

**Lesson# 1****“The Dying Sun”**

**Q.1: How is it that a star seldom finds another star near it?**

**Ans:** A star seldom finds another star near it because there is a distance of millions of miles between the two stars. Moreover, space is immensely vast and each star is bound to travel in its own orbit.

**Q.2: What happened when, according to Sir James Jeans, a wandering star, wandering through space came near the sun? or What are planets and how did they come into existence?**

**Ans:** A wandering star happened to come near to the Sun, it must have raised tides on the surface of the sun. An immense tidal wave must have travelled over the surface of the sun, at last forming a mountain so high that we can hardly imagine. As the wandering star came nearer and nearer, the mountain would rise higher and higher. And before the wandering star began to move away again, its tidal pull had become so powerful that this mountain was torn to pieces and threw off small parts of itself into space. These small pieces have been going round the sun ever since. They are the planets, great and small, of which our earth is one.

**Q.3: Why is there no life on the stars?**

**Ans:** There is no life on the stars because the stars are balls of fire and they have intense heat. Life needs suitable physical condition for its appearance, the most important of which is a temperature at which substance can exist in a liquid state.

**Q.4: Write a note on the beginning of life on earth?**

**Ans:** When the earth gradually became cooler. Life started in the form of simple organisms which had the ability to reproduce themselves before dying. In the end, it produced the most complicated organisms like the man who has feelings and ambitions.

**Q.5: Why is the universe so frightening?**

**Ans:** The universe is so frightening because of immense stretches of time, our extreme loneliness in universe, absence of life on other planets and littleness of our home.

**Q.6: What should be the conditions necessary, for the kind of life we know to exist on other heavenly bodies? Do such conditions generally exist?**

**Ans:** Life can exist only in some suitable physical condition like moderate temperature, air, and water. Such conditions do not exist on other heavenly bodies except the earth. Therefore, there is no life on other heavenly bodies.

**Q.7: How do the stars travel in the universe?**

**Ans:** The stars travel in the universe either in groups or mostly they travel alone. They travel at a vast distance from one another

**Q.8: What are the temperature belts?**

**Ans** The temperature belts are zones that surround each hot star at a certain distance. The temperature there is neither too hot nor too cold. Life can exist in such temperature belts.

**Q. 9: What is absolute zero?**

**Ans:** Absolute zero is the lowest temperature possible.



## Lesson# 2

**“Using the Scientific Method”****Q.1: How has the scientific method helped us in our fight against disease?**

**Ans:** The scientific method has helped us in knowing the causes of diseases and their prevention. Today babies are born in hospitals where there is little likelihood of their getting a disease. It has also enabled us to make life-saving drugs due to which a person can expect to live to be almost seventy years old.

**Q.2: Write a note on the better sanitary conditions available in our cities today and compare them with what they were like a hundred years ago?**

**Ans:** Today, our city streets are paved and well drained. They are cleaned regularly. Garbage and sewage are disposed of properly. A hundred years ago, the streets were unpaved and poorly drained. Household garbage and other refuse were thrown in the streets. So, today sanitary conditions are far better than a hundred years ago.

**Q.3: What are sanitary conditions like our villages today and how would you improve them?**

**Ans:** Today, our villages are poorly drained, outdoor toilets are common and streets are unpaved. We could improve them by making the people aware of better sanitation and its positive effect on their health.

**Q.4: How has scientific method helped us in the production and preservation of foods?**

**Ans:** By using seeds, fertilizers, insecticides and pesticides we get more production of food. Modern methods of selecting, grading and processing have helped us a lot in the preservation of food.

**Q.5: We are less fearful than our ancestors. What were our ancestors afraid of?**

**Ans:** We are less fearful than our ancestors because we have stopped believing in superstitions. Our ancestors were afraid of black cats, broken mirrors and the number 13.

**Q.6: How has the scientific method enabled us to get over the old fears?**

**Ans:** Scientific method has made us rational. Now, we know there is a sound reason behind every happening. In this way, the scientific method has enabled us to get over the old fears.

**Q.7: What part did astrology play in the lives of men and women in the past? Give examples?**

**Ans:** In the past, astrology played an important part in the lives of men and women. People used to consult astrologists before marriages and other important matters of life.

**Q.8: Describe some of the superstitions still current in our country. How do they affect the lives of those who believe in them?**

**Ans:** Still some people believe in black cats, broken mirrors and the number 13 and other superstitions like them. They affect the way of thinking of the people who believe in them.

**Q.9: What were the survival chances two hundred years ago?**

**Ans:** Two hundred years ago, seven out of eight babies died before reaching their first birthday.

**Q.10: What do we mean by the word attitude?**

**Ans:** By attitude, we mean the way we feel and think towards an idea or an event.

**Q.11: What is meant by superstitions?**

**Ans:** Superstitions are the set of beliefs that certain events or things bring good or bad luck. Black cats, broken mirrors and number 13 are some common superstitions.

**Q.12: How did thrifty housewives preserve food in the past?**

**Ans:** Thrifty housewives preserved their home-grown vegetables and fruits by canning, pickling, or drying them for use during the cold weather. Meats were preserved by salting and drying or by freezing.

**Q.13: How scientific method has improved our ways of life?**

**Ans:** Scientific method has improved our ways of life by solving health problems, increasing production and preservation of food, upgrading the sanitary conditions, bringing positive changes in our attitude, improving manner of construction, modes of communication and transportation.



## Lesson# 3

**“Why Boys Fail in College”**

**Q.1: According to the author there are some boys who fail because they do not try. Who are they? Can we help them?**

**Ans:** They are the ones who have nervous habits, mistaken ambition, and too receptive mind. Yes, they should be motivated to take studies seriously.

**Q.2: How do mistaken ambitions on the part of boys and their parents lead to the failure of the boys?**

**Ans:** Mistaken ambitions of the parents lead to the failure because the students do not take any interest in the subject chosen by their parents. They stop hard work in their studies. As a result, they fail.

**Q.3: There are some boys who have done well at school but fail to make their mark at college. Who are they? Do you have such boys in college in your country?**

**Ans:** These are the boys who are bright and intelligent but not hard working. They suppose that they can float through college with as little effort as they did through school. They become overconfident and eventually fail in college. Such boys could be found in the colleges of every country. Ours is no exception.

**Q.4: How does financial pressure lead to the failure of students described in the lesson? Do you have similar cases in your country?**

**Ans:** Poor students have to do some job to meet their educational expenses. They are at job from six in the evening till two in the morning, six days in week; to see boys undergoing transfusion of blood to get money for their food and books, is a heartrending spectacle. This dual exertion affects both their health and studies and so they fail. Yes, we do have such cases in our country.

**Q.5: To what extent does the question of health lead to failure at college? How far can the college authorities with their medical officers help students in such cases?**

**Ans:** Both physical and mental health are very important factors for students. If a student is suffering from any disease, he cannot concentrate on his studies. As a result, he fails. If proper cooperation exists between the teaching staff and the office of the college doctor, an immense number of students can be helped.

