

## **STUDY COURSE MATERIAL**

### **ENGLISH** **SESSION-2020-21** **CLASS-IX**

#### **TOPIC: BEEHIVE-CH-1-THE FUN THEY HAD by ISAAC ASIMOV**

### **DAY-1**

#### **About the author.**

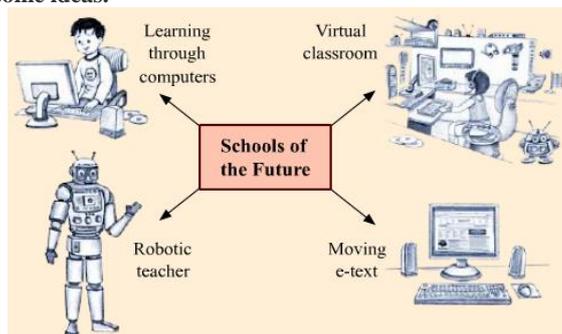
**Isaac Asimov** (January 2, 1920– April 6, 1992) was an American writer and professor of biochemistry at Boston University. He was known for his works of science fiction and popular science. Asimov was a prolific writer who wrote or edited more than 500 books and an estimated 90,000 letters and postcards. His books have been published in 9 of the 10 major categories of the Dewey Decimal Classification.

Asimov wrote hard science fiction. Along with Robert A. Heinlein and Arthur C. Clarke, Asimov was considered one of the "Big Three" science fiction writers during his lifetime. Asimov's most famous work is the "Foundation" series, the first three books of which won the one-time Hugo Award for "Best All-Time Series" in 1966. His other major series are the "Galactic Empire" series and the Robot series. The Galactic Empire novels are set in earlier history of the same fictional universe as the Foundation series. He also wrote hundreds of short stories, including the social science fiction novelette "Nightfall", which in 1964 was voted the best short science fiction story of all time by the Science Fiction Writers of America. Asimov wrote the Lucky Starr series of juvenile science-fiction novels using the pen name Paul French.

SOURCE : NCERT TEXTBOOK.

#### **Backdrop of the lesson:-**

The story we shall read is set in the future, when books and schools as we now know them will perhaps not exist. How will children study then? The diagram below may give you some ideas.



#### **Introduction.**

This is a very light story. It is set in the future. It will make all of you love school. This story is regarding school life and how those children who do not go to school, miss school. The setting of the story is in the future when perhaps, there will be no school, no books. Now how those students will miss going to school and will feel that their ancestors that is the present generation- you all, had fun going to school, meeting and helping each other. In the end we come to know that this is an imagination of a young girl named Margie who comes to know that their ancestors used to go to school, all the children used to study together. She feels that they all had a lot of fun when they went to school. So, when we read the story we feel that school life is very good, and we are fortunate that we have real schools where we go, meet friends and get a chance to study together.

#### **Character Sketch of main characters.**

##### **MARGIE.**

Margie is the 11-year-old protagonist of the story and a friend of Tommy's. The third-person-limited point of view is filtered through her childlike innocence and curiosity. Margie is a curious girl who is constantly asking questions and wanting to be around other people. This personality may account for her recent poor performance in her fact-based and passive geography lessons; Margie seems to crave an education that is interactive, engaging, and involved other people, but this vision is incompatible with her computerized and individualized model of education. In particular, she longs to be around other children her age—hence her constantly hanging around Tommy and dreaming of how fun it would have been to attend school with a whole neighborhood of children—but instead she's forced to sit alone in the schoolroom in her house, day after day,

watching a computer screen talk at her. Margie is also a highly imaginative child, as evidenced by her ability to picture historical scenes from Tommy's old book about schools from many centuries ago. After reading through the ancient book and learning about the ways of the past, Margie loses herself in her imagination, envisioning what it would be like to be a student hundreds of years ago and dreaming of "the fun they had."

