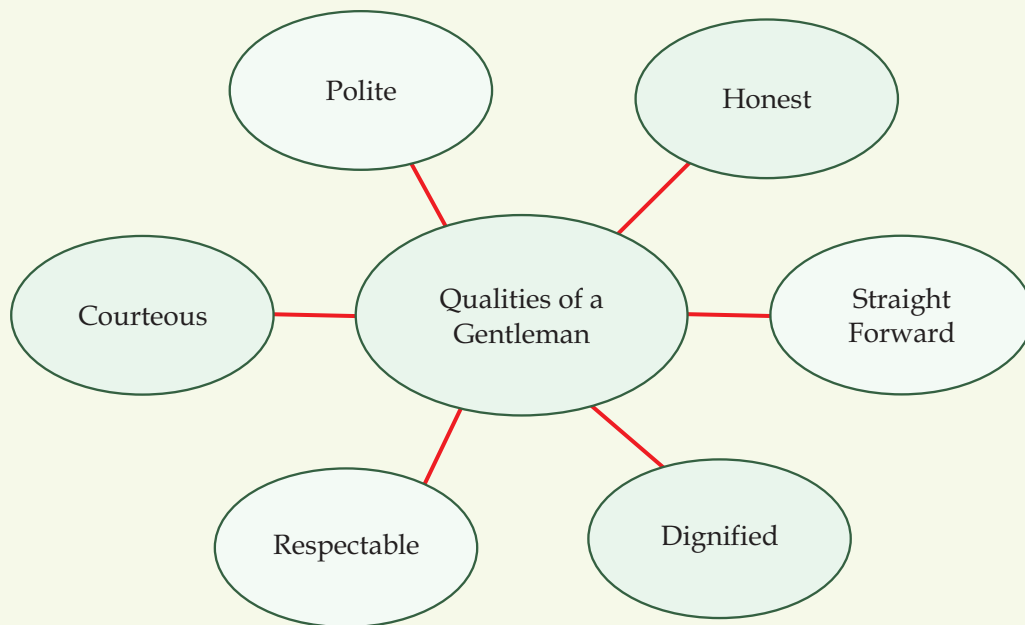


Unit - 1

Two Gentlemen of Verona

A. J. Cronin

1. Warm up for the story. What are the qualities of a gentleman? Ask the students to work in pairs and complete the chart.



2. Ask the students what the story could be about. There will be varied answers.
3. Read the story.
4. Based on the story answer the questions:
1) a 2) c 3) c 4) a 5) d 6) a
5.
 - a) Nicola answered that they did many types of tasks and looked eagerly if the narrator had some job for them.
 - b) He blushed with embarrassment and did not know what to answer.
 - c) He smiled uncomfortably because he did not quite know whether he would really be able to fulfill his desire.
 - d) Though they were young boys they had the seriousness of an adult and they could think beyond their age.

6. Answer the following:

- a) Luigi the driver did not approve of the boys because they looked untidy and poorly dressed.
- b) The narrator and his companion were impressed by the two boys because they were eager and enthusiastic to do any type of job and had the ability to perform many tasks.
- c) They were surprised to see them because they had seen them selling fruits a few hours back and later they were polishing shoes.
- d) The boys did odd jobs for the author. Jobs like buying a pack of American cigarettes, booking seats for the opera or names a good restaurant.
- e) When asked why they were out at night, they said that they were waiting for the last bus to arrive when they could sell the last of their newspapers. They wanted to earn every penny.
- f) It shows that they have determination and courage to face the difficulties of life, and also they did not want others to sympathise with them.
- g) They don't like to disclose their secrets to anyone. They want to face the ordeals themselves without letting other people know.

7. a) The boys appeared to be shabbily dressed, one with a worn out jersey and cut off khaki pants and the other, a shortened tunic. Yet, their faces looked honest. When the narrator and his companion saw them again they were shining shoes. They even took them site seeing, bought American cigarettes, booked seats for the Opera, named a good restaurant and ran small errands for them. Once when the author took them to see their sister, who was sick, he was able to see their love, devotion, care and responsibility for the sister. This clearly shows that appearances are deceptive. They actually turned out to be such dignified responsible young gentlemen. The visit to see Lucia answered many questions.

- b) Yes, ofcourse. They did take care of her willingly. The moment they came to know that she was suffering from T.B., they immediately shifted her to a hospital where she could be treated. They then did all sorts of jobs, worked hard from selling fruits, shoe shining, running errands, acting as guides, to selling newspapers. Whatever was earned by them was spent on the sister's treatment. Obviously they wanted to see her well again.

- c) When we read the story 'Two gentlemen of Verona' , we still have hopes for society, where people still care for one another, have dignity of labour, and go to any extent and work hard in order to see their loved ones well again. There is still love, care and devotion in the society, if people like the two boys exist. It shows that love means making sacrifices for our kith and kin.

8. Match the following:

| | |
|--------------------|---|
| 1. set up | To start/ establish a company |
| 2. break down | To lose control of your feelings & start crying |
| 3. set off | To start on a journey |
| 4. put up with | To tolerate a situation/ / person |
| 5. put off | To postpone |
| 6. put on | To wear |
| 7. come in | To enter |
| 8. come across | To meet/ find by chance |
| 9. come up against | To be faced with/ opposed by |
| 10. turn down | To refuse/ reject |
| 11. turn in | To inform on/ deliver up |
| 12. turn to | To try to get help/ advice |

Use the phrase:

1. turned them in
 2. set off
 3. came across
 4. set up
 5. turned down
 6. came up against
9. Ask the students to write the story in the third person. Varied answers.
 10. Have a class discussion. Varied answers after group discussion.
 11. Writing task.
Write an article giving evidences from the lesson.

Heading

Name of the writer

Content

Suggested Value Points:

- care for the country
- love for the sister
- faith in themselves
- trust in the narrator
- faith in ensuring the sister's well being/ faith in reviving sister's health
- trust that someday they will go back and set up their own homes.

12. Diary Entry

Day, date

Suggested Value Points:

- wanted to become a singer
- a loving father and two brothers
- the war – Germans destroyed their home
- became sick- with T.B. –admitted in hospital
- grateful to brothers for taking care of her
- hopes to get well soon and later take care of her brothers
- become a singer someday

13. Listening task

1. People leaving Sarajevo
2. They heard the shooting around afternoon
3. That could save their lives
4. Piece of shrapnel lodged in her brain
5. She had not come back from the market where a bomb had exploded.

Mrs. Packletide's Tiger

:- By Saki

Q.1 Thrill, provides excitement, show off of power, Trading animal parts, Money etc.
(Accept varied answers)

- Q.2
- a) To out do Loona Bimberton
 - b) She is governed by jealousy
 - c) Sarcastic
 - d) Yes
 - e) Tiger hunting to outshine Loona Bimberton

Q.3 The children will read the story.

Q.4. Answer the following questions in your own words:

- (a) Why did Mrs. Packletide wish to kill a tiger?

Ans. Mrs. Packletide's movements and motives were largely governed by her dislike for Loona Bimberton. Loona had recently been carried eleven miles in an aeroplane by an Algerian pilot. Now Mrs. Packletide wanted to do something more exciting and more sensational than what Miss Bimberton had done. So she decided to kill a tiger to prove herself more adventurous and daring than Loona.

- (b) What made her decide to give a party in Loona Bimberton's honour? What did she intend to give Loona on her birthday?

Ans. Outwardly, Mrs. Packletide wanted to give a party in Loona Bimberton's honour. But her real aim was to show Loona that she had done a more exciting, daring and sensational act of killing a tiger. She wanted to show a tiger skin rug and present a tiger claw brooch on her birthday.

- (c) How was the tiger shooting arranged? What kind of a tiger was chosen for the purpose?

Ans. Mrs. Packletide came to know that a neighbouring village was a favourite haunt of a tiger. Grabbing the opportunity, she bribed the villagers by giving a thousand rupees for the safe and convenient opportunity of hunting a tiger. For this purpose they identified an old and senile tiger who could be hunted down easily.

- (d) In what way did the villagers help Mrs. Packletide shoot the tiger?

Ans. A reward of one thousand rupees aroused the greed of the villagers. They gave all help to Mrs. Packletide to arrange for the safe and easy hunt of a tiger. They

managed to keep the tiger confined to his present quarters. They posted boys to prevent the tiger from going away to other fresh hunting grounds. Mothers kept their babies quiet and hushed their singing so as not to disturb the restful sleep of the venerable herd robber.

- (e) Who was Miss Mebbin? Was she really devoted to Mrs. Packletide? How did she behave during the tiger shooting?

Ans. Miss. Mebbin was a paid companion to Mrs. Packletide. She was not at all devoted to Mrs. Packletide. She only pretended to adopt a protective elder sister attitude towards her but in reality was more protective towards her money. She tried to show that they had paid a higher price for an old tiger.

- (f) Mrs. Packletide was a good shot. Discuss.

Ans. Mrs. Packletide was not at all a good shot. She was not an established hunter. She proved to be a bad shot as she killed the goat meant to be a bait instead of the tiger. The wrong animal was shot. The tiger seemed to have died of heart failure caused by the loud report of the rifle. This is intended to be a satirical remark.

- (g) What comment did Miss Mebbin make after Mrs. Packletide had fired the shot? Why did Miss Mebbin make this comment ? How did Mrs. Packletide react to this comment?

Ans. After Mrs. Packletide had fired the shot, Miss Mebbin drew her attention to the goat that was in its death-throes, much to the chagrin of Mrs. Packletide. A mortal bullet had hit the goat. There was no trace of the rifle's deadly work on the tiger. Evidently the wrong animal had been shot down. The tiger, it appeared, had died of heart failure caused by the sudden report of the rifle. The remark by Louisa Mebbin annoyed Mrs. Packletide.

- (h) How did the villagers react to the tiger's death?

Ans. The villagers were anxious to get their reward. Mrs. Packletide had promised them a thousand rupees for the convenient hunt of a tiger. They gladly connived at the false story. They celebrated the hunting down of the tiger by thumping the tom toms that Mrs. Packletide had really shot the beast dead. Understandably, Mrs. Packletide was glad of their stand.

- (i) Do you think Mrs. Packletide was able to achieve her heart's desire? Give reasons for your answer.

Ans. Mrs. Packletide was not able to achieve her heart's desire completely. No doubt, she had a dead tiger in her possession. But Miss Mebbin threatened to give the secret

away to Loona Bimberton, blackmailing her and forcing her to buy a week-end cottage for her at Darking. She was constantly under the threat of Miss Mebbin divulging the truth and hence couldn't celebrate the victory completely.

- (j) How did Miss Mebbin manage to get her week-end cottage? Why did she plant so many tiger lilies in her garden?

Ans. Miss Mebbin managed to get her week-end cottage only by blackmailing Mrs. Packletide. She threatened that the secret of the tiger's death could be revealed to Loona Bimberton. She extorted a heavy price and forced Mrs. Packletide to get her the week-end cottage at Darking. She planted so many tiger lilies in the garden as a tribute to the tiger which had helped her to procure the cottage.

- (k) "The incidental expenses are so heavy," she confides to inquiring friends. Who is the speaker? What is she referring to here?

Ans. The speaker is Mrs. Packletide. She gave up big game hunting because it turned out to be very expensive. No doubt, she was the possessor of a dead tiger. But she had to pay one thousand rupees to the villagers to arrange for an old tiger and a convenient hunting ground. The tiger also didn't die of her gunshot but due to heart failure. Moreover, Miss Mebbin her companion during tiger hunting blackmailed her into buying a weekend cottage for.

Q5. Discuss the following questions in detail and write the answers in your notebooks:

- (a) Do you think the tiger shooting organized by the villagers was a serious affair? Give reasons for your answer.

Ans. (a) The villagers seemed to be quite serious and sincere in providing the best opportunities to Mrs. Packletide for a safe and convenient tiger shooting. The reward of a thousand rupees stimulated their sporting and commercial instinct. They posted children night and day on the outskirts of the local jungle. The idea was to hold the tiger back if he tried to roam away to fresh hunting grounds. Some cheaper kinds of goats were left around deliberately to keep him satisfied with his present quarters. Since the tiger was old, safety measures were taken to keep him alive till the day of shooting. Mothers returning home hushed their singing lest it should disturb the restful sleep of the old tiger. The villagers constructed a special platform for Mrs. Packletide in a comfortable and conveniently placed tree. A goat gifted with a persistent bleat was tied at the correct distance so that its loud bleating could be heard even by a partially deaf tiger. When the entire village waited with bated breath, there on the tree sat Mrs. Packletide with a rifle, ready to shoot the tiger.

- (b) Do you think the writer is trying to make fun of the main characters in the story i.e. Mrs. Packletide, Miss Mebbin and Loona Bimberton? Pick out instances from the story that point to this fact.

Ans. Saki uses the technique of satire, irony and humour to expose the three characters in the story. All the three main characters in the story are hypocrites jealous and vain. Mrs. Packletide's movements and motives are driven by her hatred for Loona Bimberton. Her aim is only to outdo and outshine her rival Loona Bimberton who had performed a great feat of having a joy-ride in an aeroplane with an Algerian pilot. She wants to perform something more exciting and adventurous. Hence, her idea of killing a tiger. Loona Bimberton and Mrs. Packletide excel in pretense, hypocrisy and competitive rivalry. The author has a dig looking at their affection with inner agenda and hypocrisy. He simply laughs at the way the whole stage-managed drama of the tiger shooting is arranged. He also satirises Loona's reaction at her rival's shooting of a tiger. She abstained from looking at newspapers carrying photographs and write ups about Mrs. Packletide. Saki's sarcasm is shown for Louisa Mebbin when she says, "she adopted a protective attitude towards Mrs. Packletide and her elder sister attitude to money irrespective of denomination and currency." Her miserliness, materialistic attitude and manipulative qualities are the author's point of ridicule.

- (c) A person who is vain is full of self-importance and can only think of himself/herself and can go to great lengths to prove his/her superiority. Do you think Mrs. Packletide is vain? Give reasons in support of your answer.

Ans. Certainly, yes. Mrs Packletide is indeed vain with a bloated sense of ego. Such a person would go to any extent to prove her superiority. Mrs. Packletide considers herself so important that she wants to remain in the limelight. She wants to outshine her rival Loona Bimberton's feat of having a joy-ride in an aeroplane with an Algerian pilot brought her in the limelight. Loona would not talk of anything else for weeks. All movements and motives of Mrs. Packletide were controlled and directed by her utter dislike of Loona Bimberton. Hence, emerged the idea of shooting a tiger. Unmindful of the expenses she offered a reward of one thousand rupees to all the villagers for arranging a safe and convenient stage-managed tiger shooting. Her paid companion Miss Mebbin threatened to tell Loona the secret of the tiger's death and Mrs. Packletide did not mind being black mailed and ultimately paid a huge price for buying a week-end cottage for the wily Miss Mebbin.

- (d) Sometimes writers highlight certain negative aspects in society or human beings by making fun of it. This is called satire. In your groups, discuss whether you would

classify this story as a satire. Give reasons to support your answer.

Ans. The author mocks at society and the people who lead a luxurious and extravagant type of life. Loona Bimberton and Mrs. Packletide are vain, callous, jealous and superficial. Miss Mebbin is a human being but devoid of human qualities. She is shrewd, selfish, opportunistic and a go getter. These three women display negative traits of man's personality. Strangely enough the possessors of these traits think they are a storehouse of good qualities. The author highlights these negative points and arrives at the conclusion that these ladies are in reality, shallow, baseless, stupid, vain and fail to see the futility of their actions. The author simply makes fun of these vain women who resort to any means to maintain their snobbish status in society. He satirizes their actions and tries to convince the world that man should not become addicted to such vices but rather lead a smooth and pious life. Loona Bimberton and Mrs. Packletide, mutually, contend with each other and they are intended to be laughed at. By satirizing their negative traits the writer warns us not to be so.

(e) How does the writer create humour in this story?

Ans. Humour is the ability to laugh at persons or things that are amusing. Hector Hugh Munro or Saki was a master of stories that excel in humorous situations. His characters, through their follies or weaknesses create amusing situations. The very idea of Mrs. Packletide to shoot a tiger to outdo her rival was quite amusing. She walked towards the footsteps of Nimrod not because of her lust to kill animals. Nor did she feel that she would leave India 'safer and more whole some by killing a tiger. Saki in his inimitable humour discloses the real reason of Mrs. Packletide's misadventure. 'Her movements and motives were largely governed by dislike of Loona Bimberton'. The description of the tiger is equally humorous. 'The one great anxiety was lest he should die of old age before the date...'. Mrs. Packletide's tiger was not a ferocious beast but one who needed a short rest before commencing the grand attack.' Saki uses satire to heighten the effect. Louisa Mebbin adopted a protective elder-sister attitude towards Mrs. Packletide especially in money matters. Her miserliness is highlighted frequently.' if one doesn't touch the goat one needn't pay for it.' Saki ends the story with a stroke of masterly humour blended with irony. Mrs. Packletide gives up big game shooting because "the incidental expenses are so heavy".

Q6. Choose extracts from the story that illustrate the character of the people listed in the table given below. There are some words given to help you. You may add words of your own. One has been done as an example:

vain, jealous, competitive, shrewd, manipulative, stingy, materialistic, spiteful

| Character | Extract from the story | What this tells us about the character |
|-----------------|---|--|
| Mrs. Packletide | <p>(i) The compelling motive for her sudden deviation towards the footsteps of Nimrod was the fact that Loona Bimberton had recently been carried eleven miles in an aeroplane by an Algerian aviator, and talked of nothing else; only a personally procured tiger-skin and a heavy harvest of Press photographs could successfully counter that sort of thing.</p> <p>(ii) Mrs. Packletide had offered a thousand rupees for the opportunity of shooting a tiger without over-much risk or exertion.</p> <p>(iii) Mrs. Packletide faced the cameras with a light heart, and her pictured fame reached from the pages of the Texas Weekly Snapshot to the illustrated Monday supplement of the Novoe Vremya.</p> | <p>Competitive</p> <p>Shrewd</p> <p>Egoistic/ Manipulative</p> |
| Louisa Mebbin | <p>(i) "If it's an old tiger I think you ought to get it cheaper. A thousand rupees is a lot of money."</p> <p>(ii) Louisa Mebbin adopted a protective elder-sister attitude towards money in general, irrespective of nationality or denomination</p> <p>(iii) "How amused everyone would be if they knew what really happened," said Louisa Mebbin in a few days after the ball.</p> <p>(iv) Louisa Mebbin's pretty week-end</p> | <p>Stingy</p> <p>Materialistic</p> <p>Spiteful/Manipulative</p> |

| | | |
|-----------------|---|--|
| | cottage, christened by her "Les Fauves," and gay in summer-time with its garden borders of tiger- lilies, is the wonder and admiration of her friends . | Cunning/ Manipulative |
| Loona Bimberton | (i) As for Loona Bimberton, she refused to look at an illustrated paper for weeks, and her letter of thanks for the gift of a tiger-claw brooch was a model of repressed emotions. (ii) there are limits beyond which repressed emotions become dangerous. | Jealous Jealous |

Q7. There are many amusing lines in the story. Here are a few of them. Rewrite each one in ordinary prose so that the meaning is retained. One has been done for you as an example:

- (a) It was Mrs. Packletide's pleasure and intention that she should shoot a tiger.
Mrs. Packletide wanted to shoot a tiger.
- (b) Mrs. Packletide had already arranged in her mind the lunch she would give at her house in Curzon Street, ostensibly in Loona Bimberton's honour, with a tiger-skin rug occupying most of the foreground and all of the conversation.

Ans. (a) Mrs. Packletide had already decided that she would host a lunch in Loona Bimberton's honour in Curzon Street. She wanted to show off the tiger-skin and wanted the people to talk about it.

- (b) Mothers carrying their babies home through the jungle after the day's work in the fields hushed their singing lest they might curtail the restful sleep of the venerable herd-robber.
- (c) Mothers coming home through the jungle hushed their singing so that it might not disturb the restful sleep of the old tiger.
- (d) Louisa Mebbin adopted a protective elder-sister attitude towards money in general, irrespective of nationality or denomination.
- (e) Louisa Mebbin was zealously protective towards money irrespective of currency and denomination.

- (f) Evidently the wrong animal had been hit, and the beast of prey had succumbed to heart-failure, caused by the sudden report of the rifle, accelerated by senile decay.
- (g) Clearly, Mrs. Packletide had hit the wrong animal. The tiger didn't die of the bullet wound but due to heart failure. His death was caused by the sudden loud noise of the rifle and death came sooner because of his weakness and old age.
- (h) As for Loona Bimberton, she refused to look at an illustrated paper for weeks, and her letter of thanks for the gift of a tiger-claw brooch was a model of repressed emotions.

(Out of jealousy) Loona Bimberton refused to even look at newspapers and magazines. Her thanks for the gift of a tiger-claw brooch was just a formality but had craftily hidden her real and repressed feelings.

Q8. An oxymoron is a figure of speech that combines normally contradictory terms. The most common form of oxymoron involves an adjective-noun combination of two words like-'failed success'.

