LITERATURE TEXTBOOK & SUPPLEMENTARY READING TEXT

CHAPTER

01

PROSE

A Letter To God

by G L Fuentes

Chapter Overview

This chapter is about a farmer's firm faith in God. Lencho is a hardworking farmer. Hailstones destroy his crops. He feels that only God can help him. So he writes a letter to God requesting to send him one hundred pesos. The postmaster reads Lencho's letter. He decides to help Lencho. He is able to collect 70 pesos from his colleagues and sends a letter to Lencho with the money. Lencho gets angry on counting the money and feels that the post office employees have taken some of the money God sent him. So he writes another letter to God. This time he asks God to send him the remaining money, but not through the post as he does not have faith in the people working in the postoffice.

Summary of the Chapter

Lencho's Hope of Good Harvest

Lencho was a farmer who lived on the crest (peak) of a low hill with his family. His was the only house in the entire valley. His field was full of ripe corn and easily visible from the house. He was eagerly waiting for a good rain to have a good harvest so he could earn money for his family.

Lencho's Hope Turned into Despair

As Lencho had expected, it started raining at the time of supper (dinner). This made Lencho happy. He went outside to feel the rain on his body. The raindrops falling from the sky were like new coins for Lencho. However, suddenly strong winds began to blow and hailstones started to fall. The storm continued for about an hour and the corn fields were completely destroyed. The field now was covered with snow like a layer of white salt.

Lencho's Firm Belief in God

Though Lencho was a poor farmer and had lost all his crops, he had firm faith in God. He found in God his last hope and decided to write a letter to God for help. He asked God to send him a hundred pesos so that he could sow his field again and support his family until the new crops were harvested. He also wrote that if God didn't help him, his family would die of hunger.

The Postmaster's Reaction to Lencho's Letter

In the post office, a postman found the Lencho's letter and laughed after seeing the address on it. He took the letter to the postmaster.

The postmaster was kind and friendly person. As the postmaster read the letter, he realised that the sender (Lencho) had a true belief and faith in God. So, he decided to help the sender.

To help and keep the faith of Lencho in God, the postmaster requested his employees and friends to give some money. He also gave a part of his salary. But, he failed to collect hundred pesos and collected only seventy pesos. He, then put the money in an envelope and signed it as God.

Lencho Recieves the Money

Next Sunday, Lencho again visited the post office and got his letter. Initially, he became happy to see the money but after counting the money he became angry. It was seventy pesos while he had asked for hundred pesos.

Lencho Writes Another Letter

Lencho believed that God could not make a mistake. So, he wrote a letter again. After writing his letter, Lencho again posted it. As soon as he left, the postmaster took out his letter and read it.

In this Letter, Lencho had written that he had received only 70 pesos and requested the God to send the remaining money. He also requested the God not to send the money through post because the post office employees were a bunch of crooks (dishonest persons), who might have stolen his money.

WORD MEANINGS

The given page numbers correspond to the pages in the prescribed textbook.

Word	Meaning
PAGE 3	
crest	top of a mountain or hill
downpour	a heavy fall of rain
shower	drizzle
intimately	very well
supper	an evening meal, typically a light or informal one
God willing	by grace of God
PAGE 4	
regard	consider
draped	covered
plague	an unusually large number

Word	Meaning
PAGE 5	
solitary	single
instructed	taught
conscience	an inner sense of right and wrong
daybreak	dawn
peso	unit of currency
sow	planting the seeds of a crop
heartily	loudly
amiable	friendly
PAGE 6	
correspondence	letters sent or received

Word	Meaning
resolution	firm decision
charity	help or money given to those in need
contentment	a state of happiness and satisfaction
deed	a brave or noble act
wrinkling	a slight line or fold in the skin of the face
lick	to strike with tongue gently
affixed	attached
PAGE 7	
blow	hard hit
bunch	group
crooks	dishonest people

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Oral Comprehension Check (Page 5)

1 What did Lencho hope for?

Ans. Lencho hoped for a good rainfall so that his fields of ripe corn could provide him a good harvest.

2 Why did Lencho say the raindrops were like 'new coins'?

Ans. Lencho said that the raindrops were like new coins because with rain his fields of ripe corn would produce a good harvest. A good harvest would help him in earning more money.

3 How did the rain change? What happened to Lencho's fields?

Ans. The rain changed into hail as a strong wind began to blow and huge hailstones began to fall. All the crops in Lencho's fields got destroyed because of the hailstones.

4 What were Lencho's feelings when the hail stopped? **CBSE 2020**

Ans. When the hail stopped, Lencho became sad. All his flowering crops were destroyed due to the hailstones. He felt that no one can help his family and they would face hunger.

(Page 6)

1 Who or what did Lencho have faith in? What did he do?

Ans. Lencho had faith in God. He believed that God sees everything and helps him.

He wrote a letter to God asking him to send a hundred pesos.

2 Who read the letter?

Ans. The postmaster, read the letter.

3 What did the postmaster do then?

Ans. After reading Lencho's letter, postmaster laughed but soon he became serious and was impressed by the Lencho's faith in God. He didn't want to break Lencho's faith in God. So, he decided to collect money from his employees and friends. He also gave a part of his salary and send it to Lencho on behalf of God.

(Page 7)

1 Was Lencho surprised to find a letter for him with money in it?

Ans. No, Lencho was not surprised to find a letter with money in it. He believed that God will help him by sending the money.

2 What made him angry?

Ans. When Lencho counted the money in the envelope, he got angry. There were only seventy pesos in the envelope while he had asked for hundred pesos.

Thinking about the Text (Page 7, 8)

1 Who does Lencho have complete faith in? Which sentences in the story tell you this?

Ans. Lencho has complete faith in God. *The sentences which show this are*

- But in the hearts of all who lived in that solitary house in the middle of the valley, there was a single hope-help from God.
- All through the night, Lencho thought only of his one hope: the help of God, whose eyes, as he had been instructed, see everything, even what is deep in one's conscience.
- "God", he wrote, "If you don't help me, my family and I will go hungry this year".
- He wrote 'To God' on the envelope, put the letter inside and still troubled, went to town.
- God could not have made a mistake, nor could He have denied Lencho what he had requested.
- It said, "God: of the money that I asked for, only seventy pesos reached me. Send me the rest, since I need it very much."

2 Why does the postmaster send money to Lencho? Why does he sign the letter 'God'?

Ans. When the postmaster read Lencho's letter, he realised the firm belief and faith of Lencho in God. He did not want this faith to be broken and therefore decided to send money to Lencho.

To maintain Lencho's faith in God, the postmaster sign the letter as 'God' so that Lencho believes that God has helped him.

3 Did Lencho try to find out who had sent the money to him? Why/why not?

Ans. No, Lencho did not try to find out who had sent the money to him. The reason was that he could not believe that it could be anybody other than God who would send him the money. His faith in God was so strong that he believed that only God had sent money to him.

4 Who does Lencho think has taken the rest of the money? What is the irony in the situation? (Remember that the irony of a situation is an unexpected aspect of it. An ironic situation is strange or amusing because it is the opposite of what is expected).

Ans. Lencho thinks that the post office employees have taken the rest of the money because he had asked for a hundred pesos from God. But in the letter there were only seventy pesos. He believed that God could not make such a mistake. So, he assumes that the post office employees have stolen the money.

The irony in the situation is that Lencho suspects those people who helped him in his problem. He tried to keep his faith alive in God.

5 Are there people like Lencho in the real world? What kind of a person would you say he is? You may select appropriate words from the box to answer the question.

Greedy, Naive, Stupid, Ungraceful, Selfish, Comical, Unquestioning.

Ans. Yes, there are people like Lencho in the real world. Such people have blind faith in God and believe that God will help them.

Lencho is a simple and a hardworking farmer who has extreme faith in God. He is innocent and naive but not stupid. He has an unquestioning attitude for he is unable to realise that anyone also instead of God would help him.

6 There are two kinds of conflict in the story between humans and nature and between humans themselves. How are these conflicts illustrated?

Ans. The conflict between humans and nature is illustrated by the destruction of Lencho's crop by the hailstorm. Lencho was expecting rain to have a good harvest. Nature in the form of hailstones, is in conflict with a human, in the form of Lencho.

The story also illustrates conflict between humans themselves. The postmaster alongwith his friends and staff sent Lencho money that he had asked from God.

However, when Lencho recieves it and finds it to be less, he gets angry. He blames the employees of the post office to take out his money that God had sent him. He even calls them a 'bunch of crooks'. This shows that man does not have faith in man, thereby giving rise to this conflict.

Thinking about Language (Page 8, 9, 10, 11)

I. *There are different names in different parts of the world for storms, depending on their nature. Can you match the names in the box with their descriptions below, and fill in the blanks? You may use a dictionary to help you.*

gale, whirlwind, cyclone, hurricane, tornado, typhoon

1 A violent tropical storm in which strong winds move in a circle __ c ____ .

Ans. cyclone

2 An extremely strong wind _ a __ .

Ans. gale

3 A violent tropical storm with very strong wind __ p ____ .

Ans. typhoon

4 A violent storm whose centre is a cloud in the shape of a funnel ___ n ___.

Ans. tornado

5 A violent storm with very strong winds, especially in the Western Atlantic Ocean __ r _____.

Ans. hurricane

6 A very strong wind that moves very fast in a spinning movement and causes a lot of damage ____ l ____.

Ans. whirlwind

II. Match the sentences in column A with the meaning of 'hope' in column B.

Ans.

A	B
1. Will you get the subjects you want to study in college? I hope so	(a) a feeling that something good will probably happen.
2. I hope you don't mind my saying this but I don't like the way you are arguing	(b) thinking that this would happen (it may or may not have happened).
3. This discovery will give new hope to HIV/AIDS sufferers	(c) stopped believing that this good thing would happen.
4. We were hoping against hope that the judges would not notice our mistakes	(d) wanting something to happen (and thinking it quite possible).
5. I called early in the hope of speaking to her before she went to school	(e) showing concern that what you say should not offend or disturb the other person: a way of being polite.
6. Just when everybody had given up hope, the fishermen came back, seven days after the cyclone	(f) wishing for something to happen, although this is very unlikely.

Ans. 1. (b) 2. (e) 3. (a) 4. (f) 5. (d) 6. (c)

III. Join the sentences given below using *who, whom, whose, which*, as suggested.

(i) I often go to Mumbai. Mumbai is the commercial capital of India. (*which*)

Ans. I often go to Mumbai, *which* is the commercial capital of India.

(ii) My mother is going to host a TV show on cooking. She cooks very well. (*who*)

Ans. My Mother, *who* cooks very well, is going to host a TV show on cooking.

(iii) These sportspersons are going to meet the President. Their performance has been excellent. (*whose*)

Ans. These sportspersons, *whose* performance has been excellent, are going to meet the President.

(iv) Lencho prayed to God. His eyes see into our minds. (whose)

Ans. Lencho prayed to God, whose eyes see into our minds.

(v) This man cheated me. I trusted him. (*whom*)

Ans. This man, *whom* I trusted, cheated me.

IV. Find sentences in the story with negative words, which express the following ideas emphatically.

(a) The trees lost all their leaves.

(b) The letter was addressed to God himself.

(c) The postman saw this address for the first time in his career.

Ans. (a) Not a leaf remained on the trees.

(b) It was nothing less than a letter to God.

(c) Never in his career as a postman had he seen that address.

V. In pairs, find metaphors from the story to complete the table below. Try to say what qualities are being compared. One has been done for you.

Object	Metaphor	Quality or Feature Compared
Cloud	Huge mountains of clouds	The mass or 'hugeness' of mountains
Raindrops		
Hailstones		
Locusts		
		An epidemic (a disease) that spreads very rapidly and leaves many people dead
	An ox of a man	

Ans.

Object	Metaphor	Quality or Feature Compared
Cloud	Huge mountains of clouds	The mass or 'hugeness' of mountains
Raindrops	Coins	Money that a good crop will bring
Hailstones	Frozen pearls	brightness of pearls
Locusts	a plague of locusts	An epidemic (a disease) that spreads very rapidly and leaves many people dead
Lencho	An ox of a man	strong

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NCERT FOLDER

Exam Practice

Extract Based Questions

[2 Marks each]

Read the following extracts carefully and answer the following questions.

1 The house– the only one in the entire valley– sat on the crest of a low hill. From this height one could see the river and the field of ripe corn dotted with the flowers that always promised a good harvest. The only thing the Earth needed was a downpour or at least a shower. Throughout the morning Lencho who knew his fields intimately had done nothing else but see the sky towards the North-East.

"Now we're really going to get some water, woman.

" The woman who was preparing supper, replied, "Yes, God willing".

(a) Where was Lencho's house located?

(b) What was Lencho's wife preparing?

Ans. (a) Lencho's house was located on the crest of a low hill.

(b) Lencho's wife was preparing supper.

2 It was during the meal that, just as Lencho had predicted, big drops of rain began to fall. In the North-East huge mountains of clouds could be seen approaching. The air was fresh and sweet. The man went out for no other reason than to have the pleasure of feeling the rain on his body. **CBSE 2012**

(a) What could be seen approaching in the North-East?

(b) Why did Lencho go out?

Ans. (a) Huge mountains of clouds could be seen approaching in the North-East.

(b) Lencho went out to have the pleasure of feeling the rain on his body.

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

(a) What happened to the rain suddenly?

(b) 'The frozen pearls' refers to which thing in the paragraph.

Ans. (a) The rain suddenly changed into hailstones.

(b) 'The frozen pearls' refers to hailstones.

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

(a) Describe Lencho's feeling as shown in the passage.

(b) What happened to the crop when the storm had passed?

Ans. (a) Lencho was filled with sadness when the storm had passed.

(b) The crop was completely destroyed when the storm had passed.

5 "That's what they say: no one dies of hunger." All through the night, Lencho thought only of his one hope: the help of God, whose eyes, as he had been instructed, see everything, even what is deep in one's conscience. Lencho was an ox of a man, working like an animal in the fields, but still he knew how to write. **CBSE 2014**

(a) How did Lencho work in the field?

(b) Explain 'an ox of a man'.

Ans. (a) Lencho worked as an 'ox' in the field.

(b) It means a man working hard like an ox or animal.

6 The postmaster– a fat, amiable fellow– also broke out laughing, but almost immediately he turned serious and tapping the letter on his desk, commented, "What faith! I wish I had the faith of the man who wrote this letter. Starting up a correspondence with God!"

So, in order not to shake the writer's faith in God, the postmaster came up with an idea: answer the letter. But when he opened it, it was evident that to answer it he needed something more than goodwill, ink and paper. But he stuck to his resolution: he asked for money from his employees, he himself gave part of his salary and several friends of his were obliged to give something 'for an act of charity'.

(a) What kind of a person the postmaster was?

(b) How did the postmaster help Lencho?

Ans. (a) The postmaster was a fat, amiable and helpful fellow.

(b) The postmaster helped Lencho by collecting money from his employees and friends.

7 The following Sunday, Lencho came a bit earlier than usual to ask if there was a letter for him. It was the postman himself who handed the letter to him while the postmaster, experiencing the contentment of a man who has performed a good deed, looked on from his office.

Lencho showed not the slightest surprise on seeing the money; such was his confidence, but he became angry when he counted the money. God could not have made a mistake, nor could He have denied Lencho what he had requested.

(a) Why did Lencho come earlier to the post office?

(b) Why was Lencho angry when he counted the money?

Ans. (a) Lencho came earlier to the post office to know if there was a letter for him.

(b) Lencho was angry when he counted the money as it was not the full amount that he had demanded from God.

8 When he finished, he went to the window to buy a stamp which he licked and then affixed to the envelope with a blow of his fist. The moment the letter fell into the mailbox the postmaster went to open it. It said: "God: Of the money that I asked for, only seventy pesos reached me. Send me the rest, since I need it very much. But don't send it to me through the mail because the post office employees are a 'bunch of crooks'. Lencho." **CBSE 2016**

(a) What did Lencho do with the stamp?

(b) What did the postmaster do when the letter fell into the mailbox and why?

Ans. (a) Lencho licked and affixed the stamp to the envelope with a blow of his fist.

(b) The postmaster immediately opened the letter to know Lencho's feeling for the money he had received.

Short Answer (SA) Type Questions

[2 Marks each]

1 Who was Lencho? What were his main problems? **CBSE 2015**

Ans. Lencho was a hardworking farmer who lived on the top of a low hill with his family.

Lencho's main problems were rainfall and locusts (insects). If rain turned into hail or did not fall when required, his crop would fail. Further, if a plague of locusts attacked his crops, he would not be able to earn enough to feed his family.

2 What did Lencho compare the raindrops to and why? **CBSE 2011**

Ans. Lencho compared the raindrops to new coins. He felt that the big drops were ten cents pieces and the little ones were fives.

The reason was that the rain would give him a good harvest which would get him money in the form of coins.

3 Why did Lencho write a letter to God? **CBSE 2011**

Ans. Lencho wrote a letter to God, as God was the only hope in his despair. His crops had been destroyed due to hailstones. Lencho needed money to sow a new crop and support his family till the next crop.

4 Why and how did the postmaster help Lencho?

Ans. The postmaster helped Lencho because he did not want to break Lencho's faith in God.

The postmaster helped Lencho by collecting money from the post office employees and his friends.

The postmaster himself also gave part of his salary. Then, he sent the collected money to Lencho through a letter. It appeared that the God had sent the money to Lencho.

5 How much money did Lencho need? How much did he get?

Ans. Lencho needed one hundred pesos to sow a new crop and support his family till the next harvest. Lencho got only seventy pesos in the letter which was less than he had requested from God.

6 Why did Lencho not want the money to be sent through mail? **CBSE 2014**

Ans. Lencho did not want the money to be sent through mail because he suspected the post office employees of stealing some of the money that God had sent him through the letter.

7 Do you think that Lencho was right to call the post office employees a 'bunch of crooks'? Why or why not?

Ans. I think Lencho was not right in calling the post office employees a 'bunch of crooks'. The reason is that the post office employees did not steal money from the letter. In fact, they had contributed whatever they could and then sent the money to Lencho.

8 Did the letter reach God? Why did the postmaster send a reply to Lencho?

Ans. The letter did not reach God in reality. It was the postmaster who took on the duty of God and collected as much money as he could to send to Lencho.

The postmaster replied to Lencho because he realised the firm belief and faith of Lencho in God. He did not want Lencho's faith in God to be broken and hence, wrote a letter from God to Lencho.

Long Answer (LA) Type Questions

[8 Marks each]

1 How does the character of Lencho inspire us to have faith in God and remain calm in a difficult situation?

Ans. The character of Lencho inspires us to have faith in God. It also inspires us to remain calm in a difficult situation. Lencho, a hardworking and poor farmer. He worked very hard to support his family and fulfil their needs. When his crops were completely destroyed by the hailstones, he became worried about his family. But he believed that God would help him in this difficult situation.

His true faith in God made him angry when he found only seventy pesos in the envelope. So he called the post office employees a 'bunch of crooks'. He believed that they had stolen some of his money because God could not make such a mistake.

This all shows his blind but firm faith in God, which gives him a hope in his despair.

2 "Humanity still exists", is what one gets to know after reading 'A Letter to God' in which firm faith in God of a poor farmer and helpfulness of the post office employees are aptly depicted.

Write a paragraph on the human qualities in it, in about 120-150 words. Give the paragraph a suitable title. **CBSE 2012 (Modified)**

Ans. **Existence of Humanity**

The story 'A Letter to God' written by GL Fuentes reinforces our faith in humanity. After reading the story, we come to know that there still are people who help others without any self-interest.

EXAM PRACTICE

In the story, the postmaster and other post office employees illustrate an example of humanity and kindness for others.

They were really moved by Lencho's faith in God. They decided to help him to keep his faith alive and firm. Even though it was not possible for them to collect hundred pesos, they managed to collect seventy pesos and kept them in an envelope for Lencho. They signed on it 'God' to further reinforce Lencho's faith in God.

This act shows us the true picture of humanity and motivates us to be noble and kind.

3 Describe Lencho's qualities in the light of his faith in God. Do you have faith in God like Lencho? Was Lencho's reaction towards post office employees right? **CBSE 2015**

Ans. Lencho had many good qualities. He was a poor farmer who totally depended on the harvest to survive and fulfil basic needs of his family. Once his crops were destroyed due to heavy rainfall and hailstones. He started thinking how his family would survive. He believed that God would help him in this difficulty.

He had true faith in God, he believed that God would not let him be hungry. Nowadays faith in God like Lencho's is almost impossible and unseen. I also have a firm faith in God. However, it is not like Lencho's faith. I will not blindly accept or believe that God had sent me money.

Lencho's reaction towards the post office employees was not right or justified. In his innocence and blind faith, he could not reason that God cannot sent him money and only humans can.

Even when he recieved the money he could not believe that God can make a mistake and blames the post office employees. He believed that the post employees had stolen his money.

EXAM PRACTICE

Self Assessment

Extract Based Questions

Read the following extracts carefully and choose the correct option.

1 One of the employees, who was a postman and also helped at the post office, went to his boss laughing heartily and showed him the letter to God. Never in his career as a postman had he known that address. The postmaster –a fat, amiable fellow– also broke out laughing, but almost immediately he turned serious and, tapping the letter on his desk, commented, "What faith ! I wish I had the faith of the man who wrote this letter. Starting up a correspondence with God"

(a) Why was the postman laughing?

(b) Why did the postmaster turn serious?

2 On the public writing-table, he started to write, with much wrinkling of his brow, caused by the effort he had to make to express his ideas. When he finished, he went to the window to buy a stamp which he licked and then affixed to the envelope with a blow of his fist. The moment the letter fell into mailbox, the postmaster went to open it. It said, "God of the money that I asked for, only seventy pesos reached me. Send me the rest, since, I need it very much. But don't send it to me through the mail, because the post office employees are a bunch of crooks. Lencho."

(a) Why was Lencho having wrinkles?

(b) What did Lencho do with the stamp?

Short Answer (SA) Type Questions

3 How did Lencho react after the hailstorm stopped?

4 Why did the post office employees find Lencho's letter funny?

5 How did the postmaster decide to resolve Lencho's problem?

Long Answer (LA) Type Questions

6 What qualities are reflected in the characters of the post office employees?

7 What was Lencho's only hope when he saw his crops ruined after the hailstorm? What did he do then?

8 Do you believe in the existence of God? Give reasons on the basis of the lesson 'A Letter to God'.

CHAPTER

02

Nelson Mandela: Long Walk To Freedom

by Nelson Rolihlahla Mandela

Chapter Overview

This chapter is an extract from the autobiography of Nelson Mandela, the First Black President of South Africa. It starts with the ceremonial installation of the first democratic government of South Africa. It tells us about Mandela's views about freedom. It also tells about Mandela's childhood, adolescence, 30 years of his prison and his journey as a freedom fighter. It also mentions the contributions of other freedom fighters of his nation.

Summary

Installation of the First Democratic Government of South Africa

On 10th May, 1994, the first democratic, non-racial government of South Africa was installed. The installation ceremony took place in a sandstone ampitheatre formed by the Union buildings in Pertoria, where many leaders of the world had gathered.

Nelson Mandela had come to the ceremony with his daughter Zenani. First, Mr De Klerk was sworn in as the second Deputy President and Thabo Mbeki as the first Deputy President. After them, Mandela took his oath as the President of a free South Africa. He pledged to obey and uphold the constitution and to devote himself to the well-being of the people.

Mandela Addresses the Guests

After taking oath, Mandela addressed the guests. He promised to create a society of which all humanity would be proud. He thanked the international leaders for joining the ceremony that represented a common victory of justice, peace and human dignity.

He promised that he would work to remove all kinds of poverty, sufferings oppression and discrimination from the society. He also promised that the new society would bring hope, equality and freedom for all.

Display of the Military Power by South African Jets

When Mandela had taken oath, South African jets displayed the military power. It also showed the loyalty of military to democracy. The highest military generals saluted him. He recounted that they would have arrested him many years before. It was followed by the playing of two national anthems. The whites sang '*Nkosi Sikelel*' the old song and the blacks sang 'Die Stem' the new song which marked the end of the ceremony.

Apartheid and South Africa

Nelson Mandela reminiscences (remembers) about days gone by which will soon be the part of history where the whites had formed a system of racial dominance against the blacks. It was the basis of the harsh societies which is now overturned. He says that the policy of apartheid (policy of racial segregation) created a deep and lasting wound on his country and its people.

Now, it is the system that recognised the rights and freedom of all people.

Mandela Recalls the Sacrifices of Freedom Fighters

On the auspicious day, Mandela regretted the loss of thousands of people and remembered their sacrifices for the freedom from discrimination. He thought of himself as the sum of all those African patriots who sacrificed their lives before him. He was pained that he couldn't thank them.

He recalled great freedom fighters like Oliver, Tambos, Walter Sisulu, Chief Luthuli, Yusuf Dadoo etc. who were the men of uncommon courage, wisdom and generosity. From these freedom fighters, Mandela learnt that courage is not lack of fear but victory over that fear. Mandela believed that the freedom fighters are the real wealth of the country.

Man's Natural Goodness

Mandela believed that being white or black is not the token of one's goodness or superiority. No one is born hating other people due to colour or religion. People should love each other as love comes naturally not by force.

Twin Obligations of Man

Mandela believed that every man has two obligations-one to his family and the other to his nation. He believed that in a civil and human society every man is able to fulfill both of them. But a black man born in South Africa, just like him, cannot fulfill both. In order to do something for his nation, Mandela was taken away from his family. Thus, he could never fulfill his obligations towards his family.

Mandela's Concept of Freedom

Mandela remembered that as a child, freedom for him meant being able to do what he wanted. As long as he obeyed his father and the rules of his tribe, he was free in every possible way.

As a student, he wanted freedom just for himself. Then as a young man in Johannesburg, he wanted freedom to achieve his dreams, start a family, earn for himself etc.

As he grew up, he started realising that the freedom that he enjoyed as a child was just an illusion.

Mandela Joins African National Congress

Mandela realised that his complete community including him lacked freedom. Then, he joined the African National Congress with a desire to gain freedom, respect and dignity for his community.

The desire for freedom for people as a whole changed his whole life. He transformed from a frightened young man to a bold person which turned him from a law abiding person to become a criminal. He realised that freedom is indivisible.

Mandela's Realisation

Mandela realised that he could not enjoy his freedom when his community was not free. He also realised that just like oppressed (torturer), the oppressor (tortured) is also not free.

The oppressed is a prisoner of hatred, prejudice and narrow-mindedness. Thus, both the oppressor and the oppressed alike are robbed of their humanity. Both of them must be liberated.

WORD MEANINGS

The given page numbers correspond to the pages in the prescribed textbook.

Word	Meaning
PAGE 16	
apartheid	racial segregation or racial discrimination
autobiography	life story (biography) of a person written by that person himself or herself
amphitheatre	large open theatre
dignitaries	eminent persons
oppression	harsh and unfair treatment
jubilant	joyful, happy
PAGE 17	
dawned	began
besieged	surrounded by
decades	periods of ten years
supremacy	being superior
installation	placement
sworn	took an oath
PAGE 18	
confer	to give
outlaws	deprived of the benefit and protection of the law
rare privilege	uncommon right
possession	control
emancipation	freedom from restriction; liberation
bondage	slavery
discrimination	state of being treated differently
reign	rule
PAGE 19	
awe	respect and fear
spectacular array	attractive display
troop carriers	vehicles carrying soldiers
pinpoint precision	complete/ perfect order
bedecked	decorated
not unmindful	aware
chevron	a figure or pattern having the shape of a 'V'
trail	line
symbolised	was like a symbol, represented
despised	hated
overwhelmed	have a strong emotional effect
patched up	settled
erected	built
racial domination	control due to race
inhumane	cruel
PAGE 20	
overturned	abolished, invalidated and reversed
wrought	done, worked into shape by efforts
profound	deep and strong
brutality	cruelty
unintended	not thought of
PAGE 21	
comrades	fellow patriots
resilience	ability to deal with any hardship
defies	challenges
conquers	gets victory
grimmest	saddest, worst
pushed to our limits	pressurised
glimmer	glimpse, a dim perception
humanity	sympathy and kindness
extinguished	put out
obligations	duties
PAGE 22	
inclinations	natural tendencies, leanings
isolated	separated from others
inevitably	unavoidably
ripped	taken away
twilight existence	not being allowed to live freely
roast mealies	bake maize corns
abided	obeyed
illusion	a false idea or belief
transitory	not permanent
yearned	desired deeply
obstructed	hindered
curtailed	limited
PAGE 23	
dignity	respect
animated	gave life to
law-abiding	who obeys rules
virtuous	having high moral standards
oppressor	a cruel person who prevents other people from having any rights or freedoms
oppressed	a person who is subject to harsh and authoritarian treatment
bars	obstacles
prejudice	hatred, bias
narrow-mindedness	state of having intolerant beliefs

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NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Oral Comprehension Check *(Page 18, 19)*

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

Ans. The ceremonies took place in the sandstone Amphitheatre formed by the Union Buildings in Pretoria. Some public buildings in India made of sandstone are the Rashtrapati Bhawan and the Red Fort in Delhi.

2 Can you say how 10 May is an 'autumn day' in South Africa?

Ans. 10th May is an 'autumn day' in South Africa when the large number of international leaders gathered in South Africa to install South Africa's first democratic, non-racial government. It is like an autumn day as it marks the beginning of a new and fresh human regime based on equality. In other words, it is a day in which the old leaves of trees are replaced by the fresh ones.

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

Ans. By mentioning 'an extraordinary human disaster', Mandela is referring to the practice of apartheid followed in South Africa. This meant that there was racial segregation based on colour, due to which the blacks suffered a lot. They were not allowed to demand freedom and did not had any right.

The 'glorious ..... human achievement' that Mandela refers to in the end is that now as South Africa has gained its freedom, a black person has become its President.

It is an achievement for the nation as earlier racial discrimination, oppression and torture was the basis of the nation. Now with the first non-racial democracy, each and every human is entitled to certain rights, freedoms and equality which was earlier denied.

4 What does Mandela thank the international leaders for?

Ans. Mandela thanked the international leaders for their presence in the inaugural ceremony. Due to their presence, the event could be considered as a common victory of the South African people for justice, peace and human dignity.

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

Ans. Mandela set out certain ideals for the future of South Africa. He stated that all people will be free from poverty, deprivation, suffering and discrimination of all kinds. They will never be made slaves again. All of them will enjoy equal rights and privileges.

Oral Comprehension Check *(Page 21)*

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

Ans. The military generals saluted Mandela to express their loyalty to democracy.

Their attitude has changed from what it used to be before the ceremony. Earlier these generals had treated Mandela as a criminal, so they would have arrested him.

This attitude is changed due to the fact that Mandela was now the elected President of their country.

2 Why were two National anthems sung?

Ans. Two National anthems, one of the blacks and the other of the whites, were sung to end racial prejudice. It was done to signify equality of both the races.

3 How does Mandela describe the systems of government in his country (i) in the first decade and (ii) in the final decade, of the twentieth century?

Ans. *Mandela describes the systems of government in his country as follows*

(i) In the first decade of the twentieth century, the white-skinned people of South Africa ended their own differences. They started a system of racial domination against the dark-skinned people of South Africa. The system they created formed the basis of harsh and most inhumane societies the world had ever known.

(ii) In the final decade of the twentieth century, the previous system had been removed forever. It had been replaced by one that recognised the rights and freedoms of all people, regardless of the colour of their skin.

4 What does courage mean to Mandela?

Ans. For Mandela, courage did not mean the absence of fear, but the victory over it. According to him, brave man did not need to be fearless, but he should be able to conquer fear.

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

Ans. He thinks love is natural, whereas hate is not natural. The feeling of love comes to our heart naturally. On the other hand, we have to learn how to hate, as this feeling does not develop by itself.

Oral Comprehension Check *(Page 24)*

1 What 'twin obligations' does Mandela mention?

Or What, according to Nelson Mandela, are a man's twin obligations? **CBSE 2019**

Ans. According to Nelson Mandela every man has twin obligations. The first obligation is to look after his family, parents, wife and children. The second obligation is to serve his people, his community and his country.

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

Ans. As a boy, for Mandela 'being free' did not have much meaning as he thought he was born free. He was free to do what he liked. He believed that as long as he obeyed his father and the rules of his tribe, he was free in every way.

As a student, Mandela realised that the freedoms that he enjoyed as a child was an illusion and he was actually not free. Then, he wanted the temporary freedom that existed only for his own self. He wanted freedom to stay out at night, read what he pleased and go wherever he wanted.

Mandela contrasts these 'transitory freedoms' with 'the basic and honorable freedoms'. Now, he wanted to achieve his potential, earn his money, marry and start his family. These freedoms unlike the transitory freedoms revolved around himself as well as the people of his community. This freedom existed without any racial discrimination.

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

Ans. Mandela does not feel that the oppressor is free. He thinks that the oppressor is a prisoner of hatred. He is locked behind the bars of prejudice and narrow-mindedness. He feels that both the oppressor and the oppressed lack humanity.

