

## Hornbill

### Chapter 1: The Portrait of a Lady

#### ANSWERS TO TEXT BOOK QUESTIONS

##### Understanding the text

1. The three phases of the author's relationship with his grandmother before he left the country to study abroad.

- Ans.**
- (a) Early childhood or a phase of admiration and friendship. When author was in the village with his grandmother, they were good friends. She woke him up in the morning and got him ready for the school. She waited for him in the temple while he was in the school and then walked him back. The author described her as winter landscape in the mountains an expanse of pure white serenity.
  - (b) Childhood or shifted to city. Now grandmother could not accompany author to school as he went school by bus. Grandmother could not help author in studies as now he was in an English school, where they taught English, Science, and Music. She could not understand English and did not believe in Science and she felt that Music was not meant for gentle folk. She felt unhappy when she learnt that city school did not teach about God's scriptures.
  - (c) Adulthood or went to university. When author went to the university he got a separate room and even the last link of a shared room was snapped. The grandmother kept to her spinning wheel, feeding the sparrows and telling the beads of rosary rarely talking to anyone.

2. Three reasons why the author's grandmother was disturbed when he started going to the city school.

- Ans.** The author's grandmother was disturbed when he started going to the school because in city school he learnt English words and western science and learning the law of gravity, Archimedes' principles. She was distressed that they were not taught about God and the scriptures. Author's grandmother was very disturbed about the fact that he was given music lessons. To her music had lewd associations.

3. Three ways in which the author's grandmother spent her days after he grew up.

- Ans.** The three ways in which the author's grandmother spent her days after he grew up; she accepted her seclusion without complaining to anyone and did not interact much with the author. She rarely left her spinning wheel to talk to anyone, from sunrise to sunset she sat by her spinning and reciting prayers. In the afternoon she relaxed for a while to feed the sparrows.

4. The odd way in which the author's grandmother behaved just before she died.

- Ans.** When the author returned from abroad, she was delighted to see him back in the evening. She collected the women from the neighbourhood and sang for the hours of the homecoming hours. The next day she developed mild fever, the doctors believed that she would recover, the grandmother knew that her end was near. She said that since only a few hours before the close

of the last chapter of her life. She had omitted to pray. She was not going to waste anymore time talking to them. She ignored their protests. She lay peacefully in bed praying and telling her beads till her lips stopped moving and the rosary fell from her lifeless fingers.

5. The way in which the sparrows expressed their sorrow when the author's grandmother died.

**Ans.** When the grandmother died thousands of sparrows collected in the courtyard. There was no chirruping. When the author's mother some bread for them, they took no notice of the bread crumbs. They took no notice of them. After her cremation they flew away without touching the crumbs. The next day bread crumbs had to be swept away.

### Talking about the text

1. The author's grandmother was a religious person. What are the different ways in which we come to know this?

**Ans.** The author has described his grandmother as a very religious person. Her one had always remain busy in telling the beads of her rosary and her lips constantly moving in an inaudible prayer. When the narrator lived with her in the village, she used wake him up in the morning and recited her morning prayers in the hope that he would learn them too. She would also accompany him to the school as it was attached to a temple. While the narrator studied, she would sit in the temple reading the scriptures. The grandmother was very distress at the fact that the narrator was not imparted any religious teaching in his new English and, was instead taught music which according to her, was not meant for gentle folk.

When the narrator went to the university for higher studies, she became completely isolated and spent her time sitting by her wheel spinning and reciting her prayers. Religion, thus, became her only support during toughest moments. Finally, when she realised that her end was near, she lay peacefully in bed praying and her beads. She, thus, had a very peaceful and silent death.

2. Describe the changing relationship between the author and his grandmother. Did their feelings for each other change?

**Ans.** The three phases of the author's relationship with his grandmother can be seen as symptomatic of the transformation which the relation under went.

The first phase can be identified with the idyllic village life spent under a traditional and conservative education system. The grandmother used to wake up narrator in the morning, got him ready for school and accompanied him to the school as it was attached to the temple.

The second phase in their relationship can be called as a turning point in their life when they shifted to the city. The author started going to the English school and he was taught English, Science and Music. Therefore, there was no religious teaching and grandmother expressed her disapproval by drifting away from the author.

In the third phase of their relationship, he went up to the university, a separate room was given to him. The last common link of their friendship was thus snapped and grandmother accepted her seclusion with resignation.

The widening gulf between the two, however did not affect their feelings for each other. The grandmother was excited when the narrator returned from abroad she sang and thumped the drum for several hours due to which she exerted herself and died the next day. It is evident that she fought with death for five years only to meet they narrator and died only after seeing him.

3. Would you agree that the author's grandmother was a person strong in character? If yes, give instances that show this.

**Ans.** The author's grandmother was indeed a person strong in character, the author associates her with symbol of serenity and contentment and connects the strength of her character, first and foremost, with her religiosity.

The author describes his grandmother as a highly traditional and conservative woman who did not believe in the modern education given to him. She chose not to protest and expressed her disapproval by not speaking to the grandson thereafter. She, thus, led her own kind of life and never compromised with her principles.

When the author left for the university, she reconciled herself with spinning and feeding sparrows. Her silence cannot be interpreted as weakness. It's rather, the strength of her character as it projects as an uncompromising conservative woman who expressed disapproval not by protesting, but by choosing to resign in silence.

The strength of the grandmother character can be seen in her determination to remain loyal to her views and not getting swayed in her love for the author. She loved him deeply but never become emotional or sentimental in expressing her love. She survived for five years only to meet her grandchild and died a day after doing so. Her death was, thus, determined her strong willpower and character.

## Chapter 2: A Photograph (Poem)

### ANSWERS TO TEXT BOOK QUESTIONS

1. What does the word 'cardboard' denote in the poem? Why has this word been used?

**Ans.** Cardboard refers to the photograph pasted on a hard thick paper itself. This word has been used to refer to a practice in the past when photographs were pasted on cardboard and with passage of the time, the photograph is no more bright as it used to be and the images have lost their clarity.