### **TOMMY.**

Tommy is Margie's 13-year-old friend who finds an extremely old book in his attic, complete with wrinkly, yellowing pages. Although Tommy shares the book with Margie and helps her understand how the schools of the past functioned, he finds Margie's extreme enthusiasm and constant questions annoying and naïve. He frequently condescends to her, sometimes going to far as laughing in her face and calling her stupid for not knowing as much as he does about the world. He's also arrogant: when Margie remarks that a human man couldn't possibly be a teacher and know as much as their mechanical teachers, Tommy haughtily declares that his father knows "almost as much." As he's two years older, he also tries to act nonchalant in front of Margie—like noncommittally answering "Maybe" when Margie asks if they can read together after school—which is a sharp contrast from Margie's unbridled curiosity and enthusiasm.

### **Word meanings:-**

1. Crinkly: with many folds or lines, something that is crushed.
2. Attic: a space just below the roof, used as a storeroom
3. Scornful: contemptuous; showing you think something is worthless, show your dislike for something
4. Slot: a given space, time or position
5. Geared (to): adjusted to a particular standard or level
6. Blanked out: it has been erased
7. Loftily: in a superior way
8. Regular: here, normal; of the usual kind
9. Betcha (informal): (i) bet you (in fast speech): i'm sure
10. Dispute: disagree with when you are opposing something
11. Nonchalantly: not showing much interest or enthusiasm; carelessly

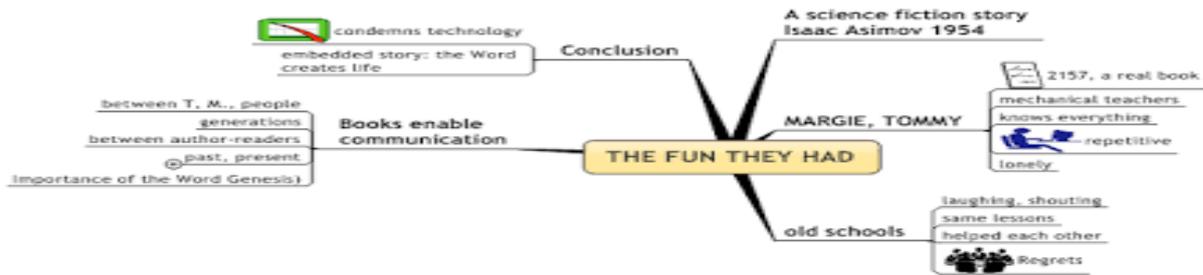
## **DAY-2**

### **❖ TEACING MATERIAL**

#### **❖ Ch-1 – The Fun They Had.**

#### **❖ Descriptive recapitulation.**

- ❖ The story opens with Margie writing in her diary about an old book that Tommy had found. Margie was reminded of her grandfather who had once talked about his grandfather who went to an actual school where the students were taught by human teachers.
- ❖ However, Margie and Tommy lived in the future world, in the year 2157 where education was completely computerized. They did not go to schools. Instead, they had a special study room where a computer taught them. The computer teacher was programmed and adjusted according to the needs of each child. Now and then the computer teacher developed faults which were fixed by a County Inspector.
- ❖ Both Tommy and Margie wondered at the book found by Tommy in his attic. They wondered at it as they read books on the screen of their computer teacher. Margie felt that the computer teacher was boring; she disliked the mechanical teaching and learning. She also wondered how much fun it would be studying in a school. Studying in a fun way, with other children and that too from a human teacher.



- ❖ Video related: <https://youtu.be/iAdOPMtWGSA>
- ❖ Attached doc: <http://ncert.nic.in/textbook/textbook.htm?iebe1=0-11>

❖ Question and Answers.

