



**पुर्णिमा International School**  
Shree Swaminarayan Gurukul, Zundal

***Grades X***  
***ENGLISH***  
***LANGUAGE***  
***&***  
***LITERATURE***  
***Specimen Copy***  
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## Lesson 1

**NAME : A LETTER TO GOD**

**AUTHOR : G.I.Fuentes**



### **SUMMARY**

#### **Lencho's house and crop**

Lencho had his lonely house in the valley. It was situated on the top of a low hill. From there one could see the river and the fields. Lencho had a good crop. But it needed rains badly.

#### **It starts raining**

Lencho saw the sky in the north. It had rain clouds. His wife was preparing the dinner. He told her that God willing it would rain. Soon big drops of rain began to fall. Lencho went out to feel the rain on his body. He was very glad. He said that the drops of rain were new coins.

#### **Hailstorm and loss there from**

But soon the hail rained on everywhere. The fields became white as if covered with salt. The crop was totally destroyed. Lencho became sad. He felt that they would go hungry that year. Also they would have no seeds for the next crop.

#### **Lencho writes to God**

But Lencho had a single hope : help from God. He was sure that no one dies of hunger. He had a great belief in God. The following Sunday he went to the post office. He wrote a letter to God to send him one hundred pesos. He wrote 'God' as the address.

### **Postmaster collects money for Lencho**

An employee of the post office showed this letter to the postmaster. The postmaster laughed seeing the address. He wished to have such a faith in God. He had had an idea answer the letter. But reading it he found that the writer needed money. It was to keep the faith of the writer. So he asked all his friends and employees to give some money.

### **Money sent to Lencho**

The postmaster could collect only seventy pesos this way put the money in an envelope and addressed it to Lencho. He wrote a single word on it 'God' as a signature.

### **Lencho receives the money**

The following Sunday Lencho came to the post office. He asked if there was any letter for him. He was given that letter. Lencho did not show any surprise on seeing the money. He got angry when he counted the money. He felt that God couldn't have made a mistake.

**Lencho's letter to God**, calls post office employees crooks Immediately Lencho wrote another letter to God. He put it into the mailbox. The postmaster opened it. Lencho had written in that letter that he had received only seventy pesos. But he had asked for one hundred pesos. He asked God to send him the rest. But God should not send it through the mail. It was because the post office employees were crooks.

### **NEW WORDS**

Crest

Downpour

Predicted

Expression

Destroyed

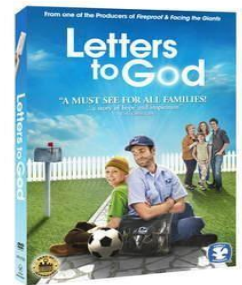
Harvest

Intimately

Approaching

Hailstones

Solitary



### **WORD MEANINGS**

Affixed = Attached to something else

Draped = Covered

Intimately = In a private and personal way

Deny = Refuse

Amiable = Friendly and pleasant

Locusts = Insects which fly in big swarms (in groups) and destroy crops

Conscience = On inner sense of right and wrong

Peso = Currency of several Latin American countries

Contentment = Satisfaction

### **Read the extract below and answer by choosing the correct alternatives:**

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

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

**a) Who was Lencho? What were his main problems?**

**Ans:** Lencho was a hard working farmer who lived on the crest of a low hill with his family. His was the only house in the entire valley. He eagerly waited for a good rain to have a good harvest but hailstorm destroyed his crop, so he needed money to sow his field again and support his family. So these were his main problems.

**b) Why and how did the postmaster help Lencho?**

**Ans:** The postmaster was mesmerised to see Lencho's faith in God and he didn't want his faith to be shaken. He asked his employees and friends to help Lencho. He was so determined to help Lencho that he himself contributed a part of his salary for this act of charity. He collected seventy pesos and put them in an envelope containing only a single word as a signature God.

**c) How much money did Lencho need? How much did he get?**

**Ans:** Lencho asked God to send him hundred pesos to sow the crops and support his family till the next harvest but when he received the letter from God which was sent by the post office employees, he saw only seventy pesos in it, less than he had demanded from God.

**Answer the following questions in 100 to 150 words:**

**a) "Humanity still exists" this is what we get 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 though. Write a paragraph on the values in it in about 120 – 150 words, Give the paragraph a suitable title.**

**"Existence of humanity"**

**Ans:** The story "A Letter to God: written by GL Fuentes enforces our faith in humanity. After reading the story, we know that there are still people who help others without any self-interest. Here the post master and other employees lay an example of humanity and kindness for others .

First they all laughed at Lencho's letter to God because they knew that there

Was no such person but 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 and kept them in an envelope for Lencho. They signed on it 'God' except their own name .This act shows us the true picture of humanity and motivates us to be a noble and kind person.

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

**Ans:** Lencho 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 was afraid to think how his family would survive. He believed that God would help him in his plight.

He had firm faith in God , he believed that God would not let him be hungry . Now a days faith in God like Lencho's is almost impossible and unseen. People are very much aware that nobody is willing to help others without any self- interest. Lencho's reaction towards post office employees was not right or justified but it was just because of his innocence as he could not believe that God had done such a mistake. It were only the post office employees who had stolen money according to him.



## HOTS QUESTIONS

**Q1 In the lesson 'A letter to God', What moral values does the postmaster display in his behaviour?**

**Answer :** The postmaster first laughed looking at the letter which has a strange address.

But

soon he became serious . He was surprised at the faith that Lencho had in God. The postmaster was a kind and compassionate human being.

He tried to keep Lencho's faith in God intact by collecting the amount for him. He was an empathetic and soft hearted person who cared for Lencho.

He displayed good leadership qualities by asking each Post office employee to contribute to his

extent. The postmaster himself gave a part of his salary and also requested his employees and a

few friends to contribute for the good cause as a charity..He encouraged to perceive others in a

more positive light. He was a man who fostered a sense of community building and wished to

spread positivity which helps in creating a healthy society.

**Q2 Lencho addresses the post office employees as a 'bunch of crooks', why ? Give reasons in**

**support of your answer**

**Answer:**The hailstones ruined Lencho's crop and left Lencho helpless. So he thought of writing a letter to God to help him for his destructed crop. Lencho requested God to send hundred pesos. The postmaster sent him 70 pesos. Lencho became angry when he counted the money. He thought that 30 pesos were taken by the post office employees. He warned God to send thirty pesos more and beware of those employees who were a bunch of Crooks.

## LESSON 2

**NAME : NELSON MANDELA**

**LONG WALK TO FREEDOM**

**WRITER : NELSON ROLIHLAHLA MANDELA**



The inauguration ceremonies took place in a big open building in Pretoria. Here the South Africa's first democratic non-racial govt, was to be installed.

### **The author addresses**

The author spoke of the newborn liberty. He thanked all the international guests. He said that they had come there to be with his countrymen. It was the common victory for justice, peace and human dignity. He pledged to liberate his people from poverty, suffering and discrimination.

### **Display by jets and helicopters**

After a few moments colourful South African jets and helicopters flew over the Union Buildings there. It was for military's loyalty to democracy for a new govt. Then the highest military generals having medals on their chests saluted the author. He thought that they would have arrested him many years before.

### **Singing of the national anthem**

The day was symbolised for the author by the playing of two national anthems. The whites sang 'Nkosi Sikelel' and the blacks sang 'Die Stem'. These formed the old anthems of the republic.

### **The author's thoughts**

On that day of the inauguration, the author thought of history. In the first decade the South African people had patched up their differences with other black-skinned people. They had built a system of superiority also. It was the basis of the harshest societies. This system had now stood overturned. Now it was the system that recognised the rights and freedoms of all people.



### **The author's regret**

This auspicious day came after the sacrifices of thousands of the people. The author thought of himself the sum of all those people. He was pained that he couldn't thank them. Freedom fighters remembered

The policy of apartheid created a lasting wound in his country and his people. This policy had produced great freedom fighters. They were like Oliver Tambo, Walter Sisulu, Chief Luthuli, Yusuf Dadoo etc. They were men of uncommon courage, wisdom and generosity. The country was rich in minerals. But its greatest wealth was its people.

### **The definition of courage**

From these people the author learned the meaning of courage. They risked their lives. They underwent great torture. He learned that courage was not the absence of fear but the victory over it.

### **Man's natural goodness**

The author says that no one is born hating another person due to colour or religion. They could be taught to love. Love comes naturally to the human heart. In prison they were pushed to the wall. But he saw humanity in the hearts of the guards. It was man's essential goodness. It can't be put out.

In life every man has twin duties—to his family, to his community and country. The author found it difficult to fulfil these two duties. It was because a coloured man in South Africa was punished if he lived like a human being. Such a man was forced to live apart from his own people. So he was not allowed to do his duties to his family.

### **Freedom defined**

The author was born free. He was not born with a hunger to be free. He was free as long as he obeyed his father and obeyed the customs of his tribe. But soon he realized that his freedom was an illusion. He began to hunger for freedom when it was taken from him. As a student he wanted freedom to read and go. As a young man in Johannesburg he wanted freedom to be as per his potential. He also wanted the freedom of livelihood of his own and of family.

### **Desire for freedom made him bold**

But soon he saw that he was also not free like his brothers and sisters. Then he joined the African National Congress. His hunger for freedom became great for the freedom of his people. The desire for the freedom of his people to live with dignity gave him power. It made him bold. It made him live like a monk. The chains on his people became chains for him too.

### **Oppressor and the oppressed without humanity**

The author knew that the oppressor must be liberated like the oppressed. A man who takes away another's freedom becomes the hated. No one is free if he is taking someone else's freedom. Both the oppressor and the oppressed are robbed of humanity

### **New Vocabulary**

Apartheid

Dignitaries

Oppression

Rare privilege

Emancipation  
Gedecked  
Chevron  
Oppressor

**Words – meanings**

Transitory = Not permanent

Virtuous = Full of virtues

Racial domination = Control due to race

Besieged = Surrounded

Wrought = Done

**Q1 Read the following extracts carefully and answer the questions that follow.**

a) 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 amphitheater formed by the Union Buildings in Pretoria. For decades this had been the seat of white supremacy, and now it was the site of a rainbow gathering of different colours and nations for the installation of South Africa's first democratic, non-racial government.

(a) Who were coming and for what before the inauguration?

(b) What happened on the inauguration?

(c) Find out the word that means the same 'commencement' from the passage.

(d) Find the word from the passage which means 'an open space surround by sloping land'.

**Answers**

(a) Dignitaries and world leaders were coming to pay their respects before the inauguration.

(b) On the inauguration the first ever democracy, a non-racial government was installed as a victory of good or evil.

(c) The word is 'inauguration'.

(d) The word is 'amphitheater'.

b) 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?

(c) Find out the word from the passage that has the same meaning as 'maintain'.

(d) ..... means a small platform that a person stands on when giving a speech etc.

**Answer**

(a) Zenani, the daughter of Nelson Mandela accompanied him on the inauguration.

(b) Mr Deklerk and Mr Thabo Mbeki took oath before Nelson Mandela as the second and first deputy president respectively.

(c) The word is 'uphold'.

(d) The word is 'podium'.

**Q.2 Answer the following questions in 30 to 40 words:**

**a) Why did inauguration ceremony take place in the amphitheatre formed by the Union Building in Pretoria ?**

**Ans:** It was the first democratic, non-racial government taking oath in South Africa. The ceremony was attended by dignitaries from more than 140 countries around the world and thousands of people of South Africa of all the races to make the day memorable. So it took place in the amphitheatre formed by the Union Building in Pretoria.

**b) What did Mandela think for oppressor and oppressed ?**

**Ans :** Mandela always thought that both oppressor and oppressed are deprived of their humanity. Oppressor is a prisoner of hatred while oppressed has no confidence in humanity, so both of them need to be liberated. He always desired people to live with dignity and respect.

**c) What freedom meant to Mandela in childhood ?**

**Ans:** During childhood, the meaning of freedom for Mandela was quite limited. He considered it to be free to run in the fields, to swim in the clear stream, free to roast mealies and ride the board backs of slow moving bulls. He wanted to out at night. It was a transitory freedom.

**Q.3. Answer the following questions in 100 to 150 words:**

**a) Describe the value of freedom for the human beings and how it is important for the growth of civilisation and humanism as described in the lesson 'Nelson Mandela: Long Walk To Freedom'**

**Ans.** Everybody whether human or other creature wants to live free as freedom is natural to all living beings. The value of freedom is better known to that human being who has not tasted it till he gets it. A person who is chained with the 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 the bars most of his life. Think about a bird or animal which is caged as they have the habit of living with full freedom but in the cage they are not free and their conditions are pitiable.