2. What has the camera captured?

**Ans.** The camera has captured some happy moments from the childhood of the poet's mother. It has captured three happy girls who are enjoying a holiday at the beach.

3. What has not changed over the years? Does this suggest something to you?

**Ans.** The sea has not changed over the years. The sea symbolises eternity of nature.

4. The poet's mother laughed at the snapshot. What does this laugh indicate?

**Ans.** This laugh indicates the happiness she receives from looking at that photograph and reminiscing her childhood

5. What is the meaning of the line 'both wry at the laboured ease of loss'?

**Ans.** The meaning of this line refers to the poet's mother's holiday and her face when she used to get nostalgic about it. Both of these belong to the past as the poet's mother is no more with her.

6. What does 'this circumstance' refer to?

**Ans.** The circumstance here refers to the present situation.

## **Chapter 3: We're Not Afraid to Die .... If We Can All Be Together**

### **ANSWERS TO TEXT BOOK QUESTIONS**

**List the steps taken by the captain.**

1. To protect the ship when rough weather began

**Ans.** In order to protect the ship the captain ordered the crew member to drop the storm jibe and lashed a heavy mooring rope in a loop across the stem. Then they double lashed everything and went through their life raft drill, attached lifelines and life-jackets.

2. To check the flooding of the water in the ship.

**Ans.** The wavewalker managed to survive the huge water waves but the waves had left the starboard side lashed open. The captain stretched canvas and secured waterproof cover across the gap holes. Larry and Herb kept pumping out water after the captain found electric pump connected it to an out-pipe and was grateful to find that it worked.

3. Describe the mental condition of the voyagers on 4th and 5th January.

**Ans.** On January, 4th/36 hours of continuous pumping out water the voyagers moved to the last few centimetres after pump had water level decently under control which allowed them to take rest. They had their first meal in almost two days. This experience had tormented them both physically and mentally creating fear of death in their mind.

At 4 pm black clouds began building up behind them. The weather continued to deteriorate throughout the night and by dawn of January 5th their situation was again desperate. The boat was severely damaged.

4. Describe the shifts in the narration of the events indicated in the three sections of the text. Give a subtitle to each section.

#### **Section I: Turbulent journey**

The first section of text begins with the author's excitement with the start of the journey from Plymouth (England) and with subsequent problems that followed. The narrator is relaxed and full of confidence. With subsequent problem that followed, culminating the will power of crew members.

#### **Section II: Hope and optimism**

In this section the struggle continues and the fear, worry lures on head. This family part focuses on family ties and sends out a message of hope and positivity. The children give courage to the adults and gave hope that any danger can be overcome with togetherness.

#### **Section III : Victory over death**

This section says the narrator's dedication to fight the waves with an utter exhaustion. The whole family gets relieved when they finally reach the Amsterdam. The section thus concludes on a happy note.

#### **Talking about the text**

1. What difference did you notice between the reaction of the adults and the children when faced with danger?

**Ans.** In the face of the disaster the adults dealt the situation with immense courage. However, there were moments which showed signs of anxiety in the face of approaching calamity. At various moments the narrator became hopeless and accepted his approaching death with peace.

The children, however, exhibited exemplary courage and positivity and send the message of hope and happiness. Jonathan said he was not afraid to die if all of them perished together. Sue made a card with a positive message to her family thus highlighting the optimistic attitude which helps to endure stress.

2. How does the story suggest that optimism helps to endure the direst stress?

**Ans.** The narrator and his family were on the verge of death as they fought deadly waves which damaged the ship. They worked continuously, excitedly and feverishly for 36 hours. They remained cheerful and optimistic while, facing extremely dangerous situation. The collective efforts of the crew members and the optimism of children helped to fight back all obstacles in the hope of reaching Amsterdam.

3. What lessons do we learn from such horrendous experiences when we are face to face with death?

**Ans.** It is rightly said, No pain, no gain. Such experiences teach us the potential of confidence. Confronting such horrendous situations with courage, perseverance and tolerance. It teaches us how one must react in the direst situation.

It helps us in learning that one must never lose hope and try to find reasons to be optimistic during adversity. In such situations one must try his/her best to remain calm and composed and understand the power of unity and team work rightly said, “United we stand and divided we fall”. Moreover, the importance of presence of mind, putting continuous efforts and to overcome the catastrophe and the importance of common senses and extra cautions are learnt from such hazardous experiences.

4. Why do you think people undertake such adventurous expeditions in spite of the risk involved?

**Ans.** Life is not always a bed of roses but also full of thorns. Challenges drive people to take up adventurous expeditions. The people who involve themselves in adventurous activities are very well aware of the risk involved in them. But due to their passion and enthusiasm to do something unique and great, they willingly accept such ventures. Also their wish to be in the lap of nature and experience its beauty pushes them to such expeditions.

## Chapter 4: Discovering Tut: The Saga Continues

### ANSWERS TO TEXT BOOK QUESTIONS

1. Give reasons for the following:

(a) King Tut’s body was subjected to repeated scrutiny

**Ans.** In order to clear up the mystery related with King Tut’s death his body went through repeated scrutiny. There has been a lot of speculation about his death as he died in his teen age under

mysterious circumstances.

(b) Howard Carter’s investigation was resented.

**Ans.** Howard Carter gave more importance to the preservation of the exclusively crafted gold ornaments adorning King Tut rather than presenting unravelling the mysteries of his life and death. He exposed the mummy to the scorching sun and later used the unscientific methods to cut the body away from the base.

(c) Carter had to chisel away the solidified resins to raise the king’s remains.

**Ans.** Carter kept the mummy out in the scorching sun so that the resins would melt. However, the result was that the mummy was cemented to the bottom of the solid gold coffin. Therefore, he chiselled away from beneath so that the thieves would rip the gold treasure.

