

# The Sound of Music

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## Thinking about the text

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

1. How old was Evelyn when she went to the Royal Academy of Music?
2. When was her deafness first noticed? When was it confirmed?

## Answer

1. Evelyn was seventeen years old when she went to the Royal Academy of Music in London.
2. Her deafness was first noticed when she was eight years old and it was confirmed when she was eleven.

**II. Answer each of these questions in a short paragraph (30–40 words).**

1. Who helped her to continue with music? What did he do and say?
2. Name the various places and causes for which Evelyn performs.

## Answer

1. Percussionist Ron Forbes helped Evelyn to continue with music. He began by tuning two large drums to different notes. He asked her not to listen to them through her ears but to try and sense the sound in some other manner.
2. Evelyn, with a hectic international schedule, gives solo performances at regular concerts. Apart from these, she gives free concerts in prisons and hospitals. She also accords high priority to classes for young musicians.

### III. Answer the question in two or three paragraphs (100–150 words).

#### 1. How does Evelyn hear music?

#### Answer

Evelyn heard music by sensing the notes in different parts of her body. When Ron Forbes tuned two drums to different notes and asked her to sense the sound without using her ears, she realized that she could feel the higher drum from the waist up and the lower drum from the waist down. She learnt how to open her mind and body to sounds and vibrations. It was sheer determination and hard work. When she played the xylophone, she could sense the sound passing up the stick into her fingertips. By leaning against the drums, she could feel the resonances flowing into her body. On a wooden platform, she removed her shoes so that the vibrations could pass through her bare feet and up her legs. She herself said that music poured in through every part of her body. It tingled in the skin, her cheekbones and even in her hair.

### Part II - The Shehnai of Bismillah Khan

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#### Thinking about the text

#### I. Tick the right answer.

1. The (shehnai, pungi) was a 'reeded noisemaker.'
2. (Bismillah Khan, A barber, Ali Bux) transformed the pungi into a shehnai.
3. Bismillah Khan's paternal ancestors were (barbers, professional musicians).
4. Bismillah Khan learnt to play the shehnai from (Ali Bux, Paigambar Bux, Ustad Faiyaz Khan).
5. Bismillah Khan's first trip abroad was to (Afghanistan, U.S.A., Canada).

#### Answer

1. The pungi was a 'reeded noisemaker.'

2. A barber transformed the pungi into a shehnai.
3. Bismillah Khan's paternal ancestors were professional musicians.
4. Bismillah Khan learnt to play the shehnai from Ali Bux.
5. Bismillah Khan's first trip abroad was to Afghanistan.

**II. Find the words in the text which show Ustad Bismillah Khan's feelings about the items listed below. Then mark a tick (✓) in the correct column. Discuss your answers in class.**

<i>Bismillah Khan's feelings about</i>	<i>Positive</i>	<i>Negative</i>	<i>Neutral</i>
1. teaching children music			
2. the film world			
3. migrating to the U.S.A.			
4. playing at temples			
5. getting the Bharat Ratna			
6. the banks of the Ganga			
7. leaving Benaras and Dumraon			

**Answer**

<i>Bismillah Khan's feelings about</i>	<i>Positive</i>	<i>Negative</i>	<i>Neutral</i>
1. teaching children music	✓		
2. the film world		✓	
3. migrating to the U.S.A.		✓	
4. playing at temples	✓		
5. getting the Bharat Ratna	✓		
6. the banks of the Ganga	✓		
7. leaving Benaras and Dumraon		✓	

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**III. Answer these questions in 30–40 words.**

1. Why did Aurangzeb ban the playing of the pungi?

**Answer**

Aurangzeb banned the playing of musical instrument pungi because it had a shrill, unpleasant sound.

2. How is a shehnai different from a pungi?

**Answer**

Shehnai has a better tonal quality than pungi. It is a natural hollow stem pipe with holes on its body and is longer and broader than the pungi. Shehnai is, in a way, an improvement upon the pungi.

3. Where was the shehnai played traditionally? How did Bismillah Khan change this?

**Answer**

The shehnai was traditionally played in royal courts, temples and weddings. Ustaaad Bismillah khan, an undisputed monarch of shehnai brought this instrument onto the classical stage.

4. When and how did Bismillah Khan get his big break?

**Answer**

Bismillah khan got his big break in 1938. The All India Radio opened in Lucknow and Bismillah khan played shehnai on radio. He soon became an often heard player on radio. He became the first Indian to greet the nation with his shehnai from the Red Fort on 15 August, 1947.

5. Where did Bismillah Khan play the shehnai on 15 August 1947? Why was the event historic?

### Answer

On 15 August 1947, Bismillah Khan played the Raag Kaafi on his shehnai from the Red Fort. The event was historical because it was on the occasion of India's Independence from British Rule.