**Q.6: What place would you accord to sportsmen in college?**



**Ans:** The main purpose of college is to impart education. Sportsmen should be given respectable position in the college. But they should not be allowed to neglect their studies at any cost.

**Q.7: There are some students who join the college for the fun of it. Should they be allowed to stay?**

**Ans:** Students who join the college for fun, they should not be allowed to stay because they can spoil other students as well.

**Q.8: Who are lazy bluffers? What should be done about them?**

**Ans:** Lazy bluffers are students who join college without any purpose. They should be left to the cold merciless world so they can find out by experience how much demand there is for boys like them.

**Q.9: What should be the role of college dean?**

**Ans:** The college dean should be like a doctor. He should diagnose the cause of failure among the students. In this way, he can save the boys from failure.

**Q.10: Why is the proper cooperation needed between the teaching staff and the college doctor?**

**Ans:** It is necessary so that the boys are clinically examined regularly to maintain their physical and mental health. It also helps to avoid an immense number of failures.

**Q.11: Can we help the student suffering from nervous habits?**

**Ans:** No, we cannot help the students suffering from nervous habits. Nervous habits are not easy to uproot, they cannot be eradicated by anyone but the boy.



**Lesson # 4****“End of Term”**

**Q.1: What was Daiches’s attitude towards the weekend as a school boy? Why did he long for it?**

**Ans:** He waited for the weekend to enjoy and take a rest. He felt like a prisoner who had just been released from the prison. He wanted to get away from the daily grind of school, with its abundant homework, its fierce competition and the sense of never being able to relax.

**Q.2: What was his general view of school life?**

**Ans:** Daiches was not an irritated and disheartened boy of his school but he certainly did not like the overburdened routine of school life. School appeared to be something like a prison to him, he did not use to get enough time to sleep, contest with the class fellows and endless home assignments made him tired and exhausted.

**Q.3: He liked holidays for their freedom-freedom from what?**

**Ans:** Freedom from the daily grind of school, with its abundant homework, its fierce competition and the sense of never being able to relax.

**Q.4: Why did Daiches not like his maid-servant?**

**Ans:** The writer used to sleep in the attic with his brother and sister. He would hear the footsteps of their maid early in the morning and then her call to get ready for school. This call to him appeared like a call to hell.

**Q.5: What were David Daiches’s feelings on a Friday morning, afternoon and at Night?**

**Ans:** The writer felt happy on a Friday morning as the next two days were holidays. Friday morning used to be rose-coloured for him, he felt like a prisoner coming out of jail on a Friday afternoon. Friday night was the best time of the week for him.

**Q.6: How did David Daiches feel on Friday night, Saturday night and Sunday night as a school boy?**

**Ans:** The Friday night was the best for the writer as two full holidays were to come after it. The Saturday night was slightly pleasant because Sunday was still left as a holiday. The Sunday night used to be full of the threat of Monday morning.

**Q.7: What were the periods of respite in school enjoyed by the writer?**

**Ans:** A half-holiday to let students attend a football match which some unpredictable circumstances had caused to be cancelled the preceding Saturday, or the sudden dismissal of school an hour or two before the usual time because of some unexpected crisis or celebration.

**Q.8: Describe Christmas and the Easter holidays the writer enjoyed during his school life.**

**Ans:** In the earlier school days of the writer, Christmas and the Easter holidays lasted three weeks each. However, later they were reduced to fortnight and then to ten days. It was a period of real joy and fun for the writer.

**Q.9: How did he spend his summer holidays?**

**Ans:** The summer vacation gave him immense pleasure. On getting it, he walked home happily across the meadows. He desired to play games and enjoy his time fully during the long vacation.

**Q.10: Wishes don't come true in this life, writes Daiches. What are the things he longed for but could not have?**

**Ans:** Daiches wanted to have a tricycle and ice-cream in childhood, but he did not have the money.

**Q.11: What did he do with his pocket money?**

**Ans:** Daiches got a few pence weekly as his pocket money. He put his pocket money in a moneybox and, thus saved it. He did not have to spend in his early childhood.





## Lesson # 5

**“On Destroying Books”**

**Q.1: What sorts of books were presented by the British public to soldiers?**

**Ans:** Books presented by British public, mostly consisted of magazines, twenty years old guides to the Lake District, and back number of Whitaker's Almanac.

**Q.2: Was it interest of soldiers that promoted their action, or was it the wish to get rid of useless books?**

**Ans:** People wanted to get rid of their extra books and it was a fine chance to gift their useless books.

**Q.3: Why should bad books be destroyed?**

**Ans:** The bad books should be destroyed because it makes more room for new books and saves one's heirs the trouble of sorting out the rubbish or storing it.

**Q.4: What sort of the books did the author accumulate in his flat?**

**Ans:** The books of inferior and minor verse gradually accumulated in his flat.

**Q.5: Why is it difficult to destroy books?**

**Ans:** According to author books may not have as many lives as a cat, but they certainly die hard: and it is sometimes difficult to find a scaffold for them.

**Q.6: Why could not the author burn the unwanted books?**

**Ans:** He did not have kitchen range or gas-cooker to execute his plans. It was an impossible task to burn them leaf by leaf in his small study fire.

**Q.7: How he decided to get rid of them?**

**Ans:** J.C Squire decided to get rid of his useless books by putting them in a sack and throwing them into the river.

**Q.8: How did the writer bring his books down and what was the weather like?**

**Ans:** The writer arranged a sack, filled it with his useless books, put them on his shoulder and carried them down. It was nearly midnight. The weather was quite cold and the stars were shining.

**Q.9: Describe the author's midnight venture to throw the books in the river and the suspicions which his action were likely to arouse.**

**Ans:** He put his books in a sack at midnight and went out in the cold. He felt afraid of a policeman who could catch him. He also feared that someone was following him. But he threw his books into the river.

**Q.10: Why did the writer feel afraid of the policeman and how did his fear get reduced?**

**Ans:** The writer felt that the policeman would think that he had stolen goods in the sack. Later he felt happy that the policeman had excused him. So, he went on moving forward towards the river.