❖ **Answer these questions in a few words or a couple of sentences each.**

- ❖ 1. How old are Margie and Tommy?
- ❖ A. Margie and Tommy live in the future, in the year 2157. They are neighbours and spend time together. Margie is a girl of eleven years of age while Tommy is a boy of thirteen.
- ❖ 2. What did Margie write in her diary?
- ❖ A. On 17 May 2157, Margie wrote that that day Tommy had found a real book in the attic of his house. It was an old book with yellow, crinkly pages.
- ❖ 3. Had Margie ever seen a book before?
- ❖ A. No, Margie had not seen a book before the one found by Tommy in his house. She had only heard from her grandfather that his grandfather went to school as a boy and that they read books that were printed on paper.
- ❖ 4. What things about the book did she find strange?
- ❖ A. As Margie lived in an era where students studied from a mechanical teacher and all the books appeared on the screen, she found it strange that the words on the printed book did not move. It was strange to see the same words appear on the pages as she flipped them over.
- ❖ 5. What do you think a telebook is?
- ❖ A. A telebook is an electronic book also known as an e-book. It is stored in a computer and can be read by scrolling up or down the screen.
- ❖ 6. Where was Margie's school? Did she have any classmates?
- ❖ A. Margie's school was in her house. It was a room next to her bedroom. It was a personal classroom where the computer was adjusted to her level of learning. She studied by herself and had no classmates.

- ❖ 7. What subjects did Margie and Tommy learn?
- ❖ A. Margie and Tommy learnt a lot of subjects like Geography, History and Mathematics.

❖ **Answer the following with reference to the story.**

- ❖ 1. “I wouldn’t throw *it* away.”

- ❖ (i) Who says these words?

- ❖ A. Tommy says these words.

- ❖ (ii) What does ‘it’ refer to?

- ❖ A. ‘It’ refers to the Computer screen on which Tommy reads various books.

- ❖ (iii) What is it being compared with by the speaker?

- ❖ A. ‘It’ is being compared to the paper book that Tommy found in his house.

- ❖ 2. “Sure *they* had a teacher, but it wasn’t a *regular* teacher. It was a man.”

- ❖ (i) Who does ‘they’ refer to?

- ❖ A. ‘They’ refers to the ancestors of the children who went to school and studied from a human teacher.

- ❖ (ii) What does ‘regular’ mean here?

- ❖ A. ‘Regular’ means the mechanical teacher which teaches Margie and Tommy.

- ❖ (iii) What is it contrasted with?

- ❖ A. The mechanical teacher is contrasted with a human teacher.

❖ **Answer each of these questions in a short paragraph (about 30 words).**

- ❖ 1. What kind of teachers did Margie and Tommy have?

- ❖ A. Margie and Tommy had mechanical teachers. They were computers which had preloaded lessons on different subjects according to the learner’s level. Whenever they malfunctioned, they were opened and repaired.

- ❖ 2. Why did Margie’s mother send for the County Inspector?

- ❖ A. Margie’s mother called the County Inspector to check Margie’s teacher. She thought that probably, Margie’s teacher had a malfunction. Margie was failing the Geography tests repeatedly which could be due to a fault in the teacher.

- ❖ 3. What did he do?

- ❖ A. The County Inspector was trained to repair the computer teacher. He opened the machine and checked it. The Geography sector was set on a higher level. He reset it to Margie’s level and closed the teacher.

- ❖ 4. Why was Margie doing badly in geography? What did the County Inspector do to help her?