6. Why did Bismillah Khan refuse to start a shehnai school in the U.S.A.?

### Answer

Bismillah Khan refused one of his student's request to start a shehnai school in the U.S.A. because he would not live away from Hindustan, specifically, from Benaras, the River Ganga and Dumraon.

7. Find at least two instances in the text which tell you that Bismillah Khan loves India and Benaras.

### Answer

The first instance is when he turned down his student's offer to start a shehnai school in U.S.A. The second instance is when Khansaab was asked by Shekhar Gupta about moving to Pakistan during the partition, he said that he would never leave Benaras.

### Thinking about language

I. Complete the following sentences. Beginning with a to-verb, try to answer the questions in brackets.

1. The school sports team hopes (What does it hope to do?)
2. We all want (What do we all want to do?)
3. They advised the hearing-impaired child's mother (What did they advise her to do?)
4. The authorities permitted us to (What did the authorities permit us to do?)
5. A musician decided to (What did the musician decide to do?)

### Answer

1. The school sports team hopes to win the match.
2. We all want to go to succeed in our life.
3. They advised the hearing-impaired child's mother to consult a doctor.
4. The authorities permitted us to construct the building.
5. A musician decided to open a school for children.

**II. From the text on Bismillah Khan, find the words and phrases that match these definitions and write them down. The number of the paragraph where you will find the words/phrases has been given for you in brackets.**

1. the home of royal people (1) \_\_\_\_\_ .
2. the state of being alone (5) \_\_\_\_\_ .
3. a part which is absolutely necessary (2) \_\_\_\_\_ .
4. to do something not done before (5) \_\_\_\_\_ .
5. without much effort (13) \_\_\_\_\_ .
6. quickly and in large quantities (9) \_\_\_\_\_ and \_\_\_\_\_ .

### **Answer**

1. the royal residence
2. solitude
3. indispensable
4. invent
5. effortlessly
6. thick and fast

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**III. Tick the right answer.**

1. When something is revived, it (remains dead/lives again).
2. When a government bans something, it wants it (stopped/started).
3. When something is considered auspicious, (welcome it/avoid it).
4. When we take to something, we find it (boring/interesting).
5. When you appreciate something, you (find it good and useful/find it of no use).
6. When you replicate something, you do it (for the first time/for the second time).
7. When we come to terms with something, it is (still upsetting/no longer upsetting).

### **Answer**

1. When something is revived, it lives again.
2. When a government bans something, it wants it stopped.
3. When something is considered auspicious, welcome it.
4. When we take to something, we find it interesting.
5. When you appreciate something, you find it good and useful.
6. When you replicate something, you do it for the second time.
7. When we come to terms with something, it is no longer upsetting.

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Consult your dictionary and complete the following table. The first one has been done for you.

<i>adjective</i>	<i>only before noun</i>	<i>not before noun</i>	<i>both before and after the verb <b>be</b></i>
indispensable			✓
impressed			
afraid			
outdoor			
paternal			
countless			
priceless			

**Answer**

<i>adjective</i>	<i>only before noun</i>	<i>not before noun</i>	<i>both before and after the verb <b>be</b></i>
indispensable			✓
impressed		✓	✓
afraid		✓	✓
outdoor	✓		
paternal	✓		
countless	✓		
priceless	✓		✓

Use these words in phrases or sentences of your own.

Some sentences using these adjectives are:

1. Nowadays, the internet is an indispensable resource for researchers.
2. Varun was impressed by my dressing sense.
3. He is afraid of the dark.
4. I enjoy the company of my paternal uncle.
5. Gennie was showered with countless gifts.
6. My grandmother gave me a priceless piece of advice.



# Wind (Poem)

## Extract Based Questions (3 marks each)

Read the extract given below and answer the questions that follow:

**Q. 1. The wind blows out weak fires**

He makes strong fire roar and flourish His friendship is good --

We praise him everyday

(i) How does the wind affect the weak fires ?

(ii) What is the effect of the wind on strong fire ?

(iii) Trace a word from the extract that means "prosper".

**Ans.** (i) The wind blows out the weak fires.

(ii) The wind makes the strong fire even more strong and increases its power.

(iii) Flourish.

**Q.2. Wind, come softly**

Don't break the shutters of the windows

Don't scatter the papers

Don't throw down the books on the shelf.

(i) Whom does the poet request in the above lines ?

(ii) Write any one action of the wind.

(iii) Trace a word from the extract which means "thrown in different directions".

(Board Term 1, 2012, ELI-015)

**Ans.** (i) The poet makes a request to the wind in the above lines.

(ii) Scattering of paper/throwing books from the shelf/breaking the shutters of the window.