**Q.11: What difficulty brought J.C. Squire within the shadow of the rope?**

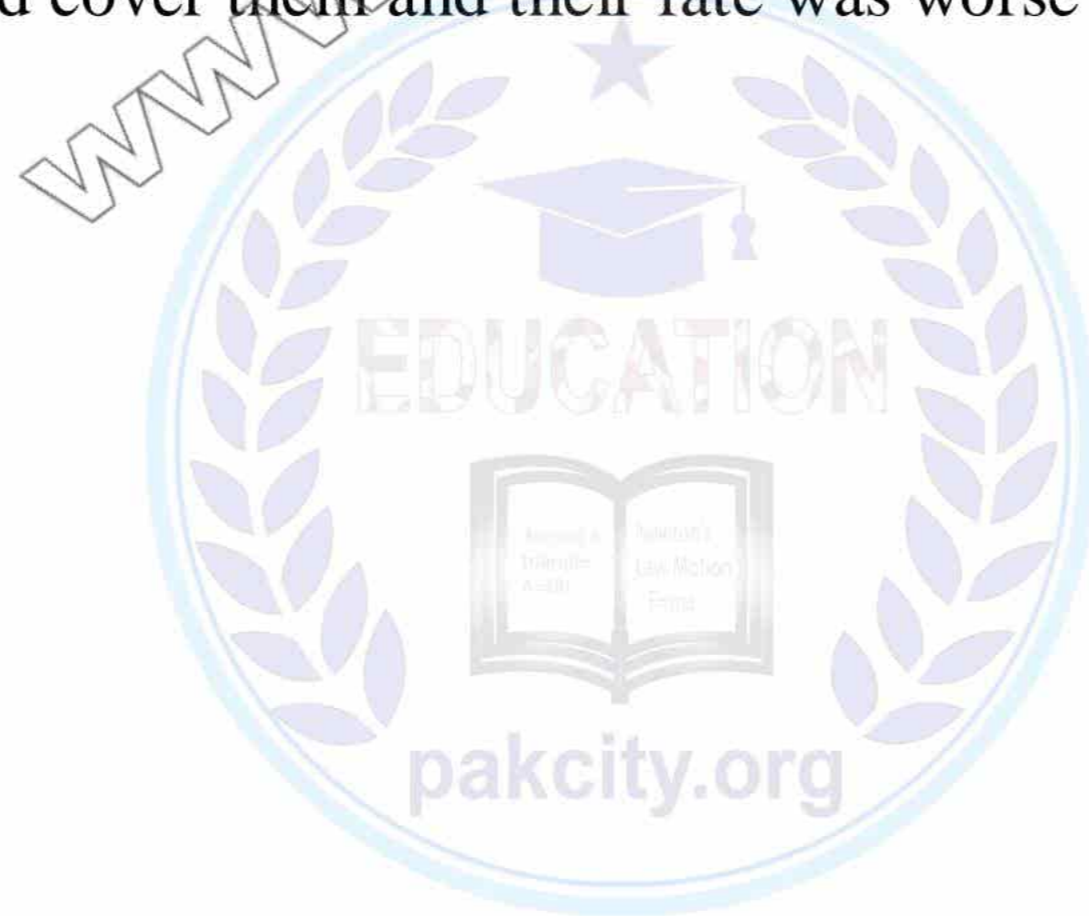
**Ans:** The difficulty of throwing books was that the writer was frightened that someone could think that he was throwing an unwanted baby into the river. This situation brought J.C. Squire within the shadow of rope.

**Q.12: How did he muster up courage at last to fling them into the river?**

**Ans:** The writer motivated himself by considering himself a cowardly person not to throw the books down. He was ashamed of himself, as he thought he only made a show of his boldness to others. With the courage of despair, he threw the sack down into the water.

**Q.13: Did he come to have a feeling for those books once he had got rid of them?**

**Ans:** Yes, he felt very sorry for the books he had thrown into the river. He took pity on them. He thought how mud would cover them and their fate was worse than they deserved.



## Lesson # 6

**“The Man Who Was a Hospital”**

**Q.1: How did Jerome K. Jerome come to suspect that his liver was out of order?**

**Ans:** He suspected that his liver was out of order after reading a patent liver-pill circular, mentioning various symptoms by which a man could tell when his liver was not functioning properly.

**Q.2: Why did the writer, Jerome K. Jerome, go to the British Museum and what did he do there?**

**Ans:** The writer went to the British Museum to read about the treatment of the hay fever. He thought he was suffering from it. He got a book and read about other diseases as well. He began thinking that he had most of them.

**Q.3: What were the diseases he thought he was suffering from on reading a book on the treatment of disease?**

**Ans:** He discovered that he was suffering from typhoid fever, St. Vitus's dance, bright disease, cholera, diphtheria, gout, zymosis except housemaid's knee.

**Q.4: What did Jerome discover about typhoid?**

**Ans:** He discovered that he had typhoid fever, must have had it for months without knowing it.

**Q.5: What was the disease he discovered he didn't have?**

**Ans:** He was not suffering from housemaid's knee.

**Q.6: Was he pleased to find he didn't have it?**

**Ans:** He felt rather hurt about it. He took it a matter of disgrace for him. But later on, he overcame those feelings when he realized that he had every other known malady in the pharmacology.

**Q.7: Why should he be an acquisition to the medical class?**

**Ans:** He believed that students would have no need to “walk the hospitals”, if they had him. He was a hospital in himself. All they need to do would be to walk around him, and, after that, take their diploma.

**Q.8: Why did the writer examine (or feel) his pulse, heartbeat and tongue after reading the book?**

**Ans:** The writer felt that he was suffering from so many diseases but he wanted to live longer. He tried to check his pulse, heartbeat and tongue to ensure that his organs were working properly.

**Q.9: Describe his visit to the medical man.**

**Ans:** The writer went to his medical man and told him how he had found that he had all the diseases except housemaid's knee. The doctor looked down into his mouth and checked his pulse. Then he hit him in the chest and butted him with the side of his head. After that he sat down, wrote out a prescription and gave it to the writer.

**Q.10: He thought he was doing the doctor good turn by going to him. Why?**

**Ans:** The writer thought that the doctor would get a lot of knowledge and practice by getting him as a patient. He would get more practice out of the writer than out of seventeen hundred of his ordinary, commonplace patients, with only one or two disease each.

**Q.11: What was the prescription given to him by the doctor?**

**Ans:** The prescription was "1 lb. beefsteak, every 6 hours. Ten-mile walk every morning, bed at 11 sharp every night. And don't stuff your head with things you don't understand."

**Q.12: Describe his visit to the chemist.**

**Ans:** He handed over the prescription to chemist after reading which he was surprised. He said he was a chemist and did not have any store or hotel so he could not provide him food and comfort.

**Q.13: What is the significance of the doctor's advice: don't stuff your head with things you don't understand? Or what is the theme or message of the story?**

**Ans:** We should not try to become an authority on those matters about which we have no solid knowledge. Diagnosis of diseases and their cure is the job of the medical men. An ordinary man cannot diagnose a disease by just reading medical books and should better leave it to the doctors to handle.

**Q.14: How did the prescription of the doctor affect the writer and why was it helpful?**

**Ans:** The writer ate the healthy food suggested by the doctor, took exercise and did not worry about his health. Then he never had any problem regarding his health.

## Lesson # 7

**“My Financial Career”****Q.1: Why did Leacock go to the bank?**

**Ans:** The writer went to the bank because his salary had been raised to fifty-six dollars a month and he felt that the bank was the only place for it. So, he went to the bank to deposit fifty-six dollars.

