

Chapter-4 From the Diary of Anne Frank solutions

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1. Do you keep a diary? Given below under 'A' are some terms we use to describe a written record of personal experience. Can you match them with their descriptions under 'B'? (You may look up the terms in a dictionary if you wish.)

A B

(i) Journal – A book with a separate space or page for each day, in which you write down your thoughts and feelings or what has happened on that day

(ii) Diary – A full record of a journey, a period of time, or an event, written every day.

(iii) Log – A record of a person's own life and experiences (usually, a famous person)

(iv)

Memoir(s)

– A written record of events with times and dates, usually official

Answer

A B

(i) Journal – A full record of a journey, a period of time, or an event, written everyday

(ii) Diary – A book with a separate space or page for each day, in which you write down your thoughts and feelings or what has happened on that day

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Memoir(s)

– A record of a person's own life and experiences (usually, a famous person)

2. Here are some entries from personal records. Use the definitions above to decide which of the entries might be from a diary, a journal, a log or a memoir.

(i) I woke up very late today and promptly got a scolding from Mum! I can't help it – how can I miss the FIFA World Cup matches? Ans: _____ (ii) 10:30 a.m. Went to the office of the Director 01:00 p.m. Had lunch with Chairman 05:45 p.m. Received Rahul at the airport 09:30 p.m. Dinner at home Ans: _____ (iii) The ride to Ooty was uneventful. We rested for a while every 50 km or so, and used the time to capture the magnificent landscape with my Handy Cam. From Ooty we went on to Bangalore. What a contrast! The noise and pollution of this once – beautiful city really broke my heart. Ans: _____ (iv) This is how Raj Kapoor found me – all wet and ragged outside R. K. Studios. He was then looking for just someone like this for a small role in Mera Naam Joker, and he cast me on the spot. The rest, as they say, is history? Ans: _____

Answer

(i) I woke up very late today and promptly got a scolding from Mum! I can't help it – how can I miss the FIFA World Cup matches? Ans: Diary

(ii) 10:30 a.m. Went to the office of the Director 01:00 p.m. Had lunch with Chairman 05:45 p.m. Received Rahul at the airport 09:30 p.m. Dinner at home Ans: Log

(iii) The ride to Ooty was uneventful. We rested for a while every 50 km or so, and used the time to capture the magnificent landscape with my Handy Cam. From Ooty we went on to Bangalore. What a contrast! The noise and pollution of this once – beautiful city really broke my heart. Ans: Journal

(iv) This is how Raj Kapoor found me – all wet and ragged outside R. K. Studios. He was then looking for just someone like this for a small role in Mera Naam Joker, and he cast me on the spot. The rest, as they say, is

history? Ans: Memoir

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Comprehension Check

1. What makes writing in a diary a strange experience for Anne Frank?

Answer

First she had never written anything like this before and secondly she thought that nobody is going to read or would be interested in her diary.

2. Why does Anne want to keep a diary?

Answer

Anne wants to keep a diary as she didn't have friend.

3. Why did Anne think she could confide more in her diary than in people?

Answer

She could confide in her close friend but she didn't have one, the friends she had there were to have more fun and good times rather than the ones on whom she could confide. She also believes that a paper to have more patience than people, so she decided to write and confide in a diary.

1. Why does Anne provide a brief sketch of her life?

Answer

Anne provides a brief sketch of her life since no one would understand a word of her musings if she were to jump right in.

2. What tells you that Anne loved her grandmother?

Answer

Her statement, that no one could understand her intensity of love for her grandma tells that she loved her grandmother. Moreover, the touching gesture of lighting up one candle for grandmother during Anne's birthday is also a poignant reminder of the love for grandma.

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Oral Comprehension Check

1. Why was Mr Keesing annoyed with Anne? What did he ask her to do?

Answer

Mr. Keesing was annoyed with Anne because she talked very much in the class. He assigned her extra homework, asking her to write an essay on the subject, 'A Chatterbox'.

2. How did Anne justify her being a chatterbox in her essay?

Answer

She gave two arguments to justify her 'Chatterbox', one that chatting in student's traits and other reason that nothing can be done about the inherited traits.

3. Do you think Mr Keesing was a strict teacher?

Answer

Mr. Keesing was a strict teacher. However, he was not rigidly strict. He expected discipline and silence in his class while he was teaching, which is acceptable. He punished Anne by asking her to write an essay on 'A Chatterbox'. When Anne wrote a convincing essay on it, he received it with a good laugh. However, when Anne continued with her talking, he punished her again by asking her to write another essay; this time the topic was 'An Incurable Chatterbox'. Even after this when she kept talking, he asked her to write on the topic 'Quack Quack Quack, said Mistress Chatterbox'. He was trying to play a joke on her. However, she came up with a brilliant poem, and he read this poem in the class, acknowledging its content. Therefore, in regard of these events, Mr. Keesing cannot be entirely labelled as a strict teacher. He was fun-loving too.

4. What made Mr Keesing allow Anne to talk in class?

Answer

Anne was able to justify her talkative nature every time she was punished by Mr. Keesing. On three occasions, as punishment, he gave her topics to write essays on. However, on each occasion he was impressed by the manner in which she presented her arguments. Finally, Mr. Keesing accepted the fact that Anne would always be that way. Hence, she was allowed to talk in class.

Thinking about the Text

1. Was Anne right when she said that the world would not be interested in the musings of a thirteen-year-old girl?

Answer

No, Anne was not right when she said that the world would not be interested in the musings of a thirteen-year-old girl.

2. There are some examples of diary or journal entries in the 'Before You Read' section. Compare these with what Anne writes in her diary. What language was the diary originally written in? In what way is Anne's diary different?

Answer

Anne's diary was originally written in Dutch. Her diary is different from the others in many aspects. She had named her diary 'Kitty'. She thought of it as her only true friend whom she could confide in. She treated it as

another person who was listening to her daily accounts. She wrote all her stories in it. She started by writing 'Dearest kitty' and ended the account by writing, 'Yours, Anne'. Her diary was a lot more personal than other diaries.

3. Why does Anne need to give a brief sketch about her family? Does she treat 'Kitty' as an insider or an outsider?

Answer

Anne Frank claims that paper has more patience than people. She usually sits depressed and all alone. She claims of having no real friend. This lends the reader the perception that there isn't anybody to take care of Anne Frank. To clear the clouds of doubt, Anne Frank gives the sketch of her adorable father, compassionate mother, kind grandmother, and loving sister. She treated Kitty as an insider because she called it her best friend and was ready to confide in it.

4. How does Anne feel about her father, her grandmother, Mrs Kuperus and Mr Keesing? What do these tell you about her?

Answer

Anne felt that her father was the most adorable father she had ever seen. Anne remembered her grandmother even after her death. She wrote in her diary that no one knew how often she thought of her grandmother and still loved her. In the sixth form at the Montessori nursery school, her teacher was Mrs Kuperus, who was also the headmistress. At the end of the year, they were both in tears as they said a heartbreaking farewell. Mr Keesing was her Maths teacher. He was annoyed with her because she talked too much. However, Anne was able to justify her talkative nature every time she was punished by Mr. Keesing. On each occasion he was impressed by the manner in which she presented her arguments. All these incidents show how lovable and smart Anne was. Everybody was attached to her, and even Mr Keesing could not help but laugh at her essays and acknowledge her smart mind.

5. What does Anne write in her first essay?

Answer

In her first essay, titled 'A Chatterbox', Anne wanted to come up with convincing arguments to prove the necessity of talking. She began thinking about the subject. She wrote three pages and was satisfied. She argued that talking was a student's trait and that she would do her best to keep it under control. She further wrote that she would never be able to cure herself of the habit since her mother talked as much

as she did. There was not much that one could do about inherited traits. Mr Keesing too had a good laugh reading her arguments.

6. Anne says teachers are most unpredictable. Is Mr Keesing unpredictable? How?

Answer

Anne felt that a quarter of her class was dumb, and should be kept back and not promoted to the next class. However, she also felt that teachers were the most unpredictable creatures on earth. Mr Keesing could be termed as unpredictable. The way Anne always talked while the class was going on, any teacher would lose his temper. However, after several warnings, all Mr Keesing did was to assign her extra homework. She had to write an essay on 'A Chatterbox'. In this way, he tried to play a joke on her. Each time that he asked her to write such essays, she wrote very well. She kept countering his jokes. One could not have predicted that he would take all the jokes in the right spirit. Finally, when she wrote an entire essay in verse he accepted her

talkative nature and actually allowed her to talk in class. He did not even assign her any more extra homework. That is why it can be said that Mr Keesing was unpredictable.

7. What do these statements tell you about Anne Frank as a person? (i) 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. (ii) I don't want to jot down the facts in this diary the way most people would, but I want the diary to be my friend. (iii) Margot went to Holland in December, and I followed in February, when I was plunked down on the table as a birthday present for Margot. (iv) If you ask me, there are so many dummies that about a quarter of the class should be kept back, but teachers are the most unpredictable creatures on earth. (v) Anyone could ramble on and leave big spaces between the words, but the trick was to come up with convincing arguments to prove the necessity of talking.

Answer

(i) These lines show that Anne had no true friend whom she could confide in. She even put the blame on herself that the fault might be hers.

(ii) This line shows that Anne really considered her diary as a friend whom she could trust and narrate all her stories to. She did not want just a diary in which she could write down the facts like others did. She considered it as her friend and named her Kitty.

(iii) This statement shows that Anne was a fun-loving person. She was witty and knew how to present things in a funny way. She narrated this incident with a lot of fun. The use of 'plunked down' shows her sense of humour.

(iv) This statement shows that she had an opinion on everything. She thought that a quarter of her class was full of dummies, signifying that she herself was intelligent enough to make it to the next class. She thought of teachers as the most unpredictable creatures on earth because nobody could say which students they would fail and which students would be passed on to the next class.

(v) This statement shows that Anne knew a lot about writing. She was given the task of writing an essay as a punishment. She took it on with full vigour. She did not want to write it like others who merely left big spaces between the words to make the essay look voluminous. She knew that the trick was to come up with a convincing argument to prove the necessity of talking. She was different in her approach from everybody else.

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Thinking about Language

I. Match the compound words under 'A' with their meanings under 'B'. Use each in sentence.

A B

1. Heartbreaking – obeying and respecting the law
2. Homesick – think about pleasant things, forgetting about the present
3. Blockhead – something produced by a person, machine or organisation
4. Law-abiding – producing great sadness

5. Overdo – an occasion when vehicles/machines stop working
6. Daydream – an informal word which means a very stupid person
7. Breakdown – missing home and family very much
8. Output – do something to an excessive degree

Answer

A B

1. Heartbreaking – producing great sadness
2. Homesick – missing home and family very much
3. Blockhead – an informal word which means a very stupid person
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II. 2. Now find the sentences in the lesson that have the phrasal verbs given below. Match them with their meanings.

- (i) plunge in – speak or write without focus
- (ii) kept back – stay indoors
- (iii) move up – make (them) remain quiet
- (iv) ramble on – have a good relationship with
- (v) get along – give an assignment (home work) to a person authority (the with teacher)
- (vi) calm down – compensate
- (vii) stay in – go straight to the topic
- (viii) make up for – go to the next grade
- (ix) hand in – not promoted

Answer

(i) plunge in – go straight to the topic Since no one would understand a word of my stories to Kitty if I were to plunge right in, I'd better provide a brief sketch of my life, much as I dislike doing so. (ii) kept back – not promoted The reason, of course, is the forthcoming meeting in which the teachers decide who'll move up to the next form and who'll be kept back. (iii) move up – go to the next grade The reason, of course, is the forthcoming meeting in which the teachers decide who'll move up to the next form and who'll be kept back. (iv) ramble on – speak or write without focus Anyone could ramble on and leave big spaces between the words, but the trick was to come up with convincing arguments to prove the necessity of talking. (v) get along with – have a good relationship with I get along pretty well with all my teachers. (vi) calm down – make (them) remain quite Even G.'s pleading advances and my angry outbursts can't calm them down. (vii) stay in – stay indoors I thought of this saying on one of those days when I was feeling 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. (viii) make up for – compensate This birthday celebration in 1942 was intended to make up for the other. (ix) hand in – give an assignment (homework) to a person in authority (the teacher) I handed it in, and Mr Keesing had nothing to complain about for two whole lessons.