(d) Tut’s body was buried along with gilded treasure.

**Ans.** Tut’s body was buried along with gilded treasure because the Egyptians believed in afterlife. They hope to carry their riches with them to ensure a comfortable life in other world. Even it was believed that the ornaments would guarantee resurrection of the king.

(e) The boy king changed his name from Tutankhetan to Tutankhamun.

**Ans.** As Tut ascended the throne he decided to restore the old order by promoting the worship of Amun, the traditional God. Amun was the major God in ancient Egypt. King Amennotept smashed the images of Amun and promoted the worship of Aten. Tut changed his name to Tutakhamun meaning living image of Amun.

2. List the deeds that led Ray John on to describe Akhenaten as “Wacky”.

**Ans.** Akhenaten initiated one of the strongest periods in Egyptian history. He encouraged the worship of Aten instead of Amun and moved the religious capital from Thebes to the new city of Akhetaten. Moreover, he smashed Amun images and closed his temples. And he changed his name to Akhenaten or servant of Aten. At a time when the dynasty was undergoing growth and development, Akhenaten’s manner could be described as ‘wacky’.

## Landscape of the Soul

---

### TEXTUAL QUESTIONS

1. (i) Contrast the Chinese view of art with the European with examples.

(ii) Explain the concept of shan shui.

**Ans.** (i) Chinese art did not reproduce an actual view, unlike the art in western world, where the artist wanted the viewer to see the landscape, as he perceived it from a specific angle the Chinese painter did not want a single viewpoint. He would expect active involvement of the onlooker, both physical as well as mental. The Chinese painter would want the viewer to enter his mind. His landscape is a spiritual and abstract universe like in the story of the Chinese painter, who entered the cave in his painting and painting vanished from the wall. These stories helped the master to guide his student in the right direction. There is another well-known story about a painter who did not draw the eye of a dragon that he had

painted he feared that it would fly out of the painting on the other hand, Quinten Metsys, was taken as a trainee and could marry the artists daughter just because of his ability to recreate reality.

- (ii) Shan shui; literally means 'mountain water' which represents the word 'landscape'. More than two elements of an image, these represent two complementary poles reflecting the Daoist view of the universe. The mountain is yang – reaching vertically towards heaven, stable, warm and dry in the sun, while the water is yin – horizontal and resting on the earth, fluid, moist and cool. The interaction of yin, the receptive feminine aspect of universal energy, and its counterpart yang, active and masculine, is of course a fundamental of Daoism. What is often overlooked is an essential third element, the middle void where there interaction takes place. This can be compared with the yogic practice of pranayama: breath in, retain, breath out – the suspension of breath is the void where meditation occurs. The middle void is essential nothing can happen without it.

2. (i) What do you understand by the terms 'outsider art' and 'art brut' or 'raw art'?  
 (ii) Who was the untutored genius who created a paradise? What is the nature of his contribution to art?

**Ans.** (i) The terms 'outsider art' and 'art brut' or 'raw art' suggests the type of art those who have no right to be artists as they have received no ... They, however, show talent and artistic insight. Their works are as inspiring as acknowledged artists work. A French painter Jean Dubuffet unsettled this concept in the 1940s. People then were not interested in the art of the untrained creative person. Nek Chand was one such who proved Dubuffet right by creating the Rock Garden, at Chandigarh.

- (ii) An untutored genius Nek Chand recreated a little patch of jungle into the Rock Garden at Chandigarh. His creation is acclaimed as one of India's biggest contributions to outsider art. He made a garden sculpted with a stone and recycled material. He used anything and everything from a tin to a sink to a broken down car as the material for a work of art. With this he has taken out to glorious heights art publications. Features Nek Chand, and his Rock Garden sculpture 'woman by the waterfall' on its anniversary issue covers. Recognising his art the Swiss commission for UNESCO will be honouring the 80 years old artist by putting up an exhibition of his works. The five months interactive show, 'Realm of Nek Chand', beginning October will be held at leading museums in Switzerland, Belgium, France and Italy.

## Chapter 5: The Voice of the Rain (Poem)

### ANSWERS TO TEXT BOOK QUESTIONS

1. There are two voices in the poem. Who do they belong to? Which lines indicate this?

**Ans.** The two voices of the poem are that of the poet and the rain. The following line indicates this 'And who art thou? said I to the soft falling shower'.

'Which, strange to tell, gave me an answer, as here translated: I am the poem of earth'.

2. What does the phrase ‘strange to tell’ mean?

**Ans.** The phrase reveals the poet’s surprise at the rain’s ability to speak and respond. Although the poet expresses surprise at this, the phrase reveals they poet attempt to personify the rain, and give its agency to express itself, at the same time.

3. There is a parallel drawn between rain and music. Discuss the similarity between the two.

**Ans.** The poet perceives a poetic element in the natural phenomenon of ‘water cycle’. The water’s ascent into the sky and its graceful and smooth descent with a pitpat allows for a comparison with music.

Moreover, both the rain and music apart from having a cyclic life have the ability to soothe, rejuvenate and beautify life. After fulfilling this essential task, both returns to their respective sources.

4. How is the cyclic movement of rain brought out in the poem?

**Ans.** He depicts land as a source of impalpable vapours as water evaporates from it and the ‘bottomless sea’ and rises to form clouds all clouds. Finally descent on the earth only to rise again as vapours.

5. Why are the last two lines put within brackets?

**Ans.** The last two lines are put within brackets because they are not a part of the dialogue between the rain and the poet, and thus not an integral part of the poet’s experience of the rain. The lines reflect and after thought on the part of the poet and finally comment to the larger idea of the reference to rain, ‘As poem of Earth’ in the dialogue.

6. List the pair of opposites found in the poem?

**Ans.**

(a) Life, latent	(b) Rise, descend
(c) Heaven, earth	(d) Reck’d, unreck’d
(e) Day, night	(f) Land, sea
(g) Wandering, return	

## Chapter 6: The Ailing Planet: The Green Movement’s Role

---

### ANSWERS TO TEXT BOOK QUESTIONS

1. Locate the lines on the text then support the title ‘The Ailing Planet’, the author compares the planet to a patient in decline health. The following lines support the said assumption.