**Q.2: What light do the following expressions throw on Leacock’s state of mind when he entered the bank: “looked timidly round”, “shambled in?”/ Why did the writer get confused in the bank?**

**Ans:** It was Leacock’s first experience of bank so he was highly afraid and confused. He walked in slowly as he did not know how he might be treated.

**Q.3: Why did the manager come to think that Leacock had an awful secret to reveal?**

**Ans:** Leacock entered the bank in a strange manner. Then he said that he wanted to see the manager “alone.” The manager began feeling that Leacock was an agent and had a secret to tell.

**Q.4: Describe Stephen Leacock’s meeting with the bank manager.**

**Ans:** The manager asked if he was from secret-service. He told him that he was not a detective and all he wanted was to open an account. The manager asked if it was a large account. Leacock replied that he wanted to deposit fifty-six dollars.

**Q.5: What kind of man the manager was?**

**Ans:** The manager was a serious and calm person. He asked questions from him about his purpose and the amount.

**Q.6: What was the attitude of the manager towards Leacock on learning that he only wished to deposit 56 dollars in the bank?**

**Ans:** The manager’s behavior towards Leacock changed when he came to know that Leacock had only 56 dollars to deposit. He was no more welcoming instead he became impolite and rude.

**Q.7: Why did Leacock want to draw out some money?**

**Ans:** Leacock wanted to withdraw some money for his present use. First, he wanted to draw out six dollars, but he wrote fifty-six dollars in fear and confusion.

**Q.8: What other blunders did Leacock commit after leaving the manager's office?**

**Ans:** Leacock walked into the bank safe. The manager asked him to come out and walk the other way. He poked the ball of money at accountant as if he was doing a conjuring trick. He deposited his 56 dollars, soon wanted to draw 6 dollars but drew 56 dollars.

**Q.9: What did the writer do when he realized his blunder of writing the wrong amount on the cheque?**

**Ans:** The writer tried to justify his action of withdrawing all his money by pretending that he was doing it as the result of some insult of him by a bank worker. He behaved like a person quickly getting into anger at that insult to draw his whole amount.

**Q.10: What was the reaction of the bank employees when Stephen Leacock left the bank?**

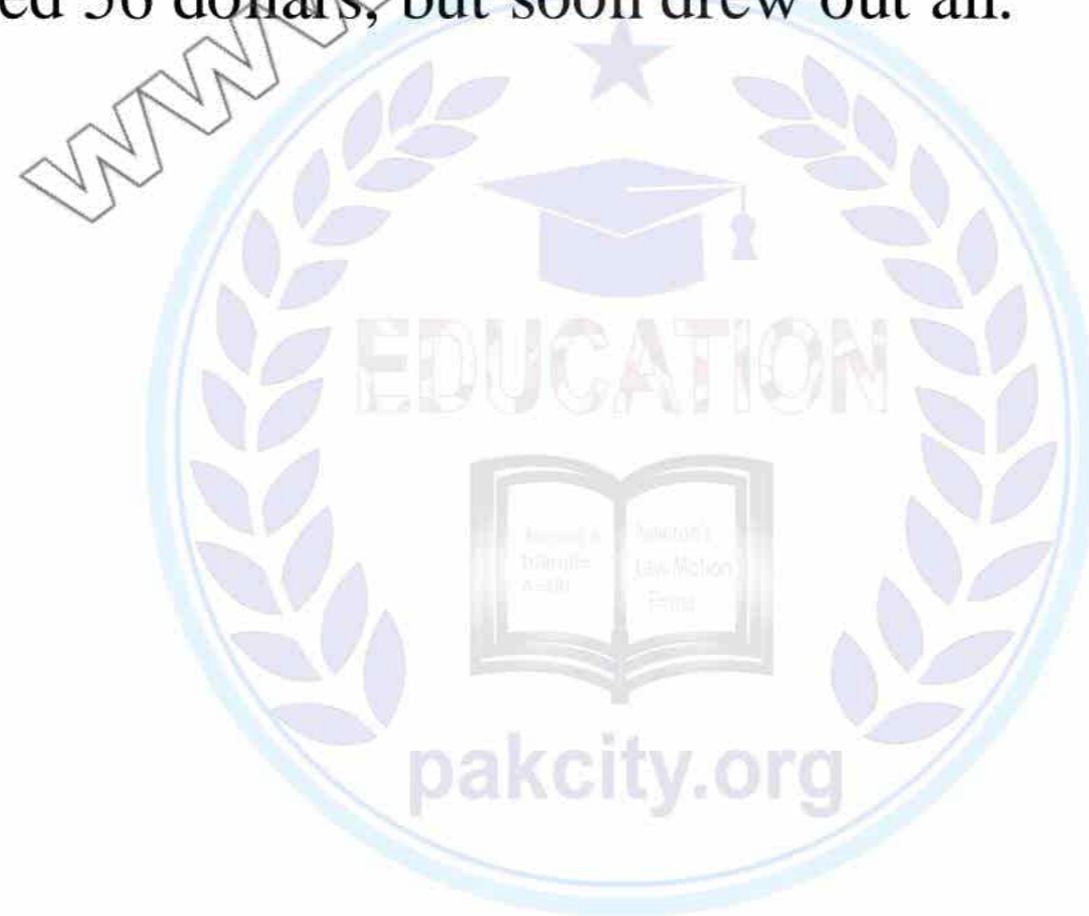
**Ans:** When the author came out of the bank, he heard a roar of laughter, which was reaching up to the ceiling of the bank.

**Q.11: After this misadventure in the bank where did Leacock keep his money?**

**Ans:** He kept his money in cash in his trousers pocket and his savings in silver dollars in a sock.

**Q.12: Give as many examples as you can to show that Leacock was feeling completely lost in the bank all the time he was there.**

**Ans:** The writer walked in unsure of what he had to do. He told the manager that he wanted to see him alone. He walked into the safe. He poked the ball of money at accountant as if he was doing a conjuring trick. He deposited 56 dollars, but soon drew out all.



**Lesson # 08****“China’s Way to Progress”****Q.1: Why has the world changes its attitude towards China?**

**Ans:** The world has changed its attitude towards China due to the amazing progress China has made in all walks of life.

**Q.2: Discuss Chinese agricultural system.**

**Ans:** The Chinese agricultural system has its basis in communes. These communes are further divided into production brigades and teams. Agricultural mechanization is being introduced but with a lot of caution so that it may not upset the balance between traditional and modern farming.

**Q.3: How does China rely on its own resources?**

**Ans:** China relies on its own resources by using locally manufactured machinery and products. Native products and machines are cheaper and take less time to prepare when needed.

**Q.4: Describe a day in the life of a Chinese student.**

**Ans:** Je Wen Siu gets up at 6 in the morning, does a few domestic chores, has breakfast, and goes to the school at 8. She finishes at 11 am and comes back home. She takes her lunch and goes back to the school at 1:30 pm. After 4 pm, she takes rest, reads newspaper, and enjoys listening to the radio.

