

B.A. Semester V Compulsory English

Lesson- 1 UNDERSTANDING DEMOCRACY -Dr. B. R. Ambedkar

Que: Answer each of the following questions in about 150 words.

1. Describe any one thing that can be done, according to Dr. Ambedkar, to uphold democracy?
2. The speaker is a preacher of non-violence. Support your answer by giving examples from the text?
3. What do you understand by 'Grammar of Anarchy'? How can hero worship lead to dictatorship?
4. What ways does John Stuart Mills suggest to maintain democracy? On the basis of this text, explain how religion and politics are related.
5. Explain the three pillars of democracy? How are they interconnected to uphold constitutional laws?
6. Why does the author urge the reader to go beyond political democracy? Suggest an appropriate alternatives title for this excerpt and justify it.

Ans: Dr. Ambedkar says that if we wish to maintain democracy in real sense, we must hold fast to constitutional methods for achieving our social and economic objectives. We should not use methods like civil disobedience, non-cooperation or Satyagrah for this purpose as these methods are the paths leading to anarchy. Secondly, as J. S. Mill has cautioned us for not to lay our liberties at the feet of great men. This may give them power to subvert the institution. In religion, Bhakti is the road to salvation but in politics, hero-worship is the sure road to degradation. Thirdly, we must change our political democracy into social democracy. Social democracy means, the three factors of trinity namely- liberty, equality and fraternity. The presence of these three factors is most important in maintaining democracy. Absence of any one factor will defeat the very purpose of democracy.

Que: Multiple choice question:

1. Given below are a few statements about maintaining democracy. Which one of the following is not true according to the text?
 - a. We must persevere with constitutional methods of achieving social and economic objectives.
 - b. We must indulge in the bloody methods of evaluation.
 - c. We must not surrender our liberties at the feet of some great men.
 - d. We must abandon any unconstitutional methods.
2. To achieve social justice, Dr. B. R. Ambedkar stressed the importance of
 - a. Agitation.
 - b. Non-violence.
 - c. Constitutional methods.
 - d. *Satyagraha.*
3. Which of the following refers to the brutal methods of revolution?
 - a. To follow the method of raising slogans and keeping our demands.

- b. To follow the method of gathering and discussing societal issues.
 - c. To follow the method of civil dis-obedience, non-violence and Satyagrah.
 - d. To follow the method of non-violence and peace making.
4. Which of the following is a principal feature of a democratic country?
- a. The government is of the people, for the people and by the people.
 - b. The constitution upholds and protects the citizen's rights.
 - c. Liberty, equality and fraternity are the pillars of democracy.
 - d. There is no separation of powers between the Legislature, the Executive and the Judiciary.
5. Why should there is limitations for gratefulness?
- a. It is a noble quality and we should respect it.
 - b. It is advised by John Stuart Mill.
 - c. It can lead to the loss of one's honour and liberty.
 - d. To uphold the constitutional laws.
6. From the excerpt, what can be inferred about political democracy?
- a. Political democracy is enough to ensure citizen's rights.
 - b. Political democracy upholds liberty for its citizens.
 - c. Political democracy requires the adoption of a constitution and laws that give the people supreme power.
 - d. Political democracy suggests we practice unconstitutional methods to protect citizen's rights.
7. Identify John Stuart Mill's tone towards common people in order to maintain democracy.
- a. Cynical.
 - b. Admiring
 - c. Indifferent
 - d. Cautious.
8. Which one of the following pairs, according to Dr. Ambedkar creates 'Grammar of Anarchy'?
- a. Truth and non-cooperation
 - b. Non-violence and cooperation
 - c. Civil disobedience and non-cooperation.
 - d. Satyagrah and non-cooperation.
9. According to Dr. Ambedkar, misdirected and volatile agitations result into.....
- a. Change of government
 - b. Loss of lives and public property.
 - c. Dictatorship
 - d. Formation of a good government.
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Lesson -2 MEET D.P. SINGH, THE MAN WHO FOUGHT HIS DISABILITY TO RUN MARATHONS

SUMMARY

Early Life and Career :

The army had always been a part of Major Singh's life, right from his childhood in the cantonment town of Roorkee where his father worked in the cantonment town of Roorkee where his father worked with the general reserve engineering forces.. He received his senior secondary education from Kendriya Vidyalaya Roorkee. From class 2 onwards, he stayed with his grandparents. They brought him up and ,being religious, their beliefs left a deep impression on him as a child. He saw Sikhism as similar to life in the army, both full of examples of sacrifice. Growing up his dream was to join the army and build a career in that field. He did his bachelor of arts degree from CCU Meerut and PGDBM from Rani Durgawati University, Jabalpur.

Major Singh graduated from the Indian Military Academy on 6 December, 1997 and was commissioned into the 7th Battalion, The Dogra Regiment. After the injury, in 2002, he converted to Army Ordnance Corps. He retired from the Indian Army in 2007, after serving for 10 years.

Kargil War :

Major D.P. Singh was injured on 15 July, 1999 at LOC in Akhnoor sector while fighting for

India during the Kargil War (Operation Vijay). He was 80 metres from a Pakistani Army post when a mortar fell within 1.5 metres of where he was; the shrapnel injured multiple parts of his body. He lost consciousness due to the injuries. A part of his right leg was amputated as it had developed gangrene. There was a sense of foreboding which precedes a tragedy. No one could have imagined that this man would not only walk, but would become a marathon runner with the help of an artificial leg.

Role of Sport :

As part of his recovery, to build his strength and be able to regain full functioning of his body, Singh needed a lot of physical activity. Sports had always been a part of life that had helped him to stay physically fit, and so he once again turned to sport to help him on his new path. He began with golf and trained his body to walk. He believes that sport would change the way society saw him and would earn him more respect.

