A LETTER TO GOD

A Letter to God Summary

Lencho was a dedicated farmer. He was expecting a decent harvest. However, to his grief, a hail storm came and destroyed his harvest completely. Lencho was very sad. However, he had a strong belief in God. He was certain that God would help him. Also, he was an extremely straightforward man. Although working for a long time on the farm, he knew writing. Thus, he composed a letter to God. In the letter, he asked God to send him one hundred pesos. At that point, he went to the post office and put his letter into the post box. The postman removed the letter from the letter-box. He read the address on it and laughed very much. Also, he rushed to the postmaster and demonstrated to him that strange letter. Moreover, the postmaster also laughed in the same way when he saw the address of God. However, on reading the letter, he got very serious. He lauded this man who had unquestioned faith in God and decided to help him in terms of money. He asked the employees of the post office to give charity. Moreover, he gave a part of-of his salary too. However, they were able to collect only a little more than 50 pesos as requested by Lencho. The postmaster put the money in an envelope. It was addressed to Lencho.

On Sunday, Lencho once again came to the post-office. He asked if there was a letter for him. The postmaster took out the letter and handed it to Lencho. Lencho was not surprised after seeing the money. But when he counted the money, he became angry on God. He was sure that God could not have made a mistake. He took paper and ink and wrote one more letter to God. Then he put it into the letter-box. After Lencho had left the place, the postmaster and the employees read the letter. In it, Lencho had complained to God that he had received only seventy pesos. Also, he requested God to send him the rest of the money this time. However, he asked God not to send the money through the mail. He wrote that the post-office employees were a bunch of crooks and thus might have stolen the money.

Character sketch

Lencho Lencho is the main character of the story “The Letter to God.” He is a poor farmer who is the sole bread-earner of the family. He had faith in God. Lencho lived in a small house which was situated on the crest of a low hill in the valley. Throughout the morning Lencho sat in his house and waited for the rain to come. He wished for the rain or the shower for his field in which he had grown his crops but due to hailstorm his crops were destroyed. Lencho wrote the letter to God as he thought that he would be the only one to help him in his bad times. He wrote a letter addressing to God to send him 100 pesos so that he and his family can survive in such a difficult situation.

Postmaster - The postmaster was a fat and amiable fellow. He was a sensible and a compassionate human being who was amazed by the depth of faith in God that is shown by Lencho. Although at first he was amused by Lencho’s letter to God, he became serious and wanted to help Lencho because he didn’t want his faith to be shaken. The postmaster himself gave a part of his salary and also requested his employees and a few friends to contribute for

charity. He felt happy and satisfied when Lencho received the money. This shows that he was a kind and empathetic person as well. He loved to help others.

1. MULTIPLE CHOICE QUESTIONS:

Read the following questions and choose the best option as answer:

1. Lencho was a farmer.
   1. content (ii) greedy (iii) hard working (iv) satisfied
2. Lencho calls the big rain-drops \_\_\_\_\_\_\_\_\_\_
   1. gold coins (ii) 5 pesos (iii) silver coins (iv) money

## Who sent the money to Lencho?

* 1. postmaster (ii) God (iii) relatives (iv) well wishers

1. The postmaster- a fat, amiable fellow. AMIABLE means
   1. unsociable (ii) friendly (iii) manner less (iv) charitable
2. “experiencing the contentment of a man ……”. The underlined word means \_\_\_\_\_\_\_\_\_\_\_\_\_
   1. disgust (ii) derision (iii) ridicule (iv) satisfaction
3. REFERENCE TO CONTEXT:

Read the following extracts carefully and answer the questions that follow.

* 1. *“Not a leaf remained on the trees. The corn was totally destroyed. The flowers were gone fromthe plants. Lencho’s soul was filled with sadness. When the storm had passed, he stood in the middle of the field and said to his sons. “A plague of locusts would have left more than this. The hail has left nothing’.*

1. Describe Lencho’s feeling as shown in the passage.
2. What happened to the crop when the storm had passed?
3. Find the word that means the opposite of ‘restored’ as used in the passage.
4. What do you mean by ‘hail’ in the last line?
   1. *“That’s what they say: no one dies of hunger.” All through the night, Lencho thought only of his one hope: the help of God, whose eyes, as he had been instructed, see everything, even what*

*is deep in one’s conscience. Lencho was an ox of a man, working like an animal in the fields, but still he knew how to write”.*

1. What was Lencho’s only hope?
2. How did Lencho work in the field?
3. Find the exact word of similar meaning ‘moral sense’ given in the passage.
4. Explain ‘an ox of a man’.
   1. *“God,” he wrote, “if you don’t help me, my family and I will go hungry this year. I need a hundred pesos in order to sow my field again and to live until the crop comes, because of the hailstorm….”*
5. What help has he asked for?
6. Why did he need help?
7. Why did Lencho write a letter to God?
8. Why were Lencho and his family in distress?

## EXTRA QUESTIONS: -

Question 1 : The house – the only one in the entire valley – sat on the crest of a low hill. From this height one could see the river and the field of ripe corn dotted with the flowers that always promised a good harvest. The only thing the Earth needed was a downpour or at least a shower. Throughout the morning Lencho who knew his fields intimately had done nothing else but see the sky towards the North-East. “Now we’re really going to get some water, woman. “The woman who was preparing supper, replied, “Yes, God willing”.

1. Where was Lencho’s house located?
2. On the crest of low hill
3. In the entire valley
4. In the field of ripe corn
5. Towards the North-Earth



1. What was Lencho’s wife preparing?
2. Good harvest
3. Supper
4. Clothes
5. Coffee
6. Find the word from the extract which means ‘very closely’.
7. Promisingly
8. Entire
9. Intimately
10. Towards
11. What does ”crest’ mean?
12. Surface of the hill
13. Center of the hill
14. Bottom of the hill
15. Top of the hill

Question 2 : It was during the meal that, just as Lencho had predicted, big drops of rain began to fall. In the North-East huge mountains of clouds could be seen approaching. The air was fresh and sweet. The man went out for no other reason than to have the pleasure of feeling the rain on his body.

1. What could be seen approaching in the North-East?
2. The fresh air
3. Huge mountains of clouds



1. Big drops of rain
2. Herd of stray animals
3. Why did Lencho go out?
4. To protect his ripe crops
5. To shoo away the stray animals
6. To irrigate his fields
7. To have the pleasure of feeling the rain on his body
8. Find the word from the extract which means ‘forecasted’.
9. Predicted
10. Dotted
11. Approached
12. Seen
13. What do you mean by huge mountains of clouds?
14. Very high clouds
15. Very dark clouds
16. Clouds promising heavy rains
17. Clouds making hilly pattern

Question 3 : With a satisfied expression he regarded the field of ripe corn with its flowers, draped in curtain of rain. But suddenly a strong wind began to blow and along with the rain very large hailstones began to fall. These truly did resemble new silver coins. The boys, exposing themselves to the rain, ran out to collect the frozen pearls.

1. What happened to the rain suddenly?



1. It stopped
2. It turned into acid rain
3. It changed into hailstones
4. It started raining more heavily
5. What did hailstones resemble in the extract?
6. Silver coins
7. Ice-creams
8. Flowers
9. Snow peaks
10. Find a word in the given extract which means the same as ‘contented’.
11. Regarded
12. Draped
13. Exposed
14. Satisfied
15. What does the word ‘exposing’ mean in the extract?
16. Hiding
17. Coming out in open
18. Preventing
19. Influencing

Question 4 : Not a leaf remained on the trees. the corn was totally destroyed. The flowers were gone from the plants. Lencho’s soul was filled with sadness. When the storm had passed, he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

stood in the middle of the field and said to his sons, “A plague of locusts would have left more than this. The hail has left nothing”.

1. What happened to the crop when the storm had passed?
2. It blossomed
3. It remained as it was
4. It grew to produce more seeds
5. The corn was totally destroyed
6. What was the status of leaves after the storm?
7. They turned green
8. They turned pale
9. They were detached from the trees
10. They dried up
11. Describe Lencho’s feelings as shown in the extract.
12. He was elated
13. He was very sad
14. He was angry
15. He was charged up
16. Find the opposite of ‘destroyed’ from the passage.
17. Restored
18. Lost
19. Grown
20. Passed

Question 5 : “That’s what they say: no one dies of hunger.” All through the night, Lencho thought only of his one hope: the help of God, whose eyes, as he had been instructed, see everything, even what is deep in one’s conscience. Lencho was an ox of a man, working like an animal in the fields, but still he knew how to write.

1. What was Lencho’s only hope?
2. The help of God
3. The help of the government
4. Flourishing of his another of his another crop
5. His family’s support
6. Despite being a farmer what did Lencho know?
7. How to please God
8. How to write
9. How to talk
10. How to die
11. How did Lencho work in the field?
12. Like a farmer
13. Like a businessman
14. As hard as an animal
15. As comfortably as the rich
16. What does that word ‘conscience’ in the extract mean?
17. Knowledge
18. Awareness
19. Interest
20. Moral sense

I. SHORT ANSWER QUESTIONS:

(Answer the following questions in 30-40 words)

1. Describe the destruction caused by hailstones in Lencho’s fields.
2. What were Lencho’s feelings when the rain/hail had stopped?
3. What did the postmaster do in order to not break Lencho’s firm belief/faith in theAlmighty/God?
4. Was Lencho surprised to find a letter with money in it? Why/Why not?
5. Why did Lencho say the raindrops were like “new coins”?
6. How did the rain change? what happened to Lencho’s field?
7. How did the employees help Lencho?



III. LONG ANSWER TYPE QUESTIONS:

## (Answer the following questions in 100-120 words)

1. Describe Lencho’s qualities in light of his faith in God. Do you have faith in God like Lencho?Was Lencho’s reaction towards post office employees right?
2. “Humanity still exists”, this is what we get to know after reading A letter to God’ in whichfirm faith in God of a poor farmer and helpfulness of the post office employees are aptly depicted thought. Write a paragraph on the values in it, in about 80-100 words.
3. How did the postmaster and post office employees help Lencho? How did he react to their help?
4. How did the hailstones affect Lencho’s field? What was Lencho’s only hope?



# Intext Questions – A Letter To God

## Q1. What did Lencho hope for?

## Q2. Why did Lencho say the raindrops were like “new coins”?

## Q3. How did the rain change? What happened to Lencho’s field?

## Q4. What were Lencho’s feelings when the hail stopped?

# Intext Questions – A Letter To God

## Q1. Who or what did Lencho have faith in? What did he do?

## Q2. Who Read The Letter?

## Q3. What did the Postmaster do then?

# Intext Questions – A Letter To God

## Q1. Was Lencho surprised to find a letter for him with money in it?

## Q2. What made him (Lencho) angry?



CHARACTER SKETCH OF LENCHO-

In the story “The Letter to God,” Lencho has been described as a very poor farmer and the only bread- earner of the family. He had immense faith in God and believed that God helped the people with a good and clear conscience. He was also a very innocent person as he wrote a letter to God and posted

it for delivery, not knowing that there could not be any direct communication with God through letters. His family was in a condition of starvation as his fields had not received any rains, and he wrote a letter to God asking for a hundred pesos. His faith had even impressed the postmaster who had decided to collect as much as he could from his employees and give Lencho, to ensure that his faith in God never died. However, Lencho also never trusted human beings. When he received seventy pesos from the post office employees, and he did not know who had given it to him, he instead abused his helpers, calling them a ‘bunch of crooks”.

Postmaster: The postmaster has all that is good in human thinking and behaviour. He has a thorough understanding of a sharp, sympathetic and sensitive mind. He knows how the mind of a God-fearing rustic like Lencho works. He doesn’t want to break the deep faith of Lencho in God. First, he laughed at the man who wanted to have a direct correspondence with God. After reading the letter, he was deeply moved and impressed by Lencho’s faith in God. He knew that merely goodwill was not sufficient. The farmer needed financial help. So, he collected a sum of 70 pesos from his employees. He also contributed a part of his salary and sent the money to Lencho.

The Post Office Employees: The post-office employees make every effort to help Lencho. They believed that only an innocent and foolish farmer can write a letter to God. They were considerate and full of compassion. They wondered at the faith of the man who wrote that letter. But they contributed something for an ‘act of charity’. They couldn’t collect the hundred pesos but sent only seventy pesos to Lencho. Only a single word was written as a signature: `God’.

THE BALL POEM- by John Berryman



I.SUMMARY

The poet is talking about a little boy who has lost his ball. He was playing with his ball. The ball skipped from his hand and went into the nearby water body. The poet says that the sight of the boy losing his favourite ball made him think about the boy and his reaction to this situation. He further says that the boy was helplessly looking into the water where his ball had gone. He was sad and trembling with fear. He got so immersed in his sorrow that he kept standing near the harbour for a very long time and kept on looking for his ball. The poet says that he could console him that he may get new balls or he could also give him some money to buy another ball. But he stops himself from doing so because he thinks that the money may bring a new ball but will not bring the memories and feelings attached to the lost ball. He further says that the time has come for the boy to learn his responsibilities. Here the poet wants to say that now the boy will learn the toughest lesson of life. The lesson of accepting the harsh realities of life is that one day we will lose our loved ones and our loved things.

EXTRACT-BASED QUESTIONS:

1. What is the boy now, who has lost his ball, What, what is he to do? I saw it go

Merrily bouncing, down the street, and then Merrily over—there it is in the water!

1. Name the poem and poet.
2. What has the boy lost?
3. What did he see?
4. Where did the ball go?

2. No use to say ‘O there are other balls’: An ultimate shaking grief fixes the boy

As he stands rigid, trembling, staring down

All his young days into the harbour where His ball went.

1. What does ‘0 there are other balls’ imply?
2. Why is the child upset?
3. What is he looking at?

3. I would not intrude on him;

A dime, another ball, is worthless. Now He senses the first responsibility In a world of possessions.

1. What did the poet decide?
2. What does the boy understand?
3. What does the “World of Possessions’ refer to?

4. People will take

Balls, balls will be lost always, little boy.

And no one buys a ball back. Money is external. He is learning, well behind his desperate eyes, The epistemology of loss, how to stand up Knowing what every man must one day know And most know many days, how to stand up.

1. What does the boy learn?
2. What does he think about money?
3. Why was the boy upset?
4. Which poetic device is used in the second line of the poem?

SHORT ANSWER TYPE QUESTIONS:

Question 1.

How was the boy’s ball lost?

Question 2.

How did the boy react after losing the ball?

Question 3.

How does the boy ‘Senses first responsibility?

Question 4.

What does the poet mean by “epistemology of loss”?

OR

How important is the learning to “epistemology of loss” for the boy?

Question 5.