**Q.5: Write a note on Chinese women.**

**Ans:** Chinese women are hard working. They enjoy many social security benefits: they enjoy 8-hour working day, free hospitalization and medical care, nursery and infant school, and 56 paid leaves before childbirth.

**Q.6: What are the social security benefits provided to the Chinese workers?**

**Ans:** Chinese workers enjoy a number of social security benefits. They get the medical treatment for free while their family members pay fifty percent of the cost. Each plant, factory or agricultural commune has a health centre and a first-aid station. All plants boast nurseries and kindergartens. The Chinese regime has set up an assistance system guaranteeing a minimum subsistence level.

**Q.7: “It is the people and not the things that are decisive.” Discuss.**

**Ans:** It is a quote by Mao Zedong and it reflects his implicit faith in the importance of people. Unlike West he laid emphasis on people instead of materialistic gains.

**Q.8: “The heart of the matter is to root out selfishness.” Discuss.**

**Ans:** Selfishness needs to be uprooted for the welfare of people at large and to make people consider it their happiness to serve their fellow beings.

**Q.9: What will happen in China if war breaks out?**

**Ans:** If war breaks out in China, every province in China can survive on its own; and those invading the country would be literally drowned in the sea of people.

**Q.10: What are the three fevers that are not found in Chinese people?**

**Ans:** The three fevers of alcohol, money, and sex are not found in the Chinese people.





## Lesson # 09

**“Hunger and Population Explosion”**

**Q.1: What does hunger mean on a large scale as viewed by the author?**



**Ans:** It means that one never gets enough to eat. It also means a situation where one is wondering where the next meal is coming from or even if there will be a next meal.

**Q.2: Describe some great famines of the past.**

- Ans:**
- 1) A famine hit Egypt for a period of seven years during the time of Joseph.
  - 2) One famine in every five years hit Europe from the birth of Christ to about 1800.
  - 3) The Russian famine in 1921-22 killed several million people.
  - 4) One million people starved to death in Bombay in 1942 because of the failure of the rice crop.

**Q.3: How do famines occur?**

**Ans:** Famines may occur due to many reasons. It may be that there are just too many people for the amount of food available. Failure of crops due to disease and lack of rain can also be considered the main reasons behind the famine.

**Q.4: What is the main reason for population increase today?**

**Ans:** The main reason for population increase is the difference between birth rate and death rate. It means that the number of people who are born in a year is greater than the number of people who die the same year. There is a cure for almost all diseases, that is why the death rate is low and population is increasing.

**Q.5: What is meant by birth rate and death rate, and how do they affect the population of a country?**

**Ans:** Birth rate means the number of births per 1000 population whereas the death rate means the number of deaths per 1000 population. The difference between birth and death rate causes the population increase.

**Q.6: What have public health measures to do with increase in population?**

**Ans:** Public health measures have contributed significantly in the reduction of the death rate. It has been possible due to modern medicine and epidemic control. There is a cure for almost all diseases, that is why the death rate is low and population is increasing.

**Q.7: Account for the high birth rate in underdeveloped countries.**

**Ans:** People in underdeveloped countries are usually less informed. No one counsels them on birth control. Moreover, they think that by giving birth to more children they are increasing the number of earning hands that is why there is a high birth rate in underdeveloped countries.

**Q.8: Why is birth rate no so high in the more advanced countries?**

**Ans:** People in those countries are educated and socially advanced. They are educated about birth control and financial crisis causes by high population rate. That is why the birth rate is not so high in the more advanced countries.

**Q.9: Give a brief account of the poor economic conditions prevailing in underdeveloped countries.**

**Ans:** An underdeveloped country is marked by poverty in all respects. Beggars in cities and villages barely survive. It has a lack of its own factories. The supply of power is insufficient. It does not have good roads and railways. The number of roads and railways are not adequate. Hospitals, schools, and college are few and far away. Most older people cannot read or write.

**Q.10: According to the lesson, how many children does a woman have on average in the USA?**

**Ans:** A woman in the USA has only three children on average.

**Q.11: In the author's opinion, what is the most difficult thing to achieve?**

**Ans:** In the author's opinion, the most difficult thing to achieve is a desire among individuals to limit the size of the family.

**Q.12: What happens if the rich keep getting richer and the poor keep getting poorer?**

**Ans:** If the rich keep getting richer and the poor keep getting poorer, it encourages the poor to wage war on the rich.



## Lesson # 10

**“The Jewel of the World”**

**Q.1: Give an account of the early career of Abd-al-Rahman I, his dramatic escape and his adventures in Africa.**

**Ans:** After the defeat of the Umayyad family in 750, once when he was in Bedouin camp, the Abbasid soldiers came to kill him and his brother. He saved himself by diving into the river and swam away. He narrowly escaped assassination in North Africa at the hands of the governor of the province. His maternal uncles, who were Berbers from the district of North Africa, offered him refuge.

**Q.2: How did Abd-al-Rahman deal with the governor appointed by the Abbasid caliph to contest his rule?**

**Ans:** Abd-al-Rehman killed the caliph, preserved his head in salt and camphor, wrapped in black flag along with the letter of appointment and sent it to the Abbasid caliph.

**Q.3: What did the Abbasid caliph say on receiving the head of his governor?**

**Ans:** On receiving the head of his governor, he said, “Thanks be to Allah for having placed the sea between us and such a foe”.

**Q.4: What did Abd-al-Rehman do to make himself strong and to beautify his capital?**

**Ans:** To make himself strong, Abd-al-Rahman developed a highly trained and well-disciplined army of 40,000 or more Berbers. To beautify his capital, he introduced a system of pure water through an aqueduct and built a wall round it. He built a palace for himself and a garden. He founded the great mosque of Cordova.

**Q.5: Give an account of the all-round progress made by the Arabs under Abd-al-Rahman III.**

**Ans:** During his reign, weaving, leather making, silk, glassware, brass work and the art of other metals flourished in Spain. Cordova became one of the most cultured cities. It had seventy libraries, numerous bookshops, mosques and palaces.

**Q.6: What did Al-Hakam do to promote learning and scholarship in his kingdom?**

**Ans:** Al-Hakam was a scholar himself and he patronized learning. He was generous to scholars and established twenty-seven free schools. He enlarged the mosque which housed the university, he was a lover of books and under him the capital housed a library of first magnitude. The books thus gathered are said to have numbered 400,000. The distinguished Dutch scholar Dozy went so far as to declare enthusiastically that “nearly everyone could read and write.”

**Q.7: What plants did the Arabs introduce to the West?**

**Ans:** Arabs introduced plants and fruits e.g., apricots, peaches, pomegranates, oranges, sugarcane, cotton and saffron.

**Q.8: Briefly describe Al-Zahra, the royal palace.**

**Ans:** Al-Zahra stood northwest of the town of Cordova. It had four hundred rooms and apartments that housed thousands of slaves and guards. For its construction, marble was brought from Numidia and Carthage. Ten thousand workmen with fifteen hundred beasts of burden worked on it for a score of years.