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III. 1. Here are a few sentences from the text which have idiomatic expressions. Can you say what each means? (You might want to consult a dictionary first.)

1. Our entire class is quaking in its boots.

2. Until then, we keep telling each other not to lose heart.

3. Mr Keeping was annoyed with me for ages because I talked so much. _____

4. Mr Keeping was trying to play a joke on me with this ridiculous subject, but I'd make sure the joke was on him. _____.

Answer

(i) Our entire class is quaking in its boots. Shaking with fear and nervousness (ii) Until then, we keep telling each other not to lose heart. Not to lose hope (iii) Mr. Keeping was annoyed with me for ages because I talked so much. Since a long time (iv) Mr. Keeping was trying to play a joke on me with this ridiculous subject, but I'd make sure the joke was on him. He was outwitted by her

2. Here are a few more idiomatic expressions that occur in the text. Try to use them in sentences of your own.

(i) caught my eye (iii) laugh ourselves silly

(ii) he'd had enough (iv) can't bring myself to

Answer

(i) caught my eye A small red car passing by caught my eye. (ii) he'd had enough Tom had a hard time raising enough money to build the orphanage he'd promised to build. (iv) laugh ourselves silly One girl said something funny, and we laughed ourselves silly. (v) can't bring myself to I can't bring myself to eat anything but chocolates.

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IV. You have read the expression 'not to lose heart' in this text. Now find out the meanings of the following expressions using the word 'heart'. Use each of them in a sentence of your own.

1. break somebody's heart 2. close/dear to heart 3. from the (bottom of your) heart 4. have a heart 5. have a heart of stone 6. your heart goes out to somebody

Answer

1. break somebody's heart – to upset somebody deeply It has unfortunately become very easy these days to break somebody's heart. 2. close/dear to heart – something or someone who is near and close to you The drawing given to me by my little daughter is very close to my heart.

3. from the (bottom of your) heart – genuinely meaning or feeling something He loved his son from the bottom of his heart. 4. have a heart – to evoke the feeling to help someone in distress The poor beggar asked the rich man to have a heart and give him something to eat. 5. have a heart of stone – to not feel anything or any sentiment The cruel landlady has a heart of stone as she beats up her children. 6. your heart goes out to somebody – to sympathise with someone else and understand his feelings and distress My heart goes out to the little girl who lost both her parents in a car accident.

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V. 1. Make a list of the contracted forms in the text. Rewrite them as full forms of two words.

For example: I've = I have 2. We have seen that some contracted forms can stand for two different full forms: I'd = I had or I would Find in the text the contracted forms that stand for two different full forms, and say what these are.

Answer

(i) I've – I have (ii) Doesn't – does not (iii) Won't – would not (iv) I'm – I am (v) Don't – do not (vi) Can't – cannot (vii) it's – it is (viii) That's – that is (ix) I'd – I would (x) Didn't – did not (xi) Who'll – who will (xii) You're – You are (xiii) We'll – We will (xiv) There's – there is (xv) He'd – he had (xvi) Who's – who is (xvii) Haven't – have not 2 (i) I'd – I had or I would (ii) He'd – He had or he would

Chapter-5 The Hundred Dresses- I English solutions

Page No: 65 Oral Comprehension Check

1. Where in the classroom does Wanda sit and why?

Answer

Wanda used to sit in the seat next to the last seat, in the last row, in Room Thirteen. She sat there because her feet were normally caked with dry mud and very dirty. So in order to avoid being laughed at by her classmates, she sat there to hide her dirty feet.

2. Where does Wanda live? What kind of a place do you think it is?

Answer

Wanda lived at Boggins Heights. It seems that it was a place far away from the school and also, where there was a lot of dry mud, thereby indicating that it was not a very rich locality.

3. When and why do Peggy and Maddie notice Wanda's absence?

Answer

Peggie and Maddie noticed Wanda's absence after three days, i.e., on Wednesday because they wanted to be with her for a lot of fun. They waited for her for a long time but she didn't turn up.

4. What do you think "to have fun with her" means?

Answer

Wanda was a quiet and shy girl who was ashamed of dust laden feet. The girls used to make fun of her. This gave them a lot of pleasure therefore, they wanted to have fun with her.

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Oral Comprehension Check

1. In what way was Wanda different from the other children?

Answer

Wanda was different from other children. She did not have any friends. She came to school alone and went home alone. She always wore a faded blue dress that did not fit her properly. Unlike other children, she did not talk to anybody.

2. Did Wanda have a hundred dresses? Why do you think she said she did?

Answer

No, she did not have a hundred dresses because she was poor and wore the same faded dress to school everyday. She had an inferiority complex. In order to hide the complex and impress the other girls, she always said that she had a hundred dresses.

3. Why is Maddie embarrassed by the questions Peggy asks Wanda? Is she also like Wanda, or is she different?

Answer

Maddie was embarrassed by the questions Peggy asked Wanda because she was poor herself. She usually wore old clothes, which were handed down by someone else. She did not feel sorry for Wanda. She was worried that perhaps later, everyone would start teasing her too. She thought she was different from Wanda in the sense that she would never claim that she had a hundred dresses. She was not as poor as Wanda. Yet she was afraid that the others might mock her too.

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Oral Comprehension Check

1. Why didn't Maddie ask Peggy to stop teasing Wanda? What was she afraid of?

Answer

Maddie couldn't ask Peggy to stop teasing Wanda because Peggy was her best friend and she had faith in Peggy that she would never do anything wrong. She was afraid of being laughed at for her poor dresses.

2. Who did Maddie think would win the drawing contest? Why?

Answer

Maddie thought that Peggy would win the drawing contest because Peggy drew better than anyone else. She could copy a picture in a magazine, or some film star's face so well that one could tell who it was.

3. Who won the drawing contest? What had the winner drawn?

Answer

Wanda won the drawing contest. The winner of drawing contest was appreciated by the judges and applauded by her fellow classmates.

Thinking about the Text

1. How is Wanda seen as different by the other girls? How do they treat her?

Answer

Wanda is seen as different by the other girls. She is poor and lonely girl. The girls made fun of her poverty and teased her by commenting on her dress.

2. How does Wanda feel about the dresses game? Why does she say that she has a hundred dresses?

Answer

Wanda did not show any feelings regarding the dresses game. It is most likely that she was deeply hurt. It could have been one of the reasons why her family left the place and moved to the city. She was a girl who was very poor and came from a long distance which made her feet dirty. She wanted to draw attention of her friends. So, she felt very happy whenever she told her friend that she had hundred dresses without realising that they were making fun of her.

3. Why does Maddie stand by and not do anything? How is she different from Peggy? (Was Peggy's friendship important to Maddie? Why? Which lines in the text tell you this?)

Answer

Maddie always stood by and never did anything as she was afraid that if she did, she would be the next target of the children. She herself was poor and therefore, felt that if she spoke against the others, they would target her next. Unlike her, Peggy was a rich girl. This was also the reason why Maddie could think from Wanda's point of view, but Peggy could not. Maddie was Peggy's best friend. It seemed as if she was in awe of Peggy. She admired her quite a lot as she said that Peggy was the most liked girl in the room and that she drew better than anyone else. She did not have the courage to go against her. Some of the lines from the text which show that Peggy's friendship was important to Maddie are as follows. (i) Peggy, who had thought up this game, and Maddie, her inseparable friend, were always the last to leave. (ii) She was Peggy's best friend, and Peggy was the best-liked girl in the whole room. (iii) Peggy could not possibly do anything that was really wrong, she thought. (iv) Oh, Maddie was sure Peggy would win.

4. What does Miss Mason think of Wanda's drawings? What do the children think of them? How do you know?

Answer

Miss mason appreciated the paintings of Wanda. She was impressed at the creativity of the girl because she had painted hundred paintings which were in wide range of variety. The children also admired the drawings. Everybody stopped and whistled or murmured admiringly. After Miss Mason had announced that Wanda was the winner, they burst into applause, and even the boys were glad to have a chance to stamp on the floor and whistle. Also, just as Peggy and Maddie entered the room, they stopped short and gasped. Later they recognized the designs as those which Wanda had described to them. And in the end, Peggy exclaimed, "...and I thought I could draw." This shows that she also realized how good Wanda's drawings were.

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Thinking about the Language

I. Combine the following to make sentences like those above.

1. This is the bus (what kind of bus?) It goes to Agra. (use which or that) 2. I would like to buy (a) shirt (which shirt?). (The) shirt is in the shop window. (use which or that) 3. You must break your fast at a

particular time (when?). You see the moon in the sky. (use when) 4. Find a word (what kind of word?). It begins with the letter Z. (use which or that).

5. Now find a person (what kind of person). His or her name begins with the letter Z. (use whose) 6. Then go to a place (what place?). There are no people whose name begins with Z in that place. (use where)

Answer

1. This is the bus which goes to Agra. 2. I would like to buy the shirt that is in the shop window. 3. You must break your fast when you see the moon in the sky. 4. Find a word which begins with the letter Z. 5. Now find a person whose name begins with the letter Z. 6. Then go to a place where there are no people whose name begins with Z.

II. 1. Can you say whose point of view the italicised words express?

(i) But on Wednesday, Peggy and Maddie, who sat down front with other children who got good marks and who didn't track in a whole lot of mud, did notice that Wanda wasn't there. (ii) Wanda Petronski. Most of the children in Room Thirteen didn't have names like that. They had names easy to say, like Thomas, Smith or Allen.

Answer

(i) In the given sentence, the italicised words express the point of view of Peggy and Maddie. (ii) In the given sentence, the italicised words express the point of view of the narrator.

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III. Look at this sentence. The italicised adverb expresses an opinion or point of view.

Obviously, the only dress Wanda had was the blue one she wore every day. (This was obvious to the speaker.) Other such adverbs are apparently, evidently, surprisingly, possibly, hopefully, incredibly, luckily. Use these words appropriately in the blanks in the sentences below. (You may use a word more than once and more than one word may be appropriate for a given blank.) 1. _____, he finished his work on time. 2. _____, it will not rain on the day of the match. 3. _____, he had been stealing money from his employer. 4. Television is _____ to blame for the increase in violence in society. 5. The children will _____ learn from their mistakes. 6. I can't _____ lend you that much money. 7. The thief had _____ been watching the house for many days. 8. The thief _____ escaped by bribing the jailor. 9. _____, no one had suggested this before. 10. The water was _____ hot.

Answer

1. Surprisingly, he finished his work on time. 2. Hopefully, it will not rain on the day of the match. 3. Evidently, he had been stealing money from his employer. 4. Television is evidently to blame for the increase in violence in society. 5. The children will hopefully learn from their mistakes. 6. I can't possibly lend you that much money. 7. The thief had apparently been watching the house for many days. 8. The thief possibly escaped by bribing the jailor. 9. Surprisingly, no one had suggested this before. 10. The water was incredibly hot

Chapter-6 The Hundred Dresses- II solutions

Page No: 74 Oral Comprehension Check

1. What did Mr Petronski's letter say?

Answer

Mr Pertronski's letter said that Wanda would not come to school anymore as they were shifting to another city. He also said that there, nobody would ask them why they had funny names because there were plenty of funny names in the city.