Thinking about the Text *(Page 24)*

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

Ans. A large number of international leaders attended the inauguration to pay their respects to the freedom of South Africa.

It signified the triumph of the people over discrimination and oppression. It also signified the recognition of human equality.

2 What does Mandela mean when he says he is "simply the sum of all those African patriots" who had gone before him?

Ans. When Mandela says he is 'simply the sum of all those African Patriots', he means that he represents the ideals and the dreams for which the African patriots sacrified their lives. These patriots for him created a path of unity and cooperation which supported him in his journey to get South Africa free. In other words, as the new President of the nation, he represented the vision of all African freedom fighters.

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

Ans. Yes, I agree that the 'depths of oppression' creates 'heights of character'. To illustrate this, Mandela gives the example of many patriots like Oliver Tambos, the Walter Sisulus, the Chief Luthulis, the Yusuf Dadoos, etc.

These freedom fighters emerged due to the extreme oppression faced by the blacks. They had extraordinary courage, wisdom and generosity.

We can also add our own examples to illustrate this. In our freedom struggle, the oppression of the Britishers produced courageous patriots such as Bhagat Singh, Lala Lajpat Rai and Mahatma Gandhi, besides many others.

4 How did Mandela's understanding of freedom change with age and experience?

Ans. Mandela's understanding of freedom changed a lot with age and experience. As a child, freedom for him meant doing things that he wanted to do, because he was born free. For him, as long as he obeyed his father and followed the rules of his tribe, he was free in every way.

As he grew up, he realised that freedom that he enjoyed as a young boy was just an illusion. Infact, he did not have any freedom. Now he developed a desire to gain freedom. When he was a student the freedom was just for himself but soon he wanted freedom for his community.

Mandela slowly realised that not only his but the freedom of all blacks was curtailed (deprived). With this understanding, he developed a hunger for freedom of his people and started working for it.

5 How did Mandela's 'hunger for freedom' change his life?

Ans. When Mandela realised that the entire Black community lacked freedom, his life changed. A 'hunger for freedom' of his people to live a life of respect and dignity transformed him.

Because of this hunger, the frightened young man transformed to a bold man. He built his entire life around fighting for the basic fundamental rights for his community. He was more selfless and virtuous than ever.

Thinking about Language *(Page 24, 25, 26)*

I. There are nouns in the text (*formation*, *government*) which are formed from the corresponding verbs (*form*, *govern*) by suffixing - (at) ion or *ment*. There may be change in the spelling of some verb - noun pairs : such as rebel, rebellion; constitute, constitution.

1 Make a list of such pairs of nouns and verbs in the text.

Noun	Verb
rebellion	rebel
constitution	constitute

Ans.

Noun	Verb
rebellion	rebel
constitution	constitute
formation	form
government	govern
obligation	oblige
transformation	transform
discrimination	discriminate
deprivation	deprive
demonstration	demonstrate
oppression	oppress
imagination	imagine

2 Read the paragraph below. Fill in the blanks with the noun forms of the verbs in brackets.

Martin Luther King's ..... (contribute) to our history as an outstanding leader began when he came to the ..... (assist) of Rosa Parks, a seamstress who refused to give up her seat on a bus to a white passenger. In those days American Blacks were confined to positions of second class citizenship by restrictive laws and customs. To break these laws would mean ..... (subjugate) and ..... (humiliate) by the police and the legal system. Beatings, ... (imprison) and sometimes death awaited those who defied the system. Martin Luther King's tactics of protest involved non-violent ..... (resist) to racial injustice.

Ans. Martin Luther King's **contribution** (contribute) to our history as an outstanding leader began when he came to the **assistance** (assist) of Rosa Parks, a seamstress who refused to give up her seat on a bus to a white passenger. In those days American Blacks were confined to positions of second class citizenship by restrictive laws and customs.

To break these laws would mean **subjugation** (subjugate) and **humiliation** (humiliate) by the police and the legal system. Beatings, **imprisonment** (imprison) and sometimes death awaited those who defied the System. Martin Luther King's tactics of protest involved non-violent **resistance** (resist) to racial injustice.

II. Here are some more examples of 'the' used with proper names. Try to say what these sentences mean. (You may consult a dictionary if you wish. Look at the entry for 'the')

(i) Mr Singh regularly invites the Amitabh Bachchan and the Shahrukh Khan to his parties.

(ii) Many people think that Madhuri Dixit is the Madhubala of our times.

(iii) History is not only the story of the Alexanders, the Napoleons and the Hitlers, but of ordinary people as well.

Ans. (i) This means that Mr Singh regularly invites famous personalities as of the calibre of Amitabh Bachchan and Shahrukh Khan to his parties.

(ii) This means that Madhuri Dixit is compared to a landmark in acting in the form of legendary actress Madhubala.

(iii) This means that history is not only the story of the great fighters and leaders such as Alexander, Napoleon and Hitler, but also of ordinary people.

III. Match the italicised phrases in Column A with the phrase nearest meaning in Column B.
(Hint: First look for the sentence in the text which the phrase in Column A occurs.)

A	B
1. I was *not unmindful of* the fact.	(i) had not forgotten was aware of the fact (ii) was not careful about the fact (iii) forgot or was not aware of the fact
2. When my comrades and I were *pushed to our limits*	(i) pushed by the guards to the wall (ii) took more than our share of beatings (iii) felt that we could not endure the suffering any longer
3. To reassure me and *keep me going*	(i) make me go on walking (ii) help me continue to live in hope in this very difficult situation (iii) make me remain without complaining
4. The basic and honourable freedoms of ... *earning my keep...*	(i) earning enough money to live on (ii) keeping what I earned (iii) getting a good salary

Ans.

A	B
1. I was not unmindful of the fact	(i) had not forgotten; was aware of the fact
2. When my comrades and I were pushed to our limits	(iii) felt that we could not endure the suffering any longer
3. To reassure me and keep me going	(ii) help me continue to live in hope in this very difficult situation
4. The basic and honourable freedoms of ... earning my keep...	(i) earning enough money to live on

Writing

I. Looking at Contrasts

Nelson Mandela's writing is marked by balance: many sentences have two parts in balance. Use the following phrases to complete the sentences given below.

(i) they can be taught to love.
(ii) I was born free.
(iii) but the triumph over it.
(iv) but he who conquers that fear.
(v) to create such heights of character.

(i) It requires such depths of oppression ..... .
(ii) Courage was not the absence of fear ..... .
(iii) The brave man is not he who does not feel afraid ..... .
(iv) If people can learn to hate ..... .
(v) I was not born with a hunger to be free ..... .

Ans. (i) It requires such depths of oppression **to create such heights of character.**
(ii) Courage was not the absence of fear **but the triumph over it.**
(iii) The brave man is not he who does not feel afraid **but he who conquers that fear.**
(iv) If people can learn to hate **they can be taught to love.**
(v) I was not born with a hunger to be free, **I was born free.**

II. This text repeatedly contrasts the past with the present or the future. We can use coordinating clauses to contrast two views, for emphasis or effect. Given below are sentences carrying one part of the contrast. Find in the text the second part of the contrast and complete each item. Identify the words which signal the contrast. This has been done for you in the first item.

(i) For decades the Union Buildings had been the seat of white supremacy and now ..... .

(ii) Only moments before, the highest generals of the South African defence force and police ..... saluted me and pledged their loyalty. ... not so many years before they would not have saluted ..... .

(iii) Although that day neither group knew the lyrics of the anthem ..., they would soon ..... .

(iv) My country is rich in the minerals and gems that lie beneath its soil, ...

(v) The Air Show was not only a display of pinpoint precision and military force, but ..... .

(vi) It was this desire for the freedom of my people ..... that transformed ..... into a bold one, that drove ..... to become a criminal, that turned ..... into a man without a home.

Ans. (i) For decades the Union Buildings had been the seat of white supremacy, and now **it was the site of a rainbow gathering of different colours and nations for the installation of South Africa's first democratic, non-racial government.**

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(ii) Only moments before, the highest generals of the South African defence force and police, their chests bedecked with ribbons and medals from days gone by, saluted me and pledged their loyalty. I was not unmindful of the fact that not so many years before they would not have saluted but arrested me.

(iii) Although that day neither group knew the lyrics of the anthem they once despised, they would soon know the words by heart.

(iv) My country is rich in the minerals and gems that lie beneath its soil, but I have always known that its greatest wealth is its people, finer and truer than the purest diamonds.

(v) The Air Show was not only a display of pinpoint precision and military force, but a demonstration of the military's loyalty to democracy, to a new government that had been freely and fairly elected.

(vi) It was this desire for the freedom of my people that animated my life, that transformed a frightened young man into a bold one, that drove a law-abiding attorney to become a criminal, that turned a family- loving husband into a man without a home.

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Exam Practice

Extract Based Questions

[2 Marks each]

Read the following extracts carefully and choose the correct option.

1 10th May dawned bright and clear. For the past few days I had been pleasantly besieged by dignitaries and world leaders who were coming to pay their respects before the inauguration. The inauguration would be the largest gathering ever of international leaders on South African soil.
The ceremonies took place in the lovely sandstone amphitheatre formed by the Union Buildings in Pretoria. For decades this had been the seat of white supremacy, and now it was the site of a rainbow gathering of different colours and nations for the installation of South Africa's first democratic, non-racial government. **CBSE 2015**

(a) What happened on the inauguration?
(a) Why was it called South Africa's first non-racial government?

Ans. (a) On the inauguration, the first ever democracy, a non-racial government was installed as a victory of good over evil.
(b) It was called South-Africa's first non-racial government because first time a black was swearing-in as the President of the country.

2 On that lovely autumn day, I was accompanied by my daughter Zenani. On the podium, Mr de Klerk was first sworn in as second Deputy President. Then Thabo Mbeki was sworn in as first Deputy President. When it was my turn, I pledged to obey and uphold the Constitution and to devote myself to the well-being of the republic and its people.

(a) Who accompanied Nelson Mandela on the inauguration?
(b) Who took the oath before Mandela? For what?

Ans. (a) Zenani, daughter of Nelson Mandela, accompanied him on the inauguration.
(b) Mr de Klerk and Mr Thabo Mbeki took oath before Nelson Mandela as the second and first Deputy President respectively.

3 We, who were outlaws not so long ago, have today been given the rare privilege to be host to the nations of the world on our own soil. We thank all of our distinguished international guests for having come to take possession with the people of our country of what is after all a common victory for justice, for peace, for human dignity.

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

(a) What did the people of South Africa achieve at last?
(b) Who said these lines and when?

Ans. (a) The people of South Africa achieved their political emancipation at last.
(b) Nelson Mandela said these lines at the swearing-in ceremony as the first President of South Africa.

4 A few moments later we all lifted our eyes in awe as a spectacular array of South African jets, helicopters and troop carriers roared in perfect formation over the Union Buildings. It was not only a display of pinpoint precision and military force, but a demonstration of military's loyalty to democracy, to a new government that had been freely and fairly elected. Only moments before, the highest generals of South African defence force and police, their chests bedecked with ribbons and medals from days gone by, saluted me and pledged their

loyalty. I was not unmindful of the fact that not so many years before they would not have saluted but arrested me. Finally a chevron of Impala jets left a smoke Trail of the black, red, green, blue and gold of the new South African flag.

(a) What did the highest generals do in the event?

(b) What did the smoke trail of Impala symbolise?

Ans. (a) The highest generals of defence and police saluted Mandela and pledged their loyalty to him.

(b) The smoke trail of Impala symbolised the new national flag of South Africa.

5 On the day of the inauguration, I was overwhelmed with a sense of history. In the first decade of the 20th century, a few years after the bitter Anglo-Boer war and before my own birth, the white-skinned people of South Africa patched up their differences and created a system of racial domination against the dark-skinned people of their own land. The structure they created formed the basis of one of the harshest, most inhumane societies the world has ever known. Now, in the last decade of the 20th century, and my own eighth decade as a man, that system had been overturned for ever and replaced by one that recognised the rights and freedoms of all peoples, regardless of the colour of their skin. That day had come about through the unimaginable sacrifices of thousands of my people, people whose suffering and courage can never be counted or repaid.

(a) What happened after Anglo-Boer war?

(b) On what basis the structure of new government created?

Ans. (a) After Anglo-Boer war, the white people of South Africa erected a system of racial discrimination against the black people of their own land.

(b) New government was created as the recognition of the rights and freedoms of all peoples regardless of the colour of their skin.

6 The policy of apartheid created a deep and lasting wound in my country and my people. All of us will spend many years, if not generations, recovering from that profound hurt. But the decades of oppression and brutality had another unintended effect, and that was that it produced the Oliver Tambos, the Walter Sisulus, the Chief Luthulis, the Yusuf Dadoos, the Bram Fischers, the Robert Sobukwes of our time-men of such extraordinary courage, wisdom and generosity that their like may never be known again. Perhaps it requires such depths of oppression to create such heights of character. My country is rich in the minerals and gems that lie beneath its soil, but I have always known that its greatest wealth is its people, finer and truer than the purest diamonds.

(a) What did the policy of apartheid create?

(b) According to Mandela, what is the greatest wealth?

Ans. (a) The policy of apartheid created a deep and lasting wound in the country and its people.

(b) According to Mandela, the people of his nation are the greatest wealth, not the gems or minerals.

7 "I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear. No one is born hating another person because of the colour of his skin or his background or his religion. People must learn to hate and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite. Even in the grimmest times in prison, when my comrades and I were pushed to our limits, I would see a glimmer of humanity in one of the guards, perhaps just for a second, but it was enough to reassure me and keep me going. Man's goodness is a flame that can be hidden but never extinguished."

(a) How does Mandela define the brave?

(b) Explain—Man's goodness is flame that can be hidden but never extinguished.

Ans. (a) Mandela defines the brave as the one who has the courage to conquer fear.

(b) It means goodness flows through the human heart constantly: under compulsion, the shadow of selfishness may stop it for a while but it can never be altogether removed.

8 In life, every man has twin obligations–obligations to his family, to his parents, to his wife and children; and he has an obligation to his people, his community, his country. In a civil and humane society, each man is able to fulfil those obligations according to his own inclinations and abilities. But in a country like South Africa, it was almost impossible for a man of my birth and colour to fulfil both of those obligations. In South Africa, a man of colour who attempted to live as a human being was punished and isolated. **CBSE 2014**

(a) What are the obligations that every man has in life?

(b) Why was it impossible for a coloured man to discharge his obligations?

Ans. (a) Every man has two obligations-one is to his family and second to his community and country.

(b) In South Africa if a coloured man tried to fulfil his obligations, he was punished and isolated.

9 "I was not born with a hunger to be free. I was born free — free in every way that I could know. Free to run in the fields near my mother's hut, free to swim in the clear stream that ran through my village, free to roast mealies under the stars and ride the broad backs of slow-moving bulls. As long as I obeyed my father and abided by the customs of my tribe, I was not troubled by the laws of man or God.

It was only when I began to learn that my boyhood freedom was an illusion, when I discovered as a young man that my freedom had already been taken from me, that I began to hunger for it. At first, as a student, I wanted freedom only for myself, the transitory freedoms of being able to stay out at night, read what I pleased and go where I chose. Later, as a young man in Johannesburg, I yearned for the basic and honourable freedoms of achieving my potential, of earning my keep, of marrying and having a family—the freedom not to be obstructed in a lawful life."

(a) In what ways was Mandela free?

(b) What kind of freedom did Mandela yearn for as a man?

Ans. (a) Mandela was free to run in the fields, free to swim in the stream, free to roast mealies and ride the backs of slow moving bulls.

(b) Mandela yearned for the basic and honourable freedoms of achieving his potential of earning his life, of marrying and having a family.

10 "But then I slowly saw that not only was I not free, but my brothers and sisters were not free. I saw that it was not just my freedom that was curtailed, but the freedom of everyone who looked like I did. That is when I joined the African National Congress and that is when the hunger for my own freedom became the greater hunger for the freedom of my people.

It was this desire for the freedom of my people to live their lives with dignity and self-respect that animated my life, that transformed a frightened young man into a bold one, that drove a law-abiding attorney to become a criminal, that turned a family-loving husband into a man without a home, that forced a life-loving man to live like a monk.

I am no more virtuous or self-sacrificing than the next man, but I found that I could not even enjoy the poof and limited freedoms I was allowed when I knew my people were not free. Freedom is indivisible; the chains

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on anyone of my people were the chains on all of them, the chains on all of my people were the chains on me."

(a) Why did Mandela join the African National Congress?

(b) Why did Mandela say that freedom was indivisible?

Ans. (a) Mandela joined the African National Congress because he wanted to fight for the freedom of his people.

(b) Mandela knew that freedom is indivisible because the chains on anyone of his people were chains on all of them.

Short Answer (SA) Type Questions

[2 Marks each]

1 Why was the site called "a rainbow gathering of different colours and nations"?

Ans. The site was full of leaders and dignitaries from all around the world. These leaders, irrespective of their colour, race and religion had gathered to celebrate the victory over the apartheid regime and to support the cause of peace, justice and human dignity.

Hence, the site was called a rainbow gathering of different colours and nations.

2 What promise does Mandela make in the beginning of his oath-taking speech?

Ans. At the beginning of his oath-taking speech, Mandela promised to obey and uphold the constitution and devote himself to the well-being of nation and its people.

He also promised to make the nation free from poverty, deprivation, oppression and discrimination of all kinds.

3 What do you understand by 'apartheid'? Describe the effect of the policy of apartheid on the people of South Africa.

Ans. 'Apartheid' is a political system that divides people according to their race. The policy of apartheid created a deep and lasting wound in South Africa and its people. This policy was full of terror, oppression and torture on the blacks of South Africa. The wound created by this policy of racial discrimination would take many years to recover.

4 What intended effect was produced by decades of oppression?

Ans. The decades of torture and oppression created an unintended effect on the blacks. The black people who fought again the unjust policies of apartheid were produced out of the oppression. These people had extraordinary courage, wisdom and generosity. These people includes many South African patriots such as Walter Sisulu, Oliver Tambo, Bram fischer, etc.

5 Does Mandela think that an African can fulfill the twin obligation ? Give reason for your answer.

Ans. No, according to Mandela an African cannot fulfill the twin-personal and social obligations. From his experience, Mandela believed that only white people in South Africa could do so. The black South African were not free to live like a human. If they tried to fulfill their obligations, they were punished and isolated for being involved in the rebellions.

6 What did freedom mean to Mandela in childhood? **CBSE 2015**

Ans. In childhood, freedom for Mandela meant to be free to run in the fields, to swim in the clear stream, free to roast mealies and ride the broad backs of slow moving bulls.

7 What did Mandela realise about his brothers and sisters? **CBSE 2012**

Ans. As Nelson Mandela grew up, he realised that his brothers and sisters of his community including him and nation were not free. As a result, his hunger for freedom which he earlier wanted for himself became great. Now, he desired for freedom of his entire community.

EXAM PRACTICE

8 What according to Mandela is 'true freedom'?

Ans. According to Mandela, 'true freedom' is not being able to do what one wants without any interference.

True freedom means freedom to realise one's true potential while leading a life of respect, equality and dignity.

9 What did Mandela think for oppressor and oppressed? **CBSE 2011**

Ans. Mandela always thought that both the oppressor and the oppressed are deprived of their humanity. According to him the oppressor is a prisoner of hatred and he is locked behind the bars of prejudice and narrow mindness.

So both of them need to be liberated. He always desired people to live with dignity and respect.

10 What did the display of jets and military salute symbolise?

Ans. There was a spectacular show of South African jets and troop carriers over the Union Buildings. The highest generals of the military and police saluted President Mandela. It was a clear demonstration of military's loyalty to democracy as well as to a free and fairly elected government.

11 What does Mandela refer to as 'extraordinary human disaster'?

Ans. By mentioning 'an extraordinary human disaster', Mandela is referring to the practice of apartheid followed in South Africa. This meant that there was racial segregation based on colour, due to which the blacks suffered a lot. They were not allowed to demand freedom and did not have any right.

Long Answer (LA) Type Questions

[8 Marks each]

1 What do you think about the obligations which the author is talking about? Also describe his feelings for them.

Ans. In the chapter, the author has talked about two obligations for every man. The first obligation is towards his family, parents, wife and children. The second is towards his community and his country. Being a social person, one has to fulfill these obligations. But being a black in South Africa, a man was not free to perform his obligations. He got punished if he tried to live as a human being.

When Mandela was a child, the author never thought of such obligation. But as he grew older and started thinking about them in his oppressive society, he realised that he cannot fulfill them. In his attempt to fulfill his duty to his people, community and nation, he was taken away from his family and home. He had to live in secrecy. He could never fulfill his duty towards his family as a son, a brother, a husband and a father.

Mandela couldn't enjoy the fulfillment of his twin obligations. However, he fought for his people so that they could enjoy their freedom of performing their personal as well as social duties.

2 Describe the value of freedom for human beings and how it is important for the growth of civilisation and humanism as described in the lesson 'Nelson Mandela : Long Walk to Freedom'. **CBSE 2014**

Ans. The value of freedom is better known to that human being who has not enjoyed it till he gets it. A person, who is bounded within limits and not allowed to perform his duties freely, values freedom more than anyone else. For instance, the value of freedom is known better to Mandela who remained behind bars for most of his life. Think about a bird or animal which is caged, as it has the habit of living with full freedom, but in the cage, it is not free and its condition is very pitiable.

Similarly, life becomes hell if we are deprived of freedom. There is no growth of civilisation as it grows only when one has freedom. Similarly, humanism grows in the atmosphere of freedom. If a man is free to do his duties, he can produce better results. An oppressed person always commits mistakes and is unable to perform well, so freedom is important for the growth of civilisation.

EXAM PRACTICE

3 Why was Nelson Mandela overwhelmed with a sense of history? How did he succeed in ending the apartheid regime in South Africa? **CBSE 2020**

Ans. On the day of the inauguration, Mandela was overwhelmed with a sense of history. After looking at the loyalty displayed by the armed force to the new non-racial government, Mandela remembered how the same officers used to imprison him. He remembered that in the first decade of the 20th century and before his birth, the white skinned people of South Africa came together and created a system of racial discrimination against the dark-skinned people of their own land. This system was one of the most inhumane and violent system that the world had ever seen. When Nelson realised that the black people of his nation were not free, he joined African National Congress to work for their freedom. Freedom for him became feedom of the people of his community to live with respect and dignity. To get it, he became a bold criminal who had to spend 30 years in prison. To work for his country, he could not do anything for his family. In the fight for freedom, he fight along with many other courageous freedom fighters who even sacrificed their lives for the cause. As a result, after long years of struggles, the black African people became free and a non-racial government was set up in South Africa.

EXAM PRACTICE

Self Assessment

Extract Based Questions

Read the following extracts carefully and choose the correct option.

1 That day had come about through the unimaginable sacrifices of thousands of my people, people whose suffering and courage can never be counted or repaid. I felt that day, as I have on so many other days, that I was simply the sum of all those African patriots who had gone before me. That long and noble line ended and now began again with me. I was pained that I was not able to thank them and that they were not able to see what their sacrifices had brought.

(a) Which occasion is the speaker talking about?

(b) What did the people of South Africa suffer from?

2 My country is rich in the minerals and gems that lie beneath its soil, but I have always known that its greatest wealth is its people, finer and truer than the purest diamonds. It is from those comrades in the struggle that I learned the meaning of courage. Time and again I have seen men and women risk and give their lives for an idea. I have seen men stand up to attacks and torture without breaking, showing a strength and resilience that defies the imagination.

(a) What opinion does the author have about the people of South Africa?

(b) When do the people risk their lives, according to the passage?

Short Answer (SA) Type Questions

3 What did the military generals do on that day?

4 Why does Mandela address the freedom as 'newborn liberty'?

5 Why does Mandela say that the sacrifices of the African patriots cannot be repaid?

Long Answer (LA) Type Questions

6 If you had been in place of Nelson Mandela, what could you have done?

7 What were the thoughts of Nelson Mandela on the auspicious day in the history of South Africa?

8 Do you think there is colour or caste prejudice in our own country? How can we uproot it? What is your stand on it? Should we discriminate on the basis of caste or colour?

CHAPTER

03

Two Stories About Flying

Chapter Overview

This story is about a family of Seagulls. There was a young seagull in the family who was unable to fly even after several tries. The story highlights the importance of family and friends in one's life. It also gives the message that one needs to believe in self to overcome all the hurdles of own life.

About the Characters

Family of Seagull's six members in the family of Seagulls.

Young Seagull One who is unable to fly due to fear.

I. His First Flight

by Liam O' Flaherty

Summary

The Young Seagull's Fear of Flying

The young Seagull was alone on his ledge (cliff). His two brothers and his sister had already learnt to fly. The young Seagull was afraid to fly because of the long stretch and depth of the sea. He thought that his wings will not support him. So, he ran back to his hole on the ledge.

Therefore, the young Seagull failed to gather up the courage to fly. His father and mother tried to persuade him to fly. They scolded and even threatened him, that if he does not try to fly, they would let him die of hunger. But young Seagull did not move.

Parents Leave the Young Seagull Alone

Twenty four hour passed and no body came near him. All the day, the young Seagull watched his parents teaching his brothers and sister how to fly.

They were also teaching them how to skim the waves and how to dive for catching the fish. He had seen his elder brother catch the first herring (a soft-finned sea fish). When he ate it, his parents praised him. The whole family taunted the young Seagull for his cowardice.

The Hungry Seagull

As the time passes, the young seagull could not tolerate the hunger and the heat. He moves closer to the ledge and pretends to fall asleep but nobody takes notice of him.

His two brothers and his sister were sleeping and his father was cleaning his feathers on his white back. Only his mother noticed him. She was standing high on the plateau with a fish. As the young Seagull saw the food, he felt more hungry.

The Mother's Trick

Realising his madness for the food, his mother tried to tempt him with pieces of fish. Initially, she tore the fish in the manner the young seagull loved to eat. This sight maddened the young seagull. Then, the mother flew nearer to him which filled young seagull with joy.

However, the mother stopped near the edge of the ledge. Out of excitement and hunger, the young seagull ran towards the mother and dived for the fish.

The Joy of Flight

Initially, the Seagull was scared and screamed with fear when he dived. But soon he felt his wings spread outwards and he began to fly slowly downwards and upwards. He was no longer afraid of flying.

The Family's Celebration

Soon his parents, brothers and sister flew around him. When all the family members landed on the green sea, they called the young Seagull to be with them.

As the young Seagull landed on the green sea, his legs sank into it. He tried to fly again but he was tired and weak with hunger.

Finally, his feet sank into the green sea, his belly touched it and he was floating on it. The family members praised him and offered him pieces of dog- fish as he had made his first flight.

WORD MEANINGS

The given page numbers correspond to the pages in the prescribed textbook.

Word	Meaning
PAGE 32	
ledge	a narrow horizontal shelf
brink	edge
flap	to move wings up and down
muster up	gather
plunge	dive
desperate	a great need or desire
PAGE 33	
shrilly	sharply
upbraiding	rebuking
starve	die of hunger
skim	moving lightly over an area or surface
dive	quick and sudden downward movement
herring	a kind of fish
devour	eat at a great speed

Word	Meaning
cackle	a sharp sound
taunting	a remark made to make someone angry or upset
cowardice	lack of courage
blazing	shining with great heat, burning
PAGE 34	
dozing	sleeping lightly
preening	smoothing feathers with beak
scraped	rubbed
maddened	made mad
whet	to increase interest in it
derisively	mockingly
plaintively	sorrowfully
leaned out	bent his body outward
PAGE 35	
tapping	beating lightly

Word	Meaning
halted	stopped
monstrous	very fearful
seized	caught
headlong	head downwards
soaring	flying upwards
dizzy	confused, spinning
swooped	pounced
curveting	moving with an action resembling a horse's leap
banking	flying with one wing higher than the other
commended	praised
ridges	wavy edges
cawed	to utter a cry
beckoning	signalling
fright	fear

NCERT FOLDER

Thinking about the Text *(Page 36)*

1 Why was the young Seagull afraid to fly? Do you think all young birds are afraid to make their first flight, or are some birds more timid than others? Do you think a human baby also finds it a challenge to take its first step? **CBSE 2019**

Ans. The young Seagull was afraid to fly because he felt that his wings would not support him and he would fall from a great height.

Yes, when something is done for the first time, it is a bit challenging and fearful. All birds get afraid while making their first flight. However, it is also a fact that some birds are more timid than the other and consequently take more time to fly.

Just like a bird, a human baby is also afraid of taking the first step and finds it challenging.

2 "The sight of the food maddened him." What does this suggest? What compelled the young Seagull to finally fly?

Ans. This suggests that the young Seagull was hungry and when he saw food his hunger increased.

It was his hunger that ultimately compelled him to fly. His hunger intensified when he saw his mother tearing up a piece of fish that lay at her feet. He cried to her, begging her to get some food. So, she flew towards him with a fish in her beak and stopped at some distance. Unable to control himself, the young Seagull dived for food. Naturally, his wings spread out and he began to fly.

3 "They were beckoning to him, calling shrilly." Why did the Seagull's father and mother threaten him and cajole him to fly?

Ans. Unlike his younger siblings, the poor Seagull could not gather enough courage to take his first flight. Thus, his parents taunted him for being a coward. They threatened and cajoled him so that he might also take his first flight. They thought that hunger would make him fly looking for his food. They did this to remove his fear of flight.

4 Have you ever had a similar experience, where your parents encouraged you to do something that you were too scared to try?

Ans. Yes, I had a similar experience while learning to ride a bicycle in class VI. In my initial attempts, I fell down every time and developed a fear of cycling which was difficult to overcome.

My father encouraged me to overcome the fear and helped in learning cycling. He took me on a small hill near our village, made me sit and asked me to put my hands on the handle and feet on the pedals. When he pushed me, the cycle moved and I enjoyed it without fear, which developed my confidence. Thus, I overcame my fear of cycling and started riding a cycle regularly after a little practice.

5 In the case of a bird flying, it seems a natural act, and a foregone conclusion that it should succeed. In the examples you have given in answer to the previous question, was your success guaranteed, or was it important for you to try, regardless of a possibility of failure?

Ans. In the example I have given as an answer to the previous question, it is evident that initially my success was not guaranteed. I was afraid of failure and did not even want to try cycling. But I was encouraged and motivated to do so.

I had to try, regardless of the possibility of failure. I had to put in efforts and hard work. With the willingness and determination, my success became guaranteed as when someone is determined, si is assured.

Exam Practice

Extract Based Questions

[2 Marks each]

Read the following extracts carefully and choose the correct option.

1 The young seagull was alone on his ledge. His two brothers and his sister had already flown away the day before. He had been afraid to fly with them. Somehow when he had taken a little run forward to the brink of the ledge and attempted to flap his wings he became afraid. The great expanse of sea stretched down beneath, and it was such a long way down—miles down. He felt certain that his wings would never support him; so he bent his head and ran away back to the little hole under the ledge where he slept at night.

(a) Why was the young seagull afraid?

(b) What does the phrase 'on his ledge' signify in the passage?

Ans. (a) The young seagull was afraid of flying over the sea.

(b) The phrase 'on his ledge' signifies the narrow flat piece of rock that sticks out from a cliff and the young seagull lives on that.

2 That was twenty-four hours ago. Since then nobody had come near him. The day before, all day long, he had watched his parents flying about with his brothers and sister, perfecting them in the art of flight, teaching them how to skim the waves and how to dive for fish.

He had in fact, seen his elder brother catch his first herring and devour it, standing on a rock, while his parents circled around raising a proud cackle. And all the morning the whole family had walked about on the big plateau mid-way down the opposite cliff taunting him for his cowardice.

(a) The young seagull had been alone for how much time?

(b) Why was the whole family taunting the young seagull?

Ans. (a) For twenty four hours, the young seagull was alone.

(b) The whole family was taunting the young seagull for his cowardice.

3 He stepped slowly out to the brink of the ledge, and standing on one leg with the other leg hidden under his wing, he closed one eye, then the other, and pretended to be falling asleep. Still they took no notice of him. He saw his two brothers and his sister lying on the plateau dozing with their heads sunk into their necks. His father was preening the feathers on his white back. Only his mother was looking at him. She was standing on a little high hump on the plateau, her white breast thrust forward. Now and again, she tore at a piece of fish that lay at her feet and then scrapped each side of her beak on the rock.

(a) What did the young seagull do out of his ledge?

(b) What was seagull's father doing?

Ans. (a) The young seagull pretended to be falling asleep and watched his brothers and sister lying on the plateau.

(b) The seagull's father was preening the feathers on his white back.

4 Then a monstrous terror seized him and his heart stood still. He could hear nothing. But it only lasted a minute. The next moment he felt his wings spread outwards. The wind rushed against his breast feathers, then under his stomach, and against his wings. He could feel the tips of his wings cutting through the air. He was not falling headlong now. He was soaring gradually downwards and outwards. He was no longer afraid. He just felt a bit dizzy. Then he flapped his wings once and he soared upwards. "Ga, ga, ga, Ga, ga, ga, Gaw-col-ah," his mother swooped past him, her wings making a loud noise. He answered her with another

scream. Then his father flew over him screaming. He saw his two brothers and his sister flying around him curving and banking and soaring and diving. CBSE 2016

(a) What did the young seagull feel the next moment?