Writers often use an oxymoron to call attention to an apparent contradiction. For example, Wilfred Owen's poem 'The Send-Off', refers to soldiers leaving for the frontline, who "lined the train with faces grimly gay." The oxymoron 'grimly gay' highlights the contradiction between how the soldiers feel and how they act: though they put on a brave face and act cheerful, they feel grim. Some examples of oxymorons are-dark sunshine, cold sun, living dead, screeching silence, almost exactly etc.

The story Mrs. Packletide's Tiger has a number of oxymorons. Can you identify them and write them down in your notebooks?

- Ans.
- 1. hunger and love
 - 2. sporting and commercial
 - 3. elaborate carelessness
 - 4. repressed emotions
 - 5. seeming irrelevance.

- Q9.
- a) Accept varied answers written in first person.
 - b) Enactment in groups.

Q10. Listening Task

- | | |
|----------------------------|---------------------|
| 1. (ii) they view it | 4. (iv) frighten it |
| 2. (ii) of the population | 5. (i) |
| 3. (i) they bear the cubs | 6. (i) |

The Letter – Dhumaketu

1. The students give their own answers about the feelings of the old man—sad, neglected, dejected, upset, thoughtful etc. Accept varied answers.
2. They give their own reasons like- he is unwell, neglected by his own children, has no one. Accept varied answers.
3. The students read the lesson in class. It may be divided into parts.
4.
 - a) iv/ii
 - b) iii
 - c) i
 - d) iii
 - e) ii
5.
 - a) Ali was an old man whose only daughter had got married and gone away to Punjab. He had been a shikari in his youth-but later gave it up when he realized the meaning of love and separation when his daughter got married and had to go away to Punjab. He went every day to the post office hoping that he would get a letter from her. He had been waiting for 5 long years.
 - b) Love- his affection for his daughter. Patience—He exhibited tremendous patience waiting for his daughter's letter for 5 long years.
 - c) came everyday- sat at the same place- people made fun of him-called his name for fun and laughed when he eagerly jumped up .
 - d) After his daughter got married and went away to Punjab he understood the grief of love and separation from the dear ones.
 - e) Initially- pumpkin faced – expressionless- grumpy- rude- lack of empathy. Later when his own daughter was unwell and he awaited news from her, he mellowed down, understood Ali's anxiety and a father's heart.
 - f) No- Ali came in hope of receiving a letter from his daughter.
 - g) He felt helpless that he may not be able to come to the post office again as he was unwell. —He knew he was dying—his patience was exhausted but he still had faith that his daughter would write a letter.

- h) The postmaster –doubt—he did not know who had come earlier that morning – whether it was Ali who had come or his ghost or had he been hallucinating. Remorse- at the nasty way he had behaved towards Ali and at his own insensitivity.

| | | |
|----|---|---|
| 6. | Loneliness | Grief |
| | Such loneliness had come into his life since the day Miriam had gone away | He dragged along a cheerless existence. He sat down under a tree and wept bitterly Eyes filled with tears of helplessness. There were tears in Ali's eyes. |

- 7.
1. memories of happy events cheer people nearing their end.
 2. The familiar sounds were reassuring and comforting.
 3. Just as a false friend lures his victim away from what is right with his smiles, the cold too tempts people to sleep and keeps them from their duty.
 4. As he became older, things suddenly changed.
 5. Everything in life depended on love and separation from the dear ones.
 6. The post master had an expressionless face, and rarely reacted to anything.
 7. The clerk called out the names on the letters in the same way as a man who worships Vishnu. Chants his thousand names.
 8. The official's arrogance deserted him when faced with sorrow and worry about his daughter and now he became more empathetic. Miriam's letter laid out his human heart.

8. **LISTENING TASK:**

- Break up of the joint family
- Pressure of modern life
- Individualistic aspirations
- Poverty and search for work; affects rural elders

9. **WRITING TASKS; Diary Entry: Varied answers**

Value Points:

- Don't know how things are with my daughter
- Hope she is fine
- Now I understand old man Ali's feelings
- Ali waited patiently for 5 long years- I am unable to bear the suspense even for a day.
- What grief he must have gone through
- I am also confused- whom did I see – Lakshmidas tells me he died some time ago.
- Sure I saw him early this morning and gave the letter to him. I realized that a letter is not a piece of paper but a warm beating heart.

10. SPEAKING TASKS;

- Varied answers—may have imagined it as he had been continuously thinking of him. Discussion with partner.
 - It really was Ali -when people die with an unfulfilled desire they roam around the earth as ghosts till it is fulfilled.
- Varied answers (Dialogue between the postmaster and his daughter and enrolment)

A Shady Plot

:- By Elsie Brown

- Q1.
- | | | | |
|----|----------------|-------|---|
| a) | Apparition | vii) | a supernatural |
| b) | Poltergeist | xiv) | German word, meaning noisy |
| c) | Clairvoyance | ix) | the supposed power |
| d) | Crystal Ball | xi) | a globe of |
| e) | Eerie | viii) | So mysterious |
| f) | Medium | x) | a person through whom |
| g) | Transmigration | xii) | to pass into another body after death |
| h) | Psychic | xiii) | capable of extraordinary mental processes |
| i) | Ouija Board | iv) | a spelling board dence |
| j) | Exorcist | iii) | a conjurer who expels |
| k) | Premonition | i) | a feeling of anticipation |
| l) | Paranormal | v) | beyond the range of normal experience or scientific |
| m) | Tarot card | vi) | any of a set of 22 playing cards bearing |
| n) | Vampire | ii) | a reanimated corpse |

Q2. Accept varied answers.

Q3. Reading of the story

Q4. Based on your reading of the story above, answer the following questions by ticking the correct options.

1. The narrator earns his living by
- (a) writing ghost stories
 - (b) working as a reader for a magazine
 - (c) working as a stenographer
 - (d) working as an accountant in a lumber company

ANS: (d) working as an accountant in a lumber company.

2. The writer was overconfident about his ability to write stories because.....

- (a) whenever magazines wanted a ghost story, they got in touch with him
- (b) he was always able to write a ghost story whenever he had to write one
- (c) the readers appreciated his ghost stories
- (d) he knew the ghost lady would help him write a good ghost story

ANS: (b) he was always able to write a ghost story whenever he had to write one

3. The sight of the ghost materialising in his room filled the narrator with.....

- (a) fear
- (b) excitement
- (c) joy
- (d) anticipation

ANS: (d) anticipation

4. The ghost wanted John to

- (a) stop his wife from using the Ouija board
- (b) stop using the Ouija board himself
- (c) stop his guests from using the Ouija board
- (d) stop people from using the Ouija board

ANS: (d) stop people from using the Ouija board

5. John wants the ghost to disappear before his wife enters the room and waves his arms at the ghost with something of the motion of a beginner when learning to swim. His movement shows his

- (a) fear
- (b) amusement
- (c) desperation
- (d) anxiety

ANS: (c) desperation

6. When the narrator says his wife is never so pretty as when she's doing something she knows he disapproves of, his tone is.....

- (a) amused
- (b) ironic
- (c) angry
- (d) irritated

ANS: (b) ironic

7. The ghost says "It's all your fault." 'It' here refers to.....

- (a) the narrator's wife's anger
- (b) the ghost's anger
- (c) the narrator's wife leaving him
- (d) the ghost materialising in sections.

ANS: (d) the ghost materialising in sections

8. Gladolia wishes to leave the narrator's house as.....

- (a) she does not like the Ouija boards
- (b) she is afraid of the ghost
- (c) she is afraid of magic and hoodoo
- (d) she likes Ouija boards and hoodoo.

ANS: (c) she is afraid of magic and hoodoo.

Q5. Answer the following questions briefly.

- (a) What genre of stories does Jenkins want the narrator to write? Why?

ANS: Jenkins wanted the narrator to write a ghost story for his magazine. He wanted the narrator to give the readers a story based on the supernatural. He wanted him to give the readers real 'horror' stories and not the type of live ghosts which he had presented in his earlier stories. He should write what the public wanted.

- (b) Does the narrator like writing ghost stories? Support your answer with evidence from the story.

ANS: The narrator honestly confesses that he doesn't 'specialize in ghost stories'. But they seemed to 'specialise' in him. He writes ghost stories at the request of Jenkins. Jenkins wants him to write 'horror' stories based on the 'supernatural'. That's what the public wants. Whenever, Jenkins wanted a ghost story, the narrator couldn't refuse. He did not really like writing ghost stories. Circumstances made him do so.

- (c) What makes Helen, the ghost, and her other co-ghosts organize The Writer's Inspiration Bureau?

ANS: Helen, the ghost and her other co-ghosts organized The Writer's Inspiration Bureau as in the other life she used to write and couldn't have judged things rationally. After attaining the present form, she decided to do something with the help of those who suffered similarly like her. They organized The Writer's Inspiration Bureau to help those writers who were without ideas and with minds soft enough to accept impression.

- (d) Why had Helen, the ghost been helping the narrator write ghost stories? Why was she going on strike? What condition did she place for providing continued help?

ANS: Helen, the ghost had been helping the narrator write ghost stories. She was assigned this job by the main office of The Writer's Inspiration Bureau to help him. She was going on strike because of Ouija board fanatics. They kept them busy with their

questions. She laid a condition that he was to exert his influence to make his friends and acquaintances stop using the Ouija board. Only then she would start helping him.

- (e) How does the ghost undermine the narrator's faith in his ability to write ghost stories?

ANS: Helen, the ghost undermines the narrator's faith in his ability to write ghost stories. She threatens to go on strike. It means that he will not get any help from The Writer's Inspiration Bureau to get another plot for writing a ghost story. The narrator asks, "Is-is that where they've been coming from?" Helen replies "Of course. Where else?" She makes it clear that the narrator can't write without their help.

- (f) Why does John want the ghost to disappear before his wife appears on the scene? What impression of his wife's character do you form from his words?

ANS: John wants Helen, the ghost to disappear before his wife appears on the scene. Seeing Helen with the author, his wife could create trouble for him. His wife Lavinia was subject to hysterics. She would start laughing and crying loudly on seeing the ghost with her husband. These words suggest that Lavinia was a woman who would burst into hysterics if things didn't happen according to her liking.

- (g) Why does the narrator hesitate to be a partner to Laura Hinkle during the Ouija board Party?

ANS: John was requested by his wife Lavinia to help Laura Hinkle work on an Ouija Board. Laura was without a partner. She couldn't work on the Ouija by herself. John was reluctant to be a partner to Laura Hinkle as she was a 'flirtatious crocodile'. She grinned in his face like a flirtatious crocodile. She leaned forward and held his hands coyly. John didn't feel comfortable with a flirtatious lady like Laura Hinkle.

- (h) What message does the ghost convey to the group that had assembled in the narrator's house? What is their reaction to the message?

ANS: Miss Laura Hinkle asked, "Ouija, dear, won't you tell us something?" In an instant, the Ouija-board spelled: "T-r-a-i-t-o-r". Miss Laura asked what that meant and it pointed out towards John. Then Laura asked who was talking on the board. The answer came "H-e-l-e-n. Helen!" Soon all the ladies in the room told Lavinia that some Helen had been calling for her husband on all the five Ouija boards. John felt his ears grow crimson and purple. He was suspected of flirting with a woman on the Ouija board.

- (i) Do you agree with the narrator calling the assembly of women "manipulators?" Give reasons.

ANS: The narrator rightly calls the assembly of women "manipulators". The word 'manipulators' here means two things. The women were 'manipulators' in the sense that they-were operating or manipulating Ouija Boards. The other meaning is equally appropriate. Ladies like Miss Laura Hinkle are skillful at influencing people or situations in order to get what they want. They are flirtatious and manipulative.

- (j) Why is John's wife angry? What does she decide to do?

ANS: All the five Ouija boards start calling John by name. The ladies were in a mischievous mood. They want to know from Lavinia about Helen who has been calling John on Ouija-boards. John feels his ears grow crimson. Lavinia thought John was flirting with Helen. His wife looks angrily at him as though he were some peculiar insect. She decides to go back to her grandmother. She threatens that her lawyer would communicate with him later.

- (k) Why does John wish he were dead?

ANS: The ladies at the Book club created a very awkward situation for John. The squeak of Ouija boards and the loud conversation of the ladies made his ears grow crimson. His wife suspected that he was flirting with Helen on the Ouija board. She looked at him as if he were some peculiar insect. Next morning Lavinia left a message that she was going back to her grandmother. She also threatened that her lawyer would communicate with him later. He felt that he had lost his wife, his home and happiness. He wished he were dead.

- (l) When confronted by Lavinia about his flirtations over the Ouija board, John insists that 'the affair was quite above-board, I assure you, my love'. Bring out the pun in John's statement.

Ans: Elsie Brown makes a beautiful use of 'pun' in John's statement. Through the clever or humorous use of the word 'above-board' that has more than one meaning, the author explains John's stand. When confronted by Lavinia about his flirtations over the Ouija board, John insists that the affair was quite 'above-board'. It means that he didn't hide or conceal anything from his wife. The second meaning relates to the actual use of the Ouija board.

- (m) John's apprehensions about his wife's reaction to her encounter with the ghost are unfounded. Justify.

Ans: John's apprehensions about his wife's reaction to her encounter with the ghost are mostly unfounded. Repeatedly he asks Helen, the ghost to disappear before his wife comes. He believes that anything would be better than having Lavinia see a ghost. That sensitive woman wouldn't be able to bear to have a mouse say boo to her. The sight of a ghost in her own living-room would be unbearable for her. But Lavinia looks at the 'Owl-eyed phantom' and finds that she is not the beautiful 'Helen of Troy'. She doesn't swoon but a satisfied smile spreads over her face. She starts a conversation with Helen.

Q6. Answer the following questions in detail:

- (a) After her reconciliation with her husband, John Hallock, Lavinia writes a letter to her friend expressing how her relationship with him had almost been on the verge of breaking and what saved it. Write her letter.

Ans:

12, Hudson Avenue

New York

20 April

Dear Pamela

You never know what is in store for you in life. It can throw unexpected surprises at any time. O God, what a party it was! It was an Ouija board party. All the ladies were sitting in pairs and in between each couple was an Ouija board. I persuaded my husband to help Miss Laura Hinkle. She was without a partner. John didn't like the idea. However, flirtatious Laura took his hands. She was coyly holding them to operate the Ouija board. A strange thing happened. The board spelled "T-r-a-i-t-o-r". The board was pointing an accusing finger at John. When Laura Hinkle asked who was talking from the Ouija board, the reply came, "Helen". Soon all the five boards started calling my husband's name. The ladies were amused. The rumour in the room was that John was flirting with someone named Helen. I looked angrily at John and he looked miserable. Next morning, I left a note for John that I was going back to my grandmother. I threatened that my lawyer would communicate with him later. The end of our family peace and bliss seemed to have come.

Then the most unexpected thing happened. I entered the room to tell John that I was going. He seemed to be hiding something behind his back. I accused him of flirting on the Ouija board with Helen. And lo! The hussy was standing there. I looked at

her owl-faced unattractive figure. Certainly she was not the Helen of Troy. Soon she disappeared leaving us alone. I didn't have to worry about such a woman. I felt satisfied and fell into John's arms. He kissed me passionately twice. Now I realized that John and Helen's affair was quite above-board. The relationship which was on the verge of breaking, was saved.

Yours sincerely

Lavinia

- (b) John Hallock reflects upon his experience with Helen's ghost and in retrospect he finds it quite amusing. All the same he is relieved that he is no longer plagued by it. Ironically, the self same ghost inspires his creativity and he writes a diary entry reflecting upon the comical aspects of his experience . Write his diary entry.

Ans:

New York

18 May

Jenkins had asked me to write a real ghost story on the supernatural that may give people the 'horrors they want'. I had chased inspiration in vain for months! So I went home and sat down before my desk waiting for the inspiration. I heard a voice at the other end. I looked around and, saw a figure taking shape, part by part, it was Helen's ghost. She told me that she had come from 'The Writer's Bureau'. The members of the Bureau scout around to find a writer without ideas and with a mind soft enough to accept impression. She told me that I would not get any help in future from her as they had gone on strike. The reason was the trouble created for the ghosts or spirits by Ouija board fanatics. She warned that she would not help me till I get all my friends and acquaintances to stop using the Ouija board. A shocking incident at the Ouija board party brought my relationship with my wife on the verge of breaking. My wife asked me to partner Miss Laura Hinkle. I was reluctant but the flirtatious lady took my hands and started operating the Ouija board. Shockingly the board spelled 't-r-a-i-t-o-r' and pointed an accusing finger towards me. The ghost disclosed her identity as 'Helen'. Soon all the five boards were calling my name. There were rumours going around among the ladies that I was flirting with Helen on the Ouija board. My wife looked at me angrily as if I were an insect. Next morning, Lavinia left a note for me. She wrote that she was going back to her grandmother. Her lawyer would communicate with me later. That seemed to be the end of my married life. However, the shocking situation turned into a comic ending.

I was trying my best to prevent Lavinia from seeing the ghost in her room. She would faint if she saw the ghost of Helen. However, my wife returned. She sensed that I was trying to hide someone behind my back. She accused me of flirting with Helen on the Ouija board. Then appeared Helen's ghost. But my wife didn't faint. She saw the owl-faced unattractive ghost of Helen. She smiled with satisfaction and Helen's ghost disappeared. I got my loving wife back. She fell into my arms and I kissed her passionately. I was finally relieved. I was not to be plagued by Helen's ghost anymore. And in the bargain I had got an excellent plot for a ghost story.

- Q7. The narrator and his wife reveal something about their character in their words and actions. We also learn about them from what other people say. Can you pick out the words that describe them from the box given below? Also, pick out lines and instances from the story to illustrate your choice.

Shy arrogant loyal clever overconfident manipulative
 Protective self-disparaging suspicious skeptical jealous
 fearless
 firm shrewd strong gullible sly creative
 loves novelty and thrills

| Person | Extract from the story | What this tells us about the character |
|--------------|--|---|
| John Hallock | <p>1. ...in the end things had always come my way..... somehow I'd always been able to dig one (plot) up for him, so I'd begun to get a bit cocky as to my ability (to write stories).</p> <p>Ans: 1. overconfident</p> <p>2. "But my ghosts aren't a bit like you...."</p> <p>3. We scout around until we find a writer without ideas and with a mind soft enough to accept impression.</p> <p>4. _____</p> | <p>1. _____</p> <p>2. Skeptical</p> <p>3. Gullible</p> <p>4. Creative</p> |

| Person | Extract from the story | What this tells us about the character |
|-----------------|--|--|
| Lavinia Hallock | 5. _____ _____ | 5. Protective |
| | Ans: 4. "I've got the bulliest plot for a ghost story." I cried. | |
| | 5. I threw a protective husbandly arm about her to catch her when she should faint. | |
| | 1. _____ _____ | 1. Loves Novelty and thrills |
| | 2. _____ _____ | 2. Spendthrift |
| | 3. _____ _____ | 3. Suspicious |
| | 4. _____ _____ | 4. Jealous |
| | 5. Buys the Ouija board but says it is for John's research | 5. Manipulative |
| | 6. Does not flinch when she meets the ghost but talks to her casually. | 6. Strong |
| | 1. "You know I bought the loveliest thing this afternoon. Everybody's wild over them!" | and thrills |
| Answers | 2. '...being bookkeeper for a lumber company does help with the grocery bills and pay for Lavinia's fancy shopping.' | |
| | 3. "I will see who's behind you." | |
| | 4. "It's bad enough to have you flirt over the Ouija board with that hussy..." | |

- Q8. Gladolia, the narrator's cook, is an African. The language she speaks is different from the others. This is known as Dialect. A dialect consists of words or phrases that reflect the regional variety of a language. An author often uses a regional dialect to make the dialogue more authentic. Initially a dialogue may seem a little difficult to understand. However, as you continue reading, the language will become more comprehensible.

Working in groups, write what Gladolia's words mean as shown.

Column A

Misto Hallock
de Missus
sho t'inks you's lost!
she done 'phone you dis mawnin'
fo'de lawd's sake
not to stop to argify now
I's gwine t' quit.
I don't like no hoodoos.
I'se done lef' dis place
I is

Ans.

Column A

Misto Hallock
de Missus
sho t'inks you's lost!
she done 'phone you dis mawnin'
fo'de lawd's sake
not to stop to argify now
I's giwine t' quit.
I don't like no hoodoos.
I'se done lef dis place
I is .

Column B

Mister Hallock

Column B

Mister Hallock
The Mrs.
she thinks you have lost!
she did phone you this morning
for the Lord's sake
not to stop to argue now
I am going to quit.
I don't like any hoodoos.
I have decided to leave this place
I am/I have

Q9. Read and understand the following ghost phrases and expressions:

- (a) To give up the ghost-to die or to stop trying
- (b) A ghost of a chance-a poor chance, not likely to happen
- (c) The ghost at the feast-something or someone that spoils your enjoyment by reminding you of something unpleasant.
- (d) Ghost town--a town where most people have left- abandoned and deserted.
- (e) Ghost-write-to write for someone else.
- (f) Lay the ghost of something/somebody (to rest)--to finally stop being worried or upset by something or someone that has worried or upset you for a long time
- (g) Ghost image- secondary image, esp. one appearing on a television screen as a white shadow, caused by poor or double reception or by a defect in the receiver
- (h) the ghost of a smile-faint trace of a smile
- (i) As white as a ghost-very pale or white in the face

Now complete the following story by using the appropriate phrases in the blanks given below:

I was alone in a place that bore a deserted look like that of a (a)_____. I increased the pace of my footsteps as I walked through the dark forest. I felt someone walking behind me. I turned immediately and spotted the contour of a figure in the form of a (b)_____. It smiled at me wickedly. I started shaking with fear and perspiring profusely when I felt its skeletal hand upon my neck. I woke up with a start, relieved that it was only a nightmare.