- ❖ A. Margie was failing in the Geography tests as the teacher had developed a fault. The County Inspector told Margie's mother that Margie was not at fault. Her progress was good. He reset the teacher to Margie's level.
- ❖ 5. What had once happened to Tommy's teacher?
- ❖ A. Once Tommy's teacher had developed a fault as the entire section on History had been deleted. His teacher had been taken for repairs and it took them a month to set it right.
- ❖ 6. Did Margie have regular days and hours for school? If so, why?
- ❖ A. Margie studied at the same time everyday, except Saturdays and Sunday. Her mother was very particular and had told Margie that she would learn better if she studied at the same time every day.
- ❖ 7. How does Tommy describe the old kind of school?
- ❖ A. Tommy said that in the old kind of schools, there was a man teacher who told a few things to the students, gave them home work and then asked them questions. The man teacher was as knowledgeable as the machine teacher.
- ❖ 8. How does he describe the old kind of teachers?
- ❖ A. He says that the old teachers were not the regular kind they had. They were human beings and not machines.
- ❖ **Answer each of these questions in two or three paragraphs (100 –150 words).**
- ❖ 1. What are the main features of the mechanical teachers and the schoolrooms that Margie and Tommy have in the story?
- ❖ A. Margie and Tommy were taught by mechanical teachers. They had large black screens on which the lessons appeared. The lessons were followed by questions. The students had to insert homework and test papers in the slots provided. They had to write down the work in a punch code which was a computing language. The mechanical teacher checked the papers and gave them marks within a few seconds. These classrooms were in the student's home itself. Every student studied from his respective mechanical teacher. Each teacher was adjusted according to the level of the learner. They did not have classmates. They studied various subjects like Geography, History and Mathematics. Margie studied everyday at the same time except Saturdays and Sundays. Her mother said that she would learn better if she studied that way. The learning process was mechanical, dull and boring for them.
- ❖ 2. Why did Margie hate school? Why did she think the old kind of school must have been fun?
- ❖ A. Margie hated school because it was not fun. There was a mechanical teacher and the learning process lacked life. It was like a machine carrying out the usual working, there was nothing new, no fun or laughter. Margie's mechanical teacher was giving her tests in Geography and she was performing bad at them. Later it was discovered that the teacher had developed a fault due to which it was giving her tests of a higher level. Margie's mother called the County Inspector. He opened the teacher, found the fault and rectified it. Margie disliked the teacher and hoped that he would not be able to repair it. She hated inserting the homework and test papers into the slot provided.

She thought that the children in the past must have had a lot of fun when they went to school with fellow children. She found it amazing that all the children studied together, the same things and could discuss studies and help each other with the homework too. As the teachers were people, they would not behave like machines. The human aspect of education in the past made her feel that the school of the past were fun.

1. Find the sentences in the lesson which have the adverbs given in the box below.

Awfully	Sorrowfully	Completely	Loftily
Carefully	Differently	Quickly	Chalantly

**2. Use these adverbs to fill in the blanks in the sentences below.**

- (i) The report must be read \_\_\_\_\_ so that performance can be improved.
- (ii) At the interview, Sameer answered our questions \_\_\_\_\_, shrugging his shoulders.
- (iii) We all behave \_\_\_\_\_ when we are tired or hungry.
- (iv) The teacher shook her head \_\_\_\_\_ when Ravi lied to her.
- (v) I \_\_\_\_\_ forgot about it.
- (vi) When I complimented Revathi on her success, she just smiled \_\_\_\_\_ and turned away.
- (vii) The President of the Company is \_\_\_\_\_ busy and will not be able to meet you.
- (viii) I finished my work \_\_\_\_\_ so that I could go out to play.

**3. Make adverbs from these adjectives.**

- (i) angry \_\_\_\_\_
- (ii) happy \_\_\_\_\_
- (iii) merry \_\_\_\_\_
- (iv) sleepy \_\_\_\_\_
- (v) easy \_\_\_\_\_
- (vi) noisy \_\_\_\_\_
- (vii) tidy \_\_\_\_\_
- (viii) gloomy \_\_\_\_\_

❖ **4. Complete the following conditional sentences. Use the correct form of the verb.**

- ❖ 1. If I don't go to Anu's party tonight, \_\_\_\_\_
- ❖ 2. If you don't telephone the hotel to order food, \_\_\_\_\_
- ❖ 3. Unless you promise to write back, I \_\_\_\_\_
- ❖ 4. If she doesn't play any games, \_\_\_\_\_
- ❖ 5. Unless that little bird flies away quickly, the cat \_\_\_\_\_