(b) What did the young seagull's mother do?

Ans. (a) The next moment, the young seagull felt his wings spread outwards.

(b) The young seagull's mother swooped past him and made a loud noise with her wings.

5 His parents and his brothers and sister had landed on this green flooring ahead of him. They were beckoning to him, calling shrilly. He dropped his legs to stand on the green sea. His legs sank into it. He screamed with fright and attempted to rise again flapping his wings. But he was tired and weak with hunger and he could not rise, exhausted by the strange exercise.

His feet sank into the green sea, and then his belly touched it and he sank no farther. He was floating on it, and around him his family was screaming, praising him and their beaks were offering him scraps of dog-fish.

(a) What does the phrase, 'this green flooring' refer to?

(b) What made the young seagull tired?

Ans. (a) 'The green flooring' refers to the green surface of the sea.

(b) The young seagull was tired because he was weak with hunger and he made a successful attempt for his first flight.

Short Answer (SA) Type Questions

[2 Marks each]

1 How did the Seagull's parents try to make him fly? CBSE 2019

Ans. The young Seagull's parents tried hard to make him fly. They scolded him and threatened him to let him starve. But the young Seagull could not gain courage to fly. Then, they taunted him. Finally, the young Seagull's mother tempted him with food which resulted in making him fly.

2 What had the young Seagull watched his parents doing the day before?

Ans. The day before, the young Seagull had watched his parents making his brothers and his sister perfect in the art of flying. They were teaching them how to skim the waves and how to dive for fish.

3 When did the young Seagull get over his fear of flying over the sea?

Ans. The young Seagull got over his fear of flying over the sea when his mother taught him a bitter lesson. His family left him alone on the ledge to starve. His mother was tearing pieces of fish. By seeing his mother with food, his hunger increased. He was forced to attempt his first flight so as to take the food offered by his mother.

4 What was the young Seagull's experience during his first flight?

Ans. As the young Seagull fell from the ledge, he was filled with fear. But soon, his wings spread out and he found himself flying. Upon realising that he was finally flying, the young Seagull was overjoyed. He screamed with joy as he was no longer afraid of flying.

5 How did the young Seagull and his family celebrate his first flight? CBSE 2016

Ans. When the young Seagull started flying he was filled with joy and delight. His family came near him and were flying around him. They celebrated the young Seagull's first flight. They screamed with joy and praised him. They even offered him pieces of dog fish to eat.

6 "The sight of the food maddened him". What does this suggest? CBSE 2020

Ans. The phrase 'The sight of the food maddened him' suggests that the young Seagull was very hungry. As the young Seagull was afraid to fly, his parents refused to give him any food. So, when he saw food, his hunger increased.

EXAM PRACTICE

Long Answer (LA) Type Questions

[8 Marks each]

1 "They were beckoning to him, calling shrilly." Why did the Seagull's parents threaten him and cajole him to fly? Compare it with your experiences when your parents encouraged you to do something for the first time?

Ans. The young Seagull's parents wanted him to fly just like his two brothers and sister. So, when he got too afraid to fly, the young Seagull's parents scolded him and even threatened him to let him to die of hunger. To motivate the young Seagull to fly, his parents even taunted him. But he could not muster (gather) up courage to do so. Finally, his mother tempted the young Seagull with food. This trick was successful and the young Seagull finally started to fly. The policy used by the young Seagull's parents was to encourage the young Seagull whom they loved and cared.

The situation faced by the Seagull are similar to the situations we face in our lives. We are also filled with fear while doing a thing for the first time like riding a bicycle, swimming or travelling alone, etc. In these circumstances, our family especially parents encourage or sometimes even pressurise us to move ahead. Even though they know that it could be a failure, still they give us a boost to excel. The result of such a behaviour can be seen in the young Seagull.

2 How did the mother make the young Seagull come out of his fear and teach him the art of flying?

Ans. The mother made the young Seagull come out of his fear and taught him the art of flying by leaving him hungry for a long time.

When his family left him alone on the ledge, he felt alone and was very hungry. They tried hard to make him fly but he never showed the courage to try. His mother knowingly tore a piece of fish near him and flew to him with it. She came close to him but stopped at a distance. The young Seagull was surprised at his mother's ignorance of his pitful condition. Thus, he dives at the fish and started falling downwards.

Initially, the Seagull was scared and screamed with fear when he dives. But soon he felt his wings spread outwards and begins to fly slowly downwards and upwards.

When all the family members landed on the green sea, they called the young Seagull to be with them. As the young Seagull landed on the green sea, his legs sank into it. He tried to fly again but he was tired and weak with hunger. Finally, his feet sank into the green sea, his belly touched it and he was floating on it.

3 Do you think that the Seagull's family loved him? Justify their attitude towards him.

Ans. Yes, the Seagull's family loved him. The young Seagull had two brothers and a sister. His parents flew with them to leave him alone on the ledge, as he could not gather up the courage to fly with them. His parents could have fed him, but they refused to give him any food. They wanted him to fly and dive for his food. They threatened to let him starve. They did so because they loved him.

The parents were right in what they did because they wanted to teach him the importance of confidence and self-reliance. They wanted him to learn to do things himself. Thus, it was important for him to learn to fly, dive and search his own food. In the end also when he started flying, his family was filled with joy.

So, the attitude that the Seagull family showed to him was actually their love, care and concern for him.

4 Was the young Seagull same bird at the beginning and at the end of the lesson? Compare and contrast two kinds of the same Seagull in the lesson.

Ans. No, the young Seagull was not the same bird at the beginning and at the end of the lesson. In the beginning, the young Seagull used to be all alone on his ledge. His two brothers and sister had flown away the day before.

He had been afraid of flying with them. Whenever he tried to flap his wings, he was seized with fear. He felt certain that his wings would never support him. His father and mother flew around calling to him shrilly. They were constantly scolding and taunting him. They were threatening to let him starve on his ledge unless he flew away.

However, the young seagull was more confident and sure of his success in the end. He was maddened by hunger and dived towards the fish. After trials and errors, his wings spread outwards. He was soaring gradually downward forgetting all his hesitations and fears. He could float on the ocean now. His success was welcomed by his family as he has conquered his fear of flying.

EXAM PRACTICE

Self Assessment

Extract Based Questions

Read the following extracts carefully and answer the following questions

1 He waited a moment in surprise, wondering why she did not come nearer, and then maddened by hunger, he dived at the fish. With a loud scream he fell outwards and downwards into space. Then a monstrous terror seized him and his heart stood still. He could hear nothing. But it only lasted a minute. The next moment he felt his wings spread outwards.

(a) Why did the young Seagull fell surprised for a moment?

(b) Why was Seagull terrified?

Short Answer (SA) Type Questions

2 Why did the young Seagull fail to muster up his courage to fly?

3 What happened to the young Seagull when his family left him alone on the ledge?

4 Do you sympathise with the young Seagull? Give reasons in support of your view.

Long Answer (LA) Type Questions

5 Why did the young Seagull not go with the rest of the family? Why was he afraid to fly?

6 Do you think that the young Seagull would have never tried to fly if the Seagull family hadn't left him alone without food? Why or why not?

Chapter Overview

The story highlights the fact that with courage and determination, we can face all the challenges and troubles that comes in our lives. In the story, the narrator was flying his Dakota Aeroplane from France to England. Suddenly, he was surrounded and caught into black clouds. He survives due to his courage and fireless efforts and lands safely to the Airport. His survival was a miracle.

About the Characters

The Narrator A pilot who was flying his Dakota aeroplane over France back to England but lost his way due to a storm.

The Pilot of Black Aeroplane A pilot who was flying the black aeroplane. He helped the narrator to find the way in the storm.

The Woman The woman working in the control centre whom the narrator asked about the unknown friend in the black aeroplane.

II. The Black Aeroplane by Frederick Forsyth

Summary

The Narrator's Trip to England

The narrator was flying his old Dakota aeroplane over France back to England at night. The sky was clear and moon was shining. He was dreaming of his holiday and looking forward to be with his family.

It was 1:30 in the morning. When the narrator looked down, he saw the lights of Paris city infront of him. He called the Paris Control to get instructed about the way. Paris Control advised him to turn 12 degrees West.

Appearance of Storm Clouds

When the narrator reached 150 km beyond Paris, he suddenly saw huge storm clouds infront of him. He knew that it was not possible to fly up and over the clouds. He also did not have enough fuel to go around the clouds. First, he thought of going back to Paris. However, the thought of breakfast with his family, made him determined to fly through the clouds.

A Risky but Brave Decision

The narrator decided to take the risk and flew into the storm, but everything went out of control. He was unable to see because everything outside the plane was black.

The aeroplane jumped and twisted in the air. His compass stopped working. He tried to contact the Paris Control for directions but his radio had also stopped working. Consequently, he was totally lost in the storm.

A Black Aeroplane Appears

When the narrator was lost in the storm, he saw another black aeroplane near him. It had no lights on its wings. Its pilot's face was turned towards him. The pilot in black aeroplane raised his hand and signalled the narrator to follow him. The narrator felt that the pilot of the black aeroplane wanted to help him. So, he followed the strange aeroplane.

Narrator Follows Black Aeroplane

The narrator followed the black aeroplane for about half an hour. Now, he could only fly the plane for five or ten minutes. He felt frightened again. But suddenly he saw two straight lines of lights ahead of him on the ground. They were the lights of an airport's runway. When he turned to look for the black aeroplane, he could not see it anywhere. He was able to land safely which gave him a sigh of relief.

The Black Aeroplane Remains a Mystery

After landing, the narrator went to the control centre of the airport. He asked the woman in the control centre about the mysterious plane. He wanted to find out where the other plane was and wanted to thank its pilot for guiding him in the storm. However, the woman looked at him strangely and laughed. She told him that there was no other plane flying except his on such a stormy night. The narrator was surprised at this. He wondered who had helped him.

EXAM PRACTICE

WORD MEANINGS

The given page numbers correspond to the pages in the prescribed textbook.

Word	Meaning
PAGE 37	
countryside	a rural area
twisted	to rotate around a fixed point
PAGE 38	
obedient	one who is ready to follow order or request
dead	had stopped working
PAGE 39	
glad	relieved
strangely	surprised
radar	a machine used for locating objects at various distances

TO VIEW COMPLETE CHAPTER PUBLISHED BY NCERT
Visit https://goo.gl/Kj3tYm OR Scan the Code

NCERT FOLDER

Thinking about the Text (Page 40)

1 'I'll take the risk'. What is the risk? Why does the narrator take it?

Ans. The risk referred to here is the decision of the narrator to fly through the storm clouds. The narrator took the risk because he wanted to go home and to have his breakfast with his family in England next day.

2 Describe the narrator's experience as he flew the aeroplane into the storm.

Ans. The narrator had a very frightening experience in the storm. As he entered the storm, his plane started jumping and twisting. He could not see anything outside the plane as it was totally dark. When he looked at the compass and other instruments, they had stopped functioning. It was a terrible experience for him.

Suddenly, he saw another black aeroplane by his side. The pilot of the plane signalled him to follow. The narrator followed it and soon landed safely.

3 Why does the narrator say, "I landed and was not sorry to walk away from the old Dakota..."?

Ans. The narrator said this because he had a terrible experience of flying. He had entered a storm cloud in his old Dakota aeroplane. While in the cloud, the plane turned and twisted and all its equipments had stopped working. So when he had landed safely, he was not sorry for leaving the plane. He was infact relieved and happy.

4 What made the woman in the control centre look at the narrator strangely?

Ans. The woman in the control centre looked at the narrator strangely because the narrator asked her about a black aeroplane, whereas the airport's radar screen showed no plane except the narrator's plane in the sky during that stormy night.

5 Who do you think helped the narrator to reach safely? Discuss this among yourselves and give reasons for your answer.

Ans. It is very difficult to say about the unknown pilot who helped the narrator to reach safely. But, probably it was the narrator himself who overcame his fear in the storm as no other plane was seen in the radar except the narrator's Dakota plane.

In that fearsome situation, he might have been imagining. He himself was a good pilot and brave enough, thus, he helped himself in landing safely.

Thinking about Language (Page 40)

I. *Study the sentences given below.*

(a) They looked like black mountains.

(b) Inside the clouds, everything was suddenly black.

(c) In the black clouds near me, I saw another aeroplane.

(d) The strange black aeroplane was there.

The word 'black' in sentences (a) and (c) refers to the very darkest colour. But in (b) and (d) (here) it means without light/with no light.

'Black' has a variety of meanings in different contexts. For example:

(a) 'I prefer *black* tea' means 'I prefer tea without milk'.

(b) 'With increasing pollution the future of the world is *black*' means 'with increasing pollution the future of the world is very depressing/without hope'.

Now, try to guess the meanings of the word 'black' in the sentences given below. Check the meanings in the dictionary and find out whether you have guessed right.

1 Go and have a bath, your hands and face are absolutely *black* ..... .

Ans. The meaning of 'black' in this sentence is that the face and hands are dark because of dust and dirt.

2 The taxi-driver gave Ratan a *black* look as he crossed the road when the traffic light was green. ..... .

Ans. Here, 'black' refers to an angry look.

3 The bombardment of Hiroshima is one of the *blackest* crimes against humanity. ..... .

Ans. Here, 'blackest' refers to the darkest and cruellest crime against humanity.

4 Very few people enjoy Harold Pinter's *black* comedy ..... .

Ans. Here, 'black' refers to dark and gloomy comedy.

5 Sometimes shopkeepers store essential goods to create false scarcity and then sell these in *black*. ..... .

Ans. The meaning of 'black' in this sentence is that the shopkeepers sell the described goods 'at a higher price'.

6 Villagers had beaten the criminal *black* and blue. ..... .

Ans. Here, 'black' means that the criminal suffered excessive beating at the hands of the villagers.

II. *Look at these sentences taken from the lesson you have just read :*

(a) I was flying my old Dakota aeroplane.

(b) The young Seagull had been afraid to fly with them.

In the first sentence, the narrator was controlling an aircraft in the air. In the second sentence, the Seagull was afraid to move through the air, using its wings.

Match the phrases given under Column A with their meanings given under Column B :

A	B
1. Fly a flag	(a) Move quickly/suddenly
2. Fly into rage	(b) Be successful
3. Fly along	(c) Display a flag on a long pole
4. Fly high	(d) Escape from a place
5. Fly the coop	(e) Become suddenly very angry

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

Exam Practice

Extract Based Questions

[2 Marks each]

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

1 The moon was coming up in the east, behind me, and stars were shining in the clear sky above me. There wasn't a cloud in the sky. I was happy to be alone high up above the sleeping countryside. I was flying my old Dakota aeroplane over France back to England. I was dreaming of my holiday and looking forward to being with my family. I looked at my watch at one thirty in the morning.

I should call Paris Control soon. I thought. As I looked down past the nose of the aeroplane, I saw the lights of a big city in front of me.

(a) How was the weather when the pilot started flying his aeroplane?

(b) Why was the pilot flying his old Dakota aeroplane over France back to England?

Ans. (a) When the pilot started flying his aeroplane, it was a clean weather as the moon was up in the east, stars were shining and there wasn't any cloud in the sky.

(b) The pilot was flying his old Dakota aeroplane over France back to England because he wanted to enjoy his holiday and morning breakfast with his family.

2 Paris was about 150 kilometres behind me when I saw the clouds. Storm clouds. They were huge. They looked like black mountains standing in front of me across the sky- I knew I could not fly up and over them, and I did not have enough fuel to fly around them to the north or south. **CBSE 2016**

(a) What happened when the pilot was about 150 kilometres away from Paris?

(b) What does the author compare the clouds to?

Ans. (a) The pilot saw storm clouds when he was about 150 kilometres away from Paris.

(b) The author compares the clouds to black mountain.

3 "He knows that I am lost", I thought he's trying to help me.

He turned his aeroplane slowly to the north, in front of my Dakota, so that it would be easier for me to follow him. I was very happy to go behind the strange aeroplane like an obedient child.

After half an hour the strange black aeroplane was still there in front of me in the clouds. Now, there was only enough fuel in the old Dakota's last tank to fly for five or ten minutes more. I was starting to feel frightened again. But then he started to go down and I followed through the storm.

(a) Why was the pilot happy to find his aeroplane behind another aeroplane in the black clouds?

(b) Why was the pilot frightened again?

Ans. (a) The pilot was happy to find his aeroplane behind another aeroplane in the black clouds because another pilot was helping him come out of the storm clouds.

(b) The pilot felt frightened again because the fuel was not sufficient to reach the destination as it was only enough for next five or ten minutes.

4 I landed and was not sorry to walk away from the old Dakota near the control tower. I went and asked a woman in the control centre where I was and who the other pilot was. I wanted to say 'Thank you'.

She looked at me very strangely, and then laughed.

"Another aeroplane? Up there in this storm? No other aeroplanes were flying tonight. Yours was the only one I could see on the radar."

So who helped me to arrive there safely without a compass or a radio, and without any more fuel in my tanks? Who was the pilot on the strange black aeroplane, flying in the storm, without lights? **CBSE 2016**

(a) Why did the writer go to the control centre immediately?

(b) Why was the writer shocked after hearing the woman's word?

Ans. (a) The writer went to the control centre to ask about the black aeroplane so he could thank the pilot for saving his life.

(b) The writer was shocked after hearing the woman's word because she told him that there was no other aeroplane flying that night as she had seen on the radar.

Short Answer (SA) Type Questions

[2 Marks each]

1 Describe the narrator's feelings while he was flying his aeroplane back to England.

Ans. The narrator was feeling calm and contented while flying his aeroplane back to England. It was the only aeroplane in the sky above the quiet countryside and he was happy for it. He was enjoying the sight of the moon and the stars in the clear night sky. The narrator was also excited because he knew that if he reached on time, he would be able to have a good breakfast with his family.

2 Why did the narrator follow the pilot of another aeroplane? **CBSE 2016**

Ans. The narrator followed the pilot of another aeroplane because he had lost his way in the storm clouds. Its pilot signalled him to follow him. He thought he was trying to help him. So he followed the black aeroplane, to get out of the clouds safely.

3 Why did the narrator want to meet the pilot of the black aeroplane?

Ans. The narrator wanted to meet the pilot of the black aeroplane because he wanted to thank its pilot. He had saved the narrator's life by guiding him out of the storm clouds. He had landed safely at an airport.

4 What is the message that narrator wants to give to the readers through the lesson 'the Black Aeroplane?

Ans. The message that narrator wanted to convey to his readers was to never lose hope in the most hopeless situation. The narrator was really in such a hopeless situation when he lost contact with Paris control and all his instruments were dead. It was the mysterious pilot who helped him and gave him a hope to survive in such a situation.

Long Answer (LA) Type Questions

[8 Marks each]

1 Do you agree that the story 'The Black Aeroplane' is a mystery story? Justify.

Ans. Yes, I agree that this is a mystery story. The narrator was flying his old Dakota plane on a clear night sky. The flying was easy in the quite sky. However, very suddenly and mysteriously he saw black storm clouds in the sky. He had limited fuel, so he could neither fly over the clouds nor go back to Paris.

So he entered the storm clouds. Inside the storm clouds, everything was dark. The narrator couldnot see anything outside the plane. Again mysteriously, all the equipments of the plane had stopped working and the narrator was lost.

Suddenly, a mysterious black plane with no lights came. Its pilot guided him through the black clouds.

He took him out of a dangerous situation and led him to safely. After the narrator had landed, he wanted to thank the pilot for helping him. But he was surprised to know that only his aeroplane was seen on the radar.

Hence, 'The Black Aeroplane' is a mystery story.

2 How did the narrator get out of the storm in the night to land safely? **CBSE 2016**

Ans. When the narrator got into the black storm clouds, he was frightened. Everything was dark around him and he could not see anything outside. His plane was twisting and turning and all its equipments had stopped working. Suddenly, the narrator saw a black aeroplane with no lights by his side. Its pilot signalled the narrator to follow. The narrator obeyed the pilot and was relieved to have received help from him.

The black aeroplane went ahead of the narrator's plane so that the narrator could easily follow. After half an hour, the narrator was terrified because there was less fuel in the tank and it would only allow the plane to fly for five or ten minutes.

However, suddenly the narrators plane came out of the storm above a runway. So, the narrator landed his plane safely.

3 Why and when did the narrator say that 'everything' was going well, it was an easy flight? **CBSE 2020**

Ans. In the story, 'The Black Aeroplane', the narrator was a pilot who was flying his own aeroplane Dakota over France to go to England. While flying, the atmosphere around him was very quiet. It was a clear night and the moon was coming in the East and the stars were shining in the sky. The aeroplane enjoyed a smooth flight over a serene countryside. While flying his Dakota, the narrator was dreaming of his holiday and looking forward to having English breakfast with his family. He contacted Paris control centre for directions and was asked to turn 12 degrees West.

In total, the flight till now was easy and comfortable. No problems have yet being encountered and it was an enjoyable journey. At this time, the narrator said that everything was going well, it was an easy flight.

EXAM PRACTICE

Self Assessment

Extract Based Questions

Read the following extracts carefully and answer the following questions

1 He waited a moment in surprise, wondering why she did not come nearer, and then maddened by hunger, he dived at the fish. With a loud scream he fell outwards and downwards into space. Then a monstrous terror seized him and his heart stood still. He could hear nothing. But it only lasted a minute. The next moment he felt his wings spread outwards.

(a) What did the young seagull feel when his mother did not come nearer to him?

(b) Why was the young seagull terrified?

2 Suddenly I came out of the clouds and saw two long straight lines of lights in front of me. It was a runway! An airport! I was safe! I turned to look for my friend in the black aeroplane, but the sky was empty. There was nothing there. The black aeroplane was gone. I could not see it anywhere. I landed and was not sorry to walk away from the old Dakota near the control tower. I went and asked a woman in the control centre where I was and who the other pilot was. I wanted to say. "Thank you".

(a) What did the narrator see when he came out of the clouds?

(b) Why did he ask about the other aeroplane to the woman in the control centre?

Short Answer (SA) Type Questions

2 Where was the narrator going and why?

3 What problems did the pilot of the old Dakota plane face in the clouds?

4 How did the pilot of the black aeroplane help the narrator in the clouds?

Long Answer (LA) Type Questions

5 How had the narrator been rescued from the storm that night? Explain. What will be your reaction if you encounter such a situation?

6 'God helps those who help themselves'. Do you think this statement is true with reference to 'The Black Aeroplane'? Elaborate.

CHAPTER

04

From the Diary of Anne Frank

by Anne Frank

Chapter Overview

This chapter is an extract from the diary of Anne Frank, 13 years old Jewish girl. She writes everything about her life in her diary and considers it her true friend. At the time of invasion of German over Holland, her family hid itself. At that time, she started to write in her diary. She spent her adolescent years hidden from outside world, and her diary kept all her secrets. The diary was published by her father after her death in 1945.

About the Characters

Anne Frank A thirteen year old Jewish girl who writes a diary while she is hiding in Amsterdam from the Nazis during World War II.

Margot Frank Anne's sister; she is three year older than Anne.

Otto Frank Anne's father, a Jewish businessman who has left Germany after Hitler's rise to power, hoping to find refuge in Holland.

Mrs Edith Hollander Frank Anne's mother; she is the source of many conflicts with Anne during the two years that the family spends in hiding.

Mrs Kuperus She was the headmistress of Anne Frank's Montessori School.

Mr Keesing Anne's teacher who punishes her as he gets annoyed by her talkative nature.

Summary

Anne's Need to Write a Diary

Anne Frank, a thirteen year old girl, was gifted a diary by her father. She found writing to be a strange experience. She had never written a diary before. In her first entry, she expressed her desire to confide everything to the diary. She felt that paper had more patience than people. She thought that nobody would be interested in reading her diary.

Anne considered the diary to be a real friend with whom she could share all her secrets. She did not have any such friend. Even though Anne had a loving family and a number of friends but she could only talk to them about ordinary things. Therefore, Anne felt the need to write a diary and she began writing from June 1942. She made it her best friend and called her 'Kitty'.

Anne's Childhood and Family

Anne felt that a brief sketch of her family and life so far was necessary. She believed that it would help others to understand what she was going to write in her diary. Anne called her father, Otto Frank the most adorable father. He was 36 years old when he married her mother Edith Hollander Frank who was 25 years old.

She further told that her elder sister, Margot was born in 1926 and she herself was born on 12th June, 1929. Her parents emigrated to Holland in 1933. At that time Anne and her sister lived with their grandmother in Aachen. After their parents settled down in Holland, Anne and her sister went to them.

Anne's Schooling

Anne studied at the Montessori nursery school till she was six years old. At her farewell, she and her headmistress Mrs Kuperus had tears in their eyes. Mrs Kuperus gave her a heart breaking farewell.

Anne's Grandmother's Death

Anne had great love for her grandmother. When the grandmother fell ill in the summer of 1941 and had an operation, Anne was very sad. Her grandmother died in January 1942. So Anne lit a candle in her memory on her own birthday in June.

Anne's School Result and her views about Teachers

After explaining about her life, Anne started her diary entry for 20th June, 1942. She started by writing about her day in the school when the teachers were going to tell the result.

All the students are afraid and they did not know who would enter the next class. Anne knew that she and her friends would go to the next class. She was only worried about Maths. She always considered teachers to be the most unpredictable creatures on the earth. So she told her friends not to lose hope.

Anne's Talkative Nature and Punishment by Mr Keesing

Anne was a good student and had a good relationship with all the teachers except Mr Keesing, who taught her Maths. He was always annoyed by her talkative nature.

He used to give her extra homework as punishment. So, he punished her by giving her extra homework. He asked her to write an essay on the topic 'A Chatterbox'.

Completion of Extra Homework

After completing her normal homework, Anne started thinking about the essay 'A Chatterbox'.

Anne was unable to understand what she could write in the essay. She started writing to consider it the necessity. She wrote the three pages for her satisfaction. She defined it as a feature of a student and also mentioned that she inherited this trait from her mother who was also very talkative.

More Punishments for Anne

Mr Keesing read the essay in the class and laughed on it. In another lesson when she talked, she was punished again. He gave her another essay as a punishment on the topic 'An Incorrigible Chatterbox' Mr Keesing did not complain for two lessons after she submitted the essay. However, during the third lesson he caught Anne talking again.

So he punished her again asked to write an essay on 'Quack, Quack, Quack, Said Mistress Chatterbox'. This made the class laugh. Anne realised that Mr Keesing was making fun of her.

Anne Mocks Mr Keesing Amusingly with her Homework

Anne wanted to write something interesting and different this time. So, with the help of her friend Sanne who was good at poetry, she wrote an essay in verse. The poem was about three baby ducklings of a father swan and a mother duck. The father swan bit the ducklings until they died because they quacked too much.

Mr Keesing took the joke in the right way. He read the poem in the class as well as in other classes. Since then, Anne was allowed to talk and had not been assigned any extra homework. A change has come in Mr. Keesing and he started making/cracking jokes in the class.

WORD MEANINGS

The given page nos. correspond to the pages in the prescribed textbook.

Word	Meaning
Page 50	
musings	thoughts
listless	lacking energy or enthusiasm
brooding	thinking seriously
stiff-backed	with a hard cover
prompted	encouraged
confide	to tell someone a secret
liable	responsible
long awaited	expected for a long time
jot	write, put together
Page 51	
plunge	to go into
adorable	lovable
emigrated	went to settle
plunked down	put down forcefully
solemn	serious, grave
Page 52	
quaking	shaking because of fear
forthcoming	about to happen
outbursts	a sudden release of a strong emotion
staked	put on bet
pleading	requesting
glances	looks
outbursts	after Anne explained her life she
dummies	persons of low intelligence
fogey	a dull, old-fashioned person
assigned	given
chatterbox	one who speaks too much
tucked	carried
ramble on	write at length
convincing	making agreeable
Page 53	
inherited traits	features taken from one's parents
proceeded	went ahead/forward
incorrigible	incurably bad, something that cannot be corrected
ingenuity	skill
quacked	talked
Page 54	
on the contrary	opposite to

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Activity *(Page 49)*

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.

Ans.

	A	B
(i)	Journal	A full record of a journey, a period of time or an event, written every day.
(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.
(iii)	Log	A written record of events with times and dates, usually official.
(iv)	Memoir(s)	A record of person's own life and experiences (usually, a famous person).

2 Here are some entries from personal records. Use the definitions given in the previous question 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?

(ii) 10:30 AM Went to the office of the Director
01:00 PM Had lunch with Chairman
05:45 PM Received Rahul at the airport
09 : 30 PM Dinner at home

(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 HandyCam. From Ooty we went on to Bangalore. What a contrast! The noise and pollution of this once-beautiful city really broke my heart.

(iv) This is how Raj Kapoor found me — all wet and ragged outside RK 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. (i) A diary (ii) A log (iii) A journal (iv) A memoir

Oral Comprehension Check *(Page 51)*

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

Ans. Writing in a diary was a strange experience for Anne Frank as she had never written anything earlier. She also thought that nobody will be interested in reading the thoughts of a thirteen year old girl.

2 Why does Anne want to keep a diary? **CBSE 2019**

Ans. Anne wants to keep a diary because she feels that she has no true and sincere friend with whom she could share her secrets. She believed that she could do so with her diary who would act as her best friend.

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

Ans. Anne thought that she could confide more in her diary than people because she felt that paper had more patience than people to listen to her thoughts. So, it was easier for her to write all kinds of thoughts which she had in her mind in her diary.

4 Why does Anne provide a brief sketch of her life?

Ans. Anne provides a brief sketch of her life in her diary because she thought it would help the readers to understand her stories in diary.

5 What tells you that Anne loved her grandmother?

Or Describe Anne's love for her grandmother. **CBSE 2016**

Ans. Anne loves her grandmother so much. She stayed with her grandmother when she was four years old and her parents were settling in Holland. After her grandmother died, Anne often thought about her and lit a candle for her on her own birthday.

Oral Comprehension Check *(Page 54)*

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

Ans. Mr Keesing, the Maths teacher was annoyed with Anne because she talked too much in the class.

Mr Keesing asked Anne to do extra homework as a punishment and asked her to write an essay on the topic 'A Chatterbox'.

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

Ans. Anne justified her being a chatterbox in her essay, by explaining that talking was a student's trait and that she would try to cure it. But she finds being talkative to be an incurable as she had gained this trait from her mother and no one can cure an inherited trait.

3 Do you think Mr Keesing was a strict teacher?

Ans. Yes, I think Mr Keesing was a strict teacher, but he was not rigid. He expected discipline and silence in his class while he was teaching. He punished Anne by asking her to write an essay on 'A Chatterbox'. When Anne wrote a convincing essay, he received it with a good laugh/humour.

However, when Anne continued with her talking, he punished her again. This time the topic of the essay was 'An Incorrigible Chatterbox'. Even after this when she kept on talking, he asked her to write on the topic 'Quack Quack Quack, said Mistress Chatterbox", as a punishment. He was trying to play a joke on her. However, Anne came up with a brilliant poem in response. 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?

Or How did Mr Keesing's attitude towards Anne change? **CBSE 2019**

Ans. Anne wrote the essay on the topic 'Quack Quack Quack' said Mistress Chatterbox' in the form of a poem. She wrote that a father swan had bit his ducklings to death for quacking too much. Mr Keesing liked this essay and changed his attitude towards Anne. Since then, he had allowed Anne to talk in class.

Thinking about the Text *(Page 54)*

1 Was Anne right when she said that the world would not be interested in the musings of a 13 year old girl?

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

The world became interested in her musings when her diary was published under the name 'The Diary of a Young Girl'. It was translated from its original Dutch language into many languages. It became one of the world's most widely read books.

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?

Ans. Anne's diary was essentially written as a diary of a young teenager and her life. Today, her diary resembles a memoir.

Anne's diary was initially written in Dutch language.

Anne's diary is different because it was a lot personal than other diaries. Her diary was her friend with whom she could share all her secrets. She had also named it Kitty.

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

Ans. Anne needs to give a brief sketch about her family to make it understandable for anyone who reads it. According to her, no one would understand her life if she did not give an overview of her life.

For Anne, her diary 'Kitty' is her friend with whom she could share all her secrets. She, therefore, thinks of it as an insider.

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

Ans. Anne felt that her father, Otto Frank, was the most adorable father she had ever seen.
She loved her grandmother very much and after her death, thought a lot about her.
Anne was very attached to her teacher, Mrs Kuperus and cried on separation from her.
Anne felt that his Maths teacher, Mr. Keesing was very strict and always annoyed with her for her talkative nature. However, Anne was able to justify her talkative nature everytime she was punished by Mr. Keesing. On each occasion, he was impressed by the manner in which she presented her arguments.