This was not the first time I had had one. It had all started when I had watched the horrendous horror film with an eerie ghost character that had a scary ghost of a smile on its face. It had been almost a month. The strange thing was that I saw a similar face at the station the next morning. That was uncanny.

I was to attend a dinner at my friend's at Northanger Abbey that night. I had decided to narrate my experience to the group that would assemble there although knew there was (c) _____ that they would be convinced.

After everyone had finished pouring their drinks to themselves, I cleared my throat and started narrating my spooky experience. However, every one of the group started accusing me of being (d)_____ and held me responsible for spoiling the spirit of revelry. I

gave up the ghost and sat quietly waiting for the party to be over. Back at home, the fears returned. I knew I had to talk about my experience to somebody to feel better. I have now decided to (e)_____ and-publish my experience under a pseudonym. Only then can I (f)_____.

- Ans. (a) ghost town
(b) ghost image
(c) a ghost of a chance
(d) the ghost at the feast
(e) ghost-write
(f) lay the ghost.

Q10. Speaking

Accept varied answers. Children will narrate the most fascinating anecdotes they have gathered with the class.

Q11. Writing a Ghost Story

Children will write a Ghost Story on the basis of the hints provided.

Q12. Speaking - Class discussions

Q13. Listening Task

1. d)
2. he knew that it was Washington who kept on removing the famous canterville blood stain (by using Pinkertons Paragon Detergent).
3. She had never insulted him/she was pretty and gentle.
4. d) The Twins
5. a) Vindictive b) Strategist / any other suitable answer

Patol Babu, Film Star

- Q1. Students talk about their strengths- each one makes a list of two strengths and shares it with the class. The student also shares why he feels so.

The students are then asked to choose their dream career.

They are then asked to connect their dreams and aspirations and then see if they are related.

- Q2. The text is read in class, by the students and teacher.

- Q3. Answer the following questions briefly.

- a) Nishikanto Babu's brother-in-law in film business-in the production department-was looking for an actor- description filled Patol Babu- Nishikanto babu had suggested Patol Babu's name – given him his address.
- b) Tried to sound calm- said he would decide about taking up the offer after talking to the brother-in-law.
- c) First job in 1934 in Hudson and Kimberly in Calcutta – In 1943 sudden retrenchment in his office due to the war cost him his job.
- d) We initially felt they were joking with him and just being cruel – then later he decided to make it as effective as possible and even rehearsed different way of saying 'Oh!.'
- e) Gogon Pakrashi was Patol Babu's mentor. A wonderful actor, without a trait of vanity in him – a saintly person and an actor in a million- He had said that each word spoken in a play is like a fruit on a tree – the actor must know how to pluck it, get at its essence and serve it to the audience for their education.
- f) Though he had only one word to say he meticulously practiced how to say it.
- g) Mr. Mullick was busy- there was a patch of cloud approaching the sun- he wanted to shoot the scene in sunlight.
- h) Practiced different ways of saying Oh! Wanted to have a newspaper in his hand. Though in pain after banging his head he managed to say the Oh! with great expression.

Q4. Discuss the following questions in detail.....

- a) Patol Babu says this to Naresh Dutta who had come to ask Patol Babu to act in the film- he tells him he has to play the part of a pedestrian, an absent minded person, to wear a coat and report at 8.30 sharp . Patol Babu then thinks and asks Naresh Dutta whether he will have a dialogue or not.
- b) Patol Babu goes for shooting the next day with great enthusiasm- brags to his wife about it- thinks of the times he was appreciated on stage- the silver medal he won – feels very sad when he comes to know he has a single word to say.
- c). He is very upset initially when he hears that it is a single word ‘Oh’ that he has to say. But then thinks of his mentor Pakrashi Babu’s words, who had told him that it is in the hands of an actor to extract the maximum from the dialogue and give it to the audience – He then practices how to say it in different ways and plays his part with sincerity and passion.
- d. Yes – When he lost his job in Calcutta did not lose heart – opened a variety shop – then worked in a Bengali film and gave up the job as his boss was very high headed – never let circumstances pull him down even – when he went to act in the film – though he was initially dejected but he made the best of it by practicing the part and doing it well.
- e. accept varied answers
- f. the students express their opinions and have a discussion.

- Q5.
- a. unassuming, modest
 - b. talented
 - c. meticulous
 - d. unassuming, passionate actor
 - e. humble

Q6. Match the meanings

- a. - to surrender or relinquish
- b. - stimulate the imagination
- c. - shut down

- d. -staged
- e. -stopped
- f. -to gain control over one's actions

Q7. Patol Babu recounts his experience. This may be written by the students in any way they want in the form of a dialogue. The students express his initial disappointment and later his acceptance of the situation.

Q8. The activity is done in class. The teacher divides the class into groups of four. Each group enacts the word, the other groups guess the emotion being expressed.

Q9. Writing Task

Patol Babu's letter to Nishokanto – Informal letter. Sharing his experiences.

- how difficult and different a film shoot is
- his part
- initial dejection
- remembered his mentor Pakrashi Babu.
- tried to do his best
- Practised – suggested he carry a newspaper was given a moustache
- the way it ended
- his payment – the deep satisfaction and pride he derived, didn't wait to collect money

The experience – his work is more important than the money.

Q10. Listening Task

- 1. a) T
- 2. b)
- 3. d)
- 4. c)
- 5. a)

Virtually True

:- By Paul Stewart

EXERCISES

1. According to the newspaper, what had happened to Sebastian Shultz?

According to the newspaper, six weeks ago, Sebastian Shultz was badly injured in a motorway accident. His condition on arrival at the General Hospital was described as critical though stable. The boy didn't regain consciousness in spite of the doctor's hopes. His parents were informed that he was in a coma.

2. 'Dad's nutty about computers. 'What evidence is there to support this statement?

Michael's dad is nutty and crazy about computers. He has a Pentium 150 MHz processor, with 256 of RAM, a 1.2 Gb hard disk drive and 16 speed CD ROM, complete with speakers, printer, modem and scanner. It can paint, play music and create displays. He couldn't resist buying any of the new gadgets or gizmos that came in the market.

3. In what way did the second game seem very real?

The second game 'Dragonquest' seemed very real to Michael. It was based on the popular folktale 'A Princess and the Wicked Dragon'. He wanted to go straight into the game as Sebastian had suggested. Next morning, when he was back at the computer, he at once found him walking through the big studded doors of the dragon's castle. He had to rescue the fair princess Aurora from the wicked dragon. The scenes of running down a spiral staircase and swinging of the sword looked very real. Michael could even hear and feel and smell the evil dragon following them. Everything looked so real and life-like.

4. The last game has tanks, jeeps, helicopters, guns and headings. Under what would you put this and the other games?

The last game 'War zone' has tanks, jeeps, helicopters. All these games can be put broadly under 'Interactive Psycho-drive Games'.

5. What was Michael's theory about how Sebastian had entered the games?

At the time of the accident, Sebastian was using his laptop to play one of the same psycho-drive games that Michael had got. Michael thought it possible that Sebastian had been plugged into the computer when he banged his head in the accident. The computer had saved his memory in its own. And it was possible that the strange versions of the games, he had been drawn into, had all been attempts to retrieve Sebastian's memory.

B. REFERENCE TO CONTEXT

Read these lines from the story, then answer the questions.

That was my idea' said Sebastian excitedly. 'If only it would go a bit faster.'

1. Where was Sebastian when he spoke these words?

Sebastian was on the roof of the prison when he spoke these words.

2. What was his idea, and what was he referring to?

His idea was to be rescued from there only by a helicopter. He was referring to a helicopter that was coming to their rescue.

3. Was the idea a good one, and did it eventually succeed? How?

The idea was quite good but it did not succeed. Sebastian had slipped and had come tumbling down from the roof to the concrete below.

- Q 3. Answer the following questions briefly.

- (a) Why did the news of the 'miracle recovery' shock Michael?

The news of the 'miracle recovery' shocked Michael. The news was about a 14 year old boy Sebastian Shultz from South London. The photograph of Sebastian that appeared in the newspaper resembled the face of the character in the game he played. Sebastian had awakened from a coma that doctors feared might last forever.

Michael had known the boy very well recently in interactive psycho-drive games.

He felt nervous and shivery that the boy had been in a coma for all that time.

It didn't make any sense at all.

- (b) Michael's meeting with Sebastian Shultz had been a chance meeting. Where had it taken place and how?

Michael's meeting with Sebastian Shultz had been a chance meeting. It all started a month ago at the Computer Fair where Michael had gone with his father. When he launched himself off into the first psycho-drive game, 'Wildwest', he saw Sebastian Shultz. He was about Michael's age and looked like a computer image as the second sheriff to save him. Sebastian was playing the second sheriff in the game.

- (c) What kind of computers fascinated Michael and his dad? Why?

Michael's dad was crazy about computers like him. He had a Pentium 150 Mhz

processor with all equipment. Michael and his dad enjoyed games like Tornado, Me babash, Black Belt etc. They could not resist any of the new gadgets or gizmos that came into the market. They bought a handful of the latest interactive psycho-drive games.

- (d) Describe the first place where Michael was virtually transported.

The first place where Michael was 'virtually' transported was a dusty town of the 'Wildwest'. He was not standing on the converted loft but striding down the dusty track through the centre of the town. There was a sheriff's badge pinned to his shirt. He burst in through the swing doors of a saloon, went over to the bar and ordered for a glass of 'Sarsaparilla'.

- (e) What help did Sebastian Shultz ask Michael for? How did he convey this message?

After being shot in the first game 'Wildwest', the second sheriff or Sebastian Shultz groaned and slumped back against Michael. The game was over.

Michael noticed the printer had come on. He picked up a piece of paper from the tray. Printed over the bottom was this message. I'M STUCK. PLEASE HELP TO RETRIEVE ME. TRY 'DRAGONQUEST' Sebastian Shultz.

- (f) Why did Michael fail in rescuing Sebastian Shultz the first time?

Michael was to 'help' Sebastian Shultz and to 'retrieve' him. For this, he was asked to try the game 'Dragonquest'. Next morning, he was back at the computer, and was soon walking through the massive studied doors of the dragon's castle lair. He had to rescue a fair princess from a wicked dragon. After leaping from the window and passing through a secret passage, they were going down to the dungeon. The dragon appeared at once and pounced on them. Michael swung his sword but in vain. The dragon was only interested in Sebastian. Poor Michael could do nothing to save Sebastian Shultz.

- (g) The second attempt to rescue Sebastian Shultz too was disastrous. Give reasons.

The second attempt to rescue Sebastian Shultz too was disastrous. This time the message in the printer said. 'TRY JAIL BREAK'. Michael was on the computer again and soon was transported to the dungeon cell where his mate was prisoner 02478. Sebastian Shultz. With the help of a swipe-card, they were soon out of the cell. They dodged the guards and went towards the roof. On the roof, Sebastian pointed towards a helicopter. Sebastian took a step backwards. Sebastian fell down and came tumbling down to the concrete below

- (h) Narrate the accident that injured Sebastian Shultz.

While travelling, Sebastian was busy playing a psycho-drive game on his laptop. He was totally absorbed in it. A motorway accident occurred. Sebastian was plugged into the computer when he banged his head against it. He was badly injured and no medical aid could save him from slipping into a coma.

- (i) How had Sebastian Shultz entered the games?

At the time of his accident, Sebastian was using his laptop. He was playing one of the same psycho-drive games that Michael had got. It could be possible that he had been plugged into the computer. When he banged his head during the accident, the computer had saved his memory in its own. The strange versions of the game Michael had been drawn into had all been attempts to retrieve his memory. It was possible that Sebastian's memory had been stored on the disk. Hence, he entered the games. They were stolen while Sebastian was in hospital. And they were bought by Michael at the Computer Fair.

- (j) How was Sebastian Shultz's memory stored on Michael's disk? Did Michael discover that?

Sebastian was perhaps plugged into the computer when he banged his head in the accident. The computer stored and saved Sebastian Shultz's memory in its own. It was also possible that Sebastian's memory had been stored on interactive psycho-driven disks. Those disks were stolen from Sebastian's house when he was in hospital. When Michael was playing, the weird versions of the psycho-driven games, he was actually retrieving that memory. Thus, Sebastian entered the games.

Q4. Accept varied answer - I person narrative.

Q5. Children may be allowed to choose any option and justify it.

Q6. Put the following sentences in a sequential order to complete the story.

- (a) Sebastian Shultz was badly injured in a motorway accident and went into a coma.
- (b) Sebastian's memory was saved in the computer when he banged his head on it during the accident.
- (c) When Michael played the game, he entered Sebastian's memory.
- (d) Michael bought the latest psycho-drive games from the computer fair.
- (e) Sebastian Shultz was the second knight in the 'Dragonquest'.

- (f) Michael pulled Sebastian into the helicopter and the screen flashed a score of 40,000,000.
 - (g) Sebastian requested Michael to try 'Jailbreak'.
 - (h) Michael failed to save the boy who fell through the air.
 - (i) Sebastian thought the helicopter was the right idea and they should go into the 'Warzone'.
 - (j) The games were stolen from Shultz's house.
 - (k) Sebastian thanks Michael for saving his life and asks him to keep the games.
- Ans. (a) Sebastian Shultz was badly injured in a motorway accident and went into a coma.
- (b) Sebastian's memory was saved in the computer when he banged his head on it during the accident.
- (c) Michael bought the latest psycho-drive games from the Computer Fair.
- (d) When Michael played the game, he entered Sebastian's memory.
- (e) Sebastian Shultz was the second knight in the 'Dragonquest'.
- (f) Michael pulled Sebastian into the helicopter and the screen flashed a score of 40,000,000
- (g) Sebastian requested Michael to try 'Jailbreak'.
- (h) Michael failed to save the boy who fell through the air.
- (i) Sebastian thought the helicopter was the right idea and they should go into the War-zone'
- (j) The games were stolen from Shultz's house.
- (k) Sebastian thanks Michael for saving his life and asks him to keep the games.

Q7. Accept the opinion of children as far as they can justify them.

Q8. Students will justify their stance.

Q9. Group work - accept varied answers.

Q10. Listening

- | | | | | |
|----|----|---------|----|----|
| 1. | b) | a three | 4. | d) |
| 2. | c) | | 5. | a) |
| 3. | a) | | 6. | c) |

The Frog and the Nightingale

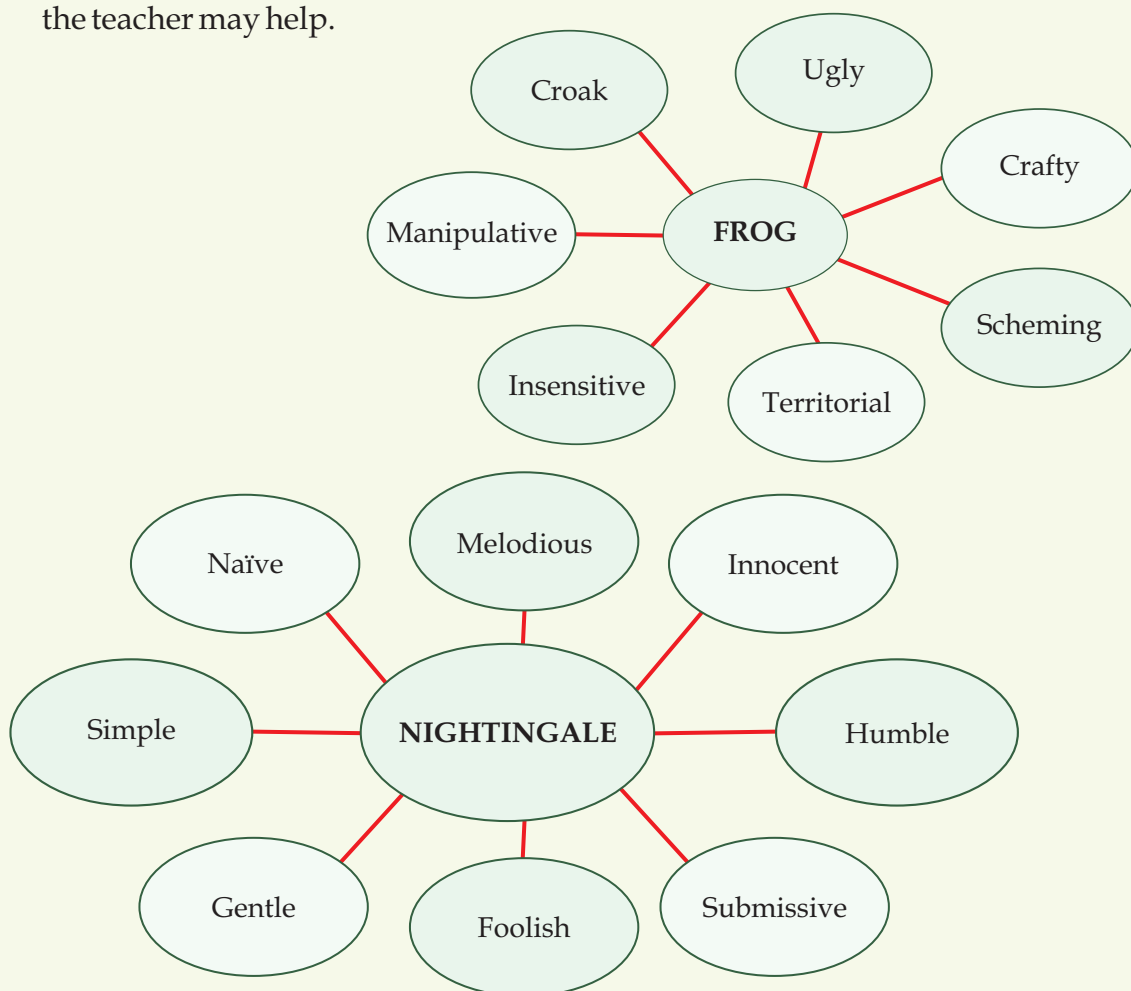
Q1. Ask the students to write the desirable qualities in a person.

- | | |
|---------------|--------------|
| 1. Humorous | 7. Helpful |
| 2. Creative | 8. Wise |
| 3. Benevolent | 9. Generous |
| 4. Simple | 10. Gentle |
| 5. Humble | 11. Innocent |
| 6. Original | |

Q2. Have a class discussion to find out if students can identify people who are extremely friendly and helpful but not very comfortable to be with. Why does this happen?

Q3. Complete the word web before you start the lesson --- the words we can associate with a frog and a nightingale.

Some of these words they will be able to suggest only after reading the poem. If not, the teacher may help.



- Q4. Read the poem aloud and let the students get the feel of the poem. Then it can be explained in detail, asking short questions in between, to reinforce the meaning.
- Q5. h) j)
c) f)
d) b)
g) a)
i) k)
e)
- Q6. Some of the characteristic personality traits are as follows: (Pg. 92)
- | | | |
|-------------|---|---|
| Frog | - | Territorial Possessiveness |
| Nightingale | - | Nervous / Timid |
| Frog | - | Dismissive, Superior |
| Frog | - | Manipulative, Superior, Dominating, Cruel, Presumptuous |
| Nightingale | - | Nervous |
| Nightingale | - | Polite, Fawning |
| Frog | - | Dominating |
| Frog | - | Mercenary |
| Frog | - | Dominating, Superior |
| Frog | - | Dismissive |
- Q7. Situations should be given to the groups in the class and the representatives asked to create imaginary dialogues and share them with the class.
- Q8. Complete the sentences:
- The frog's main aim was to
(c) maintain his supremacy in the bog
 - The animals reacted to the nightingale's song with
(b) admiration
 - The nightingale accepted the frog's tutelage as she
(a) was not confident of herself.

Q9. Read the stanza and complete the sentences by choosing the appropriate option:

- i) The nightingale was sorrowful and pale because
(3) she was losing confidence in herself.
- ii) The audience was tired of her song because
(2) it had become mechanical.
- iii) She no longer enjoyed singing alone as
(2) she was now used to the appreciation she got.

Q10. Answer the following questions:

- 1) The creatures of the Bingle Bog admired nightingale's song. They were spellbound by her melodious and sweet song.
- 2) The frog claimed to be the owner of the Sumac Tree. He showed off his ability by boasting about his music. He also claimed deep knowledge of music and said that he was a critic with Big Trumpet.
- 3) The Frog's joy was 'sweet as' he was charging money as tuition fee from the nightingale as well as from the creatures of the Bingle Bog who came to hear her song. At the same time he was 'bitter' because the audience grew in number and that left him jealous, for the same ones had insulted him when he used to sing and they loved the nightingale's voice.
- 4) The frog was angry because the nightingale's voice had lost all its melody and it failed to attract a crowd as the creatures of the Bingle Bog were not attracted to her song anymore. So his earnings had dropped.
- 5) The frog asked the nightingale to puff out her lungs with passion and sing. The nightingale while trying to follow his advice, burst a vein and died. So once again the frog became the unrivalled King of the Bog and resumed singing.