## ❖ VIDEO-LINKS

<https://youtu.be/iAdOPMtWGSA>

<http://ncert.nic.in/textbook/textbook.htm?iebe1=0-11>

## DAY-3

### Poem: The Road Not Taken by Robert Frost.

#### About the Poet.

**Robert Lee Frost** (March 26, 1874 – January 29, 1963) was an American poet. His work was initially published in England before it was published in America. Known for his realistic depictions of rural life and his command of American colloquial speech, Frost frequently wrote about settings from rural life in New England in the early twentieth century, using them to examine complex social and philosophical themes.

Frost was honored frequently during his lifetime and is the only poet to receive four Pulitzer Prizes for Poetry. He became one of America's rare "public literary figures, almost an artistic institution." He was awarded the Congressional Gold Medal in 1960 for his poetic works. On July 22, 1961, Frost was named poet laureate of Vermont.

#### Introduction.

"The Road Not Taken" is a well-known poem by Robert Frost, published in 1916 as the first poem in the collection Mountain Interval. Its central theme is the divergence of paths, literal yet also clearly figurative, although its interpretation is noted for being complex and potentially divergent.

#### The Road Not Taken.

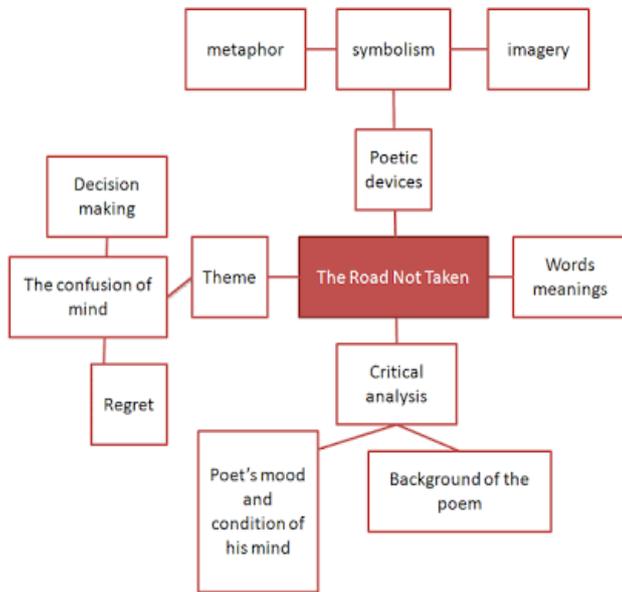
*Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;*

*Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,*

*And both that morning equally lay  
In leaves, no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,*

*I doubted if I should ever come back.*

*I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I—  
I took the one less traveled by,  
And that has made all the difference.*



*Conceptual map of the poem for better understanding.*

### **Explanation.**

***In the poem - 'The Road Not Taken', the road symbolizes our life. The poet says that the path that we don't choose in our life is 'the road not taken'. He describes his feelings about that choice that he had left in the past. The path which we have chosen, decides our future, our destination. The important message that the poet wants to give is that the choice that we make has an impact on our future and if we make a wrong choice, we regret it but cannot go back on it. So, we must be wise while making choices.***

*Once the poet was walking down a road and then there was a diversion, there were two different paths and he had to choose one out them. The poet says that as he was one person, he could travel on one road only. He had to choose one out of these two roads Yellow wood means a forest with leaves which are wearing out and they have turned yellow in colour – the season of autumn. It represents a world which is full of people, where people have been living for many years. They represent people who are older than the poet. The poet kept standing there and looked at the path very carefully as far as he could see it. Before taking the path, he wanted to know how it was. Was it suitable for him or no. He was able to see the path till from where it curved after which it was covered with trees and was hidden. It happens in our life also when we have choices, we have alternatives, but we have to choose only one out of them, we take time to*

*think about the pros and cons, whether it is suitable for us or not and only then, we take a decision on what path we should choose.*