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

**b) 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" create " heights of character "When Mandela said in his speech in swearing – in ceremony, he described that how the decade of brutality and oppression of the white people had an unintended effect of creating great African patriots like Oliver

Tambo, Walter Sisulu , Luthuli, Dadoo and many more.

They were all the men of courage , wisdom and large heartedness. They suffered a lot for the freedom of the nation and the equal rights of the black people. In similar manner, in our country there were many great patriots like Mahatma Gandhi ,Chandra Shekhar Azad, Bhagat Singh, Raj Guru and many more who suffered lot for our freedom but remained courageous while facing utmost cruelty at the hands of British.

### **HOTS QUESTIONS**

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

**Answer**

Nelson Mandela refers to the apartheid policy of the white race against the black people as “an extraordinary human disaster”. White people snatched freedom from the coloured people of South Africa to whom the country belonged. The black people were subjected to oppression for long. They were not even allowed to discharge their obligations to their own families, community and their country. White people had no compassion for them and oppressed their own people and put them in prison. If they had some freedom, it was curtailed. The black people lived the life of a slave.

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

**Answer**

Mandela always said that the political freedom was the result of sacrifices of thousands of the black people who fought for that. He said that it could not be repaid. He thought himself as the sum of all of those African patriots. He regretted that he could not thank them. He cursed the policy of apartheid that wounded the people of his country, which would take centuries to heal.

He also said that the oppression and brutality of the white people produced great freedom fighters like Oliver Tambo, Walter Sisulu, Luthuli, Dadoo, Fischer, Sobukwe and many more. They were the men of courage, wisdom and large heartedness. They really suffered a lot for the political freedom of the country.





### LESSON 3

### TWO STORIES ABOUT FLYING

### HIS FIRST FLIGHT

WRITER : LIAM O' FLAHERTY



### Summary ( A ) His First Flight

#### **The young seagull called to fly**

The young seagull was alone on his ledge. His two brothers and his sister had already flown away. When he wanted to fly, he could not do so. He was very much afraid of flying. Therefore, he failed to gather up the courage to fly. He was really very sad. His father and mother came near him. They called him to fly. They even rebuked him. They threatened that if he did not fly, he would die of hunger there. But he could not even move.

#### **The young seagull can't fly**

That was twenty four hours ago. Since then no one had come near him. He had watched his parents, brothers and sister flying. His parents had been perfecting his brothers and sister how to dive for fish on their own. They called him to fly. But he could not.



### **Heat increases**

The sun was rising in the sky. He felt the heat because he had not eaten since the previous nightfall.

### **Mother reaches near him with food**

The seagull closed his eyes standing on one leg. He had the other leg hidden under his wing. He pretended to sleep. But his parents didn't look at him. However, his mother was looking at him. He saw her tear at a piece of fish at her feet. He gave out a sound to get it. His mother replied in a sound and looked at him. His mother picked a piece of the fish. She flew across to him with it. He leaned out tapping the rock with his feet. His mother flew across trying to get nearer to him. The sight of food made him mad as he was very hungry. But he could not get at it.

### **Dives for food**

The seagull waited a moment in surprise. He wondered why his mother did not come nearer. He was so mad with hunger that he dived at the fish. He fell outwards with a scream and downwards into space. His mother had swooped upwards. As he passed beneath her he heard the swish of her wings.

### **Flight begins**

Then a great fear caught him. His heart stood still. He could hear nothing. But it only lasted a moment. The next moment he felt his wings spread outwards. He felt the wind rushed against his breast feathers. Then it rushed under his stomach, and against his wings. He was not falling headlong now. He was soaring slowly downwards and upwards. He was no longer afraid. He could fly on his own.

### **The scene around**

Then he completely forgot that he had not always been able to fly. He commended himself to dive and soar. He was near the sea now, flying straight over it. He saw a vast green sea beneath him. His parents and his brothers and sister had landed on this green surface of water ahead of him. They were calling him to do the same thing.

### **Lands on the surface of the water**

He dropped his legs to stand on the green sea. But his legs sank into it. He cried with fear. He tried to rise again flapping his wings. But he was tired and weak with hunger. He could not rise. His feet sank into the green sea. His belly touched it. He sank no further. He was floating on it. Around him was his family, crying and praising him. They were offering him scraps of dog-fish.

He had made his first flight successfully.

### **NEW WORDS**

- 1) Immediately
- 2) Ought
- 3) Believe

- 4) Twisted
- 5) Instruments
- 6) Obedient
- 7) Frightened
- 8) Strange

### WORD MEANING

- 1) Ledge – a narrow horizontal shelf
- 2) Brink – edge
- 3) Upbraiding – rebuking
- 4) Herring – a kind of fish
- 5) Preening – smoothing feathers with break
- 6) Whet – sharpening
- 7) Derisively – mockingly

#### Extract based questions:

A) “He waited a moment in surprise ..... downwards into space.”

1) Who is ‘he’?

- a) The father seagull      b) **the young seagull**      c) the brother seagull      d) None

2) Whom was he waiting for?

- a) **His mother**      b) his sister      c) his father      d) his brother

3) What did he dive at?

- a) At the crab      b) at the bird      c) **at the fish**      d) at the shark fish

4) With a \_\_\_\_\_ scream, he fell outwards and downwards into space.

- a) Slight      b) high      c) slow      d) **loud**

B) “Suddenly I came out of the clouds ..... in which narrator was flying.”

1) Name the plane in which narrator was flying.

- a) Jet Airways      b) Indian Airlines      c) Etihad      d) **Dakota**

2) He was amazed to see a \_\_\_\_\_ .

- a) **Runaway**      b) airport      c) parking place      d) safe road

3) Which word in the passage is the opposite of the word ‘unsafe’?

- a) Light      b) runaway      c) **straight**      d) airport

4) He turned to look for his \_\_\_\_\_ in the black aeroplane.

- a) Brother      b) relative      c) neighbour      d) **friend**

1) The young seagull was afraid of flying. Why?

- The young seagull was afraid of flying as it was a steep fall to the sea, the sea expanse was vast and he thought that his wings would not support him, and he would die. So he avoided to fly and preferred staying back alone on his ledge.

2) A pilot is lost in the storm clouds. Does he arrive safe? Who helps him?

- Yes, the pilot arrives safe on the runway. He is helped by another pilot of a mysterious plane. He vanishes soon after the narrator landed on the airport. The pilot of the other plane guided him to a safe landing.

**3) What did the young seagull do to attract his mother's attention?**

- In order to attract his mother's attention, the young seagull stood on one leg and pretended to be falling asleep on the brink of the ledge. He closed his eyes and he hid his other leg under his wing, to attract his mother's attention.

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

**1) Do you think hunger was a good motivation for the young seagull in his first flight?**

- Even though his parents motivated him to fly, he denied. They warned him that if he did not fly, he would die of hunger. But he could not move.
- But whatever parents do, it is for the betterment of their child's future. So they took a harsh step of starving him for more than 24 hours, which was a good time to teach him lesson to fly and hunt food for himself. It was a wonderful lesson which parents can teach their children to make their future bright.
- Yes, in this case, hunger was a great motivation for the young seagull. He was cowardly and full of fear. All the efforts of his parents had failed to coax him into flight. For 24 hours, no one went near him and he was almost faint with hunger. Finally, the mother flew near him with a scrap of food in her beak. Unable to resist, he plunged into the air to catch it and fell out. To save himself, he opened his wings, wind rushed to them and he found that he could fly. Then he completely forgot that he had not always been able to fly. Around him was his family, offering him of dog-fish. Hence, hunger proved to be a good motivation for the young sea gull.

**2) How did the young seagull get over his fear of sea water and what was his family's reaction on it?**

Answer The young seagull had made his maiden flight successfully. When he was near the sea. he was flying straight over it. He observed a vast green sea all around him. He turned his beak sideways and cawed amusedly. His family was very happy and landed ahead of him. They beckoned to him.

When he landed on the sea, he began to sink but he tried in despair and his belly touched the water and he sank no further. He was floating on water. This way he got over his fear of seawater and his family praised him a lot and offered him the dog-fish as a reward.

## **(B) Black Aeroplane**



### **Author flying his Dakota aeroplane**

The author says that he was flying an aeroplane at 1 o'clock at night. The moon was coming up in the east behind him. Stars were shining in the clear sky above him. He was flying his old Dakota aeroplane over France back to England. He was dreaming of his holiday. He was looking forward to being with his family at the breakfast table.

### **Call for Paris Control**

He decided to call Paris Control. He then radioed to it. He told it that he was on his way back to England. Paris Control duly acknowledged. It advised him to turn twelve degrees west.

### **Sees storm clouds**

He duly turned to that direction. Everything was going well. Paris was about 150 kilometres behind him. Then he saw the storm clouds. They looked like black mountains in front of him. He knew he could not fly up and over them. He didn't know for a moment what to do.

### **Another aeroplane in those clouds**

Then in the black clouds he saw another aeroplane. It had no lights on its wings. He could see it flying next to him in the storm. He was glad to see another person. He was saying to follow him. The author thought he was trying to help him. So he followed him. He flew for half an hour. He had fuel only to last for five or ten minutes. He began to feel frightened. Then he started to go down.

### **Saved and lands safely**

Suddenly he saw that he was on the runway. He looked for his friend in the black aeroplane. He wanted to thank him. But the sky was empty. He went into the

Control Tower. He asked a woman where he was. She looked at him strangely and then she laughed. She told that there was no other aeroplane except his.

### **Author's great surprise**

The author was wonderstruck to hear it. He wondered who had helped him to arrive there.  
He



was without a compass or a radio. He did not have enough fuel also in his tanks. Who was the pilot on the strange black aeroplane flying in the storm without lights ?

a) **“Suddenly I came out of the clouds..... in which narrator was flying.”**

1) **Name the plane in which narrator was flying.**

- a) Jet Airways                      b) Indian Airlines                      c) Etihad                      d) **Dakota**

2) **He was amazed to see a \_\_\_\_\_.**

- a) **Runaway**                      b) airport  
b) c) parking place    d) safe road

3) **Which word in the passage is the opposite of the word ‘unsafe’?**

- a) Light                      b) runaway                      c) **straight**                      d) airport

4) **He turned to look for his \_\_\_\_\_ in the black aeroplane.**

- a) Brother                      b) relative                      c) neighbour                      d) **friend**

**b) 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?(c) Find out the word similar in the

meaning to ‘hoping with pleasure’.

(d) Choose from the passage the word which means ‘land outside towns or cities’.

## **Answers**

a) When the pilot started flying his aeroplane, it was a clear 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.

(c) Looking forward to.

(d) The word is countryside.

**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.**

- (a) What happened when the pilot was about 150 kilometres away from Paris?
- (b) What does the author compare the clouds to?
- (c) Find out the word similar in meaning as sufficient.
- (d) The word 'elephantine' is similar in meaning to the word .....

### **Answers**

- (a) The pilot saw storm clouds when he was about 150 kilometres away from Paris.
- (b) The author compares the clouds to black mountain.
- (c) The word is 'enough'.
- (d) The word is 'huge'.

**Answer the following questions in 30 to 40 words**

**Q a Describe author's feeling while he was flying his aeroplane back to England?**

Ans: The author was very excited while he was flying his aeroplane back to England because he wanted to spend his holiday with his family at home.

**Q b How much fuel was there in the aeroplane when the writer started flying?**

**Answer** There was sufficient fuel in the tanks of the aeroplane to reach England safely when the writer started flying

**Q c What did the writer feel inside the clouds?**

**Answer** : When the writer entered the clouds, it became impossible to see outside the aeroplane. The aeroplane jumped and twisted in the air and all the instruments like compass etc stopped working due to the weather conditions.

**Q d Why did the writer follow the pilot of another aeroplane?**

**Answer** ; The writer followed another aeroplane because he had lost the way in the storm and was unable to see anything. The pilot of another aeroplane was helping him to get out of the storm and land safely.

**Q3 Answer the following questions in 100 to 120 words**

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

**Answer** ; he pilot (writer) of the old Dakota was caught in the storm. He lost his contact with the control room. In this troubling situation, his fuel tank was also empty. He lost all his hopes but suddenly a black strange plane appeared. The pilot of the black plane asked writer to follow him. The writer landed safely. After his safe landing, he wanted to thank the pilot of the black plane. This shows his

gratitude towards the pilot of the Black Plane. He was thankful to him for saving his life. It shows that the pilot of Dakota had a value of gratefulness in his character.