Q11. Discuss the questions and write the answers:

- a) The frog's statement _____ "Your song must be your own" is ironical as he had once told the nightingale that there was nothing to boast about even if the song was her own. Later though he comments that the song must be her own, yet his dominating nature never let her song be her own.

b) Yes ---- No. (any of answer).

Yes. The bird was too brainless, she should have understood the ulterior motive of the frog specially when other creatures appreciated her song so much and came to hear her in large numbers. Moreover, she should not have believed the frog to such an extent without any proofs.

No. The nightingale was too simple and so was exploited by the cunning frog who was determined to destroy her.

c) The nightingale was indeed brainless. Even if the frog was too cunning for her she should have understand her position and popularity after seeing such a large appreciative audience.

d) The nightingale was far too gullible and never realized her own talents, nor the appreciation that she received from the audience. She blindly followed the frog and changed her song. She should have realized the results of such strenuous practice. So, she is solely responsible for her own downfall.

e) Yes. She was indeed a stupid and brainless bird who should not have allowed the frog to influence her to the extent of getting herself destroyed. She was also unnecessarily nervous and tense and followed the frog's instructions blindly. She should have also realized the importance of the applause she received from the audience and maintained her originality. So the frog had correctly inferred about her character.

Q12. Divide the class into 5 groups and give them the topics to discuss and then speak to the class :

| Shallow Thinking | Fickle Minded | Materialistic Society |
|------------------------|--------------------------------|-----------------------------|
| a) narrow thoughts | a) Keeps changing | a) only wrong gain |
| b) self centred | b) unsure | b) no values |
| c) no logic | c) not confident | c) no humanness |
| d) restricted thoughts | d) bends easily to others view | d) acquiring material goods |

Instant Success

Commercialisation of Art

Results at any cost

- a) selling art for money
- b) Loss of ingenuity
- c) no recognition for talent
- d) no appreciation for real art

Value Points:

- ## Q14. Obituary

Persons with true talent brilliant soprano – frog was an exploiting and heartless manipulator who know how to make money.

Accept inputs from the students.

~~~~~

Q.1 Teacher's notes:

- ### Answers for part-c

As a teacher you can use multiple strategies for the poem.

- First as a teacher you can do model reading of the poem
- You may then ask some of the students to read the same
- If it is a short poem like this one then you can have 3-4 students reading each of the stanzas.
- If the CD of the recording is available then you can play that as well.
- Ask students to listen the poem with their books closed. This will help them focus on the pronunciation of words as well as understanding the poem.

### Answers

Q.3

- |    |    |    |    |    |    |
|----|----|----|----|----|----|
| a. | ii | b. | ii | c. | i  |
| d. | ii | e. | ii | f. | ii |
| g. | i  |    |    |    |    |

Q.4

- The poetic device used is personification. The mirror means to say that it accepts the reality as it is seen. But the human beings find it difficult to accept the reality shown by the mirror.
- The mirror usually passes its time by looking at the wall continuously and steadily. But the mirror's contemplation is disturbed when somebody passes by between the mirror and the wall. The mirror's meditation is broken for sometime. The wall with pink speckles has become a part of the mirror's heart.
- The mirror's contemplation on the opposite wall is disturbed when somebody passes by between the mirror and the wall. The darkness or night is also the time when the view of the wall is not available to the mirror. The wall has become an integral part of mirror's existence.
- The mirror appears to be a lake in the second stanza because it acts like a mirror. The mirror reflects images just like the lake. The woman bends over the lake also to have a clear picture of herself like she does in the mirror. But the image reflected in the lake may be hazy because of the waves.
- The woman is trying to look for her youth which is lost. She is also trying to look for her beauty. The woman looks at herself in the mirror everyday. She is not satisfied with her looks in the mirror as it shows her speckled looks and

her wrinkles too. She turns to the lake so that she may find her beautiful looks in the depth of the lake.

- (f) The woman looking at her reflection in the lake is deeply distressed because it also reflects her true image. She again meets the same reality that her face has become ugly; full of speckles and wrinkles so she turns to liars like the candles or the moon which hide the reality and satisfy her vanity.
- (g) The woman starts crying because she is bemoaning her lost beauty. She knows the truth that with passage of time she has grown old and ugly. Though she tries to satisfy her vanity by looking at herself in the light of candles or moon but the ultimate truth is that she is not as beautiful as she used to be in her youth. So, when this realisation dawns upon her she frets and fumes and bursts into tears.
- (h) The terrible fish in the last line refers to the fretting and fuming woman who has lost her beauty. It can also refer to the terrible looks of the lady with speckles and wrinkles. The agitation on her face and anger reflected in her behaviour may also be one of the reasons that the poet has used the phrase 'terrible fish' for the woman. Simile - 'like a terrible fish'.

Q5. (a) silver, exact, unmisted, truthful, not cruel, little god, four-cornered,  
Few more adjectives: unbiased, omniscient, virtual, fair.

- b) The lady perhaps wants to satiate her vanity. When she is not satisfied with her looks in the mirror, she looks into the lake.

Q6. Instances of personification:

- |                          |                                 |
|--------------------------|---------------------------------|
| a. I am silver and exact | b. I swallow                    |
| c. I meditate            | d. unmisted by love and dislike |
| e. I am not cruel        |                                 |

Q7. (a) (ii) the lake

- (b) (iii) they hide the blemishes and make people look beautiful in their soft glow.

- (c) (iv) she can hide her signs of graying ageing in their light.

Q8. Good Morning Dear Humans

I feel honoured to have been given the opportunity to express my feelings and share

my thoughts with you. As you know, all my life is spent in faithfully reflecting all that comes before my eyes. Everyone lives in illusions and tries to run away from reality. Human beings live in a world of fantasy and falsehood. They really find it hard to face the truth and reality. But I do not tint or distort the reality; I adopt an objective view of a thing. I have no preconceptions against anyone. I have no prejudices or likes or dislikes for anyone. Most of the humans are afraid of ageing and graying, so they do not accept the true image and reality. For them the mirror should reflect them as beautiful and young always. But I am not worried by your anxieties and worries; I will continue to reflect what I see.

Thank you

Q9. Allow children to discuss and accept varied answers

1. Accept various interpretations
2.
  - a) Mountains, books, heavenly bodies, seas, bays, gulfs, memories, monuments, heritage sites etc.
  - b) Some monuments, cities, civilisations, manmade goods, mountains, lakes, rivers etc.
3. Generate reading.
4. Listening to the poem.
5. Reading the sonnet.

~~~~~

Answers to Not Marble, nor Gilded Mountains - Poem 3

Q.6

- | | | | | | |
|----|----|----|-----|----|---|
| a. | iv | b. | iii | c. | i |
| d. | ii | e. | iv | | |

- Q.7
- a. The Rich and powerful believe that by erecting statues and monuments people will remember them even after their death. They do not realize that people will remember them for their deeds and not for huge structures. It is their pride and ego which makes them do all this.
 - b. Monuments and statues are made of stone and cement which are strong and structures constructed with these can stay for centuries. They can withstand extreme weather conditions such as rain, storm severe heat etc.

- c. Time has been referred to as 'sluttish' because time waits for no one. It passes by. We have to learn to value time. Time treats everyone in the same way. It does not treat a rich and poor man differently. "Sluttish" can also mean whorish as time cares for no individual; it is immoral and will finally pass.
- d. The poet is an optimistic individual. He has immense confidence in himself as well as in his ability to write poems which will be remembered till eternity. We also see his confidence in these lines- When marble statues topple and stone buildings and other "works of masonry" are destroyed, the poetry will live on.

Q.8

| | | |
|------------|------|--|
| Quatrain 1 | abab | |
| Quatrain 2 | abab | the timelessness of his poetry which no one can destroy |
| Quatrain 3 | abab | the person will remain in the form of poetry for posterity |
| Couplet | aa | |

Q.9

a. alliterations in the poem-

- i Quatrain-1 shall shine
- ii Quatrain-2 wasteful war

b. Personification in the poem-

- Shakespeare personifies time by assigning gender to it. The effect of time, personified as a whore, on the hypothetical stone statue of the young man, is identified in metaphor with the effect of diseases on the body – the statue will be besmeared, that is, covered, with metaphoric lesions, and scars."
- In the couplet Shakespeare seems to consider the subject so lovely that he is a personification of Love, which cannot be conquered and to which no poetry can do justice.

~~~~~

**OZYMANDIAS - Poem 4**

- Q1. a) The students are asked to look at the picture and give their impression.
- b) Ask them to note down what they might have noticed about the people, the place, the ruler.



People - Might have given vent to their anger by pulling down the statue.

Place – a desert now, perhaps it had been a township before

Ruler - must have been a cruel person – the expression on the face reveals so.

Statue - face rolling in the dust. (due to the passage of time, anger of the people)

Q2. Ask the students to write their observation in the form of a letter to a friend.

Q3. The students should now read the poem in silence.

Short questions may be asked to find out how much the students have understood.

The teacher then reads the poem aloud and explains in detail.

#### ANSWER

4. 

|    |    |    |     |
|----|----|----|-----|
| a) | iv | b) | iv  |
| c) | ii | d) | iii |
| e) | i  |    |     |
5.
  - a) The hand is that of the sculptor and the heart is that of Ozymandias. The expression on the face of the statue is one of contempt, we can understand that the sculptor must have understood the contemptuous feelings that the king bred in his heart.
  - b) Or refers to himself as King of Kings to show his power. The King's arrogance and his contempt for others are revealed through this statement.
  - c) Ozymandias refers to the general public and the passers by, who see his statue. He considers himself to be more powerful than God and challenges even God. 'They' should despair or feel helpless as 'they' are unable to meet the power and the challenge of Ozymandias.
  - d) The poem has a deep rooted irony. Ozymandias had commissioned a sculptor to build the enormous statue of himself that represented his enduring power. But due to the ravages of time only a broken heap of stone remains; the face of the statue which revealed his sneer of cold command no longer commanded anyone or anything and now lies rolling in dust. In the end instead of 'despair', he was pitied and disdained.
  - e) The narrator means to say that kingly pride was shattered and the Colossal statue was broken apart and now only the sand remains.

- f) Ozymandias was a powerful ruler who was arrogant and contemptuous by nature. The expression on the face of his statue reveals this.
- g) Power or might turns out to be futile with the passage of time. Even the power of Ozymandias could not withstand the ravages of time.
6. Identify and write the lines from the poem spoken by the narrator, the traveller and Ozymandias.

The Narrator : I met a ..... Said

The traveller : Two vast ..... appear.

Ozymandias : My name ..... despair.

The traveller : Nothing ..... far away.

7. Shelley's sonnet follows the traditional structure of the fourteen line Italian sonnet, featuring an opening octave or set of eight lines; that presents a conflict or dilemma followed by a sestet or set of six lines, that offers some resolution or commentary upon the proposition introduced in the octave. Read the poem carefully and complete the following table on the structure of the poem.

|        | Rhyme Scheme    | Theme      |
|--------|-----------------|------------|
| Octave | a b a b a b a b | Conflict   |
| Sestet | c d c e c e     | Resolution |

8. Complete the table by listing the poetic devices used by Shelley

|               |                       |
|---------------|-----------------------|
| Poetic Device | Lines from the poem   |
| Alliteration  | 'cold command'        |
|               | a) an antique         |
|               | b) boundless and bare |
|               | c) love and level     |

9. Imagine that Ozymandias comes back to life and as he sees the condition of his statue realization dawns on him and he pens his thoughts in a diary. As Ozymandias make this diary entry in about 150 words. You could begin like this.

I thought I was the mightiest of all but –

- sees the broken statue
- realizes the truth

- not mighty any more
- sneer on the face of his statue
- reflects the sculptor's feelings about him
- feels sad
- realizes his folly
- nature is immortal man is mortal

10. 'Ozymandias' and 'Not Marble nor the gilded Monuments' are based on the theme of Time. Compare the two sonnets in terms of the way in which Time is treated by the poets. Write your answer in about 150 words.

- Statues and monuments constructed for powerful kings.
- Time is powerful.
- In 'Not Marble nor Gilded monuments' poet's creation will survive.
- In 'Ozymandias' it is destroyed.
- In both the poems time destroys structure but art lives.
- Poetry is immortal and the expression on the face of the statue remains – thus art survives.
- In spite of being mighty, monuments may not survive with the powerful passage of time.

~~~~~

THE RIME OF THE ANCIENT MARINER - Poem 5

I.

1. Observe the picture.

A picture of a man with a bird hanging round his neck. No the man does not look happy, because he seems to be upset about something.

2. Different answers can be expected from the students as they have yet to read the poem. After explaining the poem, come back to the question and the answer would be that as a punishment for his thoughtless act, the other sailors hung it round his neck.

3. Something that is with you all the time as a reminder that you have done something wrong – a burden of guilt.

4. It is a bird exclusively found in the polar region.

II.

1. Now read the poem slowly with expression. Then explain verbatim. When the 1st part has been explained and understood and the questions answered, ask the students to read the 2nd part of the poem in silence.
2. Short questions may be asked to find out what might happen in the II part of the poem.
3. Explain the poem in detail.
4.

| | |
|--------|--------|
| 1. c) | 12. u) |
| 2. r) | 13. k) |
| 3. a) | 14. b) |
| 4. j) | 15. l) |
| 5. d) | 16. m) |
| 6. i) | 17. n) |
| 7. s) | 18. g) |
| 8. e) | 19. o) |
| 9. f) | 20. p) |
| 10. t) | 21. q) |
| 11. h) | |
5. Accept varied answers

Part I

6.

| | | | |
|--------|-------|--------|-------|
| a) iii | b) i | c) ii | d) iv |
| e) iii | f) ii | g) iii | h) i |
| i) ii | j) ii | k) ii | |
7.
 - a) The Mariner stopped the wedding guest by holding him with his skinny hand. When he wanted to leave, he mesmerized him with his eyes.
 - b) The wedding guest was not happy to be stopped. He was angry and insisted that he be left free to attend the wedding.
 - c) The Ancient Mariner had grey beard and glittering eyes. He was lean with skinny hands.
 - d) The ship left the harbour on a cheerful note.

- e) The sailors enjoyed fair weather at the beginning of the journey “ The sun came up upon the left, out of the sea came he! And he shone bright!” – These lines suggest the weather was perfect.
- f) The sailors were sailing when suddenly a tyrannous storm came chasing them and derailed them and they were pushed into the land of mist and snow.
- g) He says that ‘the ice was here and ice was there and ice was all around.’ This suggests that they were surrounded by icebergs – they were isolated and helpless.
- h) The Albatross responded to the call of the sailors, sat on the deck along with them thus signifying that the albatross was not afraid of the human. The albatross brought hope and it was the first sign of life in the land of mist and snow. So they hailed it in God’s name.
- i) The ancient mariner killed the albatross without any provocation so it was a terrible deed. He did it without any reason – on impulse.

8. The poetic devices

- 2. repetition - draws attention to scene / emotion / mood
- 3. personification - personifies the sun to show the movement - direction
- 4. Simile / hyperbole - the blushing bride compared to the red rose,
(exaggerated description)
- 5. personification - the storm personified as a tyrant.
- 6. personification - the storm is personified as an enemy chasing.
- 7. repetition - the ice was here, ice was there ----- explains that
ice is everywhere – draw attention to the scene

9. Class discussion.

10. Reading by the teacher and the students.

Part II

Answer the following questions

- a) The ship started moving in the northern direction. The sun goes up upon the right.
- b) The mariner had killed the albatross, and thus no bird followed the ship.
- c) At first the other mariners blamed the ancient mariner for killing the albatross

- saying that it was a bad omen. They changed their minds twice after this. This tells us that they were fickle minded and superstitious.
- d) After the ship sailed out of the land of mist and snow, the conditions became better, with a fair breeze blowing and the glorious sun shining like God's own head. The mariner was then praised for killing the albatross.
 - e) The weather was very hot and unfavourable with the scorching heat of the midday sun – this is what was indicated.
 - f) The mariner uses a simile to describe the fact that they were stranded in the middle of the sea -- as idle as a painted ship upon a painted ocean because there are no wind and no motion.
 - g) Water was everywhere around them, yet they could not drink a single drop because it was saline.
 - h) The narrator tries to convey the gloomy mood of the sailors that continues in the 10th and 11th stanza. They were hallucinating about the imminent danger. The poet gives us supernatural images.
 - i) The mariners felt that the ancient mariner was the reason for all the suffering, as he had killed the innocent bird without any provocation.
 - j) They were thirsty, they could not speak, the very thought of some bad omen staring at them made them feel weak. Moreover, their throats were parched & tongues dried up. They were hallucinating.
 - k) The mariners hung the albatross around the neck of the Ancient Mariner, to remind him of the sin he had committed and to make him feel guilty.
- 12.
- | | |
|--|--|
| 1. The sun now rose upon the right Out of the sea came he | Personification: The sun is personified |
| 2. breeze to blow | alliteration |
| 3. like God's own head | Simile – Comparing the sun to God's own head |
| 4. The fair breeze blew The white foam flew The furrow followed free | alliteration to show lyrical quality |
| 5. 't was sad as sad could be | Simile and repetition |
| 6. hot and copper sky | imagery |
| 7. bloody sun | metaphor |