Anne's attachment with the people around her shows that she was very lovable and smart. She was also obedient and hardworking.

NCERT FOLDER

5 What does Anne write in her first essay?

Ans. In her first essay, Anne wrote about her talkative nature. She tried to justify her trait as a characteristic of every student. She also stated that she would try to cure it but was not sure she would be able to do so. She wrote that she had inherited this trait from her mother and no one can cure an inherited trait.

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

Ans. Yes, Mr Keesing is unpredictable. In the beginning, he gave Anne unusual punishments. However, finally he pardons her altogether. Anne felt that teachers were the most unpredictable creatures on Earth. First she was punished by having 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, he accepted her talkative nature. He actually allowed her to talk in class. He did not even assign her extra homework any more. It shows 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.

Ans. (*i*) Anne was reserved, due to which she was not able to make friends.

(*ii*) Anne wanted to be different and original.

(*iii*) Anne has a good sense of humour. She knows how to narrate events in a family.

(iv) Anne was intelligent.

(*v*) Anne knew how to write convincingly and give acceptable arguments.

Thinking about Language (Page 55, 56, 57)

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

S.No.	A	B
1.	Heart-breaking	(a) Obeying and respecting the law.
2.	Homesick	(b) Think about pleasant things, forgetting about the present.
3.	Blockhead	(c) Something produced by a person, machine or organisation.
4.	Law-abiding	(d) Producing great sadness.
5.	Overdo	(e) An occasion when vehicles/ machines stop working.
6.	Daydream	(f) An informal word which means a very stupid person.
7.	Breakdown	(g) Missing home and family very much.
8.	Output	(h) Do something to an excessive degree.

Ans. 1. (d), 2. (g), 3. (f), 4. (a), 5. (h), 6. (b), 7. (e), 8. (c)

1 It was heart-breaking to know that I had failed the Maths exam this year.

2 I became homesick very soon after I started staying in the school hostel.

3 Tarun is a real blockhead as he could even answer the questions of simple addition.

4 Sarvjeet is a law-abiding driver as he has never been fined by the police even after ten years of driving.

5 Please do not overdo your kindness towards me, as it will spoil me.

6 Ravinder will start to daydream if we keep him idle for long.

7 We had a power breakdown in our locality last night for 4 hours.

8 His daily output of work is much above the average.

2 Now find the sentences in the lesson that have the phrasal verbs given below. Match them with their meanings. (You have already found out the meanings for some of them.) Are their meanings the same as that of their parts? (Note that two parts of a phrasal verb may occur separated in the text).

1.	Plunge in	(a) Speak or write without focus
2.	Kept back	(b) Stay indoors
3.	Move up	(c) Make (them) remain quiet
4.	Ramble on	(d) Have a good relationship with
5.	Get along with	(e) Give an assignment (homework) to a person in authority (the teacher)
6.	Calm down	(f) Compensate
7.	Stay in	(g) Go straight to the topic
8.	Make up for	(h) Go to the next grade
9.	Hand in	(i) Not promoted

Ans.

	Pharasal Verb	Meaning Option	Whether its meaning is the same as its parts (Yes/No)
1.	Plunge in	(g)	No
2.	Kept back	(i)	Yes
3.	Move up	(h)	Yes
4.	Ramble on	(a)	No
5.	Get along with	(d)	No
6.	Calm down	(c)	Yes
7.	Stay in	(b)	Yes
8.	Make up for	(f)	No
9.	Hand in	(e)	No

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Exam Practice

Extract Based Questions

[2 Marks each]

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

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

'Paper has more patience than people.' 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.

(a) To whom does 'I' refer in the given passage?

(b) 'Paper has more patience than people' - Why did Anne Frank say that?

Ans. (a) 'I' refers to Anne Frank in the given passage.

(b) Anne Frank said that 'Paper has more patience than people' because one can rely on the paper to confide his/her secrets and it listens carefully and silently.

2 Let me put it more clearly, since no one will believe that a thirteen-year-old girl is completely alone in the world. And I'm not. I have loving parents and a sixteen-year-old sister, and there are about thirty people I can call friends. I have a family, loving aunts and a good home. No, on the surface I seem to have everything, except my one true friend. All I think about when I'm with friends is having a good time. I can't bring myself to talk about anything but ordinary everyday things. We don't seem to be able to get any closer, and that's the problem. Maybe it's my fault that we don't confide in each other. In any case, that's just how things are, and unfortunately they're not liable to change. This is why I've started the diary.

(a) Why was Anne Frank disturbed even when she had loving parents, relatives and friends?

(b) Why did Anne decide to write a diary?

Ans. (a) Anne Frank was disturbed even after being surrounded by so many people because she didn't have any true friend.

(b) Anne decided to write a diary because she could not confide in anyone and felt lonely.

3 To enhance the image of this long awaited friend in my imagination, I don't want to jot down the facts in this diary the way most people would do, but I want the diary to be my friend, and I'm going to call this friend 'Kitty'.
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. **CBSE 2016**

(a) Who was the long awaited friend of Anne? Why?

(b) What did she provide in her diary?

Ans. (a) The diary named 'Kitty' was the long awaited friend of Anne, because she had no true friend in her life with whom she could share her feelings and thoughts.

(b) She provided a brief-sketch of her life and her family in her diary.

4 My father, the most adorable father I've ever seen, didn't marry my mother until he was 36 and she was 25. My sister Margot was born in Frankfurt in Germany in 1926. I was born on 12th June, 1929. I lived in Frankfurt until I was four. My father emigrated to Holland in 1933. My mother, Edith Hollander Frank, went with him to Holland in September, while Margot and I were sent to Aachen to stay with our grandmother.

(a) When and where was Anne Frank born?

(b) With whom did Anne and her sister Margot stay in Aachen? Why?

Ans. (a) Anne Frank was born in Germany on 12th June, 1929.

(b) Anne and her sister Margot stayed with their grandmother in Aachen as their parents emigrated to Holland.

5 That evening, after I'd finished the rest of my homework, the note about the essay caught my eye. I began thinking about the subject while chewing the tip of my fountain pen. Anyone could ramble on and leave big spaces between the words, but the trick was to come up with convincing arguments to prove the necessity of talking. I thought and thought, and suddenly I had an idea: I wrote the three pages Mr Keesing had assigned me and was satisfied. I argued that talking is a student's trait and that I would do my best to keep it under control, but that I would never be able to cure myself of the habit since my mother talked as much as I did if not more, and that there's not much you can do about inherited traits.

(a) What is the main feature of an essay according to Anne?

(b) What did Anne argue in the essay? Why?

Ans. (a) The main feature of an essay is 'to give convincing arguments' in support of the necessity to talk.

(b) Anne argued that talking was a student's trait and she got it from her mother, so nothing could be done about this inherited trait.

6 However, during the third lesson he'd finally had enough. "Anne Frank, as punishment for talking in class, write an essay entitled—'Quack, Quack, Quack, Said Mistress Chatterbox'." The class roared. I had to laugh too, though I'd nearly exhausted my ingenuity on the topic of Chatterboxes. It was time to come up with something else, something original. My friend, Sanne, who's good at poetry, offered to help me write the essay from beginning to end in verse and I jumped for joy. Mr Keesing was trying to play a joke on me with this ridiculous subject, but I'd made sure the joke was on him.

(a) Why did Mr Keesing, her teacher, ask her to write another essay?

(b) Why did Anne want to write the essay with the help of her friend Sanne?

Ans. (a) Mr Keesing asked her to write another essay as punishment because she had not stopped talking in the class.

(b) Anne wanted to write the essay with something original so she sought help from Sanne, her friend, who suggested her to write the essay in verse.

7 I finished ray poem, and it was beautiful! It was about a mother duck and a father swan with three baby ducklings who were bitten to death by the father because they quacked too much. Luckily, Mr Keesing took the joke the right way. He read the poem to the class, adding his own comments, and to several other classes as well. Since then I've been allowed to talk and haven't been assigned any extra homework. On the contrary, Mr Keesing's always making jokes these days.

(a) Why did the father duck kill the baby ducklings?

(b) What happened when Mr Keesing read the essay?

Ans. (a) The father duck killed the baby ducklings because they quacked too much.

(b) When Mr Keesing read the essay, he understood the feelings of Anne and allowed her to talk. He also started to make jokes thereafter.

Short Answer (SA) Type Questions

[2 Marks each]

1 Describe Anne's feelings about having a diary.

Ans. Anne Frank is a 13 years old teenager. She feels that writing in a diary is strange. She believes that no one would be interested in reading her diary. People would think that as a teenage, she would have many people to talk to but in reality, she doesn't have any person to talk Hence, she states that having a diary is her need so that she could share her feelings and secrets with someone.

2 What does Anne Frank tell about her family in her diary?

Ans. Anne Frank tells that she has a very lovely and caring family. Her parents and her elder sister loved her a lot. There are about thirty people whom she can call friends.

She has loving aunts and a good home. However, she wants to have a true friend with whom she can share her feelings and thoughts.

3 Why did Margot and Anne stay with their grandmother? **CBSE 2019**

Ans. Margot and Anne stayed with their grandmother in Aachen when her parents migrated to Holland. The parents wanted to settle down before calling them. Anne was only four years old and Margot was seven years old at that time.

Both the girls were called there one by one after a few months of staying with their grandmother.

4 Describe your views about Mr Keesing as a teacher.

Ans. Mr Keesing like most teachers seems to be a strict teacher. But he actually believes in taking actions with good intentions and for the development of children. He tries to control Anne's bad habit of talking too much.

However, as soon as he is convinced that her habit does not affect her studies, he overlooks Anne's shortcoming.

5 Why was the entire class quaking in their boots?

Ans. As the time for declaring the annual results were coming closer, teachers would decide whom to pass and whom to retain in the same class in a meeting soon. That is why, the whole class was quaking in their boots.

6 Anne says that she doesn't plan to let anyone else read her diary. What is ironical about this?

Ans. Anne believes that no one would be interested in reading a diary of a 13-year old teenager. In addition, she would not let anyone read her diary because she would share all her secrets with it.

These statements by Anne are ironical because after her death, her father Otto Frank published it and then it was translated in many languages of the world. Today, it had become one of the most read books of all time.

Long Answer (LA) Type Questions

[8 Marks each]

1 Why did Mr Keesing punish Anne and what was the punishment? How did Anne finally stop Mr Keesing from punishing her?

Ans. Mr Keesing was Anne's Maths teacher. He was annoyed with Anne as she talked too much in the class. So, he punished her by giving her extra homework. The punishment was to write an essay on the topic 'A Chatterbox'. Anne wrote the essay, giving very amusing arguments in it. Mr Keesing liked the essay. But Anne again talked in the class, so he gave her the task of writing another essay.

This time, the topic was 'An Incorrigible Chatterbox'. After writing this essay, Anne did not get any punishment for two lessons. But during the third lesson, Mr Keesing saw Anne talking again.

He was very annoyed and so he asked her to write another essay. The topic of this essay was, 'Quack, Quack, Quack, Said Mistress Chatterbox'.

Anne finally stopped Mr Keesing from punishing her by writing the third essay in poetry form. It was due to help from her friend. Sanne. Mr Keesing liked the poetry written by her and did not punish Anne after that.

2 How did Kitty help Anne overcome her loneliness? **CBSE 2019**

Ans. Anne thought that she could confide more in her diary than people because she did have a true friend. She did not know anyone with whom, she could share her feeling.

Although she had a great number of friends and had also spent good times with them. She was unable to share her views and thoughts with them. She also had a loving family and a good home. However, she never found anyone to confide her secrets. She believed that nobody would be interested enough in her feelings and views.

When Anne got her diary, she decided to share everything with it. She treated her diary as her best friend. It would keep her life a secret and would not react as people did. So, she confided everything in the diary, be it her family, her fears, her loneliness, her life etc. It was the diary that gave her the support. Thus, the diary, (Kitty) was an important part of Anne's life that help Anne overcome her loneliness.

EXAM PRACTICE

3 Anne wanted to write convincing arguments to prove the necessity of talking. What does this tell you about her? Did she possess a sense of humour?

or What do you think about Anne's talent for writing essays which she wrote convincingly, when punished by the teacher? **CBSE 2020**

Ans. When Anne was given extra homework to write an essay on 'A Chatterbox', Anne thought that she had to write convincing arguments to prove the necessity of talking. This fact tells us that Anne was an intelligent and a sensible girl with a good sense of humour. She thought about the essay and her arguments for a long time to get an idea. When she got it, she presented her essay. In her essay, Anne argued that talking was a student's trait. The only thing that she could do was to cure it. She even justified that she could not cure it completely as she had inherited it from her mother.

Yes, Anne passes a sense of humour. Anne's sense of humour comes forward when in her third essay, she wrote a funny poem to express her trait of talking. Her poem consisted of a humorous story of how a father swan it its ducklings to death because they quacked too much. Her poetry was received in the right way by Mr Keesing who never punished her after that.

4 'From the Diary of Anne Frank' throws light on the teacher-student relationship, class atmosphere and discipline. Elucidate.

Ans. 'From the Diary of Anne Frank' clearly describes the teacher-student relationship, class atmosphere and discipline. Anne, who talks a lot in the class, gets punished by Mr Keesing, her Maths teacher. He gets annoyed with her because of her talkative nature and gave her a punishment. He asked her to write essays on the subject, 'A Chatterbox'.

It is actually learning in disguise because he wants her to focus on studies. He cannot be blamed for the punishment as he did it for the development of Anne. Thus, here the teacher-student relationship is very respectful. Such a relationship is about discipline and classroom manners. These are essential for every student as well as a teacher, otherwise both teaching or learning could be hampered.

This relationship is clearly shown in Mr Keesing and Anne Frank's actions. They both try to play a joke on each other, but in a very humorous and healthy manner. So, this healthy relationship is needed in the classroom for effective teaching and learning.

5 Give a brief description about Anne's life.

Ans. Anne Frank was a young Jewish girl. She lived with her parents in Germany. But Hitler's Nazi Party was against the Jews. The Nazis were killing the Jews or forcing them to work in the concentration camps. The Frank family fled from Germany in 1933 and took shelter in Netherlands. But in 1940, Germany attacked Netherlands and captured it. Now, the Nazis started arresting the Jews and sending them to the concentration camps. The Frank family went into hiding. They lived secretly in the upper floor of their business premises. They hid their for twenty-five months. Their non-Jewish friends gave them food.

Anne had started writing her diary before going into hiding. In 1944, Germans came to know of their hiding. They were arrested and sent to Germany. Anne, her sister, Margrot and her mother soon died in the concentration camp. Her father survived and published a part of Anne's diary. In this diary, Anne gives a tragic account of the difficulties faced by her family and the other Jews.

The part of the diary reproduced in this chapter is about the days when Anne was a school girl and her family had not yet moved to the secret quarters.

EXAM PRACTICE

Self Assessment

Extract Based Questions

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

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

(a) Why was Mr Keesing, Anne's Maths teacher, annoyed with her?

(b) What did Anne do when she was given an essay to write?

2 'Paper has more patience than people'. 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. I finally stayed where I was, brooding; Yes, paper does have more patience, and since I'm not planning to let anyone else read this stiff-backed notebook grandly referred to as a 'diary', unless I should ever find a real friend, it probably won't make a bit of difference.

(a) When did Anne say that 'Paper has more patience than people'?

(b) Why did Anne not want anyone to read her 'diary'?

Short Answer (SA) Type Questions

3 What does Anne receive on her birthday? How is it useful for her?

4 How do most people use their diaries? How is Anne's diary differnet?

5 "Anne was not alone in the world." Do you agree? Give reason.

6 Anne says 'Paper has more patience than people'. Why does she belive so?

7 Describe what made Mr Keesing allow Anne to talk in class?

Long Answer (LA) Type Questions

8 Draw the character sketch of Mr Keesing, Anne's Maths teacher.

9 Why did Anne find a friend in her diary? Justify your answer.

CHAPTER

05

The Hundred Dresses-I

by El Bsor Ester

Chapter Overview

This story is about a school girl named Wanda Petronski, a polish immigrant. Wanda was teased by her classmates, Peggy and Maddie. But her talent of designing dresses impresses everyone in the end. Both Peggy and Maddie realised that hey misjudged Wanda and felt incredibly guilty for never believing her about the one hundred dresses she owned. They story is also about the realisation that people from mainstream society are forced to make about other different people with similar potential and emotions.

About the Characters

Wanda Petronski A poor Polish girl who always wears same blue dress to school and boasts of having a hundred dresses.

Peggy Wanda's classmate who always made fun of her. She was the most popular girl in school.

Maddie Peggy's best friend, who was always with Peggy. She is poor and wears Peggy's old dresses.

Miss Mason Wanda's class teacher who helps the students and supports them.

Summary

Wanda Petronski in Class

Wanda Petronski was a Polish girl in an American school. She sat on the seat next to the last seat in the corner in room thirteen where all naughty boys sat. There was a lot of noise, laughter and dirt in the corner. Nobody knows why Wanda sat there. It was because she belonged to Boggin Heights and her feets were usually dirty with dry mud. Unlike the naughty boys, Wanda was quiet. So, nobody thought much about her.

Wanda's Absence

Wanda was absent on Monday as well as Tuesday. Nobody in her class noticed her absence. It was on Wednesday that her two classmates Peggy and Maddie noticed it. When Peggy and Maddie waited for Wanda to tease her on the way to school, they realised that Wanda was absent from last few days.

Wanda and other Students

Wanda had no friends. She used to come to school alone in her faded dress. So, she seemed different from others and was teased. The students made fun of her name. For them, her name was difficult to say and was funny. The names of other children were easy to speak like Thomas, Smith or Allen.

Peggy and Maddie

Peggy and Maddie were good friends of each other. Peggy was the most popular girl in the school. She was pretty and intelligent. Peggy was not cruel as she saved younger girls from bullies and used to cry, if she saw any animal being mistreated. Maddie on the other hand was a poor girl who wore clothes given by Peggy's mother.

Peggy Makes Fun of Wanda

Whenever Peggy and Maddie find Wanda alone in the school yard they asked her about the number of dresses and shoes she had. They were surprised when Wanda told them that she had hundred beautiful dresses and sixty pairs of shoes. Peggy had thought of this game to tease Wanda.

The reason to tease Wanda was that she wore the same faded blue dress to school everyday and lied that she had hundred dresses.

Maddie's Note to Peggy

Maddie felt embrassed when Peggy teased Wanda. She wanted Peggy to stop teasing Wanda and decided to write Peggy a note. So, after completing her maths work, she sat down to write a note to Peggy.

Maddie knew that she does not have the courage to directly tell Peggy to stop teasing Wanda. But later, she tore the note and threw it away as she imagined herself being teased by Peggy and her other classmates for wearing Peggy's old dresses. Maddie remembered Wanda talking about one of her dresses which was pale blue with coloured trimmings as well as the brilliant jungle green dress with a red scarf.

The Drawing and the Colouring Contest

A drawing and colouring contest was organised in the class next day. In this contest, girls were supposed to design dresses while boys had to design motorboats. Maddie felt that Peggy would win the contest as she drew better than anyone else in the class.

The Result of the Contest

Next day, it was drizzling (raining lightly) and the result of the contest was going to be announced by the teacher. Peggy and Maddie did not want to be late, so they did not wait for Wanda to tease her.

They were amazed to see about a hundred designs of dresses hanging over the walls. The class had assembled and the class teacher Miss Mason announced the names of the winners. Jack Beggles was the winner among the boys and Wanda Petronski was the winner in girls.

Reactions of Wanda's Classmates

The teacher informed them that all the drawings of designs in their class were made by Wanda and each drawing deserved the prize. But unfortunately, Wanda was absent in class and thus, could not receive her prize.

The teacher then asked the students to look at Wanda's beautiful drawings. All the children applauded Wanda's drawings and whistled while looking at them. Peggy and Maddie noticed a blue and a green dress that Wanda used to talk about to her classmates.

WORD MEANINGS

The given page numbers correspond to the pages in the prescribed textbook.

Word	Meaning
Page 63	
possessions	things owned
enduring	lasting long
immigrants	those coming from other countries to settle in a country
ethnicity	relating to human race
notable	famous, known
suburbs	areas outside a city, outskirts
discriminated	differentiated
census	official count or survey of a population
Page 64	
rough	indisciplined, violent
scuffling of feet	rubbing of shoes on the ground to create noise
twisted	moved
crooked sort of smile	awkward, foolish smile
caked with dry mud	covered with
track	walk or run
Page 65	
faded	lost colour
hang right	fit properly

Word	Meaning
hopscotch	a game played usually by girls
courteous	civil, gentle
nudge	a gentle push
Page 66	
incredulously	showing disbelief
stolidly	not showing any feeling
shrieks	a scream of laughter
peals of laughter	great laughter
exaggerated politeness	false politeness
hitching	catching
bullies	those who frighten weaker people with their power
Page 67	
bothering	troubling
hand-me-down clothes	old clothes given to others
mocking	making fun of
absent-mindedly	without thinking much
nerve	the boldness to do something
shuddered	shivered
target	person chosen for attack
disguise	conceal

Word	Meaning
Page 68	
trimmings	ornamentaion on cloth
accord	wish
brilliant	shining
red sash	red scarf
pretended admiration	false praise
railroad tracks	railway line
Page 69	
gasped	breathed heavily, deeply
ledge	outer part
windowsill	window edge
dazzling	bright and shining
lavish	rich and elaborate
murmured	say something in a low voice
assembled	gathered together
exhibition	on show
sketches	drawings
Page 70	
exquisite	very beautiful, marvellous
burst into applause	clapped hands loudly
stamp	put feet on the floor with force to make noise

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Oral Comprehension Check (Page 65)

1 Where in the classroom does Wanda sit and why? **CBSE 2019**

Ans. Wanda Petronski used to sat in the seat next to the last seat in the corner of Room Thirteen where all the naughty boys sat. Nobody knows why Wanda sat in the dirty corner. It was because she came from the poor locality named Boggin Heights.

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

Ans. Wanda lived in Boggin Heights. It is a poor locality in the outskirts of the town where polish immigrants used to live. The place, according to me, is dirty and muddy without any proper streets and roads.

3 When and why do Peggy and Maddie notice Wanda's absence? **CBSE 2019**

Ans. Peggy and Maddie noticed Wanda's absence after three days i.e. on Wednesday. When Wanda had made them late to school. They had waited for Wanda while going to school, to have some fun with her, but she hadn't come.

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

Ans. "To have fun with her" means to laugh at her. In the story, Wanda is a source of fun for her classmates. Peggy and Maddie made fun of Wanda by asking her about the dresses as this gave them a lot of pleasure.

Oral Comprehension Check (Page 67)

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

Ans. Wanda was different from other children in many ways. She was a Polish girl in an American school. Her name was funny and difficult for other children to say.

Further, she did not have any friends and used to come to school alone. She also went home alone and did not talk to anybody.

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

Ans. Wanda did not have a hundred dresses. She was a poor girl who wore the same faded blue dress everyday. She said that she had a hundred dresses lined up in her closet because she had drawn the design of a hundred dresses at home.

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

Ans. Maddie was embarrassed by the questions that Peggy asks Wanda because they were about her dresses. Just like Wanda, Maddie was also poor and wears old clothes of Peggy. She was worried that someday they would start teasing her too. Maddie thought that she was different from Wanda because she was richer than Wanda and that she would never claim that she had a hundred dresses like Wanda.

Oral Comprehension Check (Page 70)

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

Ans. Maddie did not ask Peggy to stop teasing Wanda because Peggy was her best friend and the most popular girl in school. She was afraid that if she did so, Peggy along with her other classmates would tease her just like they teased Wanda. She was also afraid of losing Peggy's friendship.

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

Ans. Maddie always thought that Peggy would win the drawing contest as she was good in drawing and everybody in the school loved her. She could draw any sketch from the drawing book or any magazine.

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

Ans. Among the boys, Jack Beggles and among the girls, Wanda Petronski won the drawing contest.

The winner Jack Beggles has designed outboard motor whereas Wanda Petronski has drawn the sketches of hundred dresses.

Thinking about the Text (Page 70)

1 How is Wanda seen as different by the other girls? How do they treat her? **CBSE 2019**

Ans. Wanda was a Polish girl who studied in an American school. She was different from other girls in her class. Her name was difficult and funny for her classmates. In addition, she came from a poor locality and did not talk to anyone.

The other girls at school made fun of Wanda. They teased her for her name and her hundred dresses.

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

Ans. Wanda did not show any feelings towards 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.

Wanda says that she had a hundred dresses because she had draw designs of hundred dresses in her home.

3 Why does Maddie stand by and does 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?)

Ans. When Peggy and other girls of the school teased Wanda, Maddie always stood by Peggy and did nothing because she was afraid that other girls of her school would make her their next target.

Maddie was Peggy's best friend but was different from her. Unlike Peggy, Maddie was not rich. She belonged to a poor family and wore Peggy's old clothes.

Yes Peggy's friendship was more important to Maddie because she was her best friend. *The lines that show this are*

- Peggy, who had thought up this game and Maddie, her inseparable friend, were always the last to leave.
- She was Peggy's best friend and Peggy was the best-liked girl in the whole room.
- Peggy could not possibly do anything that was really wrong, she thought.
- 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?

Ans. Miss Mason is very impressed with Wanda's drawings. She considers them really beautiful and each drawing was worthy of winning a prize.

The children are also impressed by the drawing skill of Wanda. They all clapped and whistled when she won the drawing and the colouring contest among the girls.

We know that because in the end Peggy exclaimed, "..... and I thought I could draw." This shows that she also realised how good Wanda's drawings were.

Thinking about Language (Page 71, 72)

I. *Combine the following to make sentences.*

(*i*) This is the bus (what kind of bus?). It goes to Agra. (use which or that).

(*ii*) I would like to buy (a) shirt (which shirt?). (The) shirt is in the shop window. (use which or that)

(*iii*) You must break your fast at a particular time (when?). You see the moon in the sky. (use when)

(*iv*) Find a word (what kind of word?). It begins with the letter Z. (use which or that)

(*v*) Now find a person (what kind of person?). His or her name begins with the letter Z. (use whose)

(*vi*) Then go to a place (what place?). There are no people whose name begins with Z in that place. (use where)

Ans. 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. *The Narrative Voice*

Here are two other sentences from the story. Can you say whose point of view the italicised words express?

(*i*) But on Wednesday, Peggy and Maddie, *who sat down in 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.*

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

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.

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.

Ans. 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 **probably** escaped by bribing the jailor.
9. **Surprisingly,** no one had suggested this before.
10. The water was **incredibly** hot.

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Exam Practice

Extract Based Questions

[2 Marks each]

Read the following extracts carefully and choose the correct oplion.

1 Today, Monday, Wanda Petronski was not in her seat. But nobody, not even Peggy and Maddie, the girls who started all the fun, noticed her absence. Usually Wanda sat in the seat next to the last seat in the last row in room Thirteen. She sat in the corner of the room where the rough boys who did not make good marks sat, the corner of the room where there was most scuffling of feet, most roars of laughter when anything funny was said, and most mud and dirt on the floor. Wanda did not sit there because she was rough and noisy. On the contrary, she was very quiet and rarely said anything at all. And nobody had ever heard her laugh out loud. Sometimes she twisted her mouth into a crooked sort of smile, but that was all.

(a) Why did Wanda Petronski sit in the last row of the class?

(b) What kind of a girl Wanda was?

Ans. (a) Wanda Petronski sat in the last row of the class because she was very quiet and wanted to avoid the taunts and trouble by girls in the class.

(b) Wanda was very quiet and serious girl who didn't involve in the activities with other girls. No body had seen her laughing or playing.

2 But on Wednesday, Peggy and Maddie, who sat down in 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. Peggy was the most popular girl in school. She was pretty, she had many pretty clothes and her hair was curly. Maddie was her closest friend. The reason Peggy and Maddie noticed Wanda's absence was because Wanda had made them late to school. **CBSE 2012**

(a) What kind of a girl Peggy was?

(b) How did Peggy and Maddie turn up late for school?

Ans. (a) Peggy was a pretty and the most popular girl in her school. She was very helpful and very close to Maddie.

(b) Peggy and Maddie turned up late to school because they waited for Wanda to make fun of her.

3 Wanda didn't have any friends. She came to school alone and went home alone. She always wore a faded blue dress that didn't hang right. It was clean, but it looked as though it had never been ironed properly. She didn't have any friends, but a lot of girls talked to her. Sometimes, they surrounded her in the school yard as she stood watching the little girls play hopscotch on the worn hard ground.

"Wanda," Peggy would say in a most courteous manner as though she were talking to Miss Mason. "Wanda," she'd say, giving one of her friends a nudge, "Tell us. How many dresses did you say you had hanging up in your closet ?" "A hundred," Wanda would say.

"A hundred !" exclaimed all the little girls incredulously, and the little ones would stop playing hopscotch and listen.

(a) Did Wanda have any friend? Why did girls surround her?

(b) How did the girls make fun of Wanda?

Ans. (a) No, Wanda didn't have any friend. Girls surrounded her as she watched little girls playing hopscotch on the ground.

(b) The girls made fun of Wanda by asking her questions about the hundred dresses she once claimed of having.

4 Peggy was not really cruel. She protected small children from bullies. And she cried for hours if she saw an animal mistreated. If anybody had said to her, "Don't you think that is a cruel way to treat Wanda ?" She would have been very surprised. Cruel? Why did the girl say she had a hundred dresses? Anybody could tell that was a lie. Why did she want to lie ? And she wasn't just an ordinary person, else why did she have a name like that ? Anyway, they never made her cry.

(a) Peggy was not cruel. Give reason.

(b) Why did Peggy tease Wanda?

Ans. (a) Peggy was not cruel as she protected small children from bullies and cried after seeing an animal ill-treated.

(b) Peggy teased Wanda because Wanda lied about having a hundred dresses and an unusual name.

5 Sometimes, when Peggy was asking Wanda those questions in that mocking polite voice, Maddie felt embarrassed and studied the marbles in the palm of her hand, rolling them around and saying nothing herself. Not that she felt sorry for Wanda, exactly. She would never have paid any attention to Wanda if Peggy hadn't invented the dresses game. But suppose Peggy and all the others started in on her next ? She wasn't as poor as Wanda, perhaps, but she was poor. Of course, she would have more sense than to say she had a hundred dresses. Still she would not like for them to begin on her. She wished Peggy would stop teasing Wanda Petronski.

(a) Why did Maddie feel embarrassed when Peggy teased Wanda?

(b) What is the difference between Maddie and Wanda?

Ans. (a) Maddie felt embarrassed when Peggy teased Wanda because she herself was poor and did not want herself at Wanda's place.

(b) The difference between Maddie and Wanda is that though Maddie was also poor but not as poor as Wanda. But Wanda would have more sense than to say she had a hundred dresses.

6 She wished she had the nerve to write Peggy a note, because she knew she never would have the courage to speak right out to Peggy, to say, "Hey, Peg, let's stop asking Wanda how many dresses she has." When she finished her arithmetic she did start a note to Peggy. Suddenly she paused and shuddered. She pictured herself in the school yard, a new target for Peggy and the girls. Peggy might ask her where she got the dress that she had on, and Maddie would have to say it was one of Peggy's old ones that Maddie's mother had tried to disguise with new trimmings so no one in Room Thirteen would recognise it.

(a) Why was Maddie afraid of speaking to Peggy to stop teasing Wanda?

(b) What had Maddie's mother done with the old dresses of Peggy? Why?

Ans. (a) Maddie was afraid of losing Peggy's friendship and did not want to be her next target of fun.

(b) Maddie's mother had tried to disguise the old dresses of Peggy with new trimmings so no one in Maddie's class would recognise them.

7 As for Wanda, she was just some girl who lived up on Boggins Heights and stood alone in the school yard. She scarcely ever said anything to anybody. The only time she talked was in the school yard about her hundred dresses. Maddie remembered her telling about one of her dresses, pale blue with coloured trimmings. And she remembered another that was brilliant jungle green with a red sash. "You'd look like a Christmas tree in that," the girls had said in pretended admiration. **CBSE 2016**

(a) Where did Wanda live and what did she talk about?

(b) What did Maddie remember about Wanda's dresses?

Ans. (a) Wanda lived up on Boggins Heights and she talked about a hundred dresses of different colours.

(b) Maddie remembered a few of Wanda's dresses like a pale blue with coloured trimmings and another brilliant jungle green with a red sash.

8 "As for the girls" she said, "although just one or two sketches were submitted by most. One girl and Room Thirteen should be proud of her-this one girl actually drew one hundred designs all different and all beautiful. In the opinion of the judges, any one of the drawings is worthy of winning the prize. I am very happy to say that Wanda Petronski is the winner of the girls' medal."

(a) What was the result of the drawing competition?

(b) What was the opinion of the judges of the drawing competition about Wanda's drawing?

Ans. (b) Wanda Petronski won the drawing competition by drawing the sketches of hundred beautiful dresses and each of them was worthy enough to win the competition individually.

(d) In the opinion of the judges, each of Wanda's drawings is worthy of winning the prize.