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

➤ The narrator was in a hurry to reach England although he had little fuel. He felt homesick and missed his home. So, he took the risk to fly on low fuel. Suddenly, he lost contact with Paris due to a cloudy storm. Inside the clouds, everything was suddenly black. It was impossible for him to see anything outside the aeroplane. His plane jumped and twisted in the air. He looked at the compass and to his surprise, it was moving round and round. It was dead. All the other instruments were dead. He tried the radio but in vain. He was lost in the storm. Just then a black aeroplane appeared. He was helped by the mysterious pilot and was able to land safely. The other aeroplane had no lights on its wings, but the narrator could see it flying next to him. He could see the other pilot's face. He lifted one hand and waved at

the narrator and asked him to follow him. Narrator's fuel was getting over. But the other pilot guided him down and made his safe landing. After that, the pilot and the aeroplane, both disappeared.

### **Value based question**

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

Answer The pilot (writer) of the old Dakota was caught in the storm. He lost his contact with the control room. In this troubling situation, his fuel tank was also empty. He lost all his hopes but suddenly a black strange plane appeared. The pilot of the black plane asked writer to follow him. The writer landed safely. After his safe landing, he wanted to thank the pilot of the black plane. This shows his gratitude towards the pilot of the Black Plane. He was thankful to him for saving his life. It shows that the pilot of Dakota had a value of gratefulness in his character.

## **LESSON 4**

### **FROM THE DIARY OF ANNE FRANK**

**WRITER : FREDERICK FORSYTH**



### **SUMMARY**

#### **From The Diary of Anne Frank**

Anne's feelings about diary

Anne writes her diary. She feels that doing so is a strange experience for one like her. It is so because she has not written anything earlier. Secondly, no one would be interested in reading something written by her as she is a small girl.

#### **Writes a diary**

One day Anne felt a bit depressed. She felt that paper had more patience than people. She was wondering whether to stay in or go out. Finally, she stayed in and thought. She felt that she won't let anyone read her 'diary' unless she found a real friend. So she wrote it.

### **Writing about her family**

She wrote that she was not completely alone in the world. But she had loving parents and a sixteen-year-old sister. She had about thirty people around her, she could call friends. Then she had a family, aunts and a good home. But she had had no true friend. She thought of having a good time when she was with friends. But she could not get closer. She admitted it her fault that she didn't confide in each other. Since they were not liable to change, she started writing a diary. She made it her friend.

### **Diary named as 'Kitty'—brief sketch of life**

She wanted the diary to be her friend. So she named it as her friend Kitty. She wrote a brief sketch of her life, though she disliked doing so. So, she wrote it. She wrote that her father married her twenty-five year old mother at the age of thirty-six. Her sister Margot was born in Frankfurt in Germany in 1926. She was born on 12 June 1929. Her father emigrated to Holland in 1933. Her mother Edith Hollander Frank went with her father to Holland. But she and her sister were sent to Aachen to stay with their grandmother. Then they went to Holland.

### **Anne's school**

There she was sent to a Montessori nursery school. She stayed there until she was six. In the sixth class her teacher was Mrs. Kuperus, the headmistress. Both had tears when they bade farewell.

### **Reasons for not writing the Diary**

In the summer of 1941 her grandma fell ill. She had to be operated upon. She died in January 1942. She thought of her greatly and she loved her still. They celebrated Anne's birthday in 1942. The four of them were doing well till 20 June 1942. Then Anne wrote her diary again. It was like this.

### **About class affairs**

It was the day of the declaration of results. Everyone in her class was in tension. The reason was who would go to the next class and who would not. They had bets with other boys on who would pass and who would not. She found the teachers as the most unpredictable creatures on the earth. She was not worried about her girl-friends and herself. She was sure to make that. But she was not sure about Maths. They could wait and told each other not to lose heart.

### **Mr. Keesing gives extra work as punishment**

She went along her teachers pretty well. Mr. Keesing was a dull person who taught them Maths. He was always annoyed with her as she talked much. He gave her as a punishment, extra homework. It was in the form of an essay on 'A Chatterbox'. She was unable to understand what she could write about it. She put a slip of it on her school bag. It was to remind herself to write later.

### **Does the homework given extra**

In the evening, she had done her homework. She began thinking of the subject of the essay. She thought to write good points of arguing to prove the necessity of talking. Then she had an idea. She then wrote the three pages to her satisfaction. She wrote that talking was a feature



of a student. Her mother also used to talk much. She inherited this trait from her mother. She tried to keep quiet.

### **Homework as punishment given again**

Mr. Keesing read it and laughed. Then he gave her another essay as she didn't stop talking. She was to write it on 'An Incurable ' Chatterbox'. She wrote it and it satisfied Mr. Keesing. She did not talk for two lessons. But she started speaking again in the third lesson. He again asked her to write an essay. It was : 'Quack, Quack, Quack, Said Mistress , Chatterbox'. The class too roared into laughter hearing it. She also laughed. She wanted to write something original now. Her friend Sanne was good at poetry. She helped her to write the essay in verse.

### **Anne's poem a joke on Mr. Keesing him -self**

Anne had finished her poem. It was about a mother duck and a father swan with three baby ducklings. The three ducklings were bitten to death by the father. It was because they quacked too much. Luckily, Mr. Keesing took the joke the right way. Mr. Keesing had played a joke on her. But she had had it on him. He read the poem to the class adding his own comments. Since then she had been allowed to talk. She hadn't even been given extra homework. Mr. Keesing continued making jokes in the class.

### **New Words**

- 1) **Journal**
- 2) **Memoir**
- 3) **Eventually**
- 4) **Holocaust**
- 5) **Confide**

### **Words-Meanings**

- 1) Musings – thoughts
- 2) Listless – lacking energy
- 3) Stiff-backed – with a hard cover
- 4) Prompted – encouraged
- 5) Plunge – to go into
- 6) Solemn – serious
- 7) Quaking – shaking because of fear

### **A) “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 am going to call this friend 'Kitty'.

- 1) Who is 'I' here?
  - a) **Anne Frank**
  - b) Kitty
  - c) Margot
  - d) Edith
- 2) Who is Kitty?
  - a) Anne's sister
  - b) Anne's mother
  - c) Anne's friend
  - d) **Anne's diary**
- 3) Anne regarded her diary as her\_\_\_\_\_.
  - a) Mother
  - b) sister
  - c) neighbour
  - d) **friend**
- 4) Which word in the passage means the same as 'record'?

- a) To note-down      b) **to jot down**    c) to write      d) to make an account

**B)** "I get along pretty well with all my teachers .There are nine of them ,seven men and two women. Mr. Keesing old fogey who teaches Maths ,was annoyed with me for ages, because I talked so much .After several warnings ,he assigned extra home work, an essay on the subject,'A Chatter Box' . A Chatter Box what can you write about that ? I would worry about that later later , I decided , I jotted down the title in my note book, tucked in my bag and tried to keep **quite**".

- 1) With whom does Anne get along pretty well?  
a) Friends                  b) **teachers**      c) parents                  d) relatives
- 2) Who was Mr. Keesing?  
a) Her father              b) her friend      c) her uncle              d) **Maths teachers**
- 3) Trace a word in the passage which means 'old fashioned'.  
a) Annoyed              b) warnings      c) **fogey**                  d) assigned
- 4) What was the topic of the 'essay'?  
a) **A chatterbox**      b) A tool box      c) A gift box              d) A magic box

❖ **Answer the following questions in 30 – 40 words:**

**1) 'Paper has more patience than people'. Elucidate.**

➤ According to Anne Frank, people are not always interested in listening to what you are telling them. They get bored and lose patience, but it is not so with paper. You can go on writing whatever you like, and as long as you like.

**2) Who taught Anne Frank maths? Why did the maths teacher always get annoyed with her?**

➤ Mr. Keesing, the old fogey taught her Maths. He was annoyed with Anne for ages because in his class Anne talked too much. He had warned her several times, but Anne didn't bother.

**3) What does Anne write in her first essay?**

➤ Anne wrote that talking is a student's trait. She would not keep talking under control because her mother talked a lot. He had inherited that trait from her mother. And she would do her best to keep it under control.

❖ **Answer the following questions in 100 – 120 words:**

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

➤ Anne got a diary as a gift on her thirteenth birthday. First, she didn't like the idea of writing diary at all. But then she felt like writing because she had to get all kinds of things off her chest. She felt lonely, bored and depressed, thought she had loving parents, a sister and thirty others. She was a shy and introvert type of a girl. She did not have a true friend. Even though she had a happy family but somehow, she could not confide in them. She wanted someone with whom she could share her secrets. She found a real friend in her diary 'Kitty'. Moreover, she realized the truth lying in the fact that paper has more patience than people. She did not plan to let anyone else read her diary,

unless she never found a real friend. So she could confide in more ideas in her diary than in people because people are not always interested in listening to what you are telling them. But diary conceals all your secrets.

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

- Mr. Keesing Anne's, Maths teacher, was always annoyed with Anne because of her talkative nature. So, he had given her some extra work to write an essay on "A Chatter Box". She wrote in her essay, "Talking is a student's trait and I would do my best to control it. But I won't be able to cure this habit since my mother is also talkative. So moving from the inherited trait cannot be done". On reading her arguments, Mr. Keesing had a good laugh. When the teacher gave her another essay on 'An Incurable Chatter Box'. It was a punishment for Anne for talking in the class. Anne gave a message through the poem to the teacher. The teacher got so impressed by her little poem that he decided not to punish her. She made him realize his mistake. It also reflects her fearlessness, critical thinking, humility and unbiased approach as well as her creativity and humorous approach to deal with her strict teacher.

## **Value based questions**

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

Anne Frank did not have a friend with whom she could share now. Although she had spent a good time with her friends but she was unable to share her views and thoughts with them. When she got her diary, she decided to share everything with it because she believed that nobody would be interested enough in her musings. So, she treated her diary as her best friend. It would keep her life a secret and would not react like people. She confided everything in the diary; her family, her fear, her loneliness, her life and considered it her best friend.

### **b. Who helped Anne in writing the essay and how?**

Anne was fond of talking a lot. Mr. Keesing punished her and gave her essays to write one after another as she didn't stop talking in the class. When she was asked to write the essay on Ans. the topic 'Quack, Quack, Quack said Mistress Chatterbox' she decided to make it original. Her friend Sanne helped her as she was good at poetry and suggested her to write the entire essay in verse. Anne tried to play a joke on Mr. Keesing with the essay. Mr. Keesing took it in the right way and read it in the class. He understood that she was not a dull student, but talkative so he allowed her to talk and did not punish her again.

**LESSON 5**  
**HUNDRED DRESSES –I**  
**WRITER El Bosr Ester**



**SUMMARY**

**Wanda Petronski's Seat**

It was Monday. Wanda Petronski was not in her seat. Nobody including Peggy and Madeline saw her absence. They started all the fun. Wanda' used to sit in the next to the last seat in the last row. It was in Room 13. She sat in the corner of the room. Rough boys usually sat there. There was the most noise of the feet when some fun occurred.

**More about Wanda**

Wanda was a very quiet girl. She rarely said something. No one had ever heard her laugh out loud. She used to sit there. No one knew why. It was because she came from Boggins Heights. Her feet had mud on them.

**When they thought of Wanda**

The students thought of Wanda only outside the school hours. They waited for her to have fun with her going to or coming from home. Wanda did not come to school on Tuesday also.

**Peggy and Maddie**

On Wednesday Peggy and Maddie thought of Wanda. They sat in the front. They got good marks. Peggy was the most popular in school. She was pretty and had curly hair. Maddie was her closest friend. They wanted to have fun with Wanda. So they got late. Due to this they saw that Wanda was absent.

**Of other children**

Most of the children in that room didn't have names like that of Wanda. They had American names like Thomas, Smith or Allen. There was a boy named, Willie Bounce. People thought that he was funny. But he was not funny like Wanda Petronski.

**NEW WORDS**

- 1) Prompted
- 2) Intended
- 3) Contrast
- 4) Concentration camp
- 5) Trapped

## WORDS MEANINGS

- 1) Encyclopedia – book giving all branches of knowledge
- 2) Suburbs – areas outside a city
- 3) Census – counting
- 4) Ethnicity – relating to human race
- 5) Hopscotch – a game
- 6) Bullies – those who frighten weaker people with power
- 7) Mocking – making fun of

A) “She worked her arithmetic problems absent mindedly .“ Eight times eight let’s see..... She wished she had the nerve to write Peggy a note, because she knew she never would never have the courage to speak the right out to Peggie to say “ Hey ,Peg ,Lets’ stop asking Wanda how many dresses she has.”

- 1) Who does she refer to?
  - a) Peggy
  - b) **Maddie**
  - c) Wanda
  - d) Ruby
- 2) In what way was she doing her work?
  - a) Attentively
  - b) actively
  - c) happily
  - d) **absent-mindedly**
- 3) Find a word from the passage which means the same as ‘nerve’.
  - a) **Courage**
  - b) problems
  - c) arithmetic
  - d) wished
- 4) What quality was required by Maddie?
  - a) Strength
  - b) determination
  - c) **courage**
  - d) self-confidence

B) “The minute they entered the classroom, they stopped short and gasped. There were drawings all over the room, on every ledge and windowsill, dazzling colours and brilliant lavish designs , all drawn on great sheets of wrapping paper. There must have been a hundred of them, all lined up. There must be the drawings for the contest . They were. Every body stopped and whistled or murmured admiringly”.