Swachh Ability Run :

Swachh Ability Run is the brainchild of Kargil War veteran Major D. P. Singh. A Limca Book of Records holder, he is India's first blade runner who has 25 marathons to his credit. He was grievously injured during the Kargil War and lost his leg but he did not let his disability affect him. Major Singh said that after 10 years of his injury during Kargil war, he started running half marathon using an artificial leg to convey the message to the society that disability is a state of mind. As a 100% disabled and an amputee, this was the beginning of his journey of turning every adversity into an opportunity.

To reach out to the Divyangs and to encourage them to not to give up, he formed a group, The Challenging Ones (TCO) in 2011. TCO uses sports as medium to empower Divyangs and it aspires to enable them to extend their abilities and bring laurels to the country in various Paralympic sports. Today, TCO has a membership of 1,650 amputees and 1,000+ amputees have participated in various marathons across India. This has instilled confidence in them and empowered them to bring about a positive change in the society where they are seen as "challengers" and not physically challenged.

Boosting the morale of the Divyangs across the country was necessary to change the perception of society towards them. Through TCO, they are made to showcase their hidden abilities by performing on ground. This was the guiding thought behind organizing the Swachh Ability Run. Swachh Ability Run is a very important step towards promoting two important causes - inclusion of Divyangs as equal and Swachh Bharat.

It is a unique run where Divyangs along with all the participants will clean a designated area after the event as a part of the Swachh Drive. This is a humble beginning and we look forward to your support in making Swachh Ability Run a national phenomenon

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SHORT QUESTIONS AND ANSWERS

I. Answer the following questions in about 75 words each.

Q. 1 : How did Devender Pal Singh react when he Survived the Bomb Attack During the Kargil Conflict

Ans.: Present article was published in Hindustan Times. It honours Major Devender Pal Singh's great achievement in overcoming disabilities due to repeated injuries and throws light on his incredible journey to become India's first blade runner.

Devender Pal Singh was born on 13 September, 1973 in Jagadhari, India. He received his senior secondary education from Kendriya Vidyalaya Roorkee. He did his bachelor of arts degree from CCU, Meerut and PGDBM from Rani Durgawati University, Jabalpur.

Major Devender Pal Singh, often referred to as India's first blade runner, had an incredibly resilient reaction after surviving a mortar attack during the Kargil conflict. Despite being declared dead initially, he was revived and later had to undergo amputation due to gangrene. Singh viewed this life-changing event as a "smart move by God" that ultimately led him to a path of inspiration and advocacy.

He embraced his new reality with remarkable positivity, participating in numerous marathons with a prosthetic limb and becoming a symbol of determination and perseverance. His journey from surviving a near-fatal attack to inspiring countless others is a testament to his indomitable spirit.

is not an option; instead, it's about
refusing to surrender to defeat.

Q. 3 : What Impact did Major Devender Pal Singh's Journey have on Societal Attitudes towards Disability?

Ans.: Major Devender Pal Singh was grievously injured during the Kargil War and lost his leg but he did not let his disability affect him. He says "After 10 years of my injury during Kargil war, he started running half marathon using an artificial leg to convey the message to the society that disability is a state of mind. As a disabled and an amputee, this was the beginning of his journey of turning every adversity into an opportunity."

Boosting the morale of the Divyangs across the country was necessary to change the perception of society towards them. Through TCO, they are made to showcase their hidden abilities by performing on ground. This was the guiding thought behind organizing the Swachh Ability Run. It is a very important step towards promoting two important causes – inclusion of Divyangs as equal and Swachh Bharat.

It is a unique run where Divyangs along with all the participants will clean a designated area after the event as a part of the Swachh Drive. This is a humble beginning and we look forward to support in making SwachhAbility Run a national phenomenon. Despite losing a limb, he participated in 26 half marathons with a prosthetic limb, inspiring others with his resilience and advocacy for people with disabilities. Through his community, The Challenging Ones (TCO), he fosters support and encouragement for amputees, embodying the power of determination and the human spirit.

Q. 4 : Discuss the Challenges faced by Major Devender Pal Singh before Achieving

resilience and advocacy for people with disabilities

II. Answer the following questions by choosing the correct options of the one provided.

1. Select the statement that best depicts Major Devender Pal Singh's reaction to the disastrous incident.

- a. He gave up on his dreams and accepted his fate.
- b. He chose to fight for his dreams despite losing a leg.
- c. He decided to become a motivational speaker due to his physical limitations.
- d. He decided never to run a marathon with an artificial leg.

Ans.: b. He chose to fight for his dreams despite losing a leg.

2. How did Major Devender Pal Singh find a positive light to sustain his injury?

- a. He started learning how to crawl after the accident.
- b. He followed the gamut of emotions that he had in his mind.
- c. He reconnected with his friends and family members for their support.
- d. He decided to run a marathon with an artificial leg.

Ans.: d. He decided to run a marathon with an artificial leg.

3. Why was Major Devender Pal Singh fighting a legal battle with the army?

- a. Lying about his injury.
- b. Deciding to quit army.
- c. Being inebriated at combat zone.
- d. Not receiving the correct disability pension.

Ans.: a. Lying about his injury.

4. Why is holding seminars about disability not a successful way to inspire people?

- a. Nobody is interested in listening to the seminar presentations.
- b. No real life physically challenged person is invited to these seminars.
- c. No one really understands the struggles of a person with disability.
- d. Nothing will change till the individual with disability is empowered.

Ans.: c. No one really understands the struggles of a person with disability.

5. Given below are a few statements about Major Devender Pal Singh. Which one of the following is not true to his life?

- a. He was a Kargil war veteran.
- b. He is known as India's first blade runner.
- c. He founded 'The Challenging Ones' in 2009.
- d. He was promoted to a Major's rank when he was 25 years old.

Ans.: d. He was promoted to a Major's rank when he was 25 years old.