**Q.9: How did Abd-al-Rahman keep treason and brigandage in check?**

**Ans:** Abd-al-Rahman kept a standing army of a hundred thousand men with whose help he kept treason and brigandage in check.

**Q.10: Who overthrew the Umayyad dynasty in Damascus? When?**

**Ans:** The Abbasid family overthrew the Umayyad dynasty in Damascus in the year 750.



## Lesson # 11

**“First Year at Harrow”**

**Q.1: The writer says that the examiners ask the questions which students cannot answer and not those which they can answer. Is the complaint just?**

**Ans:** The complaint is unjust. The examiners set the exam according to the mentioned syllabus and not to students' liking. Only those students complain who do not give sufficient time to their studies and while away their precious time.

**Q.2: Why did Churchill not do well in examinations?**



**Ans:** Churchill did not do well in examination because he was interested in history, essay writing, and poetry, while the examiners were partial to Latin and mathematics.

**Q.3: How did he do his Latin paper?**

**Ans:** He did his Latin paper badly. He just wrote his name, question '1' and after much reflection put a bracket round it thus (I). Unknowingly, there arrived from nowhere in particular a blot and many smudges on the paper.

**Q.4: Churchill was taught English at Harrow and not Latin and Greek. Was it a gain or a loss?**

**Ans:** It was a gain. All the brilliant students who learned Latin and Greek had to come down again to common English to earn their livelihood that is why Churchill was at no disadvantage.

**Q.5: What good did his three years stay at Harrow do him?**

**Ans:** Churchill learnt the basic English sentence structure thoroughly. It proved useful to him because students had to come down to English to earn their living.

**Q.6: Write an appreciation or criticism of Churchill's views in regard to the study of Latin, Greek, and English and their value in earning a living.**

**Ans:** Churchill's views about English and its importance are valuable because English is an international language and almost everyone has to learn it to be successful. It turned out a boon for Churchill because it helped him to succeed in his practical life.

**Q.7: Who was Mr. Somervell and how did he teach English?**

**Ans:** Mr. Somervell was the teacher who taught Churchill English at Harrow. He had a unique style of teaching English. He took a fairly long sentence and broke it up into its components by means of black, red, blue, and green inks: Subjects, Verb, Object, Relative Clause, Conditional Clause, Conjunctive and Disjunctive Clauses!

**Q.8: Who was Mr. Welldon?**

**Ans:** Mr. Welldon was the Headmaster of Harrow at the time of Churchill's admission.

**Q.9: Why is Churchill biased in favor of boys learning English?**

**Ans:** Churchill is biased in favor of boys learning English because he himself had learnt English and found it to be advantageous to him as it helped him becoming successful in his practical life.



**Lesson # 12****“Hitch Hiking Across the Sahara”****Q.1: How did he manage to get a seat in the weapon carrier?**

**Ans:** He requested the lieutenant in charge of the weapon carrier to allow him to travel with them. He also produced an expired permit from Ministry of war that he could join French Foreign Legion to collect material for his article. Luckily the lieutenant did not see the “cancelled stamp” and he was allowed to travel with them.

**Q.2: What was the most noticeable feature of the desert city named Ghardaia?**

**Ans:** Ghardaia was a typical desert city. Flies were in plenty there. Its flies were even more numerous and stickier than anywhere else. Almost everything there was covered with flies.

**Q.3: Give an account of the little town, named El Golea, and compare it with In Salah.**

**Ans:** El Golea was a true oasis with plenty of water. In El Golea, Christopher took bath in a little pool. The pool was shaded by palm-trees. He also enjoyed lying on the cool grass beside the pool. On the other hand, In Salah was fighting a battle for its survival. The sand was constantly encroaching on the town.

**Q.4: How much distance did Christopher cover to reach his destination?**

**Ans:** He crossed 3200 kilometers of desert and reached his destination Timbuktu.

**Q.5: What did the driver of the truck tell Christopher about three Englishmen who had attempted to cross the desert?**

**Ans:** The driver of the truck told him a very horrible story of three Englishmen. They tried to cross a part of the desert in a car with a very limited supply of water. Their car had become stuck in the sand dune. They were extremely thirsty. But they could not find water. They were burning with thirst. First, they drained the radiator and one of them tried to drink oil of the car. At last, they died of extreme thirst and their bodies were found like dried leaves after three days.

**Q.6: What do you know of Professor Claude Balanguernon?**

**Ans:** He was a Frenchman. He was really a great and kind man. He had devoted his life to the service and welfare of Tuareg people. He educated them. He also taught them good manners. He wanted to improve their lives. He also wanted to make them a civilized and respectable nation. He was a very co-operative & caring fellow.

**Q.7: Describe the events leading to the killing of a camel. What sort of water did they get from its stomach?**

**Ans:** Christopher and his companions ran out of water. They were very thirsty. Their condition was very bad and painful. There was no source of water. They needed water to keep themselves alive otherwise they could die very soon. At last, they slaughtered a camel. They took water from its stomach and drank it. This water was green & tasteless. It was like thin blood. But it kept them alive.

**Q.8: Describe the journey through the Land of Thirst & Death.**

**Ans:** The journey through the land of thirst and death was very dangerous. This part of the desert was notorious for sandstorms & dry water holes. Christopher and his companions faced many difficulties while passing through this area. Once they were hit by a dangerous sandstorm. But fortunately, they remained safe. Once they were short of water. There was no water available nearby. They were half dead with thirst. At last, they found water with great difficulty and saved their lives.

**Q.9: Describe the stay at In Abbangarit. How did Christopher manage to get water there?**

**Ans:** His stay at In Abbangarit was very painful and fearful. He was friendless and helpless. He was short of water. His condition was very bad. He needed water to keep himself alive. He was thinking of death. At last, he found a well. But the water was very low. He hit upon a plan to bring water. He took a teapot and made a line from the wire of a recording device. He satisfied his thirst and came to life. After some time, Professor Claude Balanguernon came to rescue him.

**Q.10: Give an idea of the size of the Sahara. How is it compared with England?**

**Ans:** The full Sahara area, stretching almost the complete width of North Africa, is many times the size of England.

**Q.11: What had Christopher's foster-mother to do with his desire to see distant places?**

**Ans:** When he was a small child, he used to be cheeky and naughty. His foster-mother used to threaten him to send him to Timbuktu to silence him. It is a distant place in the great desert. But, instead of becoming afraid, he desired to see that place one day. It showed that he was adventurous since childhood.



## Lesson No. 13

**“Sir Alexander Fleming”****Q.1: What are antiseptics and antiseptics method?**

**Ans:** Antiseptics are the certain chemicals used to kill germs. Carbolic acid and iodine are the examples of antiseptics. The application of antiseptics to stop the germs from entering the body is called antiseptic method.