Short Answer (SA) Type Questions

[2 Marks each]

1 Did Wanda Petronski sit in that corner near the last row because she was rough and noisy?

Ans. No, Wanda Petronski did not sit in that corner because she was rough and noisy like the boys who sat there. Infact, she was quiet and rarely uttered a word. She sat there most probably because she came from a poor locality and her feet were always dirty.

2 How did Peggy make fun of Wanda Petronski?

Ans. Peggy would make fun of Wanda at school. She would go to Wanda along with her classmates and very respectfully ask her about the number of dresses and shoes she had. When Wanda would tell her that she had a hundred dresses and sixty pairs of shoes, they would be surprised. Later on, when she had left, they would laugh at her.

3 What did Maddie and other girls think about Peggy?

Ans. According to Maddie and other girls, Peggy was the most popular girl in the class. She was rich and pretty. She had many pretty dresses and was compassionate. They also thought that Peggy could draw better than anyone else in class. For Maddie, Peggy could not do anything wrong.

4 Why did Maddie feel that she could be the next target of Peggy and all other girls?

Ans. Maddie was a poor girl like Wanda. She wore the old clothes given up by Peggy.

So, when she thought to write a note to Peggy asking her to stop teasing Wanda, she imagined that Peggy and her other classmates could make her their next target.

5 Why did Maddie write a note to Peggy and then tore it? **CBSE 2019**

Ans. Maddie wrote a note to Peggy to ask her to stop making fun of Wanda. However, she tore it because she thought that Peggy would be annoyed by it and make her the next target to be teased.

6 How can you say that Maddie was different from Peggy?

Ans. Even though, Maddie and Peggy were inseparable best friends, Maddie was different from Peggy. Unlike Peggy, Maddie was not rich. She belonged to a poor family and wore Peggy's old clothes. In addition, she did not like teasing Wanda for her poverty.

7 What was the competition in the school about? Who won the competition?

Ans. The competition in the school was about drawing and colouring. The boys had to design motorboats and the girls had to design dresses. Among boys, Jack Beggles won the competition and among the girls, Wanda Petronski won the competition.

8 Explain two dresses of Wanda Petronski in brief. **CBSE 2016**

Ans. When all of the hundred dresses designed by Wanda were displayed, Peggy and Maddie were attracted towards two dresses particularly.

One of the dresses was pale blue in colour. It had coloured trimmings. The other dress was of green colour with a red scarf.

9 Do you think Peggy meant to bully Wanda?

Ans. No, I do not think that Peggy meant to bully Wanda. She did not realise that she was being rude to Wanda. She thought that Wanda was telling lies about the hundred dresses. She was just trying to point out to her that her claims were ridiculous.

10 What lessons does this chapter teach children about what they should stand for? **CBSE 2016**

Ans. The chapter 'The Hundred Dresses-I' teaches children that they should always stand up for what is right. They should not be influenced by what others say or think. Sometimes, standing up for what is right may be difficult. But just standing by and watching while others are treated badly is definitely wrong.

11 Why did Peggy and Maddie not wait for Wanda? **CBSE 2020**

Ans. Peggy and Maddie didn't wait for Wanda because it was drizzling outside and they didn't want to be late for school. Further, they were also anxious to know the result of drawing competition which was to be announced by their teacher.

EXAM PRACTICE

Long Answer (LA) Type Questions

[8 Marks each]

1 Pen the character sketch of Wanda Petronski.

Ans. Wanda Petronski was a Polish girl whose family had immigrated (shifted) to America. She goes to an American school where she is constantly teased and made fun-off. Wanda came from the poor locality of Boggin Heights and so usually sat in the corner seat in the last row in her class.

Wanda was quiet girl who had no friends. She came to school alone and went home alone. Wanda wore a faded dress which seemed clean but was not ironed properly. She was a reserved girl who did not react to the constant teasing she received.

Initially, it seemed that Wanda was showing-off when she claimed of having a hundred dresses and sixty pairs of shoes. However, she actually did have a hundred dresses in drawing showing that Wanda was a brilliant sketcher.

2 'The Hundred Dresses-I' is about teasing Wanda. It also borders on ragging and racism indirectly. Describe how does it affect you and how do you evaluate it.

Ans. The story 'The Hundred Dresses' is about teasing of Wanda because of her Polish culture and name. Her classmates made fun of Wanda with their remarks. They made her feel inferior by asking her about her dresses everyday. They never thought about Wanda's feelings and continued teasing her. Such a behaviour evidently shows that Peggy along with her other classmates made fun of her and teased her because of racism.

Such a behaviour saddens a person. An individual loses hope and becomes gloomy. One needs to understand that racism and ragging are unaccepted condemnable issues of our society. One's social or financial condition are not as important as one's talents and skills. Even in the story, Wanda's hundred dresses make her the winner of the drawing and colouring contest. Her talents rise above all prejudice that exists because of colour, ethnicity or social status.

3 It disturbs you that Peggy and Maddie make fun of Wanda. You don't like it. You decide to speak about this as weak, ugly or poor. Write a speech to express your thoughts. **CBSE 2016**

Ans. Dear friends, today I would like to express my thoughts about the issue of making fun of students who are weak, ugly or poor. Being ugly or poor is not a personal choice or fault. God creates us with different qualities. We should see those qualities in others too. One may be poor or physically unattractive but one may have better qualities or skill than other.

As in the story, Wanda Petronski is better than Peggy and Maddie in her creativity or drawing.

I hope we all give respect to one another. We should not judge anyone on the basis of one's monetary status or physical colour. Let us all be encouraging human beings helping and uplifting other human beings. Thank you!

12 Describe the scene in which Wanda's dress drawings are displayed. Who won the drawing contest for the girls? **CBSE 2020**

Ans. On the day of the result of drawing competition, when Peggy and Maddie arrived in the class, they were surprised to find the walls of their classroom number 13. There were designs of about a hundred dresses all of different colours. The children were shocked to find all the lavish designs. They whistled and gazed at the drawing admirably. Just then, their teacher Mr. Mason entered the room. She informed the amazed students that all of the drawings were made by one girl. She told the students that according to judges, each of the drawing was worthy of winning the competition.

Wanda Petronski had won the drawing competition for the girls. But she was absent to receive the medal. The children clapped their hands with joy while Peggy and Maddie recognised the blue and green dresses that Wanda had told them about. They both admired Wanda for her drawing skill.

EXAM PRACTICE

Self Assessment

Extract Based Questions

Read the following extracts carefully answer the questions that follow.

1 If Peggy hadn't invented the dresses game. But suppose Peggy and all the others started in on her next? She wasn't as poor as Wanda, perhaps but she was poor. Of course she would have more sense than to say she had a hundred dresses. Still she would not like them to begin on her. She wished Peggy would stop teasing Wanda Petronski.

(a) Who had invented the dresses game and why?

(b) How does Maddie differ from Wanda? Explain.

2 Peggy was the most popular girl in school. She was pretty, she had many pretty clothes and her hair was curly. Maddie was her closest friend. The reason Peggy and Maddie noticed Wanda's absence was because Wanda had made them late to school. They had waited and waited for Wanda, to have some fun with her and she just hadn't come.

(a) Why and because of whom did Peggy and Maddie turn up late to school?

(b) Whom does 'she' refer in the last line of the passage?

Short Answer (SA) Type Questions

3 What was the opinion of the judges about Wanda?

4 Why does Maddie feel sorry for Wanda and does not tease her?

5 Who does Maddie expect to win the contest and why?

6 What do Maddie and Peggy feel when Wanda wins the contest?

7 Why did Peggy and Maddie stop short and gasp when they entered the classroom?

Long Answer (LA) Type Questions

8 Why does Peggy think it is okay to tease Wanda? How does Peggy view herself? Is Peggy normally cruel? Why or why not? What would you do if you were in place of Wanda?

9 What factors make Wanda different? Where is her family from? Do you think she makes good grades? Have you ever faced such a situation in your life? What was your reaction then?

CHAPTER

06

The Hundred Dresses-II

by El Bsor Ester

Chapter Overview

In this part of the story, Wanda leaves the school without any prior information. Her father writes a letter to Miss Mason about the reason. The students feel ashamed for their behaviour especially Peggy and Maddie. They both realise their mistake and write a letter to Wanda in a friendly manner. Wanda replies and requests Miss Mason to give her two drawings to Peggy and Maddie. This part of the story teaches us the lesson that we should not hurt others' feelings.

About the Characters

Miss Mason The class teacher, who helps the students and supports them.

Mr Petronski Wanda's father who wrote the letter to Miss Mason about Wanda's absence From school.

Summary

A Letter to Miss Mason from Wanda's Father

When the class was circling the room to look at Wanda's drawings, the monitor brought a note from the Principal Office to Miss Mason. Miss Mason asked the students to sit on their seats. She told the children that the note was a letter from Wanda's father.

In the letter, Wanda's father, Jan Petronski, stated that they had shifted to a big city. So, Wanda and her brother Jake would not come to the school. He also wrote that Wanda was teased by her classmates for her name. In the big city, nobody would consider her name funny and laugh at her.

Reaction of Children and Miss Mason to the Letter

The letter made everyone silent and everybody was feeling ashamed of their behaviour towards Wanda. Miss Mason told the students not to hurt any one's feelings due to his or her name. She further asked them to think about it carefully.

The letter from Wanda's father deeply affected Maddie. Maddie could not concentrate on her lessons. She started regretting her behaviour and blamed herself for not helping Wanda. She felt that her behaviour was worse than Peggy's behaviour. She even thought about going to Wanda's house at Boggins Heights to apologise to her.

Peggy and Maddie Visits Wanda House

After school, Peggy and Maddie decided to go to Boggins Heights to visit Wanda's house. On their way, Peggy told Maddie that she never called Wanda a foreigner o make fun of her name and thought that she was dumb. She also praised Wanda's drawing. When they reached Wanda's house, they found it old but clean just like Wanda's dress. They knocked on the door but the Petronski's had already left.

Maddie's Decision

When Peggy and Maddie were returning home, Peggy told Maddie that teasing Wanda about her dresses actually helped her. She also added that it was because of her questions that Wanda used to get the ideas for her dress designs.

But Maddie was not satisfied. Maddie failed to sleep that night. She only thought about Wanda. Maddie decided that she would not stay quiet when anyone is making fun of another person. She would always stand up and speak up against teasing even if she had to lose Peggy's friendship.

A Friendly Letter to Wanda from Peggie and Maddie

On Saturday, Maddie and Peggy wrote a letter to Wanda. They wanted to apologise to her. But, in the letter, they told her that she had won the contest and only asked her friendly questions.

After completing the letter, they mailed it to Boggins Heights requesting them to forward it to Petronski's new address. Both Maddie and Peggy waited for Wanda's answer but there was no reply.

Reply from Wanda

She especially asked the teacher to give the green dress to Peggy and the blue one to Maddie. She told her that she had joined a new school but missed her old school and her teacher.

Drawings of Peggy and Maddie

After school, Peggy told Maddie that Wanda's drawings made it clear that she did not hate them. At home, Maddie pinned the drawing on her wall. She started crying thinking about Wanda.

Suddenly, she saw the face on Wanda's sketch. It was Maddie herself. Hurriedly, she left to go to Peggy's house. She showed the drawing to Peggy and saw that the drawing which Peggy had looked like Peggy. It made them believe that Wanda liked both of them.

WORD MEANINGS

The given page numbers correspond to the pages in the prescribed textbook.

Word	Meaning
Page 73	
circling	going round
shuffling	beating the floor by the feet
tense and expectant	serious and hopeful
deliberately	knowingly
indicated	showed
holler	shouting
Pollack	slang for 'Polish person'
Page 74	
thoughtlessness	carelessness
mean	unkind an nasty
stole a glance	looked secretly
Page 75	
dismissed	allowed the students to leave the school for the day
casualness	being careless
glowed	got hopeful

Word	Meaning
forbidding	fearful
drizzly	rainy
damp and dismal	wet and cheerless/sad
gruffly	roughly
gee	an exclamatory word equivalent to 'oh!'
picked on her	treated her unkindly or teased her
wisps	pieces
sparse	little
shabby	dirty
firmly	with force
Page 76	
make amends	compensate
glowing	brilliant, beautiful
Page 77	
mailed	sent by post

Word	Meaning
defending	protecting
Page 78	
gifted	talented
intently	with attention
equalise	match
wreaths	garlands
holly	a decorative plant
stacked	kept, arranged neatly in a pile
peppermint	sweet mint
cornucopias	decorative containers having flowers and fruits etc
Page 79	
blurred	made unclear
vivid	bright
clattered up	walked with
blinked away	winked
stolidly	not showing any feeling; firmly

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NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Oral Comprehension Check (Page 74)

1 What did Mr Petronski's letter say?

Ans. Mr Petronski's letter was to inform the principal and Miss Mason that Wanda would not come to school as she was teased in the school for her unfamiliar name. They were going to shift to a bigger city where nobody would make fun of their name.

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

Ans. Miss Mason seems to be unhappy and upset rather than angry with the class. She had never expected such behaviour from the students. She wants everyone to think about it and asks them not to hurt other's feelings.

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

Ans. After listening to the note from Wanda's father, Maddie felt sorry and ashamed of her behaviour towards Wanda. She felt guilty for not helping Wanda and quietly listening to Peggy while she insulted Wanda. Maddie believed that her silence was as bad as what Peggy had done. Maddie felt that she was a coward.

4 What does Maddie want to do?

Ans. Maddie wants to change her behaviour towards Wanda. She wants to meet her to apologise to her. She decides to find Wanda at her house at Boggins Heights. She also wants to convey that all of it was meant as a joke and people really love her.

Oral Comprehension Check (Page 76)

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

Ans. Peggy thought up excuses for her behaviour by saying that she never called Wanda a foreigner or make fun of her name. She also thought Wanda was too dumb to understand that they are 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?

Ans. As Peggy and Maddie go to Boggins Heights, Maddie thought that she would request Wanda to come back to school. Maddie wanted to tell her that they were sorry that they had insulted her. She would also tell Wanda that the whole school thought she was wonderful and everybody would be nice to her.

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

Ans. Wanda's house reminded Maddie of Wanda's blue dress as Wanda's house was empty little yard which looked shabby but clean as such like the blue dress.

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

Ans. Maddie thought hard about Wanda, her faded blue dress and the little house she had lived in. She thought of the glowing pictures of those hundred dresses which were all lined up in the classroom.

The important decision that she comes to was that she was never going to hear anybody treating someone unkindly because of their strange names or funny looks. She decided to stand up and speak up against anyone who would behave badly even if meant losing Peggy's friendship.

Oral Comprehension Check (Page 79)

1 What did the girls write to Wanda?

Ans. Peggy and Maddie wanted to apologise to Wanda for their behaviour but could only wrote Wanda a friendly letter. They told her that she had won the contest and also praised her drawing. They asked her about the place she was living and her new teacher.

2 Did they get a reply? Who was more anxious for a reply, Peggy or Maddie? How do you know?

Ans. No, they didn't get a reply from Wanda.

Maddie was more anxious for a reply than Peggy because she was very upset and feeling sad for Wanda. She had assumed that Wanda was deeply hurt so she was not replying and blamed herself for everything. Maddie used to have sleepless nights and dreamt defending her from the crowd of girls teasing her.

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

Ans. Maddie and Peggy realised that Wanda liked them although they had teased her because she had gifted them drawing of her two beautiful dresses, a green one with red trimmings to Peggy and the blue one to Maddie.

In addition, their drawings consisted of their own faces. Maddie's drawing has Maddie's head and face while Peggy's drawing has Peggy's head and face. This made it clear that Wanda liked them.

Thinking about the Text (Page 79, 80)

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?

Ans. I think that Wanda's family moved to a different city because of constant teasing that Wanda received in her school for her name and poverty. Wanda must have told her father about the unkind behaviour of other girls towards her. So her father must have looked for an opportunity to shift to a place where no such behaviour would take place. Life in the big city was going to be different for their family because people there do not pay much attention to name or status and thus do not tease anyone for it.

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

Ans. Yes, Maddie thought right in believing that her silence was as bad as Peggy's teasing. Silence always encourages an unkind act. A person who sees something wrong happening infront of him/her is as wrong as the person doing wrong. So, Maddie's silence not only encouraged Peggy but also made her guilty of behaving badly with Wanda.

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?

Ans. Peggy thought Wanda was dumb because whenever she asked Wanda about her dresses, Wanda would answer that she had a hundred dresses. Peggy thought that Wanda did not know that everybody was making fun of her by asking her the same question again and again. Further, Wanda's neutral face and unusual behaviour made her think that Wanda was dumb.

Yes, Peggy's opinion regarding Wanda changed after she saw the beautiful drawings made by Wanda. Also, the letter sent by Wanda's father made her realise that Wanda was not actually dumb and knew that Peggy along with other girls made fun of her.

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

Ans. Maddie made an important decision that she would never again hurt anyone's feelings. She also decided not to remain silent when someone was making fun of anyone.

Maddie had to think hard to do so because earlier she had lacked the courage to speak up when someone was being made fun of or teased. 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?

Ans. Wanda was constantly teased by Peggy and Maddie for her hundred dresses. The girls believed that Wanda was telling a lie. So, Wanda's decision to give Maddie and Peggy the drawings of two particular dresses, can be based on the belief that she wanted the girls to know that the dresses did really exist. Also, her decision may also be a way to show that Wanda did not hate the girls but liked them.

Maddie and Peggy were surprised initially because, even after insulting and teasing Wanda, she had gifted them the drawings. Later on, they were surprised to find their faces on the drawings gifted to them by Wanda.

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

Ans. I think Wanda really thought the girls were teasing her. This is because her father's letter shows that she must have told her father about how the girls at her school insulted and teased her for her name as well as poverty. She must have also told them that they would laugh at her whenever she answered them.

Thinking about Language (Page 80, 81)

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

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

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

Ans. 1. **Peggy** sarcastic, vain, haughty, arrogant, cruel, proud, zealous, thoughtless, unforgiving, insensitive.
2. **Wanda** sensitive, lonely, placid, talented, timid, introverted, creative, generous, forgiving.
3. **Maddie** friendly, kind, compassionate, cowardly, submissive.

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

lined up, thought up, took off, stood by

Ans. 1. **Lined up** And she thought of the glowing picture of those hundred dresses made-all lined up in the classroom.
2. **Thought up** Peggy, who had thought up this game and Maddie, her inseparable friend, were always the last to leave.
3. **Took off** Miss Mason took off her glasses, blew on them and wiped them on her soft white handkerchief.
4. **Stood by** She had stood by silently and that was just as bad as what Peggy had done.

IV What does each of these phrasal verbs mean?

Ans. **Lined up** have some items prepared
Thought up invented
Took off removed
Stood by looked on without becoming involved

V Use each of these phrasal verbs in sentences of your own.

Ans. **Lined up** I have lined up a number of activities for the next Sunday.
Thought up Ravi thought up a story to explain his absence from the class.
Took off Jagdish took off his sweater as it was too warm.
Stood by Sameer just stood by while his house was damaged by the storm.

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

1. The Monday morning *blues*	feel embarrassed /angry /ashamed
2. To go *red* in the face	feel very sick, as if about to vomit
3. Look *green*	sadness or depression after a weekend of fun
4. The *red* carpet	the sign or permission to begin an action
5. *Blue*-blooded	a sign of surrender or acceptance of defeat; a wish to stop fighting
6. A *green* belt	in an unlawful act; while doing something wrong
7. A *blackguard*	a photographic print of building plans; a detailed plan or scheme
8. A *grey* area	land around a town or city where construction is prohibited by law
9. A *white* flag	an area of a subject or a situation where matters are not very clear
10. A *blue* print	a dishonest person with no sense of right or wrong
11. *Red*-handed	a special welcome
12. The *green* light	of noble birth or from a royal family

Ans.

1. The Monday morning *blues*	sadness or depression after a weekend of fun
2. To go *red* in the face	feel embarrassed /angry/ashamed
3. Look *green*	feel very sick, as if about to vomit
4. The *red* carpet	a special welcome
5. *Blue*-blooded	of noble birth or from a royal family
6. A *green* belt	land around a town or city where construction is prohibited by law
7. *A blackguard*	a dishonest person with no sense of right or wrong
8. A *grey* area	an area of a subject or a situation where matters are not very clear
9. A *white* flag	a sign of surrender or acceptance of defeat; a wish to stop fighting
10. A *blue* print	a photographic print of building plans; a detailed clan or scheme
11. *Red*-handed	in an unlawful act; while doing something wrong
12. The *green* light	the sign of permission to begin an action

NCERT FOLDER

Exam Practice

Extract Based Questions

[2 Marks each]

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

1 While the class was circling the room, the monitor from the principal's office brought Miss Mason a note. Miss Mason read it several times and studied it thoughtfully for a while. Then she clapped her hands. "Attention, class. Everyone back to their seat." When the shuffling of feet had stopped and the room was still and quiet, Miss Mason said, "I have a letter from Wanda's father that I want to read to you." Miss Mason stood there a moment and the silence in the room grew tense and expectant. The teacher adjusted her glasses slowly and deliberately.

(a) What was in the note that Miss Mason got from the principal's office?

(b) What did Miss Mason do before reading the note and what was the reaction of class?

Ans. (a) The note that Miss Mason received from the principal's office was a letter from Wanda's father.

(b) Miss Mason's reaction showed that there was something of great importance as she adjusted her glasses slowly and deliberately. Everybody in the class was silent and listened closely to the note.

2 A deep silence met the reading of this letter. Miss Mason took off her glasses, blew on them and wiped them on her soft white handkerchief. Then she put them on again and looked at the class. When she spoke, her voice was very low.

"I am sure that none of the boys and girls in Room Thirteen would purposely and deliberately hurt anyone's feelings because his or her name happened to be a long, unfamiliar one. I prefer to think that what was said was said in thoughtlessness. I know that all of you feel the way I do, that this is a very unfortunate thing to have happened—unfortunate and sad, both. And I want you all to think about it."

(a) What did Miss Mason say to the class?

(b) What was the reaction of Miss Mason after reading the letter?

Ans. (a) Miss Mason advised the class to think about the whole incident which happened with Wanda and condemned them not to repeat it.

(b) Miss Mason was unhappy and disappointed after reading the letter as she had known about the incidents happened to Wanda as the girls teased her in the class.

3 Goodness! Wasn't there anything she could do ? If only she could tell Wanda she hadn't meant to hurt her feelings. She turned around and stole a glance at Peggy, but Peggy did not look up. She seemed to be studying hard. Well, whether Peggy felt badly or not, she, Maddie, had to do something. She had to find Wanda Petronski. Maybe she had not yet moved away. **CBSE 2014**

(a) What does Maddie decide to do ?

(b) What was Peggy doing when Maddie looked at her?

Ans. (a) Maddie decides to find Wanda Petronski as she believes that Wanda might be at her home.

(b) Peggy did not look up as she seemed to be studying hard, when Maddie looked at her.

4 "I think that's where the Petronskis live," said Maddie, pointing to a little white house. Wisps of old grass stuck up here and there along the pathway like thin kittens. The house and its sparse little yard looked shabby but clean. It reminded Maddie of Wanda's one dress, her faded blue cotton dress, shabby but clean. There was not a sign of life about the house. Peggy knocked firmly on the door, but there was no answer. She and Maddie went around to the back-yard and knocked there. Still there was no answer.

(a) What does the house of Petronski remind to Maddie?

(b) Why did they knock at the door of the house?

Ans. (a) The house of Petronski remindes Maddie of Wanda's blue cotton dress as it was very neat and clean just.

(b) They knocked at the door of the house because they were hopeful that Wanda was still there.

5 At last Maddie sat up in bed and pressed her forehead tight in her hands and really thought. This was the hardest thinking she had ever done. After a long, long time, she reached an important conclusion. She was never going to 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'd speak up. Even if it meant losing Peggy's friendship. She had no way of making things right with Wanda, but from now on she would never make anybody else that unhappy again. **CBSE 2015**

(a) Why was it difficult to Maddie to make things right with Wanda?

(b) What could be the result of Maddie's changed attitude after Wanda's incident?

Ans. (a) It was difficult for Maddie to make things right with Wanda because she had left the school and she had shifted to another city.

(d) After Wanda's incident, Maddie decided not to make fun of others however she knew that she might loose Peggy's friendship.

6 On Saturday, Maddie spent the afternoon with Peggy. They were writing a letter to Wanda Petronski. It was just a friendly letter telling about the contest and telling Wanda she had won. They told her how pretty her drawings were. And they asked her if she liked where she was living and if she liked her new teacher. They had meant to say they were sorry, but it ended up with their just writing a friendly letter, the kind they would have written to any good friend, and they signed it with lots of X's for love. They mailed the letter to Boggins Heights, writing 'Please Forward' on the envelope.

(a) What did Maddie and Peggy write in the letter to Wanda?

(b) How did they end the letter and why?

Ans. (a) Maddie and Peggy wrote a friendly letter asking Wanda about her new house and school, they also informed her that she had won the drawing contest.

(b) They ended the letter with lots of X's to show their love and friendship to Wanda. It was their way of apologising indirectly.

7 Weeks went by and still Wanda did not answer. Peggy had begun to forget the whole business, and Maddie put herself to sleep at night making speeches about Wanda, defending her from great crowds of girls who were trying to tease her with, "How many dresses have you got ?" And before Wanda could press her lips together in a tight line, the way she did before answering, Maddie would cry out, "Stop!" Then everybody would feel ashamed the way she used to feel. Now it was Christmas time and there was snow on the ground. Christmas bells and a small tree decorated the classroom. On the last day of school before the holidays, the teacher showed the class a letter she had received that morning. **CBSE 2011**

(a) What happened at night with Maddie when she thought of Wanda?

(b) What did the teacher show the class on the last day of school before the holidays?

Ans. (a) Maddie put herself in the thought of Wanda and the dress game. She made up speeches about how she would defend Wanda from other girls.

(b) The teacher showed a letter from Wanda to the class on the last day of school before the holidays.

8 Tears blurred her eyes and she gazed for a long time at the picture. Then hastily she rubbed her eyes and studied it intently. The colours in the dress were so vivid that she had scarcely noticed the face and head of the drawing. But it looked like her, Maddie! It really looked like her own mouth. Why it really looked like her own self! Wanda had really drawn this for her. Excitedly, she ran over to Peggy's.

(a) Why did she run over to Peggy?

(b) Why was Maddie amazed to see the picture? Who sent it to Maddie?

Ans. (a) She ran over to Peggy because she had noticed her own face in the drawing gifted to her by Wanda and she wanted to know if same was the case with the drawing gifted to Peggy.

(b) Maddie was amazed to see the picture as it had her face. Wanda sent it to her as a gift.

Short Answer (SA) Type Questions

[2 Marks each]

1 Why did Wanda's father Mr Petronski write a letter to the Principal and Miss Mason?

Ans. Mr. Petronski, Wanda's father, wrote a letter to the Principal and Miss Mason to tell them the truth behind Wanda's absence from school. He informed them that his children Jack and Wanda would not attend the school because they were moving to another city.

He wrote that he was upset to know that his daughter was teased by her classmates because of her strange name and poverty.

2 What do you think about Wanda's action of not coming to school any more? **CBSE 2016**

Ans. I think that Wanda took the right action by not coming to school any more, Anybody in her place would feel insulted if she was teased for her strange name and for her shabby dress. She was correct in telling her father to educate her in a school in which she would not be teased.

3 How did Peggy and Maddie try to amend for their behaviour towards Wanda? **CBSE 2015**

Ans. Peggy and Maddie tried to amend for their behaviour towards Wanda when they heard the letter from Wanda's father. Both of them decided to visit Wanda's house to apologise to her.

Peggy tried to justify her actions by saying that she never made fun of Wanda for her name and that Wanda would have never made the drawings if she had not teased Wanda. Maddie on the other hand, decided to not support anyone insulting behaviour.

4 Why did Maddie have sleepless nights?

Ans. Maddie had sleepless nights because she was very upset about remaining silent when Peggy teased Wanda. She felt ashamed of her behaviour and felt that she would never be able to apologise to Wanda.

5 Why was there no reply of the letter written to Wanda by the girls? **CBSE 2012**

Ans. There was no reply to the letter written to Wanda by the girls because Wanda had shifted to a bigger city.

The letter must have been forwarded to her in the big city if her father had left a forwarding address at the post office nearest to Boggins Heights. This would have taken a long time. That is why there was no reply of the letter written to Wanda by girls.

6 How did Peggy and Maddie know that Wanda had received their letter?

Ans. Peggy and Maddie knew that Wanda had received their letter because Wanda had sent a letter to Miss Mason.

In the letter, she requested Miss Mason to gift her drawings the students in the class. Wanda had specifically requested to give two drawings to Peggy and Maddie. Those drawings, too had Peggy's and Maddie's face drawn on it.

EXAM PRACTICE

7 What impression do you form of Wanda Petronski on the basis of reading the lesson 'The Hundred Dresses'? **CBSE 2012**

or What kind of a girl was Wanda Petronski?

Ans. From the lesson 'The Hundred Dresses' we can say that Wanda Petronski was a very kind and simple-hearted girl. She never behaved badly with anyone. She was very talented at drawing as she won the drawing contest.

She was forgiving and generous, as she forgave Peggy and Maddie by gifting them two of her drawings. So, it can be said that Wanda was a mature, sensible and loving girl who cared about everyone.

Long Answer (LA) Type Questions

[8 Marks each]

1 You are 'Wanda'. You are deeply hurt by the behaviour of your classmates. Express your feelings in the form of a diary entry. **CBSE 2014**

Ans. Tuesday, 30th March, 20XX
10:00 PM
Dear Diary

I am very much aggrieved and disturbed by the insulting words of my classmates, Peggy and Maddie. Both of them teased me for being a Polish girl having a long and strange name. I feel helpless to reply to them. Peggy teases me by asking about my dress. She asks me how many dresses, shoes, hats etc I have. When I reply that I have a hundred dresses and sixty pairs of shoes; they ask whether all of them are of different colours and designs. Maddie always remains silent and thus supports Peggy. In doing so, she lacks courage to state what is right and what is wrong. I never react and try to smile at their irritating questions. I know there will be no difference between then and me if I also insult them. Now that my father has come to know what I am going through, he has decided to shift to another city. Good night!

2 Peggy was not really cruel but definitely insensitive to human feelings. Maddie, on the other hand, was very sensitive and delicate yet they both are best friends. In the light of the given statement, compare and contrast the two girls.

Ans. Peggy and Maddie were inseparable best friends. They always stayed with each other and made fun of Wanda. However, both of them were very different from each other.

Peggy was a rich and a beautiful girl who was the most popular girl of the class. She was kind to young children and animals, but was insensitive to human feelings.

She continuously made fun of Wanda without thinking about Wanda's feelings. Peggy was also arrogant. When she heard Wanda's father's letter, she believed that she was not to be blamed because she never made fun of Wanda for her name.

In addition, she even thought that Wanda made the drawing of the dresses because of her teasing. On the other hand, Maddie was an emotional girl. She was poor but was sensitive and delicate. She lacked the courage to stop Peggy from teasing Wanda even if she did not like it. Later on, she feels guilty and ashamed of her silence. She could not stop thinking about Wanda and always felt the need to apologise to her.

Her guilt made her decide to stop anyone mocking others. She decided to speak up against any bad behaviour even if it meant losing Peggy's friendship. Thus, both Peggy and Maddie, though very different from each other but were best friends.

3 'The Hundred Dresses - II' gives out a moral lesson of what a man should be like as Wanda displays herself in the given situation. Wanda by her behaviour towards Peggy and Maddie shows her exalted character as is seen in her letter. How far would you agree with her and justify such a behaviour in all persons as essential? Write a paragraph on such an aspect. **CBSE 2015**

Ans. I agree with the statement that Wanda Petronski's letter highlights her greatness. It gives us a view of her nature as a simple, loving, caring and friendly human being. She gifts her drawings to Peggy and Maddie though they have teased her a lot. It shows how great she is as it requires a lot of courage and patience to do so. An ordinary person cannot do that. Such a person would definitely hate them but Wanda shows polite and peaceful traits of her character.

In our society, it is very difficult to find such a character. But such traits are necessary to be a good human being. Wanda's letter show she is polite, friendly and a humble person. We all should try to have or acquire such traits in our character. Then everyone would praise us and we can live peacefully.

4 At the end of the story, how does Wanda succeed in winning the love and confidence of her classmates?

Ans. Wanda was a Polish girl in an all American school. She had an unfamiliar name and different looks because of which she was constantly teased by her classmates. Peggy, Maddie and the other girls used to make fun of her dresses. Wanda used to tell them that she had a hundred dresses and sixty pairs of shoes even though she wore the same faded blue cotton dress everyday. Fed up with her teasing, she left the school and moved to a big city with her family.

Before leaving she had taken part in an art competition in the school. She had submitted about a hundred drawings of designs of dresses. They were so beautiful that every student of her class was amazed. Later, she gifted all her drawings to her classmates inspite of their teasings.