2. Is Miss Mason angry with the class, or is she unhappy and upset?

Answer

Yes, Miss Mason was unhappy and upset as she was was disturbed by the ill treatment to Wanda by the students of her class. She didn't approve of the humiliation of a child just because of her name, dresses and house.

3. How does Maddie feel after listening to the note from Wanda's father?

Answer

After listening to the note from Wanda's father, Maddie had a very sick and guilty feeling in the bottom of her stomach. She could not concentrate when she tried to prepare her lessons. She had not enjoyed listening to Peggy ask Wanda how many dresses she had in her closet.

4. What does Maddie want to do?

Answer

Maddie wanted to tell Wanda that she didn't want to hurt her feelings.

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Oral Comprehension Check

1. What excuses does Peggy think up for her behaviour? Why?

Answer

Peggy thought that she was satisfied that she never called Wanda a foreigner or made fun of her name. She also said that she never thought Wanda had even the sense to know that they were making fun of her. She realised her mistake of thinking that Wanda was not bright enough to understand her insult.

2. What are Maddie's thoughts as they go to Boggins Heights?

Answer

Maddie is feeling bad about Wanda and herself. She is feeling very sad for not even getting a chance to say sorry to Wanda.

3. Why does Wanda's house remind Maddie of Wanda's blue dress?

Answer

Wanda's blue dress was old, faded but used to be neat and clean. Similarly her house was small and makeshift but clean. Therefore, it reminded Maddie of Wanda's blue dress

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Oral Comprehension Check

4. What does Maddie think hard about? What important decision does she come to?

Answer Wanda thinks about not letting injustice happen to anyone. She makes vow that she would protest if anybody misbehaves with anybody. She won't be a mute spectator the way she did earlier. In a way the episode of Wanda's family leaving that city works as major change agent for Maddie's personality. Page No: 79 Oral Comprehension Check 1. What did the girls write to Wanda? Answer The girls wrote a friendly letter to Wanda telling her that she had won the contest. They also wrote how pretty her drawings were. They asked her if she liked the place where she was living and if she liked her new teacher. They wanted to say that they were sorry. However, they ended up with just writing a friendly letter. They signed it with lots of X's for love.

2. Did they get a reply? Who was more anxious for a reply, Peggy or Maddie? How do you know? Answer No, they did not get a reply. Maddie was more anxious for a reply as she thought a lot about it. She would put herself to sleep making speeches about Wanda and defending her from great crowds of girls who were trying to tease her. Before Wanda could press her lips together in a tight line, which she did before answering, Maddie would cry out and ask everybody to stop and then, everybody would feel ashamed the way she felt. Peggy, on the other hand, had begun to forget about the whole affair. This shows that Maddie was more anxious for a reply than Peggy.

3. How did the girls know that Wanda liked them even though they had teased her?

Answer

The girls came to know that Wanda liked them even though they had teased her as she had asked Miss Mason to give the green dress with red trimming to Peggy and the blue one to Maddie. Later when Maddie looked at the drawing very carefully, she realized that the dress had a face and a head, which looked like her own self. The head and face in the drawing given to Peggy looked just like Peggy. That is why the girls knew that Wanda liked them even though they had teased her.

Thinking about the Text

1. Why do you think Wanda's family moved to a different city? Do you think life there was going to be different for their family?

Answer

Wanda family moved to different city because of her father felt bad about the bad behaviour of girls towards Wanda.

2. Maddie thought her silence was as bad as Peggy's teasing. Was she right?

Answer

Yes, Maddie was right when she thought that her silence was as bad as Peggy's teasing because her silence encouraged Peggy to tease her. A person who sees something wrong happening in front of him/her is as much an offender as the person committing the offence. Maddie was too afraid to say anything because she did not want to lose Peggy's friendship. Also, she was poor herself, so she feared that everybody would make fun of her too.

3. Peggy says, "I never thought she had the sense to know we were making fun of her anyway. I thought she was too dumb. And gee, look how she can draw!" What led Peggy to believe that Wanda was dumb? Did she change her opinion later?

Answer

Peggy believed that Wanda was dumb as she could not understand why Wanda said she had a hundred dresses, even when everybody knew that she was poor. She knew everybody was laughing at her. Even then, she kept giving the same answer. She even described the dresses she said she had. That is why Peggy thought Wanda was dumb. She changed her opinion later when she saw the hundred dresses Wanda had talked about. She saw the drawings and was highly impressed by their beauty. She realized that Wanda was a very good artist.

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4. What important decision did Maddie make? Why did she have to think hard to do so?

Answer

The important decision that Maddie made was that she would never stand by and say nothing again. If she ever heard anybody picking on someone because they were funny-looking or because they had strange names, she would speak up. She did not even mind losing Peggy's friendship over it. She knew she could not make things right with Wanda. However, she had decided that in the future, she would never make anybody else unhappy again. She was unhappy that she could not find Wanda at her home. She could not sleep that night. She thought about Wanda, her faded blue dress, and the little house she lived in. She also thought about the hundred glowing pictures, which were all lined up in the classroom. She was feeling guilty of not having said anything when everybody else was teasing Wanda. It was her

guilt that made her think very hard and arrive at the important decision.

5. Why do you think Wanda gave Maddie and Peggy the drawings of the dresses? Why are they surprised?

Answer

Wanda gave Maddie and Peggy the drawings of dresses because they made fun of her hundred dresses. They believe her to be a liar. They were surprised because they always made fun of her dresses and insulted her, but she had gifted them with those beautiful designs.

6. Do you think Wanda really thought the girls were teasing her? Why or why not?

Answer

Yes, Wanda knew that girls were teasing her. She would have known that the children intended to make fun of her poverty, and would have laughed at her whatever she might have said. This could have been the reason for her exaggerating everything whenever she answered their questions.

Thinking about the Language

I. Here are thirty adjectives describing human qualities. Discuss them with your partner and put them in the two word webs (given below) according to whether you think they show positive or negative qualities. You can consult a dictionary if you are not sure of the meanings of some of the words. You may also add to the list the positive or negative 'pair' of a given word.

kind, sarcastic, courteous, arrogant, insipid, timid, placid, cruel, haughty, proud, zealous, intrepid, sensitive, compassionate, introverted, stolid, cheerful, contented, thoughtless, vain, friendly, unforgiving, fashionable, generous, talented, lonely, determined, creative, miserable, complacent.

Answer

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II. What adjectives can we use to describe Peggy, Wanda and Maddie? You can choose adjectives from the list above. You can also add some of your own.

1. Peggy _____ 2. Wanda
_____ 3. Maddie

Answer

1. Peggy: sarcastic, cheerful, contented 2. Wanda: kind, timid, introverted, generous, talented, lonely, creative 3. Maddie: kind, timid, sensitive, miserable

III. 1. Find the sentences in the story with the following phrasal verbs.

lined up thought up took off stood by

Answer

(i) lined up And she thought of the glowing picture those hundred dresses made – all lined up in the classroom. (ii) thought up Peggy, who had thought up this game, and Maddie, her inseparable friend, were always the last to leave. (iii) took off – Miss Mason took off her glasses, blew on them and wiped them on her soft white handkerchief. (iv) stood by – She had stood by silently, and that was just as bad as what Peggy had done.

IV. Colours are used to describe feelings, moods and emotions. Match the following 'colour expressions' with a suggested paraphrase.

(i) the Monday morning blues

– feel embarrassed / angry / ashamed

(ii) go red in the face – feel very sick, as if about to vomit

(iii) look green – sadness or depression after a weekend of fun

(iv) the red carpet – the sign or permission to begin an action

(v) blue-blooded – a sign of surrender or acceptance of defeat; a wish

to stop fighting

(vi) a green belt – in an unlawful act; while doing something wrong

(vii) a blackguard – a photographic print of building plans; a detailed plan or scheme

(viii) a grey area – land around a town or city where construction is prohibited by law

(ix) a white flag – an area of a subject or a situation where matters are not very clear

(x) a blueprint – a dishonest person with no sense of right or wrong

(xi) red-handed – a special welcome

(xii) the green light – of noble birth or from a royal family

Answer

(i) the Monday morning blues

– sadness or depression after a weekend of fun

(ii) go red in the face – feel embarrassed/angry/ashamed

(iii) look green – feel very sick, as if about to vomit

(iv) the red carpet – a special welcome

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(x) a blueprint – a photographic print of building plans; a detailed plan or scheme

(xi) red-handed – in an unlawful act; while doing something wrong

(xii) the green light – the sign or permission to begin an action

Chapter-7 Glimpses of India Solutions

Page No: 86 Oral Comprehension Check 1. What are the elders in Goa nostalgic about? Answer

The elders in Goa were nostalgic about the good old Portuguese days, the Portuguese, and their famous loaves of bread.

2. Is bread-making still popular in Goa? How do you know? Answer

Yes, bread-making is still popular in Goa. The author has described about the existence of time- old furnaces and their still burning fire. The Goan society is still having moulders, bread mixers and bakers.

3. What is the baker called?

Answer

The bakers are known as pader .

4. When would the baker come everyday? Why did the children run to meet him?

Answer

The baker came twice every day, once when he set out in the morning on his selling round, and then again, when he returned after emptying his huge basket. The children ran to meet him not because of their love of the loaf, which was bought by the maid-servant of the house. They actually longed for the bread-bangles, which they chose carefully. Sometimes, it was a sweet bread of special make.

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Oral Comprehension Check

1.Match the following.

What is a must

(i) as marriage gifts? – cakes and bolinhas

(ii) for a party or a feast? – sweet bread called bol

(iii) for a daughter’s engagement? – bread

(iv) for Christmas? – sandwiches

Answer

(i) as marriage gifts? – sweet bread called bol

(ii) for a party or a feast? – bread

(iii) for a daughter’s engagement? – sandwiches

(iv) for Christmas? – cakes and bolinhas

2. What did the bakers wear: (i) in the Portuguese days? (ii) when the author was young?

Answer

(i) In the Portuguese days, the bakers had a peculiar dress known as the kabai. It was a single- piece long frock reaching down to the knees. (ii) When the author was young, he saw the bakers wearing a shirt and trousers, which were shorter than full-length ones and longer than half pants.

3. Who invites the comment – “he is dressed like a pader”? Why?

Answer

Anyone who wears a half-pant which reaches just below the knees invites the comment that “he is dressed like a pader”. This was so because the bakers were known as pader and they wore such half pants.

4. Where were the monthly accounts of the baker recorded?

Answer

The monthly accounts of the baker were recorded on some wall in pencil.

5. What does a ‘jackfruit-like appearance’ mean?

Answer

A ‘jackfruit-like appearance’ means a plump physique. Such a physique was linked to the bakers because they never starved. Baking was a profitable profession. The baker, his family, and his servants always looked happy and prosperous and had a ‘jackfruit-like appearance’.

1. Which of these statements are correct? (i) The pader was an important person in the village in old times. (ii) Paders still exist in Goan villages. (iii) The paders went away with the Portuguese. (iv) The paders continue to wear a single-piece long frock. (v) Bread and cakes were an integral part of Goan life in the old days. (vi) Traditional bread-baking is still a very profitable business. (vii) Paders and their families starve in the present times.

Answer

(i) Correct (ii) Correct (iii) Incorrect. The paders still exist in Goan villages. (iv) Incorrect. The paders wear shirts, and trousers that are shorter than full-length ones and longer than half pants. (v) Incorrect. Bread and cakes are still an integral part of Goan life. (vi) Correct (vii) Incorrect. Baking is still a very profitable business in Goa.