- | | | |
|-----|--------------------------------|---|
| 8. | water water everywhere | hyperbole - exaggerated repetition – to insist that water was everywhere – helplessness and isolation of sailors |
| 9. | deep did rot | alliteration |
| 10. | death fires danced at night | metaphor – supernatural imagery |
| 11. | like a witch’s oils | Simile |
| | Burnt green and blue and white | imagery – supernatural imagery |
13. Rhyme Scheme
a b c b
14. a) As who pursued with yell and blow - The reader can feel the plight of the mariners
b) The ice did split with a thunder fit - The respite felt by the mariners
c) The wedding-guest here beat his - The helplessness of the wedding-for
he breast, heard the loud bassoon guest
15. Class discussion, accept varied answers.
16. Class activity in groups.
17. The class may decide to perform the poem.
18. Class activity in groups - Power Point Presentation.
19. i) He stopped the wedding guest to make a confession. He felt that the particular wedding guest would understand and benefit from his tale.
ii) to redeem himself
iii) Do not harm nature -----
As you sow, so shall you reap.

~~~~~

### SNAKE – Poem 6

1. Snakes generate horror and fascination.  
When we look at the snake, the first reaction is that of fear because we have learnt that reptiles can be poisonous and dangerous. But at the same, snakes fascinate us because of their colour, stripes, movement and grace (Before giving the adjective, elicit the answer from the students)

2. Now ask them to read the poem silently and fill in the table given below. Make them read it aloud.

| What is the snake doing                                                                                                                                                | Words which describe the snake       | Poet's plea                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>trying to escape the pursuing stick.</li> <li>glides through the water way</li> <li>Vanishes among green slim reeds.</li> </ul> | beautiful, graceful,<br>small, green | Let him go over the water into the reeds to hide.<br>not to hurt him<br>as he is harmless |

- 3
- Read the poem by D.H. Lawrence aloud, Let the students get the feel of the poem.
  - Ask them short questions to gauge their understanding.
  - Then explain the poem in detail.

4. Given below is the summary of the poem 'Snake' in short paragraphs. However they are jumbled.

Work in pairs and put the summary into a logical sequence.

Ans. d - g - a - e - j - h - c --i --f --b

5. Based on the reading of the poem answer the following questions by ticking the correct options.

1. 'he lifted his head from his drinking as cattle do - The poet wants to convey that the snake.
- is domesticated
  - is innocent
  - is as harmless as cattle
  - drinks water just like cattle

Ans. - c

2. 'Sicilian July', 'Etna smoking' and 'burning bowels of the earth' are images that convey that -----
- there are snakes in volcanic areas
  - the poet lived in a hot area
  - it was a really hot day when the snake came



- d) Sicilian snakes are dangerous

Anc. - c

3. A sort of horror, a sort of protest overcame me' - The poet is filled with protest because -----
- a) he doesn't want to let the snake remain alive.
  - b) he fears the snake
  - c) he doesn't want the snake to recede into darkness
  - d) he wants to kill it so that it doesn't return.

Ans. - c

4. In the line 'And as he slowly drew up snake - 'easing his shoulders and entered farther' the phrase 'Snake - easing his shoulders' means
- a) loosening its shoulders
  - b) slipping in with majestic grace
  - c) moving slowly
  - d) moving fast

Ans. - b

5. 'He seemed to me like a King in exile -----'
- The poet refers to the snake as such to emphasise that the snake
- a) is like a King enduring banishment
  - b) is like a King due to be crowned
  - c) is a majestic King who came for a while on earth
  - d) is a majestic creature forced to go into exile by man

Ans. - d

6. 'I thought how paltry how vulgar what a mean act' The poet is referring to -----
- a) the snake going into dreadful hole
  - b) the accursed modern education
  - c) the act of throwing a log of wood at the snake
  - d) the act of killing the snake.

Ans. - c

6. a) Why does the poet decide to stand and wait till the snake has finished drinking? What does this tell you about the poet?

Ans. The poet feels that the snake was an honoured guest. It was a hot day and the snake had come to the trough of water before him. So the poet decides to wait. The poet was courteous.

b) In stanzas 2 and 3 the poet gives a vivid description of the snake by using suggestive expressions. What picture of the snake do you form on the basis of this description?

Ans. The snake's skin is of yellow – brown colour. It has a 'slack long body'. It has a forked tongue. With a soft belly it looks beautiful and majestic with a grace of its own.

c) How does the poet describe the day and the atmosphere when he saw the snake?

Ans. The poet describes the day as being a very hot day in July in Sicily with Mount Etna smoking

- On a hot, hot day and I in Pyjama for the heat.

- From the burning bowels of the earth

On the day of Sicilian July, with Etna smoking

d) What does the poet want to convey by saying that the snake emerges from the burning bowels of the earth?

Ans. The poet wants to convey that even within the earth it was as hot as it was outside. It was the intensity of the heat that had forced the snake to come out of its hole.

e) Do you think the snake was conscious of the poet's presence? How do you know?

Ans. The snake does not seem to be conscious of the poet's presence. Had it known that the poet was there it would have shown some reaction. The leisurely and unhurried movements of the snake are indicative of this. It drank the water as cattle did and looked at the poet vaguely.

f) How do we know that the snake's thirst was satiated? Pick out the expressions that convey this.

Ans. The following lines show that the Snake's thirst was satiated.

He drank enough

And lifted his head, dreamily, as one who has drunken

And flickered his tongue like a forked  
night on the air, so black  
Seeming to lick his lips

- g) The poet has a dual attitude towards the snake. Why does the poet experience conflicting emotions on seeing the snake?

Ans. The poet instinctively admires the majestic look and beauty of the snake and treats him like an honoured guest. That is why he does not want to disturb it. But his voice of education and civilization tells him that golden snakes are poisonous. The poet experiences conflicting emotions and questions himself whether it was his cowardice that stopped him from killing the snake.

- h) The poet is filled with horror and protest when the snake prepares to retreat and busy itself in the 'horrid black' 'dreadful' hole. In the light of this statement bring out the irony of his act of throwing a log at the snake.

Ans. Initially the poet admires the snake's graceful movements. He treats the snake as his guest and waits patiently till it quenches its thirst at his place. When the voice of education tells him that it is a poisonous snake and it must be killed he picks up a stick and hurls it at the snake and this made the snake hurry into the hole. He could not accept the majestic snake's hasty retreat into the horrid black hole. The poet admired the snake but tried to kill it. This is ironical.

- i) The poet seems to be full of admiration and respect for the snake. He almost regards him like a majestic god. Pick out at least four expressions from the poem that reflect these emotions.

Ans. The following expressions show the poet's admiration for the snake

- But even so, honoured still more
- That he should seek my hospitality.
- And looked around like a god,
- For he seemed to me like a king
- But must I confess how I liked him
- I missed my chance of life -----

- j) What is the difference between the snake's movement at the beginning of the poem and later when the poet strikes it with a log of wood? You may use relevant vocabulary from the poem to highlight the difference.

Ans. In the beginning, it moves slowly in a leisurely manner – the body is slack – When he had drunk the water, he moves unhurriedly towards the hole. But when the poet throws a log at it, he moves ‘in undignified haste’ and making it writhe ‘like lightning’ and enter the hole in the ground swiftly.

k) The poet experiences feelings of self derision, guilt and regret after hitting the snake. Pick out expressions that suggest this. Why does he feel like this?

Ans. I. “And immediately I regretted it.

I thought how paltry, how vulgar, what a mean act

I despised myself and the voices of my accursed human education

II. I have something to expiate

A pettiness

The poet feels so because he threw the stick and scared the snake away, even though it had not harmed in any manner. He is filled with regret and guilt.

l) You have already read Coleridge’s poem ‘The Rime of the Ancient Mariner’ in which an albatross is killed by the Mariner. Why does the poet make an allusion to the albatross?

Ans. The poet makes an allusion to the albatross because his act was similar to the Mariner’s.

The Mariner killed the albatross without provocation and here the Poet scared away the snake needlessly. Both regret the act and the poet is scared that for this sinful act he might have to face troubles similar to those faced by the mariner.

m) “I have something to expiate.” Explain.

Ans. The poet feels he has done wrong in trying to hit the snake and is filled with remorse and sorrows as he has committed a sin and needs to pay for his pettiness. He is keen to make amends for his act.

7. The encounter with the snake and the dual response of the poet to his presence at the water trough reflect a conflict between civilized social education and natural human instincts. The poet writes a diary entry highlighting how he was torn between the two voices. Write his diary.

Ans. Value points

- ponder over the incident

- upset – threw a stick at the snake
- had come to drink water – hot day
- was watching it – looked harmless
- waited for it to go
- was going back – voice of education
- thought the snake was poisonous
- hit it with a stick
- ashamed of myself – was I right in hitting it – feels for it
- henceforth try to avoid such acts
- man and nature must live in harmony
- must not be cruel to animals.

8. Notice how D.H. Lawrence uses Alliteration and Onomatopoeia effectively in the following stanza.

He reached down from a fissure in the earth wall in a gloom

And trailed his yellow brown slackness soft bellied down over the edge of  
the stone trough

And vested his throat upon the stone bottom

And where the water had dipped from the tap , in a small clearness

He sipped with his straight mouth

Softly drank through his straight gums, into his slack long body

Silently.

To what effect has the poet used these devices? How has it added to your understanding of the subject of the poem? You may record your understanding of the snake characteristics under the following headings:

- Ans. a) Sound :
1. He sipped from his straight mouth
  2. Softly drank through his straight gums -----
- b) Movement :
1. And trailed his yellow – brown slackness soft – bellied down
  2. Seeming to lick his lips
  3. And as he put his head into that dreadful hole -----
  4. And climb again the broken bank of my wall – face
  5. And flickered his two forked tongue from his lips
- c) Shape
1. ----- soft bellied

2. straight mouth
3. ----- into his slack long body

9. The poet has also used both repetition and similes in the poem. For example must wait, must stand and wait (repetition) and looked at me vaguely as cattle do (simile) Pick out examples of both and make a list of them in your note books. Give reasons why the poet uses these literary devices.

Ans. A) Examples of Repetition

- 1) On a hot, hot day
- 2) And slowly, very slowly
- 3) A sort of horror, a sort of protest

B) Examples of Simile

- 1) He lifted his head from drinking, as cattle do
- 2) And looked around like a god
- 3) Like a King in exile

10. A Calligram is a poem, phrase, or word in which the handwriting is arranged in a way that creates a visual image. The image created by the words expresses visually what the word or words say. In a poem it manifests visually the theme presented by the text of the poem. Read the poem given below. Try to compose a calligram. You could pick a subject of your choice.

Ans: Suggestions: flower / river / bird

### **The Dear Departed**

Warm-up :

Q1. The teacher reads the diary extract aloud or asks a student to do the same. Elicits answers from the students for the three questions.

Then the teacher has a class discussion on the plight of the old people in today's fast-paced world.

Q2. Ask students to read the news story individually. Divide the class into groups of four. Ask the students to discuss the answers for a) and b) and complete the web.

Q3. The teacher organizes a dramatized reading of the play assigning roles to the students. Students can read their dialogues loud and clear with emotions. The reading of the play can go on till page 141 ..... inspects the new mourning.

While the students read the teacher can interrupt once or twice to explain words like daft, pinching etc. The teacher can put forth some questions to check the students' understanding.

- (i) What were Mr. & Mrs. Slater doing before the arrival of Mrs. Elizabeth.

A few questions can be asked.

Eg. What do you think will happen now?

In the next period a few other students can perform the dramatized reading.

From page 141 – 146 Victoria .....

Grandpa's getting up.

In the third period page 147 – 154 can be read aloud. In pairs students are asked to work out the answer for

- Q4. Rearranging the jumbled sentences.

Answers – 3, 2, 6, 4, 11, 5, 10, 1, 9, 7, 8

- Q.5 The teacher discusses the answers with the students.

Written work can be assigned as Home work.

#### Answers

- 5.1. Mrs. Slater is dressed in black but is not in complete mourning. She makes her husband wear a black tail coat, gray trousers, a black tie and a bowler hat. She instructs Victoria to wear a white frock with a black sash. She thinks the Jordans would not have thought about mourning yet.
2. Mrs. Slater decides to shift the bureau so that she can take possession of it before her sister arrives. It was purchased recently and Mrs. Jordan is unaware of it. Henry does not approve of it.
3. The Jordans were delayed because they had to buy new mourning clothes. This shows the rivalry between the sisters. One wanted to out do the other at all times.
4. Not calling in a doctor is a fatal mistake. The irony is that Abel Merry Weather is very much alive and nothing 'fatal' has happened.
5. Initially Ben praises Abel Merry weather because he thinks the old man has paid his insurance premium that morning and they could claim his insurance. Later Victoria Slater tells them that grandfather had not gone to pay the premium that morning.

Instead he had been to a restaurant Ben is angry and calls him a drunkard. The policy might have lapsed and he would not be benefitted in anyway.

6. Grandfather says he will make changes in his will stating that his money and his belongings will be given to the person who lives with him at the time of his death

The daughters quarrel as each one wanted to keep him with her.

7. Grandfather plans to

- (i) Alter his will after consulting a lawyer.
- (ii) Go to the Insurance officer and pay his premium
- (iii) Go to St. Philip's Church and get married.

8. Irony in the title

- (i) When the grandfather is (presumed) dead (departed) he is dear as his belongings are only dear to his daughters. The grandfather was neither dear, nor did he depart.
- (ii) When the two sisters quarrel, Abel gets up
  - (a) Elizabeth shows him the bureau and the clock grabbed by Amelia.
  - (b) Amelia retaliates—talks about the gold watch promised to her son.
  - (c) The truth that neither of them wants to keep him – comes out.

- |    |                                             |                                            |
|----|---------------------------------------------|--------------------------------------------|
| 3. | Henry                                       | His wife                                   |
| 1. | Sensitive                                   | greedy                                     |
| 2. | Allows himself to be<br>Dominated by Amelia | over powering<br>impolite<br>lacks finesse |
| 3. | Evasive                                     | insensitive                                |

- 8.1.

- (a) The bureau
- (b) they are taking the bureau before the arrival of the Jordans
- (c) Mrs. Slater always wanted it. Her sister would drive a hard bargain if she sees it
- (d) Victoria's value systems are intact. She goes by her conscience while the elders have no integrity



2. (a) Mrs. Jordan (b) She sees Henry wearing Abel's slippers  
(c) It was unethical to grab the things in such haste when one is dead
3. 'Now Amelia ..... worse.  
(a) Ben Jordan (b) Amelia expresses her grief  
(c) Death could have come to any one of them  
(d) He says this chirpily – so he is quite callous and insensitive
9. Diary Entry : As a pre-writing task have a class discussion on Victoria Slater's reaction to the elder's behaviour.  
  
Elicit words denoting feeling.  
  
The diary entry is an individual work. Can be assigned as home work. The teacher can evaluate the diary entries.
10. Speaking : Organise a class discussion for 30 min. In the following period each group can express their views to the whole class.

### **Julius Caesar – Drama 2**

Warm Up : Teacher elicits answers to bring out the difference among the three words

Killing

Murder

Assassination

2. Names of leaders assassinated  
Gandhi, Rajiv Gandhi, J.F. Kennedy, Benazir Bhutto etc.
3. Group discussion on why political leaders are assassinated is organized by the teacher.  
Plenary follows :  
The film Julius Caesar can be played before reading the play.  
Dramatized reading of the whole play in 4 – 5 periods is suggested
4. Stage performance if decided.

Answers :

5.1 (a) 2 (a) 3 (a) 4 (c) 5 (d) 6 (b) 7 (a) 8 (d) 9 (a) 10 (a)

Suggested value points

- 6.
- (a) Calpurnia's dream – a lioness whelping – graves opening dead bodies strewn around – drizzling blood upon the Capitol.
  - (b) not to go to the Capitol.
  - (c) over-confidence clouds his wisdom
  - (d) Caesar's statue spouting blood like a fountain and Romans dipping their hands in it. Decius says that Rome shall imbibe fresh life – it is an honour for the Roman to be blessed by Caesar's blood.
  - (e) the senate has decided to offer a crown to Caesar
  - (f) Decius interpretation of the dream appeals to Caesar's ambition and vanity.
  - (g) The conspirators want the petition against Metellus Cimber to be withdrawn. He rejects it.
  - (h) Caesar – when he is stabbed by Brutus also, he loved Brutus and he could not believe Brutus ungrateful act.
  - (i) They shout 'Liberty, freedom and enfranchisement'.
  - (j) Antony is saddened that a mighty conqueror is just reduced to a corpse. He wants to die at the conspirator's hand.
  - (k) Conspirators. He is sarcastic
  - (l) Brutus tells Antony not to ask for Death at their hands Cassius appeals to Antony's greed.
  - (m) Cassius fears Antony's ability as an orator. Brutus says he will speak first and Antony will speak after him. Antony will tell the audience he was speaking with the permission of the conspirators.
  - (n) Antony must not blame the conspirators. He must say he has been permitted to speak. He will speak from the same pulpit as Brutus.
  - (o) Butchers
  - (p) Civil war will break out, blood shed and destruction will be common, Caesar's spirit shall crave for revenge. No pity anywhere
  - (q) Caesar was ambitious
  - (r) The third citizen he has not understood the reaction given by Brutus.
  - (s) Antony's speech appeals to the emotions. He is sarcastic, uses visual effects, rhetoric etc.
  - (t) Brutus and Cassius are attacked by the mob

| Person        | Extract From Play                                                                                                                                                                                                                                                                                                                             | What this tells us about the character |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| Julius Caesar | 1. The things that threaten'd me<br>Ne'er look'd but on my back ;<br>when they shall see the face of<br>Caesar, they are vanished.'                                                                                                                                                                                                           | Arrogant                               |
|               | 2. 'Alas, my lord, Your wisdom is<br>consumed in confidence'.                                                                                                                                                                                                                                                                                 | Over-confident                         |
|               | 3. Have I in conquest stretch'd mine<br>arm so far, To be afraid to tell<br>graybeards the truth?'                                                                                                                                                                                                                                            | Great conqueror                        |
|               | 4. 'To every Roman citizen he gives,<br>To every several man, seventy-<br>five drachmas ..... Moreover, he<br>hath left you all his walks. His<br>private arbours and new planted<br>orchards. On this side Tiber, he<br>hath left them you, And to your<br>heirs for ever, common pleasures,<br>To walk abroad, and recreate<br>yourselves.' | Generous                               |
|               | 5. 'Calpurnia here, my wife , stays<br>me at home : She dreamt to-night<br>she saw my statue, which, like a<br>fountain with an hundred spouts,<br>Did run pure blood ..... And these<br>does she apply for warnings, and<br>portents, And evils imminent.'                                                                                   | Superstitious                          |
|               | 6. Agrees to go to the senate when<br>Decius Brutus says : 'the senate<br>have concluded. To give this day a<br>crown to mighty Caesar. If you<br>shall send them word you will not<br>come, Their minds may change                                                                                                                           | Ambitious, loves into<br>flattery      |

|             |                                                                                                                                                               |                                                   |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Mark Antony | 1. Defends Caesar after his death: 'Thou art the ruins of the noblest man That ever lived in the tide of times. Woe to the hand that shed this costly blood!. | Loyal                                             |
|             | 2. Makes peace with Caesar's enemies : 'Friends am I with you all and love you all.'                                                                          | Clever ; shrewd                                   |
|             | 3. Sways the crowd by his speech                                                                                                                              | Manipulative, good orator                         |
|             | 4. Moves Romans to revolt                                                                                                                                     | Good orator, instigates them against conspirators |
|             | 5. Antony's appeal to emotion through the use of irony, sarcasm, reiteration and figurative language, creating images in the listeners' minds                 | Shrewd, manipulative                              |

|    | Words/ actions of the mob                                                              | Characteristics                             |
|----|----------------------------------------------------------------------------------------|---------------------------------------------|
| 1. | Believes whoever speaks to them                                                        | Foolish                                     |
| 2. | THIRD CITIZEN Let him (Brutus) be Caesar. FOURTH                                       | Does not understand the ideals of democracy |
| 3. | Touched by the sight of Caesar's bleeding body and his mantle                          | Emotional                                   |
| 4. | Change their mind about Caesar's killing after hearing the will                        | Greedy                                      |
| 5. | SECOND CITIZEN if thou consider rightly of the matter, Caesar has had great wrong      | Fickle minded                               |
| 6. | ALL Revenge ! About ! Seek !<br>Burn ! Fire ! Kill ! Say !<br>Let not a traitor live ! | Violent, seeking revenge                    |

|    | <b>Antony's words</b>                                                                                    | <b>Argument</b>                                                                          |
|----|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 1. | 'I come to bury Caesar, not to praise him.'                                                              | Does not wish to eulogize Caesar                                                         |
| 2. | 'The noble Brutus<br>Hath told you Caesar was ambitious :<br>and grievously hath Caesar<br>answer'd it'. | Seemingly agrees with Brutus                                                             |
