



केन्द्रीय विद्यालय संगठन, राँची संभाग  
Kendriya Vidyalaya Sangathan,  
Ranchi Region

निपुण भारत मिशन



हर बच्चे को उच्च गुणवत्ता व  
शिक्षा

**अध्ययन सामग्री**

**STUDY MATERIAL**

**CLASS – XII**

**ENGLISH CORE (301)**

## INDEX

1. SYLLABUS AND SCHEME OF PAPER	1
2. READING / UNSEEN PASSAGE	2-6
3. UNSEEN CASE BASE FACTUAL PASSAGE	7-51
4. CREATIVE WRITING SKILL	51-80
i. Notice	52-56
ii. Formal /Informal Invitation And Replay	57-62
iii. Formal letters	63-65
iv. Article /Report Writing	66-80
5. LITERATURE TEXT BOOK AND SUPPLEMENTARY READING TEXT	81-277
Flamingo	
Prose	
i. The Last Lesson	82-90
ii. Lost Spring	91-100
iii. Deep Water	101--109
iv. The Rattrap	110-117
v. Indigo	118-135
vi. Poets and Pancakes	136-141
vii. The Interview	142-152
viii. Going Places	153-166
Poetry	167
i. My Mother at Sixty Six	168-173
ii. Keeping Quiet	174-182
iii. A Thing of Beauty	183-186
iv. A Roadside Stand	187-198
v. Aunt Jennifer's Tigers	199-209
Vistas	210
i. The Third Level	211-228
ii. The Tiger King	229-236
iii. Journey to the End of the Earth	237-244
iv. The Enemy	245-256
v. On the Face of it	257-264
vi. Memories of Childhood	265-276
a. The cutting of My Long Hair	
b. We Too are Human Beings	
6. Internal Assessment	

**CODE NO. 301**

**CLASS – XII**

**2023-24**

**Section A – 22 Marks**  
**Reading Skills**

**I Reading Comprehension through Unseen Passage**

**(12+10 = 22 Marks)**

1. One unseen passage to assess comprehension, interpretation, analysis and inference. Vocabulary assessment will also be assessed via inference. The passage may be factual, descriptive or literary.
2. One unseen **case-based factual** passage with verbal/visual inputs like statistical data, charts etc. to assess comprehension, interpretation, analysis, inference and evaluation.

Note: The combined word limit for both the passages will be 700-750 words.

Multiple Choice Questions / Objective Type Questions and Short Answer type Questions (to be answered in 40-50 words) will be asked.

**Section B – 18 Marks**  
**Creative Writing Skills**

**II. Creative Writing Skills**

3. Notice, up to 50 words. One out of the two given questions to be answered. (**4 Marks**: Format : 1 / Content : 2 / Accuracy of Spelling and Grammar : 1 ).
4. Formal/Informal Invitation and Reply, up to 50 words. One out of the two given questions to be answered. (**4 Marks**: Format : 1 / Content : 2 / Accuracy of Spelling and Grammar : 1 ).
5. Letters based on verbal/visual input, to be answered in approximately 120-150 words. Letter types include application for a job with bio data or resume. Letters to the editor (giving suggestions or opinion on issues of public interest) . One out of the two given questions to be answered . (**5 Marks**: Format : 1 / Organisation of Ideas: 1/Content : 2 / Accuracy of Spelling and Grammar : 1 ).
6. Article/ Report Writing, descriptive and analytical in nature, based on verbal inputs, to be answered in 120-150 words. One out of the two given questions to be answered . (**5 Marks**: Format : 1 / Organisation of Ideas: 1/Content : 2 / Accuracy of Spelling and Grammar : 1 ).

**Section C – 40 Marks**

**Literature Text Book and Supplementary Reading Text**

**This section will have variety of assessment items including Multiple Choice Questions, Objective Type Questions, Short Answer Type Questions and Long Answer Type Questions to assess comprehension, interpretation, analysis, evaluation and extrapolation beyond the text.**

7. One Poetry extract out of two, from the book **Flamingo**, to assess comprehension, interpretation, analysis, inference and appreciation. **(6x1=6 Marks)**

8. One Prose extract out of two, from the book **Vistas**, to assess comprehension, interpretation, analysis, evaluation and appreciation. **(4x1=4 Marks)**

9. One prose extract out of two from the book **Flamingo**, to assess comprehension, interpretation, analysis, inference and evaluation. **(6x1=6 Marks)**

10. Short answer type questions (**from Prose and Poetry from the book Flamingo**), to be answered in 40-50 words each. Questions should elicit inferential responses through critical thinking. Five questions out of the six given, are to be answered.

**(5x2=10 Marks)**

11. Short answer type questions, from **Prose (Vistas)**, to be answered in 40- 50 words each. Questions should elicit inferential responses through critical thinking. Any two out of three questions to be done. **(2x2=4 Marks)**

12. One Long answer type question, from **Prose/Poetry (Flamingo)**, to be answered in 120-150 words. Questions can be based on incident / theme / passage / extract / event as reference points to assess extrapolation beyond and across the text. The question will elicit analytical and evaluative response from the student. Any one out of two questions to be done. **(1x5=5 Marks)**

13. One Long answer type question, based on the chapters from the book **Vistas**, to be answered in 120-150 words, to assess global comprehension and extrapolation beyond the text. Questions to provide analytical and evaluative responses using incidents, events, themes, as reference points. Any one out of two questions to be done.

**(1x5=5 Marks)**

## Prescribed Books

1. **Flamingo:** English Reader published by National Council of Education Research and Training, New Delhi

### (Prose)

- The Last Lesson
- Lost Spring Deep
- Water
- The Rattrap
- Indigo
- Poets and Pancakes
- The Interview
- Going Places

### (Poetry)

- My Mother at Sixty-Six
- Keeping Quiet
- A Thing of Beauty
- A Roadside Stand
- Aunt Jennifer's Tigers

2. **Vistas:** Supplementary Reader published by National Council of Education Research and Training, New Delhi

- The Third Level
- The Tiger King
- Journey to the End of the Earth
- The Enemy
- On the Face of It
- Memories of Childhood
  - ⌋ The Cutting of My Long Hair
  - ⌋ We Too are Human Beings

### **INTERNAL ASSESSMENT**

Assessment of Listening Skills - 05 marks.  
Assessment of Speaking Skills – 05 Marks  
Project Work - 10 Marks

**Question Paper**  
**DesignCode No. 301**  
**2023-24**

**English CORE XII**

<b>Section</b>	<b>Competencies</b>	<b>Total marks</b>
<b>Reading Skills</b>	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s.	22
<b>Creative Writing Sills</b>	Conceptual Understanding, application of rules, Analysis, Reasoning, appropriacy of style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity.	18
<b>Literature Text Book and Supplementary Reading Text</b>	Recalling, reasoning, critical thinking, appreciating literary convention, inference, analysis, creativity with fluency.	40
	<b>TOTAL</b>	<b>80</b>
<b>Internal Assessment</b>	Assessment of Listening and Speaking Skills	<b>10</b>
	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> </ul>	5+5
	<ul style="list-style-type: none"> <li>• Project Work</li> </ul>	<b>10</b>
	<b>GRAND TOTAL</b>	<b>100</b>

## **UNSEEN PASSAGE**

# Reading Comprehension

The word comprehension means the ability to understand what you listen or what you read. It is an exercise which aims at improving or testing one's ability to understand a language. Try to remember your English class at your school. Each day you were taught new lessons.

The stories, the poem, the questions, and answers were unseen to you before you read them. Similarly, in a comprehension test, you are given a passage or a paragraph or two. These paragraphs show the idea or mood, concerning issues, their solutions that the author provides. Your main task is to answer the questions asked from the passage.

## Browse more Topics under Comprehension Passages

- [Blooms Taxonomy](#)

## Misconception Regarding Comprehension Test

There are some misconceptions related to the way of answering the comprehension test. These misconceptions are

- It is possible to understand the key idea of the paragraph by just reading the first and the last sentence. But this is not always correct.
- Reading the questions first will help to understand the paragraph better. This is also not always true because:  
It is not possible for a person to remember all the questions. Also, the questions are sometimes indirect in nature. The order of the questions is not always in accordance with the progression of the paragraph.

It is advisable to avoid these misconceptions in order to get better insights about the passage.

## Requisite Skills

To develop a better level of comprehension one requires certain skills:

- Logical ability
- The ability to infer
- Analytical ability
- Reasoning ability
- Ability to understand the main motive or the idea of the author.
- Reading speed
- Vocabulary power



- Remembering some important information from the paragraph otherwise, we need to refer the paragraph again and again which will consume more time.



### **Important Strategy to Solve Comprehension Passages**

- Read the passage as fast as possible.
- Get involved with the paragraph to understand it.
- Underline important lines or parts of the passage to answer the questions. It will also help to understand the main idea of the passage or the tone or mood of the author.
- Try to translate a complex line in an easy one in your own words and your own language. This will help you in analyzing the main idea of the paragraph and in seeking the cause and effects of the passage.
- Underline or mark the keywords. These will help you to discover the logical connections in the passage and help in understanding it better.
- Try to understand some certain unfamiliar words by reading the line thoroughly. The theme of the line will make you understand the meaning of the words.
- Determine the main idea, tone or mood, inferential reasoning, and other details from the paragraph.
- Do not assume anything based on your personal belief.
- Look back at the paragraph when in doubt.
- Read the questions and all the alternative provided and choose the most appropriate one.

### **One Small Tip**

Every time, you read something do not ignore an unknown word to find its meaning immediately. This will help you a lot to learn new words but don't forget to use them in your day to day conversations, whenever possible. In this way, keep working on your vocabulary without stopping.

## UNSEEN PASSAGE 1

**Read the following passage given below and answer the questions that follow: (12 marks)**

1. YOU say that our government is inefficient. YOU say that our laws are too old. YOU say that the municipality does not pick up the garbage. YOU say that the phones don't work, the railways are a joke, the airline is the worst in the world and mails never reach their destinations. YOU say, say and say.

2. What do you do about it? Take a person on his way to Finland. Give him a name – YOURS. Give him a face – YOURS. YOU walk out of the airport and you are at your international best. In Finland, you don't throw cigarette butts on the roads. YOU are as proud of their Underground Links as they are. YOU come back to the parking lot to punch your parking ticket, if you have overstayed in a restaurant or a shopping mall, irrespective of your status or identity. In Finland, you don't say anything, DO YOU?

3. YOU wouldn't dare to eat in public during Ramadan in Dubai. YOU would not dare to go out without your head covered in Jeddah. YOU would not dare to speed beyond 55 mph (88 kmph) in Washington and then tell the traffic cop, "Do you know who I am? I am so and so's son YOU wouldn't chuck an empty coconut shell anywhere other than the garbage pail on the beaches in Australia and New Zealand. Why don't YOU spit betel on the streets of Tokyo? We are still talking of the same YOU.

4. YOU, who can respect and follow a foreign system in other countries but cannot in your own. YOU, who will throw papers and cigarettes on the road, the moment you touch Indian ground. If you can be an involved and appreciative citizen in an alien country, why cannot you be the same here in India?

5. Once in an interview, the famous ex-municipal commissioner of Bombay Mr. Tinaikar had a point to make, "Rich people's dogs are walked on the streets to leave their affluent droppings all over the place," he said. "And then the same people turn around to criticize and blame the authorities for inefficiency and dirty pavements. What do they expect the officers to do? Go down with a broom every time their dog feels the pressure in his bowels? In America, every dog owner has to clean up after his pet has done the job. The same is in Japan. Will Indian citizens do that here?" He's right.

**A. On the basis of your understanding of the passage, answer the following questions by choosing the most appropriate option. (1 × 5 = 5 marks)**

**1. How do we blame our government?**

- (a) It does not work
- (b) It is inefficient
- (c) It is useless
- (d) It does not do anything

**2. Finland is proud of**

- (a) Its cleanliness

- (b) Its parking system
- (c) Its links
- (d) Its roads

**3. What wouldn't you dare to?**

- (a) To eat in public during Ramadan in Dubai
- (b) To spit betel on road in Tokyo
- (c) To throw garbage on road in Australia
- (d) All of these

**4. Who was Mr. Tinaikar?**

- (a) Municipal commissioner of Bombay
- (b) Ex-municipal commissioner of Bombay
- (c) Commissioner of Bombay
- (d) Ex-municipal commissioner of Maharashtra

**5. In which country/countries a dog owner cleans/clean his dog's droppings on the roads?**

- (a) England
- (b) America
- (c) India
- (d) Japan

**B. Answer the following questions briefly. (1 × 5 = 5 marks)**

1. What are the negative remarks we make about our country?
2. How does an Indian behave in Finland?
3. List two deeds an Indian would not dare to do while traveling abroad.
4. What is our attitude when we are in our own country?
5. Who criticize the government for dirty pavement?

**C. Find a word from the passage**

**(1 × 2 = 2 marks)**

1. Which means 'throw' (para 3)
2. Which means 'prosperous or rich' (para 5)

**Answers:**

**A.**

1. (b) It is inefficient
2. (a) Its links
3. (d) All of these
4. (d) Ex-municipal commissioner of Bombay
5. (a and d) America and Japan

**B**

1. Answer: Government is inefficient; laws too old; municipality does not pick up garbage; phones don't work; railways a joke; the airline is the worst in the world; mails don't reach their destinations.
2. Answer: In Finland, an Indian is at his international best; doesn't throw cigarette butts on roads; punch parking ticket if overstayed in a restaurant or a shopping mall.
3. Answer: Indians do not dare to eat in public during Ramadan in Dubai; go out in Jeddah without covering their heads; do not dare to speed beyond 55 mph in Washington; do not chuck empty coconut shell anywhere; do not spit a betel on streets.

4. Answer: We throw papers and cigarettes on roads.
5. Answer: The rich people whose dogs are walked on the streets to leave their affluent droppings all over the place.

**C**

1. Answer: Chuck
2. Answer: Affluent

## UNSEEN PASSAGE 2

**Read the passage given below and answer the questions that follow: (12 marks)**

1. I got up at 4 in the morning, melted snow, and brewed tea. After a light breakfast, I left my tent at around 5.30 a.m. John Cooper was standing outside. He was going to climb without oxygen. But because of this, his feet would get very cold. He, thus, wanted to avoid long exposure at heights and a night at the Summit Camp. He had, therefore, to either get to the peak and back to the South Col the same day or abandon the attempt.

2. He asked if I would like to go with him. Going to the top from the South Col and back in a day would be strenuous and tough and there was the risk of John Cooper turning back if his feet got too cold. I, however, had full confidence in him as well as in my stamina and climbing capability.

3. At 6.20, when John Cooper and I stepped out from the South Col, it was a perfect day. There was a gentle breeze but the cold was intense. I was, however, warm in my well-insulated climbing gear. We climbed unroped. The steep frozen slopes were as hard and brittle as sheets of glass. We had to use the ice – axe and I had to kick really hard to get the front teeth of the crampons to bite into the frozen surface. I took every step very deliberately on the dangerous stretches. In less than two hours, we reached the Summit Camp.

4. He told me that the earlier summit party had taken four hours to reach the Summit Camp and added that if we could keep our present pace, we would be on the summit by 1 p.m. After drinking some tea, we moved on. It was terrifying to stand erect on a knife-edge ridge, with a sheer drop on either side. There was some tricky climbing between the South Summit and what is popularly known as Hillary’s Step. John Cooper was already over it, but I was still negotiating its vertical face when he gesticulated towards the top. I was thrilled. The goal was near.

5. With renewed vigour, I was on top of the step in seconds. The sun had made the snow soft and climbing was easier here than it had been earlier. We trudged in the heavy powder snow for some time. Then the gradient started easing off noticeably. A few steps later, I saw that after only a couple of meters there was no upward climb. The slope plunged steeply down. My heart stood still. It dawned on me that success was within reach and at 1.07 p.m. I stood on top of Everest.

**A. Choose the correct option of the following questions. (1 × 5 = 5 marks)**

**(a) What was the first obstacle faced by John Cooper?**

- i. It was cold and dark
- ii. There was no one with him

- iii. There was a lack of oxygen
- iv. The region was unknown

**(b) Why did the narrator choose John Cooper?**

- i. He was used to the region
- ii. His energy levels were high
- iii. He could take risks
- iv. The narrator had confidence in him

**(c) From where they started climbing?**

- i. South Camp
- ii. South Summit
- iii South Col
- iv Hillary's Step

**(d) How much time had the other summit party taken to reach the Summit camp?**

- i Two hours
- ii Three hours
- iii Four hours
- iv Less than two hours

**(e) What was their destination?**

- i. South Col
- ii. Hillary's Step
- iii. Everest
- iv. Summit Camp

**B. Based on your understanding of the passage, answer these questions. (1 × 5 = 5 marks)**

**(a) Why would John Cooper's feet get very cold?**

**(b) What were the alternatives of climbing without oxygen?**

- (c) How did the narrator crossed frozen slopes?
- (d) How did the Sun affect their climbing?
- (e) How did the narrator feel just before reaching the peak?

**C. Pick out the words from the passage which mean the same as the following. (1×2 = 2)**

- (a) difficult (para 2)
- (b) signaled (para 4)

**Answer:**

**A**

- (a) iii There was a lack of oxygen
- (b) iv The narrator had confidence in him
- (c) iii South Col
- (d) iii Four Hours
- (e) iii Everest

**B**

- (a) **Answer: John Cooper's feet would get very cold because he would climb without oxygen.**
- (b) **Answer: The alternatives of climbing without oxygen were that either they had to get to the peak and come back at South Col the same day or abandon the attempt.**

- (c) Answer: She used the ice-axe and she had to kick really hard to get the front teeth of the crampons to bite into the frozen surface.
- (d) Answer: The sun made the snow soft and thus easier to climb.
- (e) Answer: The narrator's heart stood still. It dawned on the narrator that success was within reach.

**C**

- (a) Strenuous
- (b) gesticulated

## UNSEEN PASSAGE 3

**Read the passage given below and answer the questions that follow. (12 marks)**

1. The analysis of handwriting has a long history—some say it goes back to Roman times. Modern graphology began early in the 19th century. Allan Conway, a professional graphologist for 12 years says, “Handwriting says more about you than many chosen words, simply because you cannot hide yourself in your handwriting—it’s not really your hand that’s writing, but your brain. It’s your personality frozen in ink.”

2. Despite public skepticism, graphology plays a covert role in British management. Many companies use it for executive recruitment and analysis. Graphology tells them about the candidates’ temperaments, highlighting both weaknesses and strengths. It is needed to know three things about the writers: their sex, their age and if they are left or right-handed. Then he looks for 16 dominant elements, including the size of the writing, the pressure, the speed and slant of the words, how connected the characters are, the rhythm and regularity of writing. “But there is one golden rule,” Rees says, “No single sign on its own must ever be taken to mean anything.”