6. What can be inferred about Major Devender Pal Singh's attitude in life?

- a. He has little hope for survival.
- b. He gives up easily when faced with challenges.
- c. He has a never-say-die attitude to life.
- d. He lacks grit and determination.

Ans.: c. He has a never-say-die attitude to life.

7. Identify the writer's tone towards Major Devender Pal Singh's achievements.

- a. Cynical
- b. Admiring
- c. Indifferent
- d. Sarcastic

Ans.: b. Admiring

8. The nomenclature of the non-profit group, The Challenging Ones, launched by D. P. Singh, is derived from :

- a. Those who love to take up challenges.
- b. B. those who challenge the status quo.
- c. Those who are physically challenged.
- d. Those who challenge the difficulties of life.

Ans.: c. Those who are physically challenged.

9. What according to D. P. Singh, is the best way to restore the confidence of a person with disability?

- a. Sessions with a motivational speaker.
- b. Group therapy with other disabled people.
- c. Running a marathon.
- d. Attending seminars on overcoming disability.

Ans.: c. Running a marathon.

10. "It is not the amputees or the affected people who are bogged down by their injuries". What is it then, the bogs them down, according to D. P. Singh?

- a. Loss of previous independence to do things.
- b. Recurring traumatic memories that haunt them.
- c. Too many new rules and regulations to abide by.
- d. Negative people and doubters around them.

Ans.: d. Negative people and doubters around them.

LESSON -3

Two Friends

SUMMARY

The story opens in Paris in January 1871, at the height of the Siege of Paris, and introduces the main character, Monsieur Morissot, a watchmaker who has enrolled in the National Guard. He is bored, hungry and depressed, is walking along the boulevard when by chance he bumps into an old friend, Monsieur Sauvage, a draper from the Rue Notre-Dame-de-Lorette, with whom he used to go fishing before the war. The two old friends reminisce over several glasses of absinthe in a café, gain a laissez-passer from their officer, and walk along the river to Argenteuil, a few miles west of the city, in the no man's land between the French and Prussian lines. The two start fishing and when they see the nearby fortress of Mont-Valérien firing at the Prussians, they start discussing the war, which turns into a friendly debate at the end of which they both agree that the war is a tragedy for both France and Prussia, and that as long as there are governments, there will be wars.

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At this point, the two friends turn round to see four Prussian soldiers pointing their rifles at them. The two are captured and taken to a nearby island, where a Prussian officer makes them an offer. He explains that he can legally shoot them on the spot as spies, but that he will spare their lives and let them return to Paris if they give him the password they used to get through their own defense lines. The two heroically refuse to give him the password, even when the officer reminds them that their deaths will cripple their families. Realizing that they will not give him the password, the officer lines up his men into a firing squad. The two friends shake hands and exchange a tearful farewell before they are executed. The German officer orders their bodies thrown into the river, and without showing any sign of emotion, orders a soldier to cook the two friends' fish, and returns to his chair to smoke his pipe.

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SHORT QUESTIONS

I. Answer each of the following questions in about 75 words.

Q. 1 : How does the author set the tone of the story *Two Friends* in the opening lines?

Ans.: Guy de Maupassant's short story *Two Friends* is based on his own experiences fighting for the French and his personal feelings of patriotism. It was published in 1882. It is set in Paris during the Franco-Prussian War, when the city lay under siege. The story examines French bravery, German stereotypes and, unusually for Maupassant, discusses the nature and justification of war in the form of a conversation between the two protagonists. It takes place in and just outside of Paris in 1871, during the siege of Paris. Morissot and Sauvage, two friends, leave the safety of the city to go fishing. Though they spend a pleasant day, they are, in the end, captured and killed by Germans because they will not give up the password to get back into Paris.

In the opening lines of "*Two Friends*" by Guy de Maupassant, the author sets a melancholic and reflective tone. The story begins with a description of Paris under siege, highlighting the scarcity of food and the dire circumstances faced by its inhabitants. This somber setting is further emphasized by the introduction of the two main characters, Monsieur Morissot and Monsieur Sauvage, who reminisce about their past fishing trips and the peaceful times they once enjoyed. The contrast between their fond memories and the harsh reality of their present situation underscores the story's melancholic tone.

II. Answer the following questions by choosing the correct option out of the ones provided.

1. Which war forms the background for the story *Two Friends*?

- a. Civil War
- b. World War II
- c. Franco-Prussian War
- d. French Revolution

Ans.: c. Franco-Prussian War.

2. Which of the following themes are related to the story *Two Friends*?

- a. Morality
- b. Selfishness
- c. Cowardice
- d. Patriotism

Ans.: d. Patriotism.

3. From whose perspective is the story *Two Friends* narrated by the writer?

- a. First person narrative
- b. Second person narrative
- c. Third person omniscient
- d. The two French friends

Ans.: c. Third person omniscient.

4. Given below are some of the subjects is not mentioned by the writer? Discussed in the story *Two Friends*. Which of the following.

- a. Wartime politics
- b. French bravery
- c. German stereotypes
- d. Rivalry

Ans.: d. Rivalry

5. Why did Morissot tremble with desire?

- a. He was excited to meet his friend, Monsieur Sauvage.
- b. He was excited that he and Monsieur Sauvage would go fishing to the same old place.
- c. He was excited that he would meet Colonel Dumoulin.
- d. He was excited that he and Monsieur Sauvage would go fishing.

Ans.: d. He was excited that he and Monsieur Sauvage would go fishing.

6. Based on their last deeds, what conclusions can you make about their friendship?

- a. They used to enjoy fishing together.

- b. They used to trespass and enter into the enemy's territory.
- c. They were extremely selfish and rivals of each other.
- d. They were extremely loyal and selfless friends.

Ans.: d. They were extremely loyal and selfless friends.

7. What inferences can you make about the two friends' perspectives on war based on the narrative?

- a. They were glad about the existing war situation.
- b. They thought that due to the war situation they can be free.
- c. They thought that the war will end soon.
- d. They did not like war and considered it stupid to kill one another.

