

LITERATURE READER

1. THE REAL CRUSOE

Understanding the Story

- A. 1. (a) 2. (b) 3. (a) 4. (c)
B. 1. 1719 2. adventurous 3. Scottish
4. Juan Fernandez Islands 5. goats
C. 1. Selkirk wanted to be dropped at Juan Fernandez Islands because he had frequent disagreements with the ship's captain, William Dampier, about the safety of the craft and the decisions which the captain made during the expedition.
2. Selkirk had brought several items with him from the ship, including a musket, gunpowder, a knife, carpenter's tools, clothing and a few books.
3. Selkirk was rescued by a ship called the Duke.
4. Selkirk's story was published in A Cruising Voyage Round the World by Woodes Rogers, captain of the Duke.

Language Skills

- D. 1. Translation 2. Fiction 3. Shore 4. Gunpowder 5. Depression
E. 1. Nepalese 2. Bhutanese 3. Chinese 4. French 5. Russians
F. Any reasonable answer is acceptable.

Writing skills

Any reasonable answer is acceptable.

Discuss

Discuss in the class.

2. HUCK SAVES THE LIFE OF WIDOW DOUGLAS

Understanding the Story

- A. 1. (b) 2. (c) 3. (b) 4. (b) 5. (c)
B. 1. Huckleberry Finn 2. Red Joe 3. The other man 4. Mr Jones
5. Widow Douglas
C. 1. Red Joe wanted to kill her husband for sending him to prison but he had died when Red Joe came out of prison. So, Red Joe decided that Widow Douglas should have to pay instead of her husband, and he was going to kill her.
2. Huck ran to Mr Jones's house because he was frightened as the two men had a gun and were planning to murder Mrs Douglas.

3. Mr Jones thanked Huckleberry Finn.
4. Huckleberry Finn is the hero of this story.

Language Skills

- D. 1. stronger 2. strong 4. strongest
E. 1. light 2. far 3. noisy 4. afraid/fearful/cowardly 5. well 6. complete

Writing Skills

- F. Yes, Huck must have been very happy at the end of the story, because he was able to save the life of Widow Douglas and also perhaps the treasure. [Any other relevant answer is acceptable.]

Discuss

Discuss in the class.

3. THE COMET AND THE MOON

The poem written by Richard Edwards is a comparison between the Moon's regular path around the Earth and the comet whizzing by to different parts of space.

Understanding the Poem

- A. 1. (b) 2. (a) 3. (a) 4. (c) 5. (c)
B. 1. The moon's face is pale because it is very sad.
2. According to the poem, the comet is not a part of the chains of gravity.
3. The moon envies the comet because it is not tied by gravity to follow the same path, but is free to roam around space.
4. The comet did not answer because it had already whizzed past the moon and was near Venus.
5. In the poem, the comet is happier than the moon because it is able to whiz around space freely and looks so bright and fiery. The moon, on the other hand, has to continue following its orbit round and round the earth for ever, with no change in its routine. This makes the moon sad.

Language Skills

- C. 1. face-space 2. me-gravity 3. do-you 4. walk-talk 5. gone-on [any four]
D. 1. pale 2. doomed 3. path 4. roaming 5. wag

Activity

- E. The moon is doomed to continue going round and round the earth in a fixed orbit. It has no freedom to travel around space because it is held there on a steady path due to the earth's gravity. Also, now that human beings have

landed on the moon and explored it, it is neglected and no one visits it.

- F. When human beings landed on the moon, they came in a spacecraft which landed on the moon's surface and, according to the moon in this poem, the spacecraft and the astronauts left scars on the moon.

4. SEVENTEEN ORANGES

Understanding the Story

- A. 1. (c) 2. (b) 3. (b) 4. (c) 5. (a)
- B. 1. Carters 2. Clem Jones 3. Clem Jones
4. The labourer/'I' in the story/the author
- C. 1. The narrator of the story is a labourer who drives a pony-and-cart for the Swift Delivery Company.
2. The narrator used to drive a cart to pick up and make deliveries for the Swift Delivery Company.
3. Clem carried a cat in his box to fool the policeman, Pongo, so that he could then replace the cat with the cheese he was stealing.
4. The narrator was let off for lack of evidence, but suffered indigestion, having eaten seventeen oranges, pips, peels and all.