| 3. | 'You all did see that on the Lupercal                                                                    | Disproves Brutus' argument about ambition with examples                                  |
| 4. | 'Bear with me ;<br>And I must pause till it come back to me.'                                            | Appeals to the emotions of the crowd                                                     |
| 5. | 'But yesterday the word of Caesar<br>might Have stood against the world'.                                | Reminds them of Caesar as a great conqueror and a man who is not alive to defend himself |
| 6. | Repeatedly calls the conspirators<br>'honourable'                                                        | Use of irony , sarcasm                                                                   |
| 7. | 'Look, in this place ran Cassius' dagger<br>through :<br>Mark how the blood of Caesar<br>follow'd it'.   | Exploits the sympathy of the mob by naming the conspirators showing the wounds           |
| 8. | 'Here is the will, and under Caesar's<br>seal.                                                           | Appeals to the mob's greed                                                               |

- Q.10. (a) Calpurnia : Calpurnia forbids him from going to the Capitol, so he says so  
 (b) The dream that she had was full of bad omens that portend the death of Caesar  
 (c) The dream that she had the previous night and the report by the watchmen
2. (a) Antony near Caesar's body addressing the citizens  
 (b) he has bequeathed his walks, private harbour and orchards to the people

- (c) To make them realize that Caesar was not ambitious
- (d) They are instigated against the conspirators.

### Role Play

11. In groups students hold a press conference.
12. The teacher will elicit responses based on class discussion.

### Scholastic Assessment

The desirable behaviour related to the learner's knowledge, understanding, application, evaluation, analysis, and creativity in subjects and the ability to apply it in an unfamiliar situation are some of the objectives in scholastic domain.

In order to improve the teaching learning process, Assessment should be both Formative and Summative.

### Formative Assessment

Formative Assessment is a tool used by the teacher to continuously monitor student progress in a non threatening, supportive environment. It involves regular descriptive feedback, a chance for the students to reflect on their performance, take advice and improve upon it. It involves students' being an essential part of assessment from designing criteria to assessing self or peers. If used effectively it can improve student performance tremendously while raising the self esteem of the child and reducing the work load of the teacher.

### Features of Formative Assessment

- is diagnostic and remedial
- makes the provision for effective feedback
- provides the platform for the active involvement of students in their own learning.
- enables teachers to adjust teaching to take into account the results of assessment
- recognizes the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning
- recognizes the need for students to be able to assess themselves and understand how to improve
- builds on students' prior knowledge and experience in designing what is taught.
- incorporates varied learning styles into deciding how and what to teach.

- encourages students to understand the criteria that will be used to judge their work
  - offers an opportunity to students to improve their work after feedback,
  - helps students to support their peers, and expect to be supported by them.

### **Overall Framework of Formative Assessment in classes IX & X – Scholastic Areas**

#### Scholastic Part 1 (A)

#### Evaluation of Academic Subjects in Class IX & Class X

Six assessments are proposed. These are valid for most schools, however they can be varied or adapted with written communication to the Board.

| Type of Assessment                                       | Percentage of weightage in academic session | Month       | Term Wise Weightage |
|----------------------------------------------------------|---------------------------------------------|-------------|---------------------|
| <b>FIRST TERM</b>                                        |                                             |             |                     |
| Formative Assessment – 1                                 | 10%                                         | April - May | FA1 + 2 = 20%       |
| Formative Assessment – 2                                 | 10%                                         | July-August |                     |
| Summative Assessment – 1                                 | 30%                                         | September   | SA1 = 30%           |
| <b>SECOND TERM</b>                                       |                                             |             |                     |
| Formative Assessment – 3                                 | 10%                                         | Oct. - Nov. | FA3 + 4 = 20%       |
| Formative Assessment – 4                                 | 10%                                         | Jan.– Feb.  |                     |
| Summative Assessment – 2                                 | 30%                                         | March       | SA2 = 30%           |
| Total Formative Assessments = FA1 + FA2 + FA3 + FA4= 40% |                                             |             |                     |
| Summative Assessments = SA1 + SA2 = 50%                  |                                             |             |                     |

The following points have to be noted by teachers and students (For Classes IX & X).

- There are two formative assessments each in the first and second term.
- Each Formative Assessment is again divided into smaller assessments (class assignments, quiz, projects, written tests) which can carry different marks.
- Each formative assessment has a weightage of 10% which can be arrived at by taking an average of all tasks or the best three or four.
- The total weightage of all the four formative assessments is 50%.

#### **Task Types Appropriate for Formative Assessment**

- Formal Paper Pencil tests are not always suitable for formative assessment because

schools tend to make use of them more for summative rather than for formative purpose.

- Similarly, Projects and Assignments that need much work outside the school and class hours also may not be ideal for formative assessment.

### **Suggested Tools for Formative Assessment.**

#### **Language**

- Listening Comprehension
- Reading Comprehension
- Debate/ speech/ Group Discussion/ Role Play /Presentation
- Dramatization/ Dialogue/ Conversation/ Commentary
- MCQs/ Quiz
- Grammar Exercises.
- Writing/ Completing a poem, story, script, play, diary entry etc.
- Web Charts, Concept Mapping
- Visual Representation
- Letter, E-mail, data interpretation, article, bio sketch and dialogue completion

It is suggested that at least one out of four tasks should be used for assessing conversation skills in the form of listening comprehension or conversation.

The most important aspect to be kept in mind is that these tasks are meant to be integrated with the teaching-learning process, i.e. while teaching a unit/ lesson (and NOT after). Also the follow up in terms of providing further help to clear doubts, remove problems faced by

learners and make modifications in teaching methods and strategies has to be given utmost importance. Hence FA tasks will figure in the teaching plans developed by teachers.

**Summative Assessment** is carried out at the end of a course of learning. It measures or sums-up' how much a student has learned from the course. It is usually a graded test, i.e., it is marked according to a scale or set of grades. Assessment that is predominantly of summative nature will not by itself be able to yield a valid measure of the growth and development of the child. It, at best, certifies the level of achievement only at a given point



of time. The paper pencil tests are basically a one-time mode of assessment and to exclusively rely on them to decide about the development of a child is not only unfair but also unscientific. Over emphasis on examination marks focusing on only scholastic aspects makes children assume that assessment is different from learning, resulting in the 'learn and forget' syndrome. Besides encouraging unhealthy competition, the overemphasis on Summative Assessment system also produces enormous stress and anxiety among the learners.

### **Features of Summative Assessment**

- Assessment of learning
- Generally taken by students at the end of a unit or semester to demonstrate the "sum" of what they have or have not learned.
- Summative assessment methods are the most traditional way of evaluating student work.

### **Summative Assessment**

- Summative Assessments are given periodically to determine at a particular point in time what students know and do not know.
- Summative Assessments are usually associated with standardized tests such as Board Examination, Half-yearly and Annual Examination and even Unit Tests.

- They are spread out and occur after instruction every few weeks, months or once a year.
- Hence they are tools to help evaluate the effectiveness of programmes, school improvement goals, alignment of curriculum and student placement.
- Since they are used to 'sum up' learning they are called Summative Assessments.
- They are always formal in nature.
- These assessments happen too far down the learning path to provide information at the classroom level and to make instructional adjustments and interventions during the learning process.

A good comprehensive assessment programme balances formative and summative assessments.

### **Further reading**

Leo Jones has published the following titles with Cambridge University Press:

Adult Courses

J Let's Talk, Second Edition

J New Cambridge Advanced Engli

The Student-Centered

Classroom

Leo Jones

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## E. LITERATURE READER

### Introduction

#### Aims

The over-riding aim of the Literature Reader is to promote students' understanding, appreciation and enjoyment of literary texts. A further aim is to represent different types of literature, and so the three main genres of poetry, fiction and drama are included.

A third aim is to introduce certain basic elements of literary analysis and evaluation, so that students develop an awareness of what distinguishes literature from other forms of writing. For example, activities explore feature of character, the development of plot, and "what makes poetry" poetry

Other activities aim to encourage students to engage with and personally respond to the literature they read, and so link their reading of literature with other experiences (both in learning English and in their day-to-day lives).

The Literature Reader – like the Main Course book – also aims to provide a moral and social dimension to the teaching of English. Texts have therefore been chosen with this in view.

It is hoped that the content and learning experience of the Literature Reader will stimulate students to read further in these genres – both as students and in the adult world.

#### Format and Sequencing

The Literature Reader is divided into three sections:

- Fiction - Six short stories
- Poetry - Six Poems
- Drama - Two Plays

### HANDLING LITERATURE

#### Fiction

- Selection of Stories

Stories by Indian and non-Indian writers have been chosen. The predominant criterion in selection has been whether the stories will interest and motivate pupils at Class X level, rather than whether the stories are 'great Literature'.

There is, loosely speaking, a common thread running through these stories with regard to their over-riding concerns or themes. They all deal in varying ways with

aspects of honesty and deception. This is in line with one of the aims of the new course; to provide a moral and social as well as a linguistic dimension to the learning of English. These stories do not, of course, provide ready-made answers but they do function as a forum in which such issues can be raised and discussed.

- **Reading the Stories**

The notes accompanying the texts give advice on how each should be read. In general, since the texts are mostly lengthy, students should be asked to read for homework that part of the text that will next be dealt with in class. In class, you will need to choose from:

- Silent Reading
- Reading aloud (quietly) in pairs or small groups
- “Dramatizing” certain parts of the story, with students taking assigned roles
- the teacher reading aloud certain parts of the text

In connection with reading, three points are important:

- Use a variety of reading techniques within any one story, and within any one lesson.

This will provide a welcome change in treatment and pace.

- Concentrate on the literary content of the story (plot, characterization, imaginative use of language etc.), rather than treating the story as a vehicle for teaching vocabulary and grammar.
- Do not “explain the story”. Instead, use the associated questions and activities to lead students to their own understanding, appreciation and enjoyment.

- **Reading Aloud**

The audio-cassette tape that forms part of Interact in English contains a professional recording of all the poems. Schools are strongly advised to buy the tape. Poems are, after all, intended to be read aloud and listened to. In this way, the effect is more striking and is longer-lasting; and poetic features such as rhythm, rhyme, alliteration etc. are more strongly experienced by the listener. After listening to the tape, students should themselves read the poem aloud, modeling their delivery on what they have heard.

## DRAMA

Drama has assumed great importance in today's India, where TV and video are now as widely viewed as books are read, i.e. – in respect of drama – if the Class X Literature reader is to achieve the aims set out above, we must firstly identify the essential characteristics of drama.

Drama has three distinguishing characteristics – the oral, the mobile and the visual.

- THE ORAL ELEMENT IN DRAMA

Since a play is intended to be spoken aloud, it is important that our students become aware of the importance of voice in drama. For example, emotions are expressed by varying the tone and pitch of one's voice. And the way in which players deliver their lines helps to portray the characters they are acting out. Before parts are allocated, it is important for students to become aware of the essential nature and personality of each character in the play, as seen through what each says and does, and the inter-relationship between characters.

It is also important for students to become aware of the specific ways in which the dramatist intends a character to act at particular stages of the play – normally indicated by directions such as in great excitement, mystified, trying to console her etc.

- THE MOBILE ELEMENT IN DRAMA

A play usually involves considerable movement. Players enter, leave, sit down, move from one side of the stage to another etc. Objects ("Props") also form an important part of such mobility, eg Silver Candlesticks, in which the convict takes away the Bishop's candlesticks.

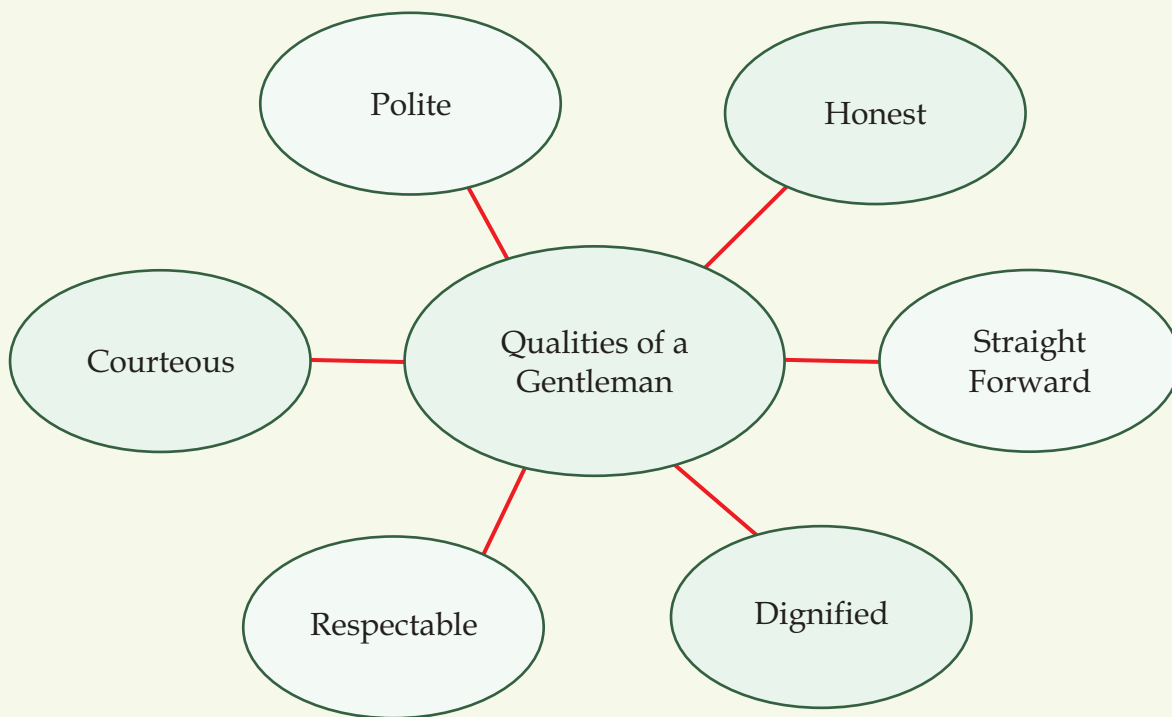
- such mobility of players and props must be done in as natural a manner as possible;
- in particular, exits and entrances should follow stage directions;
- other stage directions, too, should be studied and understood in advance.

- THE VISUAL ELEMENT IN DRAMA

In a real performance of a play, clothes, props, make-up, lighting etc., all enhance realism. In classroom treatment of dramas, of course, such visual elements are less

possible. But even simple clothes and props can make a significant contribution towards the play's realism.

From these three distinguishing characteristics of drama – the oral , the mobile and the visual – it is clear that the two plays in the Literature Reader must not only be studied but acted out, at the front of the class or in the school hall. In other words, drama teaching must be activity-centered, with students identifying themselves as closely as possible with the characters whose roles they are enacting. An important task of the teacher is to help students in their acting to a firmer grasp of reality (the reality of human speech, behaviour, emotions, movement etc.)



2. Ask the students what the story could be about. There will be varied answers.
3. Read the story.
4. Based on the story answer the questions:  
1) a,            2) c,            3) c,            4) a,            5) d,            6) a
5. a) Nicola answered that they did many types of tasks and looked eagerly if the narrator had some job for them.  
b) he blushed with embarrassment and did not know what to answer.

- c) He smiled uncomfortably because he did not quite know whether he would really be to fulfill his desire.
- d) Though they were young boys they had the seriousness of an adult and they could think beyond their age.

6. Answer the following:

- a) Luigi the driver did not approve of the boys because they looked untidy and poorly dressed.
- b) The narrator and his companion were impressed by the two boys because they were eager and enthusiastic to do any type of job and had the ability to perform many tasks.
- c) They were surprised to see them because they had seen them selling fruits some hours back and later they were polishing shoes.
- d) The boys did odd jobs for the author. Jobs like buying a pack of American cigarettes, booking seats for the opera or name a good restaurant.
- e) when asked why they were out at night, they said that they were waiting for the last bus to arrive when they could sell the last of their newspapers. They wanted to earn every penny.
- f) It shows that they have determination and courage to face the difficulties of life and also they did not want other to sympathise with them.
- g) They don't like to disclose their secrets to anyone. They want to face the ordeals themselves without letting other people know.

- 7. a) The boys appeared to be shabbily dressed, one with a worn out jersey and cut off khaki pants and the other, a shortened tunic. Yet, their faces looked honest. When the narrator and his companion saw them again they were shoe shining. They even took the time seeing, bought American cigarettes, booked seats for the Opera, named a good restaurant and such small errands for them. Once when the author took them to see their sister, who was sick, he was able to see their love, devotion, care and responsibility for the sister. This clearly shows that appearances are deceptive. They actually turned out to be such dignified responsible young gentlemen.
- b) Yes, of course. They did take care of her willingly. The moment they came to know that she was suffering from T.B. they immediately shifted her to a

hospital where she could be treated. They then did all sorts of jobs, worked hard from selling fruits , shoe shining, running errands, acting as guides, to selling newspapers. whatever was earned by them was spent on the sister's treatment. Obviously they wanted to see her well again.

- c) when we read the story 'Two gentlemen of Verona' , we still have hopes for society, where people still care for one another, have dignity of labour, and go to any extent and work hard in order to see their loved ones well again . There is still love, care and devotion in society, if people like the two boys exist

8) Match the following:

|     |                 |                                                 |
|-----|-----------------|-------------------------------------------------|
| 1.  | set up          | To star/ establish a company                    |
| 2.  | break down      | To lose control of your feelings & start crying |
| 3.  | set off         | To start on a journey                           |
| 4.  | put up with     | To tolerate a situation / person                |
| 5.  | put off         | To postpone                                     |
| 6.  | Put on          | To wear                                         |
| 7.  | come in         | To enter                                        |
| 8.  | come across     | To meet/ find by chance                         |
| 9.  | come up against | To be faced with/ opposed by                    |
| 10. | turn down       | To refuse/ reject                               |
| 11. | turn in         | To inform on/ deliver up                        |
| 12. | turn to         | To try to get help/ advice                      |

Use the phrase:

1. turne them in
2. set off
3. came across
4. set up



5. turned down
6. come up against
7. Ask the students to write the story in the third person.
8. Have a class discussion.

Writing task;

9. write an article----giving evidence from the lesson.

#### **Value Points:**

- Care for the country
  - Love for the sister
  - Faith in themselves
  - Trust in the narrator
  - Faith in making the sister well again
  - Trust that some day they will go back and set up their own homes.
10. Diary entry
 

|     |  |      |
|-----|--|------|
| Day |  | date |
|-----|--|------|

#### **Value Points:**

- Wanted to become a singer
- A loving father and two brothers
- The war – Germans destroyed their home
- Became sick- with T.B. –admitted in hospital
- Grateful to brother for taking care of her
- Hopes to get well soon and later take care of her brothers
- Become a singer someday

#### **LISTENING TASK**

1. people leaving Sarajevo
2. They heard the shooting around afternoon
3. that could save their lives
4. a piece of shrapnel lodged in her brain
5. she had not come back from the market where a bomb had exploded.

## CHAPTER ;

## Patol Babu, Film Star

1. Students talk about their strengths- each one makes a list of two strength and shares it with the class. The student also shares it with the class. The student also shares why he feels so.

The students are then asked to choice their dream career.

They are then asked to connect their dreams and aspiration and then see if they are related.

2. The text is read in class, by the students and teacher.
3. Answer the following questions briefly.
  - a) Nishikanto Babu's brother-in-law in film business-in the production department-was looking for an actor- description filled Patol Babu- Nishikanto babu had suggested patol babu's name – given him his address.
  - b) Tried to sound calm- said he would decide about taking up the offer after talking to the brother-in-law.
  - c) First job in 1934 in Hudson and Kimberly in Calcutta – In 1943 sudden retrenchment in his office due to the war cast him his job.
  - d) We initially felt they were joking with him and just being cruel – then later he decided to make it as effective as possible and even rehearsed different way of saying 'on'.
  - e) Gogon pakrshi was Patol Babu's mentor. A wonderful actor, without a trait of vanity in him – a saint's person and an actor in a million- He had said that each word spoken in a play is like a fruit in a tree – the actor must know how to pluck it, get at its essence and serve it to the audience for their education.
  - f) Though he had only one word to say he meticulously practiced how to say it.
  - g) Mr.Mullick was busy- there was a patch of cloud approaching the sun- he wanted to shoot the scene in sunlight.
  - h) Practiced different ways of saying oh! Wanted to have a newspaper in his hand. Though in pain after banging his head he managed to say the Oh with great expression.

4.
  - a) Patol Babu says this to Naresh Dutta who had come to ask Patol Babu to act in the film- he tells him he has to play the part of a pedestrian an absent to wear a coat and report at 8.30 sharp to far a day hours. patol Babu then thinks and asks Naresh Dutta whether he will have a dialogue or not.
  - b) Patol Babu goes for shooting the next day with great enthusiasm- brats to his wife about it- thinks of the times he was appreciated on stage- the slaver medal he won – feel very sad when he comes to know he has a single word to say.
  - c) He is very upset initially when he hears that it is a single word ‘oh’ that he has to say. But then thinks of his mentor Pakrashi Babu’s word who had told him that it is in the hands of an actor to extract the maximum from the dialogue and give it to the audience – He then practices how to say it in different ways and plays his part with sincerity and passion.
  - d). Yes – When he lost his job in Calcutta did not lose heart – opened a variety shop – then worked in a Bengali film and gave up the job as his boss was very high handed – never let circumstances pull him down even – when he went to act in the film – through he was initially dejected but he made the best of it by practicing the part and doing it well.
  - e). accept varied answers
  - f). the students express their opinions and have a discussion.
5.
  - a. talented
  - b. diligent
  - d. humble
  - e. humble, unassuming
  - f. meticulous
6. Match the meanings
  - a. - to surrender or relinquish
  - b. - stimulate the imagination
  - c. - shut down
  - d. - staged
  - e. - stopped
  - f. - to gain control over one’s actions

7. Patol Babu recounts his experience. This may be written by the students in any way they want in the form of a dialogue. The students express his initial disappointment and later his acceptance of the situation.
8. The activity is done in class. The teacher divides the class into groups of four. Each group enacts the scene, the other groups guess the emotion being expressed.
9. Writing Task

Patol Babu's letter to Nishekanto – Informal letter. Sharing his experiences.

- how difficult and different a film shoot is
- his part
- initial dejection
- remembered his mentor Pakrashi Babu.
- tried to do his best
- Practised – suggested he carry a newspaper was given a moustache
- the way it ended
- his payment – the deep satisfaction and pride he derived.

## CHAPTER 5- THE LETTER - DHUMAKETU

1. The students give their own answers about the feelings of the old man – sad, neglected, dejected, upset, thoughtful etc.