- (a) “Are we leaving to our successors a scorched plant of advancing deserts, impoverished landscape and ailing environment?”
- (b) “The Earth’s vital signs ... a patient in decline health”.
- (c) “A three year study using ... warns that the environment has deteriorated so badly that it is critical in many of the eighty-eight countries investigated”.

2. What does the notice ‘The world’s most dangerous animals’ at a cage in the zoo at Iusaka, Zambia, signify?

**Ans.** In the zoo at Iusaka, the notice at the cage ‘The world’s most dangerous animals’ signifies man’s

lust for growth and advancement and the consequent distraction of nature and the environment. Inside this cage there is no animal but a mirror. This is done to make human being introspective and realise their self destructive potential. Man possess a threat to all other living species on earth and is solely responsible for the gradual depletion. The notice thus highlights the urgency of shifting from a system based on domination to based on partnership.

3. How are the Earth's principal biological system being depleted?

**Ans.** The author quotes jester R Brown and suggests that there are four principal biological systems of earth fisheries, forests, grasslands and crop land, they form the foundation of the global economic system. With indiscriminate human claim of those biological system which are reaching an unsustainable level, the productivity has been threatened. Fisheries are collapsing, forests are disappearing, grasslands are getting converted into barren wastelands and crop lands are deteriorating.

The earth's principal biological systems are in danger of getting exploited by man knowing that the growth of world population is one of the most strongest factor of distorting the future of human society.

The growth of world's population puts a severe strain on the earth's principal biological system in the year 1800, the world population was around one billion. By the year 1900 a second billion was added and the 20th century added another 3.7 billion. In 1994 the world's population was believed to be 5.7 billion.

In the author's view, the development acts as both a factor and a consequence in the reduction of world population. With increasing population, human claims on natural resources reaching an unsustainable levels at the same time of unemployment. Thus development is the best contraceptive possible in dire situation of ecological imbalance.

## Chapter 7: The Browning Version

### ANSWERS TO TEXT BOOK QUESTIONS

1. Comment on the attitude shown by Taplow towards Crocker Harris.

**Ans.** Crocker is Taplow's literature teacher. According Taplow, Mr Crocker Harris is a strict and disciplinarian teacher. He was diligent and fully devoted and dedicated to his duty as he called Taplow even on the last day of school to make up for his missed classes and argues with Mr. Crocker Harris. He is neither partial nor biased towards any children. He tells Taplow that he will give Taplow whatever he deserved. He tries to maintain an appropriate distance from his students. He never responds to the feelings shown by his students and remains shrivelled. He is a man of principal and keeps the rules of the school. His students like him even after his strict behaviour. He colleagues, even Frank envy him for the effect he has on the students he is strict but not a sadist he seems to be.

2. Does Frank seem to encourage Taplow's comments on Crocker Harris?

**Ans.** He encourages Taplow for imitating Crocker Harris and also asks him to repeat it.

## Chapter 8: Childhood (Poem)

### ANSWERS TO TEXT BOOK QUESTIONS

1. Identify the stanza that talks of each of the following.
  - (a) **Individuality:** When did my childhood go?  
Was it where I found ... mind was really mine,  
To use whichever way I choose,  
Producing thoughts that were not those of other people  
But my own, and mine alone  
Was that the day!
  - (b) **Rationality:** When did my childhood go?  
Was it the day I caused to be eleven,  
Was it the time I realised that Hell and Heaven,  
Could not be found in Geography,  
And therefore, could not be,  
Was that the day!
  - (c) **Hypocrisy:** When did my childhood go?  
Was it the time I realised that adults were not all they seemed to be,  
They talked of love and preached of love,  
But did not act so lovingly,  
Was that the day,

2. What according the poet is involved in the process of growing up?

**Ans.** The entire of process of poet's growing up comprises of the poet's realisation of the self and the world the lives in. He keeps questioning himself, looks for answers as to what eventually meant going up. He asks if it was the day he cared to be eleven which meant he had grown up; or the day he realised that Hell and Heaven did not really exist and hence could not be found in Geography. They were abstract ideas which lacked any authentic reference.

He further asks himself and if it was the day adults pretended to be what they were not; they talked and preached of love but did not act lovingly. He goes on and asks if the entire process of growing up involved questioning his existence as an individual knowing if his mind was really his and choices and decisions were only his, the thoughts and emotions were the offsprings of his mind and not of other people's. He wonders if his childhood was lost-lost in some forgotten place or it was hidden in an infants face.

3. What is the poet's feeling towards childhood?

**Ans.** The poet, thinking about his childhood, becomes nostalgic. He nurses the good golden days when he absolutely enjoyed the simplicity of his childhood, his innocent face.

From the lines, it appears as if he's not happy about having grown up. He does not seem to be at peace and keeps questioning himself about growing up. He wishes to be a child as air and

looks for the lost childhood in an infant's face.

4. Which to you think are the most poetic lines? Why?

**Ans.** The line that seem to be most poetic are:

It went to some forgotten face,  
That's hidden in an infant's face,  
That's all I know

The above lines conclude the question as well as speculation of the poet regarding his loss of the childhood. The lines beautifully depict the poet's realisation of loss of the most important stage of his life – childhood. Finally, he realises that his childhood has gone to some forgotten place and could not be found in an infant's innocent face.

## Silk Road

### TEXTUAL QUESTIONS

1. The article has been titled 'Silk Road'.

**Ans.** The Silk Road was an enormously long trail that led from Europe in the west to China in the east. Traders travelled along it buying and selling various items, including silk and spices from China, and wool, gold, silver and precious stones from Rome. The Silk Road was an interconnected series of routes through southern Asia traversed by caravan and ocean vessel, and connecting Chang'an (today's Xi'an), China, with Antioch Asia minor, as well as other points. Its influence carried over into Korea and Japan. These exchanges ... significant not only for the development and flowering of the great civilization of ancient Egypt, Mesopotamia, China, Persia (Iran), India and Rome but also helped to lay the foundations of ... modern world.