Why is it important for everyone to experience loss to stand up after it?

Question 6.

Why does the poet say that ‘Money is external’?

Question 7.

What does the poet say about “A world of possessions”? OR

Why does the poet call the world ‘A world of possessions’?

Question 8.

Why is it important for everyone to experience loss and to stand up after it? OR

There’s always loss and there’s always disappointment. When someone is learning from loss, he is moving towards achievement. Elaborate.

OR

It’s often been said that you learn more from losing than you do from winning. You learn a lot from a loss. It really gets your attention and it really motivates. Describe. OR

Loss is an essential and significant experience of one’s life. Explain.

Question 9.

Write the central idea of the poem “The Ball Poem”.

Question 10.

staring down/ All his young days into the harbour where/His ball went…” Do you think the boy has had the ball for a long time? Is it linked to the memories of days when he played with it?

LONG ANSWER TYPE QUESTIONS

1. Should the boy be allowed to grieve for his ball? If his loss is irreparable or irretrievable then how should one handle it? What lessons can be learned?
2. How did the boy really react to the loss of the ball or was he fearful of something or

on someone. Can our attention be directed toward his family and other people?

Are there any lessons to be learned?

3. Why does the poet say, ‘I would not intrude on him?’ Why doesn’t he offer him money to buy another ball?

4. How is the lost ball, the metaphor of the lost childhood of the boy? Why doesn’t the poet want to ‘intrude on’ the boy by offering him money to buy another ball?

5. What is the epistemology of loss in this world of possessions? How has the child learned to stand up in life?

HOW TO TELL WILD ANIMALS

**SUMMARY:**

The poet describes the various wild animals. In the first stanza, the poet says to the readers, that if they go to the jungle, then how will they recognize the various animals of the jungle? The poet then starts describing the Asian Lion. She says that if an animal with yellowish-brown skin colour roars at you and you get so afraid that you die out of fear, it then means you have met with an Asian Lion.

In the second stanza, the poet describes a royal animal having black stripes on its yellowish skin and is roaming freely in the jungle. She says you will be certain that it is a Bengal Tiger if he starts eating you. But, there is no point in knowing the animal if you have to die to identify him!

In the third stanza, the poet describes an animal who walks in a slow, relaxed way, and his body is fully covered with small spots giving it a salt-and-pepper appearance. If that animal jumps on you, then you will get to know it is a Leopard. At that time, even if you cry, the leopard will not leave you. So, be careful and don’t allow him to jump on you.

In the next stanza, the poet says that if you are walking in a field and you see an animal who hugs you very tightly, then be sure that it is a Bear. If you still have some doubts, then you can confirm if it hugs you again. The poet conveys that when someone loves you and cares for you then they show their feelings and emotions by giving you a tight hug. However, when a bear hugs you in reality, then it will kill you with his tight hug.

In the fifth stanza, the poet asks the readers if they know how to recognize animals when they hunt their prey. She further elaborates that when hyenas kill their prey, they smile. Similarly, crocodiles have tears in their eyes when they eat their prey.

In the last stanza, the poet describes a small reptile that can change its skin colour. It looks like a lizard, but it does not have any ears or wings. When there is no one on the tree, then you will spot this Chameleon or garden lizard. The ability of the Chameleon to change its skin colour saves him from hunters and other animals.

**EXTRACT BASED QUESTIONS:**

# **If ever you should go by chance**

**To jungles in the east;**

# **And if there should to you advance A large and tawny beast,**

**If he roars at you as you’re dyin’ You’ll know it is the Asian Lion ….**

1. State features of an Asian Lion.
2. What happens when the lion roars?
3. What do you mean by ‘tawny’ ?
4. What is the physical appearance of the lion is the stanza?

# **Or if sometime when roaming round, A noble wild beast greets you,**

**With black stripes on a yellow ground, Just notice if he eats you.**

# **This simple rule may help you learn The Bengal Tiger to discern.**

1. How can you recognize a Tiger?
2. Why does the poet call him a noble animal?
3. How is the Bengal Tiger different from the other animals?
4. What does the word ‘ground’ mean here?

# **If strolling forth, a beast you view, Whose hide with spots in peppered, As soon as he has lept on you,**

**You’ll know it is the Leopard. Twill do no good to roar with pain, He’ll only lep and lep again.**

1. While walking, how does a leopard’s hide appear to be?
2. When does one come to know that it is a leopard?
3. Give a synonym of ‘strolling’.
4. Why it won’t do any good to roar with pain?

# **If when you’re walking round your yard You meet a creature there,**

**Who hugs you very, very hard, Be sure it is a Bear,**

# **If you have any doubts, I guess**

**He’ll give you just one more caress.**

1. Who is going to hug and why?
2. This hug is also called
3. The word ‘you’ in the first line here is
4. Where can a bear be found?

# **Though to distinguish beasts of prey A novice might nonplus,**

**The crocodile you always may Tell from the Hyena thus:**

# **Hyenas come with merry smiles; But if they weep they’re Crocodiles.**

1. Between which animals would it be difficult to differentiate?
2. How does a Hyena differ from a Crocodile? (c)The popular phrase ‘crocodile tears’ means:

(d) Where does a novice may get confused?

# **The true Chameleon is small, A lizard sort of things;**

**He hasn’t any ears at all, And not a single wing.**

# **If there is nothing on the tree, ‘Tis the Chameleon you see.**

1. What does a Chameleon look like?
2. Describe any two characteristics of a Chameleon.
3. Give an antonym of ‘small’.
4. Where can a chameleon be found?

**SHORT ANSWER TYPE QUESTIONS**

# **How can you identify the Asian lion and the Bengal Tiger?**

# **How can you distinguish between a tiger and a leopard?**

# **What are the distinctive features of the Asian lion as given in the poem?**

# **What does the Bengal Tiger look like? What is so distinct about him?**

# **How does a leopard behave when he sees someone?**

# **How does the poet describe the bear?**

# **What is so weird about the Hyena and the crocodile?**

# **Describe a few characteristics of a chameleon.**

# **Why does the poet use the term ‘noble and wild for the tiger?**

**LONG ANSWER TYPE QUESTIONS:**

**Question 1.**

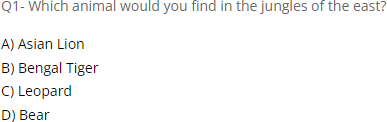
# 1. **How does Carolyn wells use humour to tell or identify ‘wild animals?**

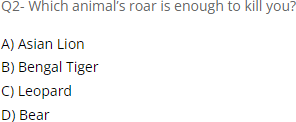
# **Q2. ‘Many animals can be identified according to the poets’ suggestion. Name the animals. Which ones would you like to identify? Are there any lessons for us from this poem?**

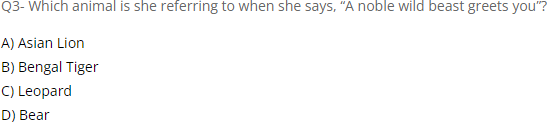
# **Q3. Every animal is unique and has some special characteristics. What tricks does the poet adopt in distinguishing various wild animals?**

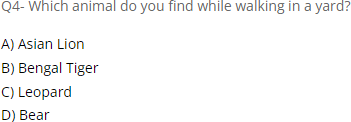
# **Q3. ‘Appearances are deceptive’. Cite examples from the poem, ‘How to Tell Wild Animals’, to corroborate this statement.**

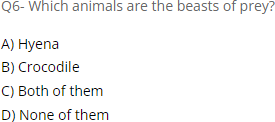
MULTIPLE CHOICE QUESTIONS:

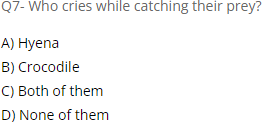


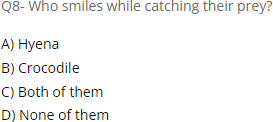


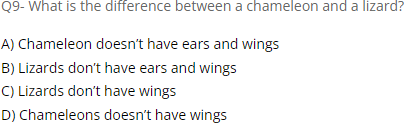


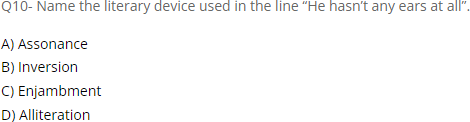












FOOT PRINTS WITHOUT FEET

**Summary of Footprints without Feet**

This article focuses on Footprints without feet summary. The author of the story is Herbert George Wells. This is an interesting story about a scientist named Griffin and his rare formula of invisibility. He developed a drug which made his body invisible, but he can be only felt physically. Then, he misuses his power to steal money, clothes, and food. He found it difficult to stay in London with such power so decides to move to a small village Iping. In the village, people were sceptical about him and look at him strangely. A series of incidences happened in the inn where he stayed. As his money exhausted he again started stealing it from people and hit the owners of the

inn when they suspected him. But lastly, he has to reveal his identity to the people, but nobody catches him as he becomes invisible. This is quite an interesting story about a scientist named Griffin. He had been finding ways that could make a man invisible. He got success in his experiment a developed a formula with which he can become invisible, but can be touched and felt physically. Griffin gulped the drug and became invisible. He accidentally stepped in mud and was first seen by two young men who followed his footprints till it becomes faint. He was walking on roads and was feeling cold, so he enters a shopping centre to feel warm. After the stores shut down, he chooses to wear some comfortable garments and eat something. He initially unpacks a couple of garments and wears them. At that point from the kitchen of a café, he eats cold meat and some espresso. Later he decided to sleep on a heap of quilts in a store. The next morning before he wakes up some store associates had seen started following him. He removed all the clothes instantly and became invisible once again. Now he is wandering without clothes in chilly winters of London. He then decides to take clothes from a theatre company as he was sure he will get something there to cover his face too. He has stolen dull glasses, bogus nose, and a hat and some bandages for covering his face. Then, he goes to a shopkeeper’s place and stole all his money. Soon he realizes London is quite a busy place to live like this, so he thought of moving to the Iping village.

He booked two rooms in a hotel in the village and reached there. It is quite unusual for the villagers that an outsider with such a peculiar appearance has come to stay at a hotel throughout winter. After some time, his money exhausted, and he started stealing from people. Furthermore, he hit the owner and his wife when they attempt to check his room in his absence. As they cannot see anyone the owners thought there were spirits in the inn and that unusual guest is responsible for it. At that point, the town constable is requested to inquire in regard to what his identity is and what he did to her furnishings. This made him annoy and decides to show his identity as a headless man. They cannot catch hold of Griffin as he takes off all his garments and become invisible. The story tells us the human nature of misusing their own discoveries.

**Character Sketch of Griffin:** The Invisible Man (Griffin) is given many names in the novel. At first he is the Stranger who arrives at Iping, then he is the Voice that startles everybody.

However, his real name is Griffin. Though he is the protagonist of the story, all his deeds are more like that of an antagonist. Griffin is an eccentric scientist. He was very gifted but used his mind in a sinister way. He devised an experiment to become invisible and then started looting and murdering whoever came in his way.

Griffin is a gifted young university medical student with albinism, who studies optical density. He believes he is on the verge of a great scientific discovery. Working reclusively in his flat, he invents a formula to bend light and reduce the refractive index of physical objects, making them invisible. He experiments on himself and makes himself invisible.

Griffin is very irritable and impatient. He loses his temper over petty things and starts hurting others. He has lost his conscience and doesn’t feel sorry even after his burglary led to his father’s death. Although Griffin is lonely and seems to have been misunderstood from time to time, he fails to gain sympathy due to his murderous rage and evil ways

# **Character Sketch of Mrs. Hall:**

Mrs. Hall is the owner of the inn. She is friendly, simple down to earth. The first impression that she creates presents her in an unpleasant light. She rents the inn to a stranger without bothering about his credentials simply because he projects himself as a rich customer. At this point, she appears to be an opportunist and money minded woman. She loves and enjoys talking to her guests. However, the manner in which she puts up with the rude behavior of Griffin shows that she was actually a very polite hostess who took her duty seriously. She goes out her way to make her guest comfortable. Her courteous behavior and her hospitality win the appreciation of the readers. Mrs. Hall is quite perturbed by the behavior of the stranger. She does not know what to do with his ill temper. But her polite temperament not make her weak in any way. When Griffin crosses all limits of etiquettes, Mrs. Hall firmly puts her foot down. She doesn’t take a strong hand when she refuses to offer any help till she had received her dues. She stands up courageously against arrogant Griffin. She charts her way without letting even her husband influence her. Mrs. Hall can thus be considered as an independent business woman who is capable of taking her decisions without any support or assistance from others.

**Read the extracts, given below carefully and answer the questions that follow:**

# **“Soon, with shoes, an overcoat and a wide-brimmed hat, he became a fully dressed visible person”.**

1. Where was this man getting dressed?
2. Explain ‘fully dressed and visible person’.
3. Name the person, the speaker is talking about?
4. How did the invisible man first become visible?
5. **The village constable was secretly sent for. Instead of waiting for the constable, Mrs Hall went to the scientist, who had somehow mysteriously appeared from his empty bedroom.** (a)Who sent for the village constable and why?
6. Who troubled the lady?
7. Find a word from the extract which means the same as ‘strangely’
8. Why do you think Griffin is brilliant but not a true scientist?

# **This time he decided to try the stock of a theatrical company in the hope of finding not only clothes but also something that would hide the empty space above his shoulders. Shivering with cold he hurried to Drury Lane, the centre of the theatre world.**

1. Who is ‘he’ in the above extract?
2. What was his decision?
3. What was his main purpose?
4. What was the center of the theatre world in London?