3. The principles, according to Conway, are straightforward. The baseline—whether the writing goes straight across the page or slants up and down—helps to determine the writer’s state of mind. A very upward baseline shows a creative, ambitious and outgoing person. A slightly downward one can reveal dissatisfaction or unhappiness though it could simply be a sign of fatigue. “A sharp downward baseline usually indicates serious problems or illness, probably emotional”, says Conway, “while a straight one is an excellent sign of emotional stability. An irregular baseline can mean an excitable writer with poor self-discipline.”

4. The way letters are formed and connected is important: a writer with angular letters, for example, is often persistent and decisive. Arched letters suggest the writer is reluctant to express emotions freely and may appear cold. The more connected the letters, the more co-ordinate the patterns of thought. Character size can also be significant. Larger letters tend to suggest vitality, enterprise and self-reliance, while small letters can reveal a lack of self-confidence, but are also found in fields of research where concentration and exactness are necessary.

5. The slant of a person’s writing indicates their emotional make-up. Where all the letters are vertical the writer is likely to be someone uncomfortable in groups. For right-handers, left-word slant shows introversion while rightward slant reveals someone outgoing, friendly and ambitious. A constantly varying slant betrays an unpredictable personality. The spacing between words points to the writer’s organizational abilities: wide spacing suggests individuality, extravagance, self-confidence and sociability.

**A. Choose the most appropriate option: (1 x 5 = 5 marks)**

**1. Graphology is**

- (a) handwriting
- (b) way of handwriting
- (c) analysis of handwriting
- (d) formation of letters

**2. The baseline helps to determine the writer's**

- (a) style of writing
- (b) ability to write
- (c) state of mind
- (d) happy mood

**3. The upward baseline proves that the person is.....**

- (a) creative
- (b) ambitious
- (c) outgoing
- (d) all of the above

**4. The letters small in size reveal that the writer may be.....**

- (a) a researcher
- (b) confident
- (c) arrogant
- (d) humble

**5. The spacing between words reveals.....**

- (a) the writer's organisational abilities
- (b) the writer's predicament
- (c) the writer's grief
- (e) the writer's delight

**B. Answer the following questions briefly: (1 x 5 = 5 marks)**

- (a) What is graphology? How is it more revealing than words?
- (b) How is graphology used in British management?
- (c) What helps to determine the writer's state of mind and how? Give two examples.
- (d) How can we learn one's emotions and patterns of thought through handwriting? Give two examples.
- (e) How do slant of words and spacing indicate emotional makeup of a person? Give examples.

**C. Find words in the passage similar in meaning as: (1 x 2 = 2 marks)**

- (a) prominent, very important (para 2)
- (b) continuing without interruption (para 4)

**Answers:****A.**

- 1.( c) analysis of handwriting
- 2.(c) state of mind
- 3.(d) all of the above
- 4.(a) a researcher

5.(a) the writer's organizational abilities

## B.

(a) The scientific analysis and study of handwriting is called graphology. It is more revealing than words because one can't hide oneself in one's handwriting. The hand writes what the brain dictates and freezes the personality in ink.

(b) Companies use it for executive recruitment and analysis of candidates' temperaments, weaknesses and strengths.

(c) Baseline: whether writing is straight or slanted.

Examples:

(i) upward baseline - creative, ambitious, sociable person.

(ii) Slightly downward baseline - dissatisfaction, unhappiness or fatigue.

(d) from the way letters are formed and connected; e.g.

(i) angular letters: persistent and decisive nature.

(ii) arched letters: reluctance to express feelings freely, coldness.

(iii) large letters: vitality, enterprize and self-reliance.

(iv) small letters: lack of self-confidence/concentration and exactness in research.

(e) (i) vertical letters: uncomfortable in group.

(ii) leftward slant (right handed person): introvert.

(iii) rightward slant (right handed): friendly and ambitious.

(iv) varying slant: unpredictable personality

(v) wide spacing: extravagance, self-confidence and sociability

## C.

(a) dominant

(b) persistent

## UNSEEN PASSAGE 4

**Read the following passage carefully and answer the questions that follow: (12 marks)**

1. Stress is a body reaction to any demands or changes in its internal and external environment. Whenever there is a change in the external environment such as temperature, pollutants, humidity and working conditions, it leads to stress. In these days of competition when a person makes up his mind to surpass what has been achieved by others, leading to an imbalance between demands and resources, it causes psycho-social stress. It is a part and parcel of everyday life.
2. Stress has a different meaning depending on the stage of life you're in. The loss of a toy or a reprimand from the parents might create a stress shock in a child. An adolescent who fails an examination may feel as if everything has been lost and life has no further meaning. In an adult, the loss of his or her companion, job or professional failure may appear as if there is nothing more to be achieved.
3. Such signs appear in the attitude and behaviour of the individual, as muscle tension in various parts of the body, palpitation and high blood pressure, indigestion, hyperacidity and ultimately



in self - destructive behaviour such as eating and drinking too much, smoking excessively, relying on tranquilizers, trembling, shaking, nervous blinking, dryness of throat and mouth and difficulty in swallowing. The professional under stress behaves as if he is a perfectionist followed by depression, lethargy and weakness. Periodic mood shifts also indicate the stress status of students, executives and professionals.

4. Stress diseases like ulcers, hypertension and neuronal disorders including insomnia have assumed epidemic proportions in modern societies. When stress crosses the threshold peculiar to an individual, it deteriorates his/her performance capacity. Frequent jumps over that threshold may result in a syndrome called chronic fatigue in which a person feels lethargic, disinterested and is not easily motivated to achieve anything. This may make the person mentally undecided, confused and accident prone as well. Sudden exposure to un-nerving stress may also result in a loss of memory.
5. The best technique is self-control. This arises by having faith in oneself, on the usefulness of the job he is doing and on any superpower who would deliver the result of the effort made. There are many stress modifiers or stress busters. Some of these are diet and massage from naturopathy, food supplements and herbs from herbal medicine hobbies and relaxation techniques, homeopathy and modern medicine. Physical exercise and dance movements are excellent stress modifiers.

**A. Choose the most appropriate option: (1 x 5 = 5 marks)**

**1. The unhealthy competition prevalent in this dog-eat-dog world causes.....**

- (a) psycho-social stress
- (b) political stress
- (c) neuro problems
- (d) blood pressure

**2. Stress impairs.....**

- (a) death
- (b) hypertension
- (c) the performance of an individual
- (d) none of the above

**3. Different diseases a person gets due to stress:**

- (a) Heart diseases
- (b) Neurological depression
- (c) Ulcers
- (d) All of these

**4. Stress leads to**

- (a) road traffic accidents
- (b) neurological depression
- (c) hypertension
- (d) all of these

**5. The best stress busters are.....**

- (a) physical exercises
- (b) dance movements

- (c) talk
- (d) both (i) and (ii)

**B. Answer the following questions briefly: (1 x 5 = 5)**

- (a) What is stress? What factors lead to stress?
- (b) Does the age of a person have any impact on stress levels? If yes, then how?
- (c) What are the symptoms or signs by which a person can recognise he is under stress?
- (d) How can a person cope with stress?
- (e) What are the disadvantages of chronic fatigue?

**C. Find words in the passage similar in meaning as: 1 x 2 = 2**

- (a) person whose physical or mental health has been seriously damaged. (Para 1)
- (b) inactivity (Para 5)

**Answers:**

**A.**

- 1(a) psycho-social stress
- 2(c) the performance of an individual
- 3(d) all of these
- 4(d) all of these
- 5(d) both (i) and (ii)

**B.**

- (a) Stress is a reaction of the body to any demands or changes in its internal and external environment. Factors such as imbalance between demands and resources, change in temperature, pollutants, humidity and working conditions lead to stress.
- (b) Yes, stress has a different meaning depending on the stage of life. For a child loss of a toy causes stress. An adolescent may feel tense after failing in the examination. For an adult, loss of job or a dear one causes stress.
- (c) (i) Change in the attitude and behaviour  
(ii) Muscle tension  
(iii) Palpitation, high blood pressure, indigestion and hyperacidity.  
(iv) Depression, lethargy, weakness for work.
- (d) (i) Self-control—faith in oneself, usefulness of job and in any super power.  
(ii) Use of stress modifiers or stress busters
- (e) The chronic fatigue makes one lethargic, disinterested and demotivated.

**C.**

- (a) wreck
- (b) lethargy

## UNSEEN PASSAGE 5

**Read the following passage carefully and answer the questions that follow: (12 marks)**

1. The idea that coffee is bad for heart pops up periodically. It was found that regularly drinking very strong coffee could sharply increase cholesterol levels. Researchers even isolated fatlike chemicals, cafestol and kahweol, responsible for the rise. It turned out that the European brewing method—boiling water sits on the coffee grounds for several minutes before straining – produces high concentrations of cafestol and kahweol. By contrast, the filter and percolation methods remove all but a trace of these chemicals. Moreover, the studies involved large amounts of coffee—five to six cups a day. Moderate coffee drinkers drink only two cups.
2. Research has also shown that regular, moderate coffee drinking does not dangerously raise blood pressure. And studies have failed to substantiate fears that coffee might trigger abnormal heart rhythms (arrhythmias) in healthy people. Evidence suggests that coffee may help fend off Parkinson’s disease. A 30-year study of 8000 Japanese-American men found that avid coffee drinkers had one-fifth the risk of those who didn’t drink the brew.
3. Scientists at Massachusetts General Hospital, USA, found indirect evidence that Caffeine- the habit forming stimulant in coffee – may actually combat Parkinson’s disease. The caffeine seemed to protect mice brain cells from depletion of the nerve chemical dopamine – the problem underlying Parkinson’s disease in humans. However, these are preliminary findings; human studies have- not consistently supported caffeine’s protective role.
4. If there’s a connection between coffee and bladder cancer, it possibly applies just to coffee junkies. A reanalysis of ten European studies found an increased risk only among people who drank ten or more cups a day. And studies show that coffee seems to have no adverse influence on the risk of colon cancer.
5. Caffeine is such a powerful stimulant that the International Olympic Committee and the National Collegiate Athletic Association set limits on how much can remain in the blood during competition. In addition to boosting physical endurance, caffeine increases alertness and improves mood. The buzz may come at a price, though. People who drink more than they’re used to may become restless and unable to sleep. Moreover, it’s possible to become physically dependent on caffeine in days.
6. The question now arises: how much to drink? Those with heart burn and anxiety may want to see if cutting back coffee improves their condition. For most people, however, there’s virtually no risk in consuming up to three normal cups a day.

**A. Choose the most appropriate option: (1 x 5 = 5 marks)**

**1. Coffee increases.....of those people who regularly drink very strong coffee.**

- (a) cholesterol
- (b) tension
- (c) the amount of blood
- (e) fats

**2. A person should not drink coffee.....**

- (a) less than 10 cups a day
- (b) more than ten cups a day
- (c) more than three cups a day
- (d) none of the above

**3. It has been proved that coffee does not have any adverse effect on the risk of.....**

- (a) colon cancer
- (b) diabetes
- (c) lung cancer
- (d) none of the above

**4. Caffeine boosts**

- (a) physical endurance
- (b) mental endurance
- (c) positive feelings
- (d) none of these

**5. People who drink more coffee than they're used to may**

- (a) become restless
- (b) unable to sleep
- (c) do not have any effect
- (d) both 1 and 2

**B. Answer the following questions briefly: (1 x 5 = 5)**

- (a) In what respect does coffee harm human heart? How?
- (b) What is the finding of latest researches about coffee and human heart?
- (c) What problem causes Parkinson's disease? What is the role of coffee in this respect?
- (d) 'Caffeine is a powerful stimulant'. What are the positive and negative effects of Caffeine?
- (e) What do studies reveal about moderate coffee drinkers?

**C. Find words in the passage similar in meaning as: (1 x 2 = 2)**

- (a) separated (Para 1)
- (b) drug that increases physical or mental activity and alertness (Para 5)

**Answers:**

**A.**

- 1.(a) cholesterol
- 2.(c) more than three cups a day
- 3.(a) colon cancer
- 4.(a) physical endurance
- 5.(d) both 1 and 2

**B.**

(a) Drinking very strong coffee could sharply increase cholesterol levels. Fatlike chemicals—cafestol and kahweol are responsible for the rise.

(b) European brewing method produces high concentrations of cafestol and kahweol. The filter and percolation methods almost remove the chemicals. Regular, moderate drinking of coffee neither raises blood pressure nor causes abnormal heart rhythms.

(c) Depletion of the nerve chemical dopamine in nerve cells causes the disease. Caffeine seemed to protect mice brain cells effectively. Caffeine's protective role for humans is yet to be established.

(d) (i) Advantages : boosts endurance, increases alertness and improves mood.  
 (ii) Disadvantages : restlessness and sleeplessness on drinking more than usual-possibility of becoming addicts and physically dependent.

(e) Studies reveal about moderate coffee drinkers that it does not dangerously affect their health. They may enjoy three cups of coffee per day without facing any health problem.

**C.**

- (a) isolated
- (b) stimulant

## Passage 6

**Read the following passage and answer the question below: 12**

1 COVID and malaria affect the rich and poor alike and so make headlines. Many readers may not have heard of kala azar, a disease mainly prevalent in some of the poorest parts of India such as northern Bihar and Bengal. Spread by sand flies, kala azar blackens the skin-hence its name. It does not kill directly but weakens the immunological system so much that the patient becomes a victim of other infections that abound in poor regions. Untreated, it leads to death in 95% of cases.

The good news is that cases of kala azar have crashed 98.7%, from 44,533 in 2007 to just 834 in 2022. Hopefully, it will be eradicated in a few years. Because kala azar is little known in urban metros, the news has not made big headlines. But for those in some of the poorest parts of India, where there are so many ways to die, there will be one less. India has already eradicated smallpox, polio, and guinea worm. Kala azar could be the fourth disease to be eradicated.

2 The main way of controlling the sand flies that spread the disease is indoor spraying of houses with synthetic pyrethroid, which has replaced DDT as the main way of combating mosquitoes and sand flies. Mud houses are highly prone to sand fly infestation so building brick houses under the PM Awas Yojana - intended mainly for improved housing-has the incidental advantage of reducing kala azar too. For those already infected, accurate diagnosis is vital since it is often mistaken for malaria and the wrong medicine may be administered.

3 Awareness and consumer education is vital, without which prevention will not work. Practitioners speak of resistance from households, especially in tribal areas, to indoor spraying of insecticide since it leaves a bad smell. Awareness and education are needed to convince people that temporarily enduring a foul smell is better than risking blackening of the skin followed by death.

4 The worst-affected areas are also among those with the weakest administration, notably north Bihar. Eliminating the disease should not be difficult because the ways of doing it are well established. But it requires systematic planning and implementation, coordination between different agencies, updating of technological improvements, good logistics, and good monitoring and supervision. Good equipment is needed to spray the insecticide uniformly and comprehensively and this is not always available. States that are poorly administered are, almost by definition, poor in public health management too. That is why the elimination of Kala azar has taken so long.

5 When India became independent in 1947, the population was an estimated 330 million of whom as many as 75 million per year went down with malaria. The Malaria Eradication Programme, based largely on indoor spraying of DDT, reduced cases to just 1,00,000 by 1964, and eradication seemed round the corner. But then mosquitoes became DDT-tolerant, and DDT became discredited as an insecticide because it was also an environmental hazard. Other insecticides were used but did not have the same effect, and systematic indoor spraying withered away.

6 By the 1970s, malaria had returned in a big way. The caseload shot up to a peak of 6.4 million. It diminished gradually after that. India had 1.1 million cases in 2014, but that came down dramatically to just 1.6 lakh in 2021. The government's target date for malaria eradication is now 2030, and that seems feasible. But past experience shows that diseases can bounce back with a vengeance. Eternal vigilance is the price of eradication.

7 Let us cross our fingers and hope that kala azar is eradicated within the next two years, and malaria by 2030. Even if we succeed, do not cheer too loudly. Other countries eradicated these diseases long before us. India has been a laggard in combating infectious diseases. For a country that aspires to be a world leader, its performance so far has been an embarrassment.

Answer the following questions, based on the passage above

- 1 India has already eradicated. 1m  
 a) Small pox. B) Polio. C) Guinea worm. D). All of these
2. The government's target date for malaria eradication is. 1m  
 A) 2050. B) 2030. C) 2035. D) 2045
3. Kala azar is spread by what ? What is its affect? 2m
4. What is important for those already infected by kala azar ? 1m  
 A) Brick houses. B) Mud houses. C) accurate diagnosis. D) Good administration
5. DDT has been replaced by what and why? 1m
6. In about 40 words mention ways to prevent kala azar. 2m
7. Complete the sentence appropriately. 1m

The worst affected areas are those with the weakest..... .

8. State TRUE or FALSE

The title, "End of Kala azar near but let's not cheer too early " is appropriate for this passage.

1. All of these
2. 2030
3. Sand flies , weakens the immunological system
4. Accurate diagnosis
5. With synthetic pyrethroid because mosquitoes become DDT tolerant
6. Spraying of houses with synthetic pyrethroid , building of brick houses
7. Administration
8. True

## Passage 7

**Read the following passage and answer the question below: 12**

India is the No 1 spot for global ER&D (engineering research & development) spenders looking to establish centres of excellence outside their home countries, says Amita Goyal, partner and head of GCC (global capability centre) practice at management consulting firm Zinnov. ER&D includes the process that goes into creating a product or service

Amita and her team have just completed a comprehensive study of global ER&D destinations. It's the third time that this study has been done, and each time India has been No.1.

“India is very strong,” Amita says. There's a large volume of talent, and high quality talent. There is senior talent across the breadth of requirements. If a company wants to build a full team- including a software engineer, architect , product manager , a UX/UI person , a business analyst- India is where they can most easily do that , because every kind of talent is available They wouldn't have to split their teams. If a 1,000 people need to be hired in a year, India is about the only place where this can be done. The vast number of startups, the presence of the biggest IT outsourcers, the highest number of STEM graduates in the world, one of the highest ratios of females in graduates, are other huge advantages. All of this together, Amita says, puts India on the top consistently.

AUTOMOTIVE	CHINA	INDIA	MEXICO	BRAZIL	
BFSI	INDIA	CHINA	CANADA	POLAND	
CONSUMER ELECTRONICS	CHINA	INDIA	CANADA	POLAND	
INDUSTRIAL	INDIA	CHINA	CANADA	BRAZIL	
SOFTWARE AND INTERNET	INDIA	CANADA	CHINA	BRAZIL	
TELECOMMUNICATION	INDIA	CHINA	CANADA	MEXICO	
AEROSPACE AND DEFENCE	CANADA	INDIA	CHINA	POLAND	

Zinnov says it is getting more requests than ever to set up GCCs-from traditional companies, from digital natives. “Teams may be shrinking overseas, but there is hiring and investment in India. A lot

of non-digital native companies will hire in India, those in pharma, life sciences, retail, an industrial engineering,” Amita says.