2. Tibetan Mastiffs were popular in China's imperial courts.

**Ans.** The narrator, on his way to Mount Kailash, crossed the dark tents of the nomads pitched in isolation. Generally huge black dog, a Tibetan mastiff, guarded these tents. These beasts would raise their great big heads when they became aware of people approaching and stared at them. As they drew closer, they would rush towards them and chase them for about a hundred metres. These hairy dogs were pitch black and usually wore bright red collars and barked angrily with enormous jaws. They were absolutely fearless of their vehicle and would run straight on to their way and Isetan had to brake and turn sharply to avoid them. It was because of their ferocity that these Tibetan mastiffs were brought from Tibet to China's majestic ... as hunting dogs.

3. The author's experience at Hor was in stark contrast to earlier accounts of place.

**Ans.** Hor was a dismal, wretched place. It was deprived of vegetation and dust and rocks lay scattered abundantly. Years of garbage seemed to have collected. The situation seemed even more grim as this town was on the shore of lake Manasarovar, Tibet's most sacred lake. Ancient Hindu and Buddhist scientific study of the universe identified Manasarovar as the source of four great Indian rivers: the Indus, the Ganges, the Sutlej and Brahmaputra. However, only the Sutlej flows from the lake Hor's only cafe, like all the other buildings in town was constructed from badly painted concrete and had three broken windows. There he was served by a Chinese youth in

military uniform who spread the grease on his table with a filthy rag before bringing him a glass and thermos of tea. He felt worse as he had heard accounts of earlier travellers who had been moved to tears by sanctify of the lake.

4. The author was disappointed with Darchen.

**Ans.** Darchen was dusty, to some extent neglected and filled with heaps of rubble and ruse. The town had a couple of simple general stores selling Chinese cigarettes, soap and other basic necessities as well as the usual strings of prayer of flags. Darchen felt stress free and slow. This was a major disadvantage as there were not pilgrims. On the contrary he had been expecting the town to be full of life with visitors. He had timed his arrival for the beginning of the season, but it seemed that he was ...

## Chapter 9: Father To Son

---

### ANSWERS TO TEXT BOOK QUESTIONS

1. Does the poem talk of an exclusively personal experience or is it fairly universal?

**Ans.** The poem describes a father's agony even the sense of estrangement from his son. The father wanted the son to grow up into a man of his choice. However, as the son grew up, he created a world of his own. As a result of ideological difference and generation gap, the father and son became strangers to each other.

Though the poem describes a personal experience this feeling of emotional estrangement is fairly universal. The circumstances affecting the father son relationship in the poem might act as a catalyst in straining any relationship.

2. How is the father's helplessness brought out in the poem?

**Ans.** The poem is written from the father's perspective. According to the father, he gave his son all love and care when the son was a child and wanted the son to grow up, he developed his own likes and dislikes as an individual.

However, the father wishes to mend the relationship with his son which turned strained as a result of ideological difference. He analyses the problem, admits his share of fault and is ready to forgive the child for his misdoings and prodigality. In spite of his efforts his yearning remains unfulfilled and forgiveness evades him.

3. Yes, the rhyme scheme in each stanza is **abbaba**.

4. Identify the phrases and lines that indicates distance between father and son.

**Ans.** "I do not understand this child"

"I know nothing of him"

"We speak like strangers"

"There is no sign of understanding in the air"

"Silence surrounds us"

## Snapshots

### Chapter 1: The Summer of the Beautiful White Horse

#### ANSWERS TO TEXT BOOK QUESTIONS

1. You will probably agree that this story does not have breathless adventure and exciting action. Then what in your opinion makes it interesting?

**Ans.** The story/tale in form the viewpoint of a 9 year old child. At such a tender age, imagination runs pretty wild. Even insignificance things seem highly adventurous.

For such a small boy, something as trivial as riding a horse seems full of adventure. When I Aram gets to ride a horse brought by his cousin Mourad, it is like a dream come true for him, Another tinge of adventure for the boys is hiding the stolen horse safely and then returning it back to its rightful own. All these small and minute details make it interesting.

2. Did the boy return the horse because they were conscience-stricken or because they were afraid?

**Ans.** The story gives no indication of the boys being afraid of anyone. Therefore, they did not return the horse but of fear. Secondly, they were not conscience stricken at all. The narrator asserted it in the beginning that he does not feel that stealing a horse for the sale purpose riding is same as stealing it for money. For Aram and Mourad, it was not stealing as they were so crazy for horses. In the last phrase, the boys agree to return the horse to its rightful owner solely due to the pride of their family.

3. "One day back there in the good old day days, when I was nine and the world was full of every imaginable kind of magnificence and life was still a delightful and mysterious dream...?"

The story begins in a mood of nostalgia. Can you narrate some incident from your childhood that might make an interesting story.

**Ans.** When I was 8 years old, I visited my maternal aunt who used to live in Kasauli when we noticed some chaos. On enquiring further, we got to know that a man had fallen from the cliff and was clinging onto the branch of a tree. He needed to be rescued as soon as possible. Our house was not too far from that place. My Aunt called up my uncle who brought a rope with him. It took around 2 hours and around 5 men to rescue that man. I will never forget that incident.

4. The story revolves around characters who belong to a tribe in Armenia. Mourad and Aram are members of the Garoghlanians family. Now locate Armenia and Assyria on the atlas and prepare a write up on the Garoghlanians tribes. You may write about people, their names, traits geographical and economic features as suggested in the story.