Ans.: d. They did not like war and considered it stupid to kill one another.

8. What did the Prussian soldier demand in order to free these two friends?

- a. The net full of gudgeons.
- b. The French officer, Colonel Dumoulin's address.
- c. The password given by Colonel Dumoulin.
- d. Their fishing equipment, the bamboo rod and the tin box.

Ans.: c. The password given by Colonel Dumoulin.

Lesson No. 4

The Letter

Summary:

Dhumaketu (1892-1965) was the pen name of Gaurishankar Govardhandas Joshi, a prolific writer, who is considered one of the pioneers of the Gujarati short story. He published twenty-four collections of short stories, as well as thirty-two novels on historical and social subjects, plays and travelogues. His **writing** is characterized by a poetic style, romanticism and powerful depiction of human emotions.

"The Letter" by Dhumketu is a poignant story that revolves around an old man named Coachman Ali, who anxiously awaits a letter from his daughter, Miriam, whom he hasn't heard from in years. The story explores themes of love, patience, hope, and the pain of separation.

Coachman Ali is introduced as a retired coachman known for his skill and dedication. Despite his reputation, he is now a lonely old man, living a life filled with longing and anticipation. Ali is now waiting eagerly for a letter from his daughter, Miriam.

Every day, Ali visits the post office, hoping for a letter from Miriam. The post office staff mock him, knowing that no letter ever arrives for him. Ali's routine becomes a symbol of his undying hope.

Miriam, Ali's daughter, married a soldier and moved away. Since her departure, Ali has received no news from her, causing him great distress.

The postmaster, indifferent to Ali's plight, dismisses his requests for the letter. He is more concerned with his own duties and problems than the old man's suffering.

After Ali's death, the postmaster experiences a personal crisis when his own daughter falls ill. He starts to empathize with Ali's suffering and regrets his previous insensitivity.

Eventually, a letter for Ali does arrive, but it is too late. The postmaster, now remorseful, attempts to find Ali, only to learn of his death. He delivers the letter to Ali's grave, fulfilling the old man's last wish.

"The Letter" by Dhumketu is a touching tale that delves into the themes of love, loss, and the human capacity for hope. Through the character of Coachman Ali and his relentless wait for his daughter's letter, the story highlights the profound impact of emotional bonds and the pain of separation. The transformation of the postmaster from a figure of insensitivity to one of empathy underscores the importance of understanding and compassion in human relationships.

Que: Answer each of the following questions in about 150 words:

1. Why did the post master refer to Ali as a mad-man?
2. How does this story depict the human emotions of love between a father and a daughter? Give examples from the story.
3. Despite being a brilliant hunter Ali no longer enjoyed hunting. Explain with reference from the story?

Ans. . All was a clever hunter in his youth. He killed many birds and animals, and left their families bereft of their loved ones. But when his daughter, Miriam, got married and went far away from him, he too suffered the pangs (pain) of separation. He realised that it was really difficult to live without our near and dear ones. He gave up hunting. His heart was completely changed after the separation from his only child. Every day, Ali visits the post office, hoping for a letter from Miriam. The post office staff mock him, knowing that no letter ever arrives for him. At the beginning of the story, the postmaster appeared to be a haughty, high-headed and ill-tempered official. His behaviour towards Ali was quite rude.

4. One realizes the value of a relationship only after separation. Support your answer with examples from the text.

5. Which characteristics features of working class people is depicted in the story? Explain the imagery in the post office being referred to as the holy place.
6. Why did the postmaster regret his attitude towards Ali? Attempt a character sketch of the postmaster.

Ans: The postmaster, indifferent to Ali's plight, dismisses his requests for the letter. He is more concerned with his own duties and problems than the old man's suffering. After Ali's death, the postmaster experiences a personal crisis when his own daughter falls ill. He starts to empathize with Ali's suffering. Eventually, a letter for Ali does arrive, but it is too late. The postmaster, now remorseful, attempts to find Ali, only to learn of his death. He delivers the letter to Ali's grave, fulfilling the old man's last wish. Thus, "The Letter" by Dhumketu is a touching tale that delves into the themes of love, loss, and the human capacity for hope.

II. Answer the following questions by choosing the correct option out of the ones provided:

1. Identify the figure of speech in this sentence: "A man with a face as sad and as inexpressive as a pumpkin, would be seen sitting on his chair inside."
 - a. Simile.
 - b. Metaphor
 - c. Paradox
 - d. Irony.
2. Coachman Ali was an old man. What is the attitude of all the other characters towards him?
 - a. Respect
 - b. Honour
 - c. Negligence
 - d. Admiration.
3. In the author's opinion which of the following emotion cannot be escaped?
 - a. Love towards Parents
 - b. Love towards Children
 - c. Respect for elders
 - d. Grief for separation.
4. Why was the postmaster worried and anxious?
 - a. He saw the ghost of Coachman Ali.
 - b. He was sad about his behaviour.
 - c. He was sad that he was growing old like Coachman Ali.
 - d. He was worried about his daughter's health.
5. Which of the following indicates that Coachman Ali was not concerned about physical comforts?
 - a. Coachman Ali was wearing woolen clothes.
 - b. Coachman Ali was wearing right clothes.
 - c. Coachman Ali was wearing tattered clothes.

