2. The guide described Stephen Hawking as a completely disabled man who was a physical ruin, but who had a brilliant mind and held the Isaac Newton Chair at the university and who was a deserving successor to Isaac Newton.
3. Stephen Hawking is the greatest living astrophysicist in the world and the author of the best-selling book, 'A Brief History of Time'.
4. The author told Hawking's assistant that he had come in a wheelchair from India to write about his travels in England, and that a ten-minute meeting with the great scientist would be sufficient.
5. The author thinks so because it makes one realise one's own potential and inspires one to make more efforts than previously thought possible.

Long Answer Type Questions

1. The author did not plan the meeting with Stephen Hawking. He had gone on a tour to Britain and aimed to write about his

travels there. His Cambridge walking tour was part of his schedule. It was when his guide told him about Stephen Hawking's presence in Cambridge that the author realised he had to meet him, if only for a few minutes. He then phoned up Hawking's house and sought an appointment with the scientist. Hawking's assistant considered his request and scheduled half an hour for the interview—from three-thirty to four. Thus, the author was able to meet Hawking personally.

2. Stephen Hawking, the greatest living astrophysicist, is also a physically disabled man, suffering from an incurable and irreversible form of paralysis that does not allow anybody movement, except a little movement in his fingers. He cannot speak either and uses a voice synthesiser and a computer to communicate.

Though physically disabled, he possesses one of the most brilliant minds of his generation by writing some best-selling books on the subject in the layman's language. He detests people patronising him, and asking him to be brave. He dislikes being seen as an inspiration for others. He doesn't find anything ennobling or good about being disabled, but does agree that people have an unexpected degree of kindness in them. He advises the disabled to focus on what they are good at. Hawking is a very intelligent, dignified, self-respecting and practical-minded person.

8

A Short Monsoon Diary

Comprehension Check (Page 94)

1. The author is not able to see Bijju because of the mist. It has blocked the vision. He can hear Bijju's voice but cannot see him.
2. As the mist comes up, all the birds stop singing. It makes the hills silent. The mist covers the hills, so they cannot be seen.

Comprehension Check (Page 97)

1. Monsoon season begins in the end of June and ends in the last of August. We keep

umbrellas, rain coats ready to face the monsoon. We also make necessary arrangements to keep insects and mosquitoes away.

2. The author describes Mussoorie hill station in this diary.
3. It rains non-stop for about nine days. The author walks through the room, looks out of the window to see umbrellas and late monsoon flowers.

4. Snakes and rodents take shelter in roofs, attics, and godowns, because their holes are overflowed with rain water.
5. The author received a cheque in the mail.

EXERCISE

Working with the text :

1. In June it was early monsoon. The rain water was warm, not much cold at high altitude. Mist covered the hills. In August, it rained non-stop for eight or nine days. There was no storm, no thunder, just the steady swish of a tropical downpour. In March the black clouds covered the hills and it hailed marbles. Then the sky was clear and a rainbow appeared.
2. It is believed that 'Chuchunder' (shrews) bring money and are lucky. So the grandmother asked the children not to kill it.
3. The greenery is at its peak. Late monsoon flowers like—balsam, dahlias, bigonia etc. begin to appear on hillsides. The seeds of cobra lily turn red. These signs show that monsoons are about to end.
4. (i) there is mist everywhere.
(ii) a paradise that might have been.
(iii) lifting a dog Biju's mother approached screaming imprecations.
(iv) they are bright red coloured.
(v) ground orchids, mauve lady's slipper and the white butterfly rear their heads together.
(vi) their holes are flooded with rain water.
5. (i) The roof of the house is corrugated tin and has bends like a wave. So the leaks are not even and so the writer has used the word 'springing'.
(ii) The writer is not getting completely wet by the rain as he is in the house. So he is untouched by the rain.
(iii) The roof of the house is leaking and rain water is coming inside. Although he is not getting wet but is still in touch of rain. He is enjoying the rain too.
6. When there is endless rain for days together, we are unable to go out and life becomes difficult. Everything gets wet and damp. Weather gets cold. Insects, snakes rodents enter houses to take shelter.

7. Cobra lily is a flower of monsoon. At the beginning of the monsoon, it is the cobra lilies that rear first, and at the end of the season their seeds start turning red. It signifies that monsoon is coming to end.

Working with Language

1. Some other words also can be added to above list. These are : Rainwater, fog, overcast, damp, soggy, raincoat, darkness, leaks, greenery, thunder, hailstorm, lightning etc. are some other such words.
2. (ii) The traffic stopped. Some people were sitting on the road and they were shouting slogans.
(iii) I was wearing my raincoat. It was raining and people were getting wet.
(iv) She saw a film. She narrated it to her friends who listened carefully.
(v) We went to the exhibition. Some people were buying clothes while others were playing games.
(vi) The class was quiet. Some children were reading books and the rest were drawing.
3. (a) to fall in small drops drip
(b) to make a sound by hitting a surface repeatedly drum
(c) to move quickly through the air, making a soft sound swish
(d) harsh sound made by birds caw
(e) ringing sound (of a bell or breaking glass etc.) tinkle
- (ii) (a) drummed, (b) dripped, (c) swished, (d) tinkle, (e) caw.
4. (i) sure enough, (ii) big enough, (iii) colourful enough, (iv) brave enough, (v) anxious enough, (vi) kind enough, (vii) serious enough, (viii) foolish enough, (ix) fair enough.

Speaking

1. No, I don't believe in superstitions. It is because they have no scientific base or proof. The ignorant and conservative people follow them. Some superstitions are—
 1. Stop if a black cat crosses your path.
 2. An owl is ominous bird.
 3. Shrews are lucky.