Because of her acts her classmates not only realised their mistakes but were also impressed by her talents. They were filled with love and confidence for Wanda. In this way, Wanda succeeded in winning the love and confidence of her classmates at the end of the story.

EXAM PRACTICE

Self Assessment

Extract Based Questions

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

1 The first period was a study period. Maddie tried to prepare her lessons, but she could not put her mind on her work. She had a very sick feeling in the bottom of her stomach. True, she had not enjoyed listening to Peggy ask Wanda how many dresses she had in her closet, but she had said nothing. She had stood by silently, and that was just as bad as what Peggy had done. Worse. She was a coward. At least Peggy hadn't considered they were being mean but she, Maddie, had thought they were doing wrong. She could put herself in Wanda's shoes.

(a) Why was Maddie unable to concentrate on her work?

(b) Why did Maddie think that she had done wrong to Wanda even she had not teased her?

2 She went home and she pinned her drawing over a torn place in the pink-flowered wallpaper in the bedroom. The shabby room came alive from the brilliancy of the colours. Maddie sat down on her bed and looked at the drawing. She had stood by and said nothing, but Wanda had been nice to her, anyway.

(a) Who does 'she' refer to in the first line of the passage?

(b) How does the room come alive as mentioned in the passage?

Short Answer (SA) Type Questions

3 Describe the condition of Wanda's house on Boggins Heights.

4 Who wrote the letter to the Principal and why?

5 What did Wanda gift Maddie and Peggy on Christmas?

6 How did Maddie and Peggy spend Saturday afternoon?

Long Answer (LA) Type Questions

7 Do you agree that we should respect every student in the class, or should we make fun of anyone due to their name, caste or religion? Explain your thoughts on the basis of the story 'The Hundred Dresses–II'.

8 Did Peggy realise her fault? How did she defend herself from the blame that Maddie put on her?

9 Give the character sketch of Maddie. What would be your reaction if you had a friend like of Peggy?

CHAPTER

07

Glimpses of India

Chapter Overview

In this part, the narrator presents a pen-portrait of a traditional Goan village baker who still has an important place in its society. This chapter illustrates that the old portuguese traditions still exist within the state. The traditional cakes and breads baked during important occasions and festivals depict that baking is an important aspect of the Goan culture.

1. A Baker from Goa

by Lucio Rodrigues

This part is a pen-portrait of a traditional Goan village baker or pader who still has an important place in Goan culture.

Summary

The Old Portuguese Days in Goa

In the old Portuguese days, the Portuguese were famous for their loaves of bread. The Portuguese left Goa a long time ago but the traditional bakers and their furnaces (a machine for baking) still exists in Goa.

The mixers, moulders and the persons who bake the loaves still exist in Goa. The sound of the baker's bamboo can still be heard in some places. Bakers are known as *pader* and they still carry on the traditional baking practices.

The Traditional Baker during the Narrator's Childhood

The narrator recalls his childhood in Goa. When the baker used to be their friend, companion and guide. He came to their house twice a day. Once in the morning while selling his bread and again in the evening after selling all his bread.

The baker used to arrive with a jingling sound of the bamboo stick that woke up everyone. The children ran to meet the baker when they heard the sound. They ran for getting the bread-bangles specially made of sweet bread.

The Baker's Arrival

The baker supported the bread basket on his head. His one hand supported the basket and other hand banged the bamboo stick on the ground. As the baker came, he would call out the lady of the house and wish her 'Good Morning'. The children would be pushed aside and the loaves would be delivered to the maid servant. The children would not even brush their teeth and ate bread bangles made of bread with tea.

Importance of Bread in Traditional Ceremonies

Marriages or any festival were incomplete without the sweet bread known as bol. Sandwiches were prepared by the lady of the house for her daughter's engagement. Cakes and bolinhas were essential for Christmas and other festivals.

The Baker's Dress and Monthly Accounts

The baker in Goa wore a special dress known as *Kabai*. It was a single piece long frock that reached down to his knees. During the narrator's childhood, bakers wore shirts trousers which were shorter than full-length and longer than half pants.

Even today if anyone dares to go out in the streets wearing half pants, he is referred to as a *pader* (baker). The baker usually collected his bills at the end of the month. The baker's monthly accounts used to be recorded on some wall in pencil.

Baking : A Profitable Profession

In old days, baking was a profitable profession. A baker's family and servants were always happy and prosperous. Their body structure proved the fact that a baker and its family were never hungry.

WORD MEANINGS

The given page nos. correspond to the pages in the prescribed textbook.

Word	Meaning
Page 85	
reminiscing nostalgically	thinking fondly of the past
loaves	a quantity of bread that is shaped and baked in one piece and usually sliced
vanished	gone
mixers	persons kneading the flour
moulders	persons giving bread a particular shape

Word	Meaning
furnace	very hot enclosed chamber
extinguished	put out
thud	a dull and heavy sound
jingle	a light ringing sound
Page 86	
heralding	announcing
staff	stick
rebuke	disapproval or scolding

Word	Meaning
Parapet	A low protective wall along the edge of a roof
fragrance	scent, smell
Page 87	
feast	party
prosperous	marked success or economic well-being
plump physique	pleasantly fat body
open testimony	public statement about a character or quality

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Oral Comprehension Check (Page 86)

1 What are the elders in Goa nostalgic about?

Ans. The elders in Goa are nostalgic about the good old Portuguese days. They remember the loaves of bread made by Portuguese bakers.

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

Ans. Yes, bread-making is still popular in Goa.This is very clear from the narrator's statement that the Portuguese have gone away but the traditional bakers and their furnaces are still exists in Goa. The mixers, moulders and the persons who bake the loaves still exist in Goa.

3 What is the baker called?

Ans. The baker is called *pader* in Goa.

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

Ans. The baker would come twice a day, once early in the morning and the second time when he returned after selling all his bread.

The children would run to meet him as they wanted bread-bangles, which they choose very carefully.

Oral Comprehension Check (Page 87)

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

Ans. (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?

Ans. (i) The bakers usually wore a peculiar dress called *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. The trousers were shorter than full length and longer than half-pants.

3 Who invites the comment – "he is dressed like a *pader*?" Why?

Ans. Any person who is wearing a half pant which reaches just below the knees invites this comment. This is because the baker, known as *pader*, used to dress like that.

4 Where were the monthly accounts of the baker recorded?

Ans. The monthly accounts of the baker were recorded on some wall in the house with a pencil.

5 What does a 'jackfruit-like appearance' mean?

Ans. It means having a plump physique, like a jackfruit. Such a physique was linked to the bakers because they never starved. Baking was a profitable profession. The Baker and his family always looked happy and prosperous and had a jack fruit like appearance.

Thinking About the Text (Page 88)

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.

Ans. (i) Correct (ii) Correct
(iii) Incorrect (iv) Incorrect
(v) Correct (vi) Correct
(vii) Incorrect

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

Ans. Yes, bread is an important part of Goan life. We know this as it is needed for marriage gifts, parties and feasts. Bread is needed by a mother for preparing sandwiches during her daughter's engagement. Cakes and bolinhas are essential for Christmas and other festivals.

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)

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

NCERT FOLDER

Exam Practice

Extract Based Questions

[2 Marks each]

Read the following extracts carefully and choose the correct option.

1 We kids would be pushed aside with a mild rebuke and the loaves would be delivered to the servant. But we would not give up. We would climb a bench or the parapet and peep into the basket, somehow. I can still recall the typical fragrance of those loaves. Loaves for the elders and the bangles for the children. **CBSE 2014**
(a) Why were the children pushed aside?
(b) Which word/phrase in the extract means the same as 'an expression of disapproval/a scolding'?

Ans. (a) The kids were pushed aside so that the bread can be delivered to the servant.
(b) The word 'rebuke' from the extract means 'an expression of disapproval/a scolding'.

2 Marriage gifts are meaningless without the sweet bread known as the *bol*, just as a party or a feast loses its charm without bread. Not enough can be said to show how important a baker can be for a village. The lady of the house must prepare sandwiches on the occasion of her daughter's engagement. Cakes and *bolinhas* are a must for Christmas as well as other festivals. Thus, the presence of the baker's furnace in the village is absolutely essential.
(a) Why is a baker necessary in a village?
(b) What is must to be prepared on a daughter's engagement by a lady?

Ans. (a) A baker is necessary in a village because different kinds of breads are required by the villagers for daily consumption as well as for special occasions.
(b) The lady of the house must prepare sandwiches on the occasion of her daughter's engagement.

3 The baker usually collected his bills at the end of the month. Monthly accounts used to be recorded on some wall in pencil. Baking was indeed a profitable profession in the old days. The baker and his family never starved. He, his family and his servants always looked happy and prosperous. Their plump physique was an open testimony to this. Even today any person with a jackfruit-like physical appearance is easily compared to a baker. **CBSE 2016**
(a) Why did the baker and his family never starve?
(b) How can a baker be identified in Goa?

Ans. (a) The baker and his family never starved because baking was a profitable profession.
(b) Any person with a jackfruit-like physical appearance is easily identified to a baker as their pump physique is an open testimony of their happiness and prosperity.

Short Answer (SA) Type Questions

[2 Marks each]

1 How did the baker make his entry?

Ans. The baker made his entry with the jingling sound of his specially made bamboo stick. His one hand supported the basket on his head and the other hand banged the bamboo on the ground. It was like a musical entry to get others' attention.

2 What did the baker do first once he reached a house?

Ans. Once the baker reached a house, he would first greet the lady of the house by saying 'Good Morning'. He would then place the basket on the vertical bamboo and deliver the loaves to the servant.

3 Why was the baker's furnace essential in a traditional Goan village? **CBSE 2010**

Ans. The baker's furnace was essential in a traditional Goan village because different kinds of breads were required for different occasions. Marriage gifts are meaningless without the sweet bread known as *bol*. The lady of the house must prepare sandwiches on the occasion of her daughter's engagement. Cakes and bolinhas are essential for Christmas as well as other festivals.

4 Describe the dress of the bakers.

Ans. The bakers had a peculiar dress earlier known as the *Kabai*. It was a one piece long frock reaching down to the knees. They also wore a shirt and trousers which were shorter than full-length ones and longer than half-pants.

5 'Baking was, indeed, a profitable profession'. Elaborate how.

Ans. Baking was a profitable profession in the old days as baker was essential part of the Portugese tradition in Goa. He baked breads for every occasions. So, a baker and his family never starved. Even their servants looked happy and prosperous.

6 How do we know that Goa's bakers are very prosperous ? **CBSE 2019**

Ans. We know that Goa's bakers are very prosperous from their plump physique. Baking in Goa is an important profession as breads were an essential part of all festivities in Goa. As a result, the baker, his family and servants never starved. They were always happy.

7 'The tiger never brushed his teeth'. Why does the author say so?

Ans. The children are as free as the tiger in the jungle. They do not care about brushing their teeth or washing their mouths. They start eating as soon as they wake up.

The author presents their carefree attitude by supporting it with the example of a tiger.

Long Answer (LA) Type Questions [8 Marks each]

1 After reading the story 'A Baker from Goa', do you think our traditions, heritage, values and practices are the roots that nourish us? Why/why not? **CBSE 2015**

Ans. Yes, I think that our traditions, heritage, values and practices are the roots that nourish us. They shape our personality and provide us with emotional support. They make us mentally strong and enable us to face a difficult situation. They even impact our behavioural pattern towards the other people in society. The story highlights the importance of the traditional practice of making breads at every occasion. In Goa, every occasion is incomplete without bread.

A marriage is incomplete if it does not include a sweet bread known as *'bol'* All festival and feasts are incomplete without cakes and *bolinhas*. Even today, the elders remember those old famous breads baked by Portuguese bakers. From childhood till this old age, they remember the Portuguese bread. This shows that bread is an important part of the Goan life that continues even today. Thus, our traditional practices keep our past heritage alive and nourishes us.

2 'During our childhood in Goa, the baker used to be our friend, companion and guide.' What does this statement tell us about the character of the baker?

Ans. The given statement tells us about the baker that he was a very respected person in Goan society. He would guide children about good behaviour. This happened when he mildly scolded them for peeping into his basket. He taught children about giving respect to the elders. This was when he wished 'Good Morning' to the lady of the house. He was very informal with the children. So the narrator considered him a friend and companion. He was not simply a vendor interested in selling what he made.

EXAM PRACTICE

A party or feast lost its charm without bread. Cakes and *bolinhas* were a must for Christmas and other festivals. Presence of the baker's furnace in the village was absolutely essential. Thus, he was an important character in Goan society of those days. He used to represent a highly admired portuguese tradition.

3 Why were the children fascinated by the baker? How did they show their eagerness to see him? **CBSE 2020**

Ans. The narrator of the chapter 'A Baker from Goa' while talking about the traditional Portuguese bakers of Goa states that he along with the other children was fascinated by the baker as the baker was their friend, companion and guide. They would always look at him whenever he used to come across their street in a day.

The children according to the narrator, were eager to see him. They used to wake up whenever they heard the jingling sound of the bakers's bamboo stick. Whenever the baker greeted the lady of the house, they would surround the baker who would rebuke them and hand over the loaves to a servant. Then, the children would limb over a chair to peep into the basket full of bread loaves. These children didn't even brush their teeth before taking the bread bangles that they could choose carefully. Their actions made it clear that the children were fascinated by the baker and were always eager to see him.

Self Assessment

Extract Based Questions

Read the following extracts carefully and answer the following questions

1 The baker or bread-seller of those days had a peculiar dress known as the *kabai*. It was a single-piece long frock reaching down to the knees. In our childhood we saw bakers wearing a shirt and trousers which were shorter than full-length ones and longer than half pants. Even today, anyone who wears a half pant which reaches just below the knees invites the comment that he is dressed like a *pader*!

(a) How do the bakers dress?

(b) Who is a *pader*?

Short Answer (SA) Type Questions

2 Why is baking called a profitable profession?

3 How did the baker ensure that he got his money for the bread supplied?

4 Baking was considered essential in a traditional Goan village. What reasons does the writer give to support his point?

Long Answer (LA) Type Questions

5 Give a pen-portrait of a Goan village Baker.

Chapter Overview

This part describes Coorg which is situated between Mysore and the coastal town of mangalore. It is the home of evergreen forests, spices and coffee plantations. This place is inhabited by a proud race of martial men, beautiful women and wild creatures. It is also known as the land of rolling hills.

11. COORG

by Lokesh Abrol

This part is a pen-portrait of Coorg, which is a coffee growing area. It is also famous for its rain forests and spices.

Summary

A Heaven called Coorg

Coorg or Kodagu is the smallest district of Karnataka. It lies midway between Mysore and the coastal town of Mangalore. It is like a heaven on Earth. It is a land of rolling stones that is inhabited by martial men, beautiful women and wild creatures.

Weather and Environment of Coorg

It consists of evergreen forests, coffee and spice plantation. During monsoon, this small heaven receives a lot of rain.

So, the best season to visit Coorg starts in September and continues upto March. The weather is pleasant during these months and the smell of coffee is all around. Many coffee estates and colonial bunglows are scattered around the forests.

The Origin of People of Coorg

The people of Coorg are possibly descendents of Greeks and Arabs. It is believed that Alexander's army moved South along the coast and settled there, when they were unable to return to their country. These people married among the locals and their culture can be witnessed by their martial traditions, marriages and religious rites.

The Kodavus (residents of Coorg) wear a long black coat with an embroidered waist belt known as *Kuppia*. It resembles *Kuffia* worn by the Arabs and the Kurds.

Hospitality and Bravery Tales of Kodavus

Kodavus are known for their hospitality. There are many tales of bravery related to the people of Coorg. The Coorg Regiment is one of the most decorated regiments of the Indian Army.

The first Chief of the Indian-Army, General Cariappa was a coorgi. Kodavus are the only people in India permitted to carry Firearms without a licence.

River Kaveri and Wildlife in Coorg

The river Kaveri originates in the hills of Coorg. In the waters of the river, a large freshwater fish, Mahaseer can be found in abundance. Kingfishers dive in the river for fish. Other animals found here are squirrels, langurs, etc. Elephants enjoy being bathed and scrubbed in the river by their mahouts.

Tourism in Coorg

Coorg offers many adventurous activities such as river rafting, canoeing, rappelling, rock climbing, mountain biking and trekking. Birds, bees, butterflies, Macaques, Malabar squirrels, etc catch our attention.

One can have a panoramic view of the entire Coorg by climbing the Brahmagiri hills. Other interesting places are the Nisargadhame and the largest Tibetan settlement of Buddhist monks at Bylakuppe. This settlement is inhabited by monks in red, ochre and yellow robs.

Reaching Coorg

Coorg can be reached by road and by rail. If one prefers to go by air, then the nearest airports are Bangalore and Mangalore. By road, it is around 250–260 km from Bangalore.

WORD MEANINGS

The given page nos. correspond to the pages in the prescribed textbook.

Word	Meaning
PAGE 90	
drifted	seperated
martial	having to do with war
plantations	an area planted with trees
pours	rains heavily
commences	begins
invigorating	make one feel strong, healthy and full of energy
colonial	old British style
tucked	hidden
canopies	roof like coverings that form shelters
prime	the best
fiercely	powerfully

Word	Meaning
descent	origin
mainstream	a tradition which most people follow
PAGE 91	
hospitality	generous and friendly treatment of visitors and guests
tales of valour	stories of courage and bravery, usually in war
most decorated	having received maximum number of awards for bravery in war
permitted	allowed
abound	exist in large numbers
scrubbed	to rub for purpose of clean

Word	Meaning
mahouts	the keepers of elephants
laidback	relaxed
rafting	travelling in a river in a raft
canoeing	travelling in a river in a canoe
rappelling	going down a cliff by sliding down a rope
PAGE 92	
trails	paths created by walking
panoramic view	a view of a wide area of land
misty	filled with fog
ochre	a moderate yellow-orange to orange colour

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Thinking About The Text *(Page 92)*

1 Where is Coorg?

Ans. Coorg or *Kodagu*, the smallest district of Karnataka, is situated in midway between Mysore and the coastal town of Mangalore.

2 What is the story about the Kodagu people's descent?

Ans. One story about the descent of Kodagu is that they are descendants of Greeks or Arabs. A section of Alexander's army moved South along the coast and settled here. These people married among the locals which influence their clothing, martial practices and marriage rituals and show a difference from Hindu tradition.

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?

Ans. (i) They are fiercely independent people and have descended from the Greeks or the Arabs. They are hospitable and courageous people.
They are the only people in India who are permitted to carry a gun without a licence. The narrator has described the people of Coorg as a proud race of martial men and beautiful women.

(ii) Coffee is the main crop of Coorg.

(iii) It offers many adventure sports. These include river rafting, canoeing, rappelling, rock climbing, mountain biking and trekking.

(iv) The animals likely to be seen in Coorg are macaques, Malabar squirrels, *langurs*, slender loris, elephants, etc.

(v) The distance between Coorg and Bangalore is about 250-260 km. There are two routes from Bangalore that go to Coorg and both of them are of same distance.

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 son's and father's 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)

Ans. (i) to 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 Language (Page 93)

Certain words 'go together'. Such 'word friends' are called *collocations*. The collocation of a word is 'the company it keeps'. For example, look at the paired sentences and phrases below. Which is a common collocation and which one is odd? Strike out the odd sentence or phrase.

(a) 'How old are you?'
'How young are you?'

(b) A pleasant person
A pleasant pillow

Ans. (a) The odd sentence is 'How young are you?'
(b) The odd phrase is 'A pleasant pillow'.

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 _____

Ans. (ii) monks: serious monks, unique monks
(iii) surprise: terrible surprise, unforgettable surprise
(iv) experience: unique experience, terrible experience, unforgettable experience
(v) weather: terrible weather, unique weather
(vi) tradition: unique tradition, ancient tradition

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 .....

Ans. (i) Tales of	valour	bravery
(ii) Coastal	town	belt, plains
(iii) A piece of	heaven	cake
(iv) Evergreen	rainforests	jungle
(v) ..... plantations	coffee	tea, banana
(vi) ..... bridge	rope	concrete, steel
(vii) Wild	creatures	animals

NCERT FOLDER

Exam Practice

Extract Based Questions

[2 Marks each]

Read the following extracts carefully and choose the correct option.

1 Midway between Mysore and the coastal town of Mangalore sits a piece of heaven that must have drifted from the kingdom of God. This land of rolling hills is inhabited by a proud race of martial men, beautiful women and wild creatures.

Coorg, or Kodagu, the smallest district of Karnataka, is home to evergreen rainforests, spices and coffee plantations. **CBSE 2011**

(a) Which kind of animals are we likely to see in Coorg ?

(b) What is Coorg known for?

Ans. (a) We are likely to see wild animals in Coorg.
(b) Coorg is known for its evergreen rainforests, spices and coffee plantations.

2 The fiercely independent people of Coorg are possibly of Greek or Arabic descent. As one story goes, a part of Alexander's army moved South along the coast and settled here when return became impractical. These people married amongst the locals and their culture is apparent in the martial traditions, marriage and religious rites, which are distinct from the Hindu mainstream.

(a) Where can we find the culture of Coorg most apparently?

(b) Which story is famous about the people of Coorg?

Ans. (a) The Coorg people's culture is most apparent in their martial traditions, religious rites and marriages.
(b) It is said that the people of Coorg were the descendants of Alexander's army who settled here when return became impractical.

3 Coorgi homes have a tradition of hospitality, and they are more than willing to recount numerous tales of valour related to their sons and fathers. The Coorg Regiment is one of the most decorated in the Indian Army, and the first Chief of the Indian Army, General Cariappa, was a Coorgi. Even now, Kodavus are the only people in India permitted to carry firearms without a licence. **CBSE 2013**

(a) What kind of stories are the Coorg people always ready to tell?

(b) What is the special favour granted only to them even now?

Ans. (a) The Coorg people are always ready to tell the tales of valour related to their sons and fathers.
(b) Kodavus are the only people in India permitted to carry firearms without a licence.

4 The river, Kaveri, obtains its water from the hills and forests of Coorg. Mahaseer — a large freshwater fish — abound in these waters. Kingfishers dive for their catch, while squirrels and langurs drop partially eaten fruit for the mischief of enjoying the splash and the ripple effect in the clear water. Elephants enjoy being bathed and scrubbed in the river by their mahouts.

(a) Which river flows from the hills of Coorg?

(b) Why do the squirrels drop partially eaten fruit in the river?

Ans. (a) The river Kaveri flows from the hills of Coorg.
(b) The squirrels drop partially eaten fruit in the river because they enjoy the splash and ripple effect created by the fruit hitting the water.

EXAM PRACTICE

Short Answer (SA) Type Questions [2 Marks each]

1 Describe Coorg's weather. When is it most pleasant for the tourists to visit Coorg? **CBSE 2012**

Ans. Coorg receives heavy rainfall during the monsoon. The weather of Coorg is pleasant for the tourists during the months from September to March. At this time, the smell of coffee is spread all around.

2 What are the various stories regarding the origin of *Kodavu* people?

Ans. The two stories regarding the descent of Kodavu people are :

(i) Kodavus are of Greek origin. A part of Alexander's army settled here and married among the locals. Their descendants are called Kodavus.

(ii) Kodavus are of Arab origin. They wear the same traditional dress Kuppia i.e. a long, black coat with embroidered waist belt, as the Kuffia of the Arabs and the Kurds.

3 How is the Coorgi tradition of courage and bravery recognised in modern India? **CBSE 2019**

Ans. The Coorgi tradition of courage and bravery has been recognised in India by awarding the Coorg Regiment with the most number of gallantry awards. Besides, the Coorgis are the only Indians allowed to carry guns without a licence.

The First Chief of the Indian Army, General Cariappa, was also a Coorgi.

4 Give an account of the river that originates from Coorg.

Ans. The river Kaveri originates from the hills of coorg. Mahaseer, a large freshwater fish are found in abundance in its water. Kingfishers dive in this river for fish while elephants are bathed by their Mahout in the river. Further, wild animals such as squirrels and langurs drop half-eaten fruit for the mischief of enjoying the splash and ripple effect produced in the clear water.

5 Describe the wildlife of Coorg.

Ans. Coorg consists of various species of birds and animals. Its water is a home to a large fresh water fish named Mahaseer. One can find kingfishers, squirrels, elephants, langurs, slender loris, etc. There are many species of birds, bees and butterflies that attracts one's attention.

6 Describe any two tourist places of Coorg.

Ans. Two tourist places of Coorg are the Brahmagiri hills and Nisargadhama. The climb of Brahmagiri hills brings in a panoramic view of the entire landscape of Coorg. A walk across a rope bridge leads to the 64 acre island of Nisargadhama. One can also meet Buddhist monks from India's largest Tibetan settlement, at nearby Bylakuppe.

7 Why is coorg called the land of rolling hills? **CBSE 2020**

Ans. Coorg is called the land of rolling hills because it is situated on the gentle sloping hills that are covered with lush green rainforests.

Long Answer (LA) Type Questions [8 Marks each]

1 The Coorgis are the descendants of the Greeks or the Arabs and are still able to maintain their traditional practices. Do you agree that following these practices today is important? Why or why not?

Ans. After reading the text, I feel that it is important to follow the traditional practices. The reason is that it has kept the tradition of Coorgis known to the people even today. If the people of Coorg had not followed it, their tradition would have perished. Nobody, would have remembered them today without their culture and traditional practices.

According to the text, their traditions can be seen in the martial forms, religious rites and marriages. The *Kodavus* even wear the dress which resembles the dress of Arabs.

Traditional practices also play a very important role in maintaining values amongst people. They have an impact on shaping the behaviour of people. These practices bind us together in our social life. Just like the Kodavus who are bound to their ancestors even today, we are also bound to our ancestors because of the traditional values we have inherited from them.

EXAM PRACTICE

2 How do Coorg's location, people and natural features add to the diversity of India? **CBSE 2016**

Ans. Coorg, the smallest district of Karnataka is among the most beautiful regions of India. It's location, people and natural features add to the diversity of India. Coorg is called a piece of heaven that must have drifted from the kingdom of God. It has beautiful rolling hillsides that is filled with evergreen rainforests, spice and coffee plantations. It also include a pollution free river, Kaveri along with many species of birds, insects, and animals. Nature here exists in its original glory. Further, Coorg's culture is distinct from the Hindu traditions. Its martial traditions, rituals and rites show a mixture of Arabic and Greek culture owing to Greek and Arabic descendance. In addition, the land is a home to many courageous men as well as religious Buddhist monks. Also there are many other tourist destinations that add to its glory. All these features of Coorg together add to the diversity of the country.

Self Assessment

Extract Based Questions

Read the following extracts carefully and answer the following questions

1 Coorgi homes have a tradition of hospitality, and they are more than willing to recount numerous tales of valour related to their sons and fathers. The Coorg Regiment is one of the most decorated in the Indian Army, and the first Chief of the Indian Army, General Cariappa, was a Coorgi. Even now, Kodavus are the only people in India permitted to carry firearms without a licence.

(a) What is the speciality of the Coorg Regiment?

(b) What is a popular tradition of Coorg?

Short Answer (SA) Type Questions

2 Explain how Coorg is the soul of India.

3 Which sports attract the tourists most at Coorg?

4 How can one reach Coorg?

Long Answer (LA) Type Questions

5 The *Kodavus* are very far away from their origin, Greece or Arabia. Yet they carry on their unique values, customs and practices. Does this make you appreciate them? Why?

Chapter Overview

This part describes Assam which has the largest concentration of tea plantation in the world. The narrator tried to explain the importance of tea in the country through a dialogue between two school students Rajveer and Pranjol.

III. Tea from Assam

by Arup Kumar Datta

This part is about tea plantations in Assam.

Summary

Pranjol and Rajvir Visit to Assam

Pranjol and Rajvir were classmates studying in the same school in Delhi. Pranjol belonged to Assam and his father was the Manager of a tea garden in Assam. He had invited Rajvir to visit his home during the summer vacation. So, both of them were travelling to Assam by a train. When the train had stopped on the way at a station, they bought tea from a vendor and started sipping it.

Popularity of Tea and Tea Gardens

While sipping tea, Rajvir told Pranjol that over 80 crore cups of tea drunk everyday around the world. It is, thus, a very popular drink.

As the train started moving, Rajvir looked out of the window. He was amazed to see the beautiful scenery of grenery outside. The soft rice fields gave way to tea bushes. Rajvir was fascinated by the vast stretch of the tea bushes. On the other hand, Pranjol was reading his detective book. Pranjol was born and bought up in a tea plantation and thus was not as excited. However, he told Rajvir that Assam has the largest concentration of tea plantations in the World.

Rajvir's Knowledge of Tea

Rajvir told Pranjol that there are many legends or stories about the discovery of tea. According to a legend, a Chinese emperor discovered tea when he was boiling water for drinking, when the water was put to boil, a few leaves of the twigs (stems) burning under the pot fell into the water. Thus, the boiled water got a delicious taste. It is believed that they were tea leaves.

Rajvir further told Pranjol that Tea was first drunk in China in 2700 BC and the words like 'tea', 'chai' and 'chini' are also Chinese. He also mentioned that tea first came to Europe in the sixteenth century and it was drunk more as medicine than as a beverage.

Another legend from India said the Bodhidharma, an ancient Buddhist monk, cut off his eyelids because he felt sleepy during meditations. Ten tea plantations grew out of his eyelids. It is believed that the leaves of these plants when put in hot water and drunk, banished sleep.

At the Dhekiabari Tea Plantation

Rajvir and Pranjol reached the Mariani Junction where Pranjol's parents received them. In car, they went to Dhekiabari, the tea estate managed by Pranjol's father.

On both the sides of the road, there were huge acres of tea bushes. Groups of tea-pluckers with bamboo baskets on their backs and wearing plastic aprons were plucking the newly sprouted leaves.

Looking at the tea-pluckers, Rajvir told Pranjol's father that it was the second flush or sprouting season. He also told him that this season lasts from May to July and yields the best tea.

WORD MEANINGS

The given page nos. correspond to the pages in the prescribed textbook.

Word	Meaning
PAGE 94	
steaming	very hot
turned his nose in	started reading
ardent	keen
backdrop	scenery at the back
densely	thickly

Word	Meaning
dwarfing	making something appear small
sturdy	strongly and solidly built
PAGE 95	
billowing	a moving cloud or mass of smoke

Word	Meaning
legends	a story from the past that is believed by many people but cannot be proved to be true
ascetic	a person with incredible self discipline

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NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Thinking About Language (Page 96, 97)

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 preposition (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.

Ans. (i) downpour (ii) undergo
(iii) upkeep (iv) dropout
(v) walk-in

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)

Ans. (i) overthrow (ii) breakthrough
(iii) bypass (iv) outlook
(v) downcast

NCERT FOLDER

II. Notice how these -ing and -ed adjectives are used

(a) Chess is an *interesting* game
I am very *interested* in chess.

(b) Going *trekking* in the Himalayas this summer is an exciting idea
We are very excited about the trek.

(c) Are all your school books *boring*?
He was *bored* as he had no friends there.

The *-ing* adjectives show the *qualities* that chess, trekking or these books have: they cause interest, excitement, or boredom in you. The *–ed /-en* adjectives show your mental state or your physical state: how you feel in response to ideas, events or things.

1. Think of suitable -ing or -ed adjectives to answer the following questions. You may also use words from those given above.
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?

Ans. (Sample answers are given. You may have a different answer.)

(i) Exciting (ii) Interesting
(iii) Bored (iv) Excited
(v) Interested (vi) Disappointed
(vii) Thrilled (viii) Entertaining

NCERT FOLDER

Exam Practice

Extract Based Questions

[2 Marks each]

Read the following extracts carefully and choose the correct option.

1 "Chai-garam... garam-chai," a vendor called out in a high-pitched voice.

He came up to their window and asked,"Chai, sa'ab?"

"Give us two cups," Pranjol said.

They sipped the steaming hot liquid. Almost everyone in their compartment was drinking tea too.

"Do you know that over eighty crore cups of tea are drunk every day throughout the world?" Rajvir said.

"Whew!" exclaimed Pranjol. "Tea really is very popular."

(a) How many cups of tea are drunk everyday throughout the world?

(b) Where were Pranjol and Rajvir when this conversation took place?

Ans. (a) Over eighty crore cups of tea are drunk everyday throughout the world.

(b) Pranjol and Rajvir were in a train when this conversation took place.

2 We have an Indian legend too. Bodhidharma, an ancient Buddhist ascetic, cut off his eyelids because he felt sleepy during meditations. Ten tea plants grew out of the eyelids. The leaves of these plants when put in hot water and drunk banished sleep.

"Tea was first drunk in China," Rajvir added, "as far back as 2700 BC! In fact words such as tea, 'chai' and 'chini' are from Chinese. Tea came to Europe only in the sixteenth century and was drunk more as medicine than as beverage." CBSE 2014

(a) How is medicine different from a beverage?

(b) When and where was tea first drunk?

Ans. (a) Medicine is used for treating diseases whereas beverage is used for general drinking purpose.