The Zinnov report on CoE ( centres of excellence) hotspots compared 17 countries . Following India were Canada, China, Poland, Mexico, and Brazil, in that order.

Canada has the advantage of proximity to the US, which particularly helps in regulated industries like aerospace. The country's Universities, it's encouragement of immigration and startup investment are seen as other advantages.

China has traditionally been very strong in manufacturing, especially hardware manufacturing, and that continues as its local market expands. That's great for manufacturing CoEs.

Poland is strong in global business services, especially in the finance industry "It is one of the most advanced eastern European countries. It's part of the EU, it's GDPR compliant, and so it's good for European countries to think of. But because of the Ukraine war, security in Poland has become a concern. Also, you cannot scale in Poland like you can in India," Amita says.

Mexico, like Canada, provides the near-shore advantage to the North American companies. Some recent agreements between the US and Mexico, Amita says, are fuelling investment especially in manufacturing and automotive.

Answer the following questions, based on the passage above

1. Which country leads in Aerospace and defense ? 1m  
 A) India.            B) China.            C) Brazil.            D) Canada
2. which type of companies will invest in india? 1m
3. China is strong in which industry and why ? 2m
4. Which country leads in the finance industry? 1m  
 A) China.            B) India.            C) Canada.            D) Poland
5. Why is India No.1 spot for global ER&D ? 2m
6. Poland has become a concern due to ..... . 1m  
 A) High labour cost.    B) Lack of manpower.    C) Ukraine war.    D) None of these
- 7 . Complete the sentence appropriately. 1m  
 India has a large volume of .....
8. State TRUE OR FALSE. 1m in

India is the leading country in Automobile Industry.

Answers



1. Canada
2. Pharma , life sciences , retail , automotive , industrial engineering
3. In manufacturing , especially hardware manufacturing , local market continues to expand
4. Poland
5. Large volume of talent, every kind of talent available , vast number of startups , presence of the biggest IT outsourcing , female graduates. ( Any 4)
6. Ukraine war
7. Talent
8. False

### Passage 8

**Read the following passage and answer the question below: 12**

1 COVID and malaria affect the rich and poor alike and so make headlines. Many readers may not have heard of kala azar, a disease mainly prevalent in some of the poorest parts of India such as northern Bihar and Bengal. Spread by sand flies, kala azar blackens the skin-hence its name. It does not kill directly but weakens the immunological system so much that the patient becomes a victim of other infections that abound in poor regions. Untreated, it leads to death in 95% of cases.

The good news is that cases of kala azar have crashed 98.7%, from 44,533 in 2007 to just 834 in 2022. Hopefully, it will be eradicated in a few years. Because kala azar is little known in urban metros, the news has not made big headlines. But for those in some of the poorest parts of India, where there are so many ways to die, there will be one less. India has already eradicated smallpox, polio, and guinea worm. Kala azar could be the fourth disease to be eradicated.

2 The main way of controlling the sand flies that spread the disease is indoor spraying of houses with synthetic pyrethroid, which has replaced DDT as the main way of combating mosquitoes and sand flies. Mud houses are highly prone to sand fly infestation so building brick houses under the PM Awas Yojana - intended mainly for improved housing-has the incidental advantage of reducing kala azar too. For those already infected, accurate diagnosis is vital since it is often mistaken for malaria and the wrong medicine may be administered.

3 Awareness and consumer education is vital, without which prevention will not work. Practitioners speak of resistance from households, especially in tribal areas, to indoor spraying of insecticide since it leaves a bad smell. Awareness and education are needed to convince people that temporarily enduring a foul smell is better than risking blackening of the skin followed by death.

4 The worst-affected areas are also among those with the weakest administration, notably north Bihar. Eliminating the disease should not be difficult because the ways of doing it are well established. But it requires systematic planning and implementation, coordination between different agencies, updating of technological improvements, good logistics, and good monitoring and supervision. Good equipment is needed to spray the insecticide uniformly and comprehensively and

this is not always available. States that are poorly administered are, almost by definition, poor in public health management too. That is why the elimination of Kala azar has taken so long.

5 When India became independent in 1947, the population was an estimated 330 million of whom as many as 75 million per year went down with malaria. The Malaria Eradication Programme, based largely on indoor spraying of DDT, reduced cases to just 1,00,000 by 1964, and eradication seemed round the corner. But then mosquitoes became DDT-tolerant, and DDT became discredited as an insecticide because it was also an environmental hazard. Other insecticides were used but did not have the same effect, and systematic indoor spraying withered away.

6 By the 1970s, malaria had returned in a big way. The caseload shot up to a peak of 6.4 million. It diminished gradually after that. India had 1.1 million cases in 2014, but that came down dramatically to just 1.6 lakh in 2021. The government's target date for malaria eradication is now 2030, and that seems feasible. But past experience shows that diseases can bounce back with a vengeance. Eternal vigilance is the price of eradication.

7 Let us cross our fingers and hope that kala azar is eradicated within the next two years, and malaria by 2030. Even if we succeed, do not cheer too loudly. Other countries eradicated these diseases long before us. India has been a laggard in combating infectious diseases. For a country that aspires to be a world leader, its performance so far has been an embarrassment.

Answer the following questions, based on the passage above

1 India has already eradicated. 1m

b) Small pox. B) Polio. C) Guinea worm. D). All of these

2. The government's target date for malaria eradication is. 1m

B) 2050. B) 2030. C) 2035. D) 2045

3. Kala azar is spread by what ? What is its affect? 2m

4. What is important for those already infected by kala azar ? 1m

B) Brick houses. B) Mud houses. C) accurate diagnosis. D) Good administration

5. DDT has been replaced by what and why? 1m

6. In about 40 words mention ways to prevent kala azar. 2m

7. Complete the sentence appropriately. 1m

The worst affected areas are those with the weakest..... .

8. State TRUE or FALSE

The title," End of Kala azar near but let's not cheer too early " is appropriate for this passage.

## Answers

9. All of these
10. 2030
11. Sand flies , weakens the immunological system
12. Accurate diagnosis
13. With synthetic pyrethroid because mosquitoes become DDT tolerant
14. Spraying of houses with synthetic pyrethroid , building of brick houses
15. Administration
16. True

## **Topic: Unseen Passage No. 2**

### **(Case-based)**

#### **Introduction:-**

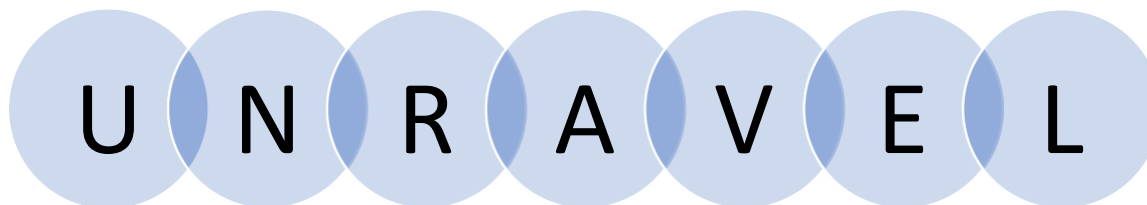
As per the latest CBSE curriculum 2023-24, section A of English Core question paper will comprise two unseen passages of combined word limit of 700-750 words to test the reading skills of students appearing for AISSCE 2024. Where the first unseen passage may be factual, descriptive, or literary in nature, the second will be a **case-based factual** passage with verbal/visual inputs like statistical data, charts etc. to assess comprehension, interpretation, analysis, inference, and evaluation. These passages might be taken from newspaper reports, magazines, reference books, research materials, etc. which is a collection and analysis of data of a particular situation being faced in any section of society on which research has been done. This question will carry 10 marks and a combination of Multiple-Choice Questions / Objective Type Questions and Short Answer type Questions (to be answered in 40-50 words) will be asked based on the unseen case-based passage.

#### **Competencies focused on: -**

1. Comprehension
2. Interpretation
3. Inference
4. Analysis
5. Evaluation
6. Comparison
7. Contrast
8. Vocabulary

#### **Strategies to answer questions based on the unseen case-based factual passage: -**

1. **Understand** the questions based on the passage. **Underline** the keywords in the given questions.
2. **Read** the passage twice, once. Skimming for general idea then scanning for key words. Concentrate on the main ideas and ignore the rest.
3. **Refer** to the key words and select possible answers from passage, especially the paragraphs containing key words.
4. **Apply** your prior knowledge and common sense. **Analyse** the given text to infer answers to indirect questions. **Answer** precisely in your own language
5. **Verify** the chosen answers before finalizing objective questions. **Vanish** wrong answers from given options in MCQs
6. **Examine** the illustrations/ charts/ graphs for figure based questions
1. **Look** for minute details before reaching the correct answers. **Linger not** beyond 22 minutes of your writing time in answering this passage as time- management is essential in a usually lengthy English paper
- 2.



**MNEMONIC:-**

**SOLVED QUESTIONS:-**

### **Passage no. 1 (CBSE SQP 2023-24):-**

Read the following text.	
(1)	In recent years, there has been a surge in both group and solo travel among young adults in India. A survey conducted among young adults aged 18-25 aimed to explore the reasons behind their travel preferences and recorded the percentage variation for 10 common points that influence travel choices.
(2)	Among those who prefer solo travel, the most common reason cited was the desire for independence and freedom (58%), followed closely by the opportunity for introspection and self-discovery (52%). Additionally, solo travellers appreciated the ability to customize their itinerary to their preferences (44%) and the chance to meet new people on their own terms (36%).
(3)	On the other hand, those who prefer group travel often cited the desire for socializing and making new friends (61%) as their primary reason. Group travel also provided a sense of security and safety in unfamiliar places (52%) and allowed for shared experiences and memories with others (48%). Additionally, group travellers enjoyed the convenience of having pre-planned itineraries and organized transportation (38%).
(4)	Interestingly, both groups had similar levels of interest in exploring new cultures and trying new experiences (40% for solo travellers, 36% for group travellers). Similarly, both groups valued the opportunity to relax and escape from the stresses of everyday life (36% for solo travellers, 32% for group travellers).

(5)	However, there were also some notable differences between the two groups. For example, solo travellers placed a higher priority on budget-friendly travel options (38%) compared to group travellers (24%). Conversely, group travellers were more likely to prioritize luxury and comfort during their travels (28%) compared to solo travellers (12%).	
(6)	Overall, the survey results suggest that both group and solo travel have their own unique advantages and appeal to different individuals, based on their preferences and priorities.	
Created for academic usage / 290 words		
<b>Answer the following questions, based on given passage.</b>		
(i)	Infer two possible ways that the survey, mentioned in paragraph (1) could be beneficial. Answer in about 40 words.	2
(ii)	Which travel choice point of the survey would influence tour operators to incorporate group dinners, social events, and shared accommodations in their itinerary? A. Freedom to customise itinerary B. Luxury and comfort C. Security and safety	1
	D. Desire for making new friends	
(iii)	What do the top choices in the survey, for traveling solo and in a group suggest about young adults?	1
(iv)	Identify the solo traveller from the following three travellers: (a) Reshma- I don't want to keep hunting for rickshaws or taxis. A pre-booked vehicle is perfect. (b) Nawaz-I'm happy sharing a room in a hostel. I don't need hotel accommodation. (c) Deepak-I'm not worried about my well-being, even while exploring remote areas.	1
(v)	Which of the following is an example of an opportunity for self-discovery, as mentioned in paragraph 2? A. Trying new cuisine B. Hiring a tour guide C. Purchasing local artifacts D. Advance booking travel tickets	1
(vi)	How might the differences in budget priorities between solo and group travellers impact the types of accommodations and activities offered by the travel industry in India?	2
(vii)	Complete the sentence appropriately. The similarities in the percentage of both solo and group travellers who are interested in exploring new cultures and trying new experiences may be due to .....	1
(viii)	State TRUE or FALSE. ) The title, "Wanderlust: The Solo Travel Trend Among Young Adults in India", is appropriate for this passage.	1

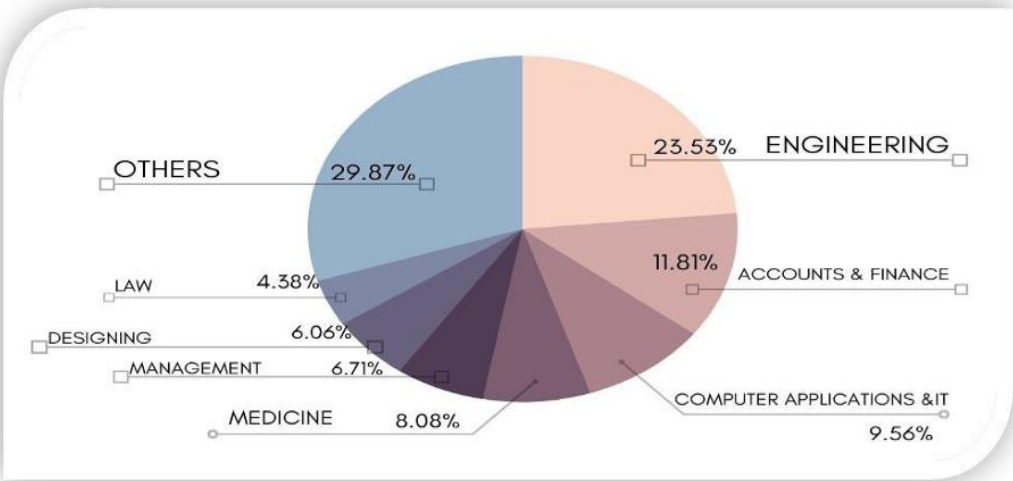
### Marking Scheme:-

<b>2</b>	<b>Case-based factual passage</b>	<b>10M</b>
(i)	Some possible ways: (Any 2/ relevant) ▪ Help travel companies to tailor their services to meet the preferences	2 - Full credit 2, to

	<p>and expectations of young adult travellers, leading to increased customer satisfaction and loyalty.</p> <ul style="list-style-type: none"> <li>▪ Provide insights for the development of new travel packages and itineraries that cater to the specific needs and interests of young adult travellers.</li> <li>▪ Enable the tourism industry to better understand the changing preferences and behaviours of young adult travellers, which can inform future marketing and promotional strategies.</li> <li>▪ Can help policymakers and tourism boards to identify key trends and areas of growth in the tourism sector, and plan accordingly.</li> <li>▪ Allow researchers to gain a better understanding of the motivations and travel behaviours of young adults, which can inform academic studies and literature in the field.</li> <li>▪ Can provide a benchmark for comparison with similar studies conducted in different regions or countries, helping to identify cross-cultural differences in travel preferences</li> </ul>	<p>two relevant ways -partial credit 1, to one relevant way -No ½ credit</p>
	<ul style="list-style-type: none"> <li>▪ Help young adults themselves to gain a better understanding of their own travel preferences and motivations, and make more informed travel decisions in the future.</li> <li>▪ Can highlight the importance of certain factors in the decision-making process for young adult travellers, such as budget, safety, and cultural exploration, which can inform discussions and debates around the future of the tourism industry.</li> </ul>	
(ii)	D. Desire for making new friends	1 No partial credit
(iii)	The top choices in the survey, for traveling solo and in a group suggest that young adult travellers value independence and freedom when traveling alone and when traveling in a group, they value socializing and making new friends.	1 No partial credit
(iv)	(b) Nawaz [solo traveller-budget friendly; (a) group traveller- organised transport; (c) group traveller high focus on safety and security]	1 No partial credit
(v)	<b>A. trying new cuisine</b> [ It allows an individual to explore new flavours and ingredients that they may not have been exposed to before, thus helping them discover more about themselves by way of likes/ dislikes]	1 No partial credit
(vi)	To cater to budget-conscious solo travellers, the industry may need to provide more affordable accommodation options such as hostels and budget hotels.  <ul style="list-style-type: none"> <li>▪ For group travellers, the industry may need to focus on offering more luxury accommodations and experiences that cater to their desire for comfort and convenience.</li> </ul>	2 -Full credit 2, when correct response for both is stated -Partial credit 1, when correct response for either is stated -No credit of ½

(vii)	(Any one) <ul style="list-style-type: none"> <li>▪ a shared desire for adventure</li> <li>▪ a willingness to step outside of their comfort zones.</li> <li>▪ the fact that that young adults in India are becoming more interested in cultural exchange and global understanding</li> </ul> (Any other relevant)	1 No partial credit
(viii)	FALSE [The passage is not about solo travel trend but more of solo vs group travel debate among young adults in India]	1 No partial credit

**Passage no. 2:-**

Read the following text.	
(1)	The average age of India will be just 27 in 2020, which means that much of the country will comprise young students and youth. But even now with the clock ticking, the unemployment crisis is raging the country. The main reason behind this problem is that
	there is a huge number of youths passing out from schools and colleges every year unaware of the many new career options and job roles being added to various industries. And a recent survey by Mindler, an online career-counselling platform, has proved that the majority of Indian students are aware of just seven career paths, even though there are 250 career options that can be pursued in India -- most new and in-demand
(2)	 <p>"Our research on over 10,000 students across India suggests an alarming ignorance of the career options available to students today," said Prateek Bhargava, founder, and CEO of Mindler, who has recently launched a platform for career counselling in tier II and tier III cities across India.</p> <p>This shocking lack of awareness among Indian students regarding their future career options can spell a death knell for the economic bonus that could have come to India due to its demographic dividend- the time period where its population is young and earning.</p>
(3)	Since children constantly interact with the environment around them, "effective career planning would thus need to take into account all the stakeholders in which parents and teachers are the most important, given the time they spend with the child and the impact they have," Bhargava says.