- 1) On seeing what, Maddie and Peggy gasped?
  - a) Poems
  - b) **drawings**
  - c) notices
  - d) essays
- 2) The drawings must have been \_\_\_\_\_.
  - a) Fifty
  - b) forty
  - c) **hundred**
  - d) two-hundred
- 3) Everybody stopped and \_\_\_\_\_ or murmured admiringly.
  - a) **Whistled**
  - b) appreciated
  - c) clapped
  - d) regarded
- 4) Which word in the passage means ‘very bright’?
  - a) Wrapping
  - b) **dazzling**
  - c) windowsill
  - d) admiringly

❖ Answer the following questions in 30-40 words:



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

□ Wanda was an immigrant. She did not talk much. She was very serene and laughed rarely. She was a talented, patient and skilled girl. She used to wear a dull and faded dress.

**2) How did Wanda win the drawing competition? Did anyone expect her victory?**

□ Wanda won the drawing competition as she had drawn hundred dresses all different, colourful and exquisite. All of them deserved a prize though nobody expected her victory

because in routine, she used to wear the same wrinkled blue faded dress.

**3) Why did Wanda's house remind Maddie of Wanda's blue dress?**

➤ Maddie was reminded of Wanda's blue dress after looking at her house because the house and the sparse little yard looked shabby but it was clean like Wanda's blue dress. The dress Wanda wore was always clean but not ironed yet simple and humble.

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

**1) Though Peggy and Maddie made fun of Wanda, she gifted them her special drawings.**

**In the light of this statement write a character sketch of Wanda Petronski.**

➤ Wanda Petronski was a Polish girl at an American School. Her name sounded unfamiliar to the other students who made fun of her name. They also teased her by asking her about her hundred dresses which she claimed she had but wore the same faded blue dress every day, she never felt embarrassed. She was cool headed and tolerant. Others called her a liar but she knew that she was truthful as she did have a hundred dresses but only the drawings not the real ones. Wanda had gifted two of her special drawings to Peggy and Maddie with their faces on the respective drawings. This showed that she liked them in spite of their teasing her. Gifting those drawings to them was also her way of making them realize their mistake. She was a large-hearted, understanding, forgiving, talented and intelligent girl.

**2) Give the character sketch of Maddie.**

➤ Maddie was the classmate of Peggy and Wanda. She was Peggy's inseparable friend. Both were always seen together. She used to wear hand-me-down clothes, mostly of Peggy with little innovation. She did not like Peggy's making fun of Wanda. She felt uncomfortable; perhaps it reminded her of her own poverty. She was not courageous. Once she wrote a note to Peggy asking her to stop teasing Wanda but tore it. She was afraid that Peggy and other girls would make her the next target. She had a very high opinion about Peggy. She thought that Peggy could never do anything wrong and that she would win the art contest. Maddie was sensitive and emotional. Many nights before sleeping would give imaginary speeches defending Wanda when others teased her. Even she was determined not to tease anybody else and make them unhappy. She didn't mind losing Peggy's friendship in doing so.

**Value based question**

**Q. Pen down the character sketch of Wanda Petronski.**

Wanda Petronski is a polish girl who has shifted in America from Poland with her parents. She is very poor and lives up on Boggins Heights. She is very shy and quiet. She does not talk to anyone. She has no friends and sits in the last row of the class with some naughty boys so that nobody notices her. She wears the same faded blue dress everyday which is not ironed but clean.

Everybody teases her in her class. In anger, she claims of having a hundred dresses and sixty pair of shoes at home. She- is very determined and shows her determination in the drawing competition by displaying the hundred sketches of dresses she claims to own. Each of them was so beautiful, that she wins the competition and surpasses Peggy.

## POEM 1

Name : DUST OF SNOW

POET : Robert Frost



### SUMMARY

Dust of Snow' is a beautiful short poem written by Robert Frost. This poem tells that even a simple moment has a large significance. The poet has mentioned crow and hemlock tree in this poem. Crow signifies his depressive and sorrowful mood and hemlock tree is a poisonous tree. Both these signify that the poet was not in a good mood and so he describes the dark, depressive and bitter side of nature to present his similar mood

The poet says that once he was in a sad, depressive mood and was sitting under a hemlock tree. A crow, sitting on the same tree, shook off the dust of snow i.e., small particles of snow that remain on the surface after the snowfall, on the poet. This simple action changed the poet's mood. He realized that he had just wasted a part of his day repenting and being lost in sorrow. But the change in his mood made him realize that he should utilize the rest of the day in some useful activity. His sorrow was washed away by the light shower of snow dust. His spirit was revived and he got ready to utilize the rest of the day.

### NEW WORDS

Rued

Mood

Dust of snow

Hemlock tree

### WORDS MEANINGS

Mood = A state of mind

Rued = Held in regret

Dust of snow = Particles of snow

**Answer the following extract based questions:**

**i) “ The way a crow  
shook down on me  
The dust of snow  
From a hemlock tree”.**

**a) What do you mean by “ The dust of snow “ ?**

**Ans :** It means the flakes or particles of snow.

**b) Where was the crow sitting ?**

**Ans :**The crow was sitting on branch of the hemlock tree.

**c) What does the hemlock tree signify ?**

**Ans :**The hemlock tree signifies death and fear . It does not signify anything positive.

**d) How does the dust of snow affected the poet ?**

**Ans;** The dust of snow changed poet’s mood from bad to good and gladdened his heart

**(ii) “ Has given my heart  
A change of mood  
And saved some part  
Of a day I had rued”**

**a) Why did the crow changed the poet’s mood ?**

**Ans :** The crow changed the poet’s mood by making him feel refreshed.

**b) What does the poet try to suggest ?**

**Ans:** .The poet is trying to suggest that small things can bring changes in life and unexpected happiness

**c) What saved some part of the day ?**

**Ans :** The dust of snow shaken down by a crow from the hemlock tree on the poet saved his heart by making him feel happy. The poet felt better and more positive for the rest of the day.

**d) Why had the poet rued the day ?**

**Ans:** The poet had rued the day as he was in a sad and depressed mood.

**Answer the following questions in 30 to 40 words**

**i) How has the poet observed ‘ nature ‘ in the poem ‘ Dust of Snow’?**

**Ans:** Robert frost is a nature lover . The crow and the hemlock tree are associated with bad omens or death and fear. But, frost has presented them very beautifully.

**ii) Why was the poet standing under the hemlock tree ?**

**Ans:** The poet was feeling very depressed and hopeless. He was in a state of sorrow. As he was lost in his thoughts, he happened to be standing under a hemlock tree. The



incident was not pre-planned.

**iii) What does the poet Robert Frost want to convey through the poem 'Dust of Snow' ?**

**Ans:** The poet Robert Frost , through this poem, 'Dust of Snow' ,wants to convey that the little things in life can make huge changes. In our life. The simple things we can make all the difference and brighten a person's day.

**Answer the following questions in 100 to 150 words:**

**i) Small things in life make significant changes in our life. Elaborate with reference to the poem ' Dust of Snow' ?**

**Ans:** The poem , 'Dust of Snow' , reiterates that the little things in life can make huge changes in our future . It also shows that if we can take the hard times of life in stride, eventually something will happen to change our situation in to happier times. The simple things that we do for others can make all the difference . Just think about those random acts of kindness we do and how much they brighten a person's day and sometimes change their future. Noticing and appreciating all the small things in life will make our life happier. It will cause us to have a spirit that is willing to change and therefore succeed.

**ii) What are possible themes of this poem ? What do you learn from them ? Cite evidence from the text to support your answer .**

**Ans:** ' Hope' is one of themes of this poem. The speaker happily and quickly decides that the day is saved because of the dust of the snow that falls on him. He no longer thinks the day is wasted and instead

has a hope that the day can be saved .

Another theme of the poem revolves around the positive perspective. The speaker's perspective is changed by a small event .Perhaps the poem implies that we can either think positively or negatively about events depending on our perspectives and points of view.

However ,we should adopt the speaker 's outlook and maintain a positive perspective on life in general.

**Value based question**

**1. Which moral lesson do you learn from The lesson " Dust of snow"**

**Answer :** Robert Frost's Dust of Snow tells about the role of nature in human life. Nature may appear static ,but in reality it is kinetic. Self of nature that acts as a kind f healing balm to the psychological ailments of human beings. The movement of crow to hemlock tree and the resultant downward movement of the flaks of snow – from the tree to the poet's body- are suggestive of this dynamism .It is this dynamism of nature that helps the poet to shift his focus from inner self to the world outside.

The psychological ailment it cures is depression which has hither to overpower him.

**Poetic devices used**

**1) Rhyme scheme : abad**

**2) Symbolism : Hemlock tree,crow**

## Poem 2

Name : Fire and Ice

Poet : Robert Frost



### SUMMARY

'Fire and Ice' is a short poem by Robert Frost. In this poem, the poet refers to two predictions of how the world will end. Some say it will end in fire whereas others say it will end in ice. According to the poet 'fire' stands for desire, greed, avarice or lust. The more you try to satisfy them, the more they grow. There is no end to it.

They spread rapidly like fire and engulf your whole life. One becomes selfish and sometimes cruel also. On the other hand, 'ice' according to the poet, stands for hatred, coldness and rigidity. One becomes insensitive and indifferent towards the feelings of others. The poet says that both fire and ice are growing with such a rapid speed that the world would soon perish either way, in fire or in ice.

### New words

Perish  
Destruction  
Suffice  
Avarice  
Rigidity

### Word meanings

Desire = Wish  
Favour = Incline towards  
Perish = Die  
Destruction = Wiping out





**Answer the following extract based questions:i) “Some say the world..... who favour fire”**

**a) What is the poet’s opinion of the world in these lines**

**Ans :** In the poet’s opinion the world will end in fire.

**b) How will fire destroy the whole world ?**

**Ans:** In these situations , the world can be destroyed by fire.

i) Heating up of the earth to a very high level.

ii) The poet relates fire with passion and desires.

**c) What is the contradictory opinion of the public?**

**Ans:** The contradictory opinion of public is the debate whether the World will end in fire or ice.

**d) How are ice and fire similar to each other though they have contradictory traits ?**

**Ans :** Both ice and fire are similar in the sense that both of them can Destroy everything in the world.

**ii) “But if it had.....and would suffice”**

**a) What does ‘it’ refer to in the first line?**

**Ans:** ‘It’ refers to the world.

**b) What do you mean by perish?**

**Ans:** To die.

**c) What does ice stand for?**

**Ans:** Ice stands for hatred, coldness and rigidity.

**d) What would be the cause of destruction?**

**Ans:** Either fire or ice can be the cause of destruction.

**Q 2) Answer the following questions in 30 – 40 words:**

**a) What does the ‘fire’ and ‘ice’ stands for and what is the general opinion regarding the world?**

Fire stands for fury, desire, lust, anger, avarice, cruelty and greed. Ice is symbolic of hatred, coldness, rigidity, insensitivity and intolerance. The general opinion regarding the world is that the world will end in fire and some say ice. Both the two reasons contrast each other and one equally opposite to each other. People who favour fire believe that it will b hat and passion which will end the world. On the other hand , some people think that It will be ice which will freeze the world.

**Q3 Poetic devices**

1) **Symbolism** : Fire symbolizes human desires where as ice stands for hatred and indifference.

2) **Alliteration** : Some say the world will end in fire.

3) **Paradox** ; (Paradox is a true statement which appear to be untrue) It is in “ But if it had to perish twice “. It is in “perish twice”

4) **Imagery** ( Imagery a figure of speech where a thing gives out another meaning than its literal meaning)

**Fire and Ice stand for desire, passion and hatred coldness in human relations.**

**Fire also connotes the feelings of heat and burning pain etc.**

**Ice connotes the feelings of coldness, hatred, intolerance and indifference**

**Rhyme Scheme** : abaa ababa

### Value based question

**1 Discuss how extreme behaviour can hasten the end of the world with respect to ‘Fire and Ice**

**Answer**

Fire’ symbolises desire and ‘Ice’ symbolises hatred. Desire is a kind of intense love or want that focuses people on getting and possessing and acquiring. Our society is full of people who spend their lives working to get a bigger and better TV, a more stylish car or a more extravagant house. This kind of desire can lead people to destruction in the form of bankruptcy or even broken relationships. Frost’s poem speaks on the issue of greed corrupting people and even society. The power of hate, which is symbolised by ice is just as great as desire. While desire consumes quickly hate produces shy yet restrained devastation. For instance, Kate is the root cause of racism and war. It can linger in people’s mind for lifetimes. Moreover, it consumes the hater even more than the person hated. It thus, ruins lives

**POEM : 2**

**NAME : A TIGER IN THE ZOO**

**POET : LESLIE NORRIS**



**SUMMARY**

This poem contrasts a tiger in the zoo with the tiger in its natural habitat. The poem moves from the zoo to the jungle, and back again to the zoo. The poem provides a contrast in the mood and environment of a tiger when he is in the zoo and a tiger when he is in the forest. In the zoo, he has no freedom. He is kept in a cemented cell behind the bars. He feels angry, frustrated and helpless. This reminds him of his natural habitat, his hiding and sliding in the long grass near the water hole and pouncing upon the fat deer, the way he terrorised the villagers, displaying his sharp teeth and claws.

