

Ch 2 Hampi: A Travel Guide

Synonyms and nearest meanings

1. Consensus (agreement among people)

Synonyms: agreement, harmony, unity, accord, common opinion

2. Extensive (large in size or amount)

Synonyms: vast, wide, broad, expansive, comprehensive

3. Architecture (design and structure of buildings)

Synonyms: design, structure, construction, layout, framework

4. Grandeur (great beauty or impressiveness)

Synonyms: magnificence, splendour, brilliance, majesty, glory

5. Extraordinary (very unusual or special)

Synonyms: exceptional, remarkable, outstanding, incredible, phenomenal

PRE-READING

1. Jhelum 2. Brahmaputra 3. Narmada 4. Chambal 5. Yamuna

WHILE READING

A. 1. A history buff is a person who is very interested in history and enjoys learning more about it. Naana has been referred to as one as he has been keenly going through books and websites to learn more about the Vijayanagara kingdom.

2. a. phrasal verbs: dug up

Meaning: to discover something that was perhaps previously unknown

b. messenger or representative

3. b. R may be a reason for A but not the only one

4. This statement is false. Plastic is one of the materials used to build coracles (small round boats).

POST READING

A. The family had been planning a vacation for a while and finally arrived at a consensus (Agreement) regarding the trip. While Preethi and her father wanted to go to the hills, Preethi's mother had other ideas. The area that was finally selected was the historical city of Hampi, the capital of the ancient kingdom of Vijayanagara. Much research and detailed planning had been carried out to ensure a smooth trip. Amma finalised all the airplane tickets from Mumbai, stay at Ballari, and cabs to and from Bangalore and Hampi.

B. Bengaluru, Chennai, Hyderabad, Kochi, Mangaluru, Margao, Mumbai.

C. Yes, I agree with the above statements. There are more than 1600 remains of the capital city, which includes forts, temples, halls, gateways, stables and defence check posts. There are multiple temple complexes within the extensive remains.

D. Characters Reason

Preethi : She had heard a lot about the Vijayanagara kingdom as a child and so the extensive remains would excite her.

Amma : The family was travelling to a place of her choice, and the architecture of the place would interest her.

Naana : There was a great deal at Hampi that would interest the history buff in him.

E. She would have gathered information about the history of the place, what to see at Hampi, as well as what visitors needed to note regarding the area, which has been divided into 4 zones, namely, the sacred centre with the temples, the irrigated valley, the urban core and the suburban (areas near city) centres. The map would also have been informative, especially the portion related to the possible routes to and from Hampi.

F. 1. Abdur Razzak was a writer of repute (fame) and he had come to India in order to gather information for his book –False

G. It would receive global attention.

- It would increase tourist footfall.
- It will receive more grants from the government.
- It will generate income, leading to the upkeep (care) of the architectural ruins.

H. Clearly, the writer was awestruck (filled with wonder) and overwhelmed by what he witnessed. He had perhaps never seen anything that could match the grandeur (great beauty) of Hampi. Abdur Razzak Samarqandi had travelled thousands of miles to reach Hampi. He had probably come through many large towns and seen many grand structures yet at Hampi his senses were lost: For him it was a Vision.

We can draw the conclusion that Hampi was an extraordinary place, and it is not surprising that it continues to draw our attention even today.

Value based answers

1. Why is it important to respect and preserve historical places like Hampi?

Answer: It is important to respect and preserve historical places like Hampi because they are a part of our cultural heritage. They help us understand the history, traditions, and achievements of past civilizations. Preserving such sites also promotes tourism and supports the economy. If we take care of them, future generations can learn and feel proud of their history. It teaches us responsibility towards our heritage.

2. What values do we learn from the family's careful planning of their trip?

Answer: The family's planning teaches us the value of teamwork and decision-making. Everyone shared their ideas, and they reached a common decision respectfully. It also shows the importance of preparation, which helps avoid problems during travel. Respecting each other's choices and working together leads to a happy and successful experience. It highlights cooperation and mutual understanding.