(iii) Scatter. (Any one)

**Q.3. He won't do what you tell him,**

So, come, let's build strong homes.

Let's joint the doors firmly Practice to from the body.

Make the heart steadfast.

(i) What does the poet advise ?

(ii) He won't do what you tell him", what does it mean ?

(iii) Find a word from the extract that means "loyal/faithful". (Board Term 1, 2012, ELI-020)

**Ans.** (i) The poet advises to build strong homes, join the door firmly, and to make our body firm and strong.

(ii) It means that the wind does not follow our commands.

(iii) Steadfast.

**Q.4.** He won't do what you call him So, coftie, let's build strong homes Let's join the door firmly

**Practice to firm the body ,**

**Make the heart gteadfast**

**(i)What does "he" stands for ?**

**(ii)What should we do to save our homes ?**

**(iii)The word which stands for "to fix" is (Board Term 1,2012, ELI-024)**

**Ans.** (i) "He" stands for wind.

(ii) To save our homes, we should build strong homes and join the door firmly.

(iii) Join.

**Q.5.** Wind, come softly

**Don't break the shutters of the windows.**

**Don't scatter the papers**

**Don't throw down the books on the shelf**

**There, look what you did – you threw them all down.**

**You tore the pages of the books.**

**You brought rain again.**

**You're very clever at poking fun at weaklings.**

**(i)Write about any two destructive activities of the wind.**

**(ii)How can we make friends with the wind ?**

**(iii)Find the word from the extract which is an antonym of "foolish".**

**(Board Term 1,2012, ELI-027)**

**Ans.** (i) Two destructive activities of the winds are –

(a) Breaks the shutters of windows.

(b) Scatters the papers.

(c) Throws down the books.

(d) Tears the pages of books. (Any two)

(ii) We can make friends with the winds by building strong homes and strong body and heart.

(iii) Clever.

## **Short Answer Type Questions (2 marks each) (About 30-40 words each)**

**Q. 1. Describe the central idea of the poem.**

**Ans.** The poem "Wind" inspires us to face the challenges thrown at us with grit and firm determination. We should be strong enough to face all the hardships of life with courage. Wind symbolizes problems and obstacles that we all face and go through at some point time in our lives.

**Q. 2. Is wind regarded as a symbol of destruction in the poem? Explain.**

**Ans.** In the poem, first stanza depicts the destruction caused by wind. The wind tears the pages of the books, brings rain again, and destroys the daily life of the weaker section of the world. The strong or gusty winds represent turmoil and trouble in our life. These troubles are to be ignored.

**Q. 3. What are the figures of speech in the poem 'Wind'?**

**Ans.** The most common figure of speech in the poem is 'Anaphore' which means repeating of certain words. The repetition of the word 'don't' in the first three lines of the poem is an example of Anaphore. Also, the entire poem is a metaphor as it ends on a note of application to humanity to stand against all ravages, natural or man-made.

**Q. 4. Can wind ever be friends with us ?**

**Ans.** Wind, literally, can be our friend. Wind is a phenomenon which teaches us to be strong. Our friends always teach us to be strong and determined. In times of need, wind wants us to bravely face our obstacles. Hence, we have to be strong when there are obstacles in our life so that we don't get beaten up by them.

### **Long Answer Type Questions (4 marks each) (About 80-100 words each)**

**Q. 1. What challenges are posed by wind in the life of the poet and the common man ?**

**Ans.** In our lives, wind destructs our daily routine. It hampers and dampens the spirit of life around. According to the poet, rain and wind were deeds of nature that are perceived as the tempest forces which destroy the old and evil inside a man in order to create joy and liberty in his mind. Wind is that difficult natural phenomenon which is very difficult to be predicted accurately just as our problems which can arise from nowhere. It can hit us at any time of our life. It mocks the very being of being alive. For frail people, literally and metaphorically, wind creates barriers. Winds do not let a frail body or a frail mind survive but on the other hand if you are strong, you have the power and the will to survive and fight back, wind can never be a threat to your living being.

**Q. 2. Does the poem reflect the human suffering being initiated by wind? Explain with examples.**

**Ans.** I believe that wind is a poignant example of the metaphor of God's will for a variety of reasons. First wind is invisible, but the effects it has on other aspects of this world are clear and evident. Our poem reflects upon both the constructive and destructive paths taken by the wind. Wind is extreme and violent, but not necessarily legitimately with anger and emotions. Wind creates compassion, but apathy at the same time in human life. Winds emphasize the passionate, intense nature of the poet, while the decay and death inherent in the metaphor suggest the sacrifice and suffering of humans. We also see that wind is a metaphor for the god's will because its effects in this world can be both beneficial or ostensibly destructive.