At night in the zoo he hears the sounds of patrolling cars. The tiger in the zoo appears helpless as to be a mere showpiece and source of entertainment to people. The poet wants to convey that it is cruel to keep wild animals in small enclosures of the zoo, away from their natural habitat. They feel angry, helpless and unhappy in the cage. He pays no attention to the visitors who came to watch him. In the silence of the night, he stares at the brilliant stars with his bright eyes.

### NEW WORDS

- 1) **Stalks**
- 2) **Lurking**
- 3) **Snarling**
- 4) **Patrolling**
- 5) **Brilliant**

### WORDS –MEANINGS

- 1) **Rage – anger**
- 2) **Stalk – walk with pride**
- 3) **Lurking – staying hiding**
- 4) **Snarling – growling**
- 5) **Fang – teeth**

#### ❖ Extract based questions:

#### A) “He should be lurking..... plump deer pass”

- 1) The tiger is passing through\_\_\_\_\_.  
a) **Grass**                      b) trees                      c) mountains                      d) river
- 2) For whom is tiger waiting near the water hole?  
a) Fat elephant                      b) fat hare                      c) **fat deer**                      d) fat ox
- 3) Find the word from the passage which means same as ‘fat’.  
a) Lurking                      b) sliding                      c) rage                      d) **plump**
- 4) Who is ‘he’ here?  
a) The lion                      b) **the tiger**                      c) the camel                      d) the giraffe

#### B) “He hears the last voice..... at the brilliant stars”.

- 1) Who hears the last voice at night?  
a) **Tiger**                      b) horse                      c) wolf                      d) rabbit
- 2) The last voice that he hears is that of \_\_\_\_\_.  
a) Trucks                      b) airplane                      c) **patrolling cars**                      d) trains
- 3) At what does he stare with his brilliant eyes?  
a) Sky                      b) sun                      c) moon                      d) **stars**
- 4) Which word means the same as 'speaking' in the passage?  
a) patrolling                      b) stares                      c) **brilliant**                      d) concrete

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

1) **Describe some of the activities of the tiger as stated by the poet.**

➤ Some of the activities of the tiger as stated by the poet are – walking along the cage, hearing the patrolling of cars, ignoring visitors and staring at the brilliant stars of the sky.

2) **Why does the tiger express his anger quietly?**

➤ The tiger expresses his anger quietly, because he is helpless. He can do nothing from behind the bars. He is not free as he was in the forest. The tiger's strength is locked behind the bars. Thus it can only show anger.

3) **What does the poet want to convey through the poem?**

➤ The poet exhibits the miserable life led by the animals in the zoo. He shows the two different lives i.e. in the zoo and the life at a natural habitat. According to the poet, animals should not be caged. They should be let free in the wild. Even they have a right to remain free. They should not be caged for our personal interests.

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

1) **Do you agree that wild animals should be caged? Comment 'yes' or 'no' giving reasons.**

➤ Wild animals should not be caged. This is well known fact that tiger is a

royal species which is on the verge of extinction. In ancient times, tigers moved around freely in the forests. But today, they are caged and left in the zoo for the entertainment of people. In fact, they are not meant for confinement. The result is that their off spring also does not learn to hunt, when they are caged. Caging wild animals also leads to disturbance of ecological balance. So, wild animals should be let free. They belong to the forest. Cages are not meant for a wild animal, specially a tiger. We should not cage them for our personal interest. Even animals love to live in their natural habitat along with their families. We should not separate them from their families.

## **VALUE BASED**

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

It is rightly said that love for freedom is the natural instinct of every living being. Everyone loves freedom and does not want to live in confinement. Similarly, the tiger also longed for freedom. He was



so fed up being caged that he even ignored the visitors. He took to and fro steps in the cage as if trying to while away the time. The tiger wanted to escape this captivity.

God has made all living beings equally and thus, the animals too have the right to freedom. They should not be caged. It is their right to enjoy their natural habitat i.e. the forest and run freely in the wild. We should, thus, respect their freedom and should not put them in the zoo.

### **Is it right to confine wild animals into cages? Why or why not?**

Wild animals are meant to live in the wild. They are not meant to be caged and displayed in the zoos. We all know that the majestic species of tiger is on the verge of extinction. There used to be a time when they used to roam proudly and freely in the jungle. They are not meant to live a life in confinement. They also have the right to freedom like all other living beings. Confinement leads to depression and misery. Moreover, their offsprings lose the hunting capabilities as they are not trained to hunt in the wild. As a result, they would not be able to feed themselves. Furthermore confining wild animals disturbs the whole ecological balance. We should, thus, let the animals run free in the wild. They belong to the forest and not to the cage

### **POETIC DEVICES USED**

#### **1) Alliteration : Repetition of initial consonant sounds in the same line**

- He stalks in his vivid stripes
- But he is locked in a concrete cell.
- Stalking the length of his cage

#### **2) Repetition: It is the repetition of words/ phrases in the same line**

- on pads of velvet quiet, in his quiet rage - repetition of 'quiet'
- And stares with his brilliant eyes, at the brilliant stars --repetition of Brilliant

#### **3) Rhyme Scheme**

For 1<sup>st</sup>, 2<sup>nd</sup> and 5<sup>th</sup> stanza *abcb*

For the 3<sup>rd</sup> and 5<sup>th</sup> stanza *abcd*

**POEM : 5**

**THE BALL POEM**

**POET : John Berryman**





## SUMMARY

Once a boy was playing with his ball. It was bouncing in the street up and down. The boy was happily enjoying the game. While bouncing, suddenly it fell in the water and was lost.

Without the ball the boy became full of grief. The poet said and that there were other balls. He could purchase another since it was not a great loss. There was no need to worry. Since, the boy had that ball for a long time so he was deeply grieved due to his attachment with it. It was linked to his memories. The poet thinks that it is of no use to purchase another ball. He must feel his responsibility of the loss.

## NEW WORDS

- 1) Ultimate
- 2) Rigid
- 3) Possessions
- 4) Epistemology
- 5) Dime

## WORD S- MEANINGS

- 1) Intrude – enter forcibly
- 2) Dime – a coin, ten cents
- 3) Epistemology – nature
- 4) Rigid – Stiff
- 5) Shaking grief- Sadness which generally affect the boy

### ❖ Extract based questions:

- A) “What is the boy now ..... there it is in the water”!
- 1) What has the boy lost?

- a) Toy            b) **ball**            c) toy car            d) bat
- 2) Where did the ball fall into?  
a) **Water**            b) pond            c) river            d) pit
- 3) For the loss of which thing the boy felt grieved and helpless?  
a) Toy car            b) video game            c) bat            d) **ball**
- 4) Who is the poet?  
a) **John Berryman**            b) Walt Whitman            c) Robin Klein            d) Adreinne Rich

**B) “His ball went. I would..... world of possessions.”**

- 1) Whose eyes are desperate?  
a) The poet’s            b) **the boy’s**            c) his friend’s            d) None of them
- 2) Find the word from the passage which means same as ‘interfering into something’.

- a) Worthless                      b) possessions                      c) **intrude**                      d) responsibility
- 3) Losing the ball teaches the boy to become\_\_\_\_\_.
- a) Grown up                      b) **responsible**                      c) mature                      d) strong
- 4) Giving another ball to the boy is\_\_\_\_\_.
- a) **Worthless**                      b) correct                      c) sensible                      d) wrong

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

**1) What is the deep meaning hidden in the poem “The Ball Poem”?**

The deep meaning of the poem is that our childhood quickly flies as here a ball is lost. Also we grow up unsuspected and face hardships like loss.

**2) What is the boy’s state of mind at the loss of his ball?**

The boy is disturbed at the loss of his ball. He keeps staring at the ball with his desperate eyes.

**3) ‘He senses first responsibility? What responsibility is referred to here? (The Ball Poem)**

The poet thinks that it is of no use to purchase another ball. The child must feel his responsibility of taking care of his things and learn to cope up with the loss.

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

**1) Elaborate the idea that one should learn to accept and let go and not stick to something that we cannot have.**

It is important for everyone to experience to accept the loss and be bold and get on with life. Staying strong is the only way to survive. One should understand that the past is gone and will never come back. Sometimes loss helps us in growing up and we are able to face hardships. We also learn to accept and let go and do not stick to something which we can have. In the poem, a little boy lost his only proud possession, i.e. his ball. He is learning what is like experiencing grief when he loses a much beloved possession – his ball. He is deeply grieved due to loss. The poet too feels that it is of no use to purchase another ball. He must feel his responsibility of the loss. The poet makes the boy understand about his responsibility as the loss is immaterial. Money is external as it cannot buy memories, nor can it replace the things that we love, the things that really matter.

**Value based Questions**

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

**Answer**

**It is important for everyone to experience loss and to stand up after it in order to be strong and to get on with life. One needs to stay strong no matter how much it hurts inside. Staying strong is the only way to survive. Moreover, one needs to learn to accept and let go and not cling to something that they can never have. One should understand that the past is gone and it will never come back. Experiencing loss**

sometimes helps us to grow up and face hardships, like loss. This helps us in breaking all the boundaries into freedom.

### Poetic Devices used

1) **Symbolism** : A figure of speech where an object, person or situation has another meaning other than its literal meaning.

- The ball symbolises the boy's young and innocent days.

2) **Repetition** : Repetition of words/phrases in the same line.

What, what  
Balls, balls

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

- What, what
- Balls, balls
- buys a ball back

### Lesson 1

**Name** : A Triumph Of Surgery

**Writer** : James Harriot



### Tricki's illness

The narrator of the story is Mr. Herriot. He is a veterinary surgeon. He was really worried about the dog. Its name was Tricki. He was shocked to see it with its mistress. It had become hugely fat. Its eyes had

become red. Its tongue came out from its jaws. It was in a state of disease.

### **Tricki's mistress made Tricki ill**

The mistress of the dog was Mrs. Pumphrey. She told Mr. Herriot that the dog seemed to have no energy. So she gave it more malt and cod liver oil and a bowl of Horlicks. She also gave it some cream cakes and chocolates despite Herriot's refusal. It was a rich diet.

### **Herriot's warning to Mrs. Pumphrey**

Herriot looked at the dog again. Its big trouble was that it had become greedy. It did not refuse food. Herriot asked Mrs. Pumphrey if she had been giving the dog plenty of exercise. She said she had not. Herriot warned her. If she didn't cut its food and gave it more physical exercise, it would be really ill. She said that he was right. But it was difficult for her.

### **Tricki to be in hospital**

Within next few days Mrs. Pumphrey told Herriot that Tricki didn't eat anything. It refused to eat even its favourite dishes. It spent all its time lying panting. The narrator had made his plans in advance. He suggested that Tricki should be hospitalised for about a fortnight. The lady almost became unconscious. She was sure that it would die if he did not see it. The narrator kept an eye on Tricki for two days. He gave it plenty of water but no food. On the third day, it started whimpering on seeing other dogs. It followed them down the garden. Later that day other dogs had their food. When they had finished, Tricki walked round the bowls. He also licked them. It meant he was hungry. It was given some food.

### **Tricki shows improvement**

Tricki started to show progress. It was given no medicinal treatment. It ran about with the dogs all day. It discovered the joy of being with other dogs. Meanwhile Mrs. Pumphrey continued ringing regularly. She asked various questions about Tricki. But the narrator told her that the dog was out of danger.

### When Tricki becomes all right

Mrs. Pumphrey started to bring round fresh eggs to build up Tricki's strength. The narrator began giving Tricki wine before and during the meal. The dog began to drink brandy also. Tricki now had one extra egg in the morning. It had wine at noon and brandy in the evening. After a fortnight, the narrator rang her up saying the dog was all right.

### Mrs. Pumphrey comes to take Tricki home

Mrs. Pumphrey arrived at the narrator's Surgery in a big car. She asked him if the dog was better. The narrator told her that the dog was fine. He would bring it to her. When Tricki saw its mistress, it ran into Mrs. Pumphrey's lap. It began licking her face and barking.