Language Skills

- D. Across: 2. OBEDIENT 4. FEARLESS 5. DETERMINED
Down: 1. WISE 3. BRAVE

Writing Skills

- E. 1. unafraid 2. release 3. calm 4. carelessly 5. unspoilt 6. less
F. Any reasonable answer is acceptable.

Discuss

Discuss in the class.

5. VIKRAM SARABHAI – A VISIONARY SCIENTIST

Understanding the Story

- A. 1. (c) 2. (c) 3. (a) 4. (b) 5. (a)
- B. 1. 1947 2. CV Raman 3. International Geophysical Year 4. Thumba
5. Padma Bhushan
- C. 1. His thesis for Ph.D. was 'Cosmic Ray Investigation in Tropical Latitude'.

2. He established the Physical Research Laboratory in a few rooms in M.G. Science Institute of Ahmedabad Education Society, which was founded by his parents.
3. The International Astronomical Union decided to honour him by naming a Moon Crater BESSEL in the Sea of Serenity as the Sarabhai Crater.

Language Skills

- D. 1. Vikram Sarabhai, one of the greatest scientists of India, established PRL.
2. When World War II was about to start, Vikram Sarabhai left Cambridge University.
- E. 1. late 2. recede 3. domestic 4. uncovering of armour for the head
5. dependent 6. ugly

Writing Skills

[This is illustrative]

To

The Director,

Physical Research Laboratory, Ahmedabad

_____ 2014

Subject: Request for guidance to enter PRL

Sir,

I, _____, am keen to enter your prestigious institution as a research scholar and benefit from the learning of the best scientists in the country.

I feel I can best serve the nation by developing my interest and knowledge in this field.

I shall be deeply obliged if you could please guide me about how I could become a member of this esteemed institution. I shall value your advice greatly.

Thanking you,

Yours faithfully

(your name and address)

Discuss

Discuss in the class.

6. GULL

The poem written by Grace Nichols highlights the tragedy of environmental pollution and its results. It elaborates this through the plight of a gull stuck in a sea polluted by an oilspill. She has lost her habitat and is struggling to stay alive in a hostile environment, unable to understand why such a terrible fate should have befallen her.

Understanding the poem

- A. 1. (a) 2. (c) 3. (b)
- B. 1. The gull is caught in an oil-slick in the sea and is struggling to get ashore. She cannot fly because the oil from the polluted water weighs down her wings and prevents her from flying. She cannot cry out because her voice has been badly affected. She has also lost her habitat.
2. The gull's entire body was badly affected by the pollution of the water. Her legs had become stiff. So, she tottered.
3. Human beings, who do not care for the environment, and the terrible effects of pollution are responsible for the gull's condition.

Language Skills

- C. 1. skull 2. shown 3. bring 4. comic 5. shy 6. goat [These are illustrative.]
- D. 1. oily 2. fully 3. comical 4. homeless 5. ashore 6. naturally
7. responsible 8. slightly 9. atomic 10. possibly

Activity

- E. Discuss in the class.
- F. Any five endangered birds are acceptable. [e.g., sparrow; hornbill; etc.]

7. A SPEECH TO SAVE ENVIRONMENT

UNDERSTANDING THE STORY

- A. 1. (b) 2. (c) 3. (a)
- B. 1. True 2. False 3. True 4. True 5. True
- C. 1. Any three environmental problems can be mentioned: hole in the ozone layer; air pollution; pollution of rivers, seas and oceans; animals and plants going extinct; jungles and rainforests disappearing; deserts expanding.
2. We can use waste material by recycling it.
3. The money we spend can be better utilised if we start sharing and not be greedy and spend it on finding environmental answers and ending poverty.

LANGUAGE SKILLS

- D. 2. United Nations
3. World Health Organisation
4. British Broadcasting Corporation
5. United Nations International Children's Emergency Fund
6. World Wildlife Fund
7. The Energy and Resources Institute
8. United Nations Educational, Scientific and Cultural Organisation

WRITING SKILLS

- E. Any reasonable answer is acceptable. [Hint: The gradual increase in temperature of the Earth's atmosphere caused by an increase of gases such as Carbon dioxide, which trap the heat of the sun.]

DISCUSS

- F. Discussion based on what the students have learnt. [Hints: Plant trees; save water; save electricity; avoid sprays; manage garbage disposal; not use plastics; etc.]
- G. Discussion based on what the students have learnt. [Hints: Save water; electricity; not use plastics; not create litter; recycle/reuse things—make things out of old things, etc.]