2. ● In the lesson, birds such as scarlet minivets, drongos, tree creeper, whistling thrush and crow are mentioned.
- In my neighbourhood, I can see the mynah, pigeon, the cuckoo, parrots and brown field partridges.
 - Once could we spot a number of sparrows, owls, vultures and crows in our neighbourhood, but rarely we can see them in our surroundings these days.
 - The reason that many species of birds are no longer seen in our courtyards, gardens and parks, etc. is the excessive use of chemicals that contaminate water and soil. They are at the verge of extinction. This has led to a rapid decline in bird population in recent years.

Writing

1. One morning during the last monsoon months, it rained very heavily for hours together and our school declared it a rainy day. A few friends and I sat down for playing carrom in my house. We were waiting for the rain to stop, it was nearly noon when the rain finally stopped. As we were walking towards the park, with football in hand, we saw a puppy helplessly struggling to pull itself out of a wide and deep drain by the roadside. We watched intently, expecting it to succeed, but it was not to be. Then I finally lay on the embankment on my stomach. My friend held my feet, while I dipped into the drain, my hands reaching for the wailing puppy, I was halfway in, my torso hanging over the rushing water, my head upside down. I grabbed the puppy's neck and slowly my friend dragged me back. Thus, we could save the puppy and that particular rainy day is unforgettable to me.

Other Exercise

Objective Type Questions

1. (b), 2. (d), 3. (d), 4. (a), 5. (c).

Short Answer Type Questions

1. The mist brings a shroud of invisibility, a strange silence and sadness to the hills.
2. The plants can sense the warmth and humidity of the early monsoon rain, and

thank its benevolence by blooming their buds to sprout flowers.

3. The leopard was attacking the cow when a woman rushed at it shouting curses. This scared the animal and it fled, aborting its attempt.
4. Scarlet minivets, though brightly coloured, manage to evade attention by remaining very silent.
5. Monsoon months bring rains and rains bring insects in plenty. Thus, the insectivorous birds have plenty to eat and feast upon.

Long Answer Type Questions

1. The monsoon makes the people mostly stay indoors and move about with umbrellas when they do have to go out. It also attracts some unwelcome visitors, like the leopard and leeches which threaten domestic animals and people alike. The landscape turns lush and vibrant, flowers carpet the green slopes, delighting the residents, and various birds sing melodies to liven up the proceedings. There is plenty to eat for the animals and birds during monsoon.
2. The monsoon is ending towards the last week of August. The cobra lily seeds turn red and now, firm and green will soon turn into yellow and shrivel up. Flowers bloom on hillsides and the foliage is at its peak. Holes and burrows are flooded with water, and snakes and rodents find shelter elsewhere. The monsoon growth is vibrant and thick. The landscape is colourful and clean, washed by the rains.
3. Winter takes away the lush greenery, the flowers and the warmth of monsoon. Animals and birds can hardly be seen, as the intense cold envelopes everything in its freezing embrace. The tender greens wilt and die, the trees lose their colour and turn grey. Birdsong is heard no more and the forest turns colourless. The author feels a strange sadness and loneliness within him. Nature has shed its joy and awaited spring to herald a rebirth.

• On the Grasshopper and Cricket

EXERCISE

Working with the Poem

1. The poem indicates the poet's imagination. The poet feels, imagines, and arranges his views in a rhymic manner. Thus a poem is short, musical, interesting, and easy to learn by heart.
2. 'The poetry of earth' is not made of words. But it is made of the chirping of birds in the trees, the songs of grasshoppers and the crickets. They sing joyfully without a long break.
3. (i) He has never done with his delights.
(ii) The cricket's song, in warmth increasing ever.
4. The opposite word of 'the frost' in meaning is warmth.
5. The two major seasons of a year are summer and winter. Both are rich in music. In summer the representative voice is that of the birds and the grasshoppers. In winter the cricket is the prime singer.

Other Exercise

Short Answer Type Questions

1. The poet describes the unending poetry of the earth, which shows itself in the various bounties of nature, through different seasons of the year.
2. Summer and its blazing sunshine silences the birds as they grow weak and are exhausted with the intense heat. Only the grasshopper chirps joyously in the meadows.

3. The grasshopper is found in the hedges in the meadow where it enjoys summer's pleasures.
4. The poem highlights the optimism and pleasure-loving nature of the grasshopper. He not only makes summer enjoyable for himself but also encourages others to be joyous and happy.
5. After frolicking it rests beneath a grassy hedge to cool down and regain energy.

Long Answer Type Questions

1. The intense summer heat compels the birds to find relief in the cool shade of the dense foliage of trees. They are silent with weakness and exhaustion. However, this doesn't dull the music of nature, as the grasshopper takes up the song in the meadows, chirping gaily and tirelessly to keep the earth's poetry alive. When tired, it rests a while under the comforting shade of a weed. After taking rest, it sings again joyfully.
2. The earth's poetry continues in harsh winter through the quiet beauty of snow, the whispering wind, and the stillness of nature. Even in silence and cold, the world speaks in icicles, frost patterns, and the soft glow of winter sunlight-reminding us that nature never truly stops singing.
3. The poem speaks of the eternal beauty of a nature, where even the harshest conditions do not discourage the creation from experiencing the pleasures of life. Keats finds the joy and simple pleasures that keep us inspired in harsh summer and winter. The poem thus inspires us to celebrate life and enjoy whatever nature provides us with gratitude and respect.