### Tricki's cure—a triumph of Surgery

The narrator helped the driver to bring out Tricki's various things. These were Tricki's beds, toys, cushions, coats and bowls. They had not been used. As the car moved away, Mrs. Pumphrey leaned out of the window. Tears shone in her eyes. Her lips trembled. She told the narrator that it was a triumph of surgery.

### New Words

- 1) Malnutrition
- 2) Hastened
- 3) Lumbago
- 4) Swooned
- 5) Despairing

### Word meanings:

- 1) Sausage – a thin tube like casing
- 2) Lolloped – came out
- 3) Wrung – twisted
- 4) Tottering – walking weakly
- 5) Swooned – became unconscious

❖ **Answer the following questions in 30 – 40 words:**

#### 1) Why did Mrs. Pumphrey make a frantic call to Mr. Herriot?

- Mrs. Pumphrey had a dog named Tricki. Indirectly, she was responsible for the dog's illness. She gave him little extra between meals i.e., malt, cod-liver oil, etc. He was not given any physical exercise. So, the dog fell ill and started vomiting also. It made Mrs. Pumphrey so much worried that she had to call the veterinary surgeon, Dr. Herriot for his treatment.



**2) Why was the narrator shocked at Tricki's appearance?**

- The narrator was shocked at Tricki's appearance because he had become very fat. His blood red and rheumy eyes gazed straight. His tongue lolled from his jaws. He had become hugely fat, like a bloated sausage with a leg at each corner.

**3) Why was Mr. Herriot tempted to keep Tricki as a permanent guest?**

- Mrs. Pumphrey used to send lots of things like eggs, wine, brandy etc., for Tricki. But nothing was given to Tricki. All the things were consumed by the doctor and the other members of the hospital. Hence, Mr. Herriot was tempted to keep Tricki as his permanent guest.

❖ **Answer the following questions in 100 – 120 words:**

**1) How can you say that Mrs. Pumphrey was a rich lady?**

- Mrs. Pumphrey was a rich lady who had a small dog, named Tricki. She had pampered the dog by providing him things like a raincoat for wet days, a whole wardrobe and full of tweed coats. There were separate bowls like breakfast bowl, lunch bowl, supper bowl etc. for his different meals. She had a lot of servants and maids to take care of him and to serve Tricki's favourite cushions, toys and rubber rings. Besides, she owned chauffeur driven long, black car. All these things suggest that she was a rich lady. She used to give Tricki some extras between meals to build him up. Some malt, cod-liver oil and a bowl of Horlicks which only the rich can afford to feed their dogs. She also fed him with cream cakes and chocolates which he loved very much.

**2) What treatment was given to Tricki by Dr. Herriot?**

- Tricki fell ill. Dr. Herriot was called upon. When he looked at the dog, he immediately made out that Tricki did not need any medicine. He was sick because he had taken excess food. So, he gave little food and stressed on lots of water and exercise which Tricki was not used to. He was served food with other dogs and was made to run and play also with them. He joined them in their friendly scrimmages. Gradually, he learnt the art of hunting rats in the old den, house, fighting like a tiger for his share at mealtimes. In other words, he was leading a normal life which he never had done with Mrs. Pumphrey. Soon, Tricki became normal without taking any medicine. His progress was very rapid. He learnt to live an active and normal life, like other dogs. He had lot of fun and he had never had such a time in his life because of luxuries provided to him.

**VALUE BASED**

**Q1 Excess of everything is bad. Comment in the wake of Mrs Pumphrey's love for Tricki.**

Answer Pumphrey was a rich woman who loved her dog very much. She loved to live a comfortable and lavish life and also wanted her dog to spend a similar one. She had maintained a wardrobe full of fancy fur coats, dresses, beds etc for Tricki. Apart from this, she used to overfeed Tricki out of her love and concern. She used to serve him cod-liver oil and malt between the main meals and Horlicks after dinner to give him strength. She never realised that Tricki was a greedy dog and this would spoil his health. She could not even refuse to answer Tricki drooling for cream cakes and chocolates. Her overfeeding worsened Tricki's condition. This made the dog lazy, inactive and obese. He used to lie on his rug and pant all day long. Mrs Pumphrey fed him excessively, spoiling Tricki's health to such an extent that he had to be hospitalised. Even in the

hospital she continued to convey Tricky her love through eggs, wine and brandy. Her fondness and care for Tricky proved that excess of everything made him fall sick.

## LESSON 2

**NAME : THE THIEF STORY**

**AUTHOR : RUSKIN BOND**



## SUMMARY

### **How the narrator (a thief) befriends Anil**

The narrator was a thief when he met Anil. He was only 15. Anil had been watching a wrestling match when he went to him. Anil was about 25 and was lean and tall. He looked kind, simple and easy-going. The narrator soon made Anil his Mend. He lied that his name was Hari Singh. He changed his name every month. It was to avoid the police and his former employers.

### **Both the narrator and Anil at Anil's room**

Anil walked away. The narrator followed him. He smiled and told Anil that he wanted to work for him. Anil replied that he couldn't pay him. He asked Anil if he could feed him. Anil asked if he could cook. The narrator lied that he could cook. So Anil took him to his room over the Jumna Sweet Shop. He told him that he could sleep on the balcony. The narrator cooked the food. But Anil gave it to a dog as it was tasteless. He asked the narrator to go. But he remained there. After some time Anil told him to stay. He also told him that he would teach him how to cook.

### **Narrator at his old game**

The narrator made the tea in the morning. He would buy the day's supplies. In that he would make a profit of about a rupee a day. Anil knew he made money that way. But he never spoke about it.

### **Trust between Anil and the narrator increases**

Anil made money by fits and starts. When he made much of it, he would celebrate. One evening he came home with a small bundle of notes. He told the narrator that he had just sold a book to a publisher. By this time the narrator had been working for Anil for almost a month. By this time Anil had given him a key to the door. He could come and go as he liked.

### **The narrator steals Anil's money**

The narrator found it difficult to rob Anil because he was careless. That took all the pleasure of robbing. However, he decided to steal money. He thought it right as Anil did not pay him any money. The narrator studied the situation. Anil was asleep. He had the money under the mattress. If he took the money he could catch the 10.30 Express to Lucknow. So he stole the notes and went out of the room.

### **Narrator escapes with money**

The narrator held the notes by the string of his pyjamas. The notes were 600 in fifties. He could live like an oil-rich Arab for a week or two. When he reached the station, the Lucknow Express was just moving out. He could jump into it but he didn't. He was on the platform. He had no idea where to spend the night. He did not want to stay in a hotel either. He walked through the bazaar slowly.

### **What the narrator thinks about Anil after theft**

As a thief the narrator had studied men's faces when they had lost their goods. The greedy man showed fear. The rich man showed anger. The poor man showed acceptance. But he knew that Anil would show sadness when he would know of it. This sadness would be for the loss of trust. Such a theft was always good for the thief.

### **The narrator in the rain**

He went to the maidan and sat down on a bench. It was a chilly November night. A light drizzle added to his discomfort. Soon it began to rain heavily. He was drenched. He sat down in the shelter of the clock tower

### **Narrator's thoughts at this stage**

It was midnight. The notes were damp. He felt that it was Anil's money. In the morning he would probably have given him two or three rupees. It was for the cinema. Now he had it all. He couldn't cook his meals and learn to write

### **The narrator decides to return**

The narrator had forgotten these things in the excitement of the theft. He felt that writing could bring him more than a few hundred rupees. It was simple to be a thief. But to be really a big man, clever and respected, was something else. He decided to go back to Anil to learn to read and write.

### **How he puts the money back**

He hurried back to the room. He was feeling very nervous. He opened the door and stood in the doorway. Anil was still asleep. He slipped the notes back under the mattress.

### Friendship intact

He awoke late next morning. Anil had already made the tea. He offered a fifty-rupee note to the narrator. The narrator's heart sank. He felt that he had been discovered. Anil told him that he had made some money the day before. Now he would pay the narrator regularly. He also told that they would start writing sentences. The narrator smiled at Anil in his most appealing way. Anil knew the theft but he did not say anything to him about it.

### NEW WORDS

- 1) Wrestler
- 2) Flattery
- 3) Modesty
- 4) Appealing
- 5) Achieve

### WORDS – MEANINGS

- 1) Grunting – making a low sound
- 2) Stray – of the street
- 3) Queer – strange
- 4) Slid – put slowly
- 5) Stuck – clung

❖ Answer the following question in 30 – 40 words:

**1) What condition did Anil put forward before appointing Hari Singh as a servant?**

- Before appointing Hari Singh as a servant, Anil told him that he would not give Hari a regular salary. He had to cook food for both and Anil could only feed him, to this Hari agreed willingly.

**2) How did Anil come to know that Hari Singh had run away with his money?**

- Perhaps Anil might have woken up at night and discovered that Hari was not present in the house. Moreover, he found the wet notes under his mattress. Out of that, he gave a fifty rupee note to Hari and reacted normally.

**3) Why does Anil not hand the thief over to police?**

- Anil was a large hearted person. He forgave Hari Singh as he wanted to reform him. He knew that Hari Singh was sorry for his act. So, he did not think it right to hand him over to police. Anil gave another chance to Hari to improve his habits.

❖ Answer the following question in 100 – 120 words:

**1) Why did the thief befriend with Anil? Why did he steal Anil's money? Why did he come back and put Anil's money back?**

- The thief befriended with Anil because he wanted to have an acquaintance with him so as to make him his next victim. Moreover, he needed a place to live. He started to work for Anil who was a credulous person. Anil started teaching him how to read and write. One day Anil brought a bundle of notes. The thief stole the money though he was cut of practice and had not robbed anyone for so many days. After stealing the money, he planned to go to Lucknow. But at the station, his inner conscience pricked him and did not allow him to go. His heart changed as he wanted to be an educated man. So, he returned back and placed the money back to its place. Hari was grateful to Anil because Anil had taught him to read and write and was helping him in becoming an educated man. With education, Hari would be able to achieve much more in life. So he didn't want to hurt Anil losing his trust.

**2) Write a brief character sketch of Hari Singh in the light of his honesty. Express your opinion**

- Hari Singh, a boy of 15, was an experienced and successful thief. He was successful because of his cleverness and intelligence. He planned everything meticulously before choosing his victims. He went to places where he would meet an unsuspecting victim. He would then win his confidence to get a job. After sometime, he used to run away after stealing money from there. Then he used to change his name to befool the police and his former employers. Thus he was a liar. He got a job as a cook, though he could not cook well. He was a greedy boy. He was cruel enough to rob a simple and trusting man like Anil. He managed to steal six hundred ruppees from his house. But, there is transformation in the end of the story, when he decides to come back to Anil and keep his trust alive. This shows that there is goodness concealed in even the worst of men. Hari Singh wanted to become an educated person in future. He wanted to mend his ways by becoming a big, clever and respected man and earn his livelihood honestly instead of stealing.

**VALUE BASED QUESTION**

Q 1 Hari Singh didn't board the express and returned to Anil. Why did he return? On what values does this incidence put light on?

**Answer:**

Hari Singh was a thief and he had stolen Anil's money. After the theft, he realised that he had robbed not only Anil but also himself of the chance of being literate and having a bright future. His conscience pricked him to think what all he could have got had he not done this. It was difficult for him to rob Anil but it was tougher for him not to back. He realised that he could not make tea, buy daily supplies and learn how to read and write then. His inner self did not agree to bypass this and forced him to return.

Hari's return to Anil shows that despite indulging in criminal acts, he still had a practical and positive attitude towards life. It is the awakening of Hari's conscience and Anil's love and care that reformed Hari's character. It teaches us that love alone can change a person. Anil's understanding nature and care changed Hari's thinking to mend his ways for good.

Q2 Money can't make a man as much as education can. Elucidate the statement. **Answer:**

The statement stands true in almost all the aspects of life. Money may buy us all the luxuries and fulfil our needs but it cannot buy us knowledge, civilised thinking, skills and abilities to achieve our



dreams. Education lays the platform for all to act upon our goals according to our abilities. Education enables us to keep up with the fast moving world. It opens the door to opportunities we do not know even exist. Money, on the other hand, can assist us to a certain level. It can buy us a plan but education gives us the knowledge of its execution. Just as in the story 'A Thief s Story', Hari Singh prioritised the chance of being literate over a few hundred rupees, we must understand that education can help us to achieve whatever we desire.

## FOOTPRINTS WITHOUT FEET



### SUMMARY

#### Boys see footprints from nowhere

The two boys were surprised to see the fresh muddy imprints. These were of a pair of bare feet. As they gazed, a fresh footmark appeared from nowhere. Then they saw further steps down the street. Thereafter, they disappeared.