2. They give their own reasons like- he is unwell, neglected by his own children, has no one.
3. The students read the lessons in class. It may be divided into parts.
4. a) iv/ii                      b) iii                      c)-i                      d) iii                      e) ii
5. a) Ali was an old man whose only daughter had got married and gone away to Punjab. He had been a shikari in his youth-but later gave it up when he realized the meaning of love and separation when his daughter got married and had to go away to Punjab.. He went every day to the post office hoping that he would get a letter from her. He had been waiting for 5 long years.

- b) Love- his affection for his daughter patience – He exhibited tremendous patience waiting for the daughter’s letter for 5 long years.
- c) came everyday- sat at the same place- people made fun of him-called his name for fun and laughed when he eagerly jumped up .
- d) After his daughter got married and went away to Punjab he understood the grief of love and separation from the dear ones.
- e) Initially- pumpkin faced – expressionless- grumpy- rude- lack of empathy. Later when his own his daughter was unwell and he awaited news from her, mellowed down, understood Ali’s anxiety- a father’s heart.
- f) No- own reason
- g) He felt helpless that he may be unable to come to the post office again as he was unwell. – He knew he was dying – his patience was exhausted but he still had faith that his daughter would write a letter.
- h) The postmaster –doubt – he did not know who had come earlier that morning – whether it was Ali who had come or his ghost or had he been hallucinating. Remorse- at the nasty way he had behaved towards Ali.

6.

### Loneliness

### Grief

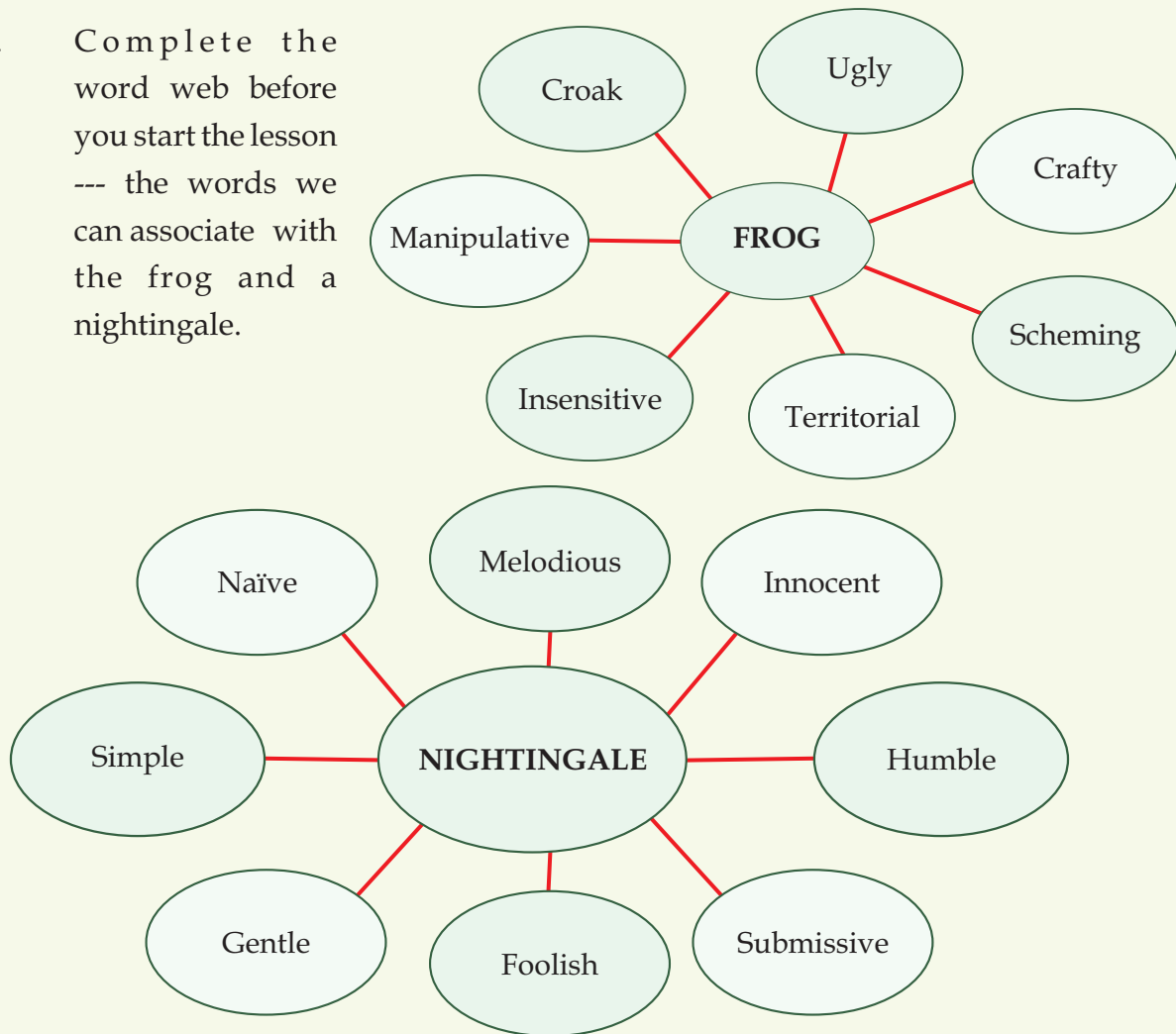
|                                                                           |                                                                                                                                                                     |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Such loneliness had come into his life since the day Miriam had gone away | He dragged along a cheerless existence.<br>He sat down under a tree and wept bitterly<br>Eyes filled with tears of helplessness.<br>There were tears in Ali’s eyes. |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- 7. 1) memories of happy events cheer people nearing their end.
- 2. The familiar sounds were reassuring and comforting.
- 3. Just as a false friend lures his victim away from what is right with his smiles, the cold too tempts people to sleep and keeps them from their duty.
- 4. As he became older things suddenly changed.
- 5. Everything in life depended on love as separation from the dear ones.
- 6. The post master had an expressionless face, And rarely reacted to anything.

7. The clerk called out the names on the letters in the same as a man who worships Vishnu. Chants his thousand names
8. The official's arrogance deserted him when faced with sorrow and worry about his daughter and now he became more empathetic..
8. LISTENING TASK:
  - Break up of the joint family
  - Pressure of modern life
  - Individualistic aspirations
  - Poverty and search for work ; affects rural elders
9. WRITING TASKS; Diary Entry : Varied answers  
Value Points:
  - Don't know how things are with my daughter
  - Hope she is fine
  - Now understand old man Ali's feelings
  - Ali waited patiently for 5 long years- I am unable to bear the suspense even for a day.
  - What grief he must have gone through
  - I am also confused- whom did he see – Lakshmidas tell me he died some time ago.
  - Sure I saw him early this morning and gave the letter to him.
10. SPEAKING TASKS;
  - Varied answers – may have imagined it as he had been continuously thinking of him
  - It really was Ali –when people die with an unfulfilled desire they roam around earth as ghosts till it is fulfilled.
  - Varied answers

**POETRY:**  
**CHAPTER: 7 - THE FROG AND THE NIGHTINGALE**

1. Ask the students to write the describe qualities in a person.
  1. Humorous
  2. Creative
  3. Benevolent
  4. Simple
  5. Humble
  6. Original
  7. Helpful
  8. Calculative
  9. Wise
  10. Generous
  11. Gentle
  12. Innocent
2. Have a class discussion to find out if students can identify people who are extremely friendly and helpful but not very comfortable to be with. Why this happens?
3. Complete the word web before you start the lesson --- the words we can associate with the frog and a nightingale.



Some of these words they will be able to suggest only after reading the poem. If not, the teacher may help.

4. Read the poem aloud and let the students get the feel of the poem. Then it can be explained in detail, asking short questions in between, to reinforce the meaning.

5. Some of the characteristic personality traits are as follows: (Pg. 92)

Frog - territorial possessiveness.

Nightingale - nervous / timid

Frog - dismissive, superior

Frog - superior, dominative, presumptuous

Nightingale - nervous

Nightingale - polite, fawning

Frog - dominating

Frog - mercenary

Frog - dominating, superior

Frog - dismissive

7. Situations to be given to the groups in the class and ask them to create imaginary dialogues and share them with the class.

8. Complete the sentences:

1. The frog's main aim was to

(c) maintain his supremacy in the bog

2. The animals reacted to the nightingale's song with

(b) admiration

3. The nightingale accepted the frog's tutelage as she

(a) was not confident of herself.

9. Read the stanza and complete the sentences by choosing the appropriate option:

i) The nightingale was sorrowful and pale because



- (3) she was losing confidence.
- ii) The audience was tired of her song because
  - (2) it had become mechanical.
- iii) She no longer enjoyed singing alone as
  - (3) she was now used to the appreciation she got.

10. Answer the following questions:

- 1) The creatures of the Bingle Bog hated his voice. They requested him to stop singing. They threw stones and sticks at him and even insulted him, but he continued to sing.
- 2) The frog claimed to be the owner of the Sumac Tree. He showed off his ability by boasting about his music. He also claimed deep knowledge of music and said that he was a critic with Big Trumpet.
- 3) The Frog's joy was sweet as he was charging money as tuition fee from the creatures of the Bingle Bog who came to hear her song. At the same time he was bitter because the audience grew in number and that left him jealous, for the same ones had insulted him when he used to sing.
- 4) The frog was angry because the nightingale's voice had lost all its melody and it failed to attract a crowd as the creatures of the Bingle Bog were not attracted to her song anymore. So his earnings had dropped.
- 5) The frog asked the nightingale to puff out her lungs with passion and sing. The nightingale while trying to follow his advice, burst a vein and died. So once again the frog became the unrivalled King of the Bog and resumed singing.

11. Discuss the questions and write the answers:

- a) The frog's statement \_\_\_\_\_ "Your song must be your own" is ironical as he had once told the nightingale that there was nothing to boast about even if the song was her own. Later though he comments that the song must be her own, yet his dominating nature never let her song be her own.
- b) Yes ---- No. (any of answer)

Yes. The bird was too brainless, she should have understood the ulterior motive of the frog specially when other creatures appreciated her song so much and came to hear her in large numbers. Moreover she should not have believed the frog to such an extent without any proofs.

No --- The nightingale was too simple and so was exploited by the cunning frog who was determined to destroy her.

- c) The nightingale was indeed brainless. Even if the frog was too cunning for her she should have felt something after seeing such a large appreciative audience.
  - d) The nightingale was far too gullible and never realized her own talents, nor the appreciation that she received from the audience. She blindly followed the frog and changed her song. She should have realized the results of such strenuous practice. So, she is solely responsible for her own downfall.
  - e) Yes. She was indeed a stupid and brainless bird who should not have allowed the frog to influence her to the extent of getting herself destroyed. She was also unnecessarily nervous and tense and followed the frog's instructions blindly. She should have also realized the importance of the applause she received from the audience and maintained her originality. So the frog had correctly inferred about her character.
12. Divide the class into 5 groups and give them the topics to discuss and then speak to the class :

| Shallow Thinking       | Fickle Minded                  | Materialistic Society       |
|------------------------|--------------------------------|-----------------------------|
| a) narrow thoughts     | a) Keeps changing              | a) only wrong gain          |
| b) self centred        | b) unsure                      | b) no values                |
| c) no logic            | c) not confident               | c) no humanness             |
| d) restricted thoughts | d) bends easily to others view | d) acquiring material goods |

Instant Success

Results at any cost

- a) no patience
- b) no indepth learning

Commercialisation of Art

- a) selling art for money
- b) Loss of ingenuity

- c) Competition – not healthy
- d) results ever at the cost of values

- c) no recognition for talent
- d) no appreciation for real art

13. Diary Entry of the Nightingale.

Value Points:

- frog unhappy, reprimands
- am exhausted
- Scared of the frog
- Why does he torture?
- The audience is happy
- losing my confidence
- what should I do

14. Obituary

May the kind soul of the  
                   nightingale lie in peace  
 She was the best singer  
                   and lived her life for others.

## Chapter 8: 'Mirror'

### Q.1

**Teacher's notes:**

- Ask students to get into pairs and discuss the three questions a-c.
- You can move around the class and facilitate these discussions

Answers for part-c

i                                      iii                                      iv                                      v

As a teacher you can use multiple strategies for the poem.

- First as a teacher you can do model reading of the poem
- You may then ask some of the students to read the same
- If it is a short poem like this one then you can have 3-4 students reading each of the stanzas.

- If the CD of the recording is available then you can play that as well.
- Ask students to listen the poem with their books closed. This will help them focus on the pronunciation of words as well as understanding the poem.

#### Answers

Q.3    a. ii                      b. ii                      c. I                      d. ii                      e. ii                      f. ii                      g. i

#### Q.4

- The poetic device used is personification. The mirror means to say that its accept the reality as it is seen. But the human beings find it difficult to accept the reality shown by the mirror.
- The mirror usually passes his time by looking at the wall continuously and steadily. But the mirror's contemplation is disturbed when somebody passes by between the mirror and the wall. The mirror's meditation is broken for sometime. The wall with pink speckles has become a part of the mirror's heart.
- The mirror's contemplation on the opposite wall is disturbed when somebody passes by between the mirror and the wall. The darkness or night is also the time when the view of the wall is not available to the mirror. The wall has become an integral part of mirror's existence.
- The mirror appears to be a lake in the second stanza because it acts like a mirror. The mirror reflects images just like the lake. The woman bends over the lake also to have a clear picture of herself like she does in the mirror. But the image reflected in the lake is unclear because of the waves.
- The woman is trying to look for her youth which is lost. She is also trying to look for her beauty. The woman looks at herself in the mirror everyday. She is not satisfied with her looks in the mirror as it shows her speckled looks and her wrinkles too. She turns to the lake so that she may find her beautiful looks in the depth of the lake.
- The woman looking at her reflection in the lake is deeply distressed because it also reflects her true image. She again meets the same reality that her face has become ugly; full of speckles and wrinkles so she turns to liars like the candles or the moon which hide the reality and satisfy her vanity.
- The woman starts crying because she is bemoaning her lost beauty. She knows the truth that with passage of time she has grown old and ugly. Though she tries to

satisfy her vanity by looking at herself in the light of candles or moon but the ultimate truth is that she is not as beautiful as she used to be in her youth. So, when this realisation dawns upon her she frets and fumes and bursts into tears.

- (h) The terrible fish in the last line refers to the fretting and fuming woman who has lost her beauty. It can also refer to the terrible looks of the lady with speckles and wrinkles. The agitation on her face and anger reflected in her behaviour may also be one of the reasons that the poet has used the phrase 'terrible fish' for the woman.

5. (a) silver, exact, unmisted, truthful, not cruel, little god, four-cornered,

Few more adjectives: unbiased, omniscient, virtual, fair.

6. Instances of personification:

a. I am silver and exact

b. I am a lake

7. (a) (ii) the lake

(b) (iii) they hide the blemishes and make people look beautiful in their soft glow.

(c) (iv) she can hide her signs of graying in their light.

8. Good Morning Dear Humans

I feel honoured to have been given the opportunity to express my feelings and share my thoughts with you. As you know, all my life is spent in faithfully reflecting all that comes before my eyes. Everyone lives in illusions and tries to run away from reality. Human beings live in a world of fantasy and falsehood. They really find it hard to face the truth and reality. But I do not tint or distort the reality; I adopt an objective view of a thing. I have no preconceptions against anyone. I have no prejudices or likes or dislikes for anyone. Most of the humans are afraid of ageing and graying, so they do not accept the true image and reality. For them the mirror should reflect them as beautiful and young always. But I am not worried by your anxieties and worries; I will continue to reflect what I see.

### Chapter:9 Not Marble, nor Gilded Mountains

- Q.6 a. iv b. iii c. i d. ii e. iv

- Q.7 a. Rich and powerful believe that by erecting statues and monuments people

will remember them even after their death. They do not realize that people will remember them for their deeds and not for huge structures. It is their pride and ego which makes them do all this.

- b. Monuments and statues are made of stone and cement which are strong and structures constructed with these can stay for centuries. They can withstand extreme weather conditions such as rain, storm severe heat etc.
- c. Time has been referred to as 'sluttish' because time waits for no one. It passes by. We have to learn to value time. Time treats everyone in the same way. It does not treat a rich and poor man differently. "Sluttish" can also mean whorish as time cares for no individual; it is immoral and will finally pass. The grand memorials will become eroded, and the people memorialized will eventually be forgotten.
- d. The poet is an optimistic individual. He has immense confidence in himself as well as in his ability to write poems which will be remembered till eternity. We also see his confidence in these lines- When marble statues topple and stone buildings and other "works of masonry" are destroyed, the poetry will live on.

Q.8

Quatrain 1          abab

Quatrain 2          abab          the timelessness of his poetry which no one can destroy

Quatrain 3          abab          the person will remain in the form of poetry for posterity

Couplet              aa

Q.9    a.    **alliterations in the poem-**

- i          Quatrain-1   shall shine
- ii        Quatrain-2   wasteful war

b.    **Personification in the poem-**

-Shakespeare personifies time by assigning gender to it. The effect of time, personified as a whore, on the hypothetical stone statue of the young man, is identified in metaphor with the effect of diseases on the body – the statue will be besmeared, that is, covered, with metaphoric lesions, and scars."

-In the couplet Shakespeare seems to consider the subject so lovely that he is a personification of Love, which cannot be conquered and to which no poetry can do justice.

### Chapter:10

### OZYMANDIAS

1.
  - a) The students are asked to look at the picture and give their impression.
  - b) Ask them to note down what they might have noticed about the people the place the ruler.  
People - Might have rented their anger by pulling down the statue.  
Place – a desert now, perhaps it had been a township before  
Ruler - must have been a cruel person – the expression on the face reveals
  - c) Ask the students to write their observation in the form of a letter to a friend.
  - d) The students should now read the poem in silence.
  - e) Short questions may be asked to find out how much the students have understood.
  - f) The teacher then reads the poem aloud and explains in detail.

### ANSWER

4.
  - a) iv
  - b) iv
  - c) ii
  - d) iii
  - e) i
5.
  - a) The hand is that of the sculptor and the heart is that of Ozymandias. The expression on the face of the statue is one of contempt, we can understand that the sculptor must have understood the contemptuous feelings that the king bred in his heart.
  - b) Or refers to himself as King of Kings to show his power. The King's arrogance and his contempt for others are revealed through this statement.
  - c) Ozymandias refers to the general public and the passers by, who see his statue. He considers himself to be more powerful than God and challenges even God. 'They' should despair or feel helpless as 'they' are unable to meet the power and the challenge of Ozmandias.
  - d) The poem has a deep rooted irony. Ozymandias had commissioned a sculptor to build the enormous statue of himself that represented his

enduring power. But due to the ravages of time only a broken heap of stone remains; the face of the statue which reveal his sneer of cold command no longer commanded anyone or anything. In the end instead of 'despair', he was pitied and disdained.

- e) The narrator means to say that kingly pride was shattered and the Colossal statue was broken apart and now only the sand remains.
  - f) Ozymandias was a powerful ruler who was arrogant and contemptuous by nature. The expression on the face of his statue reveals this.
  - g) Power or might turns out to be futile on the face of time. Even the power of Ozymandias could not withstand the ravages of time.
6. Identify and write the lines from the poem spoken by the narrator, the traveller and Ozymandias.

The Narrator : I met a .....Said

The traveller : Two vast ..... appear.

Ozymandias : My name .....despair.

The traveller : Nothing ..... far away.

7. Shelley's sonnet follows the traditional structure of the fourteen line Italian sonnet, featuring an opening octave or set of eight lines; that presents a conflict or dilemma followed by a sestet or set of six lines, that offers some resolution or commentary upon the proposition introduced in the octave. Read the poem carefully and complete the following table on the structure of the poem.

|        | Rhyme Scheme | Theme      |
|--------|--------------|------------|
| Octave | a b a b a b  | Conflict   |
| Sestet | c d c e e    | Resolution |

8. Complete the table by listing the poetic devices used by Shelley
- |               |                           |
|---------------|---------------------------|
| Poetic Device | Lines from the poem       |
| Alliteration  | love and level sand       |
| Alliteration  | which yet survive stamped |
9. Imagine that Ozymandias comes back to life and as he sees the condition of his



statue realization dawns on him and he pens his thoughts in a diary. As Ozymandias make this diary entry in about 150 words. You could begin like this.

I thought I was the mightiest of all but –

- sees the broken statue
- realizes the truth
- not mighty any more
- sneer on the face of his statue
- reflects the sculptor's feelings about him
- feels bad
- realizes his folly

10. 'Ozymandias' and 'Not Marble nor the gilded Monuments' base the theme of Time. Compare the two sonnets in terms of the way in which Time is treated by the poets. Write your answer in about 150 words.

- Statues and monuments constructed for powerful kings.
- Time is powerful.
- In 'Not Marble nor Gilded monuments' poet's creation will survive.
- In 'Ozymandias' it is destroyed.
- In both the poems time destroys structure but art lives.
- Poetry is immortal and the expression on the face of the statue remains – thus art survives.
- In spite of being mighty monuments may not survive with the powerful passage of time.

## **Chapter 10: THE RIME OF THE ANCIENT MARINER**

1. a) Observe the picture.

A picture of a man with a bird hanging round his neck. No the man does not look happy, because he seems to be upset about something.

- b) Different answers can be expected from the students as they have yet to read the poem.

After explaining the poem, come back to the question and the answer would be that as a punishment for his thoughtless act, the other sailors hung it round his neck.

c) Something that is with you all the time as a reminder that you have done something wrong.

d) It is a bird exclusively found in the polar region.

e) Now read the poem slowly with expression. Then explain verbatim.

When the 1st part has been explained and understood and the questions answered, ask the students to read the 2nd part of the poem in silence.

f) Short questions may be asked to find out what might happen in the II part of the poem.

2. Explain the poem in detail.

Part I

6. a) iii                      b) i                      c) ii                      d) iv                      e) iii                      f) ii

g) iii                      h) i                      I) ii                      j) ii                      k) ii

7. a) The Mariner stopped the wedding guest by holding him with his skinny hand.

When he wanted to leave, he mesmerized him with his eyes.

b) The wedding guest was not happy to be stopped. He was angry and insisted that he be left free to attend the wedding.

c) The Ancient Mariner had grey beard and glittering eyes. He was lean with skinny hands.

d) The ship left the harbour on a cheerful note.

e) The sailors enjoyed fair weather at the beginning of the journey “ The sun came up upon the left, out of the sea came he! And he show bright!” – These lines suggest the weather was perfect

f) The sailors were sailing when suddenly a tyrannous storm came chasing them and derailed them and they were pushed into the land of mist and snow.

g) He says that ‘the ice was here and ice was there and ice was all around.’ This suggests that they were surrounded by icebergs.

- h) The Albatross responded to the call of the sailors, sat on the deck along with them thus signifying that the albatross was not afraid of the human. The albatross brought hope and it was the first sign of life in the land of mist and snow. So they hailed it in God's name.
- i) The ancient mariner killed the albatross without any provocation so it was a terrible deed. He did it without any reason.

8. The poetic devices

- 2.    repetition                      -        to insist on the exact place
- 3.    personification                -        personifies the sun to show the movement
- 4.    Simile / hyperbole           -        the blushing bride compared to the red rose,  
(exaggerated description)
- 5.    personification                -        the storm personified as a tyrant.
- 6.    personification                -        the storm is personified as enemy chasing.
- 7.    repetition                      -        the ice was here, ice was there ----- explains  
that ice is everywhere.

Part II

Answer the following questions

- a) The ship started moving in the northern direction. The sun goes up upon the right.
- b) The mariner had killed the albatross, and thus no bird followed the ship.
- c) At first the other mariners blamed the ancient mariner for killing the albatross saying that it was a bad omen. They changed their minds twice after this.  
This tells us that they were fickle minded and superstitious.
- d) After the ship sailed out of the land of mist and snow, the conditions became better, with a fair breeze blowing and the glorious sun shining like God's own head. The mariner was then praised for killing the albatross.
- e) The weather was very hot and unfavorable with the scorching heat of the midday sun – this is what was indicated.
- f) The mariner uses a simile to describe the fact they were stranded in the middle of the

sea -- as idle as a painted ship upon a painted ocean.

- g) Water was everywhere around them, yet they could not drink a single drop -----  
' water water everywhere nor any drop to drink'.
- h) The narrator tries to convey the gloomy mood of the sailors that continues in the 10th and 11th stanza. They were hallucinating about the imminent danger.
- i) The mariners felt that the ancient mariner was the reason for all the suffering, as he had killed the innocent bird without any provocation.
- j) They were thirsty, they could not speak the very thought of some bad omen staring at them made them feel weak ----- they were hallucinating.
- k) The mariners hung the albatross around the neck of the Ancient Mariner, to remind him of the sin he had committed and to make him feel guilty.