- d. Coachman Ali was wearing tattered and tight clothes.
6. Coachman Ali went to the post office everyday even in the cold, wintry days. What can be inferred about his character?
- a. He wants to disturb the official working in the post office.
 - b. He has no other place to go so he visits the post office every day.
 - c. He is determined and has will power to go there and check for the letter from his daughter.
 - d. He has no one to talk to so he comes to the post office to meet people.
7. Why do you think the postmaster was remorseful?
- a. He was making fun of the old man.
 - b. He was waiting for a letter from his daughter.
 - c. He was gossiping about the different types of mad men.
 - d. He was cruel and insensitive towards the old man.
8. What was the officials' reaction when the old man stopped coming to the post office?
- a. They were worried.
 - b. They were anxious.
 - c. They were sympathetic
 - d. They were curious.
9. "Tortured by doubt and remorse, he sat down in the flow of the charcoal sigri to wait." The post master was waiting for
- a. A letter from Miriam
 - b. A letter from his own daughter.
 - c. A letter from Ali
 - d. Ali to deliver Miriam's letter to him.
10. The post office is referred to as Ali's place of pilgrimage as he
- a. Visited it daily.
 - b. Came there to pray for a letter from his daughter.
 - c. Went there with faith and hope.
 - d. Believed God would bless him if he went there.

Poem - 1- THE TIDE RISES, THE TIDE FALLS

H.W. LONGFELLOW.

Que. 1 Answer each of the following questions in about 150 words.

1. How does the metaphor of the traveller contribute to the theme of the poem?
2. What is the message of the poem? How does the poet try to convey the message through the poem?
3. What is the significance of the word 'hastens' in the context of the poem?
4. Discuss the cynical role of time and tide in the poem and how it contributes to the meaning of the poem?
5. Comment on the poet's use of sea to convey the theme that nature overpowers human life.
6. What impact does the poet try to create by repetition (refrain) as a poetic device in the context of the poem?

Ans: The poem, 'The Tide Rises, The Tide Falls' is a beautiful poem written by H. W. Longfellow that describes the constant movement of the tide. The poet has shown how the life flourishes and dies in the outside world to highlight the constant cycle of life and death on the seashore. The journey of each living being towards death has been shown using the metaphor of a traveler who never returns to the shore once left. The poet says that the traveler's footprints are omitted by the tide so that the new traveler will mark his entrance into the world. This indicates the transitory nature of human life. Thus, the poet has beautifully depicted the life and death as well as the cycle of nature in the poem in a symbolic way using multiple images of a traveler, birds, sun, twilight, damp sea-sands, darkened roofs and walls, the steed and the hostler, etc.

Que: 2 Choose the correct option:

1. Which of the following makes the poem's scenario seem timeless and universal?
 - a. The poem opens on a beach and it is evening.
 - b. The location of the beach is specified.
 - c. The details of the traveler is provided.
 - d. The traveler, the town, and the location are unnamed.
2. What is the effect of the speaker's use of the image of the tide washing away the traveller's footprints?
 - a. It creates a sense of curiosity and suspense.
 - b. It emphasizes the brutality of the tide.
 - c. It highlights the transient nature of human life.
 - d. It implies the poet's indifference to the traveller.

3. Which of the following quotes from “The Tide Rises, The Tide Falls” is not an example of personification?
 - a. The tide rises, the tide falls.
 - b. The traveler hastens towards the town.
 - c. The little waves, with their soft white hands.
 - d. The sea in the darkness calls.
4. What is the purpose of the quoted words, “The morning breaks; the steeds in their stalls Stamp and neigh” in the poem?
 - a. To create a sense of mystery.
 - b. To emphasize the fact that the world is moving on.
 - c. To relieve the tension in the poem.
 - d. To create the sense of monotony.
5. The poet has presented the sea as it rises and falls. What does this symbolize?
 - a. Manifestation and destruction.
 - b. The resilience and undaunted nature of the sea.
 - c. An irrelevant detail to the poem.
 - d. Life and death and the cycle of nature.
6. What is the overall tone of the poet in the poem, “The Tide Rises, the Tide Falls?”
 - a. Ironic
 - b. Inspirational
 - c. Optimistic
 - d. Sombre
7. What is the primary image of “The Tide Rises, the Tide Falls?” and what does it represent?
 - a. The image is that of the ocean, and it portrays the calm, cooling force of nature.
 - b. The image is that of the ocean, and it portrays the violent, unpredictable aspect of nature.
 - c. The image is that of the beach, and it portrays the need for people to relax.
 - d. The image is that of the ocean, and it portrays the call that comes at the end of one’s life.
8. Which of the following words can be a synonym for efface in the quoted words, “ Efface the footprints in the sands....”
 - a. Deepen
 - b. Surround
 - c. Erase
 - d. Distort
9. What does the author portray with the image of darkness in the first stanza?
 - a. Closure of day.
 - b. Silence
 - c. Ominous portent
 - d. Arrival of the traveller.

10. How does the rhythm of the refrain contribute to the meaning of the poem?
- The repetitions similar to the traveler's movements
 - It mirrors the rise and fall of the tide.
 - It suggests continuity.
 - It suggests an uncertain pattern.

Poem -2-- SMALL TOWNS AND THE RIVER

Poet: Mamang Dai.

Que.1 Answer each of the following questions in about 150 words.

- What is the impact of the word 'howling' in the context of the poem?
- How does the poet convey the theme of impermanence through the poem?
- Discuss the role of immortality and how it has been used as a contrast to the theme of the poem?
- Discuss the theme of spirituality in the poem and how it contributes to the theme of the poem?
- Discuss the cyclical role of life and death in the poem and how it contributes to the theme of the poem/
- Comment on the recall of memories as depicted in the context of the poem?

Ans: The poet describes a small town by relating it to images of death, grief and mourning. The wind is personified as howling down the gorge, and becomes a symbol for the valley of death. She recalls how the town mourned the death in dreadful silence. She says that like a human, the river has a soul. She reflects on the transient nature of life. According to the town's ritual, the dead ones are placed in the direction pointing west. It is believed that the soul of the dead people rises from their bodies to ascend towards the Sun in the east. The final lines present hope in the thought of an afterlife as the poet concludes, "we all want to walk with the gods". The various elements of Nature become manifestations of the souls of dead people. Thus, the poem presents a contrast between the mortal humans and the immortal Nature.