8. WHERE THE MIND IS WITHOUT FEAR

The poem written by Rabindranath Tagore is very well-known. It talks about fearlessness, confidence, freedom of knowledge, sincerity and truth, hard work, rationality and achievement of our country in a world that is free of all boundaries.

Understanding the Poem

- A. 1. (b) 2. (c) 3. (a)
- B. 1. It means that knowledge should be freely available to all people, regardless of their creed, age, wealth, country, etc.
2. They mean that the world should be unified in thinking of what is the best for everyone in the world and not be divided into smaller national interests only. This reflects the Indian Philosophy of 'Vasudaiva Kutumbakam', that the world is one family.
3. It means that our mental and physical horizons should constantly be expanded to include more knowledge and activity in order to benefit ourselves and the world.

Language Skills

- C. 1. find 2. shed 3. hum 4. booth 5. cream 6. kingdom
D. 1. fearlessly 2. higher 3. domesticate 4. sandy 5. broke

Activity

- E. Discuss in the class [e.g., ignorance; lack of reason; dishonesty; laziness; illiteracy].

9. THE SWAN KING

Understanding the Story

- A. 1. (a) 2. (c) 3. (c) 4. (b) 5. (b)
- B. 1. Sakula: The King of Sakula honoured his guests. He treated them with love and respect. He rewarded Nishad generously and he allowed Dhritarashtra and Sumukh to return to their swans. Before that, he learnt from Dhritarashtra how to take care of his people and his kingdom.
2. Nishad: The hunter was so impressed with the nobility of the Swan King and his chief of army, that he let them off, despite the fact that he would lose his earning for the day. He washed and healed Dhritarashtra's wounds and took both the swans to meet the King of Sakula, even though he was fearful about how they would be treated. He was richly rewarded by the king for giving greater importance to their precious lives rather than to his own monetary gain.
3. Dhritarashtra: He was wise and noble Swan King who did all that he could to care for and protect his swans. He gave them good advice, but when they failed to understand, he did not abandon them even though he was trapped and wounded. He was loved and respected by all who came in contact with him.
4. Sumukh: He was chief of the army of swans. He was brave and loyal and totally devoted to his King. He was ready to lay down his life for his King.
- C. 1. The swans wanted to go to the Lotus Lake because they had heard that it was a beautiful place for grazing.
2. The Swan King endured the pain silently because he did not wish to raise an alarm that would make the swans fly away without eating. This would make them hungry and weak and not be able to fly, dropping into the sea and be eaten by sharks. So, for their safety, he kept silent.
3. The king was overjoyed after hearing the story of the swans and was happy to have such special guests. He was also glad to learn from the Swan King about how to care for his people and kingdom. So, he allowed them to return to Chitrakoot.

Language Skills

- D. 1. clan 2. generosity 3. gliding 4. descended 5. scared
E. 1. group 2. bouquet 3. range 4. flock 5. pride 6. pack 7. colony

Writing Skills

F. Any reasonable answer is acceptable.

Discuss

G. Discuss in the class.

10. WILLIAM TELL

Understanding the Story

- A. 1. (c) 2. (b) 3. (b) 4. (a) 5. (c)
B. 1. True 2. True 3. False 4. True 5. True 6. False
C. 1. Gessler ordered a hat to be placed upon a pole in the market place as a symbol of the emperor and anybody who passed by was ordered to bow before it.
2. Firstly, William Tell forgot all about the hat. Then, he refused to bow before it because it was Gessler's order and not the emperor's. Finally, he refused because it was he who said he would never bow before a foreign ruler and his hat.
3. Walter said eagerly that his father could hit an apple on a tree a hundred yards off. Hence, he was very proud of his father's shooting.
4. Gessler asked Tell what the second arrow was for.

Language Skills

- D. 2. merrily 3. command 4. on 5. brave 6. an 7. at
E. 1. greatest 2. obeyed 3. imprison 4. loudly 5. shot

Writing Skills

F. Any reasonable answer is acceptable. [e.g., self-respect, patriotism; courage; love for son; marksmanship; etc.]

Discuss

G. Discuss in the class.

11. INVICTUS

The poem written by William Ernest Henley is a tribute to the undefeated spirit of Man. Despite very severe physical suffering, the poet says how his mind, spirit and soul remain undefeated by adversity.