**Ans.** The Garoghlanians tribes

The Garoghlanians family was an Armenian tribe. Around eleven centuries ago it was the wealthiest family in that part of the world. But in the present scenario, the whole tribe is living in the most amazing and comical poverty in the world. Nobody knows where they ever got money enough to keep them with food in their bellies.

The tribe was famous for their honesty. No member of the Garoghlanians could ever think of

treachery or theft they were extremely proud of their honesty and truthfulness. It had been the hallmark of the tribe for many centuries.

## Chapter 2: The Address

---

### ANSWERS TO TEXT BOOK QUESTIONS

1. 'Have you come back', said the woman, 'I thought that no one had come back'. Does this statement give some clue about the story? If yes, what is it?

**Ans.** Yes, this statement gives some clue about the story. It gives us an idea of an event that might have happened in the past from where nobody was expected to come back. During the early part of the war, Mrs. Dorling had shifted the valuable belongings of Mrs. S from her house to 46, Marconi Street. She shifted all the antique cutlery, table cloth, silver wares, iron annukah candle holder before the war broke out. She did not expect anyone to come back after war. But when the narrator returned to collect her belongings, Mrs. Dorling was completely in a state of shock and refused to even recognise her.

2. The story is divided into pre-war and post-war times. What hardships do you think the girl underwent during these times?

**Ans.** During the pre-war times, the narrator lived in some other city and visited her mother sometimes and for a few days. The first half of the war had created a feeling of fear in the narrator's mother. She was afraid that they might have to leave the place with their belongings.

The post-war period highlights the girl's extraneous efforts to muster emotional strength and ask for her mother's belongings. But later on she decided to leave her belongings and past behind and try to forget it.

3. Why did the narrator of the story want to forget the address?

**Ans.** The narrator remembered the address her mother had told her once. She went back to collect her mother's belongings from that address. When she reached 46, Marconi Street, an oppressive feeling enveloped her. The things in that house were familiar, but they did not seem to hold the same value. The warmth seemed to be lost. The belonging reminded her of her mother and the wartime and its hardship. She felt suffocated in that house where everything was familiar yet different. She decided to give up on her belonging as they no longer, carried the same warmth and promised herself that she will forget the address, 46, Marconi Street.

4. 'The Address' is a story of human predicament that follows war. Comment.

**Ans.** The war creates many unpleasant situations for human being and leaves them hopeless. They are bereft of any thought. The human predicament that follows war is amply illustrated through the experience of the narrator. The war left her with many physical as well as emotional scars. She lost her dear mother and in order to retrieve her belongings, went to the address her mother had told her once. On reaching there, she went through another emotional phase when she found the thing familiar yet different. She could see and touch the belongings of her mother but could not find the warmth, she supposed they would be carrying within them. She finally decides to forget the address and move 'ahead in life'.

## Chapter 3: Ranga's Marriage

### ANSWERS TO TEXT BOOK QUESTIONS

1. Comment on the influence of English the language and the way of life on Indian life as reflected in the story. What is the narrator's attitude to English?

**Ans.** The story 'Ranga's Marriage' is set in a village Hosahalli, which was in the erstwhile Mysore state. In those days, there were very few people in Hosahalli who knew English. Like today, even during those days, English occupied a very prominent place in the hearts and the minds of people. The village accountant mustered enough courage to send his son, Ranga, to Bengaluru for higher studies. When Ranga returned home, it became almost a festive occasion for the entire village. People had a lot of respect for Ranga because he knew English. Even a simple word in English like 'Change' was not heard of when Rama Rao's son uses this word, even the narrator could not understand. He had to ask Ranga the meaning of this word. The author, in his narration, shows that he has a positive attitude towards English, but he also asserts that learning a "foreign" language or knowing it need not affect our tradition and culture. This is evident by the emphasis on Ranga wearing the sacred thread and doing 'namaskars' to the elders.

2. Astrologer's perceptions are based more on hearsay and conjecture than what they learn from the study of stars. Comment with reference to the story.

**Ans.** This story presents the astrologers in an unfavourable light. The author seems amused through the words of the narrator. The story gives a graphic description of how the narrator engages the astrologer to convince an unwilling young man to agree into marrying a young girl. He coaches him to repeat all that he wanted him to say.

The narrator takes Ranga to the astrologer who takes out his accessories like two sheets of paper, some couriers and a book of pamyra leaves. He called astrology ancient science.

He moved his lips as fast as he could and made some calculations before indicating Ranga that he was thinking about a girl. He also pointed out that her name was connected to something found in the ocean. He also assumed that these interpretations would certainly find a solution. Ranga was impressed with the calculations and interpretation of astrology.

The same day the narrator applauded Shastri for repeating everything with exactness with giving rise to suspicions. He made fun of astrology by saying "What a marvellous Shastra yours is". The Shastri did not like it and said that he could have found it out without detail from his Shastra.

This shows that the astrologers' opinions and interpretations were based on hearsay and assimilating it from the study of stars.

3. Indian society has moved a long way from the way the marriage is arranged in the story. Discuss

**Ans.** From ancient times, the marriages in India were usually arranged by parents/relatives. The story 'Ranga's Marriage' shows how the narrator arranges Ranga's marriage with the help of an astrologer. Post independence, certain laws have been formulated which have made some changes in the social and economic set up of the society. Women empowerment has made women equal to men and they are no longer confined to the four walls of the house. Education of the girl child and later access to numerous jobs have been instrumental in changing the mindset of men towards

women.

Young girls and boys have more say in selecting their life partners and a minimum age limit has been fixed by the law as 18 for a girl and a boy for 21. Early marriages have been legally banned. Since the age has been fixed for marriage, they attain physical emotions and mental maturity. So, we can say that Indian society has come a long way from the time when elders used to fix and arrange marriages.

4. What kind of a person do you think the narrator is?

**Ans.** The narrator, Shyama has a dark complexion. He calls himself "a dark piece of oil-cake". He is an elderly person, who is a keen observer of men and behaviour. He notices the effects of English language on the Indian society. He is not very pleased with the usage of English in the Kannada conversation. He find it disgraceful as well as the option of a love-marriage. He's always thinking about the good others.