#### Footprints of Griffin, an invisible scientist

These footprints were of a scientist named Griffin. He had just discovered how to make the human body transparent. He swallowed some drugs. His body became as transparent as a sheet of glass. It was before his footprints being seen.



### **Griffin a lawless person**

But Griffin was rather a lawless person. His landlord disliked him and tried to eject him. In revenge Griffin set fire to the house. He had to remove his clothes to get away. So he became a homeless wanderer, without clothes or money. The two boys had seen him thus.

Griffin escaped from the boys. He was without clothes in mid-winter at that time. Instead of walking about the streets, he entered a big London store for warmth. He broke open boxes. He fitted himself with warm clothes. He had shoes, an overcoat, a hat but was invisible. He took cool meat and coffee in a restaurant. He also took meal, sweets, wine etc, in a grocery store. Finally, he slept on a pile of quilts inside.

### **Griffin chased away**

He did not wake up till the next morning. When the servants came, he began to run. They chased him. He escaped by taking off his newly-found clothes. This time he entered a theatrical company. He hoped to find some clothes. Shivering with cold he hurried to Drury Lane. It was the centre of the theatre world.

### **Enters a shop**

He soon found a suitable shop. He went upstairs but came out a little later. He was now wearing bandages. Those were round his forehead. He wore dark glasses, false nose and big bushy side-whiskers. He attacked a shopkeeper. Then he robbed him of all his money. He then went to Iping village from London. There he booked two rooms at the local inn belonging to Mrs Hall.

### **Arrives in an inn**

The arrival of a stranger at an inn in winter amazed the villagers. Mrs Hall, the landlord's wife, wanted to be friendly with him. But he told her that he did not want to be disturbed. He also told her that an accident had affected his face.

#### **Stealing of money by Griffin**

The stolen money did not last long. He, however, pretended that he was expecting some money at any moment. Shortly afterwards, a curious episode occurred. Griffin had made himself invisible. He entered a clergyman's house. The clergyman awoke and he asked him to surrender. But he could see no one. He realized the room was empty. Yet the desk had been opened and the money was missing. It was extraordinary for the clergyman.

#### **Surprise of Mrs Hall**

The landlord and his wife Mrs Hall were up very early. They were surprised to see the scientist's door wide open. They peeped round but saw nobody. Clothes, bandages etc, were the room. Everything was in disorder

### **Mrs Hall in great terror**

All of a sudden Mrs Hall heard a sniff close to her ear. Then the bedpost leapt up. It dashed itself into her face. Both of them turned away in terror. A chair pushed both out of the room. Mrs Hall almost fell down crying. She felt sure that the room was haunted by spirits.

### **Griffin suspected as a thief**

Soon the burglary in the clergyman's house became known. The strange scientist was suspected of having

a hand in it. The suspicion became stronger as he produced ready cash. Earlier he had admitted of not having any.

### **The truth is out**

The village constable was secretly called. But Mrs Hall did not wait for the constable. She went to the scientist. She asked him what he had been doing to her chair upstairs. She wanted to know how he had entered a locked room. At this the scientist grew angry. He suddenly shouted at her. He then threw off bandages, spectacles, nose etc. He had become invisible. The horrified people now saw at a headless person.

### **Constable Jaffers' problem**

Mr Jaffers, the constable, arrived. He was surprised that he had to arrest a man without a head. But he had to arrest him in any case. So he tried to catch the scientist. But he was throwing off one garment after another. The constable found himself struggling with someone he could not see at all. Some people tried to help him. But they received blows only from invisible Griffin.

### **Griffin vanishes**

In the end, Jaffers became unconscious. There were cries of 'Hold him'. But Griffin had freed himself. No one knew where to lay hand on him.

### **NEW WORDS**

**Imprints**  
**Gazed**  
**Rvenge**  
**Panicked**  
**Eccentric**  
**Witchcraft**

#### **□ Word meanings:**

- 1) Bewildered – puzzled
- 2) Callously – without caring
- 3) Poker – metal rod
- 4) Clergyman – Christian priest
- 5) Witchcraft – practice of magic
- 6) Blows – powerful hits with the hands
- 7) Hysterics – wildly emotional reaction



#### **❖ Answer the following in 30 – 40 words:**

**1) What did Griffin, the scientist, do to escape after setting the fire to house of his landlord?**

- Griffin, the scientist removed his clothes, became invisible and got away without being seen. He became a homeless wanderer without clothes, without money and quite invisible.

**2) Give a character sketch of Griffin, the invisible scientist.**

- The invisible scientist was a brilliant scientist who misused his scientific discovery and became a lawless person. He started enjoying harming people. When his landlord tried to catch him, in revenge, Griffin set fire to the house.

### 3) What did the Halls see in scientist's room?

- On seeing the door of the scientist's room open, the Halls went inside to investigate. They saw that the bed clothes were cold, his clothes and bandages were lying loose in the room. Suddenly, they heard a sniffing sound although they could see no one in the room. The Halls got terrified and decided to leave the room.

### ❖ Answer the following in 100 -120 words:

#### 1) Describe Jaffer's fight with Griffin at the village of Iping.

- Griffin entered the clergyman's house with an intention to steal money. He opened the desk and stole the money. When people came to know about the burglary, they suspected the stranger. The scientist became furious and threw off his bandages, whiskers, spectacles and false nose. Mr. Jaffers was surprised that he had to arrest a headless man. He tried to get hold of the man who was becoming more and more invisible. The constable was struggling with someone who could not be seen at all. Some people tried to assist him but received blows. The constable was knocked unconscious and Griffin escaped from there, and no one knew where to lay hands on him.

#### 2) Griffin is talented scientist but he misused his invention. The lesson we learn from his example is that the misuse of a scientist discovery can play havoc with humanity. Explain.

- A true scientist works for the good of humanity. He wants to make man's life easier, more comfortable and enjoyable. He doesn't misuse his discoveries for personal gains or selfish ends. But Griffin, though a brilliant scientist, misuses his discovery. By his experiments, he has been able to make his body transparent and invisible. He uses his discovery to puzzle people, enters stores and shops unseen, robs people of their money or things and escapes. He sets fire to the house of his landlord. He steals food, sweets, wine etc. it shows that the misuse of a scientific discovery can disturb the peace of society. Such a scientist will use his invention for self-interest and for taking revenge upon the people around him, he won't honour the law and thus will become a lawless person.

### VALUE BASED QUESTION

#### **Q 1 Griffin was not a true scientist as he misused his scientific discovery. Illustrate this point by giving two incidents from the story.**

Answer A true scientist is a law-abiding person. A scientist is also called a 'natural philosopher'. Griffin was not a true scientist as he did not use his discovery of how to make himself invisible for good uses. He lost control of himself and behaved like a criminal. First, he set fire to his landlord's house and ran away. Then he stole food without paying for it in a London store. Besides, he robbed the owner of a theatrical company and stole money from a clergyman's desk.

**Q2 Describe the landlord's and his wife's experience with the strange scientist.**

**Answer:**

Both Mrs Hall and her husband were surprised to find the scientist's room door open because normally it was always locked. So they peeped in, but found nobody there. The clothes and bandages that he always wore were lying about the room. Suddenly Mrs Hall heard a sniff close to her ear and the hat on the bedpost leapt up and dashed itself into her face. Then the bedroom chair sprang into the air and pushed them both out of the room and then appeared to slam and lock the door after them. Mrs Hall became hysterical and almost fell down the stairs. She thought that her furniture was haunted. They decided to confront the scientist next time when they met him.

**READING SKILLS**

**READING PARAGRAPH**

**. 1. Read the passage given below and answer the questions/complete the sentences that follow:**

Sniffer dog Tucker uses his nose to help researchers find out why a killer whale population off the northwest coast of the United States is on the decline. He searches for whale faeces floating on the surface of the water, which are then collected for examination. He is one of the elite team of detection dogs used by scientists studying a number of species including right whales and killer whales.

Conservation canines are fast becoming indispensable tools for biologists according to Aimee Hurt, associate director and co-founder of Working Dogs for Conservation, based in Three Forks, Montana. Over the last few years, though, so many new conservation dog projects have sprung up that Hurt can no longer keep track of them all. Her organization's dogs and their handlers are fully booked to assist field researchers into 2012.

Dogs have such a phenomenal sense of smell", explained Sam Wasser, director of the Center for Conservation biology at the University of Washington in Seattle. He has worked with scat-detection dogs since 199(g). Scientists have been using Conservation Canines in their research since 199(g). These dogs have enabled them to non-invasively access vast amount of genetic and physiological information which is used to tackle conservation problems around the world. Such information has proved vital for determining the causes and consequences of human disturbances on wildlife as well as the actions needed to mitigate such impacts.

The ideal detection dog is extremely energetic with an excessive play drive. These dogs will happily work all • day long, motivated by the expectation of a ball game as a reward for sample detection. The obsessive, high energy personalities of detection dogs also make them difficult to maintain as pets. As a result, they frequently find themselves abandoned to animal shelters, facing euthanasia. The programme rescues these dogs and offers them a satisfying career in conservation research.

**Unseen passage with questions and answers class 10 English: (1×8 = 8 marks) (Board 2014, Set 8L1922Q)**

- (a) According to the text there are a few \_\_\_\_\_detection dogs like Tucker.  
(b) Tucker sniffs for whale\_\_\_\_\_

- (c) The dogs are special because they assist in research without \_\_\_\_\_
- (d) The ideal detection dog \_\_\_\_\_
- (e) The dogs expect \_\_\_\_\_ as a reward of their hard work.
- (f) \_\_\_\_\_ of these dogs make it difficult to keep them as pets.
- (g) These dogs find career in \_\_\_\_\_
- (h) The word 'euthanasia' means \_\_\_\_\_

Ans.

- (a) elite team of.
- (b) farces floating on the surface of water.
- (c) invasion.
- (d) is extremely energetic with an excessive play drive.
- (e) a ball game.
- (f) The obsessive, high energy personalities.
- (g) conservation research.
- (h) painless killing.

**2 Read the following paragraph and chose the correct answer from the alternatives given below:**

In the 16th century, an age of great marine and terrestrial exploration, Ferdinand Magellan led the first expedition to sail around the world. As a young Portuguese noble, he served the king of Portugal, but he became involved in the quagmire of political intrigue at court and lost the king's favor. After he was dismissed from service by the king of Portugal, he offered to serve the future Emperor Charles V of Spain.

A papal decree of 1493 had assigned all land in the New World west of 50 degrees W longitude to Spain and all the land east of that line to Portugal. Magellan offered to prove that the East Indies fell under Spanish authority. On September 20, 1519, Magellan set sail from Spain with five ships. More than a year later, one of these ships was exploring the topography of South America in search of a water route across the continent. This ship sank, but the remaining four ships searched along the southern peninsula of South America. Finally they found the passage they sought near 50 degrees S latitude. Magellan named this passage the Strait of All Saints, but today it is known as the Strait of Magellan.

One ship deserted while in this passage and returned to Spain, so fewer sailors were privileged to gaze at that first panorama of the Pacific Ocean. Those who remained crossed the meridian now known as the International Date Line in the early spring of 1521 after 98 days on the Pacific Ocean. During those long days at sea, many of Magellan's men died of starvation and disease.

Later, Magellan became involved in an insular conflict in the Philippines and was killed in a tribal battle. Only one ship and 17 sailors under the command of the Basque navigator Elcano survived to complete the



westward journey to Spain and thus prove once and for all that the world is round, with no precipice at the edge.

**1. The 16th century was an age of great \_\_\_\_\_ exploration.**

1. cosmic
2. land
3. mental
4. common man
5. None of the above

**2. Magellan lost the favor of the king of Portugal when he became involved in a political \_\_\_\_\_.**

1. entanglement
2. discussion
3. negotiation
4. problem
5. None of the above

**3. The Pope divided New World lands between Spain and Portugal according to their location on one side or the other of an imaginary geographical line 50 degrees west of Greenwich that extends in a \_\_\_\_\_ direction.**

1. north and south
2. crosswise
3. easterly
4. south east
5. north and west

**4. One of Magellan's ships explored the \_\_\_\_\_ of South America for a passage across the continent.**

1. coastline
2. mountain range
3. physical features
4. islands
5. None of the above

**5. Four of the ships sought a passage along a southern \_\_\_\_\_.**

1. coast
2. inland
3. body of land with water on three sides
4. border
5. Answer not available

**6. The passage was found near 50 degrees S of \_\_\_\_\_.**

1. Greenwich
2. The equator

3. Spain
4. Portugal
5. Madrid

**7. In the spring of 1521, the ships crossed the \_\_\_\_\_ now called the International Date Line.**

1. imaginary circle passing through the poles
2. imaginary line parallel to the equator
3. area
4. land mass
5. Answer not available

### Answers

**1. B**

“Terrestrial” means land. No choice here offers a synonym for “marine,” e.g. nautical/naval/water/seagoing, and no other choices match either marine or terrestrial.