(4)	Thus, if parents and teachers can build their own awareness regarding new career options coming up, then they can be a very helpful part in their child's career decisions rather than being one of those parents who push their child into one of the most common careers simply because they are unable to understand which area would be the perfect fit for their child.	
(5)	Parents need to remember that shaping a student's profile with the right set of activities in sync with their strength, capability and dreams is the way forward, Bhargava stresses. "Children feel much more confident in choosing a particular career when they are supported by their parents. Thus, parents play a vital role in this entire process," he says.	
<b>Courtesy-</b> business-standard.com		
Answer the following questions, based on given passage.		
(i)	Which important issues does the passage throw light upon?	2
(ii)	According to Fig. 1, ..... is the least popular career option among students.	1
(iii)	State TRUE or FALSE.	1
<i>Career counselling of students may help in reducing unemployment.</i>		
(iv)	Choose the correct option with reference to the two statements given below. Statement 1: Indian youth is facing unemployment crisis. Statement 2: Teachers push students into common career options. a) Statement 1 is true, but Statement 2 is false. b) Statement 1 is false, but Statement 2 is true. c) Both Statement 1 and Statement 2 cannot be inferred. d) Both Statement 1 and Statement 2 can be inferred.	1
(v)	What was the conclusion of the survey conducted by Mindler?	1
(vi)	Fill in the blanks with an appropriate word. <i>Every child is unique. Hence, his/ her.....should always be taken into consideration when deciding on a future career.</i>	1
(vii)	A Suitable Title for this passage would be ..... a) India's Economic Downfall b) Smart Career Planning: Need of the Hour c) Achieve Your Goals with Mindler d) India's Obsession with Engineering	1
(viii)	How do parents play a vital role in their child's career selection?	2

**Marking scheme:-**

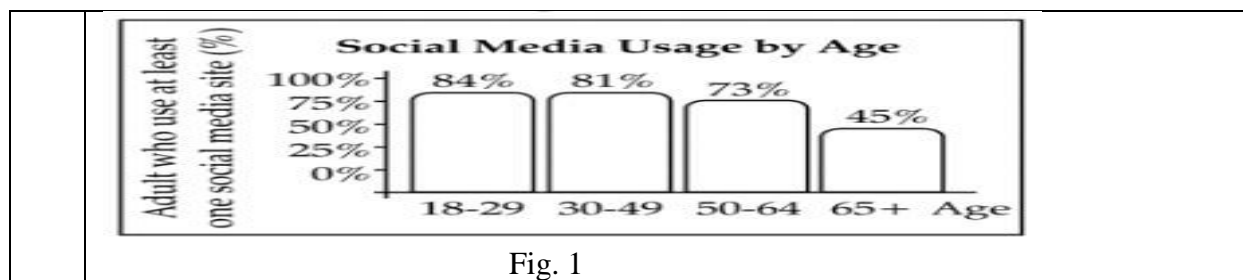
Case-based factual passage		
(i)	<ul style="list-style-type: none"> <li>lack of awareness among Indian students regarding their future career options</li> <li>importance parental support and guidance in career selection (any other relevant point)</li> </ul>	- Full credit 2, to two relevant issues -partial credit 1, to one relevant issue -No ½ credit
(ii)	Law	1
(iii)	True	1
(iv)	a) Statement 1 is true, but Statement 2 is false.	1



(v)	alarming ignorance of the career options available to Indian students today	1
(vi)	strength/ capability/ dreams	1
(vii)	b) Smart Career Planning: Need of the Hour	1
(viii) )	<ul style="list-style-type: none"> <li>• boosting confidence of children during career selection</li> <li>• not pushing children into a career for which they have neither attitude nor aptitude.</li> </ul> (Any other relevant point)	- Full credit 2, to two relevant points -partial credit 1, to one relevant point -No ½ credit

**UNSOLVED QUESTIONS:-****Passage no. 1 (CBSE 2023):-**

Read the passage given below:	
(1)	News - If you can't remember the last time, you saw a teenager reading a book, newspaper, or magazine, you're not alone. In recent years, less than 20 percent of teens report reading a book, magazine, or newspaper daily for pleasure. More than 80 percent say they use social media every day, according to research published by the World Psychological Association.
(2)	"Compared with previous generations, teens in the 2010s spent more time online and less time with traditional media, such as books, magazines and television," said lead author of the book yGen and professor of psychology at ABC University. "Time on digital media has displaced time once spent enjoying a book or watching TV."
(3)	Swarner and her colleagues analysed data concluded from an ongoing study of a nationally representative sample of approximately 50,000 eighth, tenth and twelfth grade students annually. They looked at survey results from 1976 to 2016, representing more than 1 million teenagers. While the study started with only twelfth-graders in the 1970s, eighth and tenth graders were added in 1991.
(4)	Use of digital media increased substantially from 2006 to 2016. Among twelfth-graders, internet use during leisure time doubled from one to two hours per day during that period. It also increased 75 percent for tenth graders and 68 percent for eighth graders.
(5)	Use of digital media increased substantially from 2006 to 2016. Among twelfth-graders, internet use during leisure time doubled from one to two hours per day during that period. It also increased 75 percent for tenth graders and 68 percent for eighth graders.
(6)	In comparison, tenth graders reported a total of five hours per day and eighth graders reported four hours per day on those three digital activities, Consequently the spent time in the digital world is seriously degrading the time they spend on more traditional media such as print book and newspapers.
(7)	The decline in reading print media was especially steep. In the early 1990s, 33 percent of tenth graders said they read a newspaper almost every day. By 2016, that number was only 2 percent. In the late 1970s, 60 percent of twelfth graders said they read a book or a magazine almost every day; by 2016, only 16 percent did. Twelfth- graders also reported reading fewer books each year in 2016 compared to how much they read in 1976, and approximately one- third did not read a book (including e-books) for pleasure in the year prior to the 2016 survey.
(8)	There's no lack of Intelligence among young people. (However due to over dependence on digital media they find it difficult to focus for long periods of time and to read long-form text) Subsequently they find it challenging to understand complex issues and develop critical thinking skills.



On the basis of your understanding of the passage, answer the questions given below:		
(i)	Does the following statement agree with the information given in paragraph 1? <i>The writer believes that very few teens indulge in reading as a pleasurable activity.</i> Select from the following: True: if the statement agrees with the information. False: if the statement contradicts the information. Not given: if there is no information on this.	1
(ii)	Select the option that displays the most likely reason for this research. In order to find out .... (a) reading choices of teenagers (b) digital competency of teenagers. (c) speed of reading text. (d) the decline of time spent on traditional media.	1
(iii)	Complete the statement based on the following statement: Traditional media has been replaced by digital media; we can say this because .....	1
(iv)	Do you think that the researchers of study added tenth and eighth graders to the survey deliberately? Support you answer with reference to the text.	2
(v)	Complete the given sentence by selecting the most appropriate option: The concluding sentence of the text makes a clear case for _____ by listing it as a core competency for analysis and application. (a) following social media (b) reading long texts (c) building focus and concentration (d) developing constructive habits	1
(vi)	Based on the reading of the text, state two points to challenge the given statement: “Time on digital media has displaced time once spent enjoying a book or watching T.V.”.	2
(vii)	Complete the sentence appropriately with one/two words: Teens today hardly read print media for .....	1
(viii)	As per Fig. 1, the percentage of people above 50 yrs. is _____ the percentage of teenagers using social media. (a) greater than (b) less than (c) equal to (d) negligible to	1

## Passage 2

Read the following text.

- (1) The number of deaths due to heart attacks in India has remained consistently over 28,000 in the last three years, according to data compiled by the National Crime Records Bureau (NCRB).

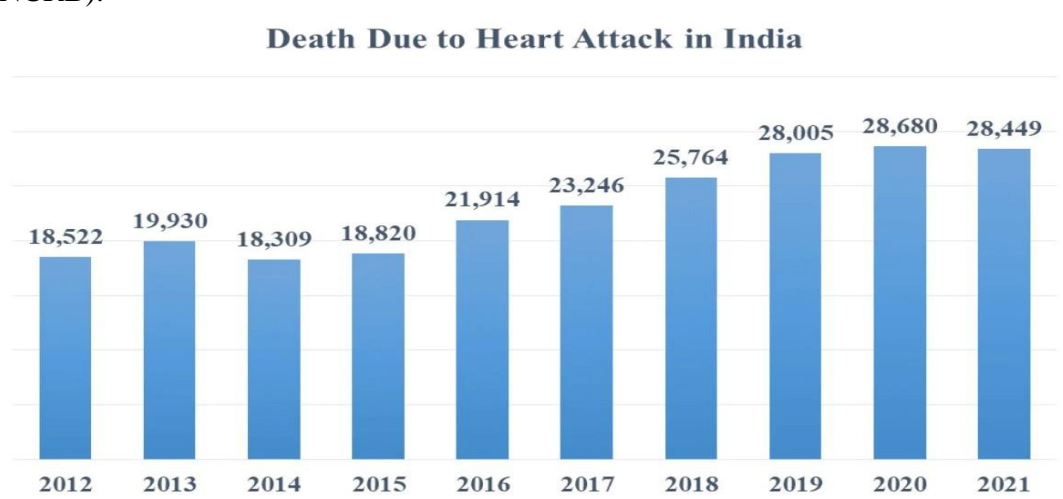


Fig. 1

Death Due to Heart Attack in India in 2021:

Age bracket	Number of Death	Number of Death as % of total
Below 14 years	65	0.2%
14 - 18 Years	124	0.4%
18 - 30 Years	2,541	8.9%
30 - 45 Years	8,544	30.0%
45 - 60 Years	11,190	39.3%
60 year and above	5,985	21.0%

Fig. 2

- (2) Dr Bikram Kesharee Mohanty, Senior Consultant Cardio-Thoracic & Vascular Surgeon and Visiting Consultant at National Heart Institute, New Delhi, said that COVID-19 can affect the heart due to lack of oxygen, stress cardiomyopathy, and immune reaction triggered by Covid-19 infection, among others. Stress Cardiomyopathy is a disease of the heart muscles caused by the release of stress enzymes inside the body.
- (3) Dr Mohanty explained that death from heart attacks decreased from 2020 to 2021 because people came to know that Covid-19 was an additional risk factor for the heart, and patients with heart ailments were at greater risk, because of which an awareness was

created about the importance of heart health. “There is no direct relation between the COVID vaccine and fewer heart attacks; however, after COVID vaccination, the consequences of heart involvement decreased because of the role of the vaccine in lessening the severity of infection as a whole in every system of the body,” he said.

(4)	Unhealthy dietary habits and lifestyle lead to the development of fatty deposits or plaque on the walls of coronary arteries which can lead to blockage, preventing blood from reaching some parts of the heart muscle. This results in cardiac ischemia, a condition where a portion of the heart is deprived of oxygen. If this is not treated in time, the heart tissues begin to die, leading to a heart attack, or myocardial infarction.
(5)	The signs of heart attack include chest pain that may feel like tightness or squeezing, cold sweat, fatigue, heartburn, indigestion, light-headedness, sudden dizziness, nausea, and shortness of breath, among others.
(6)	One can prevent heart attacks by maintaining a healthy lifestyle, consuming a healthy and balanced diet, quitting smoking, losing weight, exercising regularly, reducing alcohol consumption, managing stress, monitoring blood pressure and blood sugar levels, and incorporating low-fat, high-fibre foods in the diet.
Courtesy: abplive.com	

Based on your understanding of the passage, answer the questions given below:		
(i)	In 2021,.....of total heart attack deaths occurred in the 30-45 age group. a) 10% b) 20% c) 30% d) 40%	1
(ii)	According to Fig. 2 people belonging to the age group of .... years were most prone to heart attack deaths.	1
(iii)	How can unhealthy food habits and lifestyle lead to a heart attack?	2
(iv)	Heart attack is medically known as ....	1
(v)	Why is it necessary to avoid stress for a healthy heart?	2
(vi)	Based on the following statements, choose the correct option. Assertion: Death from heart attacks decreased from 2020 to 2021. Reason: Covid 19 vaccine prevented heart attack. a) Assertion can be inferred but the Reason cannot be inferred. b) Assertion cannot be inferred but the Reason can be inferred. c) Both Assertion and Reason can be inferred. d) Both Assertion and Reason cannot be inferred	1
(vii)	Who among the following has the best chance of preventing a heart attack? a) Gaurav is a sportsman but is unable to control his love for biriyani and sweets. b) Aman follows his diet strictly and exercises every day despite his busy schedule. c) Rishabh lost his job last year and has been unsuccessful in getting another one since then.	1
(viii)	Which of the following is NOT a sign of heart attack? a) sweating b) chest pain c) urge to vomit d) feeling faint	1

### Passage 3

Read the following text.																							
(1)	<p>Even as the overall value of frauds reported by Indian banks halved from 59,819 crore in FY22 to 30,252 crore in FY23, the value and volume of digital frauds committed using cards and internet-based payment methods nearly doubled in the previous financial year, data from the <a href="#">Reserve Bank of India</a>'s (RBI) FY23 annual report showed.</p> <p><b>UPI LEADS CHARTS</b> Monthly UPI fraud (% , May 2022)</p> <p><b>Digital payment fraud reported</b></p> <table border="1"> <caption>Digital payment fraud reported (May 2022)</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Card related fraud</td> <td>55%</td> </tr> <tr> <td>UPI related fraud</td> <td>18%</td> </tr> <tr> <td>Internet banking related fraud</td> <td>12%</td> </tr> <tr> <td>E-wallet thefts</td> <td>9%</td> </tr> <tr> <td>Voice phishing calls</td> <td>5%</td> </tr> <tr> <td>Others</td> <td>2%</td> </tr> </tbody> </table> <p><b>Average ticket size of UPI fraud</b></p> <table border="1"> <caption>Average ticket size of UPI fraud</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Less than ₹10,000</td> <td>50%</td> </tr> <tr> <td>More than ₹1lakh</td> <td>48%</td> </tr> <tr> <td>Between ₹10k-1lakh</td> <td>2%</td> </tr> </tbody> </table> <p>Note: *debit/credit card, swapping of mobile phone SIM cards Source: Industry reports, RBI data, Secondary research, Praxis analysis</p>	Category	Percentage	Card related fraud	55%	UPI related fraud	18%	Internet banking related fraud	12%	E-wallet thefts	9%	Voice phishing calls	5%	Others	2%	Category	Percentage	Less than ₹10,000	50%	More than ₹1lakh	48%	Between ₹10k-1lakh	2%
Category	Percentage																						
Card related fraud	55%																						
UPI related fraud	18%																						
Internet banking related fraud	12%																						
E-wallet thefts	9%																						
Voice phishing calls	5%																						
Others	2%																						
Category	Percentage																						
Less than ₹10,000	50%																						
More than ₹1lakh	48%																						
Between ₹10k-1lakh	2%																						
(2)	Experts said fraudsters are using new techniques to cheat customers. These include phishing, malware being designed to extract and copy data from the infected device of a bank customer, vishing, and SIM cloning, said a report by Bureau — a single AI architecture platform partnering with lenders for risk compliance solutions.																						
(3)	Fraudsters also create fake UPI handles on social media to trick people into revealing account details, making the customer download an application which can sometime monitor their mobile or computer screen remotely. There are also more sophisticated scams in which fraud rings get the victim's data and transfer money to an intermediary account.																						
(4)	Amit Das, co-founder, and CEO at Think360.AI, said as digital outposts and customer facing adoption has gone up, owing to all around investments made by modern and traditional institutions, digital education is at sub-par level. Secondly, fraudsters have access to easier and less risky methods currently to attack unsuspecting customers. "Fear and greed are great tools. Most frauds can be traced to inducing fear that your account is blocked, or greed that you have won a lottery," he said.																						
(5)	Biju K, senior vice president & chief vigilance officer at Federal Bank, said digital evolution has been adopted by the fraudsters and criminals as much as by customers. UPI transactions rose 427% in volume during 2020 and 2022. He said banks and other financial service providers should ensure stronger IT infrastructure with regular upgrades, in line with evolving technologies. "They should maintain basic cyber hygiene to ensure that their platforms are free from vulnerabilities. Awareness building for the public on safe usage of internet and digital banking is very much needed." He added that advanced monitoring mechanisms should also be installed by banks for real-time detection and prevention of digital frauds.																						


Courtesy: Financial Express

Based on your understanding of the passage, answer the questions given below:	
(i)	As per RBI data, ..... is the most common digital fraud reported.   1

(ii)	In the following scenarios, who is least likely of being a victim of digital fraud? 1) ABC receives a call informing him/her that he/she has won a lottery of huge amount and must send some money for registration in order to claim the jackpot. 2) As per RBI guidelines, all bank locker customers must sign a new locker agreement. PQR receives a message from bank to visit his/her branch for the same. 3) XYZ is a debit card holder who gets a call informing him/ her that his/ her card will get blocked immediately. The caller states he/she is at the system and can prevent this if XYZ provides his/ her debit card PIN.	1
(iii)	Name any two ways in which digital frauds are being carried out.	2
(iv)	State TRUE or FALSE. <i>Digital education and awareness of safe usage of internet can prove useful in reducing digital frauds.</i>	1
(v)	Mention any one habit individuals can adopt to dodge potential conmen.	1
(vi)	What can banks do at their end to prevent scams?	2
(vii)	What might have propelled the colossal rise in UPI transactions since 2020?	1
(viii)	Which of the following statements is INCORRECT? ) a) Customers' fear and greed often make them vulnerable to digital frauds b) Banks alone can curb digital frauds	1

## Passage 4

Read the following text.											
(1)	The world is rapidly moving towards online visual content, and engaging video content is constantly evolving to cater to the needs of this generation. Though there are numerous video content platforms, YouTube definitely tops the list. Individuals from all backgrounds, with a few basic types of equipment, can start on their YouTube journey. There is no basic qualification or work experience required to become a Youtuber. This widens the scope for Indians from any nook and corner to join this platform.										
(2)	But how much does YouTube pay to the creators on its platform? Let's look at the current monetisation chart for YouTube videos in India.										
	<table border="1"> <thead> <tr> <th>View Count</th> <th>Estimated Earnings in India</th> </tr> </thead> <tbody> <tr> <td>10,000 (10k)</td> <td>INR 200-500</td> </tr> <tr> <td>1,00,000 (100k)</td> <td>INR 2000-5000</td> </tr> <tr> <td>10,00,000 (1 million)</td> <td>INR 7000-30,000</td> </tr> <tr> <td>1500,00,000 (150 million)</td> <td>INR 1,50,000-6,00,000</td> </tr> </tbody> </table>	View Count	Estimated Earnings in India	10,000 (10k)	INR 200-500	1,00,000 (100k)	INR 2000-5000	10,00,000 (1 million)	INR 7000-30,000	1500,00,000 (150 million)	INR 1,50,000-6,00,000
View Count	Estimated Earnings in India										
10,000 (10k)	INR 200-500										
1,00,000 (100k)	INR 2000-5000										
10,00,000 (1 million)	INR 7000-30,000										
1500,00,000 (150 million)	INR 1,50,000-6,00,000										

<p>(3)</p>	<p>YouTube pays YouTubers based on a variety of factors, including:</p> <ul style="list-style-type: none"> <li>• The number of views their videos receive</li> <li>• The number of subscribers they have</li> <li>• The amount of time people watch their videos</li> <li>• The country where their viewers are located</li> </ul> <p>...and more, but that's mostly it.</p> <p>The most critical aspect of earning money on YouTube is the number of views. YouTube pays the creators per 1000 views on their videos. But a YouTuber salary in India is not exactly the revenue generated per video. YouTube pays 55% of the earnings to the creator and takes 45% of the revenue generated.</p> <p style="text-align: center;"><b>WAYS TO MAKE MONEY ON YOUTUBE</b></p> 
<p>(4)</p>	<p>On a worldwide platform such as YouTube, creators can generate a handsome income by gathering a sizeable number of views. While the revenue per 1,000 views generated in India is comparatively lower than in other countries like Norway, the UK, and the USA, it is estimated that the top 10% of YouTubers in India earn about Rs 2.9 lakhs per month, whereas the top 1% make an average of Rs 13 lakhs per month.</p>
<p>(5)</p>	<p>With these revenue streams in mind, it's crucial to remember that content is king. Consistently create high-quality, engaging videos to attract and retain your audience. As your viewership grows, so will your earnings.</p>
<p>Courtesy: Upgrad and Samszu</p>	