(b) Tea was first drunk in China as far back as 2700 BC.

3 Pranjol's father slowed down to allow a tractor, pulling a trailer-load of tea leaves, to pass.

"This is the second-flush or sprouting period, isn't it, Mr Barua?" Rajvir asked.

"It lasts from May to July and yields the best tea."

"You seem to have done your homework before coming", Pranjol's father said in surprise.

"Yes, Mr Barua", Rajvir admitted. "But I hope to learn much more while I'm here."

(a) Why did Mr Barua feel surprised ?

(b) How did Rajvir want to spend his stay there?

Ans. (a) Mr Barua was surprised to know that Rajvir already knew a lot about the tea gardens of Assam.

(b) Rajvir wanted to spend his time discovering the beauty of Assam. He wanted to learn more about the tea plantations of Assam.

Short Answer (SA) Type Questions

[2 Marks each]

1 Where were Rajvir and Pranjol going and why?

Ans. Rajvir and Pranjol were going to Assam. Pranjol had invited Rajvir to spend the summer vacation there. Pranjol's father was the manager of a tea garden in Assam. So, he wanted Rajvir to visit the tea gardens there and know about how tea is grown.

2 What did Rajvir see while looking outside from the train?

Ans. While looking outside from the window of the train, Rajvir saw greenary all around. First he saw the green paddy (rice) fields which gave way to the tea bushes. Against the backdrop of densely wooded hills, he saw a sea of tea gardens that were pruned to the same height. The beautiful view amazed and fascinated him.

3 Why did Pranjol not share Rajvir's excitement on seeing the tree plantation?

Ans. Pranjol did not share Rajvir's excitement on seeing the tree plantation because Pranjol had been born and brought up on a tea plantation. He was familiar with the tea gardens. On the other hand, Rajvir had never visited any tea plantation ever before. So, the vast expanse of green tea bushes fascinated him. The magnificent view, orderly rows of tea bushes amazed Rajvir while Pranjol was used to such sights.

4 'This is a tea country now'. Explain this with reference to Assam. **CBSE 2013**

Ans. Assam is known as 'tea country'. It has the world's largest concentration of tea plantations in the world. A large number of tea gardens can be found there. Everywhere in Assam, a sea of tea bushes can be seen as far as the eye could see. Most of the tea grown in Assam is supplied all over the world.

5 In what ways is China related to tea?

Ans. China is related to tea in many ways. According to a legend, tea was first discovered in China by a Chinese Emperor who always boiled water before drinking . One day, a few leaves of the tea twigs fell into the water and gave it a delicious flavour. It is believed that they were tea leaves. Further, the words 'tea', 'chai' and 'chini' are from China.

6 Why did Pranjol's father say that Rajvir had done his homework before visiting Assam?

Ans. Pranjol's father said the Rajvir had done his homework before visiting Assam because he told Pranjol's father many facts about the growing of tea and its popularity.

Long Answer (LA) Type Questions [8 Marks each]

1 According to the text, Assam is said to be 'tea country'. Do you believe that Assam has some of the best tea plantations in the world that makes it a unique place?

Ans. Yes, I believe that Assam has some of the best tea plantations in the world that makes it a unique place. In India, some crops such as tea and coffee are grown in huge quantities. India is also home to many spices like *haldi*. While Assam is home to tea, Coorg is home to coffee. One can see enough tea gardens in Assam. Between May and July, it is the best time to yield the best tea. On both sides of the roads of Assam, there are acre of tea-bushes, all neatly trimmed to the same height. These plantations further use the traditional agriculture practices of India. Thus, these plantations make India a unique country which has traditional spices and beverage plants growing within it.

EXAM PRACTICE

Self Assessment

Extract Based Questions

Read the following extracts carefully and answer the questions that follow

1 "Do you know that over eighty crore cups of tea are drunk every day throughout the world?" Rajvir said.

"Whew!" exclaimed Pranjol. "Tea really is very popular."

The train pulled out of the station. Pranjol buried his nose in his detective book again. Rajvir too was an ardent fan of detective stories, but at the moment he was keener on looking at the beautiful scenery.

(a) How do we know that tea is very popular?

(b) Rajvir was a great fan of reading detective stories. Why didn't he like to read at that moment?

Short Answer (SA) Type Questions

1 Describe the Indian legend about tea.

2 Why is India called a country of tea?

3 What were people doing around the tea bushes?

4 What did Pranjol's father say in surprise that Rajvir had done his home work before coming there?

Long Answer (LA) Type Questions

5 Rajvir was excited on seeing Assam from the train but Pranjol was not. What could be the reason for it? Is it appropriate for Pranjol to have no excitement? Justify your answer with reasons.

CHAPTER

09

Madam Rides the Bus

by Vallikkannan

Chapter Overview

This is a story about the first bus journey of an eight-year-old girl, Valli. She was a curious girl and had a strong desire to travel in a bus. She saves money for this purpose and when she had enough money for the journey, she boards the bus. Her journey turns out to be a brief experience of the harsh realities of life. She learns that many things in the world are beyond our knowledge and experience.

About the Characters

Valliammai Valliammai or Valli is an eight year old girl. She was a curious, clever, sensitive, self-respecting and fun loving girl who wished to travel in a bus. She was a determined girl who fulfilled her desire and took her first journey in the bus.

The Bus Conductor A jolly sort of the person. He asked Valli to sit in the front in the bus. He addressed Valli as 'Madam'.

Summary

Valliammai and Her Pastime

Valliammai was a girl, who was known as Valli in short. She was eight years old and very curious about things. She had no one to play with her of her own age. So, her favourite pastime was to stand at the front door of her house and enjoy the happenings on the street. She was extremely fascinated by the bus that travelled between her village and the nearest town. She noticed that the bus travelled through her street twice in an hour. She watched the bus filled with new passengers everyday and developed a wish to ride in the bus.

Valli wants to Travel in the Bus

The wish of Valli to ride the bus became stronger day-by-day until it became a desire. She used to stare at the people while they got up and down the bus. If one of her friends went on a bus ride and described her about the bus journey, she became jealous of her.

Valli Discovers Details about the Bus Journey

For many days and months, Valli listened to the conversations between her neighbours and the people who travelled regularly by bus. She even asked them questions to gather information about the bus journey. From these conversations, Valli got to know that the nearest town from her village was six miles away and the bus would take 45 minutes for the journey. She also got to know that the fare of the bus for one way was thirty paise.

For Valli, sixty paise for a round trip in bus was a lot of money. But, she planned to collect it. She also calculated the time of her journey so that she could travel easily.

Valli Travelled in the Bus

One day in spring season, Valli stopped the bus. When the conductor asked her about the passenger, she told him that she herself was a passenger. Even when the conductor offered his help to get her on the bus, she refused and got on the bus by herself. She sat on the front seat as offered by the conductor.

The conductor addressed Valli as 'madam'. There were only six to seven passengers in the bus. The bus was new with soft and luxurious seats.

Valli Thought about her Planning for the Journey

Valli had to make detailed plans for her first bus journey. She had saved all the money she could get. She controlled her desires to buy toys, peppermints, balloons etc. Even in the village fair, she did not take a ride on the merry-go round. Further, she planned to quietly leave the house when her mother was taking her afternoon sleep. Earlier, she used that time to explore the village.

View Outside the Bus

Valli was excited to see the view outside, but the canvas obstructed (blocked) her view. So, she stood up on her seat to have a better view. She saw a narrow road outside. On one side of the road was a canal beyond which there were palm trees, grasslands, mountains and blue sky. On the other side, there was a deep ditch and acres of green fields.

Passengers Inside the Bus

An elderly passenger in the bus called Valli as a child. He asked her not to stand. Valli did not like being called a child. So, she told him that she was not a child but an adult just like everyone else. The conductor also told Valli to sit, otherwise, she would hurt herself when the bus takes a sharp turn. But Valli does not listen to him.

An Elderly Woman in the Bus

When the bus stopped at the next stand, Valli sat down because she feared that someone might take her seat. At the stand, an elderly woman came and sat beside Valli. Valli found the lady ugly. She had big holes in her ears and was wearing ugly earring.

She was chewing betel and it seemed that its juice would spill over her lips. When the lady asked Valli if she was alone and wanted to know where she was going, Valli told her not to bother about her and turned her face towards the window.

The Bus Journey

The bus was travelling through empty landscape. Valli was surprised to see the bus moving smoothly even when any other vehicle would come infront of it. Trees seemed to be moving but would stop when the bus reached them.

Suddenly, Valli was filled with joy when she saw a young cow running in the middle of the road infront of the bus. As the bus driver horned, the cow would get frightened and run faster infront of the bus. This made Valli laugh heartily. After some time, the bus reached to a railroad crossing. The train passed the crossing gate with a lot of noise, shaking the bus.

The Bus Entered the Town

The bus entered the town. Valli enjoyed looking at the colourful shops when the bus passed through the market. The bus stopped at a stand and all the passengers, except Valli, got down.

The conductor asked Valli to get down the bus. Valli told him that she would return on the same bus and handed him the return fare. She told the conductor that she had come to have a ride on the bus. The conductor then offered her some cold drink but Valli refused the offer.

Valli saw a Dead Cow

The bus started its return journey after sometime. Valli saw the same wonderful sights on the return journey. She was not bored and greeted everything with the same excitement she had felt the first time.

Suddenly, she saw a young cow lying dead by the road side. It was the same cow that was running towards the bus when she was going to town.

The cow had been struck with a fast moving vehicle. She was filled with sadness on seeing her. The bus moved on but the thoughts of the dead cow haunted Valli. Further, she did not looked outside the window.

Valli Returns Home

The bus soon reached Valli's village. She told the conductor that she would ride the bus again. The conductor reminded her about the fare and laughed. Valli got off the bus and entered her house. She saw her mother talking to her aunt from South street. She heard them talking about many things they did not know about in the outside world. Valli agreed to this and remarked that there are many things happening without our knowledge. Surprised by her statement, Valli's aunt told her that Valli was behaving like a grown up lady. Valli smiled at this and knew that her mother and aunt would never get to know about her journey.

WORD MEANINGS

The given page nos. correspond to the pages in the prescribed textbook.

Word	Meaning
Page 116	
induction	the action or process of introducing someone to something
mystery	something that is difficult or impossible to understand or explain
Page 118	
fascinating	extremely interesting
gradually	slowly
crept	make way
overwhelming	(here) strong
wistfully	longingly
kindle	set alight (a fire) here, feelings
slang	a type of language consisting of words and phrases that are regarded as very informal
disapproval	expression of an unfavourable opinion
discreet	not likely to be seen or noticed by many people
Page 119	
crawl	to move slowly
jolly	happy and cheerful
slack	a time when there is not much work
Page 120	
roar	to move at high speed making a loud prolonged sound
gleaming	shining brightly
overhead	above someone's head
devoured	absorbed fully
canvas blind	curtain of thick cloth
peered	looked carefully
ditch	a pothole
startle	surprise
Page 121	
haughtily	proudly
chimed in	to break into a conversation or discussion
mimicking	copying the speech of someone
irritably	in a way which causes annoyance or anger
repulsive	causing strong dislike or disgust
Page 122	
sociable	friendly
curtly	sharply
drivel	talk in a very foolish or silly way
bother	worry
painstaking	diligent care and effort
thriftily	to spend money carefully
temptation	a strong urge or desire to have or do something
resolutely stifled	controlled with determination
excursion	a short trip, especially for pleasure
Page 123	
ventured out	went cautiously, courageously
hamlet	small village
gobbling up	hitting
pedestrian	a person travelling on foot
glee	joy
honked	sounded the horn
galloped	(of an animal) to run very fast
Page 124	
speck	a very small size
rattle	to make a rapid succession of short, sharp noises
traversed	travelled across or through
thoroughfare	a main road in a town
glittering	shining
gape	to look in surprise or wonder
merchandise	things for sale
Page 125	
shrugged	expressed indifference
spreadeagled	lying with arms and legs stretched out
haunted	returned repeatedly to the mind
dampening	reducing
Page 126	
chatterbox	talkative persson
chit of a girl	immature girl
pokes her nose	take an interest in something that does not concern her

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NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Oral Comprehension Check *(Page 119)*

1 What was Valli's favourite pastime?

Ans. Valli's favourite pastime was to stand at the front door of her house and enjoy the happenings on the street.

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

Ans. The source of unending joy for Valli was the sight of the bus that travelled between her village and the nearest town and each time filled with a new set of passengers. Valli's strongest desire was to have a ride in the bus.

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

Ans. Valli found out that the town was six miles away from her village. The trip to town would take forty five minutes and the fare of one way was thirty paise.

Valli found out these details by listening carefully to the conversations between her neighbours and people who regularly ride the bus. She also asked a few questions from them.

4 What do you think Valli was planning to do?

Ans. I think Valli was planning to go to the town and then return back by the same bus.

Oral Comprehension Check *(Page 122)*

1 Why does the conductor call Valli 'madam'?

Ans. The conductor calls Valli 'madam' because she behaved like a mature woman. She declined his help and was very quick in her answers to the conductor's questions. The conductor was amused at her behaviour and to tease her calls her 'madam'.

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

Ans. Valli stands up on the seat because she found her view blocked by the canvas that covered the lower part of the window. In order to have a better view, she stood up on the seat and looked over the canvas.

Valli can now see that the road was narrow. On one side of the road was a canal beyond which there were palm trees, grasslands, distant mountains and the blue sky. On the another side, she sees that 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?

Ans. Valli tells the elderly man that there was nobody in the bus who was a child. She told him that she had paid her fare of thirty paise like everybody else.

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

Ans. Valli did not want to make friends with the elderly woman because she looked quite repulsive. She had big earholes and was wearing ugly earrings. Apart from this, she was chewing betel and it seemed that the juice of the betel would spill out of her mouth.

Oral Comprehension Check *(Page 125)*

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

Ans. Valli saved up money for her first journey by not spending money on toys and eatables. She controlled herself from buying these things.

No, it was not easy for her at all. Even at the village fair, she resisted the temptation to be on the merry-go round. Thus, she was able to save sixty paise for her first bus journey.

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

Ans. Valli saw a young cow, running very fast in the middle of the road in front of the bus. The horn of the bus frightened the animal. The more the driver horned, the more faster the cow ran in front of the car. This all seemed very funny to Valli and she laughed heartily.

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

Ans. Valli didn't get off the bus at the bus station because she wanted to return to her village in the same bus.

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

Ans. Valli didn't want to go to the stall and have a drink because she did not have the money to pay for it.

This tells us about her that she was a well-mannered and self-respecting girl.

Thinking About The Text *(Page 127)*

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

Ans. Valli's deepest desire was to go on a bus ride. The words and phrases in the story that tell us this are 'source of unending joy', 'stare wistfully', and 'kindle in her longings, dreams and hopes'.

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

or **Valli's dream was to enjoy a ride on the bus to the nearest town. What preparations did she make to realise her dream?**

Ans. Valli planned her bus ride by listening carefully to conversations between her neighbours and people who regularly used the bus. She also asked a few questions from them.

She found out that the town was six miles from her village, the bus fare was thirty paise for one way and the bus trip took forty-five minutes. She also thought that if she stayed in the bus and came back by the same bus, it would cost her sixty paise.

She saved up the fare by controlling herself from buying toys, peppermints etc. She did not even take a ride on the merry-go round at the village annual fare to save money. Finally, she was able to save sixty paise for her journey.

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 towards the window and staring out.

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

Ans. (i) commandingly (ii) simply have to
(iii) who is a child
(iv) get on by myself, irritably
(v) can take care of myself
(vi) to see you again

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

Ans. The conductor referred to Valli as 'madam' as she behaved like a grown up woman and did not think that she was a child. She also refused his help and told him that she could manage on her own. Therefore, to tease her, the conductor refers to her as 'madam'.

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

Ans. *The lines in the text which tell us that Valli was enjoying her ride on the bus are*

(i) Oh, it was all so wonderful.

(ii) Suddenly, Valli clapped her hands with glee.

(iii) Somehow this was very funny to Valli. She laughed and laughed until there were tears in her eyes.

(iv) Valli wasn't bored in 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?

Ans. Valli refuses to look out of the window on her way back as she saw the dead body of the cow who was running towards the bus when she was going to town. This made her sad and frightened.

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

Ans. While saying this, Valli meant to hide the fact about her bus ride. She was also feeling happy and excited at making a successful attempt at her plan.

8 The author describes the things that Valli sees from an eight-year-old's point of view. Can you find evidence from the text for his statement?

Ans. *The evidence from the text for the statement that the author describes the things that Valli sees from an eight-year-old's point of view is as follows*

(i) Sometimes the bus seemed on the point of gobbling up another vehicle that was coming towards them or a pedestrian crossing the road.

(ii) Trees came running towards them but then stopped as the bus reached them and simply stood there helpless for a moment by the side of the road before rushing away in the other direction.

(iii) A young cow, tail high in the air, was running very fast, right in the middle of the road, right in front of the bus.

(iv) A speck of a train could be seen in the distance, growing bigger and bigger as it drew near.

Exam Practice

Extract Based Questions [2 Marks each]

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

1 But for Valli, standing at the front door was every bit as enjoyable as any of the elaborate games other children played. Watching the street gave her many new unusual experiences.

(a) How did Valli feel while standing at the doorway?

(b) How was Valli different from children of her age?

Ans. (a) Watching the street gave Valli many new experiences. She felt joyous standing at the doorway.

(b) Valli was different from children of her age as she was not interested in playing any elaborate games.

2 The most fascinating thing of all was the bus that travelled between her village and the nearest town. It passed through her street each hour, once going to the town and once coming back. The sight of the bus, filled each time with a new set of passengers, was a source of unending joy for Valli.

(a) What was the source of unending joy for Valli?

(b) What was the most fascinating thing for Valli?

Ans. (a) The sight of the bus, filled each time with a new set of passengers, was a source of unending joy for Valli.

(b) The most fascinating thing for Valli was watching the bus that travelled between her village and the nearest town.

3 The town was six miles from her village. The fare was thirty paise one way — "which is almost nothing at all," she heard one well-dressed man say, but to Valli, who scarcely saw that much money from one month to the next, it seemed a fortune. The trip to the town took forty-five minutes.

(a) How long would it take to complete her journey to reach back home?

(b) What has been called 'fortune' for Valli?

Ans. (a) It would take one hour thirty minutes for Valli to complete her journey.

(b) The bus fare which was thirty paise only, a sum considered so small, has been called 'fortune' for Valli.

4 "Okay, okay, but first you must get on the bus," said the conductor, and he stretched out a hand to help her up.

"Never mind," she said, "I can get on by myself. You don't have to help me." **CBSE 2014**

(a) Why did the conductor gave Valli a hand of help?

(b) How did Valli reacted to the conductor?

Ans. (a) The conductor gave a helping hand to Valli so that she can climb the bus.

(b) Valli refused taking help from the conductor and said that she would get on the bus by herself.

Short Answer (SA) Type Questions [2 Marks each]

1 Who was Valli? Why did she keep standing in front of the door?

Ans. Valli was an eight year old girl who was very curious. Valli kept standing in front of the door as there were no playmates of her age. So, she used to keep on watching the street outside her house.

2 What was the most fascinating thing that Valli saw on the street? **CBSE 2019**

Ans. The most fascinating thing that Valli saw on the street was the bus that travelled between her village and the nearest town. It passed through her street each hour, once going to the town and once coming back.

3 Where was the town located? What was the fare to travel there by bus?

Ans. The town was located six miles from Valli's village. The fare to travel to town by bus was thirty paise for one way.

4 What did Valli keep on planning and calculating continuously?

Ans. Valli kept on planning and calculating continuously the bus journey. She planned and calculated how much time it will take to reach the town and the fare that would be required in completing her journey.

5 How did Valli save money to travel by bus? **CBSE 2013**

Ans. Valli saved the money to travel by bus by controlling every temptation to buy peppermints, toys, balloons and even a ride on the merry-go round at the village fair to save money for her bus journey.

6 Describe the bus in which Valli sat.

Ans. The bus in which Valli sat was new. Its outside was painted a gleaming white with some green stripes along the sides. Inside, the overhead bars shone like silver. There was a beautiful clock above the windshield and its seats were soft and luxurious.

7 How was the view outside the bus when it went through the road?

Ans. The view outside the bus when it went through the narrow road was very beautiful. Valli saw that on one side was a canal beyond which there were palm trees, grasslands, distant mountains and the blue sky. On the other side, there were a deep ditch and acres of green fields.

8 Why did the conductor want Valli to sit? Did Valli listen to him.

Ans. The conductor wanted Valli to sit as she might fall and hurt herself when the bus took a sharp turn.

No, Valli did not listen to him and continued standing till the next bus stand.

9 Why didn't Valli get off the bus when the bus stopped at the town.

Ans. When the nearest town had reached, everyone got off the bus except Valli because she wanted to return home in the same bus. She only wanted to take a ride on a bus. So, she gave the conductor the fare to return home in the same bus.

10 How did Valli feel on seeing the dead cow on the road? **CBSE 2014**

Ans. On seeing the dead cow on the road, Valli felt sad. She thought that a lovable, beautiful creature just a little while ago had now suddenly lost its charm and its life. It looked so horrible and frightening. After that, she did not even look outside the bus.

11 Why did Valli smile to herself ? Did her mother and aunt had any chance of knowing the secret of her smile?

Ans. Valli smiled to herself when she realised that her mother and aunt would never, know about her journey. They did not know anything about Valli's bus journey and had no chance of knowing Valli's secret.

Long Answer (LA) Type Questions [8 Marks each]

1 In such a fast moving world when we hear so many incidents happening with people, do you think Valli did right by not telling her mother about the bus journey? **CBSE 2015**

Ans. No, I don't think that Valli did the right thing in travelling alone to the town without informing her mother. By doing this, she put herself in an unsafe position as she could have easily been a victim of child abuse if she came in contact with wrong people. In fact, she was lucky to return home safely. Children should always travel along with their parents or elders as they are easy targets for criminals. We hear a lot of instances of crimes committed against children these days like kidnapping, child abuse, molestation, rape, etc.

Valli could have expressed her desire of travelling in the bus to her mother. I am sure that her mother would have fulfilled her wish by taking her on a bus ride. It might happen that her mother would not allow her that time.

But being a caring mother, she would definitely take her on a ride of bus. Travelling alone is never safe because one has no idea about the routes and might get lost. So it is always better to inform parents before doing such acts.

2 Curiosity is the mother of learning. If one has an urge to know more about anything, one learns many things. Valli also has an urge to know more and more about things and her surroundings which makes her an intelligent, confident and mature girl. What traits of her character makes her so?

Ans. Curiosity is the mother of learning. If one has an urge to know more about anything, one learns many things. In the story, 'Madam Rides the Bus, Valli also has the urge to know more and more about things and her surroundings. She is a curious eight year old girl who observes her surroundings and learns a lot from others.

She stands on the front door of her house and enjoys looking at the various activities around her house. When she develops a strong desire to ride in the bus, her curious nature helps her a lot. It allows her to listen to the conversations of other people who had travelled in the bus. She could even confidently ask questions so that she could gather as much information as she can, regarding the bus journey.

While on her journey, Valli behaved friendly with the bus conductor and maturedly handled herself throughout the bus journey. Her curious nature makes her intelligent and confident.

3 Once we decide to achieve something, so many difficulties come in our way. With focused attention we can make that achievement. How did Valli succeed in fulfilling her desire of riding a bus? **CBSE 2017**

or How did Valli fulfill her desire to ride a bus to the town and back? **CBSE 2020**

Ans. It is true once we decide to achieve something, many difficulties came in our way to stop us from doing our best to achieve our goals. However, with focused attention we can make our achievement. The story 'Madam Rides the Bus' proves this fact to be true.

In the story, Valliammai or Valli, an eight year old girl develops a strong desire to take a ride on the bus that travelled from her street everyday. As a confident and bold girl Valli not only gathered all knowledge about the journey but also meticulously planned her trip.

With extreme self-control, Valli saved the money she would require for a round trip in the bus. She controlled her desire to buy peppermints, toys, balloons and even did not take a ride on the merry-go-round in the village fair.

Then she properly plans to take the journey quietly when her mother is taking her afternoon nap. Finally, she was able to fulfill her dream. Her passion, self-dependence and self-respecting nature helped her to take the journey safely. Thus, it is true that with focussed attention, determination and planning one can achieve everything in life.

4 What kind of person is Valli? Illustrate your answer from the text that you have read. **CBSE 2012**

or "Valli was a mature girl ahead of her age." Justify the statement with instances from the text. **CBSE 2020**

Ans. Valliammai or Valli was an eight year old curious girl who developed a strong desire to take a bus ride. In the story, Valli emerged as a clever, sensitive, self-respecting and fun loving girl. With determination and passion she worked towards fulfilling her desire.

Not only did she just gather all the information she would require for the bus journey but also sacrificed many things to achieve it. She controlled her simple desires of buying toys, balloons, etc to take a ride on the bus.

During the bus journey, Valli proved to be mature, confident, bold and practical girl beyond her age. She was full of excitement and enthusiasm with which she enjoyed the scenes outside the bus. Even the cow filled her with extreme joy.

Valli was also a keen observant intelligent and sensitive girl, she was friendly, polite as well as careful. She not only refuses to take a cold drink from a strange man but also shows her good manners while talking to the conductor.

Her nature is evident when she is saddened by the dead cow lying by the roadside. All these characteristics shows that Valli is different from other children of her age.

EXAM PRACTICE

Self Assessment

Extract Based Questions

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

1 There was a girl named Valliammai who was called Valli for short. She was eight years old and very curious about things. Her favourite pastime was standing in the front doorway of her house, watching what was happening in the street outside.

(a) Who was Valliammai?

(b) What was Valli's favourite pastime?

2 Over many days and months Valli listened carefully to conversations between her neighbours and people who regularly used the bus, and she also asked a few discreet questions here and there. This way she picked up various small details about the bus journey. **CBSE 2011**

(a) How did Valli gather information about the bus?

(b) Who were those people to whom Valli listened?

Short Answer (SA) Type Questions

3 How was the interior of the bus in which Valli travelled?

4 What did the conductor advise Valli?

5 How did Valli react to the question of the old woman? Why?

6 What happened when the cow came in front of the bus?

7 What did Valli do when the conductor asked her to get off the bus on reaching the town?

8 What was Valli's reaction on seeing the dead cow?

Long Answer (LA) Type Questions

9 On seeing the dead cow Valli felt very bad. Do you think there are people even today who feel bad for the animals? Why do you think such accidents happen?

10 The people and surroundings are a great book to learn. Valli in the lesson 'Madam Rides The Bus' learns a lot from others. Mention the traits of her character which help her to learn from her surroundings.

CHAPTER

10

The Sermon at Benares

by Betty Renshaw

Chapter Overview

This chapter highlights the wisdom taught by the Buddha in his first sermon at Benares. It was given after he attained enlightenment. In this sermon, the Buddha talks about the incident related to the death of Kisa Gotami's son. In the story, he told that we must not be sad or sorrowful about the death of any of our near or dear ones. Nobody is free from death as all are subject to it. Only when we overcome grief we can get free from sorrows. Then we can get peace.

About the Characters

Buddha Gautama Buddha is the founder of Buddhism. He was a spiritual teacher who had gained enlightenment after seeing the world's pains and greed.

Kisa Gotami She was a young mother whose only son had died. She was a loving and caring mother, but at the same time, she became selfish and wanted to get her son back after death.

Summary

Gautama's Early life

Gautama Buddha was born as a prince and was named Siddhartha Gautama in Northern India. When he was twelve years old, he was sent for schooling in the Hindu sacred scriptures. Four years later, he returned home and got married to a princesses. They had a son. He lived a royal life for ten years.

Gautama Feels Sufferings of the World

Gautama was protected from all the sufferings of the world. One day, on his way to hunt, Gautama came across a sick man, an aged man, a funeral procession and a monk begging for alms. He was only twenty five year old at that time. These experiences influenced Buddha's thinking that he gave up royal pleasures and set out to seek enlightenment.

Gautama Seeks Enlightenments

Gautama travelled aimlessly for seven years and then he stayed under a *peepal* tree until he attained enlightenment. After seven days of wandering, he got enlightened and renamed the tree as 'Bodhi Tree' (Tree of wisdom). He began to teach and share his new understandings and came to be known as Buddha. He gave his first sermon in the city of Benares. It is the holiest of the dipping places on the river Ganges. This Sermon reflects Buddha's wisdom about one undiscoverable kind of suffering.

Story of Kisa Gotami

Kisa Gotami had only one son who had died. She carried her dead son in her arms and went door to door asking for medicines for her dead child. People said that she had lost her senses. Eventually she met a man who directed her towards lord Buddha who could possibly have a solution for her problem. She went to Buddha and asked him to cure his son. Buddha asked her to bring a handful of mustard seeds from a house where no one had lost a child, husband, parent or friend.

Kisa Gotami went from house to house in search of mustard seeds but she didn't found such house where no one had ever died. She got tired, hopeless and sat down at the wayside. Soon, she realised that death was everywhere and nobody could escape from it. She realised that she had been selfish.

Certainty of Death

Buddha held that our life is full of pain and sufferings. Everyone who is born has to die. It is not possible to avoid death. As the ripe fruits are in danger of falling, as the earthen vessels made by the potter break, similarly the mortals have the danger of death.

Wise men and fools, all fall in the power of death. Only the wise do not grieve and they accept the reality. All weeping and grieving will bring more pain and sufferings to the body. One, who is composed, will obtain peace of mind and will be free from sorrow and be blessed.

WORD MEANINGS

The given page numbers correspond to the pages in the prescribed textbook.

Word	Meaning
Page 133	
sacred	holy
scriptures	the holy writings of a religion
befitted	appropriate
heretofore	before now
alms	money or food given to poor people
enlightenment	a state of high spiritual knowledge
wandered	moved in a leisurely or aimless way
vowed	a serious promise to do something
chanced upon	came across by chance
Page 134	
awakened	enlightened
sermon	a talk on a religious or moral subject
inscrutable	impossible to understand or interpret
repaired	went
procure	obtain
beloved	dearly loved
weary	feeling or showing extreme tiredness
flickered	shone unsteadily
extinguished	put out
valley of desolation	place filled with deep sorrow
Page 135	
mortals	those bound to die
earthen	made of baked or fired clay
kinsmen	near relatives
lamenting	expressing sorrow, regret or unhappiness about something
slaughter	the killing of animals for their meat
afflicted	affected

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Thinking About the Text (Page 135)

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

Ans. When kisa Gotami's son died, she went from house to house, she asked for 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?

Ans. She asked for a handful of mustard seeds from a house in which no one has died. Kisa Gotami went from door to door, but couldn't find a single house where death had not taken a beloved away. She could not get it. The reason is that death is inevitable. Anyone who is born is bound to die one day.

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?

Ans. Kisa Gotami understood the second time that death is common to all. She understood 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?

Ans. Kisa Gotami understood this only the second time. It was because she found that there was not a single house where some beloved had not died.

The Buddha changed her understanding by asking her to get a handful of mustard seeds from a house in which no one had ever died. He did this purposely to make her realise that there was not a single house where no one had ever died. When she went to all the houses the second time, she found she could not get the mustard seeds. Then, when she sat and thought about it, she realised that the fate of men is such that they live and die. In this way, the Buddha changed her understanding.

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

Ans. I usually understand the idea of selfishness as being concerned only about one's own interests. I also understand it to mean showing complete disregard for others' interests.

Yes, I agree with Kisa Gotami that she was being 'selfish in her grief'. In her son's death, she was unable to see that death is something that strikes all living beings. In this sense, she was selfish.

Thinking About 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!

Ans.
- give you medicine for your child
- Please tell me
- Kisa went to the Buddha
- there was no house in which no one had died in it
- relatives
- 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.

Ans. 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.

The single sentence using semicolons has a better rhythm when I read it. 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.

NCERT FOLDER

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Exam Practice

Extract Based Questions [2 Marks each]

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

1 Gautama Buddha (563 BC– 483 BC) began life as a prince named Siddhartha Gautama, in Northern India. At twelve, he was sent away for schooling in the Hindu sacred scriptures and four years later he returned home to marry a princess. They had a son and lived for ten years as befitted royalty.

(a) Who was Gautama Buddha?

(b) When did Gautama Buddha marry?

Ans. (a) Gautama Buddha was a prince born in North India.

(b) Gautama Buddha married after his schooling at the age of sixteen years.

2 At about the age of twenty-five, the Prince, heretofore shielded from the sufferings of the world, while out hunting chanced upon a sick man, then an aged man, then a funeral procession, and finally a monk begging for alms. These sights so moved him that he at once went out into the world to seek enlightenment concerning the sorrows he had witnessed.

(a) Why did Gautama Buddha go out to seek enlightenment?

(b) Describe the thought of Gautama Buddha while he encountered with the different stages of life.

Ans. (a) Gautama Buddha was highly moved by seeing the sufferings of man. So, he went out to seek enlightenment.