He learns the views of Ranga's marriage from Ranga himself. He is also projected as a good judge of human character. He also believes in the fact, that Ranga was a good husband material. The author has projected Ranga as a superlative strategist. He cleverly calls Ranga to his home when Ratna is singing a song. He notices Ranga's reaction and interest in her. First, he said that Ratna was married and later he confessed that he was wrong. Summarily, he tries his best to get the marriage fixed. He gives many similes and metaphors to improve the literacy value of the story. The touch of local colour made the story more colourful and authentic.

## Chapter 4: Albert Einstein at School

---

### ANSWERS TO TEXT BOOK QUESTIONS

1. What do you understand of Einstein's nature from his conversation with his history teacher, his mathematics teacher and the head teacher?

**Ans.** Exchanges between Einstein and history know that Einstein is truthful and precise in his response. He has firm and well defined opinions. His intelligence, logical reasoning and lucid expression are highlighted in the chapter. His maths teacher had a high opinion of him. He went to the extent of saying: "I can not teach you more and probably you will soon be able to teach me". Albert called it excessive praise, the teacher acknowledged that it was only the truth. He made the point by saving that Albert was ready immediately to enter the college or institute for the study of higher mathematics. Albert himself said, " I have learnt all the maths, they teach at school and a bit more." The head teacher told Albert that he was expelling him from school because his presence in the classroom made it impossible for the teachers to teach and other pupils to learn they could not do any serious work while he was in class. Albert refused to learn and he was a constant rebellion.

For a moment Albert felt tempted to tell the head teacher what he thought of him and his school. Then he stopped himself. He did not even say a single word. Holding his head high, he went out with a sense of pride, thus, he had a lot of self control. He was not at all impolite and addressed his teachers respectfully.

2. The school system often curbs individual talents. Discuss.

**Ans.** Albert Einstein's stay at school was miserable and is a comment on the system of education which prevailed then and prevails even now. This system of education does not encourage students to think outside the box. It suppresses their originality and encourages average students, the system lays stress on facts and dates rather than ideas. It ignores originality and creativity which leads to progress and development.

The teachers and authorities insist on discipline and conformity. The history teacher and the head teacher are sticklers for rules, pedagogy and discipline. Brilliant students like Albert Einstein are considered dullard, stupid incompetent, unfit rebels whose very presence makes it impossible for teachers to teach and other pupils to learn.

3. How do you distinguish between information gathering and insight formation?

**Ans.** Learning the dates of battles or the details about victorious armies are facts. These details are part of knowledge which are content based. There is no point in spending precious years of student life on information gathering because dates or facts could be ascertained from the books any time by looking them up. Learning facts or parrot-like learning i.e. learning without understanding is what we call information gathering.

Analysing the facts ascertaining the causes that led to a certain incident such as an uprising or a war and learning without understanding is what we call information gathering.

Analysing the facts, ascertaining the causes that led to a certain incident such as an uprising or a war and learning the ideas that spring from such action are part of insight information. It gives in a clear perception into the true nature of a thing. Such knowledge increases or logical reasoning, power of analyses interpretation and understanding and makes us think.

## Chapter 5: Mother's Day

### ANSWERS TO TEXT BOOK QUESTIONS

1. This play, written in the 1950s, is a humorous and satirical depictions of the status of the mother in the family. What are the issues it raises?

Do you think it caricatures these issues or do you think that the problems it raises are genuine? How does the play resolve the issues? Do you agree with the resolution?

**Ans.** The play raises a number of serious issues. It highlights the ordeals of a housewife and reduced status in the family. She is treated as an unpaid domestic servant and nobody has an even an ounce of respect for her. They neither request nor acknowledge her services. There is no appreciation of her role and responsibilities.

Nobody reciprocates her love. The father, son and daughter leave the lady alone each night and go out to enjoy. The excessive love and spoon feeding has spoiled all the members of the family. The problems raised in the play are definitely genuine. The treatment, however, is comic and sarcastic to a greater extent. The method used to resolve the issue is quite unusual and seems far fetched. The play shows an interchange of personalities. Mrs. Pearson with the sinister personality of Mrs. Fitzgerald teaches a lesson to the son, husband and daughter and makes them understand

the fact that they are supposed to pay utmost respect to their lady and acknowledge her services.

2. If you were to write these issues today, what are some of the incidents, examples and problems that you would think of as relevant?

**Ans.** The incidents of unfair or biased treatment at home or at work. The workers in terms of wages mental as well as physical harassment, indecent remarks, eve-teasing highlight the discrimination that women face in today's scenario.

3. Is drama a good medium for conveying a social message?

Yes, I agree drama is the perfect medium to convey a social message. It conveys the moral in an indirect but effective manner. It easily attracts the spectators and the plot is set in a manner that it leaves a moral message. Many people are able to relate themselves to the protagonist and understand their situation better. It helps them to be decisive and capable of resolving their issues. The victory of good over evil is generally portrayed in these plays indirectly.

These plays revolve around many social issues and are a better way to create awareness amongst people.

## The Ghat of the Only World

---

### TEXTUAL QUESTIONS

1. What impressions of Shahid do you gather from the piece?

**Ans.** Shahid Ali appears to be a sensitive soul. He was multi faceted personality and was born Srinagar and had studied in Delhi.

Later he migrated to America and served in various colleges and universities. Shahid was a profound lover of good poetry, music, clothes and food.

He was not only a fine scholar but also a brilliant teacher. His students loved and respected him. He always thought of Kashmir and was shattered by the mounting violence in the valley. Shahid was not a political poet but still his finest work relates to writing about Kashmir. Shahid outlook was ecumenical. He did not believe in mixing of politics and religion. He never lost the courage in the face of misfortune. Shahid was indomitable, even dreadful disease of cancer could not break his spirit. He refused to take the help of the wheelchair in the hospital.