<p>Based on your understanding of the passage, answer the questions given below:</p>		
<p>(i)</p>	<p>More and more Indians are taking up YouTube as means of livelihood as in it</p> <ol style="list-style-type: none"> <li>a) there is reservation for Indians</li> <li>b) latest equipment is needed</li> <li>c) singing and dancing is essential</li> <li>d) neither qualification nor work experience is required</li> </ol>	<p>1</p>
<p>(ii)</p>	<p>Besides number of views, what does YouTube payment depend on?</p>	<p>1</p>
<p>(iii)</p>	<p>What is not elaborated in the passage?</p> <ol style="list-style-type: none"> <li>a) a Youtuber might earn a handsome income through this platform</li> <li>b) the income from YouTube varies according to region</li> <li>c) the amount earned from YouTube may vary from month to month/ video to video</li> <li>d) it requires a lot of hard work to establish a popular and successful channel</li> </ol>	<p>1</p>
<p>(iv)</p>	<p>State two ways of making money on YouTube.</p>	<p>2</p>
<p>(v)</p>	<p>One can increase his/ her number of views by .....</p>	<p>1</p>
<p>(vi)</p>	<p>Give a suitable title to the passage.</p>	<p>1</p>
<p>(vii)</p>	<p>What is most important for becoming a successful Youtuber?</p>	<p>1</p>



(viii )	Would you want to make a career in YouTube? Why/ Why not?	2
---------	---	---

## Passage 5

Read the following text.																																														
(1)	<p>Older people are a valuable resource for any society. Ageing is a natural phenomenon with opportunities and challenges. According to Census 2011, India has 104 million older people (60+years), constituting 8.6% of total population. Amongst the elderly (60+), females outnumber males.</p> <p style="text-align: center;"><b>Table 1.1.</b> Elderly population (aged 60 years and above) in India (in millions)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">Source</th> <th colspan="3">Total</th> <th rowspan="2">Rural</th> <th rowspan="2">Urban</th> </tr> <tr> <th>Person</th> <th>Female</th> <th>Male</th> </tr> </thead> <tbody> <tr> <td>Census 1961</td> <td>24.7</td> <td>12.4</td> <td>12.4</td> <td>21.0</td> <td>3.7</td> </tr> <tr> <td>Census 1971</td> <td>32.7</td> <td>15.8</td> <td>16.9</td> <td>27.3</td> <td>5.4</td> </tr> <tr> <td>Census 1981</td> <td>43.2</td> <td>21.1</td> <td>22.0</td> <td>34.7</td> <td>8.5</td> </tr> <tr> <td>Census 1991</td> <td>56.7</td> <td>27.3</td> <td>29.4</td> <td>44.3</td> <td>12.4</td> </tr> <tr> <td>Census 2001</td> <td>76.6</td> <td>38.9</td> <td>37.8</td> <td>57.4</td> <td>19.2</td> </tr> <tr> <td>Census 2011</td> <td>103.8</td> <td>52.8</td> <td>51.1</td> <td>73.3</td> <td>30.6</td> </tr> </tbody> </table> <p>Source: Census of India 2011<sup>5</sup></p>	Source	Total			Rural	Urban	Person	Female	Male	Census 1961	24.7	12.4	12.4	21.0	3.7	Census 1971	32.7	15.8	16.9	27.3	5.4	Census 1981	43.2	21.1	22.0	34.7	8.5	Census 1991	56.7	27.3	29.4	44.3	12.4	Census 2001	76.6	38.9	37.8	57.4	19.2	Census 2011	103.8	52.8	51.1	73.3	30.6
Source	Total			Rural	Urban																																									
	Person	Female	Male																																											
Census 1961	24.7	12.4	12.4	21.0	3.7																																									
Census 1971	32.7	15.8	16.9	27.3	5.4																																									
Census 1981	43.2	21.1	22.0	34.7	8.5																																									
Census 1991	56.7	27.3	29.4	44.3	12.4																																									
Census 2001	76.6	38.9	37.8	57.4	19.2																																									
Census 2011	103.8	52.8	51.1	73.3	30.6																																									
(2)	Increase in longevity and decline of joint family and breakdown in social fabric pushes seniors into loneliness and neglect. A healthy life, with physical activity, good diet, avoiding tobacco, alcohol and other habit-forming substances is recommended. Positive attitude and mental wellbeing promote quality of life in advancing years.																																													
(3)	Government of India's National Policy on Older Persons 1999, Maintenance and Welfare of Parents and Senior Citizens Act, 2007 and National Policy for Senior Citizens 2011, provide the legal framework for supporting the needs of seniors. The National Programme for Health Care of Elderly and Health and Wellness Centres under the Ayushman Bharat programme provide dedicated healthcare to elderly at primary health care settings.																																													
(4)	In the last few years, medical science has identified a new group within the senior citizen category, namely that of super-agers. The term refers to people in their 70s and 80s who have the mental or physical capability of their decades-younger counterparts. With the world ageing at a rapid rate, it is estimated that by 2030 there will be 34 nations with over 20% population above 65 years. In recent years, long-term studies on "super agers" from across the globe are studying behaviours, habits and health indicators of < 90 years. Apart from those with dementia and cognitive decline, healthy agers are a subject of interest to researchers.																																													
(5)	While general health, family history, psychosocial aspects are being studied, the need for improved and targeted integrated-care approaches that are community-based, designed around needs of older persons and with effective coordination and long-term care systems are critical must-haves. This is true for every society, especially those with ageing and super-ageing populations.																																													

<b>WHAT THE LAW SAYS</b>	
<p>The Maintenance and Welfare of Parents and Senior Citizens Act, 2007 makes it a legal obligation of children to provide for their elderly parents, <b>abandoning whom is a criminal offence</b></p>	
<p>➤ Biological, adoptive or stepparent, grandparents, or senior citizen over 60 years who cannot maintain themselves, can claim maintenance</p>	<p><b>Liability to pay maintenance</b> Adult children or grandchildren, both male and female</p> <p>➤ Senior citizens who do not have children can claim maintenance from an adult relative who is in possession of their property or will inherit the property on their death</p>
<p><b>Maintenance</b> An elderly parent or a senior citizen over 60 years of age can claim maintenance. The special tribunal can grant maintenance of up to Rs 10,000</p> <p><b>Punishment</b> Jail term of up to three months</p>	

Courtesy: WHO, HelpAge India and Times of India

Based on your understanding of the passage, answer the questions given below:		
(i)	The number of elderly persons in India in 2011 is almost double of that in ....	1
(ii)	What is the side-effect of living a longer life?	1
(iii)	How can elderly people improve their quality of life?	2
(iv)	Is the Government of India sympathetic towards the elderly people of the country? Substantiate using hints from the passage.	2
(v)	Who are super-agers?	1
(vi)	Suman, 30, neither takes care of her grandfather, 82, nor gives him any money as maintenance. In case of legal action, she might be punished with ....	1
(vii)	Most elderly people might suffer from a) dementia b) loneliness c) neglect d) all of the above	1
(viii)	What might be helpful in easing the challenges faced by the elderly? a) owning vast property b) joint family structure c) love and care from family members d) both b and c	1

Prepared by: Ms. Shilpa Dutta, PGT English, KV Maithon Dam

## **Unseen case-based factual passage with verbal/visual inputs like statistical data, charts etc. to assess comprehension, interpretation, analysis, inference, and evaluation.**

Prepared by Eugene Deltas Leen

### **Introduction**

In the last several decades, theories and models of reading have changed, from seeing reading as primarily receptive processes from text to reader to interactive processes between the reader and the text. Well-designed comprehension questions help students interact with the text to create or construct meaning and to think critically and intelligently.

Well-designed comprehension questions remain a challenge to students as they are not exposed to such types of questions, and they are good at doing what they already know like answering simple literal comprehension questions. To face the challenging questions, it is necessary to have a detailed picture of different types of comprehension and forms of questions. The knowledge of different types of comprehension and forms of questions helps students become interactive readers and enable them to solve such well-planned comprehension questions.

### **Types of comprehension**

1. **Literal comprehension** refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations. Questions of literal comprehension can be answered directly and explicitly from the text.
2. **Reorganization** is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding. The student has to put together two pieces of information that are from different parts of the text. They teach students to examine the text in its entirety, helping them move from a sentence-by-sentence consideration of the text to a more global view.
3. **Inference Making**- involves more than a literal understanding. Students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions.
4. **Prediction** - involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends.
5. **Evaluation**, requires the learner to give a global or comprehensive judgment about some aspect of the text. To answer this type of question, students must use both a literal understanding of the text and their knowledge of the text's topic and related issues.
6. **Personal response**, requires readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers. While no personal responses are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understanding of the material.

### **Forms of questions**

1. **Yes/no questions**

2. **Alternative questions** Alternative questions are two or more yes/no questions connected with or: for example, Does this article focus on the use of questions to teach reading comprehension or to test reading comprehension?
3. **True or false questions** are difficult to prepare. The false answers must be carefully designed to exploit potential misunderstandings of the text. Like yes/no questions, true or false questions can be used to prompt all six types of comprehension.
4. **Wh- questions** Questions beginning with where, what, when, who, how, and why are commonly called wh questions.
5. **Multiple-choice questions** are based on other forms of questions. They can be, for example, a wh-question with a choice.

### **Competency Based Education (CBE)**

After the introduction of Competency Based Approach, questions are classified based on the competencies focused. Some of the competencies that students are expected to develop through reading passages are:

- Conceptual understanding,
- Inferring,
- Interpreting,
- Summarising,
- Comparing and Contrasting,
- Identifying Cause and Effect,
- Main idea and Details,
- Differentiating facts and Opinions,
- Recognising the tone and the attitude of the writer,
- Understanding the author's purpose,
- Guessing meaning of unfamiliar words/phrases, etc.

Case-based passages are factual or informative passages. They contain information regarding facts, figures or analytical data. They also include visual or graphical representation of data or information in the form of bar-chart, pie-chart, graph, tabular form, etc. Through proper guided reading exercises and practice, these competencies can be developed. Let us see some case-based passages and examples of competency-based questions.

## **Section A : Reading Skills**

### **II. Unseen case-based passage with verbal/visual inputs like statistical data, charts etc.**

#### **1. Read the passage given.**

**10 Marks**

1. Digital technology is pushing communications to an advanced level, resulting in the creation of virtuous data systems to transform the way we make, sell and buy. The Internet fast emerged from a modest research network to a robust commercial infrastructure with an exponentially growing number of user base. Consequently, novel business functionalities such as E-Commerce and Digital Marketing are redefining the way businesses reach and interact with customers.

2. Digital Marketing allows businesses to reinvent their marketing strategies to better connect with target customers and to stay relevant in the customer's perspective. In the process, businesses leverage the technology-enabled tools such as emails, blogs and social media to expand the reach of their offerings.

3. Digital marketing is entering deeper into the worldwide market, driven largely by innovations such as Internet of Things (IOT), extensive data integration and Big Data

technologies. Businesses now realize the importance of customer behaviour information and usage data to draft new marketing strategies. Furthermore, this has reinvented the advertising approaches to providing more focused and accurate messages to customers.

4. It provides considerable cost benefits to businesses in terms of affordability. Unlike the conventional marketing media such as a print or television, using digital media such as social media or an email can convey the message to a greater number of audiences at just a fraction of the cost. Another significant advantage of it is the ease of tracking and monitoring results through customer response patterns.

5. Businesses need Digital Marketing professionals to plan and execute digital campaigning techniques. To stay competitive in this digital age, businesses should focus on hiring professionals with strategic, creative and people skills. Such professionals should possess the digital talent to tap the technology-habituated customers. The reality however mirrors a serious shortage of digital skills, even in few of the leading, well-resourced organizations.

Source: <https://inurture.co.in/significance-of-digital-marketing/>



Source: <https://www.equitymaster.com/5minWrapUp/charts/index.asp?date=03/05/2016&story=1&title=Ecommerce-Expected-to-Grow-in-India>

**Based on your understanding of the passage and the chart, answer the questions given below. 10x1=10 Marks**

Q1. Select the option that displays the true statement with reference to Paragraph 1

- The emergence of the Internet has slowed down in E-Commerce and Digital Marketing.
- Digital technology is transforming the methods of manufacturing, selling and buying.

- c) The creation of virtuous data systems has complicated the way businesses have been carried out.
- d) Today's digital marketing needs a simple data source and a manually operated communication system.

Q2. Which of the options is correct based on the given statements?

- I. Internet of Things (IOT), data integration and Big Data technologies are helping digital marketing.
- II. To stay competitive in this digital age, businesses should focus on hiring professionals with strategic, creative and people skills.

Options:

- a) Statement I is the cause but Statement II is not the effect.
- b) Statement II is the cause and Statement I is the effect.
- c) Statement I is the cause and Statement II is the effect.
- d) Statement II is not the cause but Statement I is the effect.

Q3. What are the technology-enabled tools that businesses use as mentioned in Paragraph 2?

Q4. —Businesses now realize the importance of customer behaviour information and usage data to draft new marketing strategies. This statement implies that

- a) the businesses have already started providing more focused and accurate input to customers.
- b) customer behaviour information and usage data is essential for businesses to plan marketing strategies.
- c) Commerce and business can flourish when there are good customers and trusted business outlets.
- d) Whenever good business happens, it is due to the impact of reinvention of advertising approaches.

Q5. Choose the option that displays the purpose of Paragraph 4.

- a) Listing the advantages of conventional marketing media and the digital marketing media.
- b) Showing the cause-effect relationship between television and social media.
- c) Comparing and contrasting between conventional marketing media and digital marketing media.
- d) Sequencing the events in the growth of digital marketing media and digital marketing.

Q6. According to the information contained in Paragraph 5, who can have greater chances of employment opportunities in the digital marketing sector?

Q7. Choose the option that conveys the meaning of the word 'tap' as used in paragraph 5.

- a) She used to make rhythmic sounds with her fingers to the song.
- b) We heard a sudden knock at the door in the morning.
- c) We should know how to make use of the online resources for education.
- d) He bought a faucet and fixed it in the kitchen.

Q8. The bar chart shows that the number of online buyers in India is steadily increasing from 2015 to 2020. What can we conclude about the online business in India?

Q9. What is the writer's complaint about the digital marketing professionals as mentioned Para 5?

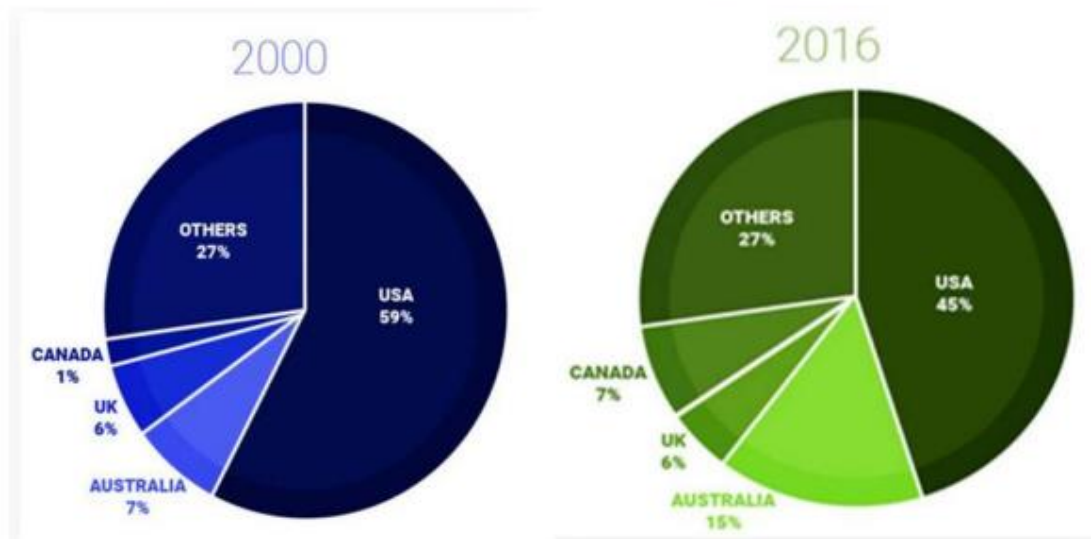
Q10. According to the information in the bar chart, the amount spent on online purchase was extremely low in 2015. From this data, we can infer that online business in India \_\_\_\_\_ only after 2015.

**2. Read the passage given below.**  
**Marks**

**10x1=10**

1. More than 5 million international students were studying outside their home country in 2016. With over 3,00,000 Indian students studying overseas, India is the second largest source of international students after China. The total number of Indian students overseas increased from 66,713 in 2000 to 3,01,406 in 2016, based on the analysis of data from UNESCO Institute of Statistics. This translates into 2,34,693 more students overseas in 2016 as compared to that in 2000—at a robust average annual growth rate of 22% in a span of 16 years. The growing aspirations of Indian students to access to global education reflect an expansion of high to middle-income families.

**SHARE OF INDIAN STUDENTS OVERSEAS AT 4 DESTINATIONS**



2. One of the biggest reasons for this shift in the share of Indian student overseas had been the proimmigration policies of Canada and Australia. Majority of Indian students are highly-price-sensitive, value-maximisers who are constantly trying to search for options that lower cost and increase career opportunities. And, hence they are more sensitive to immigration and work policies.

3. For example, Canada's Post-Graduation Work Permit Program (PGWPP) introduced in 2006 allows students to gain work experience which qualifies for permanent residency in Canada. Likewise, from 1999 onwards, Australia's point-based immigration policies were designed to encourage international students to pursue a permanent residency in Australia.

4. The future demand for international education remains strong among Indian students. In 2018, over 17.7 million students used Studyportals to search for Master's degrees and about 5.7 million – for Bachelor's programmes. Our data shows an increase of 37% and 77%, respectively, from users located in India. While the demand is strong, the unwelcoming visa and immigration policies pose a significant hurdle to translate that aspiration into reality to study abroad. India is at an inflexion point where two broad segments of students are emerging. The first segment is the traditional segment of price-sensitive, value-maximiser. The other emerging segment is the prestige-conscious, experience seeker.

5. Value-maximisers will search for options which offer more —value for money| mostly through master's programmes. For example, in addition to traditional destinations, this segment will seek alternative destinations in the Middle East, Asia and Continental Europe offerings English-taught Programmes. The new emerging segment of experience-seekers is concentrated at undergraduate level and fields of study beyond engineering and computer science. These students have higher financial resources to fund their education and are relatively less concerned about immigration and immediate work opportunities.

Source: <https://studypartals.com/blog/new-wave-of-indian-students-studying-abroad/>

Based on your understanding of the passage and the chart, answer the questions given below.