II. Answer the following questions by choosing the correct option out of the ones provided.

- In this poem, what does small town signify to the poet?
 - Death
 - life
 - mourning
 - silence.
- which of the following can be interpreted about life in a small town as depicted in the context of the poem?
 - People living in small town live amidst trees.
 - People living in a small town weep and mourn their neighbour's death.
 - People living in a small town seek a land of fish and stars.
 - People living in a small town live a monotonous journey that ends at the hands of death.

3. What is the tone of the poet in the final lines of the poem?
 - a. The poem ends on an optimistic note.
 - b. The poem ends on a melancholic note.
 - c. The poem ends on a pessimistic note.
 - d. The poem ends on a pensive note.
4. What is the purpose of the words, “ with the dust flying, or the wind howling down the gorge” in the poem?
 - a. Dust symbolizes death in this line.
 - b. Dust symbolizes manifestation and destruction.
 - c. Dust symbolizes the resilience and undaunted nature of the small towns.
 - d. It is an irrelevant detail of the poem.
5. Which of the following quotes from “ Small Towns and the River” is an example of personification?
 - a. A shrine of happy pictures.
 - b. Looking at the sad wreath of tuberoses.
 - c. The wind howling down the gorge.
 - d. With the dust flying.
6. What is the tone of the poet in this line, “A shrine of happy pictures marks the days of childhood”
 - a. Sombre
 - b. Depressing
 - c. Cheerful
 - d. Nostalgic
7. What is the effect of the use of imagery of river in the context of the poem?
 - a. The river is immortalized.
 - b. The river creates a sense of mystery.
 - c. The river emphasizes the brutality of the tide.
 - d. The river is highlighted as transience.
8. “The wind howling down the gorge.” What kind of feeling about the town do the quoted words convey?
 - a. Of loneliness
 - b. Of restlessness
 - c. Of death
 - d. Of life.
9. “we all want to walk with the gods” what does this signify?
 - a. We want to leave the earth as soon as possible
 - b. We want to compete with the gods.
 - c. We want to be equal to the gods.
 - d. We want to live peacefully and happily in the afterlife.

10. What kind of poem is "Small town and rivers"?

- a. Lyric
- b. Reflective
- c. Elegy
- d. D Narrative.

Poem-3- The Loom of Time

by Anonymous

1. Answer in 150 words:

- a. How does the metaphor of weaving contribute to the theme of the poem?
- b. What is the central message of the poem "The loom of time"? Explain your answer and provide examples from the text to support your answer.
- c. What is the significance of the phrase, 'the loom of time' in the line "Man's life is laid in the loom of time"?
- d. How does the speaker encourage human beings to have faith in the grand scheme of things?
- e. What message does the line, "the dark threads were as needful" convey in the overall context of the poem?
- f. Discuss the speaker's philosophy of divine faith as expressed in the poem.

Ans:- The poem, 'The Loom of Time' explores the importance of time in life. The poet has used the metaphor of weaving. The poet says that man works in his life but he cannot see the pattern being woven till the last breath. The life is a mixture of dark, silver and golden threads meaning joy and sorrow. The complete pattern is planned by the God for each man's life. The God chooses the darker and silver as well as the golden threads with His master skill. It is God that directs the life of every individual. He only knows the beauty of the pattern of life. But the God does not reveal the pattern until death and does not tell us the reason for the dark threads. In the final stanza the poet says that the dark threads are also very important in life as the threads of silver and gold. In short, the mixture of joy and sorrow as well as difficulties and problems are essential to make a beautiful pattern of life.

II Choose the correct options.

1. What is the tone of the poem, “The Loom of Time”.?
a. Optimistic b. Cynical c. Melancholic d. Sarcastic.
2. Which of the following can be interpreted about life as depicted in the context of the poem.
a. Time is a significant part of each individual’s journey of life.
b. Time is constant in each individual’s journey of life.
c. Time is constant in one’s life as it is always about happy moments.
d. Time is insignificant in life which is fleeting and meaningless.
3. What is the meaning of “Some shuttles are filled with silver threads” in the poem?
a. Some people’s lives are blessed with good fortune.
b. Some people’s lives are brief; so, they should be enjoyed.
c. Some people’s lives are full of obstacles and challenges.
d. Some people are hopeless in their life.
4. What is the role of hardships in the face of difficulties according to the poem?
a. We should persevere through the hardships and be patient to witness the greater things in life.
b. We should be demotivated due to the hardships and rush into wrong decisions in life.
c. We should not be hopeful as hope is irrelevant in the face of difficulties and hardships.
d. We should be hopeful because we are capable of facing difficulties and hardships.
5. Which of the following is not symbolized by ‘silver threads’ in the poem?
a. Good fortune. b. prosperity c. success d. Poverty.
6. What does the line, “But the weaver watches with skillful eye” in the poem suggest?
a. God has better things in store for us and God is watching us closely.
b. God is favourable to a few and they are blessed with threads of gold.
c. God is unfavourable to a few who are blessed with threads of silver.
d. God is pushing us persevere through the hardships in life.
7. “Some shuttles are filled with silver threads..” Apart from the metaphor, what other poetic device can be found in the quoted words?
a. Consonance b. Alliteration C. Assonance d. Onomatopoeia.

8. Who according to the poet is the weaver of human life?
 - a. Time b. Destiny C. Fate. D God.
9. The poem presupposes that time is some kind of Laid out in order of past, present and future.
 - a. Divine power b. sequence c. container d. pattern.
10. “ He only knows the beauty....” What does it refer to?
 - a. Complexity of the human mind.
 - b. God’s plan of life for each individual.
 - c. Failures of weak-willed people
 - d. Difficulties faced by strong-willed people.

Poem -4- THE UNQUIET GRAVE

Poet: Anonymous.