2. Is bread an important part of Goan life? How do you know this? Answer

Bread is an important part of Goan life. Marriage gifts are meaningless without the sweet bread known as the bol. For a party, bread is a must, while for Christmas, cakes and bolinhas are a must. Sandwiches must be prepared by the lady of the house on her daughter's engagement. The author says that everybody loves the fragrance of loaves. The elders were given loaves and the children were given bread-bangles, which they longed for. Also, the fact that bakery is a profitable profession shows that the love for bread is enormous in Goa.

3. Tick the right answer. What is the tone of the author when he says the following?

(i) The thud and the jingle of the traditional baker's bamboo can still be heard in some places. (nostalgic, hopeful, sad)

(ii) Maybe the father is not alive but the son still carries on the family profession. (nostalgic, hopeful, sad)

(iii) I still recall the typical fragrance of those loaves. (nostalgic, hopeful, naughty)

(iv) The tiger never brushed his teeth. Hot tea could wash and clean up everything so nicely, after all. (naughty, angry, funny)

(v) Cakes and bolinhas are a must for Christmas as well as other festivals. (sad, hopeful, matter-of-fact)

(vi) The baker and his family never starved. They always looked happy and prosperous. (matter-of-fact, hopeful, sad)

Answer

(i) Nostalgic (ii) Nostalgic (iii) Nostalgic (iv) Funny (v) Matter-of-fact (vi) Matter-of-fact

II. Croog

By Lokesh Abrol

Thinking about the Text

1. Where is Coorg?

Answer

Coorg is the smallest district of Karnataka, located midway between Mysore and Mangalore.

2. What is the story about the Kodavu people's descent?

Answer

It is believed that Kodavu people are of Arabic origin. It is said that some of Alexander's army men moved to south and settled there. Their costume, martial practices and marriage rituals also point to the fact that they are from Arabic origin.

3. What are some of the things you now know about (i) the people of Coorg? (ii) the main crop of Coorg? (iii) the sports it offers to tourists? (iv) the animals you are likely to see in Coorg? (v) its distance from Bangalore, and how to get there?

Answer

(i) The people of Coorg are fiercely independent. They are of Greek or Arabic descent. They have a

tradition of hospitality. They enjoy recounting numerous tales of valour related to their sons and fathers. Kodavus are the only people in India permitted to carry firearms without a license. The author has described the people of Coorg as a proud race of martial men and beautiful women.

(ii) Coffee is the main crop of Coorg. The coffee estates stand tucked under tree canopies in prime corners.

(iii) The sports that Coorg offers to tourists are river rafting, canoeing, rappelling, rock climbing, mountain biking, and trekking.

(iv) The animals that one is likely to see in Coorg are birds, bees, butterflies, macaques, Malabar squirrels, langurs, loris, and wild elephants.

(v) The distance between Coorg and Bangalore is around 260 km. There are two routes to Coorg from Bangalore and both are of the same distance. The most frequented route is the one via Mysore. The other route is via Neelamangal, Kunigal, and Chanrayanapatna.

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4. Here are six sentences with some words in italics. Find phrases from the text that have the same meaning. (Look in the paragraphs indicated)

(i) During monsoons it rains so heavily that tourists do not visit Coorg. (para 2)

(ii) Some people say that Alexander's army moved south along the coast and settled there. (para 3)

(iii) The Coorg people are always ready to tell stories of their sons' and fathers' valour. (para 4)

(iv) Even people who normally lead an easy and slow life get smitten by the high-energy adventure sports of Coorg. (para 6)

(v) The theory of the Arab origin is supported by the long coat with embroidered waist-belt they wear. (para 3)

(vi) Macaques, Malabar squirrels observe you carefully from the tree canopy. (para 7)

Answer

(i) keep many visitors away (ii) as one story goes (iii) are more than willing to recount (iv) the most laidback individuals become converts to (v) draws support from (vi) keep a watchful eye

Thinking about the Language

1. Here are some nouns from the text. culture monks surprise experience weather tradition
Work with a partner and discuss which of the nouns can collocate with which of the adjectives given below. The first one has been done for you.

unique terrible unforgettable serious ancient wide sudden

(i) culture : unique culture, ancient culture

(ii) monks : _____

(iii) surprise : _____

(iv) experience : _____

(v) weather : _____

(vi) tradition : _____

Answer

(i) culture : unique culture, ancient culture

(ii) monks : serious monks

(iii) surprise : unique surprise, terrible surprise, unforgettable surprise

(iv) experience : unique experience, terrible experience, unforgettable experience

(v) weather : terrible weather

(vi) tradition : unique tradition, ancient tradition

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2. Complete the following phrases from the text. For each phrase, can you find at least one other word that would fit into the blank?

(i) tales of _____ (ii) coastal _____ (iii) a piece of _____ (iv)

evergreen _____ (v) _____ plantations (vi) _____ bridge (vii) wild _____
_____ You may add your own examples to this list.

Answer

From the text (i) tales of valour (ii) coastal town (iii) a piece of heaven (iv) evergreen rainforests (v) coffee plantations (vi) rope bridge (vii) wild elephants Other than the text (i) tales of morality (ii) coastal food (iii) a piece of cake (iv) evergreen hero (v) crop plantations (vi) sturdy bridge (vii) wild beasts

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III. Tea From Assam

By Arup Kumar Datta Thinking about the Language I. 1. Look at these words: upkeep, downpour, undergo, dropout, walk-in. They are built up from a verb (keep, pour, go, drop, walk) and an adverb or a particle (up, down, under, out, in). Use these words appropriately in the sentences below. You may consult a dictionary. (i) A heavy _____ has been forecast due to low pressure in the Bay of Bengal.

(ii) Rakesh will _____ major surgery tomorrow morning. (iii) My brother is responsible for the _____ of our family property. (iv) The _____ rate for this accountancy course is very high. (v) She went to the Enterprise Company to attend a _____ interview. Answer (i) A

heavy downpour has been forecast due to low pressure in the Bay of Bengal. (ii) Rakesh will undergo major surgery tomorrow morning. (iii) My brother is responsible for the upkeep of our family property. (iv) The dropout rate for this accountancy course is very high. (v) She went to the Enterprise Company to attend a walk-in interview.

2. Now fill in the blanks in the sentences given below by combining the verb given in brackets with one of the words from the box as appropriate. over by through out up down

(i) The Army attempted unsuccessfully to _____ the government. (throw) (ii) Scientists are on the brink of a major _____ in cancer research. (break) (iii) The State Government plans to build a _____ for Bhubaneswar to speed up traffic on the main highway. (pass) (iv) Gautama's _____ on life changed when he realised that the world is full of sorrow. (look) (v) Rakesh seemed unusually _____ after the game. (cast) Answer (i) The Army attempted unsuccessfully to overthrow the Government. (ii) Scientists are on the brink of a major breakthrough in cancer research. (iii) The State Government plans to build a by-pass for Bhubaneswar to speed up traffic on the main highway. (iv) Gautama's outlook on life changed when he realized that the world is full of sorrow. (v) Rakesh seemed unusually downcast after the game.

Page No: 96 1. Think of suitable -ing or -ed adjectives to answer the following questions. How would you describe

(i) a good detective serial on television? _____ (ii) a debate on your favourite topic 'Homework Should Be Banned'? _____ (iii) how you feel when you stay indoors due to incessant rain? _____ (iv) how you feel when you open a present? _____ (v) how you feel when you watch your favourite programme on television? _____ (vi) the look on your mother's face as you waited in a queue? _____ (vii) how you feel when tracking a tiger in a tiger reserve forest? _____ (viii) the story you have recently read, or a film you have seen? _____ Answer (i) a good detective serial on television? Interesting (ii) a debate on your favourite topic 'Homework Should Be Banned'? Exciting (iii) how you feel when you stay indoors due to incessant rain? Bored (iv) how you feel when you open a present? Excited (v) how you feel when you watch your favourite programme on television? Interested (vi) the look on your mother's face as you waited in a queue? Tired (vii) how you feel when tracking a tiger in a tiger reserve forest? Thrilled (viii) the story you have recently read, or a film you have seen? Boring

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Chapter-8 Mijbil the Otter English Solutions

Page No: 106 Oral Comprehension Check

1. What 'experiment' did Maxwell think Camusfearna would be suitable for?

Answer

Maxwell thought that he would keep an otter instead of a dog. Camusfearna, ringed by water a very short distance from its door, would be an eminently suitable spot for the experiment.

2. Why does he go to Basra? How long does he wait there, and why?

Answer He went to Basra, to the Consultate-General, to collect and answer his mail from Europe. He had had to wait there for five days. To start with his mail didn't reach on time. Then he tried to make a telephone call. This incident is of those days when one had to book an international call 24 hrs in advance. The telephone line was not working properly on the first day. Next day it was some public holiday so it was not working. Finally after a tortuous wait of five days his mail arrived.

3. How does he get the otter? Does he like it? Pick out the words that tell you this.

Answer

When he received his mail, he carried it to his bedroom to read. There, he saw two Arabs and beside them was a sack that twisted from time to time. They handed him a note from his friend saying that he had sent him an otter. Yes, he liked it. We know this because he uses the term 'otter fixation' to refer to his feeling towards the otter. He felt that this otter fixation or this strong attachment towards otters was something that was shared by most other people who had ever owned one.

4. Why was the otter named 'Maxwell's otter'?

Answer

The otter was of a race previously unknown to science and was at length named by zoologists *Lutrogale perspicillata maxwelli* or Maxwell's otter.

5. Tick the right answer. In the beginning, the otter was aloof and indifferent friendly hostile

Answer

In the beginning, the otter was aloof and indifferent.

6. What happened when Maxwell took Mijbil to the bathroom? What did it do two days after that?

Answer

When Maxwell took Mijbil to the bathroom, it went wild with joy in the water for half an hour. It was plunging and rolling in it, shooting up and down the length of the bathtub underwater, and making enough slosh and splash for a hippo. Two days after that, it escaped from his bedroom to the bathroom. By the time he got there, Mijbil was up on the end of the bathtub and fumbling at the chromium taps with its paws. In less than a minute, it had turned the tap far enough to produce some water and after a moment, achieved the full flow.

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Oral Comprehension Check

1. How was Mij to be transported to England?

Answer

Maxwell booked a flight to Paris and from there he would go on to London. The airline insisted that Mij should be packed in a box (not more than eighteen inches square) that was to be placed on the floor, near his feet.

2. What did Mij do to the box?

Answer

The box was lined with metal sheet. Mij didn't find it comfortable to be there so tried to escape. In its attempt to escape Mij tore into the metal lining of the box. As a result it hurt itself and started bleeding.

Page No: 109 Oral Comprehension Check

3. Why did Maxwell put the otter back in the box? How do you think he felt when he did this?

Answer

As there was no other way to carry Mij to London so the author had put it back into the box. He must have felt pity on the way the otter had hurt itself. Moreover, he must be worried as well.

4. Why does Maxwell say the airhostess was “the very queen of her kind”?

Answer

Maxwell said that the airhostess was “the very queen of her kind” because she was extremely friendly and helpful. He took her into his confidence about the incident with the box. She suggested that he might prefer to have his pet on his knee. Hearing this, he developed a profound admiration for her, for she understood the pain of both the otter and its owner.

5. What happened when the box was opened?

Answer

When the box was opened, Mij went out of the box. He disappeared at a high speed down the aircraft. There were cries all around. A woman stood up on her seat screaming that there was a rat. He saw Mij’s tail disappearing beneath the legs of an Indian passenger. He dived for it, but missed. The airhostess suggested him to be seated and that she would find the otter. After a while, Mij had returned to him. It climbed on his knee and began to rub its nose on his face and neck.