10x1=10 Marks

1. The main purpose of this passage is to \_\_\_\_\_

- a) entertain the readers about the growing aspiration of Indian students to study abroad.
- b) inform the readers about the growing rate of Indian students studying abroad.
- c) persuade the students to study in the UK and the USA.
- d) teach students how to apply for admission in foreign countries.

2. Which of the details supports the main idea that the rate of Indian students studying abroad is growing significantly?

- a) Majority of Indian students are highly-price-sensitive.
- b) Canada's Post-Graduation Work Permit Program (PGWPP) was introduced in 2006.
- c) The total number of Indian students overseas increased from 66,713 in 2000 to 3,01,406 in 2016.
- d) The number of Indian students in the UK in 2016 was same as that in 2005.

3. Based on the information given in the pie-chart, the countries that attracted more Indian students from 2000 to 2016 are



- a) Australia and the USA
- b) Canada and the UK
- c) Canada and Australia
- d) the UK and the USA

4. Based on the information given in the pie-chart, we can infer that

- a) The number of Indian students seeking admission in the USA has dropped by 14 per cent in 2016.
- b) The number of Indian students studying in the UK remained the same in 2000 and in 2016.
- c) The number of Indian students studying in Australia was less in 2016 than in 2000.
- d) Canada attracted more Indian students in 2000 than in 2016.
- e) Canada and Australia have attracted more students in 2016.

- i) a), b) and d)
- ii) ii) a), c) and d)
- iii) iii) a) , b) and e)
- iv) iv) c), d) and e)

6. Choose the option that lists the reason for more Indian students seeking admission in Canada and Australia as mentioned in Paragraph 2.

- a) low cost and more career opportunities
- b) higher cost and less career opportunities
- c) minimum value and maximum price
- d) temporary residency and work permit

6. What are the two emerging segment of students in India seeking admission abroad?

7. What details are given that support the fact that value-maximisers will seek options that offer more value for money?

8. What evidence is given to show that the future demand for international education remains strong among Indian students?

9. The Indian students are more sensitive to immigration and work policies because\_\_\_\_\_

---

10. What could be the most appropriate title for Paragraph 1?

---

## Answers

Answers for Passage 1

- Q1. b) Digital technology is transforming the methods of manufacturing, selling and buying.
- Q2. a) Statement I is the cause but Statement II is not the effect.
- Q3. emails, blogs and social media
- Q4. b) customer behaviour information and usage data is essential for businesses to plan marketing strategies.
- Q5. c) Comparing and contrasting between conventional marketing media and digital marketing media.
- Q6. professionals with strategic, creative and people skills.
- Q7. c) We should know how to make use of the online resources for education.
- Q8. Online business in India is becoming more and more successful. (Any other appropriate response)
- Q9. The digital marketing professionals lack digital skills.
- Q.10 became successful/attracted Indian consumers/started flourishing. (Any other suitable response)

#### Answers for the Passage 2

- Q1. b) inform the readers about the growing rate of Indian students studying abroad.
- Q2. c) The total number of Indian students overseas increased from 66,713 in 2000 to 3,01,406 in 2016.
- Q3. a) Australia and the USA
- Q4. iii) a) , b) and e)
- Q5. a) low cost and more career opportunities
- Q6. The price-segments, value-maximiser and the prestige-conscious, experience-seeker.
- Q7. Value-maximisers will seek alternative destinations in the Middle East, Asia and Continental Europe offerings English-taught Programmes
- Q8. The data showing an increase of 37% for Master's and 77% for Bachelor's programmes from users located in India. Q9. they focus on lower cost and increase of career opportunities.
- Q10. Increase of Indian students Studying Overseas/ Growing Aspirations of Indian Studying Abroad. ( Any other suitable title)

V. Eugin Dellas Leen

PGT English

KV Maithon Dam

## **CREATIVE WRITING SKILL**

## Notice Writing Class 12

**Notice Writing Format:** Notice writing is a formal type of communication. The purpose of notice writing is **to deliver** a certain **piece of information to a larger group of people**. They are **generally attached in a common area** where the concerned people can read them. It is one of the common and easiest methods of communication with large audience.

For example, If you have to write a notice to inform a group of people about a football event. All you have to do is to inform people about what the event is, the place and date of the event and sign it off with your designation. So here we will discuss what is the format of notice writing, tips to write the notice, and examples related to it.

### Notice Writing Format Class 12

Notice writing is the easiest writing piece where students can fetch good marks. Even notice writing has a particular format as during evaluation marks are allotted even on the format. Below are the points of concern that make your notice writing best among others-

- **Name of the Organisation** – The first thing to mention is the name of the organization/school/college from where the notice is being issued. This would help people identify who has published or put out the notice.
- **Title** – The title in notice writing should be the word “NOTICE” itself. This is to inform the readers that they are about to read a ‘Notice’.
- **Heading** – The heading of the notice refers to the subject matter of the notice. In the heading, the students have to write in short about what the notice is all about.
- **Date** – The next essential thing that you should keep in mind while drafting the notice is to write the date. The date helps to understand the readers when the notice was issued.
- **Body** – The body contains the main part of the notice. But one must keep in mind that the body of the notice should be brief and informative. Only the essential information should be written in the body, which is usually written in the passive voice.
- **Name, Signature, and Designation** – The notice ends with your name, the signature of the person who composes the notice, and their designation (which should be in capital letters). It helps the readers to understand who has issued the authority of the notice.

## Notice Format

Below is a template of the notice format of how it is to be written.

<p>(Name of the Entity/ Organisation Issuing the Notice)</p> <p style="text-align: center;"><b>NOTICE</b></p> <p>(Date)</p> <p>(Heading of the Notice)</p>  <p style="text-align: center;">(Body of the notice)</p>  <p>(Name)</p> <p>(Signature)</p> <p>(Designation)</p>
--

### Important Tips for Notice Writing Class 12

1. Stick to the specified word limit of 50 words.
2. Write the word NOTICE at the top.
3. The name and place of the school, organization, or office issuing the notice should be written on the top.
4. Give an appropriate heading.
5. Write the date on which notice is issued.
6. To whom notice is written should be mentioned clearly.
7. The purpose of the notice should be mentioned.
8. Mention all the relevant details ( such as date, venue, and time).
9. Signature, name, and designation of the person issuing the notice.
10. Notice should be in a box.

### Marking Scheme of Notice

format title (Notice/Heading/Place/Date/Signature with Name and Designation) **1 mark**

Contents

- (a) Where
- (b) When
- (c) Target group
- (d) Agenda

(All within 50 words) **2 marks**

Expression, Coherence, Spellings and Grammatical Accuracy **2 marks**

**Question 1.**

As Principal of Sardar Patel Vidyalaya, Lucknow, draft notice in not more than 50 words informing students of the change in school timings w.e.f. the 1st of October 2023. State valid reasons for the change. (Delhi 2009)

**Answer:**

<p>Sardar Patel Vidyalaya, Lucknow NOTICE</p> <p>22<sup>nd</sup> September, 20xx</p> <p>Change in School Timings All students are hereby informed about a change in school timings from 1st October, 20xx. The school will now start at 9 a.m. &amp; end at 3 p.m. In the past few years, it has been seen that winters are rather severe and it becomes quite difficult to start early due to extreme cold weather and dense fog. So, these new timings will be followed till further notice.</p> <p>Principal</p>
---

**Question 2.**

You are Secretary of the History Club of Vidya Mandir School. Draft a notice in not more than 50 words informing students of a proposed visit to some important historical sites in your city. (Delhi 2009)

**Answer:**

<p>Vidya Mandir School .....</p> <p>Notice</p> <p>22<sup>nd</sup> September, 20xx</p> <p>Visit to Historical Sites Members of the History Club are hereby informed of a proposed educational visit to a few important historical sites in our city which is likely to be scheduled between 28th and 30th of Sept, 2023. Interested members are required to pay Rs. 550 (inclusive of transport and snacks) during the zero periods to the undersigned by the 25th of September.</p> <p>Secretary History Club</p>
---

**Question 3.**

As Sports Secretary of G.D.G. Public School, Pune, draft notice in not more than 50 words for your school notice board informing the students about the sale of old sports goods of your

school. You are Rohini/Rohit. (Delhi 2010)

**Answer:**

<p>G.D.G. Public School, Pune Notice</p>
<p>29th July, 2023</p>
<p><b>Sale of Old Spoils Goods</b> Students are hereby informed that our school is organising a sale of its old sports goods viz cricket bats, badminton &amp; lawn tennis rackets, cricket &amp; football etc. in the Physical Education Room on August 14, 2023. Those interested in purchasing these can visit the Physical Education. Room on the assigned date during their free periods or recess.</p>
<p>Rohit Sports Secretary.</p>

**Question 4.**

You have found an expensive geometry box in the school playground. Draft a notice in not more than 50 words for the school notice board. You are Rani, Class XII, Angel School, Faridabad. (Delhi 2010)

**Answer:**

<p>Angel School, Faridabad Notice</p>
<p>31 October, 20xx</p>
<p><b>Geometry Box Found</b> A red-coloured 'Faber-Castle' Geometry Box has been found in the school playground during the 8th period yesterday. Owner may please contact the undersigned in her class between 6<sup>th</sup> and 7<sup>th</sup> periods.</p>
<p>Rani XII-C</p>

**Question 5.**

You are SrinivafSrinidhi of D.P. Public School, Nagpur. As Student Editor of your school magazine, draft notice in not more than 50 words for your school notice board inviting article sketches from students of all classes. (Delhi 2011)

**Answer:**

D.P. Public School, Nagpur  
Notice

Bring in your Articles and Sketches

29<sup>th</sup> July, 20xx

Students of all classes are hereby invited to submit their articles and sketches for the school magazine to the undersigned Latest by the 6<sup>th</sup> of August in Room No. 102 during the 5<sup>th</sup> period. Please ensure that your articles are neat and legible and your sketches are clearly drawn.

Srinidhi  
Editor  
School Magazine

**Question 6.**

You are Secretary of Gymkhana Club, Madurai. Write a notice in not more than 50 words informing the members to attend an extraordinary meeting of the governing body. Include details like date, time, venue etc. Sign as Prabhu Pratibha. (All India 2011)

**Answer:**

Gymkhana Club, Madurai  
Notice

Extraordinary Meeting of Governing Body  
22<sup>nd</sup> September, 20xx

All members of the governing body of the Club are hereby informed to attend an extraordinary meeting on 25<sup>th</sup> September, 20xx at 4 p.m. in the Club Conference Room to discuss how to revise the Club's policy for defaulter members for long outstanding dues.

Prabhu  
Secretary



## INVITATIONS

### **Invitations and their Replies**

An invitation is a short composition; not exceeding 50 words. Extending invitations to relatives, friends, clients and members of the public on such occasions as engagements, marriages, births, deaths, public functions is an essential part of social etiquette.

Invitations are of two types - Formal and Informal.

While formal invitations do mark the occasions mentioned above, many people send informal invitations too to make them more personal, cordial and intimate as is appropriate to their relationship. It is not uncommon to send a personal handwritten invitation along with a printed and formal one to some very important people in the family and business relationship.

Answering an invitation is a quintessential part of the etiquette although this practice is less prevalent in India where once an invitation is extended, it is considered as accepted and the hosts at best depend on conjectures as to how many guests will arrive. A reply to an invitation is essential for two reasons. One, you appreciate the host's kindness in inviting you. Two, by letting the host know whether you will be attending the function or not will help her/him make arrangements accordingly.

Like the invitations themselves, the replies to invitation can also be formal or informal.

### REPLIES

A reply to an invitation is as much formal as the invitation itself. A formal invitation needs a formal reply and an informal invitation requires an informal reply. The layout is the same as in a formal invitation. The lines can be in the centre setting or written in ordinary paragraph style. **A formal reply is not signed but an informal one is always signed.** Do confirm the details of date and time of the function while accepting the invitation. Should you have to decline an invitation, give a reason as far as possible.

A formal invitation to an official function should be accepted with honour rather than 'with pleasure.'

If you are replying to an informal letter, use a short personal letter or card. If you have to decline the invitation, add a little charm to the reply by including greetings like 'Best Wishes'.

### **Important points to be kept on mind while replying to invitations:**

#### **Formal Reply (Refusal and Acceptance)**

- ❖ A formal reply is like a formal invitation.
- ❖ It is written in the third person.
- ❖ The format will be the same as given in the invitations.
- ❖ No specific reasons are given for refusal. Only expressions like prior commitment, etc. are used.
- ❖ In an acceptance reply, expressions like 'will be delighted to attend it' are used.

**Informal Reply (Refusal and Acceptance)**

- ❖ These are written in the same format as the informal invitation.
- ❖ These are written in the first person.
- ❖ A specific reason for refusal can be given.

**SAMPLE FORMAL REPLIES****FORMAL INVITATION**

<p><b>Mrs. &amp; Mr. P. K. Rawat</b>          request the pleasure of          Mr. Amit Makwana's          company at the marriage of their daughter  <b>SUDHA</b>          with  <b>SOURABH</b>          (s/o Mrs.&amp;Mr.Hari Singh, Kanpur)          at the Royal Regency, Lucknow          on Sunday, 14th July 2023 at 10.00 A.M.          and afterwards          at HotelRandison, Lucknow Road,Faizabad</p> <p style="text-align: right;">With Best Compliments          From:          Relatives &amp; Friends</p> <p>R.S.V.P.          30 Civil Lines          Faizabad          Mob.: 8212452xxx</p>
---

**FORMAL REPLIES****(A) ACCEPTING THE INVITATION****Style I**

<p><b>Mr.AmitMakwana</b>          has much pleasure in accepting the kind          invitation of  <b>Mrs.&amp;Mr.P. K. Rawat</b>          to the marriage of their daughter  <b>SUDHA</b>  <b>on 14<sup>th</sup> July 2023 at 10.00 a.m.</b></p>
--

**Style II**

**Mr. Amit Makwana** thanks **Mrs. & Mr. P. K. Rawat** for their kind invitation to their daughter Sudha's marriage on 14th July 2023 at 10.00 a.m. and has great pleasure in accepting it.

## (B) DECLINING THE INVITATION

### Style I

**Mr. Amit Makwana**  
sincerely thanks  
**Mrs. & Mr. P. K. Rawat**  
for their kind invitation to the marriage  
of their daughter  
**SUDHA**  
on 14<sup>th</sup> July, 2023 at 10.00 a.m.  
but regrets his inability  
to attend due to prior engagement.  
He wishes Sudha happy married life.

### Style II

**Mr. Amit Makwana** thanks **Mrs. & Mr. P. K. Rawat** for their kind invitation to the marriage of their daughter Sudha on 14th July 2023 at 10 a.m. but regrets his inability to attend it due to prior engagement. He wishes Sudha a happy married life.

## SAMPLE INFORMAL REPLIES

### INFORMAL INVITATION

Rawat Nilay  
Faizabad

15<sup>th</sup> June 2023

My Dear Amit  
You will be very glad to know that our SUDHA is getting married on 14th July, 2023. Our would-be son-in-law Sourav is a software engineer working for Microsoft in the U.S.A. It happened all of a sudden and we didn't have enough time to prepare.  
How can we ever think of celebrating such an

important occasion without you. Your bhabhi, me and Sudha are eagerly looking forward to having you with us for the wedding. Do come with family, please.

Yours  
P. K. Rawat

### **INFORMAL REPLIES**

#### **(A) ACCEPTING THE INVITATION**

30 Civil Lines  
Faizabad

20<sup>th</sup> June 2023

Dear Pawan & Bhabhiji

I am pleasantly surprised to receive your invitation to Sudha's wedding. My God! Has she grown so big? I still remember her as a tiny doll in a pink frock. How time flies!

Well, it really is a big occasion. I will definitely join you to make arrangements and to bless her. Yes, yes! I am coming with the whole family.

Yours  
Amit

#### **(B) DECLINING THE INVITATION**

30 Civil Lines  
Faizabad

20th June 2023

Dear Pawan & Bhabhiji

I am pleasantly surprised to receive your invitation to Sudha's wedding. My God, has she grown so big? I still remember her as a doll in a pink frock. How time flies!

I would have loved to join you on this auspicious occasion but mother is in hospital. She had a heart attack last week and needs my constant care.

I feel bad I won't be there to bless Sudha and join you all on the happy occasion, but believe me, the loss is entirely mine.

Please accept my best wishes. I am writing to Simi separately.

Yours  
Amit

### Additional Practice Exercises

1. Your neighbour has invited you to his brother's birthday party. Write a formal reply accepting the invitation. Invent name, date, time, place etc.
2. You are Varun / Vinni. You have been invited to attend the wedding ceremony of your friend's sister during summer vacation. Respond to the invitation accepting the invitation.
3. You have received an invitation to attend the prize giving ceremony on the occasion of the Regional Social Sciences Exhibition. Write a letter to the Secretary of National Science Congress informing him about your inability to attend. Give reasons.
5. You are invited by the unit of the Boogie Woogie, a talent hunt organisation, to make a selection of the local teams for participation in the Zonal competition and performance at the national level. But you are not in a position to do so because you have met with an accident. Write a letter to the convener regretting your inability to honour the request explaining to him your position. You are Naman / NamitaKodesia.
6. You are Sanjay/Sakshi. You have been invited to participate in a seminar on 'Fundamental Rights of Children', organized by the Lions' Club of your district. Respond to the invitation by writing a letter to the Secretary of the club.
7. You are Ranjita / Rankoushal. You have been invited by the Youth Club of your locality to act as one of the judges for an inter-school group song competition organized by the club. But unfortunately, you cannot accept this invitation due to your previous engagement. Write to the Secretary of the club regretting your inability to accept the invitation.

8. You are Arjun / Aparna. Your school has been invited to participate in an Inter-School On-the-Spot Painting Competition organized by the Lions' Club of your district. As General Secretary of the Painting Club of your school respond to the invitation. (50 words)

9. You have received an invitation from the Young Scientists' Forum of G.G. Public School, Bokaro to act as one of the judges for an inter-school debate. But you have a previous engagement and cannot accept this invitation. Write to the Secretary of the forum regretting your inability. You are AnkitKhosla/ShikhaKhosla. (Word Limit: 50 Words)

10. You have received an invitation from Mr.&Mrs.Harbhajan Singh to attend the wedding of their daughter JaspalKaur. As Sameer, write an informal reply accepting the invitation. You will have to invent the necessary details.

SATYENDRA SHARAT  
PGT ENGLISH  
K.V. No. 1 BOKARO  
RANCHI REGION

-----

## Formal Letter Writing

Jobin Thomas

PGT English

Kendriya Vidyalaya Meghahatuburu

- Written only for official purposes
- Written to ‘The Editor, The Principal, The Municipal Commissioner, The Secretary of a Society, The Mayor’ etc.
- Should be brief and precise.
- Formal tone and polite expression.
- Preferably left side of the page. How to write a Letter to the Editor? A Letter to the Editor may be written to the editor of a newspaper or a magazine. It is written to highlight a social issue or problem. It can also be written in order to get it published in the said medium. As it is a formal letter, the format has to be followed strictly. Only formal language can be used i.e. abbreviations and informal language should be avoided.