Que.1 Answer each of the following questions in about 150 words.

- a. What is the central message of the poem, “The Unquiet Grave”?
- b. Discuss the transient nature of human life as expressed in the poem.
- c. How does the title foretell the theme of the poem?
- d. What is the significance of the phrase, “Clay Cold Lips’ in the overall context of the poem?
- e. Why does the speaker encourage the beloved to enjoy the present moment? Explain with reference to the final stanza of the poem.
- f. Discuss the poet’s use of supernatural elements in the poem.

Ans: The poem ‘ The Unquiet Grave’ written by an anonymous writer, is based on the transient nature of human life. There is some supernatural elements in the poem as the dead body of the speaker’s beloved speaks to the poet. The lover expresses his wish to have a kiss of his dead beloved’s ‘cold-clay-lips’. The dead beloved tells him the real philosophy of life. She encourages the speaker to enjoy the present movement, because the life is short. She tells him that as he is living, he should enjoy his life. Everything in this world is transitory. Even our hearts decay one day. Hence, the beloved advices him not to mourn the death of his beloved. But the lover insist on dying with her.

Que. 2 Answer the following questions by choosing the correct option out of the ones provided.

1. Who is being addressed in the initial stanzas?
 - a. The dead woman
 - b. The poet's beloved
 - c. The poet himself
 - d. The dead woman's grave.
2. What is the speaker's emotion in the following quoted words: "I never had but one true-love, in cold grave she was lain."
 - a. Hopeless
 - b. Sad
 - c. Melancholic
 - d. Pensive
3. Why do you think the dead utters the following words, "On who sits weeping on my grave, And will not let me sleep?"
 - a. Excessive grief and mourning are disturbing the dead.
 - b. The dead wants to reunite with the speaker due to his unrequited love.
 - c. The dead has become violent and wants to haunt the speaker as a ghost.
 - d. The dead wants to come back to life and become immortal.
4. Which of the following can be inferred from, "You crave one kiss of my clay-cold lips?"
 - a. Life is always happy and full of opportunities.
 - b. Life is brief and should be enjoyed.
 - c. Life is fleeting and meaningless.
 - d. Life is transitory and nothing is permanent.
5. What is the beloved's message to the speaker?
 - a. Let us be hopeful that we will reunite.
 - b. Go away from my grave and let me rest.
 - c. Live your life unless death knocks you down.
 - d. Hope makes life's difficulties disappear.
6. Which of the following is not true in the context of the poem?
 - a. The poem is narrated by two speaker.
 - b. The poet's beloved was dead five year's ago.
 - c. The poet's beloved is dead and lies in the grave.
 - d. The poet's beloved was dead over a year and a day.
7. What does the expression, "finest flower" imply?
 - a. The man's floral gift to his deceased beloved on her grave.

- b. The love between the man and his deceased life partner.
 - c. The beauty of life when one's beloved is alive.
 - d. The flower growing in the green gardens in the living realm.
8. "The Unquiet Grave is a
- a. Pastoral elegy
 - b. Literary epic
 - c. Irregular ode.
 - d. Fold ballad.
9. Which of the following literary devices is noticeable in: "I crave one kiss of your clay-cold lips"?
- a. Anaphora
 - b. Alliteration.
 - c. Chiasmas
 - d. Enjambment.
10. What is conclusively stressed as the aim of mourning?
- a. Reunion
 - b. Healing
 - c. Moving on
 - d. Catharsis.

Grammar

Question No. 4 in the exam.

Active and Passive Voice

Active voice: The chef cooked the food.

Passive Voice: The food was cooked by the chef.

A. Change the Voice.

1. The teacher graded the exams. (Active Voice)
2. The chef cooked a delicious meal. (Active Voice)
3. The doctor treated the patient. (Active Voice)
4. The postman delivers the mail. (Active Voice)
5. A new product was launched by the company. (Passive Voice)
6. The cat was chased by the dog. (Passive Voice)
7. A beautiful landscape was painted by the artist. (Passive Voice)
8. A concert was performed by the singer. (Passive Voice)
9. The construction workers built the skyscraper. (Active Voice)
10. The gardener planted the flowers. (Active Voice)

Answers

1. The exams were graded by the teacher. (Passive Voice)
2. A delicious meal was cooked by the chef. (Passive Voice)
3. The patient was treated by the doctor. (Passive Voice)
4. The mail is delivered by the postman. (Passive Voice)
5. The company launched a new product. (Active Voice)
6. The dog chased the cat. (Active Voice)
7. The artist painted a beautiful landscape. (Active Voice)
8. The singer performed a concert. (Active Voice)
9. The skyscraper was built by the construction workers. (Passive Voice)
10. The flowers were planted by the gardener. (Passive Voice)

B. Change the Voice.

1. I am not going to work today.
2. He has been teaching English for ten years.

3. When are you going to buy a car?
4. Who taught you the active and passive sentences?
5. She had cleaned the kitchen.
6. We will have eaten dinner by the time you get there.
7. People speak English in the USA.
8. Would you rather learn English or French?
9. You must not come late to class.
10. She has to pass the test.

Answers

1. Not change. (Intransitive verb)
2. English has been taught by him for ten years.
3. When is a car going to be bought by you?
4. By whom were you taught the active and passive sentences?
5. The kitchen had been cleaned.
6. Dinner will have been eaten by the time you get there.
7. English is spoken in the USA.
8. Would English or French rather be learned by you?
9. You are ordered not to come late to class.
10. The test has to be passed by her.

C. Change the Voice.

1. She writes a letter.
2. They go to school every day.
3. He doesn't paint the wall.
4. Did the mechanic fix your bike?
5. You should do your homework.
6. Don't talk so loudly.
7. They are painting their house.
8. We have drunk the Darjeeling tea.
9. Will you watch TV tonight?