Ch – 13 The Send-Off (Poem)

Synonyms and nearest meanings

1. Premonition – a warning feeling about the future.

Forewarning, Presentiment, Omen, Prediction, Intuition

2. Surreptitious – secret or hidden.

Secret, Covert, Stealthy, Sneaky, Clandestine

3. Foreboding – fear of a future event.

Dread, Apprehension, Anxiety, Presentiment, Fear

4. Adulation – excessive praise.

Appreciation, Admiration, Acclaim, Flattery, Worship

5. Hapless – not having good luck.

Unlucky, Unfortunate, ill-fated, Doomed, Miserable

POST READING

A.1. The young soldiers on their way to the battlefield are being referred to in these lines.

2. They have probably been gifted bouquets of white flowers as a token of love and appreciation as they marched forward in the service of their nation.

3. The colour 'white' seems to be a premonition as it reminds of the wreaths that are placed on the breast of the dead soldiers. It is true that there is a possibility that many of these men will return in coffins and will have white wreaths placed on their breasts.

B. 1. These are young soldiers who are on their way to the warfront.

2. The figure of speech used here is a simile.

3. The simile suggests that the soldiers are being sent off in a secret and surreptitious manner. No one knows which warfront they are going to or who is sending them. There is no accountability here. Just as one does not disclose a wrongdoing and desperately tries to hide the same, those who are sending the soldiers to the warfront are aware that they are committing a crime by sending these young men to be slaughtered. Thus, the act is being carried out secretly.

C.1. The flowers were given by friends and/or relatives to young men enlisted as soldiers.

2. They were given flowers as a mark of love and even perhaps appreciation as they were on their way to serve the country. The women were bidding them goodbye. But the poet seems to be mocking these women too and is questioning their motives as well.

3. The mockery implied is that the other occasion when we give flowers is when someone dies. It appears as if they have already been marked as dead men. The poet who

understands what wars entail has thus presented this ironically. There is a sense of foreboding in this line.

D. The poet implies here that these men are treated in a manner that suggests that they were not ours. They depart, not from the main station, but from the siding shed. They leave quietly as if those who have planned their departure are hiding a crime. They appear as a faceless mass of people who are being sent off, but no one knows to which warfront.

E. The soldiers are surreptitiously being sent off to war. They march off in large numbers, but it is highly unlikely that they will return in large numbers. They will come back as solitary figures and quietly return to their homes.

F. In the gathering darkness, the soldiers are off to an unknown front. They were leaving in large numbers, singing as they moved forward, yet their faces were 'grimly gay'. The poet suggests that there was a forced expression of gaiety. If there is a feeling of pride or happiness, it is tempered by the anticipation of pain. They are yet to leave and are being showered with flowers and adulation. But the premonition of death looms large. The porters are indifferent to such departures as they have perhaps witnessed too many such tragic journeys. The tramp is sad, and he will miss their presence. The lamp and the signal change to allow the train to move out. Even as they leave there are indications of what lies in store for them.

G. Their return will be different, as visualised by the poet. They had departed in large numbers as part of a group. They will return as solitary figures and creep up half-known roads, avoiding people and crowds. It could also be that as they have been away for so long the road appears to be half-known to them. The years of horrors may have wiped away old memories. At the time of their departure there were people to see them off and give them flowers. No welcoming party awaits them. They come back home as hapless souls ashamed to be alive while their brothers have perished on the front.

Value based Questions and Answers

Q1. What lesson do we learn about war from the poem “The Send-Off”?

Answer:

The poem teaches us that **war is not glorious**, but **painful and tragic**. Many young soldiers go to fight with hope, but most do not return. The poet shows how war destroys lives and dreams. We learn to value **peace over violence** and to think deeply before glorifying war. It also reminds us to be **grateful to soldiers** who sacrifice so much.

Q2. What values are shown through the poet’s feelings for the soldiers?

Answer:

The poet shows **empathy, honesty, and compassion** for the soldiers. He does not praise war, but feels **sad for the young men** who are being sent to die. He wants people to see the **truth about war**, not just the pride and honour. His feelings teach us to be **kind, understanding**, and to **question blind support for war**.