Let us discuss the Letter to Editor Format. The format of a letter to the editor of a Newspaper is as follows –

1. Sender’s address: The address and contact details of the sender are written here. Include an email and phone number, if required or if mentioned in the question.

2. Date: The date is written below the sender’s address after Leaving one space or line.

3. Receiving Editor’s address: The address of the recipient of the mail i.e. the editor is written here.

4. Subject of the letter: The main purpose of the letter forms the subject. It must be written in one line. It must convey the matter for which the letter is written.

5. Salutation (Sir / Respected sir / Madam)

6. Body: The matter of the letter is written here. It is divided into 3 paragraphs as follows – Paragraph 1: Introduce yourself and the purpose of writing the letter in brief.

Paragraph 2: Give detail of the matter.

Paragraph 3: Conclude by mentioning what you expect from the editor. (For example, you may want him to highlight the issue in his newspaper/magazine).

## 7. Complimentary Closing

## 8. Sender's name, signature, and designation (if any)

Sample – Letter to The Editor About Road Problems You are Raman studying in the Public School of Ranchi. The road leading to your school is full of potholes and also congested. Most of the working-class people are staying in this locality. They are very often stuck in traffic jams. The Government has not taken any action till now for road construction. Write a letter to the Editor of 'The Times of India' drawing the attention of the Govt to the issue faced by the people, requesting them for road construction.

Raman

8,

Gandhi

nagar

Ranchi

Dated: 11th

June 2023

The Editor

The

Times

of

India

Ranchi

Subject: Construction of Road in

Gandhinagar Dear Editor,

Subject

Salutation

I am Raman, a resident of Gandhinagar. I am writing to you in order to raise the issue people face in my locality due to the bad condition of the road.

The road leading to Public School is so congested throughout the day. It is the main road but there are potholes everywhere on the road. Mainly during the morning hours, people are facing horrible situations when they are going to their workplaces. A Public School is also situated on this road. So, school students and parents get irritated as they are stuck here very often in traffic jams. These locality peoples made many



representations to the government, but no action has been taken so far to improve the bad condition of the road. That is why now through this letter we want to draw the attention of the Govt.

As the situation is not good, I request you to highlight it through your newspaper. So that the Govt will take some action to improve the road condition.

Tha

nkin

g

You

You

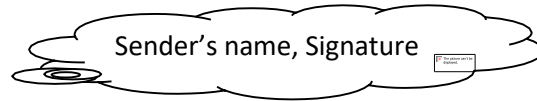
rs

sinc

erel

y

Sender's name, Signature



## **JOB APPLICATION**

Job application includes the letter for applying for a job along with the job seeker's personal data. The application letter is the primary means of introducing the job applicant to the employer where the applicant offers his or her service. The resume/ curriculum Vitae/ bio-data or personal data includes the job seekers – name, address, age, qualification, experience, references and other achievements.

A **job Application** consists of two parts- the **Covering letter** (appeal) and **the bio-data/CV**. (Curriculum Vitae)

### **Job Application Format**

The format for the covering letter is similar to the format of a Formal letter.

- **SENDER's ADDRESS**– The sender's address is usually put on the top left-hand corner.
- **DATE**- The sender's address is followed by the date just below it and is to be written in expanded form.
- **RECEIVER's ADDRESS**–Write the official title/name/position etc of the receiver, as the first line of the address.
- **SUBJECT**- The purpose of writing the letter. This helps the receiver focus on the subject of the letter in one glance.
- **SALUTATIONS**- This is where you greet the person you are addressing the letter to. As it is a formal letter, so the greeting must be respectful and not too personal. The general greetings used in formal letters are “Sir” or “Madam”.
- **BODY**– This is the main content of the letter. It is either divided into three paragraphs or two paragraphs if the letter is briefer. The tone of the content should be formal. Another point to keep in mind is that the letter should be concise and to the point. And always be respectful and considerate in your language.

**1. PARAGRAPH 1**– Begin the body of the letter by mentioning the source (from where you got to know about the job) of information about the job (e.g., newspaper) along with the day, date and advertisement number. Also mention the post you wish to apply for.

**2. PARAGRAPH 2**- Here, you are supposed to offer your candidature by briefing about your qualifications, achievements, previous experiences and your strengths. In other words, this paragraph should be an answer to the question: ‘How are you the perfect candidate for the job?’ Keep in mind that it should be to the point and clear.

**3. PARAGRAPH 3**- In this part of the body, you are supposed to make a reference to the photograph (passport-sized), Bio-data or curriculum vitae and other detailed documents that you have enclosed. You can also appeal for a one-on-one interview.

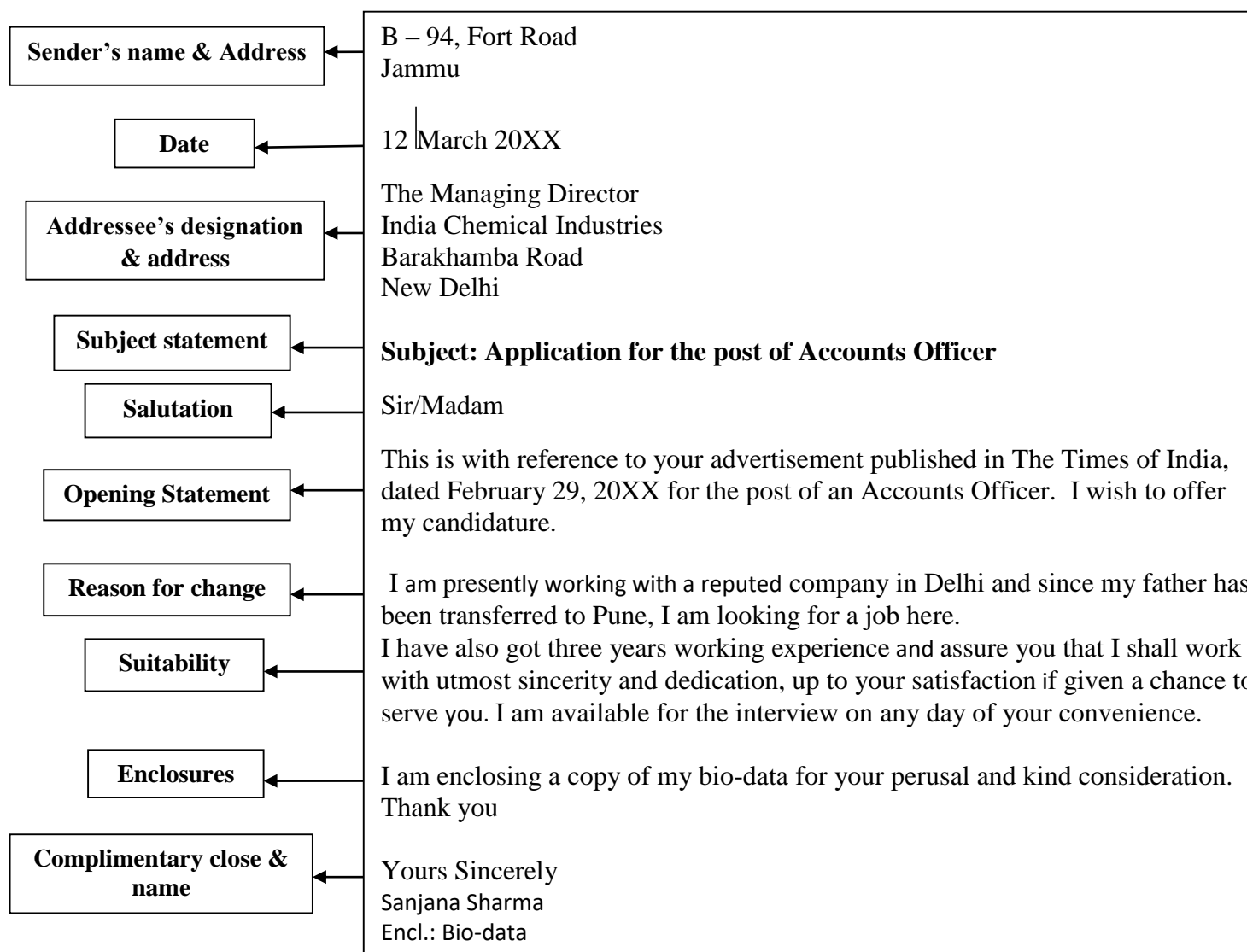
End the body on a promising note, e.g., Looking forward to your positive response.

- **COMPLIMENTARY CLOSE**- At the end of the letter, write a complimentary closing. e.g. “Yours Sincerely”.

- **SIGNATURE**– Finally signing your name. And then write your name in block letters beneath the signature. This is how the recipient will know who is sending the letter.

After signing, you are supposed to mention the heading “ENCLOSURES” which will include the name of the documents and testimonials attached along with the cover letter. They may include the following-

1. Photograph (Passport-sized)
2. Bio-data or CV
3. Copies of certificates
4. Any other



### Bio-data Format

The Biodata or CV is generally divided into four parts as follows-

1. Personal Details
2. Qualifications
3. Experience
4. References

### **BIO-DATA (HEADING)**

**NAME**

**FATHER's NAME**

**DATE OF BIRTH** – In expanded form

**ADDRESS**

**AGE**

**CONTACT NO.**

**EMAIL ID**

**NATIONALITY**-Indian

**MARITAL STATUS**

**QUALIFICATIONS**:-

NAME OF THE EXAMINATION	NAME OF THE BOARD/ UNIVERSITY	NAME OF THE INSTITUTION	YEAR OF PASSING	PERCENTAGE

Qualifications must be written in tabular form with the above mentioned heads.

**PROFESSIONAL QUALIFICATION**

**WORK EXPERIENCE**– It should be written from latest to the oldest along with the duration.

**HOBBIES**

**EXPECTED SALARY**

**REFERENCES**

**SIGNATURE**

**REMEMBER**

- Check for grammatical accuracy and spellings.

- Leave adequate number of lines between paragraphs to make it look clean.
- Add only relevant information if not included in question.
- Avoid mentioning any of your personal details, i.e., name, school name or address.
- Make sure you follow the right format and make paragraphs.
- Try not to exceed the prescribed word limit.

**1. You are Prem/Parul, 16, TT Nagar, Bhopal. You would like to apply for the post of the Marketing Manager in a reputable firm in Mumbai. Write a letter to the Public Relations Officer, Chaitanya Enterprises, Mumbai, applying for the job. Write the letter in 120 – 150 words giving your biodata**

**Answer:**

16, T.T. Nagar Bhopal

7 December 20XX

The Public Relations Officer  
Chaitanya Enterprises  
Link Road, Versova  
Mumbai 4000XX

**Subject: Application for the post of Marketing Manager**

Sir

In response to your advertisement in ‘The Times of India’, dated 5 December 20XX for the post of a marketing manager, I wish to offer my candidature. I have requisite qualifications and excellent communication skills. I am enclosing a copy of my bio-data for your perusal and kind consideration.

I have a passion for marketing and am keen to implement new strategies. Hoping for a favorable response.

Yours truly

(Prem)

Prem Raghuvanshi

Encl.: 1. Photograph

2. Testimonials & Certificates.

3. Resume

**BIO-DATA**

**NAME:** Prem Raghuvanshi  
**FATHER's NAME:** Sh. Vineet Raghuvanshi  
**DATE OF BIRTH:** 07 December 1986  
**ADDRESS:** 16, Tt Nagar, Bhopal  
**AGE:** 32  
**CONTACT NO. :** 9823xxxxxx  
**EMAIL ID:** prem@yahoo.in  
**NATIONALITY:** Indian  
**MARITAL STATUS:** Married  
**QUALIFICATIONS:**

NAME OF THE EXAMINATION	NAME OF THE BOARD/ UNIVERSITY	NAME OF THE INSTITUTION	YEAR OF PASSING	PERCENTAGE
Class X	CBSE	Chinmaya Public School, Bhopal	2001	91%
Class XII,	CBSE	Chinmaya Public School, Bhopal	2003	89%
B.Com.	Jaipur University	Dungar College, Jaipur	2006	86%

**PROFESSIONAL QUALIFICATION:** MBA from Time Institute in 2008 with 78%

**WORK EXPERIENCE:** 1. Worked as Marketing Manager at Vistas Enterprises for the last 4 years.

2. Currently working as Marketing Head, Shinaya Enterprises for the last 3 years.

**HOBBIES:** Reading, playing outdoor sports

**EXPECTED SALARY:** 30,000 per month

**REFERENCES:** 1. Mr. Rajat Mehra CEO, Vistas Enterprises Delhi Mobile: 9999XXXXXX

2. Mr. Keshav Das MD, Universal Marketing Ltd. Bengaluru, Karnataka  
 Mob. 9899XXXXXX

**2. Write an application (including a resume) in 120 – 150 words for the post of a receptionist advertised in a national newspaper by JKL Publishers, Peshwa Road, Pune. You are Karuna, M114, Mall Road, Pune, a graduate from SNDT University and have done a Secretarial Practice Course from YWCA, Mumbai.**

**Answer:**

M114  
Mall Road  
Pune XXXXXX

1 March 20XX

The Manager  
JKL Publishers  
Peshwa Road  
Pune XXXXXX

**Subject: Application for the Post of a Receptionist**

Sir

This is with reference to your advertisement in The Times of India dated 26 February 20XX for the post of a receptionist. I want to offer myself as a candidate for the same.

I am at present working with a reputable company in Delhi and since my father has been transferred to Pune, I am looking for a job here.

I would like to state here that I have an experience of nearly five years and would prove to be an asset to your publishing house if given a chance. I am enclosing my resume for your perusal.

Yours Sincerely

Karuna

Encl.: 1. Photograph

2. Testimonials & Certificates.

3. Resume

**BIO-DATA**

**NAME:** Karuna

**FATHER's NAME:** Sh. Vijay Raghav

**DATE OF BIRTH:** 20 October 1985

**ADDRESS:** 302, Shalimar Aparts Viman Nagar, Pune

**AGE:** 29

**CONTACT NO:** 9743xxxxxx

**EMAIL ID:** karunR@yahoo.in

**NATIONALITY:** Indian

**MARITAL STATUS:** Single

**QUALIFICATIONS:**

NAME OF THE EXAMINATION	NAME OF THE BOARD/ UNIVERSITY	NAME OF THE INSTITUTION	YEAR OF PASSING	PERCENTAGE
Class X	CBSE	St. Patrick's School, Pune	2000	91%
Class XII,	CBSE	St. Patrick's School, Pune	2002	90%
BA (History Hons.)	SNDT University	Xavier's College Mumbai	2005	89%

**PROFESSIONAL QUALIFICATION:** Diploma in Front Office from YWCA Institute Mumbai  
in 2008 with 88%

**WORK EXPERIENCE:** Five years with Heritage Publishers, Delhi

**HOBBIES:** Reading, listening to music

**EXPECTED SALARY:** 25,000 per month

**REFERENCES:** Mr. KM Madan( Director) Heritage Publishers Delhi

**3. Bal Vidya Public School, Bhilai, urgently requires a post – graduate teacher to teach political science for which they have placed an advertisement in The Bhilai Express. You are Sanjay/Sanjana Sharma from 21, Vasant Marg, Bhilai. Draft a letter including a CV, applying for the advertised post.**

**Answer:**

28, Vasant Marg  
Bhilai XXXXXX  
Chhattisgarh

2 June 2018

The Principal,  
Bal Vidya Public School,  
Ravidas Marg  
Bhilai, XXXXXX  
Chhattisgarh

**Subject: Application for the post of a postgraduate teacher (political science)**

Sir,

With reference to your advertisement in the The Bhilai Express dated 10 May 20XX for the post of Postgraduate teacher in Political Science, I wish to submit my application for the



same. I have a very good command over Hindi and English language and fine communication skills. I attach herewith attested copies of my certificates and my bio-data. If given a chance, I may assure you, sir, that I shall discharge my duty honestly and devotedly. I will certainly win the confidence of my students.

Yours Sincerely

Sanjay Sharma

Encl.: 1. Photograph

2. Testimonials & Certificates.

3. Resume

### BIO-DATA

**NAME:** Sanjay Sharma

**FATHER's NAME:** Sh. A.K. Sharma

**DATE OF BIRTH:** 21 September 1979

**ADDRESS:** 21, Vasant Marg, Bhilai, Chhattisgarh

**AGE:** 29

**CONTACT NO:** 981002XXXX

**EMAIL ID:** sanjay2012@gmail.com

**NATIONALITY:** Indian

**MARITAL STATUS:** Unmarried

**QUALIFICATIONS:**

NAME OF THE EXAMINATION	NAME OF THE BOARD/ UNIVERSITY	NAME OF THE INSTITUTION	YEAR OF PASSING	PERCENTAGE
Class XII,	CBSE	Army Public School, Bhilai	1996	90%
BA (political science)	Delhi University	S.R.C.C. Delhi	1999	89%
MA (political science)	Delhi University	S.R.C.C. Delhi	2001	92%

**PROFESSIONAL QUALIFICATION:** BEd, MEd from Delhi University

**WORK EXPERIENCE:** Worked as PGT (political science) in SKB Public School Bhilai from March 2004 to February 2008

**LANGUAGE KNOWN:** Hindi, English

**HOBBIES:** Reading, listening to music

**LAST SALARY DRAWN:** 45,000 per month (gross)

**REFERENCES:** 1. Dr. S Kumar (Principal), Army Public School, Bhilai  
2. Dr. PS Gupta (HOD political science), S.R.C.C. Delhi-110007

**4. Draft an application for the post of an accountant in Pioneers (Pvt.) Ltd. Co. Hyderabad in response to their advertisement that appeared in The Times of India dated 1st August, 20XX. Prepare a biodata to be enclosed. You are Nipun/Aparna.**

**Answer:**

23 Raman Villa  
Race Course Road  
Bhopal

August 11, 20XX

The Personnel Manager  
Pioneers (Pvt.) Ltd. Co.  
Hyderabad

**Sub: Application for the post of Accountant**

Sir,

In response to your advertisement in The Times of India dated 1 August 20XX, I wish to be considered for the position mentioned above. I feel my qualifications and experience are good enough to enable me to discharge my duties. I attach herewith attested copies of my certificates and my bio-data. If given a chance, I assure you, sir that I shall work with complete sincerity and honesty. I will certainly win the confidence of my superiors.