*The poet kept on looking at one path for a long time to check if it is the right path for him or not and then he decided and started walking on another path because he felt that the both paths were equally good. He says just as fair, so, he felt that both paths were equally good and started walking on one of them. He adds that maybe he felt that the path was better for him so he chooses it as it had grass on it which means that it was unused. Not many people had walked on this path earlier that is why this path was grassy. 'And wanted wear' means that it was not walked over by many people. After he walked on the path for some distance, he realized that both the paths had been worn out the same way. Both the paths were similar and worn out. Even in our life, we take any path or option but all of them have the same benefits, disadvantages, problems, challenges and we must face them. We think that we are choosing a better option, but it is not that way.*

*The poet says that both the paths were similar that morning. Both had leaves on them and no one had stepped on them as they were still green in colour. He decided that that day he would take one path and keep the other path for another day, although he knew that one way leads on to another way. He knew that he could not go back on the choice that he had made. Similarly, even in our life once we choose an option, we must keep on moving ahead with that option and we never get a chance to come back and take the other option that we had left earlier.*

*He says that in the future, he will take a deep breath and say that once upon a time, he had reached such a point in life that there were two options for him and he travelled on that road which had been travelled upon by lesser number of people. That decision of his decided his future. Similarly, in future, when you grow up, then you will say that once upon a time, when you were young, you had two options. The choice that you made, made you what you became of it. This is a very strong message for all the students - that you should be wise and be careful while making choices out of the options that you have in your life because your future depends on the choice that you make today.*

### **Literary Devices used in the Poem - The Road Not Taken**

1. Rhyme Scheme: a b a a b
2. Symbolism: two roads which represents two or more choices in our life
3. Anaphora: 'and' repeated at the beginning of lines 2, 3 and 4
4. Alliteration: Wanted Wear 'w' sound is repeating
  - i 'first for' - 'f' sound is repeating
  - ii 'though, that' - 'th' sound is repeating
5. Repetition: 'Ages' is repeated. 'Two roads diverged in a wood' - this sentence is repeated in stanzas 1 and 4.

### **Question and Answers:-**

**1. Where does the traveller find himself? What problem does he face?**

**Answer**

The traveller finds himself in the yellow woods at a point where the road forks into two. The problem that he faces is that he cannot decide which road to take to continue his journey since it is not possible for him to travel both roads at the same time.

**2. Discuss what these phrases mean to you.**

- (i) a yellow wood
- (ii) it was grassy and wanted wear
- (iii) the passing there
- (iv) leaves no step had trodden black
- (v) how way leads on to way

**Answer**

- i) Yellow wood symbolises the autumn season. Autumn corresponds with old age. The poet could be symbolically talking about the later stages of life.
- ii) It conveys that the road was full of grass and nobody has used that road. It was a smooth road which had not worn out.
- iii) The use of the path by passersby.
- iv) The leaves had not changed their colour and turned black because of less people stepping on them. It could represent a path one may have never/seldom taken in life for the fear of uncertainty.
- v) This phrase means how certain decisions one makes in life could pave the way for many other decisions.

**3. Is there any difference between the two roads as the poet describe them.**

- (i) in stanzas two and three?
- (ii) in the last two lines of the poem?

**Answer**

- i) In stanza two the poet explains that the only difference between the two roads was that the road he took had the right to be chosen (the better claim) because it was covered with grass and looked as if it had not been used too much. Besides this difference, both roads had been equally worn down by passersby travelling on them.  
In stanza three the poet says that both the roads were equally covered with leaves and that no person had stepped on.
- ii) In the last two lines of the poem the poet says that there is a difference between the two roads because he took the road that was less travelled by other people and that made all the difference to his journey.

**4. What do you think the last two lines of the poem mean? (Looking back, does the poet regret his choice or accept it?)**

**Answer**

The last two lines of the poem mean the acceptance of reality. The poet made a choice and accepted the challenging path. He took an unexplored path in his life. He wanted to do

something different in his life so he chooses the less travelled road. No, he does not regret his choice.