(b) Gautama Buddha was so upset and worried while encountering the different stages of life as a sickman, an aged man, a funeral and a monk begging for alms.

3 He wandered for seven years and finally sat down under a *peepal* tree, where he vowed to stay until enlightenment came. Enlightened after seven days, he renamed the tree the *Bodhi* Tree and began to teach and to share his new understandings. At that point he became known as the Buddha.

(a) What did Buddha do while sitting under the tree?

(b) After how many days Gautama Buddha got enlightenment?

Ans. (a) Buddha began to teach and share his new understandings while sitting under the tree.

(b) Gautama Buddha got enlightenment after seven days of his vow that he would sit until enlightenment came.

4 The Buddha preached his first sermon at the city of Benares, most holy of the dipping places on the River Ganges; that sermon has been preserved and is given here. It reflects the Buddha's wisdom about one inscrutable kind of suffering. **CBSE 2014**

(a) What does the sermon preached by Buddha reflect?

(b) How Benares is described in the lesson?

Ans. (a) It reflects Buddha's wisdom about one inscrutable kind of suffering.

(b) Benares is described in the lesson as the most holy of the dipping places on the river Ganges.

5 Poor Kisa Gotami now went from house to house, and the people pitied her and said, "Here is mustard-seed; take it!" But when she asked, "Did a son or daughter, a father or mother, die in your family?" they answered her, "Alas! the living are few, but the dead are many. Do not remind us of our deepest grief." And there was no house but some beloved one had died in it.

(a) What did Kisa Gotami ask before taking the mustard seeds?

(b) What did the people reply Kisa Gotami when she asked about the death of a family member?

Ans. (a) Kisa Gotami asked everyone before taking the mustard seeds whether a family member had ever died in their family or not.

(b) The people replied Kisa Gotami that there was no house but some beloved one had died in it and she should not remind them of their deepest grief.

NCERT FOLDER

6 "Not from weeping nor from grieving will anyone obtain peace of mind; on the contrary, his pain will be the greater and his body will suffer. He will make himself sick and pale, yet the dead are not saved by his lamentation. He who seeks peace should draw out the arrow of lamentation, and complaint, and grief."

(a) How can a person seek peace?

(b) What effect does the weeping or grieving have on us?

Ans. (a) The person who seeks peace should draw out the arrow of lamentation, complaint and grief.

(b) Weeping or grieving makes our pain greater than before. The person will make himself sick and pale.

Short Answer (SA) Type Questions

[2 Marks each]

1 What do you know about the early life of Buddha?

Ans. We know about the early life of Buddha that he was born in a royal family. His childhood name was Siddhartha. At the age of twelve, he was sent away for schooling in Hindu sacred scriptures. Four years later, he got married to a princess and had a son.

2 What was the effect of observing the sufferings of the world on Buddha?

Ans. The effect of observing the sufferings of the world on Buddha was that he move out into the world to find enlightenment.

At the age of 25, while hunting one day, Buddha saw a sick man, then an aged man, then a funeral procession and finally a monk begging for alms. These affected him so much that he went out into the world to seek enlightenment.

3 What did the Buddha do after he had attained enlightenment?

Ans. After the Buddha had attained enlightenment, he started teaching and sharing his new understandings. He spread his preachings far and wide so that people could come to know the truth. He shared his knowledge with people through his teachings.

4 Where did Buddha preach his first sermon?

Ans. Gautama Buddha preached his first sermon at the city of Benares, which is regarded as the holiest of the dipping places on the river Ganges. The sermon reflects his knowledge about a kind of suffering.

5 How did Siddhartha Gautama get the name of Buddha?

Ans. Siddhartha Gautama sat under a big peepal tree, where he vowed to stay until he got enlightenment. He was enlightened after seven days. He began to teach and share his new understandings. In this way, he came to be known as Buddha.

6 Why was Kisa Gotami sad? What did she do in her hour of grief?

Ans. Kisa Gotami was sad over the death of her only son.

In the hour of grief, she went house to house in order to find medicine for her son that could bring him to life. But nobody could provide any medicine because his son was dead.

7 According to Kisa Gotami, what is the greatest grief of life? **CBSE 2014**

Ans. According to Kisa Gotami, the greatest grief in life is the death of one's loved ones. Therefore, instead of lamenting on it, the wise should accept the truth of death. Weeping will only increase the pain and disturb the peace of mind of a person.

8 How did Kisa Gotami realise that life and death is a process? **CBSE 2016**

Or How did Kisa Gotami realise that life and death is a normal process? **CBSE 2019**

Ans. Kisa Gotami realised that life and death is a normal process when she went from house to house but was unable to find one house where nobody had died. She was tired and hopeless to think and sat down at the wayside. She realised that, similar to the city lights, human lives also flicker up for sometime and are extinguished again.

EXAM PRACTICE

9 What did Buddha say about death and suffering?

Ans. Buddha said about death and suffering that they are part and parcel of life. None can avoid this truth. We have to meet our destined end one day. Whoever has come to the world, will die one day.

In the hour of grief, we must remain calm and composed so that grief doesn't overcome us.

People who are wise, never complain or lament over their loss. They accept the truth and are blessed with it. So, wisdom lies in the fact that people should not get distressed with pain, suffering and death.

Long Answer (LA) Type Questions

[8 Marks each]

1 Why did Gotami go to the Buddha? What lesson did he teach her? **CBSE 2019**

or How did the Buddha make Kisa Gotami realise the reality of death? **CBSE 2020**

Ans. When Kisa Gotami lost her child she became very sad. She carried her dead child to her neighbours in order to get medicine to bring him to life. She was unable to accept the fact that her child is dead. It was then that someone suggested her to meet Gautama Buddha. When she went to Gautama Buddha, he asked her to collect mustard seeds from a house where no one had ever died. She went from one house to another but was unable to find a single house in the town where no one had died.

This way she realised that death is a part of life. Anyone who is born is bound to die one day. Thus, Buddha changed her understanding of death by this exercise, Buddha told her that only the wise do not grieve and they accept the reality. Mourning brings only pain and sufferings to the body. One who is composed obtains peace of mind. They will be free from sorrow and be blessed. This gave her strength to overcome her grief.

2 Personal losses are a part and parcel of life. Instead of wailing on them, we should move on in life. This message of Gautama Buddha has become more relevant in modern times. Do you agree ? Why /why not? **CBSE 2015**

Ans. Yes, I agree with the message that Gautama Buddha has given about life. In modern times, people have a lot to explore and move with the world at the same pace. If people don't understand the practical aspect of life, they will be under stress. It would affect their personal and professional lives. People need to understand that everyone who is born will have to die one day. There is no use of being sad or crying over the loss. People should remain calm and composed in such situations. They should face the truth and move on in life.

In today's world we have to accept the truth of life and death. We should think about the younger generation and the persons who are alive.

3 What lesson on death and suffering did the Buddha teach Gotami in the chapter, 'The Sermon at Benaras?' **CBSE 2018**

Ans. The lesson on death and suffering that Buddha taught Gotami was that, these are part and parcel of life. No one can avoid this truth. One has to meet one's destined end one day. Whoever has come into this world will die one day. Thus, in the hour of grief for a loved one who has died, one must remain calm and composed. Then one doesn't occupy himself with grief. Otherwise, they will feel the pain more.

However, those persons who are wise never complain or lament over their loss. They never try to bring back to life their loved ones who are dead, as Gotami wanted to do. They accept the truth and overcome their sorrow. Persons who overcome their sorrow will be blessed. So, wisdom is in the fact that people should not get distressed with pain, suffering or death.

EXAM PRACTICE

4 Describe the journey of Siddhartha Gautama becoming the Buddha. **CBSE 2020**

Ans. Gautama Buddha was born in 563 BC in a royal family. His name was Siddhartha Gautama. At the age of twelve, he was sent away for schooling. He studied all the sacred Hindu scriptures. At the age of sixteen, he married a princess and later they had a son. He lived a royal life for ten years. Siddhartha had been shielded from the sufferings of the world. However, when he was twenty five, he saw a sick man, then an aged man and a funeral procession. Finally, he came across a monk begging for alms. This was his first encounter with the harsh realities of life. These sights made him so sad that he decided to renounce the worldly pleasures. He left his family and became a monk. He went out into the world to seek spiritual knowledge. Siddhartha Gautama wandered for seven years in search of wisdom and truth. Finally, he sat down under a big peepal tree to mediate. He vowed to stay there until he got enlightenment. After seven days, Gautama got enlightenment. He became known as 'The Buddha' which means 'enlightened' or 'the awakened'. He began to teach and spread his message of wisdom and truth.

5 What lesson did Kisa Gotami learn the second time that she had failed to learn the first time? **CBSE 2020**

Ans. Kisa Gotami had lost her only son and in grief, she carried her dead son to all her neighbours to get him cured and restored back to life. Finally, she went to the Buddha asking him for medicine to cure her boy. The Buddha felt that she needed to be enlightened about the truth of life that death and sorrow are inseperable.

He could see that grief had blinded her, and it would be difficult for her to accept the truth. So, the Buddha told her to procure mustard seeds from a house where none had died. Kisa Gotami went door to door. Then, she realised that there was no house where no one had died and that death is common to all.

She came back to the Buddha where he told her that life in this world is troubled and filled with sorrows. He gave her examples of ripe fruits and earthen vessels whose 'lives' are short. This way he made her realise the second time that death is unavoidable and none even the near and dear ones can save anyone from death.

EXAM PRACTICE

Self Assessment

Extract Based Questions

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

1 Kisa Gotami had an only son, and he died. In her grief, she carried the dead child to all her neighbours, asking them for medicine, and the people said, "She has lost her senses. The boy is dead." At length, Kisa Gotami met a man who replied to her request, "I cannot give thee medicine for thy child, but I know a physician who can." And the girl said, "Pray tell me, sir; who is it?" And the man replied, "Go to Sakyamuni, the Buddha." **CBSE 2014**

(a) What was Kisa Gotami's grief?

(b) What did she do in her grief?

2 At about the age of twenty-five, the Prince, heretofore shielded from the sufferings of the world, while out hunting chanced upon a sick man, then an aged man, then a funeral procession, and finally a monk begging for alms. **CBSE 2015**

(a) Who is the prince?

(b) What are the sights of suffering that the prince saw?

Short Answer (SA) Type Questions

3 What did Buddha do after he attained enlightenment? Why? **CBSE 2013**

4 What is the greatest sorrow of people?

5 What did the man suggest Kisa Gotami to do?

6 Why was the *peepal* tree later named as *Bodhi* Tree?

7 How did Buddha teach Kisa Gotami the truth of life?

Long Answer (LA) Type Questions

8 The teachings of a great person enable us to face even the most challenging problems in life. How does the lesson explain this statement?

9 A little help and guidance to those who are experiencing grief, may help them understand and overcome grief. It is a big relief for the grieving person if support and care are extended to them. Explain citing examples from the chapter 'The Sermon at Benares'.

CHAPTER

11

The Proposal

by Anton Chekov

Chapter Overview

'The Proposal' is a one act play about the tendency among rich families to use marriage as means to increase their wealth. In the story, Lomov, a rich man goes to his wealthy neighbour, Chubukov's house with a proposal to marry daughter, Natalya. However, all three of them fight with each other over small issues. Even when the proposal is made, they continue with their quarrels.

About the Characters

Stepan Stepanovitch Chubukov He is a landowner and the father of a young girl named Natalya.

Natalya Stepanovna She is a young girl. She is fussy and argumentative.

Ivan Vassilevitch Lomov He is a young man who wishes to marry Natalya. He is also very argumentative.

Summary

Lomov at Chubukov's House

The play begins in a drawing room of Chubukov's house. Ivan Lomov comes to meet Chubukov. Chubukov is extremely happy to meet him. He is surprised to see Lomov wearing a formal dress and asks him if he was going somewhere. Lomov informs him that he has come to meet him because he needs his help. Chubukov thinks that Lomov must have come to borrow money from him. Finally, Lomov told that he has come to ask for Natalya's (Chubukov's daughter) hand for marriage.

Chubukov's Reaction to the Proposal

Chubukov gets very excited after hearing about the proposal. He hugs and kisses Lomov. He informs Lomov that he waited for this proposal since a long time. He even guarantees that Natalya would also agree to the proposal and goes to call her.

Lomov Thinks about Natalya and His Life

Lomov starts trembling (shaking) due to overexcitement. Lomov is left alone in the drawing room. He starts talking to himself. He finds Natalya to be a good housekeeper. She is well educated and not bad looking. He thinks that he needs to get married now because he is thirty-five years old. He thinks that now he needs to live a quiet and peaceful life. He also thinks that he is always restless and cannot sleep properly.

Natalya Meets Lomov

Natalya enters the drawing room and is surprised to see Lomov. She asks Lomov why he had not come there for a long time. She welcomes Lomov and starts talking about the work in the fields. Suddenly, she notices Lomov's dress. She asks him why he was dressed in an evening (formal) dress and enquired if he was going to a ball (party).

Lomov tells her the purpose of his visit. But instead of talking about the proposal, Lomov tells her about the good relations between Lomovs and Chubukovs. He also mentions about Oxen Meadows that he had inherited from his aunt.

Argument over Oxen Meadows

After hearing Lomov calling Oxen Meadows as his own, Natalya tells Lomov that the Oxen Meadows do not belong to him. They actually belonged to them. An argument began over the Oxen Meadows. Both of them constantly state that the Meadows are owned by them.

Lomov offers to show documents to prove his claims. Lomov clarifies that he is talking about the Oxen Meadows that are between her Birchwoods and Burnt marsh. He clarifies that the Oxen Meadows were once a subject of dispute between their families. But now it belongs to Lomov. His aunt's grandmother gave its free use to the peasants of Natalya's father's grandfather. The peasants used to make bricks for the grandmother. Since peasants used the meadows for forty years, Chubukovs started considering the land to be their own.

Argument Continues between Natalya and Lomov

Natalya does not agree and stick to her point that those meadows belonged to them. She insists that the land have been owned by them for nearly 300 years. Both Lomov and Natalya insist that the land is not worth a lot of money but they want the land as a matter of principle. Lomov offers to make meadows as a present to Natalya. Natalya also says that she can make meadows as a present to Lomov.

Chubukov Joins the Argument

Chubukov enters the room and gets to know the reason for the argument. He supports Natalya and tells Lomov that Oxen Meadows are owned by them. The quarrel increases to such an extent that Lomov and Chubukov start abusing each other and their families.

Chubukov tells Lomov by saying that he cannot talk to him so disrespectfully as he is twice of his age. He calls Chubukov a land grabber. Lomov threatens that he would take Chubukov to the court. Chubukov says that Lomov's grandfather was a drunkard.

His younger aunt Nastasya ran away with an architect. Chubukov calls him a villain and a scarecrow. He also calls him a monster who has the courage to propose. All this excites Lomov and his health deteriorates. Finally, Chubukov asks Lomov to leave his house and never come back again.

Natalya Gets to Know about the Proposal

As soon as Lomov leaves, Chubukov tells Natalya that Lomov had come to propose her for marriage. When Natalya hears this, she almost faints and starts crying. She blames Chubukov for irritating/exciting Lomov and asks him to bring Lomov back. Chubukov goes to get Lomov back.

Another Argument over Dogs

Lomov enters the house again. Natalya tells him that the Oxen Meadows belongs to Lomov and shifts the conversation. Then, they start talking about dogs. Lomov tells Natalya that his dog 'Guess' is the best dog.

Natalya again objects to Lomov's claims and calls her dog 'Squeezer' to be better than Guess. Again, an argument begins. Both of them list the qualities of their dogs and claim their dog to be better than the other. Chubukov also joins the argument and again it grows to such an extent that they start abusing each other.

Chubukov Asks Lomov to Marry Natalya

While they are arguing, Lomov's condition worsens and he falls onto an arm chair. Both Natalya and Chubukov think that he has died and start crying. They think that Natalya's chance of getting married has gone.

After sometime, Lomov comes to his senses. Chubukov tells Lomov that Natalya is ready for marriage and that they should get married soon. He does not want to lose even a single moment and joins their hand. He asks them to kiss each other.

But again, they start arguing about their dogs while Chubukov calls everyone for Champagne to try to quiet her daughter.

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WORD MEANINGS

The given page nos. correspond to the pages in the prescribed textbook.

Word	Meaning
PAGE 144	
get up	dress
pardon	to excuse
to count on	to depend on
PAGE 145	
by jove	used to express surprise or emphasis
interrupt	to ask questions or say things while another person is speaking
off my balance	excited
consent	to give permission for something
tremble	to shake slightly as you are afraid, nervous, excited etc
egad	expressing surprise, anger or affirmation
PAGE 146	
palpitation (of the heart)	to beat quickly and strongly and often in a way that is not regular because of excitement, nervousness etc
twitch	to make a slight, sudden movement that is not controlled or deliberate
lunatic	a crazy person
neglige	gown
shelling	removing shells
splendid	glorious
stacked	stored
rot	to decay
ball	a large formal gathering for social dancing
PAGE 147	
late	no longer alive
regard	a feeling of respect and admiration for someone
meadow	a place for grazing cattle
marsh	a place with loose earth and water
wedged	to force into a narrow space, squeeze
perpetuity	the state of continuing for a long time
peasant	a farmer
reckon	believed
PAGE 148	
Dessiatins	a currency
implore	to make a very serious or emotional request to someone
make head or tail	understand

Word	Meaning
threshing	process of separating the grains from the plant
gypsie	a homeless person
impudent	failing to show proper respect and courtesy
carafe	a water container
PAGE 149	
accuse	to blame
mower	a person who cuts grass
clutch	to hold with the hand
hoarse	loud
restrain	to stop somebody from doing something
yell	to say something very loudly especially as you are very angry
excruciating	very painful; causing great mental or physical pain
PAGE 150	
accustomed	habitual
agitating	disturbing, exciting or angering someone
PAGE 151	
pettifogger	one who argues about small issues
embezzlement	to steal the money of your employer
iunacy	madness
drunkard	a person who is drunk or who often gets drunk
hump backed	having a hump at the back
guzzle	fat or drink (something) greedily
gambler	one who gambles
intriguer	cheater
malicious	having or showing a desire to cause harm
stagger	to move unsteadily from side to side
rascal	a cruel or dishonest man
scarecrow	a person who is very badly dressed, odd-looking or thin
impudence	quality of not showing respect for others
confounded	used for emphasis, especially to express anger or annoyance
wizen-faced	wrinkle-faced
frump	a colourless person
PAGE 152	
wail	to cry
Hysterics	a wildey emotional and exaggerated reaction

Word	Meaning
fetch	to go after and bring back someone
heated	angry
PAGE 153	
evidence	proof
misfortune	bad luck
lame	having an injured leg or foot that makes walking difficult or painful
twisted	forced out of its natural or proper shape
expense	expenditure
pedigree	the history of the family members in an animal's past especially when it is good or impressive
assure	convince
thoroughbred	of pure and unmixed breed
worn-out	tired
overshot	having the upper jaw extending the lower
heaps	(here) much
contradiction	the act of saying something that is opposite or very different in meaning to something else
PAGE 154	
bursting	to break open or into pieces
pretend	assume
rot	(here) rubbish
well-sprung	rounded
purebred (of an animal)	having parents that are of the same breed
muzzle	the usually long nose and mouth of an animal
neck and neck	very close (as in a race)
verst	a Russian unit of distance equal to 1.067 kilometres
PAGE 155	
liable to	likely to
tracking	(here) hunting
partridge	a bird
milksop	a man who lacks courage
worrying	(here) following
jesuit	one who cheats
PAGE 156	
damned	used to say that something is not important
bliss	complete happiness

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Thinking about the Play (Page 157)

1 What does Chubukov at first suspect that Lomov has come for? Is he sincere when he later says "And I've always loved you, my angel, as if you were my own son"? Find reasons for your answer from the play.

Ans. At first, Chubukov suspected that Lomov had come to borrow money.

Chubukov was not sincere when he told Lomov that he had always loved him and that he was like his own son, because he had decided to not give any money to Lomov.

If he truly meant what he said he would not have thought of not giving him money. He said so only because Lomov had asked for his daughter's hand in marriage.

2 Chubukov says of Natalya: "... as if she won't consent! She's in love; egad, she's like a lovesick cat..." Would you agree? Find reasons for your answer.

Ans. Yes, Natalya is in love with Lomov. This is clear by the way she behaves when she gets to know that Lomov came to propose her for marriage. She starts weeping and asks her father to bring Lomov at once. She even agrees with Lomov that he owns the Oxen Meadows.

3 (i) Find all the words and expressions in the play that the characters use to speak about each other, and the accusations and insults they hurl at each other. (For example, Lomov in the end calls Chubukov an intriguer; but earlier, Chubukov has himself called Lomov a "malicious, doublefaced intriguer." Again, Lomov begins by describing Natalya as "an excellent housekeeper, not bad-looking, well-educated.")

(ii) Then think of five adjectives or adjectival expressions of your own to describe each character in the play.

(iii) Can you now imagine what these characters will quarrel about next?

Ans. (i) *The words and expressions that have been used to describe each other by various characters of the play are*

- Chubukov: intriguer, grabber, old rat;
- Natalya: a lovesick cat, an excellent housekeeper, not bad-looking, well-educated;
- Lomov: a good neighbour, impudent, pettifogger, malicious, double faced intriguer, rascal, blind hen, turnip ghost, a villain, scare crow, stuffed sausage etc.

(ii) Some of the adjectives or adjectival expressions that can be used to describe each character are easily excited, nervous in practical, formal, proud, silly, quarrelsome, money-minded etc.

(iii) Do it yourself (Students can discuss amongst themselves the various subjects that these characters would most probably argue about)

Thinking about the Language (Page 157)

1 I. This play has been translated in English from the Russian original. Are there any expressions or ways of speaking that strike you as more Russian than English?

For example would an adult man be addressed by an older man as my darling or my treasure in an English play?

Ans. 1. There are many expressions in the play that are not generally used in contemporary English. These expressions include salutations such as my angel, my beloved, my beauty, etc. It also includes phrases such as 'and so on', and all that sort of thing and 'all that.' Other such expressions include 'the scarecrow', 'the stuffed sausage', 'and how you may be getting on', etc.

II. You must have noticed that when we report someone's exact words, we have to make some changes in the sentence structure. In the following sentences fill in the blanks to list the changes that have occurred in the above pairs of sentences. One has been done for you.

1. To report a question, we use the reporting verb **asked**.
2. To report a declaration, we use the reporting verb.....
3. The adverb of place here changes to .....
4. When the verb in the direct speech is in the present tense, the verb in reported speech is in the ..... tense.
5. If the verb in direct speech is in the present continuous tense, the verb in reported speech changes to ..... tense. For example, ... changes to was getting.
6. When the sentence in direct speech contains a word denoting respect, we add the adverb ..... in the reporting clause.
7. The pronouns I, me, our and mine, which are used in the first person in direct speech, change to third person pronouns to such as ....., ..., ..., or ..... in reported speech.

Ans. (2) declared (3) there (4) past (5) past continuous, is getting (6) respectfully (7) he, him, their, his

Exam Practice

Extract Based Questions

[2 Marks each]

Read the following extracts carefully and choose the correct option.

1 What are you talking about? Oxen Meadows are ours, not yours!

(a) Who is being referred to by 'yours'?

(b) Who is being referred to 'ours'?

Ans. (a) Lomov is being referred by 'yours'.

(b) 'Ours' refers to Natalya and his father.

2 Hear me out, I implore you! The peasants of your father's grandfather, as I have already had the honour of explaining to you, used to bake bricks for my aunt's grandmother. Now my aunt's grandmother, wishing to make them a peasant...

(a) What did the peasants do?

(b) Find the exact word from the extract which means 'to ask something in a very serious way.'

Ans. (a) The peasants used to bake bricks for Lomov's aunt's grandmother.

(b) 'Implore' from the extract means 'to ask something in a very serious way'.

3 You may take it that I know whether I have the right or not. Because, young man, I'm not used to being spoken to in that tone of voice, and so on. I, young man, am twice your age, and ask you to speak to me without agitating yourself, and all that.

(a) How did the speaker want Lomov to talk to him?

(b) Find the word from the extract which means 'to disturb, excite or anger someone'.

Ans. (a) Chubukov wanted Lomov to speak to him without agitating himself.

(b) 'Agitating' from the extract means 'to disturb, excite or anger someone'.

4 Never mind about my people! The Lomovs have all been honourable people, and not one has ever been tried for embezzlement, like your grandfather!

(a) How did Lomov describe his people?

(b) Explain 'Never mind about my people'.

Ans. (a) Lomov described his people as honourable.

(b) Lomov said this line because his family members were never indulged in any kind of theft and they all were honourable people.

5 NATALYA : What proposal?

CHUBUKOV : Why, he came here to propose to you.

NATALYA : To propose? To me? Why didn't you tell me so before?

CHUBUKOV : So he dresses up in evening clothes. The stuffed sausage!

The wizen-faced frump! **CBSE 2014**

(a) Why did he meet Chubukov?

(b) Who was dressed up as a stuffed sausage?

Ans. (a) Lomov met Chubukov to ask for Natalya's hand.

(b) Lomov was dressed up as a stuffed sausage.

Short Answer (SA) Type Questions

[2 Marks each]

1 How does Lomov come to Chubukov's house? For what does he come? How is he received? **CBSE 2012**

Ans. Lomov came to Chubukov's house in the evening dress with gloves on.

Lomov came to propose Chubukov's daughter Natalya for marriage.

Lomov is treated with respect by Chubukov, who also felt happy.

2 How does Chubukov react when Lomov to asked for the hand of his daughter in marriage? **CBSE 2019**

Ans. When Lomov says that he has come to ask for the hand of his daughter in marriage, Chubukov gets excited with joy. He hugs and kisses Lomov, sheds a tear of joy and calls for God's blessing for Lomov and Natalya.

3 Why did Lomov want to get married?

Ans. Lomov wanted to get married as he was already 35 years old. He felt that now he should lead quiet and peaceful life with a well educated, beautiful Natalya. Moreover, he was suffering from a weak heart and sleep-sickness and wanted company of someone to look after him.

4 What happens to Lomov when he is in an excited state?

Ans. When Lomov is in an excited state, his heartbeat increases, his lips tremble and there is a twitch in his right eyebrow. When he goes to sleep in such a state, something pulls him from his left side and he jumps like a lunatic.

5 How does Natalya excite Lomov to the point of verbal fighting?

Ans. Natalya excites Lomov to the point of verbal fighting by repeatedly insisting that Oxen Meadows belonged to them. She tells Lomov that upto now she considered Lomov a good neighbour and friend. This excites Lomov to the point of verbal fighting.

6 Describe Oxen Meadows. How were they a source of quarrel between Lomov's and Natalya's family?

Ans. Oxen Meadows is a land wedged between Birchwoods and the Burnt Marsh.

It becomes the source of quarrel between Lomov's and Natalya's family as both of them lay claim over it.

Lomov tries to prove that the Oxen Meadows were given to Natalya's great grandfather's peasants for free use. Because of using it for 40 years, they had started thinking that the Meadows belonged to them while Chubukov's contest (contradict) Lomov's claims.

7 How does Lomov react when Chubukov says that he is not used to misbehave by a young man like Lomov?

Ans. Lomov reacts by saying that Chubukov thinks that he is a fool. He says that he cannot talk to him calmly and politely as he is making a false claim to his property. He further accuses Chubukov of being a grabber. He also threatens to take Chubukov to the court.

8 How does Natalya react when she comes to know that Lomov had come to propose her? **CBSE 2014**

Ans. When Natalya comes to know that Lomov had come there to propose her, she was shocked. She cries, changes her stance and asks her father to bring Lomov back. When he proposed her, she became very happy as she also wanted to marry him.

9 Why does Natalya ask her father Chubukov to fetch Lomov in at once? Why does she accuse her father?

Ans. Natalya asks her father to bring Lomov back at once as she comes to know that Lomov had come to propose her for marriage. She accused Chubukov of driving Lomov out of their home.

10 Besides Oxen Meadows what is the other important cause of quarrel between Lomov and Natalya?

Ans. After the quarrel regarding the Oxen Meadows is over, Lomov and Natalya started another quarrel. This time, it is about their dogs, Squeezer and Guess. Natalya thinks that their squeezer was a better dog than Lomov's dog, Guess. She further calls Guess old and worthless, thus, starting the quarrel.

11 What kind of a man is Lomov?

Ans. Lomov is a man of 35 years old. He is really a very funny and comical character who came to propose Natalya. But he is so nervous and excited that he continues quarrelling with Natalya over small things and fails to make the proposal. He has no confidence and no self-control.

12 What opinion of Chubukov do you form after reading 'The proposal'?

Ans. Chubukov is a rich landlord and a neighbour of Lomov. He is short tempered and rude in behaviour. He wants Lomov to be married to Natalya.

But he forgets the main proposal and joins the quarrel between Lomov and Natalya. Chubukov also becomes abusing and insulting. However, he grabs the opportunity as soon as it comes, and blesses the couple in the end.

13 Which qualities are common in all three characters of the play 'The Proposal'?

Ans. All the characters in the play are argumentative, full of pride and possessiveness. They are always ready to argue for small things. They even fought over the breed of dogs.

Long Answer (LA) Type Questions

[8 Marks each]

1 The principle 'forgive and forget', helps a lot in maintaining cordial relations in society. Do you think Anton Chekov conveys this message in the play 'The Proposal'?

Ans. It is true that the principle 'forgive and forget' is the foundation of all the cordial relationships in our society. Any communication gap or misunderstanding develop better feeling which leads to enmity. In such cases, one must sit together and resolve the issue calmly. One must learn to forgive another and forget the issue.

In the play 'The proposal', Anton Chekov conveys this message through two neighbours, Lomov and Chubukov as well as Chubukov's daughter Natalya. They start quarrelling over small issues. Initially, the argument is about the ownership of Oxen Meadows.

Then it is about their dogs. Their arguments slowly developed into fights and they started abusing each other.

This damaged their relationship. Because of their quarrel, important issues were left behind. It is only when Natalya came to know that Lomov had come to propose her then only the argument is left behind. Natalya and Chubukov both asked for forgiveness and even forget the initial argument. Hence, it is essential to remember the principle of 'forgive or forget' if one wants to have cordial relationship with others.

2 Neighbours must have a cordial relationship which Lomov and Natalya do not have. Describe the first fight between them. **CBSE 2015**

Ans. Neighbours must have a cordial relationship which Lomov and Natalya lack. Lomov comes to his neighbour Chubukov house to ask for his daughter, Natalya's hand in marriage. When he meets Natalya, it seems that they do share a cordial relationship as both of them talk about Natalya's fields. However, they both soon start quarrelling over the ownership of a piece of land called Oxen Meadows. The quarrel starts when Lomov calls the Oxen Meadows his own. On hearing this, Natalya objected and claimed that the Oxen Meadows belongs to her family. Lomov even claimed to have the documents that proved that the land was his property. He also tells Natalya that his aunt's grandmother gave those meadows to her father's grandfather for free use. Now, because the peasants had used the land for forty years, they started thinking it and their own. But Natalya refuses to believe it and insists that they belonged to her family.

This quarrel is even joined by Chubukov, Natalya's father. However, instead of resolving the issue he gets into an argument with Lomov. They even started abusing each other and after some time, Lomov leaves their house. All of these show that they do not share a cordial relations with each other and fight over small issues.

EXAM PRACTICE

Self Assessment

Extract Based Questions

Read the following extracts carefully and choose the correct option.

1 Well, you see, it's like this. [Takes his arm] I've come to you, honoured Stepan Stepanovitch, to trouble you with a request. Not once or twice have I already had the privilege of applying to you for help, and you have always, so to speak... I must ask your pardon, I am getting excited. I shall drink some water, honoured Stepan Stepanovitch.

(a) Why did Lomov meet Stepan?

(b) What did Lomov ask for?

2 My dear fellow... I'm so glad, and so on... Yes, indeed, and all that sort of thing. [Embraces and kisses Lomov] I've been hoping for it for a long time. It's been my continual desire. [Sheds a tear] And I've always loved you, my angel, as if you were my own son. May God give you both—His help and His love and so on, and so much hope.

(a) Why is Chubukov glad?

(b) What was Chubukov's continual desire?

Short Answer (SA) Type Questions

3 What is the play 'The Proposal' about?

4 What opinion did Chubukov have about Lomov?

5 What did Chubukov think when Lomov first visited him?

6 What did Lomov tell about the relation of the Lomovs and Chubukovs in the past?

7 Why were Natalya and Lomov arguing over the Oxen Meadows?

8 What opinion do you form of Natalya after reading 'The proposal'?

9 Justify the title 'The proposal'.

10 How does Lomov and Natalya justify that their dogs are the best?

Long Answer (LA) Type Question

11 Do you think that forgiveness is better than arguing? Give reasons supporting your answer.

12 "The way Chubukov, Natalya and Lomov fought over petty issuess is against the behaviour and mannerisms of neighbours." Comment. What would you have done to resolve the issue if you were in place of Chubukov?