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Oral Comprehension Check

1. What game had Mij invented?

Answer

Mij had invented a game with ping-pong ball. He would put the ball at one end of a sloping lid and then grab it as it ran to the other end.

2. What are ‘compulsive habits’? What does Maxwell say are the compulsive habits of (i) school children (ii) Mij?

Answer

Compulsive habits are usually strange act or behaviour which a person does without clear reason. On their way to and from school, children make it a habit to place their feet exactly on the centre of each paving block. Similarly, Mij had made it a habit to jump on to the school wall and go galloping all along its length of thirty yards.

3. What group of animals do otters belong to?

Answer

Otters belong to a comparatively small group of animals called Mustellines, shared by the badger, mongoose, weasel, stoat, mink and others.

4. What guesses did the Londoners make about what Mij was?

Answer

According to Maxwell, the average Londoner does not recognize an otter. The Londoners who saw Mij made different guesses about who Mij was. They guessed, among other things, that it was a baby seal, a squirrel, a walrus, a hippo, a beaver, a bear cub, a leopard and a brontosaur.

Thinking about the Text

1. What things does Mij do which tell you that he is an intelligent, friendly and fun-loving animal who needs love?

Answer

Mij was an intelligent animal. It invented its own game out of the ping-pong balls. It screwed the tap till water began to flow and then it would play and splash in the water. Though it was aloof and indifferent in the beginning, it soon became very friendly. It formed a special attachment with Maxwell. It responded when Maxwell called out his name. It grew desperate when Maxwell left it in a box and it got hurt while trying to come out of it. After Maxwell took it out, it clung to his feet. It was a fun-loving animal. It enjoyed playing all kinds of games. It would play with a selection of toys, ping-pong balls, marbles,

rubber fruit, and a terrapin shell. It required love and affection from Maxwell and it got that readily.

2. What are some of the things we come to know about otters from this text?

Answer

Otters belong to a comparatively small group of animals called Mustellines, shared by the badger, mongoose, weasel, stoat, mink and others. Maxwell's otter was of a race previously unknown to science and was at length named by zoologists *Lutrogale perspicillata maxwelli* or Maxwell's otter. They are found in large numbers in marshes. They are often tamed by the Arabs. It is characteristic of otters that every drop of water must be extended and spread about the place; a bowl must at once be overturned, or, if it would not be overturned, be sat in and splashed in until it overflowed. For them, water must be kept on the move. Otters love playing various games, especially with a ball.

3. Why is Mij's species now known to the world as Maxwell's otter?

Answer

Maxwell's otter was of a race previously unknown to science and was at length named by zoologists *Lutrogale perspicillata maxwelli* or Maxwell's otter.

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4. Maxwell in the story speaks for the otter, Mij. He tells us what the otter feels and thinks on different occasions. Given below are some things the otter does. Complete the column on the right to say what Maxwell says about what Mij feels and thinks.

What Mij does

How Mij feels or

thinks

Plunges, rolls in the water and makes the water splosh and splash

–

Screws the tap in the wrong way –

Nuzzles Maxwell's face and neck in the aeroplane –

Answer

What Mij does How Mij feels or thinks

Plunges, rolls in the water and makes the water splosh and splash

went wild with joy

Screws the tap in the wrong way irritated and disappointed

Nuzzles Maxwell's face and neck in the aeroplane

distressed chitter of recognition and welcome

5. Read the story and find the sentences where Maxwell describes his pet otter. Then choose and arrange your sentences to illustrate those statements below that you think are true. Maxwell's description (i) makes Mij seem almost human, like a small boy. (ii) shows that he is often irritated with what Mij does. (iii) shows that he is often surprised by what Mij does. (iv) of Mij's antics is comical. (v) shows that he observes the antics of Mij very carefully. (vi) shows that he thinks Mij is a very ordinary otter. (vii) shows that he thinks the otter is very unusual.

Answer

(i) He spent most of his time in play.

(iii) I watched, amazed; in less than a minute he had turned the tap far enough to produce a trickle of water, and after a moment or two achieved the full flow.

(v) A suitcase that I had taken to Iraq had become damaged on the journey home, so that the lid, when closed, remained at a slope from one end to the other. Mij discovered that if he placed the ball on the

high end it would run down the length of the suitcase. He would dash around to the other end to ambush its arrival, hide from it, crouching, to spring up and take it by surprise, grab it and trot off with it to the high end once more.

(vii) It is not, I suppose, in any way strange that the average Londoner should not recognize an otter, but the variety of guesses as to what kind of animal this might be came as a surprise to me. Mij was anything but an otter.

Thinking about the Language

I. From the table below, make as many correct sentences as you can using *would* and/or *used to*, as appropriate. (Hint: First decide whether the words in italics show an action, or a state or situation, in the past.) Then add two or three sentences of your own to it.

Emperor Akbar

would

used to

be fond of musical evenings.

Every evening we take long walks on the beach

Fifty years ago, very few people own cars.

Till the 1980s, Shanghai have very dirty streets.

My uncle spend his holidays by the sea.

Answer

1. Emperor Akbar used to be fond of musical evenings.
2. Every evening we used to take long walks on the beach.
3. Fifty years ago, very few people used to own cars.
4. Till the 1980s, Shanghai used to have very dirty streets.
5. My uncle would spend his holidays by the sea.
6. My uncle used to take long walks on the beach.
7. My uncle used to be fond of musical evenings.

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II. Noun Modifiers

1. Look at these examples from the text, and say whether the modifiers (in italics) are nouns, proper nouns, or adjective plus noun. (i) An otter fixation (iv) The London streets
(ii) The iron railings (v) soft velvet fur
(iii) The Tigris marshes (vi) A four-footed soccer player

Answer (i) Noun (ii) Noun (iii) Proper noun (iv) Proper noun (v) Adjective plus noun (vi) Adjective plus noun

2. Given below are some nouns, and a set of modifiers (in the box). Combine the nouns and modifiers to make as many appropriate phrases as you can. (Hint: The nouns and modifiers are all from the texts in this book.)

temple three girls triangle dresses

person thoughts boys roar

gifts scream farewell expression

time subject landscape handkerchief

crossing flight chatterbox profession

physique coffee view celebration

college rough hundred stone ordinary

love uncomfortable white slang slack

bare railroad tremendous family marriage

plump invigorating panoramic heartbreaking birthday

incorrigible ridiculous loud first

Answer Temple – white temple, stone temple, first temple

Person – incorrigible person, ridiculous person

Gifts – hundred gifts, ordinary gifts, birthday gifts

Time – college time, rough time, first time

Crossing – railroad crossing, first crossing

Physique – plump physique, ordinary physique

Three girls – first three girls, incorrigible three girls

Thoughts – incorrigible thoughts, uncomfortable thoughts, ridiculous thoughts, heartbreaking thoughts, first thoughts, ordinary thoughts

Scream – tremendous scream, loud scream

Subject – college subject, ordinary subject

Flight – rough flight, first flight

Coffee – invigorating coffee, ordinary coffee

Triangle – love triangle

Boys – college boys, incorrigible boys, rough boys, hundred boys

Farewell – college farewell, heartbreaking farewell

Landscape – bare landscape, rough landscape, white landscape

Chatterbox – incorrigible chatterbox

View – tremendous view, panoramic view, ordinary view

Dresses – hundred dresses, ordinary dresses, birthday dresses, marriage dresses

Roar – tremendous roar, loud roar

Expression – bare expression, slang expression, slack expression

Handkerchief – white handkerchief, ordinary handkerchief

Profession – family profession, first profession, ordinary profession

Celebration – tremendous celebration, family celebration, birthday celebration

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III.

1. Match the words on the left with a word on the right. Some words on the left can go with more than one word on the right.

(i) a portion of – blood

(ii) a pool of – cotton

(iii) flakes of – stones

(iv) a huge heap of – gold

(v) a gust of – fried fish

(vi) little drops of – snow

(vii) a piece of – water

(viii) a pot of – wind

Answer

(i) a portion of – fried fish

(ii) a pool of – blood

(iii) flakes of – snow

(iv) a huge heap of – stones

(v) a gust of – wind

(vi) little drops of – water

(vii) a piece of – cotton

(viii) a pot of – gold

2. Use a bit of/a piece of/a bunch of/a cloud of/a lump of with the italicised nouns in the following

sentences. The first has been done for you as an example. (i) My teacher gave me some advice. My teacher gave me a bit of advice.

(ii) Can you give me some clay, please. _____

(iii) The information you gave was very useful.

(iv) Because of these factories, smoke hangs over the city.

(v) Two stones rubbed together can produce sparks of fire.

(vi) He gave me some flowers on my birthday.

Answer (i) My teacher gave me some advice. My teacher gave me a bit of advice.

(ii) Can you give me some clay, please. Can you give me a lump of clay, please.

(iii) The information you gave was very useful.

The piece of information you gave was very useful.

(iv) Because of these factories, smoke hangs over the city.

Because of these factories, a cloud of smoke hangs over the city.

(v) Two stones rubbed together can produce sparks of fire.

Two pieces of stones rubbed together can produce sparks of fire.

(vi) He gave me some flowers on my birthday.

He gave me a bunch of flowers on my birthday.

Chapter-9 Madam Rides the Bus Solutions

Page No: 119 Oral Comprehension Check

1. What was Valli's favourite pastime?

Answer

Valli's favourite pastime was to stand in the front doorway of her house and watch what was happening in the street outside.

2. What was a source of unending joy for Valli? What was her strongest desire?

Answer

A source of unending joy for Valli was the sight of the bus that travelled between her village and the nearest town, filled with a new set of passengers each time it passed through her street. Her strongest desire was to ride on that bus.

3. What did Valli find out about the bus journey? How did she find out these details?

Answer

Valli found out that the town was six miles from her village. The fare was thirty paise one way. The trip to the town took forty-five minutes. On reaching the town, if she stayed in her seat and paid another thirty paise, she could return home on the same bus. She found out these details by listening carefully to the conversations between her neighbours and the people who regularly used the bus. She also gained information by asking them a few questions.

4. What do you think Valli was planning to do?

Answer

Valli was planning to travel on that bus.

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Oral Comprehension Check

1. Why does the conductor call Valli 'madam'?

Answer

Valli is trying to behave more mature than her age. She is trying to look overconfident and smart. The conductor is amused at her behaviour and in an effort to tease her calls her 'madam'.

2. Why does Valli stand up on the seat? What does she see now?

Answer

Valli stood up on her seat because her view was cut off by a canvas blind that covered the lower part of her window. She stood up to look over the blind. She saw that the road was very narrow, on one side of which there was the canal and beyond it were palm trees, grassland, distant mountains, and the blue sky. On the other side, there was a deep ditch and many acres of green fields.

3. What does Valli tell the elderly man when he calls her a child?

Answer

When the elderly man called her a child, Valli told him that there was nobody on the bus who was a child. She had paid her fare of thirty paise like everyone else.

4. Why didn't Valli want to make friends with the elderly woman?

Answer

The elderly woman was having big earlobes with bigger holes. She chewing betel nut and the betel juice was about to seep out of her mouth. She was giving a sight of unrefined elderly lady. That is why Valli did not want to make friends with her.

Page No: 125

Oral Comprehension Check

1. How did Valli save up money for her first journey? Was it easy for her?

Answer

Valli saved every coin that came her way. She made great sacrifices by controlling her normal childish

urges of having candies, toys and joyrides. This must have been difficult for her. Kids find it very difficult to savour a candy or to enjoy a toy.