# **MULTIPLE CHOICE QUESTIONS**

* 1. **Griffin discovered a medicine that could make his body ———-**

(A) large (B) small

(C) invisible (D) all

# **Whose house did Griffin set on fire?**

(A) the landlord (B) the clergyman

(C) Mrs Hall (D) the shopkeeper

# **Griffin swallowed certain rare drugs and his body became as ————- as a sheet of glass.**

(A) shining (B) thin

(C) transparent (D) thick

# **What type of man was Griffin?**

(A) brilliant scientist (B) lawless person

(C) both (A) and (B) (D) none of the above

# **Who were following the muddy footprints?**

(A) the landlord (B) two girls

(C) Mr and Mrs Hall (D) two boys

# **Griffin left his muddy footprints on the steps of a house in the middle of ——————**

(A) London (B) Paris

(C) Moscow (D) Iping

# **Why was it a bad time to wander about in London without clothes?**

(A) it was a rainy season (B) it was very hot

(C) it was bitterly cold (D) none of the above

# **For what did Griffin enter the big London store?**

(A) for coldness (B) for warmth

(C) for money (D) all of the above

# **What did Griffin do in the big London store?**

(A) he wore shoes (B) he wore an overcoat

(C) he ate cold meat and sweets (D) all of the above

# **How did Griffin escape from the assistants?**

(A) by running hard (B) by removing his newly worn clothes

(C) by hitting the assistants (D) by hiding in a shed

# **The shop of the theatrical company was situated at:**

(A) Drury Lane (B) London Lane

(C) Iping Lane (D) Griffin Lane

# **Who did Griffin attack and rob all the money?**

(A) the landlord (B) the assistants of the London store

1. the owner of the big London store (D) the owner of the theatrical company

***Answer the following questions in 30-40 words:***

# **How and why did a brilliant scientist like Griffin degenerate into a lawless and homeless wanderer?**

# **Describe the burglary committed very early morning at a clergyman’s house in Iping.**

# **Why did no one know where to lay hands on Griffin during the encounter of the invisible man with the constable, Mr Jaffers?**

***Answer the following questions in 100-120 words:***

# **Give a character-sketch of Griffin. Why did his discovery of invisibility make the brilliant scientist a lawless person who brought sufferings to himself and the people around him?**

# **Why was the arrival of the stranger in a village in an unusual event? Give two reasons.**

# **Describe Griffin’s adventures in a London store?**

A QUESTION OF TRUST 

SUMMARY-

A Question of Trust was written by Victor Canning. This story is about a thief, Horace Danby who was a good citizen. He was an unmarried fifty-year-old man who used to work as a locksmith. He was a successful businessman too and had two helpers to assist him. Although he was a respectable man, he was not completely honest. He had a liking for rare and fancy books and would purchase them by any means. To pursue his expensive hobby, he would rob a safe once every year and purchased the expensive books covertly through an agent. He would chalk out a well-devised plan before making any burglary attempt. This time he had his eyes on a house at Shotover Grange and he carefully studied its rooms, electric wiring, its paths and the garden for two weeks.

The family of that house was in London. One fine afternoon, the two caretakers of the house had gone to watch a movie. Horace realized this was the best time to execute his act. He came out from behind a wall of the garden and entered the house with all his tools packed in his bag. He had picked a key from the hook on the kitchen door. He quickly wore his gloves to avoid leaving fingerprints behind. He took the key from the hook and opened the door. He saw the dog, Sherry that wagged its tail when it saw Horace.

Danby knew the safe was hidden behind a poor painting in the drawing room. There was a beautiful vase full of flowers kept on the table. He was allergic to the fragrance of flowers. He tickled his nose and kept sneezing repeatedly. He took out his tools and cut the burglar alarm. As he sneezed again loudly due to the fragrance of the flowers, he heard the voice of a young lady standing on the doorway behind him. The lady was dressed in red and pretended to be the house owner’s wife and she managed to convince Horace to believe her. She said that she had come there without notice to collect her jewels as she wanted to wear those at a party that night.

Danby was frightened that the lady might hand him over to the police so he requested her to let him go. She told him that she would allow him to leave only if he opened the safe for her as she left all the jewels in it. She mentioned that she had forgotten the safe’s number combination and didn’t know how to unlock it. Danby offered to help her and opened the safe without his gloves on. The young

lady immediately took out all the jewels. Horace Danby left the house and went home happily assuming that he had escaped imprisonment. For the first two days, he kept his promise to the young lady. However, a policeman arrested him on the third day for the burglary of jewels at Shotover Grange.

Horace Danby’s fingerprints were found all over the robbed place. Later, he confessed to committing the crime and that he had opened the safe for the young lady in the house, but didn’t steal the jewels inside. In reality, it so happened that the lady was also a thief and she convinced Horace to break open the safe for her. When he told this story to the police, no one believed him since the owner’s wife was a sixty-year-old woman, not the one Danby mentioned in his statement. In no time, the police arrested him and he was put behind the bars for the robbery case. He became the assistant librarian in the prison. He often thought of the charming, cunning young lady who was also a thief like him and tricked him to believe her. Henceforth, whenever anyone mentioned ‘honour among thieves’, he would get very angry and upset.

CHARACTER SKETCH

**Horace Danby:** Horace Danby was about fifty years old and unmarried. Everyone thought him a good and honest citizen. He was otherwise very well and happy except for attacks of hay fever in summer. He made locks and was fairly successful at his business. Horace Danby was good and respectable but not completely honest. He used to rob a safe every year. He used to do so because he needed money to buy books. He had a passion for buying rare and costly books. He would rob only the rich person. He never hurt anyone and carried no weapon with him. He was not very aggressive and didn’t want to go to prison.

**The Lady in Red:** The lady in red is gifted with a rare personality. She is full of confidence. She acts like a perfect actress presenting herself as the lady of the house. Even the dog was rubbing against her in a friendly manner. In a very subtle way, she told Horace that she wanted to wear the jewels in the safe to a party that night. She made him open the safe without gloves. Horace willingly hands over the jewels and she decamps with them.

# **EXTRACT BASED QUESTIONS:**

1. **He loved rare, expensive books. So, he robbed a safe every year. Each year he planned carefully just what he would do, stole enough to last for twelve months, and secretly bought the books he loved through an agent.**
2. who does ‘he’ refer to here?

(b)What does he love to collect?

* 1. What did he steal every year?
  2. Find a word from the extract which means the same as ‘covertly’.

# **Now, walking in the bright July sunshine, he felt sure that this year’s robbery was going to be as successful as all the others. For two weeks he had been studying the house at Shotover Grange, looking at its rooms, its electric wring, its paths and its garden.**

1. Who does ‘he’ refer to here?
2. Why did he choose ‘Shotover Grange’?
3. Why had he been studying the house at Shotover Grange?
4. Find a word from the extract which means the same as ‘thriving’.

# **Then he heard a voice say from the doorway, “What is it? A cold or hay fever?’’ Before he could think, Horace said, “Hay fever,’’ and found himself sneezing again**.

(a Whose voice was it?

1. Where did Horace meet that person?
2. According to the extract, Horace was sneezing due to a

(i) Sudden allergy **(ii) prior infection** (iii) long standing disease(iv) nasal pain

1. In the line- Before he could think, Horace said, “Hay fever,’ the response

was

# **How foolish people are when they own valuable things, Horace thought. A magazine article had described this house, giving a plan of all the rooms and a picture of this room. The writer had even mentioned that the painting hid a safe! But Horace found that the flowers were hindering him in his work. He buried his face in his handkerchief.**

(a What was foolish about people?

1. How did Horace come to know about Shotover Grange?
2. Where was the safe located?
3. Find a word from the extract which is opposite to the word ‘facilitate’.

# **SHORT ANSWER TYPE QUESTIONS:**

1. **Where was Horace fifteen years ago?**

# **Why does he steal every year?**

# **Describe the safe at Shotover Grange.**

# **How did flowers hinder Horace in his work?**

# **Why did Horace Danby feel sure of his success in that year’s robbery?**

# **What was Horace Danby’s hobby? How did he manage to fulfill it?**

# **How can you say that Horace Danby was good and respectable but not completely honest?**

# **How did Horace enter Shotover Grange?**

# **9. What was Horace Danby suffering from? How did it affect him?**

# **10. Why was it not difficult for Horace to open the safe?**

# **11. What advice did the lady give Horace regarding his hay fever?**

# **12. How did Horace manage the small dog when he attempted to rob the house at Shotover Grange?**

# **13. What were Horace Danby’s plans for his latest robbery?**

# **14. What story did the lady tell Horace to get the jewels?**

# **15. What does the phrase ‘honour among the thieves’ mean? Why does Horace get angry at this phrase?**

# 16. **Why didn’t the dog bark when Horace Danby and the young lady in red entered to commit theft in the house?**

# **Horace Danby was a meticulous planner but still he faltered. Where did he go wrong and why?**

# **Horace was clever but the lady in red was cleverer. Do you agree with this statement? Justify your answer.**

**LONG ANSWER TYPE QUESTIONS**-

1. **How was Horace Danby arrested for the robbery of the jewels in a house at Shotover Grange? Do you think his own foolishness was responsible for his arrest? Give a reasoned answer.**
2. **How had Horace planned to loot the house at Shotover Grange?**
3. **How did the lady in red manage to outsmart and out maneuver the other thief, Horace Danby, by robbing the safe without leaving a single fingerprint?**
4. **Give a character-sketch of the lady in red highlighting how she outwitted Horace Danby.**

DUST OF SNOW

**SHORT AND LONG QUESTIONS**

1. **What is the Tone of the Poem Dust of Snow?**

# **How many symbols do you find in this poem? What is the purpose to use those symbols?**

# **What does the poet want to convey through the poem ‘Dust of Snow’?**

**Or**

# **What is the central idea of the poem ‘Dust of Snow’?**

# **Write a note on the setting of the poem.**

# **Our attitude towards a situation evokes both negative and positive response. Analyse this with reference to the poem, ‘Dust of Snow’ to bring out the inherent valuable lessons.**

**MULTIPLE CHOICE QUESTIONS**

1. Who shook down the hemlock tree?

(A) crow (B) cuckoo

(C) mynah (D) parrot

1. Which tree did the crow shake?

(A) mango (B) mapple

(C) hemlock (D) oak

1. What fell on the poet?

(A) dust of tree (B) dust of snow

(C) dust of rain (D) dust of crow

1. In what mood was the poet earlier?

(A) happy (B) good

(C) pleasant (D) sad

1. What was the effect of the fall of the dust of snow on the poet?

(A) changed his mood (B) changed his luck

(C) changed his job (D) changed his colour

1. What was saved for the poet?

(A) crow (B) tree

(C) some part of the day (D) snow

7. Under which tree was the poet standing?

(A) oak (B) hemlock

(C) maple (D) pine

1. Who is the poet of the poem ‘Dust of Snow’?

(A) Robert Frost (B) Robert Browning

1. William Wordsworth (D) John Keats

# **Dust of Snow Summary**

The poem has a setting where the poet is under a hemlock tree. The poem takes place in the winter season and the poet also happens to be in a foul mood. The poet was having a miserable day for unknown reasons. A crow happens to fling snow dust on him as he is standing under the tree. This snow dust that fell on him immediately made him feel better. The crow and the hemlock tree helped him get through the remaining portion of his day, which had already been spent in a foul mood.

Crows and hemlock trees are frequently associated with bad circumstances or bad luck. Hemlock trees are poisonous. Instead of using a more beautiful tree like maple or oak, the poet uses a hemlock to portray his bad mood. A hemlock tree being poisonous, is thus considered to be bad. He also does not use different birds like a sparrow and nightingale, which are more associated with positivity and beauty. On the other hand, a crow is often seen as an indicator of doom and fear.

The irony in this situation is that the poet utilized them to illustrate how happy things may come even from negative references. A movement from the crow sitting on the branch of the hemlock tree happened to throw some dust of snow on the poet. The poet has shown that both the hemlock tree and the crow which are usually used to represent sadness and negativity uplifted his awful mood. The action of snow falling on the poet immediately uplifted his mood and made him more appreciative of life. Similar to using the hemlock tree and crow to bring a positive impact, the dust of snow which is regarded as useless is the reason the poet has an uplift in his bad mood. He realized that his sorrow and bad mood were petty and insignificant in front of the beauty and healing of nature.

# **Crow**

Crows are usually used to represent death or despair in literature, but the poet has cleverly utilised the same crow as a bringer of joy and hope in life. The very crow is the reason the snow fell on the poet which made him have a better mood immediately.

# **Theme of the Poem**

The theme of the story is that even small and seemingly unimportant events in life can have their own impact on one's mood. The theme of the story is that even small and seemingly unimportant events in life can have their own impact on one's mood. The poem focuses on inculcating the importance of gratefulness and lesser attitude that indicates us taking things for granted. It’s a poem of gratitude and morals that the kids need and should be able to understand from their young age.

# **Conclusion**

The poem “Dust of snow by Robert Frost” shows us to appreciate even the small things that we take for granted in life. The poet shows us that even small and insignificant acts can help uplift our mood and make us forget about our problems. The poet also shows that nature is a great healer of wounds and bad moods. Observing the beauty and serenity of nature can bring peace of mind and also make us appreciate our life better.

The poet shows us that being in the presence of nature and observing the serenity of nature itself can be very rewarding for an individual. The unpredictable and beautiful features of nature can be healing for someone who is having a bad day or going through a terrible thought.

**OVERVIEW OF THE DUST OF SNOW BY ROBERT FROST**

The poem is short yet very beautifully written. In the poem, the poet talks about the importance of even small things in life and how they can affect one's mood.

The poet has beautifully represented the healing power of nature and how nature can uplift a bad mood. The poet himselfis having such a bad day when a small action of the dust of snow falling on him makes him realize how petty his problems are. This in turn uplifts his mood and makes him better appreciate the beauty and serenity of nature.

The poem features a hemlock tree and a crow. Both of which are associated with sorrow and despair. This is a clever utilization of the author to show how his mood that day was also sorrowful and full of despair.

**Literary devices used in Dust of Snow by Robert Frost**

# **Analysis of Literary Devices in “Fire and Ice”**

Writers and poets use Literary Devices to bring uniqueness and depth in the simple texts. They also allow multiple interpretations of the texts. Robert Frost has also used some literary devices in this poem. The analysis of some of the literary devices used in this poem is given below: -

* 1. **Assonance:** Assonance is the repetition of vowel sounds in the same line such as thelong sound of /o/ in “I h**o**ld with th**o**se who favor fire”.
  2. **Alliteration:** Alliteration is the repetition of consonant sounds in the same line such as the sound of /f/ in “I hold with those who favor fire”.
  3. **Imagery:** Imagery is used to make readers perceive things involving their five senses. For example, “Some say the world will end in fire” and “To say that for destruction ice, is also great”.
  4. **Symbolism:** Symbolism is a use of symbols to signify ideas and qualities, by giving them symbolic meanings different from their literal meanings. “Fire” is the symbol ofdesires and “Ice” symbolizes hatred. Similarly, “green” and “gold” are the symbol of beauty and happiness.
  5. **Anaphora**: It refers to the repetition of a word or expression in the first part of some verses. For example,



* 1. **Personification**: Personification is to give human qualities to inanimate objects. In

this poem, “Fire” and “Ice” are capable of destruction. Therefore, the poet personifiesfire and ice by giving them a mind which is capable of destroying almost anything.

THE MIDNIGHT VISITOR- by Robert Arthur



I.SUMMARY

he story is about a witty secret agent named Ausable. He was with a writer named Fowler throughout the evening as Fowler was interested in spending time with a secret agent but when he spends time with Ausable he realizes that he is exactly the opposite of what he had imagined and that he was a bore. Ausable then told Fowler that he had been thinking wrong and that soon he would be looking at a report that would change the country’s future. Then Ausable takes Fowler to his room and when they enter the room a guy with a gun named Max is standing in the room. He asked them to be comfortable until the reports about the missiles arrived in 30 minutes as he was there to steal the reports. This was the first adventure out of many that Fowler had expected when he had thought of meeting a secret agent. While they were talking, Ausable started with a story about how a guy had entered from the balcony last month below his room. While this talk was going on, a sudden knock was heard at the door.

