



**FORMAN  
CHRISTIAN  
COLLEGE**  
(A CHARTERED UNIVERSITY)

**DEPARTMENT OF ENGLISH (COLLEGE)**

**BOOK II  
HEROES**

## 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 'I' and after much reflection put a bracket around 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, which is why Churchill was at no disadvantage.

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

**Ans:** Churchill learned the basic English sentence structure thoroughly. It proved useful to him, because it helped him in his practical life.

**Q.6: What are the views of Churchill about the significance of English language.**

**Ans:** Churchill firmly believed that 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, Verbs, Objects, Relative Clauses, Conditional Clauses, 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 there.

**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 the Ministry of War giving him permission to join the 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. Anything that had the remotest relationship with food was constantly and completely 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 a bath in a little pool. The pool was shaded by palm-trees and fruit-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 that they had tried to cross a part of the desert in a car with a supply of water for only one day. Their car had become stuck in a dune, and three days later their bodies were found dried up like leaves. They had drained the radiator in their desperate thirst, and one of them tried to drain the oil from the crankcase.

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

**Ans:** He was a Frenchman. He had devoted his life to the service and welfare of Tuareg people. He educated them. He acted as Christopher’s guide, host, and friend while he was in Tamanrasset. He also saved Christopher’s life by getting in touch with the Desert Patrol for help when Christopher was in In Abbangarit.

**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. There was no source of water. They needed water to keep themselves alive. At last, they slaughtered a camel. They took fluid from its stomach and drank it. The fluid was green and like thin blood, but it kept them alive.

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

**Ans:** The journey through the Land of Thirst and Death was dangerous. Christopher and his companions faced many difficulties while passing through that area. Once, they had to face a sandstorm but, fortunately, remained safe. Once, they were out of water and had to slaughter a camel to obtain fluid from its stomach to quench their thirst.

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

**Ans:** Christopher reached In Abbangarit and started waiting for Professor Claude Balanguernon who was coming from the north. There was no village at In Abbangarit. The only building was a bordj. The water in the well was forty-six meters below. He hit upon a plan to bring water. He took a teapot and made a line from the wire of a recording device and got water.

**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 child, every time he was naughty, his foster mother used to threaten him to send him to Timbuktu. Instead of getting afraid, he desired to see that place one day.

## Lesson No. 13

### Sir Alexander Fleming

**Q.1: What are antiseptics and antiseptics methods?**

**Ans:** Antiseptics are certain chemicals used to kill germs. Carbolic acid and iodine are examples of antiseptics. The application of antiseptics to stop germs from entering the body is called the 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 the 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 the 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 a 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 a wonder drug as it saved countless lives.

**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 Howard Florey and Doctor E. B. Chain. They made penicillin more effective by producing its practical concentration.

**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 for 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 was the youngest of a family of eight. His father died when he was seven years old. 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 took a job as a clerk in a shipping firm Leadenhall Street. He then joined St. Mary's Hospital to become a doctor.

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

**Ans:** Fleming was busy with 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 proved that if a substance is sufficiently heated to destroy all life and if the air in contact with it is filtered, so that it is free of germs, then the substance does not alter i.e. bacteria do not develop in it.

#### **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 the 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. There, Pasteur was sent to school at the Communal College. Later, 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 the 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. 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 that 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. Pasteur cured the first patient suffering from hydrophobia by continuing inoculations for ten days.

**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 the Turkish army Kiyazim Karabekar with some undefeated soldiers refused to collaborate with 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 provinces 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 that he was losing ground in Anatolia, he unexpectedly proclaimed himself willing to summon a government pleasing to the Nationalists. The patriots grasped at his promises 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. Consequently, 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, France 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> of August 1921, the Greeks attacked. The fight continued 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.

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

**Ans:** On the 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 the 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:** “Our nation has decided to be strong,” he had said, “and our absolute need today is the higher education of women. They shall be instructed in every field of science and receive same degrees as men.”

On assuming power, Mustafa Kamal’s first object was to educate the people. Mustafa Kamal declared the old script to be abolished and replaced by the Roman script. He simplified the language also.

The national head-dress, called Fez, was abolished. Wearing of hats was made compulsory. The veil was also abolished.

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 further borrowing.