2. What did Valli see on her way that made her laugh?

Answer

Valli saw a young cow, whose tail was high in the air, running right in front of the bus in the middle of the road. The bus slowed and the driver sounded his horn loudly. However, the more he honked, the more frightened the cow became and it kept running faster and faster, right in front of the bus. Valli found it so amusing that she had tears in her eyes. At last, the cow moved off the road.

3. Why didn't she get off the bus at the bus station?

Answer

She did not get off the bus at the bus station because she had to go back on that same bus. She took out another thirty paise from her pocket and handed the coins to the conductor. She just wanted to ride on the bus.

4. Why didn't Valli want to go to the stall and have a drink? What does this tell you about her?

Answer

Valli did not want to go to the stall and have a drink because she did not have any money for that. Even when the conductor offered her a cold drink free of charge, she refused firmly and said that she only wanted her ticket. This shows that Valli had a lot of self will and pride. Possibly, she did not want to take anything for free, particularly from a stranger.

Page No: 127

Thinking about the Text

1. What was Valli's deepest desire? Find the words and phrases in the story that tell you this.

Answer

Valli's deepest desire was to ride on the bus she saw everyday. The sentences in the story which depict this are as follows: "Day after day she watched the bus, and gradually a tiny wish crept into her head and grew there: she wanted to ride on that bus, even if just once. This wish became stronger and stronger, until it was an overwhelming desire."

2. How did Valli plan her bus ride? What did she find out about the bus, and how did she save up the fare?

Answer Valli planned that she would take the one o'clock afternoon bus, reach the town at one forty-five, and be back home by about two forty-five. She found out that the town was six miles from her village. The fare was thirty paise one way. The trip to the town took forty-five minutes. On reaching the town, if she stayed in her seat and paid another thirty paise, she could return home on the same bus. She had carefully saved whatever stray coins came her way, resisting every temptation to buy peppermints, toys, balloons, and the like, and finally she had saved sixty paise.

3. What kind of a person is Valli? To answer this question, pick out the following sentences from the text and fill in the blanks. The words you fill in are the clues to your answer.

(i) "Stop the bus! Stop the bus!" And a tiny hand was raised _____.

(ii) "Yes, I _____ go to town," said Valli, still standing outside the bus.

(iii) "There's nobody here _____," she said haughtily. "I've paid my thirty paise like everyone else."

(iv) "Never mind," she said, "I can _____. You don't have to help me. "I'm not a child, I tell you," she said, _____.

(v) "You needn't bother about me. I _____," Valli said, turning her face toward the window and staring out.

(vi) Then she turned to the conductor and said, "Well, sir, I hope _____."

Answer

(i) "Stop the bus! Stop the bus!" And a tiny hand was raised commandingly.

(ii) "Yes, I simply have to go to town," said Valli, still standing outside the bus.

(iii) "There's nobody here who's a child," she said haughtily. I've paid my thirty paise like everyone else."

(iv) "Never mind," she said, "I can get on by myself. You don't have to help me. "I'm not a child, I tell you," she said, irritably.

(v) "You needn't bother about me. I can take care of myself," Valli said, turning her face toward the window and staring out.

(vi) Then she turned to the conductor and said, "Well, sir, I hope to see you again."

For Valli, the bus journey probably symbolised the adult world. Like anyone else, she spent her money to buy the ticket. She would have attained a great sense of pride and satisfaction in doing so. Therefore, though a child, Valli wanted to be treated as a grown-up on the bus. She had a great sense of self respect which prevented her from taking anyone's help. She felt she was able to take care of herself very well, and was easily irritated when anyone treated her as a child.

4. Why does the conductor refer to Valli as 'madam'?

Answer

When the conductor stretched out his hand to help her get on the bus, Valli said commandingly that she could get on by herself, and that she did not require his help. She did not act like a child, but as a grown-up girl and therefore, the conductor called her 'madam'. When the elderly man called her a child and asked her to sit down on her seat, she replied that nobody was a child on the bus. She kept stressing on the fact that she had paid her fare like everybody else and therefore, she should not be treated differently.

5. Find the lines in the text which tell you that Valli was enjoying her ride on the bus.

Answer

The following lines in the text show that Valli was enjoying her ride on the bus:

(i) "Valli devoured everything with her eyes." (ii) "On the one side there was the canal and, beyond it, palm trees, grassland, distant mountains, and the blue, blue sky. On the other side was a deep ditch and then acres and acres of green fields – green, green, green, as far as the eye could see. Oh, it was all so wonderful!" (iii) "Everyone laughed, and gradually Valli too joined in the laughter. Suddenly, Valli clapped her hands with glee." (iv) "Somehow this was very funny to Valli. She laughed and laughed until there were tears in her eyes." (v) "Valli wasn't bored to the slightest and greeted everything with the same excitement she'd felt the first time."

6. Why does Valli refuse to look out of the window on her way back?

Answer

Valli refused to look out of the window on her way back because she saw a young cow lying dead by the roadside, just where it had been struck by some fast-moving vehicle. It was the same cow that was running in front of their bus, during their trip to the town. She was overcome with sadness. The memory of the dead cow haunted her and therefore, she refused to look out of the window.

7. What does Valli mean when she says, "I was just agreeing with what you said about things happening without our knowledge." Answer

Valli's mother said that many things happen around us, but we are usually unaware of them. Valli had gone on a bus ride to town, all alone, and had come back without any harm. She did all this without the knowledge of her mother. Hence, she agreed with what her mother said.

Answer

The author has described the things that Valli saw from an eight-year-old's point of view. She was fascinated by a bus. Watching the bus filled with a new set of people each time was a source of unending joy for her. Her strongest desire was to ride the bus. She saved money by cutting on peppermints, toys, and balloons, and even resisting the temptation to ride the merry-go-round at the fair. When the author describes the bus, the points he stresses on are the colour and look of the bus. It was a 'new bus', painted a 'gleaming white'. The overhead bars 'shone like silver'. The seats were 'soft and luxurious'. The

descriptions that the author gives when Valli looked outside are also typical for an eight-year-old. The 'blue, blue sky' and the 'acres and acres of green fields – green, green, green' show the enthusiasm of a kid on looking at different colours. Valli clapped her hands in glee on watching a cow run right in front of the bus. She found it so funny that tears came into her eyes. On the other hand, she was overcome with sadness on her way back when she saw the same cow lying dead. It had been a 'lovable, beautiful creature' and later it 'looked so horrible'. The memory of the dead cow haunted her so much that she refused to look outside the window. These are the typical reactions of a young child.

Chapter-10 The Sermon at Benares solutions

Page No: 135 Thinking about the Text

1. When her son dies, Kisa Gotami goes from house to house. What does she ask for? Does she get it? Why not?

Answer

When Kisa Gotami's son died, she went from house to house, asking if she could get some medicine that would cure her child. No, she did not get it because her child was dead and no medicine could have brought him back to life.

2. Kisa Gotami again goes from house to house after she speaks with the Buddha. What does she ask for, the second time around? Does she get it? Why not?

Answer

When she met the Buddha, he asked her to get a handful of mustard seeds from a house where no one had lost a child, husband, parent, or friend. She went from house to house, but could not get the mustard seeds because there was not a single house where no one had died in the family.

3. What does Kisa Gotami understand the second time that she failed to understand the first time? Was this what the Buddha wanted her to understand?

Answer

Kisa Gotami understood the second time that death is common to all and that she was being selfish in her grief. There was no house where some beloved had not died. Yes, this was what the Buddha wanted her to understand.

4. Why do you think Kisa Gotami understood this only the second time? In what way did the Buddha change her understanding?

Answer

Kisa Gotami understood that death is common to all and that she was being selfish in her grief. She understood this only the second time because it was then that she found that there was not a single house where some beloved had not died.

First time round, she was only thinking about her grief and was therefore asking for a medicine that would cure her son. When she met the Buddha, he asked her to get a handful of mustard seeds from a house where no one had died. He did this purposely to make her realize that there was not a single house where no beloved had died, and that death is natural. When she went to all the houses the second time, she felt dejected that she could not gather the mustard seeds. Then, when she sat and thought about it, she realized that the fate of men is such that they live and die. Death is common to all. This was what the Buddha had intended her to understand.

5. How do you usually understand the idea of 'selfishness'? Do you agree with Kisa Gotami that she was being 'selfish in her grief'?

Answer

Selfishness is preoccupation with I, me, and myself. Kisa Gotami was not in a position to think about other people's grief. It is natural to feel sad over death of near and dear ones. But most people carry on their next responsibility of performing proper last rites of the dead. People seldom carry a dead body in the hope of some miracle happening to that. The family and the society always comes to be with those in hours of grief. But later on the life goes on. But Kisa Gotami was so engrossed in her sorrow that she forgot to think about live members of her family and society.

Page No: 136

Thinking about the Language

I. This text is written in an old-fashioned style, for it reports an incident more than two millennia old. Look for the following words and phrases in the text, and try to rephrase them in more current language, based on how you understand them.

give thee medicine for thy child Pray tell me Kisa repaired to the Buddha there was no house but someone had died in it kinsmen Mark!

Answer

1. Give you medicine for your child 2. Please tell me 3. Kisa went to the Buddha 4. There was no house where no one had died 5. Relatives 6. Listen

II. You know that we can combine sentences using words like and, or, but, yet and then. But sometimes no such word seems appropriate. In such a case we can use a semicolon (;) or a dash (–) to combine two clauses.

She has no interest in music; I doubt she will become a singer like her mother.

The second clause here gives the speaker's opinion on the first clause.

Here is a sentence from the text that uses semicolons to combine clauses. Break up the sentence into three simple sentences. Can you then say which has a better rhythm when you read it, the single sentence using semicolons, or the three simple sentences?

For there is not any means by which those who have been born can avoid dying; after reaching old age there is death; of such a nature are living beings.

Answer

The single sentence using semicolons has a better rhythm. This is because the three parts of the sentence are connected to each other in their meanings. The second clause gives further information on the first clause. The third clause is directly related to both the first and the second. Their meanings are better conveyed when they are joined by semicolons.

Chapter-1 Dust of Snow (Poem) English solutions

Page No: 14

1. What is a “dust of snow”? What does the poet say has changed his mood? How has the poet’s mood changed?

Answer

A “dust of snow” means the fine particles of snow. This “dust of snow” changed the poet’s mood. The poet’s mood changed from that of dismay to joy. He was holding the day in regret when this dust of snow fell on him and this simple little thing brought him some joy.

2. How does Frost present nature in this poem? The following questions may help you to think of an answer.

(i) What are the birds that are usually named in poems? Do you think a crow is often mentioned in poems? What images come to your mind when you think of a crow?

(ii) Again, what is “a hemlock tree”? Why doesn’t the poet write about a more ‘beautiful’ tree such as a maple, or an oak, or a pine?

(iii) What do the ‘crow’ and ‘hemlock’ represent – joy or sorrow? What does the dust of snow that the crow shakes off a hemlock tree stand for?

Answer

Frost has presented nature in quite an unconventional manner. While in other nature poems we come across birds such as nightingales or sparrows, Frost has used a crow in this poem. A crow can be associated with something dark, black, and foreboding. That is why other poets usually mention singing nightingales or beautiful white doves in their poems.

Also, the poet has written about a hemlock tree, which is a poisonous tree. He has not written about a more beautiful tree such as a maple, or oak, or pine because these trees symbolise beauty and happiness. Frost wanted to symbolise the feelings of sadness and regret, which is why he has used a hemlock tree.

The crow and the hemlock tree represent sorrow. The dust of snow that is shaken off the hemlock tree by the crow stands for joy that Frost experiences. He has, therefore, used an unconventional tree and bird in order to contrast them with joy in the form of snow.