## ❖ VIDEO-LINKS

### MUST WATCH

<https://youtu.be/gaxCY94uIOo>

Related document: Robinson, Katherine. "Robert Frost: "The Road Not Taken"". Poetry Foundation. Poetry Foundation. Retrieved 9 August 2016.

## DAY-4

### MOMENTS: CH-1- THE LOST CHILD.

#### About the author.

**Mulk Raj Anand** (12 December 1905 – 28 September 2004) was an Indian writer in English, notable for his depiction of the lives of the poorer castes in traditional Indian society. One of the pioneers of Indo-Anglian fiction, he, together with R. K. Narayan, Ahmad Ali and Raja Rao, was one of the first India-based writers in English to gain an International readership. Anand is admired for his novels and short stories, which have acquired the status of classics of modern Indian English literature; they are noted for their perceptive insight into the lives of the oppressed and for their analysis of impoverishment, exploitation and misfortune. He became known for his protest novel "Untouchable" (1935), followed by other works on the Indian poor such as "Coolie" (1936) and "Two Leaves and a Bud" (1937). He is also noted for being among the first writers to incorporate Punjabi and Hindustani idioms into English, and was a recipient of the civilian honour of the Padma Bhushan.

#### Backdrop of the lesson.

**The Lost Child** is the story of a small child who gets lost in a fair. He had gone with his parents to the fair but loses them when he gets engrossed in looking at a roundabout swing. The story highlights the bond of love and affection that the child shares with his parents. Before losing them he had been demanding different things like sweets, balloons, flowers, swings, etc. Once he loses them, he is picked up by a stranger. The stranger tries to quieten the child by offering him all these things that he had demanded from his parents but the child does not want them any more. He wants his parents first.

#### Word meanings.

1. Wintry Shades Of Narrow Lanes And Alleys: In The Winter Season, The Narrow Lanes Were Full Of Shade.
2. Emerged: Came Out
3. Brimming Over: To Be Full Of Something

4. Lagged Behind: Was Left Behind
5. Fascinated By: Attracted To
6. Lined The Way: Were Set Up Along The Way.
7. Lingering: Lasting For A Long Time
8. Receding: Left Behind As He Walked Ahead
9. Suppress: Put An End To
10. Cold: Without Any Feelings, Emotions
11. Tyrant: A Cruel And Oppressive Ruler
12. Melted: Became Tender And Loving
13. Pale: Dull, Colourless
14. Gaudy: Extremely Bright And Showy
15. Congested: Full Of
16. Hefty: Large And Heavy
17. Thrust: Push
18. Knocked: Hit
19. Brutal: Harsh, Rough
20. Trampled: Crushed
21. Surging: Powerful

### **Summary.**

It was the season of spring. The people of the village came out of their houses, in colourful attire and walked towards the fair. A child along with his parents was going to the fair and was very excited and happy. He was attracted to the stalls of toys and sweets. Though, his father got angry but his mother pacified him and diverted his attention towards other things. The child moved forward but once again lagged behind because his eyes were caught by one thing or the other



every now and then.

As they moved forward, the child wanted the various things on the stalls. His mouth watered seeing sweets decorated with gold and silver leaves. He wanted his favourite burfi but knowing that his parents would refuse on the ground that he was greedy, he walked ahead. Then he saw beautiful garlands of gulmohur but didn't ask for it, then he saw balloons but he knew very well

that his parents would deny due to the fact that he was too old to play with balloons, so he



walked away.



Then he saw a snake charmer and a roundabout swing. As he stopped to ask his parents for permission to enjoy the swing, to his astonishment, there was no reply. Neither his father nor his mother was there. Now the child realized that he was lost. He ran here and there but could not find them. The place was overcrowded. He got terrified but suddenly a kind hearted man took him up in his arms and consoled the bitterly weeping child. He asked if he would like to have a joyride but the child sobbed “I want my father, I want my mother.” The man offered him sweets, balloons and garland but the child kept sobbing “I want my father, I want my mother.”