Ausable said that it must be the police as he wanted them to check on him after sometime because he wanted to make the reports that were coming in extra secure. Max, pointing his gun towards them, said that he would be waiting in the balcony and that Ausable should send away the police otherwise he would shoot them and even take the risk of being caught by the police. As the doorknob is turned, Max jumps out of the window and a loud scream is heard. The door opens and a waiter comes in and says that he has brought the wine that Mr. Ausable had ordered. He keeps the bottle, tray and glasses on the table and leaves. Fowler is surprised and asks him about the police to which Ausable replied that there were no police. Then Fowler asked what about the person who was waiting in the balcony outside the window to which Ausable replied that the person would not return and that there was no balcony there. This shows the quick wit of Ausable as he took advantage of the situation and made Max nervous due to which he jumped out of the window without thinking and looking down. He had jumped from the top floor of the hotel and would have possibly died.

This is how Ausable outwitted Max and saved himself from a very dangerous situation.

SHORT ANSWER TYPE QUESTIONS:

Question 1.

How is Ausable different from other secret agents?

Question 2.

Who is Fowler and what is his first authentic thrill of the day?

Question 3.

How has Max got in?

Question 4.

How does Ausable say he got in?

Question 5.

Why is it necessary to always have a good presence of mind?

Question 6.

What are the main reasons for ‘Intimidation’?

Question 7.

Looking back at the story, when do you think Ausable thought up his plan for getting rid of Max? Do you think he had worked out his plan in detail right from the

beginning? Or did he make up a plan taking advantage of events as they happened?

Question 9.

What story did Ausable frame about calling the police?

Question 10.

“A procrastinatist is one who delays action and invites a tragedy to happen with him”. Is Max a procrastinatist, why, why not?

Question 11.

Why did Fowler want to meet Ausable? Why was he disappointed?

LONG ANSWER TYPE QUESTIONS

1. How does Ausable manage to make Max believe that there is a balcony attached to his room? Look back at his detailed description of it. What makes it a convincing story?
2. What was Ausable’s problem? How did he solve it?
3. How did Max attempt but failed to acquire the secret paper from Ausable?

## **THE THIEF’S STORY- by Ruskin Bond**



1. **SUMMARY**

The *Thief’s Story* by Ruskin Bond is centered around a 15-year-old boy who is a small-time thief who keeps on changing his name to conceal his identity and avoid being caught by the police and his previous employers. He continues to execute small robberies and trick people until he meets Anil. He introduces himself as Hari Singh while Anil is watching a wrestling match. Hari Singh

is desperate to rob someone as he hasn’t tricked anyone for the past few days. Anil seems an easy target for Hari Singh as Anil was a simple man.

Hari asks Anil whether he can employ him or not and Anil says that he cannot employ him and pay him but he does assure that he can feed him if he knows how to cook and to that Hari Singh lies that he knows how to cook as he has an ardent (strong) desire to rob Anil.

Hari began his job that included making tea for Anil in the morning, buying groceries, and cooking dinner. On his first day, he cooked tasteless and bland food which Anil fed to the stray dogs instead of rebuking Hari. When Hari used to go to buy groceries he used to keep the

leftover balance amount of 1 or 2 rupees with himself and Anil didn’t mind that as well.

This spoke volumes about the letting go attitude and easy-going nature of Anil. Anil also taught Hari how to read, write and cook. Hari was happy because of it as he thought that now something great would happen in his life. Anil didn’t have a stable source of income and his way of earning was inconsistent and irregular as he would borrow money from someone and when he earned a huge chunk of money he would go and celebrate with his friends.

One day Anil came up with a huge amount of 600 rupees and that is the moment for which Hari was waiting desperately and one night when Anil was asleep, Hari stole 600 rupees and went to the nearest railway station to board the train but his pricked conscience didn’t allow him to proceed further and he came back. He knew no one in the town apart from Anil whom he had robbed and hence, with no alternative he slept on a bench in the park and at that time it was drizzling, so all the notes were wet now

In the morning he returned back to Anil’s home and slid the notes under his pillow where they were earlier kept. Out of 600 rupees, Anil gave him 50 rupees and that note was wet which clearly implies that Anil had figured out the misdemeanor of Hari but there wasn’t a strong reaction towards it. Seeing the genuineness of Anil’s nature, Hari melted and decided to amend his ways and start a new life afresh.

The Thief’s Story focuses on human values and relationships which are significant in our lives and those values have the power to change an individual.

pg. 1

1. **REFERENCE TO CONTEXT:**
   1. **“You look a bit of a wrestler yourself”. I said A little flattery helps in making friends.**
2. Who was the speaker? Who was he trying to flatter?
3. Why did the speaker want to be friends with the listener?
4. Find the antonym of ‘criticism’ in the extract.
5. What is the opposite of ‘friends’?

# **“Well, it’s time I did some real work, I told myself; I’m out of practice.”**

1. What ‘real work’ is the speaker talking about?
2. Why does the speaker say ‘I’m out of practice’?
3. Give a synonym of ‘practice’.
4. What part of speech is the word ‘real’ in the extract?

## **“He knew. But neither his lips nor his eyes showed anything”.**

1. Who is ‘he’ in the extract? What did he know?
2. Why did he not show anything?

pg. 2

1. Which word in the extract means the same as ‘reveal’?
2. What is the antonym of ‘showed’?

**4. “When the train had gone, I found myself standing alone on the deserted platform. I had no idea where to spend the night. I had no friends.”**

1. Why was the speaker standing alone on the platform?
2. Why did he not have any friends?
3. Which word in the extract is an antonym of the word ‘crowded’?
4. What does ‘deserted’ mean?
5. **SHORT ANSWER TYPE QUESTIONS:**

## **Anil walked away. I followed casually’. Why do you think the narrator followed Anil?**

## **What did Anil and Hari agree upon to be the mode of payment?**

## **Did Hari like working for Anil? Give reasons in support of your answer.**

## **What are the different reactions of the people when they are robbed?**

## **Why was it difficult for Hari Singh to rob Anil?**

## **State the events that took place on the night of the theft.**

## **Had Anil really forgiven Hari Singh? Support your answer with evidence.**

1. **LONG ANSWER TYPE QUESTIONS:**
2. **Hari Singh didn’t board the express train and return to Anil. Why did he return? What values does this incident highlight?**

## **Anil plays a major role in the transformation of Hari Singh. Comment on the statement by highlighting the values possessed by Anil which touched Hari’s heart and made him return to his honest ways of earning his livelihood. Write in about 100-120 words.**

## **Money can’t make a man as much as education can. Elucidate the statement.**

1. **Read the questions and the choose the appropriate answer:**
2. **How has the narrator described Anil?**
   1. simple
   2. kind
   3. easy-going

## all of the above

1. **What was Anil doing when the boy met him?**
   1. cooking vegetables for lunch

## watching a wrestling match

* 1. playing cricket with friends
  2. writing an article for the magazine

## How did the narrator attempt at being friends with Anil?

* 1. flattering him
  2. teasing him
  3. introducing himself
  4. none of the above

## What did the boy ask Anil for?

* 1. to give him food

## to employ him

* 1. to give him money
  2. to teach him

## How often did he change his name?

* 1. every day
  2. every week

## every month

* 1. every year

## He changed his name in order to stay ahead of

* 1. police
  2. employers
  3. none of them

## both of them

1. How was the meal he cooked first night?
   1. delicious
   2. mouth-watering
   3. finger-licking good

## terrible

1. How did Hari Singh infer that about his food cooked first night?
   1. Anil said he liked it
   2. Anil couldn’t have enough of it
   3. Anil was licking his fingers

## Anil gave it to a stray dog

1. What did Anil promise him to teach?
   1. write his name
   2. cook food
   3. write full sentences

## all of the above

1. Who was the most trusting person narrator had ever met?

## Anil

* 1. publisher
  2. Anil’s friends
  3. none of the above

## Who is easier to rob?

* 1. a careless man

## a greedy man

* 1. a trusting man
  2. Anil

## Based on your understanding of Anil in the extract, choose the option that synchronises with his thinking.

1. So what if I don’t have much money? Giving it to that person is important as they could do with a helping hand.
2. I better learn how to protect my money. I think I’m being looted.
3. I earn money with such tremendous effort. Where does it all go?
4. When I become rich, I can begin to help friends then. Right now, I will spend only on myself.

## TEXTBOOK QUESTIONS AND ANSWERS

Question 1: Who does ‘I’ refer to in this story?

Question 2: What is he “a fairly successful hand” at?

**Question 3:** What does he get from Anil in return for his work?

## **Read and Find Out**

**Question 1:** How does the thief think Anil will react to the theft?

**Question 2:** What does he say about the different reactions of people when they are robbed?

**Question 3:** Does Anil realise that he has been robbed?

## **Think about it**

**Question 1:** What are Hari Singh’s reactions to the prospect of receiving an education? Do they change over time? (Hint: Compare, for example, the thought: “I knew that once I could write like an educated man there would be no limit to what I could achieve” with these later thoughts: “Whole sentences, I knew, could one day bring me more than a few hundred rupees. It was a simple matter to steal — and sometimes just as simple to be caught. But to be a really big man, a clever and respected man, was something else.”) What makes him return to Anil?

**Question 2:** Why does not Anil hand the thief over to the police? Do you think most people would have done so? In what ways is Anil different from such employers?

## **Talk about it**

**Question 1:** Do you think people like Anil and Hari Singh are found only in fiction, or are there such people in real life?

**Question 2:** Do you think it a significant detail in the story that Anil is a struggling writer? Does this explain his behaviour in any way?

**Question 3:** Have you met anyone like Hari Singh? Can you think and imagine the circumstances that can turn a fifteen-year-old boy into a thief?

**Question 4:** Where is the story set? (You can get clues from the names of the persons and places mentioned in it.) Which language or languages are spoken in these places? Do you think the characters in the story spoke to each other in English?

TRIUMPH OF SURGERY



**Question 1.**

‘And did you cut down on the sweet things as I told you?’

1. What sweet things are being referred to in the extract?
2. Why does the speaker enquire if the sweet things have been cut down?
3. What is the meaning of the phrase ‘cut down’?
4. What is the opposite of ‘sweet’?

# **Question 2.**

I tried to sound severe: “Now I really mean this. If you don’t cut his food right down and give him more exercise he is going to be really ill. You must harden your heart and keep him on a very strict diet”.

1. Why did the speaker try to sound severe?
2. For whom was the advice given and why?
3. Find the word in the extract which is a synonym of the word ‘serious’.
4. What is the antonym of ‘hardened’?

# **Question 3.**

As I moved off, Mrs Pumphrey, with a despairing cry, threw an armful of the little coats through the window. I looked in the mirror before I turned the corner of the drive; everybody was in tears.

1. Where was the speaker going and with whom?
2. Why was everybody in tears? ‘
3. Find the word in the extract which is an antonym of the word ‘cheerful’.
4. What is the opposite of ‘before’?

# **Question 4.**

It was a temptation to keep Tricki on as a permanent guest, but I knew Mrs. Pumphrey was suffering and after a fortnight, felt compelled to phone and tell her that the little dog had recovered and was awaiting collection.

1. Why was it a temptation to keep Tricki on as a permanent guest ?
2. What was informed to Mrs. Pumphrey on phone ?
3. Which word in the above extract means ‘a period of fifteen days’ ?
4. Was Dr. Harriot a gready Doctor ?

**SHORT AND LONG ANSWER QUESTIONS:**

* 1. **What was the problem with Tricki? How did Mr. Herriot cure it?**
  2. **Excess of everything is bad. Comment in the wake of Mrs Pumphrey’s love for Tricki.**
  3. **Pen down incidences in support of values one should inculcate from Mr James Herriot.**

# **Give a brief character sketch of Mrs Pumphrey. What values are reflected through her character?**

# **Write a brief character sketch of Mr Herriot, the veterinary surgeon. What value in his character impresses you the most? Do you think he is a good judge of human nature?**

# **Animals also understand the language of love. They have loving attitude towards their masters. Elaborate with reference to the story ‘A Triumph of Surgery’.**

| **7. How was Tricki greeted at the surgery by other dogs in the beginning?** |
| --- |
|  |
| **8. Describe the ‘parting scene’ between Tricki and Mrs Pumphrey’s entire household staff.** |
|  |
| **9. How do you know that Tricki had an affluent life?** |
|  |
| **10. Why did Mrs Pumphrey make a frantic call to Mr Herriot? What immediate step did he take to save Tricki?** |
|  |

|  |
| --- |
| **11. “I think I know a cure for you.” What was the cure?** |
| **12. Why did Mrs Pumphrey keep Tricki on that extra diet? Did it help him?** |
|  |
| **13. Why was Mrs Pumphrey not able to control Tricki’s diet?** |
|  |
| **14. Why did Mr Herriot expect a call from Mrs Pumphrey?** |
|  |

**MULTIPLE CHOICE QUESTIONS**

1. **What was the name of Mrs Pumphrey’s dog?**

(A) Ben (B) Tommy

(C) Tricki (D) Jonny

# **Who was Mrs Pumphrey worried about?**

(A) herself (B) her maid-servant

(C) her dog Tricki (D) her son

(A) he met an accident (B) of bad weather

(C) he did not get proper food to eat (D) his mistress overfed him

# **How did Tricki look?**

(A) very thin (B) like a bloated sausage

(C) very smart (D) always ready to run

# **Where did Mr Herriot take Tricki?**

(A) to his clinic (B) to Mrs Pumphrey’s house

(C) to a public hospital for vets (D) nowhere

# **When Mr Herriot took Tricki to his clinic, Mrs Pumphrey was :**

(A) happy (B) excited

(C) wailing (D) thanking the doctor

# **What did the doctor give Tricki at his clinic?**

(A) many injections (B) medicines

(C) no food for two days (D) only milk and chocolate

# **The dogs at the clinic took no interest in Tricki because he was :**

(A) dull and boring (B) not of their race

(C) of small size (D) more powerful than them

# **“I think I know a cure for you.” Who is ‘I’?**

(A) Mrs Pumphrey (B) Mrs Pumphrey’s husband

(C) Mr Herriot (D) Mrs Pumphrey’s servant

# **“I think I know a cure for you.” What is the ‘cure’?**

(A) controlling Tricki’s diet (B) giving him a surgery

(C) giving injections (D) keeping under observation

# **What did Mrs Pumphrey think her dog is suffering from?**

(A) fever (B) malnutrition

(C) stomach pain (D) footsore

# **What was Tricki’s real disease?**

(A) stomach pain (B) vomiting due to over-feeding

(C) cholera (D) fever

**CHARACTER SKETCH**

**Mrs. Pumphrey** was quite a rich and resourceful lady with a large number of servants and maids. She was passionately attached to her little pet dog, Tricki. She was much worried about Tricki’s miserable condition. Tricki had become hugely fat and listless. She thought he was suffering from malnutrition. So, she started giving Tricki malt, cod-liver oil and a bowl of Horlicks at night. Being overindulgent, Mrs. Pumphrey even ignored Dr Herriot’s advice. The doctor knew that Tricki’s only fault was his greed for food. He had advised Mrs Pumphrey to cut down food and sweets for Tricki. He also advised her to give him plenty of exercise. The dog

was to be kept on a very strict diet. For Mrs. Pumphrey, it was very difficult for her because she pampered Tricki like a spoiled child. This only compounded Tricki’s misery. His condition worsened. He lost appetite and started vomiting. Mrs. Pumphrey was impractical but very compassionate and caring. She and her staff arranged all comforts, beds, cushions and toys for Tricki. She constantly enquired about his health from Dr Herriot. She gratefully thanked Dr Herriot for saving Tricki’s life and called it "a triumph of surgery". Had she been a little more practical and disciplined, things might have not gone that far.