Answers

1. A letter is written by her.
2. Not Change.
3. The wall isn't painted by him.
4. Was your bike fixed by the mechanic?
5. Your homework should be done by you.
6. Intransitive verb (talk)
7. Their house is being painted.

8. The Darjeeling tea has been drunk.

9. Will TV be watched by you?

D. Change the voice.

1. The explosion had killed hundreds of people.

2. I have never been to New York.

3. I will have written a poem by the time you call me.

4. The heavy storm damaged a lot of crops in [Maharashtra](#).

5. I was playing kabaddi yesterday.

6. Could you help me, please?

7. Who can answer my question?

8. Will Olivia have been watering the garden?

9. Lisa is helping me solve the voice change exercises.

Answers

1. Hundreds of people had been killed by the explosion.

2. No change.

3. A poem will have been written by me by the time you call me.

4. A lot of crops were damaged by the heavy rain in Maharashtra.

5. Kabaddi was being played yesterday by me.

6. Could I be helped, please?

7. By whom my answer can be answered?

8. No change.

9. I am being helped by Lisa to solve the voice change exercises.

E. Change the Voice.

1. Who wrote this essay?

2. Who will call him?

3. Who painted this beautiful painting?

4. Who invited you?

5. Who can break Ronaldo's record?

6. Who has the principal honoured?

7. Who has the police arrested?

8. Who have the people elected?

9. Who have the selectors selected?

10. .Who has she called?

Answers

- 1. By whom was this essay written?**
- 2. By whom will he be called?**
- 3. By whom was this beautiful painting painted?**
- 4. By whom are you invited?**
- 5. By whom can Ronaldo's record be broken?**
- 6. Who has been honoured by the principal?**
- 7. Who has been arrested by the police?**
- 8. Who has been elected by the people?**
- 9. Who has been selected by the selectors?**
- 10. Who has been called by her?**

F. Change the Voice.

10.Active: The chef is preparing the food.

Passive: The food is being prepared by the chef.

11.Active: The teacher assigned the homework.

Passive: The homework was assigned by the teacher.

12.Active: The company released a brilliant product.

Passive: A brilliant product was released by the company.

13.Active: The police arrested the suspect.

Passive: The suspect was arrested by the police.

14.Active: The doctor performed the surgery.

Passive: The surgery was performed by the doctor.

15.Active: The writer is publishing a new book.

Passive: A new book is being published by the writer.

16.Active: The construction workers are building a new house.

Passive: A new house is being built by the construction workers.

17.Active: The government is launching a new program.

Passive: A new program is being launched by the government.

18.Active: The company awarded the contract to a new vendor.

Passive: The contract was awarded to a new vendor by the company.

G. Change the Voice.

1. Lisa sings lovely songs.
2. We did not grow paddy.
3. What do you want?
4. They will run a race.
5. Tom is building a house.
6. I was writing a letter.

7. Someone has stolen my watch.
8. She had finished her work.
9. People will admire him.
10. Did no one help you?

Answers

1. Lovely songs are sung by Lisa.
2. Paddy was not grown by us.
3. What is wanted by you?
4. A race will be run by them.
5. A house is being built by Tom.
6. A letter was being written by me.
7. My watch has been stolen. (by someone)
8. Her work had been finished by her.
9. He will be admired (by people).
10. Were you not helped (by anyone)?

H. Change the voice.

1. I kept my promise.
2. She spoke the truth.
3. We did not tell a lie.
4. She kept me waiting.
5. He offered her a cup of tea.
6. Somebody stole my purse yesterday.
7. Did you break my slate?
8. Where did you find my wallet?
9. Who painted the beautiful walls?

Answers

1. My promise was kept by me.
2. The truth was spoken by her.
3. A lie was not told by us.
4. I was kept waiting by her.
5. She was offered a cup of tea by him.
6. My purse was stolen yesterday.
7. Was my slate broken by you?
8. Where was my wallet found by you?
9. By whom were the beautiful walls painted?

I Change the Voice.

1. She can help you.
2. He could solve this sum.
3. May I use your pencil?
4. He might reject your plan.
5. We should not violate the rules.
6. You ought to serve your parents.
7. He would receive you at the market.
8. You must help the poor.

Answers

1. You can be helped by her.
2. This sum could be solved by him.
3. May your pencil be used by me?
4. Your plan might be rejected by him.
5. The rules should not be violated by us.
6. Your parents ought to be served by you.
7. You would be received by him at the market.
8. The poor must be helped by you.

I. Change the voice (Imperative Sentences)

1. Let us play tennis.
2. Let her do it.
3. Let him have the book.
4. Let them watch a film.
5. Let us repair it.
6. Do it.
7. Open the window.
8. Obey your parents.
9. Switch on the light.
10. Never waste time.

Answers

1. Let tennis be played by us.
2. Let it be done by her.
3. Let the book be had by him.
4. Let a film be watched by them.

5. Let it be repaired by us.
6. Let it be done.
7. Let the window be opened.
8. Let your parents be obeyed.
9. Let the light be switched on.
10. Let time be never wasted.

Change the voice sentences from the textbook.

1. Father teaches Ram English every evening.

Ans: Ram is taught English every evening by father.

2. He wrote an essay on the Sabarmati Ashram.

Ans: An essay was written on the Sabarmati Ashram by him.

3. She painted a picture of dancing peacocks.

Ans: A picture of dancing peacocks was painted by her.

4. He washed some formal shirts.

Ans: Some formal shirts were washed by him.

5. She loves animals.

Ans: Animals are loved by her.

6. I like apple juice.

Ans: Apple juice is liked by me.

7. Rohan hugged Ali before saying goodbye.

Ans: Ali was hugged before saying goodbye by Rohan.

8. Mother baked blueberry muffins.

Ans: Blueberry muffins were baked by mother.

9. Grandma told me a story.

Ans: A story was told to me by Grandma.

OR I was told a story by grandma.