**2. A**

“Quagmire” means literally a bog or marsh, and figuratively an involved situation difficult to escape; entanglement is a synonym, more specifically similar than the other choices.

**3. A**

Longitudes are imaginary geographical lines running north and south. Latitudes run east and west. The other choices do not equal either latitude or longitude in direction.

**4. C**

Topography means the physical features of a land mass. It does not mean coastline (A), mountain range (B), or islands (D).

**5. C**

A peninsula is a piece of land connected to the mainland by an isthmus and projecting into the ocean such that it is surrounded on three sides by water. A peninsula is not a coast (A); it is not found inland (B); and it is not a border (D).

**6. B**

The passage was found near 50 degrees S latitude. Latitudes are measured horizontally, in relation to the equator or central imaginary line, equidistant between the North and South Poles. Longitudes are measured vertically. Greenwich (A), the location of zero degrees longitude, adopted as the global

standard, is both incorrect and never named in the passage. Spain (C), Portugal (D), and Madrid (E) in Spain are also incorrect.

### 7. A

Meridians are imaginary geographical circles intersecting the poles. Imaginary lines parallel to the equator (B) are latitudes. The International Date Line is a specific meridian, not an area (C). It is not a land mass (D) as it crosses both water and land.

### 3 Read the following paragraph and chose the correct answer from the alternatives given below:

Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer, and studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped to unlock the secrets of the atom.

Marie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

**1 The Curies' \_\_\_\_\_ collaboration helped to unlock the secrets of the atom.**

1. friendly
2. competitive
3. courteous
4. industrious
5. chemistry

**2 Marie had a bright mind and a \_\_\_\_\_ personality.**

1. strong
2. lighthearted
3. humorous
4. strange
5. envious

**3 When she learned that she could not attend the university in Warsaw, she felt\_\_\_\_\_.**

1. hopeless
2. annoyed
3. depressed
4. worried
5. None of the above

**4 Marie\_\_\_\_\_by leaving Poland and traveling to France to enter the Sorbonne.**

1. challenged authority
2. showed intelligence
3. behaved
4. was distressed
5. Answer not available

**5\_\_\_\_\_she remembered their joy together.**

1. Dejectedly
2. Worried
3. Tearfully
4. Happily
5. Irefully

**6 Her\_\_\_\_\_began to fade when she returned to the Sorbonne to succeed her husband.**

1. misfortune
2. anger
3. wretchedness
4. disappointment
5. ambition

**7 Even though she became fatally ill from working with radium, Marie Curie was never\_\_\_\_\_.**

1. troubled
2. worried
3. disappointed
4. sorrowful
5. disturbed

**Answers**

**1. A**

“Amicable” means friendly. It does not mean competitive (B), i.e. oppositional, ambitious, or aggressive; courteous (C), i.e. polite; industrious (D), i.e. hard-working; or chemistry (E): their collaboration was in physics, but moreover, the passage specifically describes their collaboration as “amicable.”

**2. B**

“Blithe” means light-hearted. It does not mean strong (A), humorous (B) or funny; strange (D), or envious (E).

**3. B**

“Disgruntled” means annoyed. It does not mean hopeless (A), depressed (C), or worried (D).

**4. A**

Marie challenged authority by going to study at the Sorbonne, because Warsaw’s university did not admit women. The passage indicates this challenge by describing her “defiantly” leaving Poland for France; i.e., she was defying authority. The passage does not indicate she showed intelligence (B), “behaved” (C), or was distressed (D) or upset by her move.

**5 A**

A synonym for “despondently” is “dejectedly,” meaning sadly, with despair or depression. The passage indicates this by describing Curie’s emotional state as one of “heartbreaking anguish” over her husband’s sudden accidental death. She is not described in this passage as worried (B) by her memories, or recalling them tearfully (C), happily (D), or irefully (E), i.e. angrily.

**6C**

The closest synonym for the “feeling of desolation” (despair) described in the passage is wretchedness. Misfortune (A) or ill fate/luck is not as close. Anger (B) is a separate emotion from desolation. Disappointment (D) is also different from desolation, meaning feeling let-down rather than hopeless. Ambition (E) is drive to succeed or accomplish things. It was not Curie’s ambition that faded upon returning to the Sorbonne but her depression.

**7C**

“Disillusioned” means disappointed. It does not mean troubled (A), i.e. concerned or disturbed; worried (B) or anxious; sorrowful (D) or sad; or disturbed (E).



## WRITING SKILLS

### 1 ARTICLE

**Write an article in school magazine on “ How it is important to save the planet Earth ”In not more than 120 words**

This is a cause of complete concern across the globe today. The global warming has accelerated the rise of temperature on earth which is said to have risen by 40 C. The sea level is also rising. The glaciers are also melting away. There has been very less rainfall in the recent years resulting in the scarcity of food around the world. The death rate due to starvation has increased immensely. We, the human beings are solely responsible for this calamity. We pollute our planet in many ways. Deforestation, industrial pollution, toxic wastes, vehicular pollution and lack of greenery are the chief causes of imbalance in the ecosystem.

The urgent need of the hour is that each one of us takes step to save the planet in every possible way. We should protect our forests, save fuel, plant trees, take care of toxic pollutants, conserve water and change our life style.

Awareness programmes must be launched by the students and NGOs to make people aware of environmental problems. The public should avoid the use of polythene bags. All of us must strive hard to save our beautiful planet for the future generations.

**2 Video games, Internet, Cell Phones and other high-tech gear are just part of growing up in a digital world. But parents are concerned about the amount of time their children spend with these and worry that it might be distracting and cramping academic and social development. Using your own ideas ,write an article in 180 words, describing both the benefits and harms of using these high-tech devices.**

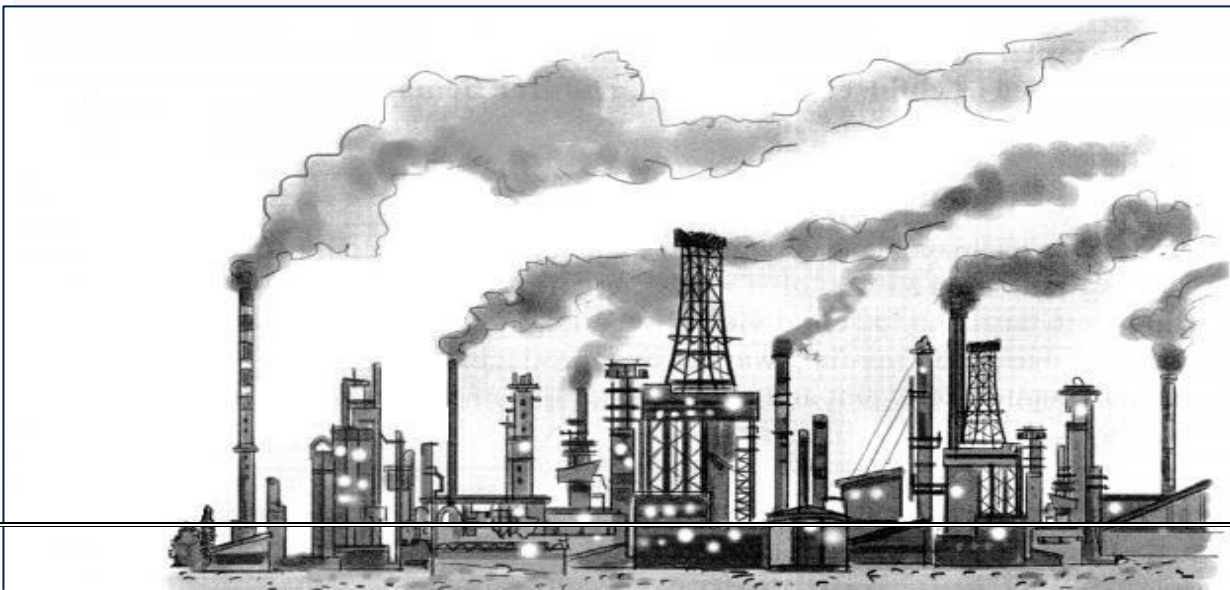
### **High – Tech Device- Boon or Bane**

The present day high-tech gear is just part of growing up in a digital world. Nevertheless one cannot deny that all these gadgets have become a part and parcel of our daily lives. Besides we have become highly dependent on these devices. This is more so in the case of children. Their lives are completely ruled by these devices.

These devices have many benefits. They have made our lives easier and more comfortable. They have made the world jump forward with a leap, and built up a glittering modern world. They have also opened innumerable avenues for the growth of knowledge and have given a definite form to the wild imagination of man. They have indeed revolutionised every sphere of life. But on the other hand the excessive interest of children in these gadgets, has made parents concerned and worried. Children spend a great deal of time on these gadgets like video games, internet, cell phones etc the parents feel that excessive use of these gadgets will definitely be destructive for the children. This could also cramp their academic and social development. If children are not checked, they would continue to waste time on these gadgets.

hey will recline into their own high-tech shell. Thereupon it will become very difficult for parents to bring them out of this world. If these high- tech devices are used in moderation they can fulfill the purpose for which they have been invented.

**3 Given below is a picture showing the effects of global warming on climate change. Write an article on climate trends in recent years, their causes and effects, especially the threat they pose to the future of mankind. You are Anjana/Arjun Rastogi of Navyug School, Patna. Using the information given below, your own ideas, together with ideas from the unit Environment in your Main Course Book. Complete the article in not more than 120 words.**



The Hazards of Global Warming  
Anjana Rastogi  
X Navyug School

Global warming is (a)..... Since the industrial revolution  
Burning (b)..... as th green houses gases trap more heat.  
(c)..... which increases the amount of carbon-di-oxide in the atmosphere

During the past century the atmospheric temperature has risen to 0.6<sup>0</sup>C and the sea level has risen by several inches. Scientist predict that global warming would lead to melting of polar ice.  
(d)..... the solutions are fairly obvious .In order to reduce global warming we(e)  
.....and (f).....the use of fossil fuel.

**Answers**

- (a) the gradual increase of the earth's temperature as a result of the increase in greenhouse gases
- (b) of fossil fuels has led to an increase in temperature
- (c) Another major contributor to global warming is deforestation
- (d) resulting in a rise in sea level and coastal flooding
- (e) must take up reforestation projects
- (f) there should be a gradual worldwide shift away from

**REPORT WRITING**

**1 Recently your school held a Seminar on Conservation of Water as a part of World Water Day celebrations. As the School Pupil Leader of Maryland School, Gurgaon, write a report in 100-125 words for a local daily. Sign as Pritham/Preeti.**

Seminar On Water Conservation  
By: Preeti  
Maryland School,

Gurgaon 16th March, 20xx, Gurgaon: Our school organised a seminar on 'Water Conservation' as part of the World Water Day Celebrations on 13th August, 20xx. The main aim of this seminar was to remind us all about the need to save the government and the non-governmental organisations in providing help water as it is a precious source imperative for our survival.

Distinguished environmentalists and eminent personalities were our guest speakers and they reiterated the need not only of conserving water but also spoke at length on how to conserve water by stressing upon the fact that each drop of water is precious. Dr. Yashraj, an eminent environmentalist, suggested rain-water harvesting as one of the best ways to conserve water.

Using visual aids to highlight his discourse, he suggested that to ensure availability of water for the future generations the withdrawal of fresh water from an ecosystem should not exceed its natural replacement rate. The seminar concluded on the note that water conservation is the most cost-effective, environmentally sound way to reduce our demand for water and so each one of us must do our bit towards improving water management to enhance optimum use of water.

**2. Your school organised an exhibition-cum-sale of the items prepared under Work Experience Certificate by your school students. There was an overwhelming response from the public. Prepare a report in 100-125 words for a local daily. You are the Coordinator, S.U.P.W. activities, Nita School, Gurgaon.**

An Exhibition-Cum-Sale  
By: ABC, Coordinator, SUPW Activities  
Nita School, Gurgaon

3rd Aug. 20xx, Gurgaon. Our school organised an exhibition-cum-sale of items prepared under Work Experience by our students on the 31st of July in the school lawns. It was heartening to see the overwhelming response our endeavour got from not only the parents but also from the general public who showed a lot of interest in the items made by the students. A wide array of items such as candles, greeting cards, jewellery boxes, wooden handicrafts had been prepared by talented students.

The students were really encouraged by the positive feedback they got from everyone present. Our principal too was personally present there all the time interacting with everyone. He appreciated the students' hard work and creativity and announced that the money collected from the sale of items would be donated to an old-age home in the vicinity of our school. Our principal also decided that such initiatives would be taken up by our school more frequently to motivate the creative students and to help a noble cause.