**Tricki:** Tricki is a small dog. The only fault of Tricki is his greed for food. Overfeeding of sweets, cakes and chocolates make Tricki hugely fat. He becomes rheumy and listless. His tongue lolls from his jaws. The doctor advises Mrs. Pumphrey to keep Tricki on a very strict diet and give him plenty of exercises. Tricki becomes a victim of overindulgence and overfeeding. Dr Herriot’s instructions are ignored. Tricki loses appetite and starts vomiting. Dr Herriot suggests Mrs. Pumphrey that Tricki be hospitalized under his observation for a fortnight. Tricki’s recovery is amazingly rapid. He is not given food but plenty of water. After a few days, Tricki starts taking an interest in his surroundings. He is transformed into a flexible and hard-muscled dog. Tricki shows his love for his mistress by jumping onto her lap when she comes to collect him.

**Dr James Herriot:** Dr James Herriot, no doubt, is a competent veterinary surgeon. He is really worried about Tricki. He understands that the real fault of the dog is his greed for food. Dr Herriot instructs Mrs Pumphrey to keep Tricki on a very strict diet.

Dr James Herriot is practical and pragmatic. He doesn’t give any medical treatment to the dog. He feeds the dog with only water. His method works. The grateful mistress thanks Dr Herriot Sil and calls his feat “A triumph of Surgery!” Dr James is clever enough to enjoy the best of both the worlds. He is tempted to keep Tricki as a permanent guest. It was a happy period for Dr Herriot and his friends. He used to enjoy eggs for breakfast and wine and brandy for lunch.

# **Theme of the Lesson – A Triumph of Surgery**

The story ‘A Triumph of Surgery’ revolves around an ill dog named Tricki and his mistress, Mrs Pumphrey. The dog was hugely fat. His eyes were blood-red and rheumy. Mrs Pumphrey gave her malt, cod-liver oil and bowl of Horlicks. Still, Tricki had no energy. The doctor advised her to cut down on sweet things. Tricki left eating and kept vomiting. He was to be hospitalised. The doctor gave Tricki nothing to eat for the first two days except water. On the third day, there were signs of improvement. He started taking food properly. The doctor didn’t give him any medical treatment. Tricki used to run around and play with the other dogs cheerfully. Soon, he recovered completely. Mrs Pumphrey continued enquiring about Tricki on phone. When she came to collect the dog, tear were shining in her eyes. She called this magical recovery: ‘A Triumph of Surgery’.

FIRE AND ICE

# **What is the central idea of the poem ‘Fire and Ice’?**

# **What is the Theme of the Poem "Fire and Ice"?**

# **What message does the poet give to the reader?**

# **Write a brief note on how Frost deals with the theme in his poems.**

# **Comment on the ending of the poem.**

# **“But if it had to perish twice’’**

Why does the poet use ‘if’ in the above quotation?

# **Is the poet’s personal view regarding the end of the world clear enough?**

# **“I think I know enough of hate.” What does the speaker know about hate?**

# **7. Read the extracts given below and answer the questions that follow-**

*Some say the world will end in fire Some say in ice.*

*From what I’ve tasted of desire*

*I hold with those who favour fire.*

1. What do people think of the world?
2. What is the poet’s opinion about the world?
3. Which two things will destroy the world?
4. What is the prediction of the people about how the world will come to an end?

*But if it had to perish twice,*

*I think I know enough of hate*

*To say that for destruction ice Is also great*

*And would suffice.*

1. Why does the poet feel that ‘ice’ is also great for destruction?
2. What is the rhyme scheme of this stanza of the poem?
3. The two things that the poet thinks are good enough for destruction are
4. What does ‘it’ stand for in the first line?

# VERY SHORT ANSWER TYPE QUESTIONS

Q.1, What is ‘fire’ a symbol of?

Q.2.What is ‘Ice’ a symbol of?

Q.3. What will fire do to the world?

# What will the world end in?

# Why does the poet hold with those who favour fire?

* 1. Why do some people say that the world will end in ice?

**MULTIPLE CHOICE QUESTIONS**

1. **What will the world end in?**

(A) fire (B) ice

(C) both (A) and (B) (D) none of the above

# **What does violent desire refer to?**

(A) fire (B) ice.

(C) both (A) and (B) (D) none of the above

# **What does ‘ice’ symbolizes?**

(A) love (B) hatred

(C) violent desire (D) all of the above

# **What do some people think, the world will end in?**

(A) fire (B) sun

(C) moon (D) rain

# **What does the poet think, the world will end in?**

(A) love (B) ice

(C) both (D) none of the above

# **Can hatred destroy the world?**

(A) yes (B) no

(C) maybe (D) may not be

# **According to Robert Frost, what will end one day**

(A) fire (B) ice

(C) both (A) and (B) (D) the world

# **Who is the poet of the poem ‘Fire and Ice’?**

(A) Robert Frost (B)William Cowper

(C) Ben Jonson (D) William Blake

**Summary of Fire and Ice - Robert Frost**

The poem ‘Fire and Ice’ is composed by Robert Frost. The poet talks about the two different beliefs regarding the end of this world. He says that he is in the favor of those who say this world will end in fire as he has seen the effect and result of uncontrolled and unbending desires.

He finds the human desires the same as a fire in its nature. On the other hand, the second belief tells that ice is sufficient for destroying this world and the poet compares the nature of ice with hatred.

As ice can make a part of body numb with its prolonged contact like hatred can also give numbness to our mind and thoughts and make us insensitive and cruel.

The poem has been written symbolically. The poet says that there are mainly two opinions about the end of this world. One by fire and another by ice. The symbols ‘Fire’ and ‘Ice’ have been used for human emotions like desire and hatred respectively.

As fire can spread very fast and cause great destruction in no time likewise our desires may also prove very destructive if they go out of control. Hatred causes slow destruction like ice but it is also very harmful.

**RHYME SCHEME-** ABA ABC BCB

**LINE BY LINE EXPLANATION OF THE POEM-**

***Some say the world will end in fire, Some say in ice.***

These first few lines describe the [disagreement](https://poemanalysis.com/literary-device/conflict/) in general society on the topic of how the world ends. In a modern sense, “fire” and “ice” could well be stand-ins for “nuclear disaster” and

“climate change.” Frost’s use of “fire” and “ice,” however, is largely a [metaphoric](https://poemanalysis.com/figurative-language/metaphor/) decision that opens the poem up to different kinds of interpretation. Ice and fire, of course, are opposites of one another, suggesting that most people have entirely opposing views on the apocalypse — after all, the world can’t end in ice and fire at the same time. Ice and fire also represent two extremes which, on a grand enough scale, could cause immense damage, and are

fitting [metaphors](https://poemanalysis.com/figurative-language/metaphor/) for harbingers of death.

# **From what I’ve tasted of desire I hold with those who favor fire.**

Here the [speaker](https://poemanalysis.com/diction/speaker-in-poetry/) provides their own opinion — they equate fire with desire, which is to suggest that it is equal with passions, with greed, with rage. Fire is being used as a [metaphor](https://poemanalysis.com/figurative-language/metaphor/) for strong, consuming emotions such as desire. It is a fitting [analogy](https://poemanalysis.com/figurative-language/analogy/) — in a candle or a fireplace, fire shows a person the way. It is warmth and light. In the same way, small desires are no trouble at all and can guide a person to the things they want in life. On a large scale, however, fire consumes and destroys, and so too does desire. The speaker recalls their experiences with a strong desire and tends to believe that it is those kinds of emotions and impulses that lead the world down its irrevocable path. For the speaker, the world will end in fire.

# **But if it had to perish twice, I think I know enough of hate To say that for destruction ice**

**Is also great And would suffice.**

As a close opposite to the burning desires the speaker sees as being so dangerous, the ice is also a concern in their mind. They believe the world will burn, in one form or the other, and that would end it — but if it didn’t end, and the fire wasn’t enough, the remainder of the poem says, then they believe the ice could manage the feat as well. As an opposite to a burning flame, a chilling sheen of ice represents hatred to the speaker. They think of it as something that would chill the world, slow it down, and isolate each individual enough that the human race simply couldn’t survive it. The potential for ice “would suffice,” and even though they tend to believe in the destructive power of desire, they see no reason to believe that hate couldn’t end the world just as easily.

# **LONG ANSWER QUESTIONS-**

1. **How does the poem depicts the two contrasting ideas— ‘Fire’ and ‘Ice’? Can hatred destroy us and the world? Explain bringing out values which can make this world a better place to live in.**

# **What is the rhyme scheme of the poem? How does it help in bringing out the contrasting ideas in the poem?**

# **There are many ideas about how this world will come to an ‘end’. What are they? Do you agree with the poet and his understanding of the poet and his understanding of the issue in this regard?**

# **What do the metaphors of ‘ice’ and ‘fire’ convey to the readers? Don’t they represent the two extremes of human behaviour that can lead to the destruction and death of this world? What is the message that the poet wants to give to the readers?**

**EXTRA QUESTIONS-**

1. How does Robert Frost caution the common man?
2. Why does the poet hold with those who favour fire?
3. ‘But if it had to perish twice’. How will the world perish twice?
4. To say that for destruction ice is also great for the poet, what does ‘ice’ stand for? How is it sufficient to bring destruction?

AMANDA

The poet describes Amanda, who is continuously instructed by her mother about dos and don’ts. In the first stanza, the poet says Amanda’s mother is pointing out her mistakes and asking her not to bite her nails. Then she tells her not to bend her back and shoulders. She scolds her for walking in a lazy way with her head and shoulders hanging down and directs her to sit straight. By listening to all this, Amanda starts getting frustrated by her mother and starts imagining herself to be in a deep green sea. She imagines how blissful her life would be if she would be a sea god having a fish tail instead of legs. Then, she would have enjoyed the sea waves and moved along with the waves up and down in the water.

In the second stanza, Amanda’s mother is inquiring whether she has completed her homework or not. Then she asks her whether she has cleaned her room or not. She is also reminding her to clean her shoes. At this moment, Amanda visualizes her life as an orphan. She thinks that being an orphan, she can freely roam in the street. She has the freedom to peacefully draw designs on the soft dust with her uncovered feet. There is no one to say anything to an orphan, so she can have a silent, peaceful life full of freedom. Here, the poet says that she gets so irritated with her mother that she thinks the opposite. Her mother was advising her to clean her shoes so that she lives a hygienic and healthy life. But Amanda took it in another way that her mother is snatching her freedom. That’s why she starts imagining that the life of an orphan is better than hers.

In the third stanza, Amanda’s mother is not allowing her to eat chocolates. Whenever she eats chocolates, she gets pimples on her face. Her mother then tells her to listen to her when she is speaking. She wants Amanda to pay attention to her words and follow them. After listening to her mother’s words, Amanda imagines herself to be Rapunzel, a character in a fairy tale. Rapunzel was captured in a tower by a witch. The witch used to climb the tower with the help of Rapunzel’s long hair. So, Amanda wants to live Rapunzel’s life as she feels that she can live a calm and quiet life in a pleasant environment. But, she will never let her hair down to anyone, so that no one can enter the tower.

In the last stanza, Amanda’s mother warns her to stop behaving in an odd manner. She says that she has become moody and is always in a bad mood. If anyone would notice this, then they will feel that her mother is harassing her. The poet wants to convey that Amanda can’t even react to what she feels about her mother. If she

does so, her mother will take it against her sense of pride and scold her to behave properly as other children do. Here, Amanda’s mother nature is shown to be very dominating.

Poetic Devices Used in the Poem

**Alliteration:** Repetition of initial consonant sounds in the same line.

* Stop that slouching and sit up straight
* I thought I told you to clean your shoes
* Stop that sulking at once, Amanda!

**Allusion:** A reference to statement, person, place etc. from history, religion, literature or any other field.

* Mermaid – To be free and contained in their own. (Taken from fairy tales)
* Rapunzel – Who lived alone on a tower for a long time. (Part of German fairy tale)

**Metaphor:** A device which compares two things or qualities which are unlike.

* Orphan – Who don’t have nagging parents above their head as Amanda’s.
* Languid, emerald sea – languid and emerald type qualities are assigned to sea.
* Silent is golden
* Freedom is sweet

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

* 1. **Don’t eat that chocolate, Amanda! Remember your acne, Amanda!**

## **Will you please look at me when i’m speaking Amanda!**

**(I am Rapunzel, I have not a care; Life in a tower is tranquil and rare;**

## **I’ll certainly never let down my bright hair!)**

* + 1. The speaker’s tone is

(i) Loving (ii) hopeful (iii) instructive (iv) indifferent

* + 1. Complete the analogy with a word from the extract:

Rare: uncommon: peace: Tranquil

* + 1. State whether the following statement is TRUE or FALSE: Amanda did not want anyone to invade her privacy and silence. TRUE
    2. Select the appropriate option:

Amanda’s mother is continuously Amanda

(i) Encouraging (ii) reprimanding (iii) motivating (iv) disappointing

(e) Which word in the extract is opposite in meaning to the word ‘dull’?

(i) dreary (ii) shady (iii) bright (iv) angry

## **(I am an orphan, roaming the street.**

**I pattern soft dust with my hushed, bare feet. The silence is golden; the freedom is sweet.)**

## **Who is ‘I’ in the above extract?**

.