**Q.2: What was the chief defect of the antiseptic method?**

**Ans:** The chief defect of the antiseptic method was that it not only destroyed the germs but also the white blood cells of the body, which is defensive mechanism.

**Q.3: What part is played by the white cells in the blood of a human body?**

**Ans:** When germs enter the body, they are immediately attacked by hosts of white blood cells from the whole neighborhood, which rush to join battle with the invader like soldiers answering a bugle-call. Disease is, in fact, a fight between the leucocytes and the germs—and a fight to the death, for it ended only with the death of the germs or death of the patient.

**Q.4: What was the aseptic method?**

**Ans:** The method in which heat was used to destroy the germs of diseases was known as an aseptic method.

**Q.5: In what respect is penicillin better than the chemical antiseptics?**

**Ans:** Penicillin is better than other chemical antiseptics as it destroys only germs of disease and is harmless to the white blood cells.

**Q.6: In what respect is penicillin better than the chemical antiseptics? Or Write a note on penicillin as a wonder drug.**

**Ans:** Penicillin is better than all other antiseptics. It does not damage white blood cells. Whereas other chemicals like carbolic acid damage white blood cells. It is also called wonder drug. It saved millions of lives. Its discovery revolutionized the world of medicine.

**Q.7: What do you know of the Oxford team? Or how did they make penicillin more effective?**

**Ans:** The Oxford team included trained chemists and bacteriologists. It was headed by Professor Haward Florey and Doctor E. B. Chain. They concentrated and made penicillin more effective through a series of brilliant experiments. They adopted modern methods of manufacturing.

**Q.8: Was Fleming proud of his discovery?**

**Ans:** Fleming was a very humble fellow. He was not proud of his discovery. He said that

penicillin was nature-made and he only discovered it.

**Q.9: Fleming's achievement paved the way for other discoveries in the medical field. What were they?**

**Ans:** Fleming inspired other scientists to look for new medicines and cures of diseases. An important discovery was streptomycin.

**Q.10: Why could not penicillin have been discovered in the research laboratories of America?**

**Ans:** Penicillin could not have been discovered in American laboratories because their labs were clean, dustless and air-conditioned. There was no chance of a mould spore to enter the lab through a window.

**Q.11: Give an account of the early life of Fleming.**

**Ans:** Fleming was born in 1881. He got his early education in the village school. He went to London to study at the Regent Street Polytechnic at the age of fourteen. He then joined St. Mary's Hospital to become a doctor.

**Q.12: Describe how Fleming discovered penicillin.**

**Ans:** Fleming was busy in experiments in his lab. He was growing colonies of germs. By chance, a mold spore dropped on the culture plate. The germs began to disappear. Fleming tested it for its anti-bacterial features and discovered penicillin.



**Lesson # 14****“Louis Pasteur”****Q.1: What do you mean by ‘spontaneous generation’?**

**Ans:** Spontaneous generation means the hypothetical process by which living organisms develop from nonliving matter.

**Q.2: How did Pasteur prove that spontaneous generation was not a fact?**

**Ans:** Pasteur proved that it was not possible for cells or units of life to be born out of non-living matter. He heated milk much above its boiling point and killed all germs in it. No germs were born in it afterwards.

**Q.3: What help did Pasteur render in curing the “silkworm” disease in his country?**

**Ans:** Pasteur suggested collecting the eggs, laid by each moth separately and only keeping those derived from healthy parents. He suggested the use of microscope for doing so. He also suggested avoiding over-crowding, uncleanliness, over-heating, and unhealthy conditions generally.

**Q.4: Describe the early life of Pasteur.**

**Ans:** Pasteur was born in quite humble circumstances at Dole in France in 1822. When he was two years old, the family moved from Dole to Arbois. Here Pasteur was sent to school at the Communal College. Later on, he went on to Besancon and there he graduated and was given a post on the college staff.

**Q.5: Give some instances of Pasteur's patriotism.**

**Ans:** Pasteur was perhaps even more of a patriot than of a scientist. In 1884, when Europe was politically upheaved, Pasteur enrolled himself in the National Guard. Seeing one day an altar labeled "autel de la patrie," he promptly placed on it all his worldly wealth - 150 Francs. In 1870, when France was on the verge of war with Germany, Pasteur tried to enroll himself in the National Guard but he was refused on the score of physical incapacity. He also returned his degree of Doctor of Medicine which he earned from University of Bonn.

**Q.6: How did Pasteur discover the treatment for the cattle disease, Anthrax?**

**Ans:** He cultivated the Anthrax bacillus in such a way that it became only mildly poisonous. Later, when he introduced these weakened germs into an animal's blood, only slight symptoms of Anthrax appeared. The disease did not take the deadly form in that animal. This method

proved an effective cure for Anthrax.

**Q.7: How did Pasteur discover the method of making vaccines?**

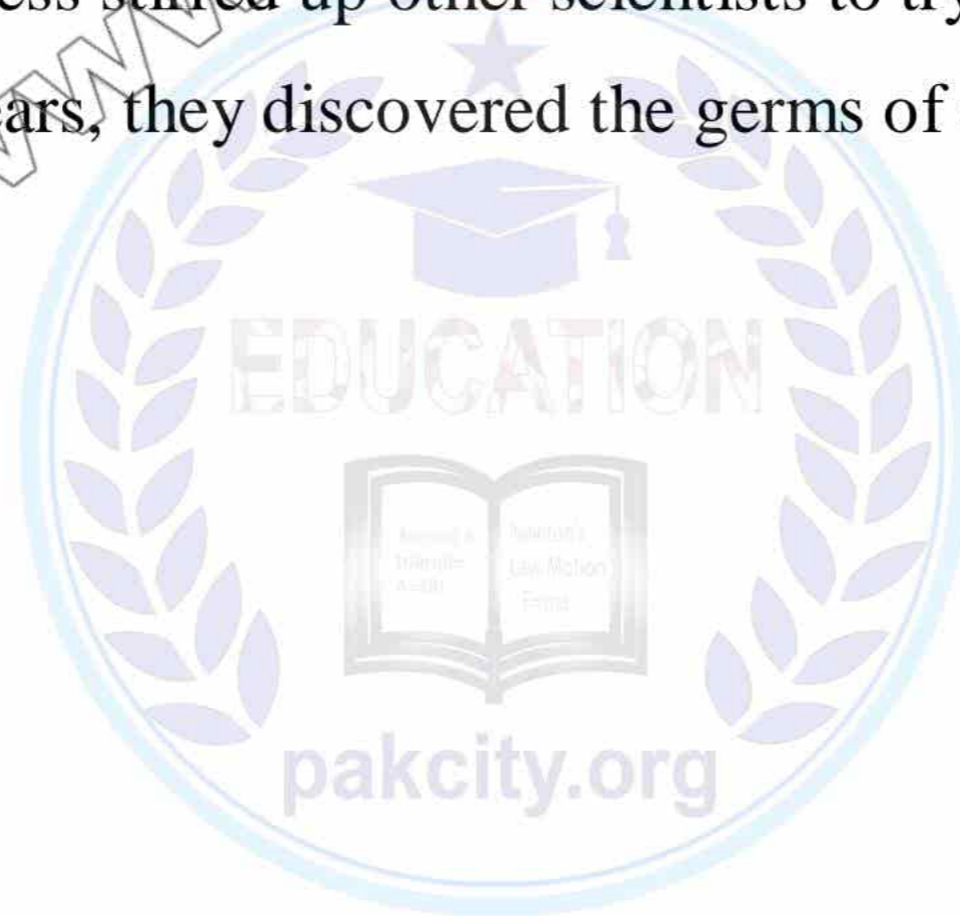
**Ans:** Once, on his return from a holiday, Pasteur found all his cultivations of the germs dead or dying. He proceeded to inoculate various birds with those dead or dying germs and found that the birds showed signs of illness but recovered. He, then, inoculated the same birds with a fresh lot of virulent germs of chicken-cholera, and he was amazed at the result that the birds still resisted the disease. Later on, this method was called vaccination.