- |       |                                                                         |                                                                             |
|-------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| 12.1. | The sun now rose upon the right<br>Out of the sea came be.              | personification: The sun is personified                                     |
| 2.    | breeze to blow                                                          | alliteration                                                                |
| 3.    | like God's own head                                                     | Simile – Comparing the God's own head                                       |
| 4.    | The fair breeze flew<br>The white foam flew<br>The furrow followed free | alliteration                                                                |
| 5.    | 't was sad as sad could be                                              | Simile                                                                      |
| 6.    | hot and copper sky                                                      | imagery                                                                     |
| 7.    | bloody sun                                                              | metaphor                                                                    |
| 8.    | water water everywhere                                                  | hyperbole - exaggerated<br>repetition – to insist that water was everywhere |
| 9.    | deep did rot                                                            | alliteration                                                                |
| 10.   | death fires danced at night                                             | metaphor                                                                    |
| 11.   | like a witches oils<br>Burnt green and blue and white                   | Simile<br>imagery                                                           |

12. Rhyme Scheme  
a b c b

- 13. I) He stopped the wedding guest to make a confession.

- ii) to redeem himself
- iii) Do not harm nature -----  
As you sow, so shall you reap.

## Chapter: 12

## SNAKE

1. Snakes generate horror and fascination.

When we look at the snake, the first reaction is that of fear because we have learnt that reptiles can be poisonous and dangerous. But at the same, snakes fascinate us because of their colour, stripes, movement and grace

(Before giving the adjective, elicit the answer from the students)

2. Now ask them to read the poem by Ross silently and fill in the table given below.  
Make them read it aloud.

| What is the snake doing                                                                                                                                                      | Words which describe the snake       | Poet's plea                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• trying to escape the pursuing stick.</li> <li>• glides through the water way</li> <li>• Vanishes among green slim reeds.</li> </ul> | beautiful, graceful,<br>small, green | Let him go over the<br>water into the reeds<br>to hide.<br>not to hurt him<br>as he is harmless |

3.
  - a. Read the poem by Lawrence aloud, Let the students get the feel of the poem.
  - b. Ask them short questions to gauge their understanding.
  - c. Then explain the poem in detail.

4. Given below is the summary of the poem 'Snake' in short paragraphs. However they are jumbled.

Work in pairs and put the summary into a logical sequence.

Ans.            d            g            a            e            j            h            c            I            f            b

5. Based on the reading of the poem answer the following questions by ticking the correct options.

1. 'he lifted his head from his drinking as cattle do – The poet wants to convey that the snake.
- a) is domesticated
  - b) is innocent
  - c) is as harmless as cattle
  - d) drinks water just like cattle

Ans. – c

2. 'Sicilian July', 'Etna smoking' and 'burning bowels of the earth' are images that convey that -----
- a) there are snakes in volcanic areas
  - b) the poet lived in a hot area
  - c) it was a really hot day when the snake came
  - d) Sicilian snakes are dangerous

Anc. – c

3. A sort of horror, a sort of protest overcame me' – The poet is filled with protest because -----
- a) he doesn't want to let the snake remain alive.
  - b) he fears the snake
  - c) he doesn't want the snake to recede into darkness
  - d) he wants to kill it so that it doesn't return.

Ans. – c

4. In the line 'And as he slowly drew up snake – 'easing his shoulders and entered farther' the phrase 'Snake – easing his shoulders' means
- a) loosening its shoulders
  - b) slipping in with majestic grace
  - c) moving slowly
  - d) moving fast

Ans. - b

5. 'He seemed to me like a King in exits -----'

The poet refers to the snake as such to emphasise that the snake

- a) is like a King enduring banishment
- b) is like a King due to be crowned
- c) is a majestic King who came for a while on earth
- d) is a majestic creature forced to go into exile by man

Ans. - d

6. 'I thought how paltry how vulgar what a mean act' The poet is referring to -----

- a) the snake going into dreadful hole
- b) the accursed modern education
- c) the act of throwing a log of wood at the snake
- d) the act of killing the snake.

Ans. - c

6. a) Why does the poet decide to stand and wait till the snake has finished drinking ?

What does this tell you about the poet?

Ans. The poet feels that the snake was an honoured guest. It was a hot day and the snake had come to the through of water before him. So the poet decides to wait. The poet was courteous.

b) In stanzas 2 and 3 the poet gives a vivid description of the snake by using suggestive expressions. What picture of the snake do you form on the basis of this description?

Ans

a) The snake's skin is of yellow - brown colour. It has a 'slack long body'. It has a forked tongue. With a soft belly it looks beautiful and majestic with a grace of its own.

b) How does the poet describe the day and the atmosphere when he saw the snake?

Ans. The poet describes the day as being a very hot day in July in Sicily with Mount Etna smoking

- On a hot, hot day and I in Pyjama for the heat.
- From the burning towels of the earth

On the day of Sicilian July, with Etna smoking

c) What does the poet want to convey by saying that the snake emerges from the burning bowels of the earth?

Ans. The poet wants to convey that even within the earth it was as hot as it was outside. It was the intensity of the heat that had forced the snake to come out of its hole.

d) Do you think the snake was conscious of the poet's presence? How do you know?

Ans. The snake does not seem to be conscious of the poet's presence. Had it known that the poet was there it would have shown some reaction. The leisurely and unhurried movements of the snake are indicative of this.

It drank the water as cattle did and looked at the poet vaguely.

e) How do we know that the snake's thirst was satiated? Pick out the expressions that convey this.

Ans. The following lines show that the Snake's thirst was satiated.

He drank enough and lifted his head, dreamily, as one who was drunk and flickered his tongue like night on the air, so black seeming to lick his lips.

f) The poet has a dual attitude towards the snake. Why does the poet experience conflicting emotions on seeing the snake?

Ans. The poet instinctively admires the majestic look and beauty of the snake and treats him like an honoured guest. That is why he does not want to disturb it. But his voice of education and civilization tells him that golden snakes are poisonous. The poet experiences conflicting emotion and questions himself whether it was his cowardice that stopped him from killing the snake.

g) The poet is filled with horror and protest when the snake prepares to retreat and busy itself in the 'horrid black' 'dreadful' hole. In the light of this statement bring out the irony of his act of throwing a log at the snake.

Ans. Initially the poet admires the snake's graceful movements. He treats the snake as his guest and waits patiently till it quenches its thirst at his place. When the voice of education tells him that it is a poisonous snake and it must be killed, he picks up a stick and hurls it at the snake and this made the snake hurry into the hole. He could not accept the majestic snake's hasty retreat into the horrid black hole. The poet admired the snake but tried to kill it. This is ironical.



- h) The poet seems to be full of admiration and respect for the snake. He almost regards him like a majestic god. Pick out at least four expressions from the poem that reflect these emotions.

Ans. The following expressions show the poet's admiration for the snake

- But even so, honoured still more
- That he should seek my hospitality.
- And looked around like a god,
- For he seemed to me like a king
- But must I confess how I liked him
- I missed my chance of life -----

- i) What is the difference between the snake's movement at the beginning of the poem and later when the poet strikes it with a log of wood? You may use relevant vocabulary from the poem to highlight the difference.

Ans. In the beginning it moves slowly in a leisurely manner – the body is slack. When it had drunk the water he moves unhurriedly towards the hole. But when the poet throws a log at it, it moves 'in undignified haste' and making it writhe 'like lightning' and enter the hole in the ground swiftly.

- j) The poet experiences feelings of self derision, guilt and regret after hitting the snake. Pick out expressions that suggest this. Why does he feel like this?

Ans. "And immediately I regretted it.

I thought how paltry, how vulgar,  
what a mean act

I despised myself and the voices of my  
accursed human education

I have something to expiate – a – pettiness.

The poet feels so because he threw the stick and scared the snake away, even though it had not harmed in any manner. He is filled with regret.

- k) You have already read Coleridge's poem 'The Rime of the Ancient Mariner' in which an albatross is killed by the Mariner. Why does the poet make an allusion to the albatross?

Ans. The poet makes an allusion to the albatross because his act was similar to the Mariner's.

The Mariner killed the albatross without provocation and here the Poet scared away the snake needlessly. Both regret the act and the poet is scared that for this sinful act he might have to face troubles similar to those faced by the mariner.

- l) "I have something to expiate." Explain.

Ans. The poet feels he has done wrong in trying to hit the snake and is filled with remorse and sorrows as he has committed a sin and needs to pay for his pettiness. He is keen to make amends for his act.

7. The encounter with the snake and the dual response of the poet to his presence at the water trough reflect a conflict between civilized social education and natural human instincts. The poet writes a diary entry highlighting how he was torn between the two voices. Write his diary.

Ans. Value points

- ponder over the incident
- upset – threw a stick at the snake
- had come to drink water – hot day
- was watching it – looked harmless
- waited for it to go
- was going back – voice of education
- thought the snake was poisonous
- hit it with a stick
- ashamed of myself – was I right in hitting it – feels for it
- henceforth try to avoid such acts

8. Notice how D.H. Lawrence uses Alliteration and Onomatopoeia effectively in the following stanza.

He reached down from a fissure in the earth wall in a gloom

And trailed his yellow brown slackness soft bellied down

Over the edge of the stone trough  
 And vested his throat upon the stone bottom  
 And where the water had dipped from the tap , in a small clearness  
 He sipped with his straight mouth  
 Softly drank through his straight gums, into his slack tong body  
 Silently.

To what effect has the poet used these devices? How has it added to your understanding of the subject of the poem? You may record of the poem? You may record your understanding of the snake characteristics under the following headings:

- Ans. a) Sound:
1. He sipped from his straight mouth
  2. Softly drank through his straight gums -----
- b) Movement:
1. And trailed his yellow- brown slackness soft - bellied down
  2. Seeming to lick his lips
  3. And as he put his head into that dreadful hole -----
  4. And climb again the broken bank of my wall - face
  5. And flickered his two faked tongue from his lips
- c) Shape
1. \_\_\_\_\_ soft bellied
  2. straight mouth
  3. \_\_\_\_\_ into his slack long body
9. The poet has also used both repetition and similes in the poem. For example must wait, must stand and wait (repetition) and looked at me vaguely as cattle do (simile) Pick out examples of both and make a list of them in your note books. Give reasons why the poet uses these literary devices.

- Ans. A) Examples of Repetition
- 1) On a hot, hot day
  - 2) And slowly, very slowly

3) A sort of horror, a sort of protest

B) Examples of Simile

1) He lifted his head from drinking, as cattle do

2) And looked around like a god

3) Like a King in exile

10. A Calligram is a poem, phrase, or word in which the handwriting is arranged in a way that creates a visual image. The image created by the words expresses visually what the word or words say. In a poem it manifests visually the theme presented by the text of the poem. Read the poem given below. Try to compose a calligram. You could pick on subject of your choice.

Ans: Suggestions: flower / river / bird

**CBSE CLASS X COMMUNICATIVE ENGLISH**  
**TEACHERS' MANUAL**

**DRAMA**

**The Dear Departed**

**Warm-up :**

1. The teacher reads the diary extract aloud. Elicits answers from the students for the three questions.

Then the teacher has a class discussion on the plight of the old people in today's fast-paced world.

2. Ask students to read the news story individually. Divide the class into groups of four. Ask the students to discuss the answers for a) and b) and complete the web.

Teacher organizes a dramatized reading of the play assigning roles to the students. Students can read their dialogues loud and clear with emotions. The reading of the play can go on till page 141 ..... inspects the new mourning.

While the students read the teacher can interrupt once or twice to explain words like daft, pinching etc. The teacher can put forth some questions to check the students' understanding.

- (i) What were Mr. & Mrs. Slator doing before the arrival of Mrs. Elizabeth.

A few questions can be asked.

Eg. What do you think will happen now?

In the next period a few other students can perform the dramatized reading.

From page 141 - 146 Victoria .....

Grandpa's getting up.

In the third period page 147 - 154 can be read aloud. In pairs students are asked to work out the answer for Q4 - Rearranging the jumbled sentences.

Answers - 3, 2, 6, 4, 11, 5, 10, 1, 9, 7, 8

- Q.5 The teacher discusses the answers with the students .

Q.7. Written work can be assigned as Home work.

#### Answers

- 5.1. Mrs. Slater is dressed in black but is not in complete mourning. She makes her husband wear a black tail coat, gray trousers, a black tie and a bowler hat. She instructs Victoria to wear a white frock with a black sash. She thinks the Jordans would not have thought about mourning yet.
2. Mrs. Slater decides to shift the bureau so that she can take possession of it before her sister arrives. It was purchased recently and Mrs. Jordan is unaware of it. Henry does not approve of it.
3. The Jordans were delayed because they had to buy new mourning clothes. This shows the rivalry between the sisters. One wanted to out do the other at all times.
4. Not calling in a doctor is a fatal mistake. The irony is that Abel Merry Wealth is very much alive and nothing 'fatal' has happened.
5. Initially Ben praises Abel Merry weather because he thinks the old man has paid his insurance premium that morning and they could claim his insurance. Later Victoria Slater tells them that grandfather had not gone to pay the premium that morning. Instead he had been to a restaurant Ben is angry and calls him a drunkard. The policy might have lapsed and he would not be benefited in anyway.
6. Grandfather says he will make changes in his will stating that his money and his belongings will be given to the person who lives with him at the time of his death  
The daughter quarrel as each one wanted to keep him with her.
7. Grandfather plans to alter his will after consulting a lawyer.
  - (ii) Go to the Insurance officer and pay his premium
  - (iii) Go to St. Philip's church and get married.
8. Irony in the title
  - (i) When the grandfather is (presumed) dead (departed) he is dear as his belonging are only dear to his daughters.
  - (ii) When the two sisters quarrel Abel gets up
    - (a) Elizabeth shows him the bureau and the clock grabbed by Amelia
    - (b) Amelia retaliates – talks about the gold watch promised to her

(c) The truth that neither of them wants to keep him – comes out.

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## Drama

## JULIUS CAESAR

Warm Up: Teacher elicits answers to bring out the difference among the three words

Killing

Murder

Assassination

2. Names of leaders assassinated  
Gandhi, Rajiv Gandhi, J.F. Kennedy  
Benazir Bhutto etc.
3. Group discussion on why political leaders are assassinated is organized by the teacher.  
Plenary follows:  
The film Julius Caesar can be played before reading the play.  
Dramatized reading of the whole play in 4 – 5 periods is suggested

Answers:

5.1 (a) 2 (a) 3 (a) 4 (c) 5 (d) 6 (b) 7 (a) 8 (d) 9 (a) 10 (a)

6. (a) Calpurnia's dream – a lioness whelping – graves opening dead bodies strewn around – drizzling blood upon the Capitol.  
(b) no to go to the Capitol.  
(c) over-confidence clouds his wisdom  
(d) Caesar's statue spouting blood like a fountain and Romans dipping their hands in it. Decius says that Rome shall imbibe fresh life – it is an honour for the Roman to be blessed by Caesar's blood.  
(e) the senate has decided to offer a crown to Caesar  
(f) Decius interpretation of the dream appeals to Caesar's ambition and vanity.  
(g) The conspirators want the petition against Metellus Cimber to be withdrawn  
(h) Caesar – he loved Brutus and he could not believe Brutus; ungrateful act.  
(i) They shout 'Liberty, freedom and enfranchisement'.  
(j) Antony is saddened that a mighty conqueror is just reduced to a corpse. He wants to die at the conspirator's hand.  
(k) Conspirators. He is sarcastic



- (l) Brutus tells Antony not to ask for Death at their hands. Cassius appeals to Antony's greed.
- (m) Cassius fears Antony's ability as an orator. Brutus says he will speak first and Antony will speak after him. Antony will tell the audience he was speaking with the permission of the conspirators.
- (n) Antony must not blame the conspirators. He must say he has been permitted to speak. He will speak from the same pulpit as Brutus.
- (o) Butchers
- (p) Civil war will break out, blood shed and destruction will be common, Caesar's spirit shall crave for revenge. No pity anywhere
- (q) Caesar was ambitious
- (r) he has not understood the reaction given by Brutus.
- (s) Antony's speech appeals to the emotions. He is sarcastic
- (t) Brutus and Cassius are attacked by the mob

| Person        | Extract From Play                                                                                                                                                                                                                                                                             | What this tells us about the character            |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Julius Caesar | 1. The things that threaten'd me<br>Ne'er look'd but on my back ;<br>when they shall see the face of<br>Caesar, they are vanished.'                                                                                                                                                           | Arrogant                                          |
|               | 2. 'Alas, my lord, Your wisdom is<br>consumed in confidence'.                                                                                                                                                                                                                                 | Over-confident                                    |
|               | 3. Have I in conquest stretch'd mine<br>arm so far, To be afraid to tell<br>graybeards the truth?'                                                                                                                                                                                            | Great conqueror                                   |
|               | 4. 'To every Roman citizen he gives,<br>To every several man, seventy-<br>five drachmas ..... Moreover, he<br>hath left you all his walks. His<br>private arbours and new planted<br>orchards. On this side Tiber, he<br>hath left them you, And to your<br>heirs for ever, common pleasures, | Generous, cared about<br>welfare of his citizens. |

|             |                                                                                                                                                                                                                                          |                                |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|             | To walk abroad, and recreate yourselves.'                                                                                                                                                                                                |                                |
|             | 5. 'Calpurnia here, my wife , stays me at home : She dream to-night she saw my statue, which, like a fountain with an hundred spouts, Did run pure blood ..... And these does she apply for warnings, and portents, And evils imminent.' | Superstitious                  |
|             | 6. Agrees to go to the senate when Decius Brutus says : 'the senate have concluded. To give this day a crown to mighty Caesar. If you shall send them word you will not come, Their minds may change                                     | Ambitious, given into flattery |
|             | 1. Defends Caesar after his death: 'Thou art the ruins of the noblest man That ever lived in the tide of times. Woe to the hand that shed this costly blood!.                                                                            | Loyal friend                   |
| Mark Antony | 2. Makes peace with Caesar's enemies : 'Friends am I with you all and love you all.'                                                                                                                                                     | Clever ; tactical              |

|  | Words/ actions of the mob                                        | Characteristics                             |
|--|------------------------------------------------------------------|---------------------------------------------|
|  | 1. Believes whoever speaks to them                               | Foolish                                     |
|  | 2. THIRD CITIZEN Let him (Brutus) be Caesar. FOURTH              | Does not understand the ideals of democracy |
|  | 3. Touched by the sight of Caesar's bleeding body and his mantle | Emotional                                   |

|                                                                                      |         |
|--------------------------------------------------------------------------------------|---------|
| 4. Change their mind about Caesar's killing after hearing the will                   | Greedy  |
| 5. SECOND CITIZEN if thou consider rightly of the matter, Caesar he had great wrong  | Fickle  |
| 6. ALL Revenge ! About ! Seek ! Burn ! Fire ! Kill ! Stay ! Let not a traitor live ! | Violent |

| Antony's words                                                                                           | Argument                                    |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------|
| 1. 'I come to bury Caesar, not to praise him.'                                                           | Does not wish to eulogize Caesar            |
| 2. 'The noble Brutus<br>Hath told you Caesar was ambitious :<br>And grievously hath Caesar answer'd it'. | Seemingly agrees with Brutus                |
| 3. 'You all did see that on the Lupercal                                                                 | Disproves Brutus' argument about ambition   |
| 4. 'Bear with me ;<br>And I must pause till it come back to me.'                                         | Appeals to emotion                          |
| 5. 'But yesterday the word of Caesar might Have stood against the world'.                                | Reminds them of Caesar as a great conqueror |
| 6. Repeatedly calls the conspirators                                                                     | Use of irony                                |
| 7. 'Look, in this place ran Cassius' dagger through :<br>Mark how the blood of Caesar follow'd it'.      | Exploits the sympathy of the mob            |
| 8. 'Here is the will, and under Caesar's seal.                                                           | Appeals to the mob's greed                  |

Q.10.

- (a) To Calpurnia : When Calpurnia forbid him from going to the Capitol he says so
- (b) The dream that she had was full of bad omen that portend the death of Caesar
- (c) The dream that she had the previous night

- 2.
- (a) Antony near Caesar's body addressing the citizen
  - (b) he has bequeathed his walks, private arbour and orchards to the people
  - (c) To make them realize that Caesar was not ambitious
  - (d) They are instigated against the conspirators.

Role Play

11. In groups students hold a press conference