## **Why does the speaker want to be an orphan?**

## **What is the orphan doing?**

## **What do you mean by ‘hushed bare feet’?**

.

3.**Don’t bite your nails, Amanda!**

**Don’t hunch your shoulders, Amanda! Stop that slouching and sit up straight, Amanda!**

## **Who do you think could be the speaker in the stanza?**

## **What is expected from Amanda?**

## **Why do you think Amanda is being instructed/scolded?**

## **What is the tone of the speaker?**

## **(there is a languid, emerald sea, Where the sole inhabitant is me- A mermaid, drifting blissfully.)**

* 1. **Who does ‘me’ stand for?**

## **How does ‘me’ feel?**

## **Who is ‘me’ compared to?**

## **Which word in the extract means opposite of ‘sorrowfully’?**

## **TEXTBOOK QUESTIONS SOLVED:**

**1: How old do you think Amanda is? How do you know this?**

## **2: Who do you think is speaking to her?**

## **3: Why are stanzas 2, 4 and 6 given in parenthesis?**

## **4: Who is the speaker in stanzas 2, 4 and 6? Do you think this speaker is listening to the speaker in stanzas 1, 3, 5 and 7?**

## **5: What could Amanda do if she were a mermaid?**

## **6: Is Amanda an orphan? Why does she say so?**

## **7: Do you know the story of Rapunzel? Why does she want to be Rapunzel?**

## **8: What does the girl yearn for? What does this poem tell you about Amanda?**

## **9: Read the last stanza. Do you think Amanda is sulking and moody?**

# Extra Questions

*Read the following extracts carefully and choose the correct option*

## Don’t bit your nails. Amanda!

Don’t hunch your shoulders, Amanda! Stop that slouching and sit up straight, Amanda!

## Who is giving instructions to Amanda!

1. Teacher
2. Grandmother

## Mother

1. Father

## What does Amanda do to her shoulders?

1. Stretches

## Hunches

1. Keep them loose
2. None of these

## What is Amanda’s sitting posture?

1. Sitting straight
2. Bending on the chair

## Slouching

1. Not sitting at all

## What is the literary device used in the third line?

1. Metaphor

## Alliteration

1. Personification
2. Simile

## (There is a languid, emerald sea, where the sole inhabitant is me-

a mermaid, drifting blissfully.)

1. Who do these lines refer to?

## Amanda

1. Mermaid
2. Amanda’s sister
3. None of these
4. Why is this stanza given within brackets?
5. to show inner thoughts of mother
6. day dreaming by Amanda
7. to show the contrast

## Both (b) and (c)

1. Give the word from the stanza which means “free flowing act of going with motion and force”.
2. languid
3. Blissfully

## Drifting

1. Emerald
2. Why does Amanda want to be sole inhabitant of sea?
3. Away from noise
4. Away from mother

## Away from this noisy and disturbing atmosphere

1. Away from everyone

# **Short Answer type Questions and Answers**

## **1: Write a short note on the title of the poem?**

## **2: Why is Amanda getting scolded for having chocolate?**

## **3: How life on a tower would be different from life anywhere else for Amanda?**

## **4: Why does Amanda seem moody most of the times?**

## **5: Why does Amanda wish to be a mermaid, an orphan, or Rapunzel?**

## **6: Do you consider Amanda’s mother to be a nagging mother?**

## **7: Is Amanda at fault at all?**

## **8: What is the central theme of the poem Amanda?**

## **9. Who was Amanda? What idea do you form of her through the poem?**

## **3: State the key points in the poem Amanda. What do you learn from it?**

## **4: Escapism is one way to run away from harsh realities. Discuss in context to the poem.**

## **10. What message does the poet want to give through the poem- ‘Amanda’?**

## **11. Why does she dream to be an orphan?**

## **12. Who is the mermaid in ‘Amanda’ what does ‘she’ wish to do?**

## **13. Is the purpose of someone constantly giving instructions to Amanda being fulfilled? Explain.**

## **14. Amanda imagines herself to be Rapunzel, yet would not like to do what all she did.**

**Identify and state the reasons for her decision.**

## **15. Bringing up teenagers can be both a challenge and fun. How far do you agree?**

**Express your views with reference to Amanda’s life.**

## **16. Why is Amanda asked not to eat chocolate?**

## **17. What is the fear of the speaker that is explained in the last stanza?**

## **18. What picture do you form of Amanda’s mother/parents after reading the poem ‘Amanda?**

## **19. Describe any three-character traits of Amanda.**

## **20. Why does the adult in the poem blame Amanda? Give three reasons.**

## **21. Amanda’s mother gives her a list of do’s and don’ts. What impact does this have on Amanda?**

## **22. Amanda is alone but not lonely in the world she envisions. Give instances from the poem to justify**.

## **23. Amanda did not agree with the restrictions put on her. Give three reasons to support the statement.**

Long Answer Type Questions and Answers

## **1: Discuss the importance of proper upbringing with reference to the poem Amanda by Robin Klein.**

## **2: How does Amanda tackle the nagging nature of her parents? Explain with examples from the poem. What values does it portray about Amanda**

# **NELSON MANDELA: LONG WALK TO FREEDOM**

**I. SUMMARY**

‘Nelson Mandela: Long Walk to Freedom’ is an extract from the autobiography of Nelson Rolihlahla Mandela that describes the struggle for freedom of black people in South Africa. On 10th May 1994, Nelson Mandela took the oath as South Africa’s first Black President after more than three centuries of White rule. His party had won in the first democratic elections in the history of South Africa.

Many dignitaries and political figures from several countries had attended the inauguration ceremony that took place in the Union Buildings amphitheater in Pretoria. In his speech, Mandela addressed all dignitaries respectfully and assured his fellow countrymen that his country would never experience similar suppression by one group over another. While taking his vow as the first black President, he established democracy in the country and said there would be no discrimination of people, irrespective of colour, creed or race. He assured that the government would always treat all the people of the country with due respect and equality.

The lovely day of inauguration was symbolic for Mandela as the South African people sang two national anthems – the vision of whites sang ‘*Nkosi Sikelel –iAfrika’* and the blacks sang ‘*Die Stem*’, the old anthem of the Republic. All these events reminded Mandela how the black-skinned people were exploited by the white people earlier. He deeply felt the pain of his race and said that this type of suppression and racial domination of the white-skinned people against the dark-skinned people on their own land gave rise to one of the harshest and most inhumane societies the world had ever seen or known. He strongly believed that no person is born to hate the other person on the basis of skin colour, background or religion. Although people must learn to hate initially, because if they learn to hate, they can be taught to love as well, as love comes more naturally to humans than hate. He also mentioned how a person becomes brave, not because he does not feel afraid, but because he knows how to conquer his fears.

Furthermore, Mandela stated that every man in life has two major obligations. The first one being towards his family i.e. parents, wife and children and the second obligation towards his motherland, countrymen and his community. Everyone is able to fulfil those obligations according to his own interests and inclinations. However, it was difficult to fulfil both these obligations as a black man in a country like South Africa before the democratic wave took over the nation by storm. When Mandela became an adult, he realised that freedom was merely an illusion and temporary in nature for the black-skinned people of his country. He felt that they were treated as slaves of exploitation and all the people of his race were treated unfairly by the white-skinned people.

According to Mandela, freedom was indivisible for all. But the people of his colour and race were bound in chains of oppression and tyranny. He knew that the oppressor must be liberated just like the oppressed because a person who snatches another’s freedom is also a prisoner of similar oppression. Thus, the oppressor is not free too and feels shackled in the chains of oppression himself.

In the chapter – Nelson Mandela: Long Walk to Freedom, we learnt that brave men are not those who never feel afraid, but the ones who know how to conquer fear. Mandela strongly felt that every individual has certain duties and responsibilities towards his own country and community.

1. **Read the extract given below and answer the questions that follow.**
   1. We, who were outlaws not so long ago, have today been given the rare privilege to be host to the nations of the world on our own soil.

We thank all of our distinguished international guests for having come to take possession with the people of our country of what is after all a common victory for justice, for peace, for human dignity.

We have, at last, achieved our political emancipation. We pledge ourselves to liberate all our people from the continuing bondage of poverty, deprivation, suffering, gender and other discrimination.

# Who does ‘we’ refer to in the first line of the passage?

1. People of South Africa
2. C) Military’s loyalty
3. Other racial countries
4. D) White rulers
5. What did the people of South Africa achieve at last?
6. an illusion of freedom
7. C) deliverance from poverty

# political emancipation

1. D) lack of freedom
2. The word ‘bondage’ means …… in the passage.

A) deprivation B) suffering

C) slavery D)discrimination

Give a synonym of ‘emancipation’.

A) Human dignity B) Liberation

C) Integrity D) Peacetime

* 1. 10th May dawned bright and clear. For the past few days 1 had been pleasantly besieged by dignitaries and world leaders who were coming to pay their respects before the inauguration. The inauguration would be the largest gathering ever of international leaders on South African soil. The ceremonies took place in the lovely sandstone amphitheater formed by the Union Buildings in Pretoria. For decades this had been the seat of white supremacy, and now it was the site of a rainbow gathering of different colours and nations for the installation of South Africa’s first democratic, non-racial government.

1. Who were coming and for what before the inauguration?
2. What happened on the inauguration?
3. Find out the word that means the same ‘commencement’ from the passage.
4. Find the word from the passage which means ‘an open space surround by sloping land’.
   1. In life, every man has twin obligations- obligations to his family, to his parents, to his wife and children; and he has an obligation to his people, his community, his country. In a civil and humane society, each man is able to fulfil those obligations according to his own inclinations and abilities. But in a country like South Africa, it was almost impossible for a man of my birth and colour to fulfil both of those obligations. In South Africa, a man of colour who attempted to live as a human being was punished and isolated.
5. What are the obligations that every man has in life?
6. Why was it impossible for a coloured man to discharge his obligations?
7. Find the word in the passage which has same meaning as ‘duty’.
8. A word synonymous with intentions’ is ……… in the passage.
   1. “I was not born with a hunger to be free. I was born free — free in every way that I could know. Free to run in the fields near my mother’s hut, free to swim in the clear stream that ran through my village, free to roast mealies under the stars and ride the broad backs of slow-moving bulls. As long as I obeyed my father and abided by the customs of my tribe, I was not troubled by the laws of man or God. It was only when I began to learn that my boyhood freedom was an illusion, when I discovered as a young man that my freedom had already been taken from me, that I began to

hunger for it. At first, as a student, I wanted freedom only for myself, the transitory freedoms of being able to stay out at night, read what I pleased and go where I chose. Later, as a. young man in Johannesburg, I yearned for the basic and honourable freedoms of achieving my potential, of earning my keep, of marrying and having a family—the freedom not to be obstructed in a lawful

life.”

1. In what ways was Mandela free as a child?
2. What kind of freedom did Mandela yearn for as a man?
3. Give the meaning of the word ‘illusion’?
4. What do you mean by ‘transitory’.

**III. SHORT ANSWER TYPE QUESTIONS:**

# **What did Mandela realise about his brothers and sisters?**

# **What ideals did Mandela set out for the future of South Africa in his speech?**

# **How, according to Mandela, had apartheid policy affected South Africa?**

# **How did South African jets, helicopters and troops demonstrate?**

# **What is the common loss of both the oppressor and the oppressed?**

1. **How did Mandela change in many ways as he went to fight for rights and freedom?**
2. **Name the people Mandela referred in text and how according to Mandela they turned out to be extraordinary?**

# **When did Mandela join the African National Congress and why?**

# **What transformations did Mandela go through as he engaged himself?**

# **Discuss Mandela’s thought about indivisible freedoms.**

**IV. LONG ANSWER TYPE QUESTIONS:**

1. **What does Nelson Mandela refer to as “an extraordinary human disaster”?**

# **Describe the views of Mandela for the black people who fought and sacrificed their likes for the country’s political independence?**

# **What does Mandela mean to say that the oppressor and the oppressed alike are robbed of their humanity?**

# **Describe the obligations which the author is talking about and also describe his feelings for them?**

# **Describe the value of freedom for the human beings and how it is important for the growth of civilisation and humanism as described in the lesson ‘Nelson Mandela: Long Walk to Freedom’.**

1. **MULTIPLE CHOICE QUESTIONS:**

1- It was a celebration of South Africa’s first government.

* 1. autocratic, racial

# democratic, non-racial

* 1. democratic, racial
  2. monarch, non-racial

# Other countries broke off diplomatic relations with South Africa because of----------

1. White rulers
2. Other countries are racial
3. It is a poor country

# Apartheid policy

1. "We thank all of our distinguished international guests for having come to take possession with the people of our country of what is, after all, a common victory for "
2. justice
3. peace
4. human dignity

# all of the above

1. "We have achieved our political emancipation." What is the meaning of emancipation?

# freedom from restriction

1. enslavement
2. slavery
3. both 2 and 3

# "The structure they created formed the basis of one of the harshest, most inhumane, societies the world has ever known." What structure is Mandela talking about?

1. Racial domination against the black people
2. Poverty and suffering in the world
3. Discrimination against the poor and children
4. Oppression of women and girls

# Whom did Mandela wanted to thank but couldn’t?

1. his family and members of his tribe
2. white rulers and landlords

# African patriots who no longer lived

1. Military personnel and bureaucrats

# What did Mandela learn about courage?

* 1. it is absence of fear

# it is the triumph over fear

* 1. both 1 and 2
  2. none of the above

# What are a man’s obligations in life?

1. Obligation to people
2. Obligation to family
3. Obligation to God

# Both 1 and 2

10- What realisations did Mandela have of his boyhood freedom?

# it is just an illusion

* + 1. he was born free
    2. freedom was meant for kids
    3. he had no realisations

# What began Mandela’s hunger for freedom?

1. the fact that it had already been taken away from him
2. his obligation towards people
3. his obligation towards family
4. he was born to fight the regime

# Which party did Mandela join?

1. Indian National Congress

# African National Congress

1. National African Party
2. he did not join any party

**TEXTBOOK QUESTIONS AND ANSWERS**

**Oral Comprehension Check**

# **1: Where did the ceremonies take place? Can you name any public buildings in India that are made of sandstone?**

# **2: Can you say how 10 May is an ‘autumn day’ in South Africa?**

# **3: At the beginning of his speech, Mandela mentions “an extraordinary human disaster”. What does he mean by this? What is the “glorious … human achievement” he speaks of at the end?**

# **4: What does Mandela thank the international leaders for?**

# **5: What ideals does he set out for the future of South Africa?**

**1: What do the military generals do? How has their attitude changed and why?**

# **2: Why were two national anthems sung?**

# **3: How does Mandela describe the systems of government in his country –**

* 1. in the first decade, and (ii) in the final decade, of the twentieth century?