**Q.8: Give an account of Pasteur's treatment of Hydrophobia and how he cured the first patient suffering from it.**

**Ans:** Pasteur tried taking some of the nervous tissues of an animal which had died of the disease and weakening it, which he found could be done by exposing the spinal cord of rabid rabbits to dry air, after fourteen days it became harmless. The weakened spinal cord introduced into dogs rendered them immune to hydrophobia. That cured the patient according to the above-mentioned treatment successfully.

**Q.9: How did Pasteur show the way to other scientists? Give an account of the discoveries.**

**Ans:** The fame of Pasteur's success stirred up other scientists to try similar methods of cure for other diseases. In the next ten years, they discovered the germs of consumption, diphtheria, typhoid, lock-jaw and cholera.



## Lesson # 15

**“Mustafa Kamal”****Q.1: What happened on the 23rd of April, 1920?**

**Ans:** On 23rd April 1920, the revolutionary Turkish Grand Assembly met and elected Mustafa Kamal as the first president of Turkey.

**Q.2: What was the attitude of the Turkish government towards the Allies after World War I?**

**Ans:** After World War I, all the old liberals and the Padishah himself were quite eager to collaborate with the Allies. Their conception of the best interests of the nation was that of loyalty to the Armistice and co-operation with the Allies, the occupying conquerors.

**Q.3: Why was Mustafa Kamal sent to Anatolia?**

**Ans:** In Eastern Anatolia, a General of Turkish army Kiyazim Karabekar with some undefeated soldiers refused to collaborate with both the Allies and the government. So, Mustafa Kamal was sent to deal with the situation on the spot.

**Q.4: Write a note on Mustafa Kamal's activities in Anatolia.**

**Ans:** At a secret meeting of the patriots in Anatolia, Mustafa Kamal sketched out his plan of resistance. He set up a temporary government in Anatolia, and set out to tour the villages. He started preaching resistance and, in every place, appointed representatives to form centers of patriotic revolt.

**Q.5: Why did Mehmet order Mustafa Kamal to return to Istanbul?**

**Ans:** Sent as a Governor of Eastern province from Istanbul, Mustafa Kamal had joined the patriots. He also sketched a plan of resistance against the Allied forces. As soon as Mehmet heard of his activities against the government, he ordered Mustafa Kamal to return to the capital immediately.

**Q.6: What was Mustafa Kamal's reply to Mehmet (when he was ordered to return to Istanbul)?**

**Ans:** In response to Mehmet's order to report immediately to Istanbul, Mustafa Kamal sent the most momentous telegram in the history of the Ottoman Empire. He wrote: "I shall stay in Anatolia until the nation has won its independence."

**Q.7: How did Mehmet try to regain Anatolia for himself?**

**Ans:** Mehmet tried to regain Anatolia from the Nationalists by subtlety. When Mehmet IV realized he was losing ground in Anatolia, he unexpectedly proclaimed himself willing to summon a government pleasing to the Nationalists. The patriots were absolutely taken by this trick. They centered upon Mehmet and shifted their activities to Istanbul.

**Q.8: Why did Mehmet's plan fail?**

**Ans:** Although all the Nationalists shifted their activities to Istanbul, Mustafa Kamal still continued his mission. He organized large regular troops of the old Imperial army, peasants and even women in large armed formations. Seeing this reunion, the Allied forces evacuated the interior. In response, the Allies dissolved the National Assembly and arrested many of the patriots. The government in Istanbul ended and Mehmet's plan failed at last.

**Q.9: What were the terms offered to Turkey by the Allies?**

**Ans:** The terms offered by the Allies were that a small and helpless Ottoman Empire would be entirely under the supervision of the Allied powers and all the Arab provinces would become mandated territories. The whole of eastern Anatolia would be a large Greek district. Cecilia would go to the French. The Ottoman capital itself would be an international center under the control of Britain, French and Italy. Only the immediate hinterland of Istanbul would remain "Turkey in Europe."

**Q.10: Give an account of the Greek attack and its defeat.**

**Ans:** On the 21<sup>st</sup> August, 1921, the Greeks attacked. The fight continued almost man to man for fourteen days under the burning heat of the sun in Sakarya. By the 4<sup>th</sup> of September the Greeks were at the end of their strength. On the 12<sup>th</sup>, the Greeks began to retreat. At last, towards the end of the August, 1922, Mustafa Kamal announced victory.

**Q.11: Give an account of the departure of Mehmet from Istanbul.**

**Ans:** On 17<sup>th</sup> of November, 1922, a British motor ambulance arrived at the palace where Mehmet was staying. Some baggage was brought out and placed in the car and an elderly man followed. The last of Sultans was on his way to exile.

**Q.12: Describe the reforms introduced by Mustafa Kamal with reference to (1) the position of women, (2) removal of illiteracy, (3) change in dresses, (4) adoption of the Roman script and (5) the industrial and economic development.**

**Ans:** The abolition of the veil was the most striking reform of Mustafa Kamal. "Our nation has decided to be strong," he had said, "and our absolute need today is the higher education of women." Thus, he uplifted to position of women in the real sense.

On assuming power, Mustafa Kamal's first object was to educate the people. For state education was unknown in Turkey, Mustafa Kamal faced two major problems in this regard to teach the masses and to train as many people as possible. Mustafa Kamal declared the old script to be abolished and replaced by the Roman script. He also simplified the Turkish script by substituting genuine Turkish words for those of Arabic and Persian origin. He made education compulsory for women.

The national head-dress, called Fez, was abolished. Wearing of hats was made compulsory. The abolition of the veil was the most striking reform of Mustafa Kamal

Old script was abolished and replaced by the Roman script. That simplified the Turkish script. Now, the Turkish language itself was simplified by substituting genuine Turkish words for those of Arabic and Persian.

New roads and railways were constructed. New factories were opened. He encouraged heavy industry. The banking system was organized. All of this was done without any borrowing.