Understanding the Poem

- A. 1. (b) 2. (a) 3. (c) 4. (a) 5. (c)
- B. 1. The night is as dark as a coal pit from one end of the world to another. Apart from the fact that it refers to night, it is a reference to the deep black 'night' of adversity and suffering that the poet is passing through.
2. If the soul succumbs to depression and sorrow and misery, then it is defeated. The 'undefeated soul' is that which stands up in triumph even in the face of severe adversity.
3. 'This place' is life on the earth where the poet has endured so much suffering, and which is full of the frustrations and grief of human beings.
4. The poet is not afraid because despite all the sufferings, he has to undergo, he is 'the master of his fate: the captain of his soul'. He has the choice to be brave or to cry. He has chosen to be brave.

Language Skills

- C. 1. hole; chasm 2. condition; occurrence 3. wept 4. anger; rage
- D. Any reasonable sentences are acceptable.

Activity

- E. Any reasonable work is acceptable.

12. A FEAST ON THE TRAIN

Understand the Story

- A. 1. (b) 2. (b) 3. (a) 4. (a) 5. (c)
- B. 1. The boys were returning to their school after the holidays.
2. They planned to provoke the old gentleman in their compartment and have fun at his expense.
3. They told him the story of the rats to tease him and provoke him more.
4. The boys asked the old man to join their school because they did not want a new teacher on the one hand and secondly, they thought they could continue to tease and fool the old man.

Language Skills

- C. The non-English words in the story are given as follows: pundit; kantha; handis; baba; shraddha; kalo-kumro-tatka-lanka; kodmas; khoichur; moshai [Words from other languages can be given by the students, e.g., chana bhatura; dosa; sambhar; khichdi; mithai; sahib; dhaba; charpoy; etc.].
- D. 1. alternative 2. wear 3. lie 4. plain 5. raise

- E. 1. stupid/dumb 2. loudly 3. recitation 4. stopped

Writing Skills

- F. Yes, I see irony in the story. Irony is to express a meaning of something in a humorous or sarcastic way by saying the opposite of what is meant. In this story, the irony lies in the fact that the students kept trying to provoke the old man thinking all the time that they were fooling him. Whereas actually, he had understood their tricks and in the end, the joke turned against them instead when they found that he was the teacher they were complaining and laughing about!
- G. The old man was a patient and very knowledgeable person. He understood the tricks of the young boys he was going to teach, but he was not provoked to anger or irritation by their words. He was also not vindictive. He waited for his identity to be revealed at the station, thus, correcting them without losing his temper!

Discuss

- H. Discuss in the class.

13. ABOU BEN ADHEM

The poem written by Leigh Hunt is about how God assesses people who are good and loving to their fellowmen as the best kind of human beings.

Understanding the Poem

- A. 1. (c) 2. (b) 3. (a) 4. (c)
- B. 1. room 2. Lord 3. the next night
- C. 1. He asked the angel what he was writing and whether his own name also was among the names of those who loved the Lord.
2. The angel replied that Abou Ben Adhem's name was not on the list.
3. His name led the list of those whom God had blessed because he loved his fellowmen.

Writing Skills

- D. 1. increase-peace 2. room-bloom 3. gold-bold
4. said-head 5. accord-Lord 6. so-low 7. then-men
8. night-light 9. blessed-rest [any four]
- E. 1. increase 2. peace 3. bloom 4. presence 5. boldly 6. blessed

Activity

- F. The theme of the poem is to love your fellow human beings. It is even greater than loving God.
- G. Discuss in the class. [e.g., sharing books; help someone who is weak in a subject; etc.]

14. PHILEMON AND BAUCIS

Understanding the Story

- A. 1. (c) 2. (a) 3. (a) 4. (a) 5. (a)
- B. The staff carried by Mercury; The milk which kept flowing from the pitcher; The fragrance of the cheese; The wiping out of the village in a flood [any three].
- C. 1. Philemon and Baucis were a poor and old kind-hearted couple who lived in a little cottage in a village.
2. The people of the village were hard-hearted. They kept fierce dogs and turned them on the poor strangers who visited the village. Their children threw mud balls at them.
3. The gods punished the villagers because they were unkind to humble strangers and had neither beauty nor use in their lives.
4. Philemon and Baucis wished to live together and leave the world together when they died for they had always loved each other.

Language Skills

- D. Any reasonable sentences are acceptable.
- E. 1. (c) 2. (d) 3. (a) 4. (b) 5. (f) 6. (e)

Writing Skills

- F. Any reasonable answer is acceptable. [e.g., kind; sharing whatever they have; loving; polite; gentle; etc.]

Discuss

- G. Discuss in the class.