Related video: <https://youtu.be/klZHMmGnL8>

## DAY-5

Question and Answers.

**Question 1:**

**What are the things the child sees on his way to the fair? Why does he lag behind?**

## **ANSWER:**

The child saw many things on his way to the fair. He got fascinated by the toys in the shops. After that, he saw a flowering mustard-field. He then followed a group of butterflies and dragon-flies and tried to catch them. After that, he gets attracted by the little insects and worms along the footpath. Meanwhile, his parents keep calling him to hurry up. As he entered the grove, a shower of young flowers fell upon him. He stopped and tried to collect all of them. However, as soon as he heard the cooing of doves, he forgot about the flowers and ran towards his parents shouting, "The dove! The dove!" He was also fascinated by sweetmeats, flowers, balloons and the tricks of the snake charmer. As he entered the fair, he was both fascinated and repelled by the confusion. He kept lagging behind because he was fascinated by every other thing he saw on his way to the fair.

### **Question 2:**

**In the fair he wants many things. What are they? Why does he move on without waiting for an answer?**

## **ANSWER:**

The child wanted many things at the fair. His eyes first set on the shop of a sweetmeat seller. His mouth watered for the *burfi*, which was his favourite sweet. He knew his plea would not be heeded because his parents would call him greedy. Therefore, he moved on. He then saw a flower-seller. He was irresistibly drawn towards the flowers and wanted a garland. However, he knew his parents would refuse saying that they were cheap. Hence, he moved further ahead. He was then carried away by the colours of the different balloons and had an overwhelming desire to possess them. He moved ahead without asking his parents as he knew they would say that he was too old to play with such toys. He next went towards a snake charmer. However, knowing that his parents had forbidden him from hearing such coarse music as the snake charmer played, he carried on.

The boy moved on without waiting for an answer because he knew that his request would be denied at each step.

### **Question 3:**

**When does he realize that he has lost his way? How have his anxiety and insecurity been described?**

## **ANSWER:**

After getting fascinated by a number of things, he finally set his eyes on a roundabout swing. He intently watched the men, women and children who were enjoying the ride. He finally made a bold request and asked his parents to let him ride the swing. When he heard no reply, he turned around to look for his parents. It was then that he realized

that he was lost. A full, deep cry rose within his dry throat and he suddenly ran from where he stood. He cried in real fear and called out to his parents. Tears rolled down from his eyes. His flushed face was convulsed with fear. As he was panic-stricken, he ran in all directions searching for his parents. Later, his cries were suppressed into sobs. He kept looking for his parents and calling out to them.

**Question 4:**

**Why does the lost child lose interest in the things that he had wanted earlier?**

**ANSWER:**

The child lost interest in the things that he wanted earlier as he was lost and wanted to see his parents immediately. The man who saw that he was lost tried to distract his attention so that he would not panic. He tried to soothe him by taking him to the roundabout, but the child refused asking only for his parents. The man then asked the child to listen to the music played by the snake-charmer. However, the child shut his ears and shouted that he wanted his parents. Then, the man asked if he wanted a balloon, but the child's reply was the same. The man still kept trying to make him happy and asked if he wanted a garland to put around his neck. He also took him to the sweetmeat shop. However, the child's answer to all his questions was the same. He only wanted to see his parents. He had lost interest in everything because he wanted only one thing: he wanted to be with his parents. Since he was lost nothing else pleased him.

**Question 5:**

**What do you think happens in the end? Does the child find his parents?**

**ANSWER:**

It seems that the child would have eventually found his parents with the help of the man. The man would have managed to calm him down. He was reliable and good-natured as is evident in the story in the many ways in which he tried to help the child. He would have asked the child for a description of his parents and would have finally helped him locate them.