2. How do Shahid and the writer react to the knowledge that Shahid is going to die?

**Ans.** Shahid was an indomitable person, still fear of death was very clearly visible in the Shahid's tone of voice and usage of words. "Oh dear! I can't see a thing ... I hope this doesn't mean that I am dying". He got petrified when he felt for the first time that he was dying. When his memory started lapsing with the passage of time, the realisation of death drawing ... stronger. When he was in a conversation with Amitav Ghosh, he said in a clear ringing voice. "When it happens, I hope you will write something for me." The writer could think of nothing to say on such a topic. At last, he had to promise, "I'll do the best I can." From that day, the writer started keeping a record of all the conversations and meetings he had with Shahid. This record helped him to fulfil his promise.

3. Look up the dictionary for the meaning of the word 'diaspora'. What do you understand of the Indian diaspora from this piece?

**Ans.** Diaspora means the dispersion or spread of any people from their original homeland. With reference to the context, Indian diaspora becomes more prominent in Ghosh's writing. From this text, we come to know that a number of Indian have settled in number of Indians have settled in different countries of the west, especially England and America. Agha Shahid, his brother and two sisters, Suketu Mehta and writer from part of the India diaspora in America.

Shahid belonged to Kashmir and migrated to America in 1975. His elder brother was already settled there. His two sisters also joined them later. These people, though living in another land, novels forgot about their roots. These Indians feel a sense of unity and keep meeting each other various occasions.

## Chapter 6: Birth

### ANSWERS TO TEXT BOOK QUESTIONS

1. "I have done something, oh, good!. I have done something real at last". Why does Andrew say this? What does it mean?

**Ans.** What young doctor Andrew Manson did was indeed praiseworthy. The exclamation is justified. Not only did he help the middle-aged lady in the safe delivery of the child but also ensured that their health be restored. At Susan Morgan's health was gradually declining after the delivery of the male baby and she was almost pulseless. Andrew gave her an injection and worked severely to strengthen her heart. After hours of labour, Andrew was able to revive the still born in baby. Firstly, the child was laid on a blanket and Drew started with the special method of respiration. Then he tried the hot and cold water treatment in which dipped the baby was alternatively in hot and cold water. His efforts were going in vain. He than made another last effort and this time the baby responded. Andrew's efforts increased. Andrew's efforts yielded results now. The child was breathing heavily now. A bubble of mucus came from his tiny nostril, his pale skin turned pink and his limb became hard. Finally came the child's cry. Andrew called upon God as witness of his act which was no less than a miracle.

2. There lies a great difference between textbook medicine and the world of a practising physician. Discuss.

**Ans.** Normally the medicines prescribed in the textbooks are used by the practising physicians. But sometimes there are extreme cases of emergency, the physicians experience resourcefulness and practical approach hold a great deal of importance, much more than his theoretical knowledge. For example a victim of burn injury, snakebite or suffocation through drowning needs immediate help. The nearest available doctor may not have all the facilities needed for the care. In situation like these first aid is a must to save the patients life before smoking him to the hospital for proper care with the availability of limited resources, then practising physician exercises all his practical experience to control the damage to the minimum and check the victim's state from further deterioration. A stitch in time does save nine in such cases. The practical help comes as a boon.

3. Do you know of an incident when someone has been brought back to life from the brink of death through help? Discuss medical procedures such as organ transplant and organ regeneration that are used to save human life?

**Ans.** Yes, I have seen and heard of incidents where people have been brought back to life from the brink of death through medical helps surgical operations, life saving drugs and organs transplant play a leading role in modern medical science leading hospitals in advanced countries have facilities for medical procedures such as organ transplant and organ regeneration. Blood bank and eye bank are quite common. People, now a days, are willingly donating various organs of their body to the hospitals after their death. The technique of organ regeneration help them for certain period and use them for transplanting the defective organs of another patient. Now days eye, heart, kidney and liver are being transplanted. The time is not so, far off when artificial human organs will be made in laboratories from non-human resources.

## Chapter 7: The Tale of Melon City

---

### ANSWERS TO TEXT BOOK QUESTIONS

1. Site a few instances from the poem which highlight humours and irony?

**Ans.** In “The Tale of Melon City” irony and humour are used as effective tools to present a critique of limitations of a just and placid king and the ignorable of the subjects alike.

The king gets an arch built to edify the spectators. The king’s riding under the arch and losing his crown de-glorifies his status and generates humour. The way in which the accused passes the back by shifting the blame on each other and thereby, refuse to take responsibility (legal or ethical) again generates humour. The indecision and inconsistent behaviour of thinking is highly ironical as he listens to accepts everyone’s excuses without using his own wisdom and sense of judgement. The poet’s satires has limitations and as the head of the state.

The idiosyncrasy of the king is highlighted further more in his decision to order and immediate hanging only for the sake of containing the anger of its agitated subjects. The situational irony lies in the fact that his attempt to scapegoat and innocent object results in his own hanging. The custom of naming the next king reflects in the absurdity of the functioning of political system. The power and responsibility of the throne is abruptly transferred to Melon and the people are not bothered as long as they are allowed to live in liberty and freedom.

2. What impression do you form of a state where the king was just and placid?

**Ans.** The state where the king was ‘just and placid’ seems to be an under developed region full of ignorant subjects and ruled by the whims of a dim witted king.

The king utter failure tract rationally to take decision making process. The poet treats the whole issue in a hyper manner and construct the whole process of passing the whole judgement as a mock-trial. The king’s word is taken as the final word to such an extend that the decision turn out to be utterly absurd and meaningless. The respect and prestige associated with crown and throne to morally symbolic as the king gets hanged by royal decree and subjects are happy to have Melon as a ruler.

The lackadaisical attitude of the common folk is refined in their inability to make and inform choice in selecting their ruler. The poem would thus be seen as a criticism of all forms of political systems which function as ineffective because of self consumed motives of rulers and citizens alike.