Chapter-2 Fire and Ice (Poem) English Solutions

Page No: 15 Thinking about the Poem 1. There are many ideas about how the world will 'end'. Do you think the world will end some day? Have you ever thought what would happen if the sun got so hot that it 'burst', or grew colder and colder?

Answer

Yes I believe that this world will end some but when nobody knows. Whether the sun gets hot or it gets colder in both the situations end of this world is sure.

2. For Frost, what do 'fire' and 'ice' stand for? Here are some ideas:

Greed Avarice Cruelty Lust

Conflict Fury Intolerance Rigidity

Insensitivity Coldness Indifference Hatred

Answer

'Fire' stands for greed, avarice, lust, conflict and fury. 'Ice' stands for cruelty, intolerance, rigidity, insensitivity, coldness, indifference and hatred.

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

Answer

The rhyme scheme of the poem is: a, b, a, a; b, c, b, c,b.

The contrasting ideas of 'fire' and 'ice' are presented using this rhyme scheme. He mentions that both fire and ice are probable ends of this world. While he talks about how fire represents desire and can therefore be a cause of the end of the world, he also mentions ice in between to symbolise that the coldness and indifference towards one another will also be enough to end the world. In the second stanza, he says that he knows of enough hate in the world to be sure that even destruction through ice would be sufficient to bring about the end of the world.

Chapter-3 A Tiger in the Zoo (Poem) Solutions

Page No: 30 Thinking about the Poem

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

(i) Find the words that describe the movements and actions of the tiger in the case and in the wild. Arrange them in two columns. (ii) 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.

Answer

(i)

In the cage In the wild

Stalks Lurking in shadow

Few steps of his cage Sliding through long grass

Quiet rage Snarling around houses

Locked in a concrete cell Baring his white fangs, his claws

Stalking the length of his cage Terrorising the village

Ignoring visitors

Stares at the brilliant stars

(ii)

Cage Wild

Few steps of his cage Shadow

Concrete cell Long grass

Locked Water hole

Behind bars Plump deer

Visitors Houses at the jungle's edge

Patrolling cars Village

2. Notice the use of a word repeated in lines such as these: (i) On pads of velvet quiet, In his quiet rage.

(ii) And stares with his brilliant eyes At the brilliant stars. What do you think is the effect of this repetition?

Answer

This repetition is a poetic device used by the poet in order to increase the intensity of the tiger's rage and his helpless silence. 'Velvet quiet' refers to the quiet velvet pads of the tiger, which cannot run or leap. They can only walk around the limited space in the cage. The use of 'quiet rage' symbolises the anger and ferocity that is building up inside the tiger as it wants to run out into the forest and attack a deer, but the rage is quiet because it cannot come out in the open as it is in the cage. This double use of 'quiet' has brought immense beauty to the poem. Similarly, the use of 'brilliant' for the tiger's eyes as well as the stars also brings out the magnificence of these lines. The tiger has dreams of being free in its 'brilliant' eyes. It sees the stars (that have also been described as brilliant) with the same eyes. It stares at the brilliant stars with its brilliant eyes thinking about how beautiful its life could be in the forest. The repetitiveness of these words gives a wonderful effect to the poem.

3. Read the following two poems – one about a tiger and the other about a panther. Then discuss: Are zoos necessary for the protection or conservation of some species of animals? Are they useful for educating the public? Are there alternatives to zoos?

The Tiger

The tiger behind the bars of his cage growls, The tiger behind the bars of his cage snarls, The tiger behind the bars of his cage roars. Then he thinks. It would be nice not to be behind bars all The time Because they spoil my view I wish I were wild, not on show.

But if I were wild, hunters might shoot me, But if I were wild, food might poison me, But if I were wild,

water might drown me. Then he stops thinking And... The tiger behind the bars of his cage growls, The tiger behind the bars of his cage snarls, The tiger behind the bars of his cage roars.

PETER NIBLETT The PantherHis vision, from the constantly passing bars, has grown so weary that it cannot hold anything else. It seems to him there are a thousand bars; and behind the bars, no world. As he paces in cramped circles, over and over, the movement of his powerful soft strides is like a ritual dance around a centre in which a mighty will stands paralysed. Only at times, the curtain of the pupils lifts, quietly. An image enters in, rushes down through the tensed, arrested muscles, plunges into the heart and is gone. RAINER MARIA RILKE

Answer

The Zoo is very necessary place for some animals as they could be hunted down, poisoned by some wild food, or could drown in water in the forest. They also aware public about the nature of animals and make human friendly with animals. However, a zoo is not the correct substitute for a forest. In a zoo, an animal would feel caged, bound, and not free to roam about in the wild. It is for this reason that wildlife sanctuaries and national parks have been instituted in order to conserve several endangered species. These places provide protection as well as natural surroundings to these species. They can roam about freely in their habitats and are safe too. The public can visit these parks and get educated about the animals and their lifestyles. The parks and sanctuaries are run using a strict set of rules, the most prominent being the ban on hunting. Since the animals are in the open, visitors would not be able feed them and would not misbehave or try to play with them as they are under strict guidance. Such incidents have been recorded in zoos where people irritate and tease the animals. Hence, a wild life sanctuary is a good alternative for animals to be safe as well as in their natural surroundings.

Chapter-4 How to Tell Wild Animals (Poem) English Solutions

Page No: 45 Thinking about the Poem

1. Does 'dying' really rhyme with 'lion'? Can you say it in such a way that it does?

Answer

No, 'dying' does not rhyme with 'lion'. It is for this reason that the poet has used 'dyin' so that when we pronounce it, it rhymes with 'lion'.

2. How does the poet suggest that you identify the lion and the tiger? When can you do so, according to him?

Answer

The poet suggests that if a large and tawny beast in the jungle in the east advances towards us, then it is an Asian lion. We can identify it when it roars at us while we are dying with fear. When while roaming we come across a wild beast that is yellow in colour with black stripes, it is a Bengal tiger. We can identify it when it eats us.

3. Do you think the words 'lept' and 'lep' in the third stanza are spelt correctly? Why does the poet spell them like this?

Answer

No, the words 'lept' and 'lep' are spelt incorrectly. The poet has spelled them like this in order to maintain the rhythm of the poem. When spelled this way, they rhyme with the first part of 'leopard', thus giving emphasis to 'leopard' in each line.

4. Do you know what a 'bearhug' is? It's a friendly and strong hug — such as bears are thought to give, as they attack you! Again, hyenas are thought to laugh, and crocodiles to weep ('crocodile tears') as they swallow their victims. Are there similar expressions and popular ideas about wild animals in your own language(s)?

Answer

A 'bearhug' is the bear's tight embrace. Hyenas never laugh. But their faces look like that. Crocodiles do not weep but tears come when they swallow their victims.

5. Look at the line "A novice might nonplus". How would you write this 'correctly'? Why is the poet's 'incorrect' line better in the poem?

Answer

The line "A novice might nonplus" can be correctly written as "A novice might be nonplussed". The poet's incorrect line is better in the poem as it maintains the rhyme scheme of the poem. By writing it incorrectly, 'nonplus' rhymes with 'thus'.

6. Can you find other examples of poets taking liberties with language, either in English or in your own language(s)? Can you find examples of humorous poems in your own language(s)?

Answer

Yes, many poets take such liberties to create proper rhyming. These are for example : Kirk is used for 'church' to rhyme with 'work'. Ken is used for 'see' to rhyme with 'pen'.

Chapter-5 How to Tell Wild Animals (Poem) Solutions

Page No: 45 Thinking about the Poem

1. Does 'dying' really rhyme with 'lion'? Can you say it in such a way that it does?

Answer

No, 'dying' does not rhyme with 'lion'. It is for this reason that the poet has used 'dyin' so that when we pronounce it, it rhymes with 'lion'.

2. How does the poet suggest that you identify the lion and the tiger? When can you do so, according to him?

Answer

The poet suggests that if a large and tawny beast in the jungle in the east advances towards us, then it is an Asian lion. We can identify it when it roars at us while we are dying with fear. When while roaming we come across a wild beast that is yellow in colour with black stripes, it is a Bengal tiger. We can identify it when it eats us.

3. Do you think the words 'lept' and 'lep' in the third stanza are spelt correctly? Why does the poet spell them like this?

Answer

No, the words 'lept' and 'lep' are spelt incorrectly. The poet has spelled them like this in order to maintain the rhythm of the poem. When spelled this way, they rhyme with the first part of 'leopard', thus giving emphasis to 'leopard' in each line.

4. Do you know what a 'bearhug' is? It's a friendly and strong hug — such as bears are thought to give, as they attack you! Again, hyenas are thought to laugh, and crocodiles to weep ('crocodile tears') as they swallow their victims. Are there similar expressions and popular ideas about wild animals in your own language(s)?

Answer

A 'bearhug' is the bear's tight embrace. Hyenas never laugh. But their faces look like that. Crocodiles do not weep but tears come when they swallow their victims.

5. Look at the line "A novice might nonplus". How would you write this 'correctly'? Why is the poet's 'incorrect' line better in the poem?

Answer

The line "A novice might nonplus" can be correctly written as "A novice might be nonplussed". The poet's incorrect line is better in the poem as it maintains the rhyme scheme of the poem. By writing it incorrectly, 'nonplus' rhymes with 'thus'.

6. Can you find other examples of poets taking liberties with language, either in English or in your own language(s)? Can you find examples of humorous poems in your own language(s)?

Answer

Yes, many poets take such liberties to create proper rhyming. These are for example : Kirk is used for 'church' to rhyme with 'work'. Ken is used for 'see' to rhyme with 'pen'.

Chapter-6 Amanda! (Poem) English Solutions

Page No: 62 Thinking about the Poem

1. How old do you think Amanda is? How do you know this?

Answer

Amanda must be about 9–10 years old. She is a school-going girl. The things that her mother scolds her for are all typical instructions given to a 9 or 10-year-old girl.

2. Who do you think is speaking to her?

Answer

Her mother is speaking to her.

3. Why are Stanzas 2, 4 and 6 given in parenthesis?

Answer

Stanzas 2, 4 and 6 are given in parenthesis because they are the thoughts of the child in between the instructions that she is being given by her mother, which are given in stanzas 1, 3 and 5. The scolding by the mother and the child's thoughts are placed in alternate stanzas by the poet.

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?

Answer

In stanzas 2, 4 and 6, the speaker is the child, Amanda. No, she is not listening to her mother who is the speaker in stanzas 1, 3 and 5. She is lost in her own dreams and doesn't listen to what is being said to her.

5. What could Amanda do if she were a mermaid?

Answer

If Amanda were a mermaid, then she would drift slowly on a languid emerald sea. She would be the sole inhabitant of the relaxed green sea and would move slowly on it.

6. Is Amanda an orphan? Why does she say so?

Answer

No, Amanda is not an orphan. She says so because she wants to be alone. She wants to roam around in the street alone and pattern dust with her bare feet. She finds silence 'golden' and freedom 'sweet'. It is for this reason that she calls herself an orphan.

7. Do you know the story of Rapunzel? Why does she want to be Rapunzel?

Answer

She wants to be Rapunzel because she wants to live alone. Rapunzel lived alone in a tall tower and had long, beautiful hair. She was held captive by her grandmother, who came up the tower by climbing her long hair. The girl also wants to live alone in a tower as she would not have to care about anything as life in a tower would be tranquil, peaceful and rare. However, she also decided that she would never throw down her hair for anyone to come up as she wanted to live alone always.

8. What does the girl yearn for? What does this poem tell you about Amanda?

Answer

The girl yearns for a life of freedom. The poem tells us that she is an imaginative girl who is constantly nagged by her unimaginative parent.