# **4: What does courage mean to Mandela?**

# **5: Which does he think is natural, to love or to hate?**

**1: What “twin obligations” does Mandela mention?**

# **2: What did being free mean to Mandela** **as a boy, and as a student? How does he contrast these “transitory freedoms” with “the basic and honourable freedoms”?**

# **3: Does Mandela think the oppressor is free? Why/Why not?**

# **Thinking about the Text**

**1: Why did such a large number of international leaders attend the inauguration? What did it signify the triumph of?**

# **2: What does Mandela mean when he says he is “simply the sum of all those African patriots” who had gone before him?**

# **3: Would you agree that the “depths of oppression” create “heights of character”? How does Mandela illustrate this? Can you add your own examples to this argument?**

# **4: How did Mandela’s understanding of freedom change with age and experience?**

# **5: How did Mandela’s ‘hunger for freedom’ change his life?**

TWO STORIES ABOUT FLYING

**SUMMARY- HIS FIRST FLIGHT**

The story “His First Flight” is written by Liam O’Flaherty and is based on a young seagull who was afraid to take his first flight because he feared that his wings wouldn’t support him while flying. All his siblings took the plunge to fly fearlessly in the open air despite having shorter wings than him. On the contrary, the young bird could not muster up courage to take the plunge due to distrust on his wings. Whenever he tried to come forward towards the brink of the ledge while attempting to fly, he became afraid and went back. His parents constantly upbraided and threatened him that unless he flew away he would have to starve alone on the ledge, but all their efforts went in vain. He would just watch his parents teaching his siblings how to skim the waves and dive for fish.

One fine day, the whole family flew to a big plateau and taunted the young seagull for his cowardice. As the sun rays blazed on his ledge, he could feel the heat and was starving since the previous nightfall. The young bird begged his mother to bring him some food. He uttered a joyful scream when his mother quickly picked a piece of fish and flew across to him. He leaned out eagerly and jumped at the fish exasperated by hunger. Suddenly he fell outward in the open space and a monstrous terror seized him as he could feel that he was falling downward. The next moment he felt his wings spread outwards and he was able to fly fearlessly. Finally, the young seagull took his first flight and soared higher and skimmed through the waves and dived along with his siblings.

**SUMMARY- BLACK AEROPLANE**

“Black Aeroplane” is a mysterious story written by Fredrik Forsyth that revolves around a pilot. The narrator of the story is a pilot who wanted to be with his family and enjoy a wholesome breakfast with them in England. He had to fly from France to England to spend time with his family. The plane was Dakota DS-088 and was flying at night. After the journey of 150 Km, suddenly the pilot came across the storm clouds that looked like black mountains. It was just in front of him and he was in a confusion whether he should return back or should face the storm. However, he flew through the clouds and soon realized that everything around him had turned completely black. Nothing was visible to him outside the aeroplane. He noticed that the cloud was looking so dangerous, but finally he entered the clouds and found that the compass and the radio had stopped working. He was completely helpless.

Suddenly he noticed that a black aeroplane was flying just beside his aeroplane. It had no lights on its wings. The pilot of that aeroplane waved his hands and signalled him to follow. He began to follow him just like an obedient child. After sometime he noticed that the fuel in the second tank was left only for the Journey for 5 to10 minutes. He began to feel frightened but was following the other aeroplane continuously. Suddenly he noticed that he was out of the storm and the runway of an airport was being seen. After watching that he got relaxed and landed his aeroplane. He was trying to find out the other pilot and the black aeroplane, but couldn’t see them. After landing his aeroplane, he went to the woman who was sitting in the control center and asked her about the black aeroplane. He wanted to thank him for saving his life. But the woman in the control center told him that there was no other airplane in the night sky other than his aeroplane. Then surprisingly, he began to think continuously about the incident and finally couldn’t reach to any conclusion whether the black aeroplane was his imagination or did any other miracle occur?

**EXTRACT BASED QUESTIONS:**

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

1. **The moon was coming up in the east, behind me, and stars were shining in the clear sky above me. There wasn’t a cloud in the sky. I was happy to be alone high up above the sleeping countryside.**

# **Who does ‘I’ refer to here?**

# **Where was he going?**

# **What made him happy?**

1. **Which words in the above extract indicate that the weather was fine? He waited a moment in surprise, wondering why she did not come nearer, and then maddened by hunger, he dived at the fish. With a loud scream he fell outwards and downwards into space. Then a monstrous terror seized him and his heart stood still.**
   1. **Who does ‘he’ refer to here?**

# **Who is ‘she’ here?**

# **What did he think she would offer him?**

# **Find a word from the extract which means the same as ‘dreadful’**

# **Only his mother was looking at him. She was standing on a little high hump on the plateau, her white breast thrust forward. Now and again, she tore at a piece of fish that lay at her feet and then scrapped each side of her beak on the rock. The sight of the food maddened him. How he loved to tear food that way, scrapping his beak now and again to whet it.**

* 1. **The young seagull’s mother was standing on a little high--------------**

# **on the plateau.**

# **The sight of the food \_\_\_\_\_\_\_\_\_\_\_\_\_ him.**

# **Now and again, the young seagull’s mother tore at a piece of fish that lay at her feet. (True/ False)**

# **Find a word from the extract which means same as ‘sharpen’**

# **Inside the clouds, everything was suddenly black. It was impossible to see anything outside the aeroplane. The old aeroplane jumped and twisted in the air. I looked at the compass. I could not believe my eyes: the compass was turning round and round. It was dead. It would not work. The other instruments were suddenly dead, too.**

* 1. **Why could the writer not see anything outside the aeroplane?**

# **Why was the aeroplane twisting in the air?**

# **Why could the writer not believe his eyes?**

# **Find a word from the extract which means the same as ‘and curved in different direction’.**

**SHORT ANSWER TYPE QUESTIONS:**

# **What happened when the young seagull dived at the fish picked up by his mother?**

# **How did the seagull feel when his belly touched the green sea?**

# **Why was the young seagull afraid to fly?**.

# **What did the young seagull do to attract his mother’s attention?**

# **Describe the sky when ‘Dakota’ took off from Paris.**

# **‘I’ll take the risk? What is the risk? Why does the pilot of the old Dakota take it?**

# **What difficulties did the narrator face while flying in the storm?**

# **When did the seagull’s flight begin? And where did it end?**

# **What happened when the author turned the aeroplane twelve degrees west towards England?**

# **What made the woman in the control center look at the narrator strangely?**

1. How did the seagull’s parents try to make him fly?
2. **“The sight of the food maddened him”? What does this suggest?**
3. **Why did the pilot think of going back to Paris?**

# **Why was the pilot of Dakota aeroplane frightened again?**

# **Why and when did the narrator say that ‘everything’ was going well, it was an easy flight?**

# **Multiple Choice Questions:**

Question 1.

Why could the writer not see anything outside the aeroplane?

* 1. Because of lightning

# Because it was dark outside

* 1. Because there was bird
  2. None of the Above

Question 2.

What was young seagull’s family offering him?

# Scraps of Dogfish

1. Scraps of Chicken
2. Scraps of Mutton
3. None of the Above Question 3.

What did the seagull pretend?

1. Running Fast

# Falling Asleep

1. Crying
2. None of the Above Question 4.

What was the name of the aeroplane that the pilot was flying?

1. Airbus
2. Boeing

# Dakota

1. Minesotta

Question 5.

“They looked like black mountains standing in front of me across the sky”. What looked like black mountains?

1. Black mountains

# Storm clouds

1. tall buildings
2. black plateau

Question 6.

The title “Black Aeroplane” is based on?

# the aeroplane that helped the pilot

1. the pilot’s aeroplane
2. aeroplane in the stormy sky
3. none of the above Question 8.

What were his parents teaching his brothers and sisters?

1. to perfect the art of flying
2. to skim the waves
3. to dive for fish

# all of the above

Question 9.

What was the pilot looking forward to?

1. to reach his destination
2. to meet his family
3. his holiday

# both 2 and 3

Question 10.

How far was the narrator from Paris when he saw dark clouds in the sky?

1. 200 km
2. 100 km
3. 50 km

# 150 km

Question 11.

Who was alone on the ledge?

# Young Seagull

1. Mother Seagull
2. Father Seagull
3. None of the Above

**LONG ANSWER TYPE QUESTIONS:**

1. **Fear and lack of confidence stop one from learning new things. Do you agree? How did these two traits of the young seagull make him coward? How did he overcome these short comings?**

# **Describe the methods used by the seagull’s family to help the young seagull overcome his fear and fly.**

# **The narrator had two options of avoiding the terrible storm clouds. Why didn’t he use them? Was his decision of flying straight into storm clouds a sound decision?**

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# **Overcoming fear is the first step to success. how does this saying stand true in context of the story ‘his first flight’’?**

# **Was the mother successful in helping the seagull overcome his fear and teach him the art of flying?**

# **They were beckoning to him, calling shrilly.” Why did the seagull’s father and mother threaten him and cajole him to fly?**

# **Why didn’t the young seagull go with the rest of his family?**

# **When did the seagull get over his fear of flying over the sea?**

# **What did the writer feel inside the clouds?**

# **Why did the writer follow the pilot of another aeroplane?**

# **Why was the writer happy when he decided to fly in the night?**

# **The pilot wanted to thank another pilot after his safe landing. Why? What values of the writer are reflected from his action?**

# **A TIGER IN THE ZOO-by Leslie Norris**



1. **SUMMARY-**

In this poem, Leslie Norris has given an appropriate description of a tiger. This poem contrasts a tiger in the zoo in his cage with the tiger in its natural habitat. The poem moves from the zoo to the jungle, and back again to the zoo. The poet sees a tiger full of rage but quiet, moving in his cage on a starry night. The poet feels that the tiger should have been moving freely in the forest and hunting at his will. But now he is locked in a concrete cell behind the bars. At night he watches the stars with his brilliant eyes and longs for freedom.

# **Stanza1**

The tiger moves up and down of his cage. The stripes on his body are of strong bright colour. The tiger moves quietly on his velvet pads. He is full of rage but is quiet. (because he knows that he is helpless.)

# **Stanza2**

Looking at the imprisoned tiger, the poet is filled with pity. He says that the caged tiger should have been in his natural habitat. Then he would have been lying in the shadows of trees and sliding quietly through the long grass. There, near the water hole, he would be waiting for some fat deer to pass that way. Thus he would be lying there in expectation of a heavy feast.

# **Stanza3**

Here the poet imagines what the tiger would be doing in case he failed to find any prey in his natural habitat. He says that the tiger would be growling at the edge of jungle near some village. He would be showing his white fangs and claws while moving here and there. He would thus become a cause of terror for the villagers. (a hint that if humans destroy the natural

habitat of tigers, they will be forced to turn to the villages to find their food.)

# **Stanza 4**

The poet sees the tiger confined in a concrete cell in the zoo. In spite of all his strength, he now lies imprisoned behind the bars. Very slowly and silently, he moves up and down along the length of the cage. He takes no note of the visitors who come to the zoo to have a look at him. **Stanza 5**

The tiger knows no rest during the day because of the visitors. Even at night he remains disturbed due to the noise of the patrolling cars. He keeps staring at the brilliant stars with his brilliant eyes. Perhaps he is asking heaven why he has been imprisoned there. He longs for freedom.

# **Poetic Devices:**

**Rhyme Scheme:** There are two different rhyme schemes in the poem. They are ***abcb*** and ***abcd*.**

The rhyme scheme for first, second, third and fifth stanza is *abcb* and for and fourth stanza is *abcd*.

* 1. **Personification** - The poet refers to the tiger as ‘he’. Thus, the tiger has been personified.
  2. **Metaphor** - The paws of tiger have been compared with velvet. “On pads of velvet quiet”
  3. **Enjambment** - The sentence is being continued to the next line.

*Sliding through long grass Near the waterhole*

* 1. **Alliteration** - It is the repetition of a letter at the start of closely placed words – "plum pass". There is repetition of the letter 'p'.

“behind bars”. There is repetition of the letter 'b'. "he hears". There is repetition of the letter 'h'.

# **Imagery**

- Detailed visual description about the tiger – ‘He stalks in his vivid stripes.’

-A brief description of the tiger’s activities ‘lurking in shadow’, ‘sliding through long grass’.

# **Oxymoron** –

The two words “*quiet rage”* which are opposite in meaning.

* 1. **Synecdoche** - Here, the phrase ‘vivid stripes’ is used for the whole body of the tiger.
  2. **Onomatopoeia** - In this stanza, the word ‘snarling’, denotes the aggressive sound made by the tiger.
  3. **Repetition** - The words ‘quiet’ and ‘brilliant’ has been repeated.

*On pads of velvet* ***quiet****, In his* ***quiet*** *rage.*

*And stares with his* ***brilliant*** *eyes, At the* ***brilliant*** *stars.*

1. **Read the extracts and answer the questions that follow.**
2. “He stalks in his vivid stripes The few steps of his cage,

On pads of velvet quiet, In his quiet rage”.

1. Who is ‘He’ in the above lines?
2. Where is he?
3. Where and how is he walking?
4. In which mood is he? Why?
5. “He should be lurking in shadow, Sliding through long grass
6. Where is the tiger hiding?
7. Who is going to be his prey?
8. Why should he be lurking in shadow?
9. What is the rhyme scheme of these lines?
10. He should be snarling around houses At the jungle’s edge,

Baring his white fangs, his claws, Terrorising the village!

1. What does the poet try to suggest through these lines?
2. How does the tiger scare the people?
3. Why does ‘he’ snarl?
4. How does ‘he’ show his presence?
5. But he’s locked in a concrete cell, His strength behind bars,

Stalking the length of his cage, Ignoring visitors.

1. What does the phrase ‘his strength behind the bar’ suggests?
2. Why does the tiger ignore the visitors?
3. What is the tiger doing in the cage?
4. What does the expression ‘stalking the length of the cage’ imply?
5. He hears the last voice at night, The patrolling cars,

And stares with his brilliant eyes At the brilliant stars.