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

Answer

No, Amanda is neither sulking, nor is she moody. She is simply longing for her freedom. She wants to go out and play where she likes.

Chapter-7 Animals (Poem) English

Page No: 84 Thinking about the Poem

1. Notice the use of the word 'turn' in the first line, "I think I could turn and live with animals..." What is the poet turning from?

Answer

The poet is turning away from living with other humans as he finds them complicated and false. He would rather live with animals that are self-contained and non-complaining.

2. Mention three things that humans do and animals don't.

Answer

The poet has drawn three comparisons between humans and animals. ► Humans sweat and work to make a living and later whine and sulk about the amount of work they have to do to survive. Animals, on the other hand, do not whine about their condition. ► Humans lie awake at night and cry for the wrongs they have done. Animals do not weep for anything they do and sleep peacefully. ► Finally, humans make each other sick by discussing their duties to God. However, animals do not have any god and they live and survive without any prayers or fasts.

3. Do humans kneel to other humans who lived thousands of years ago? Discuss this in groups.

Answer

Yes, humans kneel to other humans who lived thousands of years ago. They worship their ancestors and pray by kneeling in front of their portraits. They hold religious sermons and ceremonies in their memory.

4. What are the 'tokens' that the poet says he may have dropped long ago, and which the animals have kept for him? Discuss this in class. (Hint: Whitman belongs to the Romantic tradition that includes Rousseau and Wordsworth, which holds that civilisation has made humans false to their own true nature. What could be the basic aspects of our nature as living beings that humans choose to ignore or deny?)

Answer

The token that the poet says he might have dropped long ago, and which the animals have kept for him, is his true nature as a human. While humans came close to civilisation, they gradually moved away from their true nature. The natural instincts that humans had and the innocence with which they lived and helped each other have been left behind somewhere. As they got near civilisation, they chose to leave behind the virtues of kindness, sincerity, unselfishness, joy, satisfaction, respectability, and sharing. They took to vices such as greed, selfishness, desire to capture everything, and other such inhuman characteristics. Animals have carried forward

the real instincts and characteristics, which the poet looks at and tries to remember where he had negligently lost his true nature.

Chapter-8 The Trees (Poem)

Page No: 100 Thinking about the Poem

1. (i) Find, in the first stanza, three things that cannot happen in a treeless forest. (ii) What picture do these words create in your mind: "... sun bury its feet in shadow..."? What could the poet mean by the sun's 'feet'?

Answer

(i) The three things that cannot happen in a treeless forest are the sitting of a bird on trees, the hiding of insects and the sun burying its feet in the shadow of the forest.

(ii) The sun radiates heat and the given words create a picture of the hot, radiating sun cooling its feet in the cool shadow of the forest. The sun's 'feet' refers to its rays that reach the earth.

2. (i) Where are the trees in the poem? What do their roots, their leaves and their twigs do? (ii) What does the poet compare their branches to?

Answer

(i) In the poem, the trees are in the poet's house. Their roots work all night to disengage themselves from the cracks in the veranda floor. The leaves make efforts to move towards the glass, while the small twigs get stiff with exertion. (ii) The poet compares the 'long-cramped' branches that have been shuffling under the roof to newly discharged patients who look half-dazed as they move towards the hospital doors after long illnesses and wait to get out of the hospital. The branches also have cramped under the roof and want to get out into the open to spread themselves in fresh air.

3. (i) How does the poet describe the moon: (a) at the beginning of the third stanza, and (b) at its end? What causes this change?

(ii) What happens to the house when the trees move out of it?

Answer

(i) In the beginning of the third stanza, the poet says that the whole moon is shining in the open sky in the fresh night. However, at the end of the stanza, she describes the moon as broken into many pieces such as a shattered mirror. This change is caused by the trees that have made their way from her home to outside. Their branches have risen into the sky, blocking the moon, which is why the moon seems to be broken into many pieces. These pieces can be seen flashing at the top of the tallest oak tree.

(ii) When the trees move out of the house, the glass gets broken and the smell of the leaves and lichens still reaches the rooms of the house. Page No: 101

4. Now that you have read the poem in detail, we can begin to ask what the poem might mean. Here are two suggestions. Can you think of others?

(i) Does the poem present a conflict between man and nature? Compare it with A Tiger in the Zoo. Is the poet suggesting that plants and trees, used for 'interior decoration' in cities while forests are cut down, are 'imprisoned', and need to 'break out'?

(ii) On the other hand, Adrienne Rich has been known to use trees as a metaphor for human beings: this is a recurrent image in her poetry. What new meanings emerge from the poem if you take its trees to be symbolic of this particular meaning?

Answer

(i) Yes, the poem presents a conflict between man and nature. While nature is more free and unbounded, man prefers to live in bounded spaces and also wants to curb nature. He uses plants for interior decoration of houses, cuts trees to make a house for himself, kills animals for food or other purposes and cages them in zoos. In all these ways, man curbs nature and denies plants and animals the freedom in which they should live. The poem shows that trees and plants are rebelling against man as they strive to work their way out into the open. For instance, in the poem A Tiger in the Zoo, the poet presents the fact that animals feel bounded by cages. They can only take a few steps inside the cage, whereas they really want to run and leap into the open. This signifies the fact that plants and animals

feel caged by humans and want to break out from the imprisonment at the hands of humans.

(ii) If trees are symbolic of human beings, then it could be said that humans too want to break away from the shackles of the busy and selfish lives they lead. They also want to go out into the nature and be free. They work all day and sometimes all night to try and achieve something though they do not have the time to enjoy it. They keep striving hard in their routines as they feel cramped under the roofs of their homes and offices. Even they want to break free and go out into the peaceful nature.

Chapter-9 Fog (Poem)

Page No: 115 Thinking about the Poem

1. (i) What does Sandburg think the fog is like? (ii) How does the fog come? (iii) What does 'it' in the third line refer to? (iv) Does the poet actually say that the fog is like a cat? Find three things that tell us that the fog is like a cat.

Answer

(i) According to Sandburg, the fog is like a cat. (ii) The fog comes on little cat feet.

(iii) In the third line 'it' refers to the fog that has covered the city and it seems as if it is looking over the city like a cat.

(iv) No, the poet does not actually say that the fog is like a cat. However, he has used cat as a metaphor for describing the fog. He says that the fog comes on its little cat feet, which implies that the fog is like a cat as it comes slowly. He also says that the fog looks over the harbour and the city and then moves on, implying that the fog has covered the city and is sitting and looking at it, thereby again comparing it to a cat. This is reiterated when he says that the fog looks over the city sitting on 'silent hunches'. This also shows the reference to a cat as a cat always sits with its knees bent. Hence, he has compared the fog to a cat without actually saying so.

2. You know that a metaphor compares two things by transferring a feature of one thing to the other (See Unit 1).

(i) Find metaphors for the following words and complete the table below. Also try to say how they are alike. The first is done for you.

Storm Tiger Pounces over the fields, growls

Train

Fire

School

Home

Answer

Storm Tiger Pounces over the fields, growls

Train Gush of wind Very fast movement

Fire Anger Danger that surrounds both on the basis of their intensities

School Gateway Leads to adulthood and a life of responsibility

Home Nest Provides hospitable, loving environment

3. Does this poem have a rhyme scheme? Poetry that does not have an obvious rhythm or rhyme is called 'free verse'.

Answer

No, this poem does not have a rhyme scheme. It is written in free verse.

Chapter-10 The Tale of Custard the Dragon (Poem)

Page No: 132 Thinking about the Poem

1. Who are the characters in this poem? List them with their pet names.

Answer

The characters in this poem are Belinda, a little black kitten, a little grey mouse, a little yellow dog, a little pet dragon and a pirate.

Character Pet name

Kitten Ink

Mouse Blink

Dog Mustard

Dragon Custard

2. Why did Custard cry for a nice, safe cage? Why is the dragon called a “cowardly dragon”?

Answer Custard cried for a nice, safe cage because it was a coward. It is called a ‘cowardly dragon’ because everybody else in the house was brave. Belinda was as brave as a barrel of bears. Ink and Blink are described as so brave that they could chase lions down the stairs and Mustard was as brave as a tiger in rage. Compared to them, Custard cried asking for a nice and safe cage, which is why it is called a coward.

3. “Belinda tickled him, she tickled him unmerciful...” Why?

Answer

Belinda tickled the dragon unmercifully because it was very scared and cried for a safe cage. They all laughed at it as it was a coward.

4. The poet has employed many poetic devices in the poem. For example: “Clashed his tail like iron in a dungeon” – the poetic device here is a simile. Can you, with your partner, list some more such poetic devices used in the poem?

Answer

In the entire poem, the poet has made extensive use of similes. Apart from simile, another poetic device that has been used is repetition. For example, the repetitive use of the word ‘little’ in the first stanza to emphasise how everything from the house to Belinda to her pets were all little. Also, in the seventh stanza, the poet has made use of incorrect spelling as a poetic device to maintain the rhyme scheme of the poem. He has chosen to write ‘winda’ instead of ‘window’ as ‘winda’ rhymes with ‘Belinda’, whereas ‘window’ does not. He has also used alliteration in the poem. For example, in the tenth stanza, ‘Custard’ has ‘clashed’ his tail with a ‘clatter’ and a ‘clank’. Similarly, in stanza eleven, the pirate ‘gaped’ at the dragon and ‘gulped’ some ‘grog’.

6. Can you find out the rhyme scheme of two or three stanzas of the poem?

Answer

The rhyme scheme of each stanza of this poem is aabb.

7. Writers use words to give us a picture or image without actually saying what they mean. Can you trace some images used in the poem?

Answer

Some such images used in the poem are ‘mouth like a fireplace’, ‘chimney for a nose’, ‘brave as a barrel full of bears’, ‘brave as a tiger in a rage’, ‘went at the pirate like a robin at a worm’, etc.

8. Do you find The Tale of Custard the Dragon to be a serious or a light-hearted poem? Give reasons to support your answer.

Answer

The Tale of Custard the Dragon is a light-hearted poem. It is almost a parody. The names of the pets of Belinda are all rhyming and funny. Belinda has been compared to a barrel full of bears. The kitten and

mouse, both little, could chase lions down the stairs. The little yellow dog was as brave as a tiger, while the dragon was a coward and they all teased him. However, when the pirate came to their little house, all of them were engulfed in fear and had hid themselves. Ironically, the 'cowardly' dragon came to their rescue and jumped snorting like an engine. It clashed its tail and charged at the pirate like a robin at a worm and ate him up. Even as everybody became happy to see the bravery of the dragon, they again came back to glorifying themselves that they could have been twice or thrice braver than the dragon. Finally, at the end of the poem, the situation again came back to the other pets being brave and the dragon being the coward.

Chapter-11 For Anne Gregory (Poem) Solution

Page No: 141 Thinking about the Poem

1. What does the young man mean by “great honey-coloured/Ramparts at your ear?” Why does he say that young men are “thrown into despair” by them?

Answer

The “great honey-coloured/Ramparts at your ear” refers to the beautiful yellow coloured hair that falls at the woman’s ear and cover it like a wall around a fort. He says that the young men are “thrown into despair” by them because they look so beautiful on the woman that her beauty gets thoroughly enhanced. The young men fall in love with her and feel despair. He says that it is not possible that someone would love her alone and not her yellow hair.

2. What colour is the young woman’s hair? What does she say she can change it to? Why would she want to do so?

Answer

The young woman’s hair is of yellow colour. She says that she could get her hair dyed to brown, black or carrot colour. She would change the colour of her hair so that the young men in despair would love her only and not her yellow hair. She wanted them to love her for what she was and not for her appearance such as her hair colour.