1. What kind of voices does the tiger hear?
2. Where does the tiger look at in the night?
3. What do you mean by ‘patrolling’?
4. What is the effect of the repeated use of the word ‘brilliant’?
5. **Answer the following questions in 40-50 words:**
6. **What do you understand by `His strength behind bars’? What kind of a cage is he locked in?**

# **The tiger in the poem ‘A Tiger in the Zoo’ has some obvious limitations, describe them in contrast to its natural habitat.**

# **How does the poet contrast the tiger in the cage with the tiger in the forest?**

# **Where should the tiger have been according to the poet?**

# **Why do you think the tiger looks at the stars?**

# **What does the poet convey through the poem?**

1. **Answer the following question in 100-120 words:**
2. **Animals, big and small, is being used by humans for their selfish ends? What is your opinion regarding the exploitation of animals? Mention some examples that you can see a possible solution to this problem.**

# **Some animals are becoming extinct; the tiger is one such animal. What do you think could be the reason? Should this decrease in number be stopped? Why?**

# **Love for freedom is the natural instinct of every living being. Comment.**

1. **MULTIPLE CHOICE QUESTIONS**
2. **What does a tiger have on his body?**

(A) spots (B) stripes

(C) stars (D) all of the above

1. **How does the tiger feel in a cage?**

(A) happy (B) contented

(C) free (D) angry

1. **How are the pads of a tiger?**

(A) Soft like velvet (B) rough

(C) hard (D) all of the above

1. **What does the tiger hunt near the water hole?**

(A) lions (B) elephants

(C) deer (D) all of the above

1. **Where should the tiger be snarling?**

(A) at the jungle’s edge (B) at the cage’s edge

(C) in the cage (D) all of the above

1. **A tiger is happy when……………...**

(A) he is in the cage (B) he is near the cage

(C) he frightens the visitors (D) he is free in the forest

1. **What is the tiger’s attitude towards visitors?**

(A) loving (B) hating

(C) ignoring (D) threatening

1. **What is patrolling at night?**

(A) cars (B) tigers

(C) deer (D) all of the above

1. **How are the eyes of the tiger?**

(A) dull (B) brilliant

(C) sleepy (D) sad

# **What is ‘brilliant’ in the poem ‘Tiger in the Zoo’?**

(A) the tiger’s eyes (B) the stars

(C) both (A) and (B) (D) none of the above

**TEXTBOOK QUESTIONS AND ANSWERS**

Thinking about the Poem (Page 30-31)

# **Question 1: Read the poem again, and work in pairs or groups to do the following tasks.**

1. Find the words that describe the movements and actions of the tiger in the cage and in the wild. Arrange them in two columns.

| **In the Cage** | **In the Wild** |
| --- | --- |
|  |  |

# **Find the words that describe the two places, and arrange them in two columns. Now try to share ideas about how the poet uses words and images to contrast the two situations.**

| **Cage** | **Wild** |
| --- | --- |
|  |  |

**Question 2: Notice the use of a word repeated in lines such as these:**

# **On pads of velvet quiet, In his quiet rage.**

1. **And stares with his brilliant eyes, At the brilliant stars. What do you think is the effect of this repetition**

FROM THE DIARY OF ANNE FRANK 

**SUMMARY**

# From the Diary of Anne Frank is an autobiography of a young Jewish girl who wrote her thoughts in a diary. At first, she felt it was an unusual experience for her to pen down all her thoughts in pen and paper. She believed that no one in the near future would be interested to read about a young girl’s past experiences from her diary. However, she still decided to write her thoughts in her diary and named it “Kitty”. She considered her diary to be her true and loyal friend as she was lonely and had no friends to talk to. Anne felt that her diary had more capacity to absorb thoughts than people with low patience levels. Further, she mentioned how much she loved her family, especially her adorable father who gifted her the diary on her thirteenth birthday.

On 20th June 1942, Anne stated how her entire class was nervous about their exam results. Although she was confident about other subjects, she wasn’t quite sure about mathematics. She and her friend, G pleaded the students to calm down and not make noise, but all in vain. She felt that about a quarter of the class were dummies who should be kept back in the same class as they did not participate in other activities.

# Besides, Anne also mentioned how the Maths teacher, Mr. Keesing was annoyed by her talkative nature. He would often punish her with extra homework whenever she talked more during his class. In the first punishment, he asked her to write an essay on ‘A Chatterbox’, which in itself was a weird topic for Anne. She gave a good thought about the topic and decided to present convincing arguments in her essay, justifying her points in support of talking. She mentioned that she would try to improve herself but she could not do anything about the trait that she inherited from her mother. When her teacher read the essay, he found it amusing and assigned her a second essay ‘An Incorrigible Chatterbox’ for her talkative nature.

However, during the third lesson Mr. Keesing had read enough of her justifications and assigned her another topic entitled, ‘Quack, Quack, Quack, Said Mistress Chatterbox’ as a punishment for her incorrigible habit. Anne almost ran out of thoughts after writing essays on similar topics previously. This time she took the help of her friend, Sanne who was good at poetry and wrote the essay from beginning to end in satirical verse. When her teacher read the essay, he took it

# lightly and thoroughly enjoyed it. Since then, Anne was allowed to talk in class and was never assigned any extra homework by Mr. Keesing.

**EXTRACT BASED QUESTIONS**

*Read the following extracts carefully and choose the correct option.*

## **1. Let me put this more clearly, since no one will believe that a thirteen-year old girl is completely alone in this world. And I’m not. I have loving parents and a sixteen years old sister, and there are almost thirty people I can call friends. I have a family, loving aunts and a good house. No, on the surface I seem to have everything, except my one true friend. All I think about when I am with friends is having a good time. I can’t bring myself to talk about anything, but ordinary everyday things***.*

1. On the surface, it appears that Anne the thirteen-year-old girl has--------------------------

## everything

1. How can we infer that the speaker felt alone in the world?

She had a family of many people. (b) She had loving parents.

(c) She had thirty friends. (d) She craves for a true friend.

1. Anne and her friends talked about .

(a) their problematic parents (b) their financial problems

(c) common everyday things (d) the commuting problems

1. Complete the analogy by selecting the suitable word from the text:

Alone: friends: nothing: everything

1. Select the option that correctly captures the usage of the idiom ‘bring myself ’ from the extract :

(a) to do something willingly (b) to do something unwillingly

(c) a charitable act (d) an involuntary act

## **2: Writing in a diary is really strange experience for someone like me. Not only because I have never written anything before, but also because it seems to me that later on neither I nor anyone else will be interested in the musing of a thirteen-year-old school girl. Oh well, it doesn’t matter. I feel like writing and I have an even greater need to get all kind of thingsoff my chest.**

**‘Paper has more patience than people.’ I thought of this saying on one of those days when I wasfeeling a little depressed and was sitting at home with my chin in my hands, bored and listless, wondering whether to stay in or go out.**

## **To whom does ‘I’ refer in the extract?**

a) Anne Frank (b) Margot Frank (c) Mr. Van Daan (d) Mr. Keesing

## **‘Paper has more patience than people’ Why did Anne Frank say that?**

1. Paper does not offend (b) Paper is more mature and serious
2. One can rely on paper to confide (d) Paper can be hidden easily

## **Find a word in the extract that means ‘deep thought’.**

(IV) Diary (b) Musing (c) strange (d) Chin

## **What does the word ‘listless’ used in the extract mean?**

a) Uncountable b)Many c) Numberless d) Lethargic

## **3: Let me put it more clearly, since no one will believe that a thirteen-year-old girl is completely alone in the world. And I’m not. I have loving parents and a sixteen-year- old sister, and there are about thirty people I can call friends. i have a family, loving aunts and a good home. No, on the surface I seem to have everything, except my one true friend. All I think aboutwhen I’m with friends is having a good time. I can’t bring myself to talk about anything but ordinary everyday things. We don’t seem to be able to get any closer, and that’s the problem.**

**Maybe it’s my fault that we don’t confide in each other. In any case, that’s just how things are,and unfortunately, they’re not liable to change. This why I’ve started the diary.**

## **Why was Anne Frank disturbed even when she had loving parents, relatives and friends?**

1. Due to being listless
2. Due to lack of a true friend
3. Due to her hostile nature
4. Due to her teacher

## **Why did Anne Frank decide to write a diary?**

1. To keep track of her day-to-day activities
2. To write poetry
3. To become an authoress
4. To share her secrets with a trusted source

## **Which word in the extract means ‘unluckily’?**

1. Unfortunately
2. Clearly
3. Completely
4. Liable

## **To confide in somebody is to …………………**

1. to be inspired by someone
2. to encourage someone
3. tell someone your secrets or person information
4. to explore secret information from others

## **To enhance the image of this long – awaited friend in my imagination, I don’t want to jot downthe facts in this diary the way most people would do, but I want the diary to be my friend, and I’m going to call this friend ‘Kitty’.**

1. Who is I here?
2. Who is her long-awaited friend?
3. What do most people do?
4. Which word in the passage means the same as ‘record’?

## **My father, the most adorable father I’ve ever seen, didn’t marry my mother until he was thirty-six and she was twenty-five. My sister Margot was born in Frankfurt in Germany in 1926. I wasborn on 12th June, 1929. I lived in Frankfurt until I was four. My father emigrated to Holland in1933. My mother, Edith Hollander Frank, went with him to Holland in September, while Margotand I were sent to Aachen to stay with our grandmother.**

1. Why were the narrator and her sister sent to Aachen?
2. When was the narrator born?
3. Find the word from the passage which means to leave one’s own country to live in anothercountry’.
4. How does the narrator explain his father?

## **I get along pretty well with all my teachers. There are nine of them, seven men and two women.Mr. Keesing, the old fogey who teaches maths, was annoyed with me for ages, because I talked so much. After several warnings, he assigned me extra homework, an essay on the subject, ‘A Chatterbox’. A chatterbox-what can you write about that? I’d worry about that later, I decided. Ijotted down the title in my notebook, tucked it in my bag and tried to keep quiet.**

1. In the passage whom does I stand for?
2. Who was Mr. Keesing?
3. Trace a word in the passage which means ‘old fashioned’.
4. What was the topic of the ‘essay’?

## **I began thinking about the subject while chewing the tip of my fountain pen. Anyone could ramble on and leave big spaces between the words, but the trick was to come up with convincingarguments to prove the necessity of talking. I thought and thought, and suddenly I had an idea. I wrote the three pages Mr. Keesing had assigned me and was satisfied. I argued that talking is a student’s trait and that I would do my best to keep it under control.**

1. What was the subject on which she had to write?
2. What was the trick in writing the essay?
3. Find out a word from the passage which means ‘contended’.
4. What is a student’s trait?

## **I started right away at the Montessori nursery school. I stayed there until I was six, at which time I started in the first form. In the sixth form my teacher was Mrs. Kuperus, the headmistress. At the end of the year we were both in tears as we said a heartbreaking farewell. In the summer of 1941 Grandma fell ill and had to have an operation, so my birthday passed with little celebration.**

1. The narrator ‘I’ refers to

(a) Mr. Keesing (b) Mrs. Kuperus (c) Anne Frank (d) Miss Margot

1. The phrase ‘right away’ in this extract most nearly means

(a) with delay (b) the correct way (c) immediately (d) overtaking from right

1. What does the narrator mean by saying ‘we were both in tears’?
2. Complete the analogy by selecting a word from the text:

Dawn: dusk: mourning:

Select the option that correctly captures the application of the word ‘form’ as used in the extract.

* 1. Raghav was in good form while playing the match.

## Saheb was promoted to the next form after the annual exam.

* 1. My brother did not know how to form a circle.
  2. Anne saw the form on the headmaster’s desk.

**MULTIPLE CHOICE QUESTIONS**

Q1- Why was writing in a diary a strange experience for Anne?

1. she had never written anything before
2. she didn't know how to write
3. neither she nor anyone else would be interested in it later

## Both A and C

Q2- Who would Anne allow to read her diary?

1. her sister
2. her parents

## a real friend (if she got one)

1. no one

Q3- Why does Anne want to keep a diary?

## she has no close friends

1. she loves to write
2. she wants people to read about her later
3. she likes the idea of it

Q4- What did she name her diary?

1. Anne
2. Catty

## Kitty

1. Kitten

Q5- Why does she give a brief sketch about her family in the diary?

## no one would understand it if she dove right in

1. to introduce Kitty to her family
2. she would forget facts about her family
3. she liked talking about her family

Q6- Which subject was she not sure of passing?

## Maths

1. science
2. English
3. all of the above

Q7- Why was Mr. Keesing annoyed with her?

1. she was not a good student

## she was talkative

1. she was rude
2. all of the above

Q8- Which topic was she to write an essay on as a part of her punishment?

1. A Chatterbox
2. An incorrigible chatterbox
3. Quack, Quack, Quack, said Mistress Chatterbox

## all of the above

Q9- What language was the diary originally written in?

1. Spanish
2. English

## Dutch

1. French

Q10- How did Anne justify her being talkative in the essay?

1. she discussed the subject topics in class
2. it is a habit

## it is an inherited trait from her mother and you can't do much about it

1. the class is boring

Q11- What shows Anne's love for her grandmother?

1. she still thinks about her
2. she misses her
3. she let her birthday pass with little celebration

## both 1 and 2

Q12- Why does Anne think she was lonely?

1. she had no friends

## she had no real friends

1. she was all alone
2. she was an introvert

Q13- Why was she unable to get closer to her already existing friends?

1. she didn't like her friends
2. her friends are not understanding

## she can't bring herself to talk about personal stuff

1. all of the above

Q14- What would the kids bet about in class?

1. who is more talkative

## who would be promoted to the next grade

1. football matches
2. baseball matches

Q15- What did she write in her last essay?

1. a poem
2. a joke
3. a paragraph

## a funny poem

Q16- When was the diary given to Anne?

1. 11th birthday
2. 12th birthday

## 13th birthday

(D) 14th birthday

**IMPORTANT QUESTIONS AND ANSWERS**

1. **Why did Anne start writing a diary?**

## **‘Paper has more patience than people’. Elucidate.**

## **How did Anne regard her diary and what name did she give to it?**

## **Why does Anne want to keep a diary? Why does she feel she can trust a diary more than the people?**

## **Grandma had a significant place in Anne’s heart. Explain.**

## **Why does Anne want to keep a diary?**

## **The classmates of Anne Frank were shaking with fear and nervousness. Why?**

## **Who taught Anne Frank Maths? Why did the Maths teacher always get annoyed with her?**

## **What does Anne write in her first essay?**

## **How did Sanne help Anne Frank in writing the third essay?**

## **Why did Margot and Anne stay with their grandmother?**

1. **Why did Mr. Keesing call Anne ‘an incorrigible chatterbox?**
2. **Anne writes that it was fortunate that Mr. Keesing took the joke the right way. Why does she feel so?**
3. **Why did Anne say that teachers are the most unpredictable creatures on earth?**

## **What do you think about Anne’s talent for writing essays which she wrote more convincingly, when punished by the teacher?**

## **Was Anne an intelligent girl? Support your answer giving instances?**

## **Why did Anne Frank think that she could confide more in her diary than in the people?**

## **How did Anne respond to the punishment by Mr. Keesing? What light does it throw on her nature?**