Thanking you,

Yours Sincerely,  
Nipun  
(Nipun)  
End. : Bio-data

**BIO-DATA**

<b>NAME</b>	Nipun Verma
<b>FATHER'S NAME</b>	Sh. Mohan Lai Verma
<b>ADDRESS</b>	23, Raman Villa, Race Course Road, Bhopal
<b>DATE OF BIRTH</b>	15 September 1970

<b>CONTACT NO</b>	981002XXXX
<b>EMAIL ID</b>	nipun2232@gmail.com
<b>NATIONALITY</b>	Indian
<b>QUALIFICATIONS</b>	CBSE (10+2) in 1987 with 83% B.Com. (Hons) in 1990 with 73%
<b>PROFESSIONAL QUALIFICATIONS</b>	CA in 1994 ICWAI in 1997
<b>WORK EXPERIENCE</b>	TISCO “Bhopal’ since Nov. 1997
<b>EXPECTED SALARY</b>	Rs. 9000 p.m. + perks
<b>MARITAL STATUS</b>	Unmarried
<b>LANGUAGE KNOWN</b>	Hindi, English, Tamil, Telugu
<b>REFERENCES</b>	1. Dr. V. Anand, H.O.D. Commerce, Holker University, Indore 2. Sh. R.K. Sareen, Financial Advisor GRASIM (India) Bangalore.

### Practice Questions

1. You are Roger. You have recently read an advertisement for the post of a sales executive in Meera and Co., Field Ganj, Ludhiana. Write an application for this job giving your bio data as well.
2. M/s Tenant Technologies, Gurugram, Haryana has advertised on Jobs.com some positions of Web-content Managers. Write a job application to offer your services. Express your willingness to work with them and invent all the other necessary details. Enclose your Bio- data as well.

<b>M/s Tenant Technologies, Gurugram, Haryana</b> <b>Requires Web-Ctent</b>
<ul style="list-style-type: none"> <li>• Bachelor's degree in communications, marketing, English, journalism, or related field.</li> <li>• Proven content writing or copywriting experience.</li> <li>• Working knowledge of content management systems.</li> <li>• Proficient in all Microsoft Office applications.</li> <li>• Excellent writing and editing skills, ability to handle multiple projects concurrently.</li> </ul>
Apply with complete bio-data within 7 days to M/s Tenant Technologies, Gurugram, Haryana

3. You are Arjun of 14, New Town, Delhi. You have seen an advertisement in The Times of India for the post of Chief Chef in a 5-Star Hotel. Apply for the job with complete biodata.

4. Sunshine Public School, Pune requires two sports coaches (one male and one female). Each should be a degree holder in physical education as well as a SAI certified coach in athletics. You have seen their advertisement and you know that you have these qualifications. Write an application along with your resume. You are Praveen/Priti, M – 114, Najafgarh, Delhi.

PUTUL.MEENA.FLOWRANCE.TEROM

PGT (English)

K.V.NO.3, Rly, Bokaro

## ARTICLE WRITING

An article is a piece of writing on a specific topic forming an independent opinion expressed by a writer. It is the most advanced form of writing which presents information in a variety of theme.

### **Distribution of Marks**

*(5 Marks: Format 1 / Organisation of Ideas: 1/ Content: 2 / Accuracy of Spelling and Grammar :1)*

*Word Limit: 150-200 words*

### **Points to Remember**

a) Give an appropriate title-

Write the Heading/Title at the top with the writer's name

i) First letter of every word capital e.g Pollution A Menace, Technology A Boon or A Curse etc

ii) Eye Catching

iii) Should give crisp idea of the theme

b) Mention writer's name

c) In case of newspaper article give date and place

d) Divide your article into three parts i.e split your subject matter into 3-4 paragraphs

### **Part I**

Introduction beginning – Mention briefly the status of the issue use stating facts or quotation

### **Part II**

Analyse the topic in terms of types/ kinds- causes and effect – Problem (if any)- Consequences- Positive/ Negative effects- Related Information/ Statistical data- Implications- social/ environmental/ psychological/ health related.

### **Part III**

1. Conclusion- suggestions/ remedial measures/ reminders/ compare and contrasts
2. Compare and contrast
3. Organise the ideas in a logical order, with systematic presentation
4. Predictions and personal observations may be included
5. Pay attention to grammatical accuracy and good use of vocabulary
6. Use sentence linkers to ensure continuity- eg
7. Consequently similarly, 'finally', 'moreover' etc.

### **Hints**

1. Study carefully the hints/points given in the 'Verbal input'.
2. Arrange the hints given in the order you want to develop them for the article.

3. You may have some new ideas or views about the issue. Note down your ideas. Organise them properly.
4. Coordinate your ideas with the given hints. Now arrange them in a logical order.
5. Put your ideas under different main headings.
6. Now add sub-points to the main point.
7. Develop each point in a systematic or logical manner.
8. Substantiate your argument if you are writing on a debatable point.
9. Introduce the topic, main idea or main issue in the first few sentences.
10. Your article must end with your conclusion on the topic or issue.

*(Create rough work first jot all the ideas, second make sequence and third join all the ideas with linkers and cohesive words. For good article writing, it is important to read/ speak, listen to radio shows, panel discussions, explore latest live data, newspaper and do consistent sharing of day to day experience.)*

**Q1.** ‘Grow more trees to reduce pollution.’ Write an article in 150-200 words on the topic given above for your school magazine.

**Answer:**

### **Grow More Trees to Reduce Pollution**

(by – Radha)

“Trees are poems of the earth written upon the sky.’ Trees and plants are one of the main reasons why mankind came into existence. The importance of planting trees has been emphasized time and again. This is because of the numerous benefits they offer.

They make the world a better place to live in. They exhale oxygen and inhale carbon dioxide to maintain the ecological balance in the environment. They also absorb all the harmful gases and give us fresh air to breathe.

Trees build a sheet to protect us from the harmful ultraviolet rays. Not only this, they serve as a habitat for birds and various species of animals. Trees help in controlling water pollution and preventing soil erosion.

The places inhabited by large numbers of trees are quite cooler compared to the concrete jungles that cannot do without air conditioners. Unfortunately, urbanisation is leading to clearing of forests and parks despite the numerous benefits they offer. People come here for morning walks, evening strolls, yoga sessions and laughter therapy. These also serve as a safe place for the kids to play and socialise. The only way left to preserve them and reap these benefits is by growing them at a faster rate.

As a Chinese proverb states, “The best time to plant a tree was 20 years ago. The second-best time is now.” So, do your bit and make this place more beautiful.

**Q2.** Write an article in 200 words on the following topic to be published in your school magazine. You are Shree/Shridhar of XII Std., Bharathiya Vidya Bhavan, Delhi. Recently

you read in the newspaper an incident in which the children tried to imitate the stunts shown on television and embraced death. You have decided to write an article on the hazards of television watching for kids and how the parents could guide them to watch the programmes in an effective way.

**Answer:**

**Hazards of Television Watching for Kids**  
(by Shree/Shridhar)

Recently I read in the newspaper an incident in which the children of Meerut tried to imitate the stunts shown on television and embraced death. The young kids feel thrilled and excited on watching the amazing stunts on television. They blindly imitate these screen heroes and while trying to emulate their actions, they hurt themselves: disastrously. The injuries prove fatal because no safeguards have been undertaken. The enthusiastic kids forget that these stunts are performed by specialists under well- controlled conditions.

It is upto parents to educate their children about the harmful effects of aping these super-human tricks and feats of bravery. They must draw the attention of the children to the mandatory warning displayed at the beginning of the advertisement/stunt. The parents should not snub their wards. They should channelize the abundant energy of the kids by giving them effective guidance.

The kids should be encouraged to indulge in healthy competitive games of physical and mental skill under strict parental supervision. This would help in proper development of the personality of the kids and ensure freedom from the dangers of mindless imitation of stunts.

**Q.3** Write an article for your school magazine justifying the need of education for girls in the country for national development. (word limit: 200 words)

**Answer:**

**Education of Girls for National Development**  
(by Shivam/ Sunita)

The girl child is an ignored species in our male dominated society which still practises gender biasness. There is an apparent discrimination in the upbringing and education of the girls in the rural areas, middle classes and the lower classes of the society.

Female education is relegated to the background and all the family funds and resources are lavished on the upbringing and education of the sons. The myopic parents, teachers and social reformers forget the need and importance of the education of girls. If we educate a boy, we educate a person. On the other hand, if we educate a girl, we educate a family. A girl acts as a bridge between two families. An educated girl can become independent and self-sufficient. She can contribute to the welfare of the family and society.

The rise in the standard of living is possible when women supplement the incomes of the males. National development is impossible without the whole-hearted contribution and active participation of women. We have seen the fate of some of the policies and schemes such as adult education and family planning foisted from above. They have failed miserably because

women were not involved in them whole-heartedly. Hence, we must educate girls if we want our nation to progress, and match the developed countries in all the spheres.



## **LITERATURE SECTION**

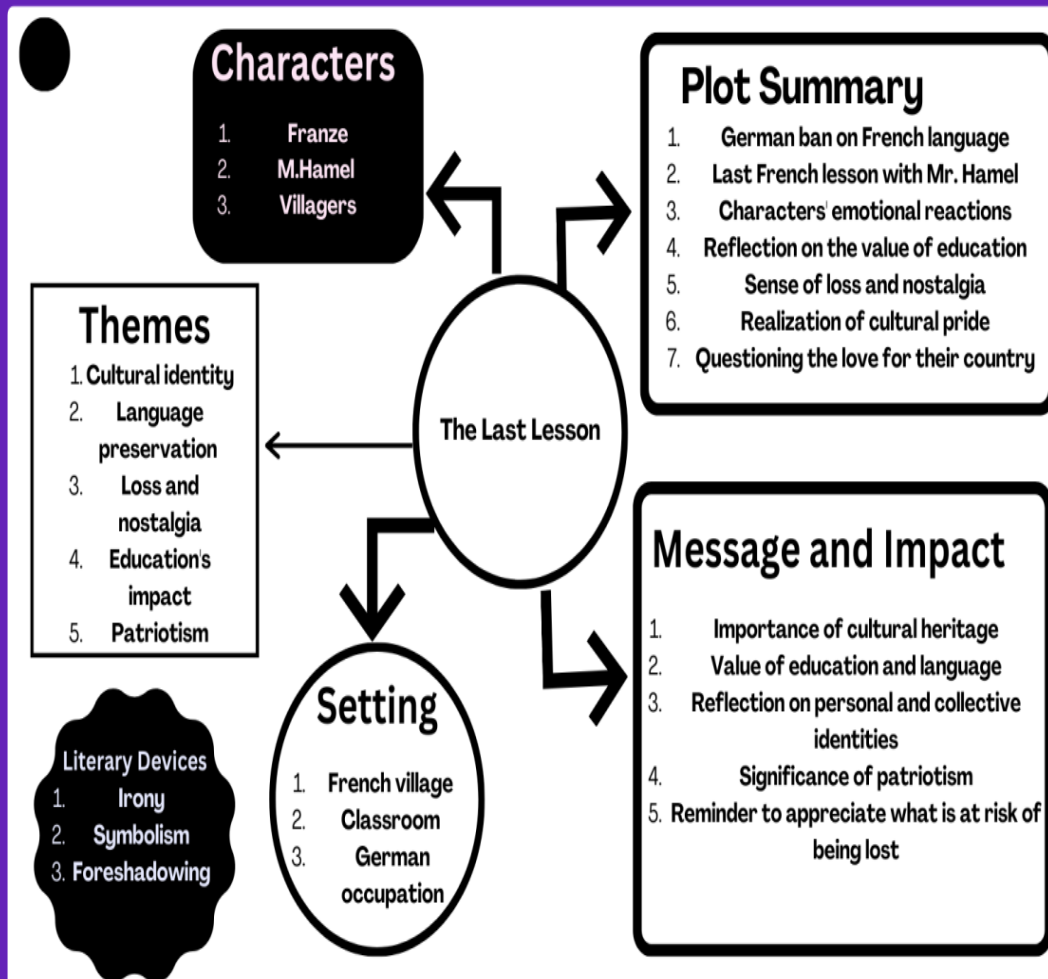
**KENDRIYA VIDYALAYA NO.1, BOKARO STEEL CITY**

**STUDY MATERIAL**

**THE LAST LESSON (CLASS 12 2023-24)**

By- U. JAYAKUMAR

**Mindmap for "The Last Lesson"**



**About the author**

- The author of "The Last Lesson" is Alphonse Daudet, a French writer.
- He was born on May 13, 1840, in Nimes, France, and is known for his works in various genres, including novels, short stories, and plays.
- Daudet's writings often revolve around themes of social realism and portrayals of everyday life in France.
- "The Last Lesson" is one of his well-known short stories, originally written in French and published in 1873.

**Theme of the chapter**

"The Last Lesson" is a poignant short story written by Alphonse Daudet. Set in the backdrop of a small French town during the Franco-Prussian War, the story explores themes of loss, nostalgia, and the value of education. It serves as a reminder of the importance of language and cultural heritage.

The story revolves around the young protagonist, Franz, who arrives late for his school in Alsace. To his surprise, he finds that the school is unusually quiet and that his classmates are being dismissed early. Franz discovers that the French language, which was previously the medium of instruction, has been banned by the German authorities, as they now control the region.

Franz's teacher, Mr. Hamel, a respected and beloved figure in the community, announces that it is their last French lesson. The news deeply saddens Franz and his classmates, who suddenly realize the significance of their native language. Mr. Hamel delivers a heartfelt and emotional lecture about the importance of French, its rich literary history, and its connection to their identity and culture.

As Franz listens attentively, he realizes the numerous occasions when he had taken his education for granted. The sudden realization fills him with regret and a sense of loss. The lesson serves as a wake-up call, reminding him of the value of education and the need to cherish one's cultural heritage.

Throughout the story, the author beautifully captures the emotions of the characters and the atmosphere of the classroom. The solemnity and reverence in Mr. Hamel's voice, as well as the nostalgia felt by the students, paint a vivid picture of the last French lesson.

"The Last Lesson" serves as a powerful commentary on the importance of preserving language, culture, and education. It highlights the impact of political decisions on the lives of ordinary people and the enduring legacy of language as a symbol of identity and heritage.

The story concludes with a reflection on the universal truth that education is a lifelong pursuit. Franz vows to never forget the last lesson taught by Mr. Hamel and to always value and appreciate the opportunities for learning that come his way.

In summary, "The Last Lesson" is a poignant tale that emphasizes the significance of education, cultural heritage, and the impact of political circumstances. It serves as a reminder to embrace and preserve one's language and cultural identity, as well as to value the opportunities for learning that are often taken for granted.

### **Message**

The main message of "The Last Lesson" is the importance of valuing and preserving one's cultural heritage, especially in the face of adversity. The story emphasizes the significance of language, education, and cultural identity. It serves as a reminder to appreciate and cherish our cultural roots, as they shape our identity and provide a sense of belonging. Additionally, the story highlights the power of education in fostering resilience and personal growth. It encourages readers to reflect on the value of their own cultural backgrounds and the impact of language on individual and collective identities. Ultimately, "The Last Lesson" conveys a message of cultural pride, the enduring impact of education, and the need to preserve and honour our cultural heritage.

## Character sketch

1. **Franz:**
  - The protagonist of the story, Franz is a young boy who initially lacks enthusiasm for his French lessons.
  - However, throughout the course of the story, he undergoes a transformation as he realizes the value of education and his cultural heritage.
  - He represents the innocence and curiosity of youth.
2. **M. Hamel:**
  - The dedicated and passionate French teacher, M. Hamel is respected by the students and the townspeople.
  - He exemplifies resilience and love for his language and culture.
  - Despite the imminent ban on French, he remains committed to teaching until the very end.
  - M. Hamel symbolizes the importance of preserving cultural heritage and the power of education.
3. **The Students:**
  - Franz's classmates, initially disinterested in their French lessons, experience a shift in perspective as they face the possibility of losing their language.
  - They represent the collective sentiment of the townspeople and undergo a sense of nostalgia and regret for not having cherished their cultural heritage.
4. **The German Authorities:**
  - Although not directly depicted as characters, the German authorities symbolize the oppressive forces that suppress the French language and attempt to assimilate the local population.
  - They represent the larger issue of cultural assimilation and the suppression of regional identities.

Each character in "The Last Lesson" plays a significant role in highlighting different aspects of the story's themes, including the importance of education, cultural heritage, resilience, and the impact of language on personal and collective identities.

## MCQ OS

1. What is the main theme of the story "The Last Lesson"?
  - a) Friendship and loyalty
  - b) Loss and nostalgia
  - c) Adventure and exploration
  - d) Love and romance
2. Why is Franz saddened when he arrives at school?
  - a) He realizes he forgot to bring his homework.
  - b) He sees that his classmates are absent.
  - c) He discovers that his favourite subject has been cancelled.
  - d) He receives a bad grade on his previous test.
3. Who is Mr. Hamel in the story?
  - a) Franz's best friend
  - b) The principal of the school
  - c) Franz's teacher
  - d) The town mayor
4. Why is the last French lesson significant to Franz and his classmates?
  - a) They are excited to learn a new language.

- b) They realize the importance of their cultural heritage.
  - c) They are preparing for a language competition.
  - d) They are saying goodbye to their teacher.
5. What does Mr. Hamel emphasize in his last French lesson?
    - a) The importance of studying math and science
    - b) The need to respect authority figures
    - c) The beauty and significance of the French language
    - d) The importance of physical education and sports
  6. Which historical event serves as the backdrop for the story "The Last Lesson"?
    - a) World War I b) French Revolution c) Franco-Prussian War d) American Civil War
  7. What is the setting of the story "The Last Lesson"?
    - a) A bustling city b) A remote village c) A coastal town d) A mountain range
  8. Why is Franz late for school on the day of the last lesson?
    - a) He overslept.
    - b) He had to help his family with chores.
    - c) He got lost on the way to school.
    - d) He had a doctor's appointment.
  9. Who has taken control of the region in the story, resulting in the banning of the French language?
    - a) British authorities
    - b) Spanish authorities
    - c) German authorities
    - d) Italian authorities
  10. How does Franz initially feel about the last French lesson?
    - a) Excited and eager to learn
    - b) Annoyed and disinterested
    - c) Indifferent and unaffected
    - d) Curious and apprehensive

“I started for school very late that morning and was in great dread of a scolding, especially because M. Hamel had said that he would question us on participles, and I did not know the first word about them. For a moment I thought of running away and spending the day out of doors. It was so warm, so bright! The birds were chirping at the edge of the woods; and in the open field back of the sawmill the Prussian soldiers were drilling. It was all much more tempting than the rule for participles, but I had the strength to resist, and hurried off to school”

1. Name the Chapter?
  - i. The Tiger King
  - ii. The Third Level
  - iii. Journey to the End of the Earth
  - iv. The last Lesson Ans: D
2. What temptations did the speaker have?
  - i. Chirping of birds and Sawmill
  - ii. Sawmill and Prussian Soldiers drilling
  - iii. Chirping of birds and Prussian soldiers drilling
  - iv. Both i and ii Ans: B
3. Explain ‘I had the strength to resist’.
  - i. The narrator had the patience to fight with the Prussians
  - ii. The narrator had the courage to learn his mother tongue
  - iii. The narrator had the courage to overcome his temptations
  - iv. Both i and ii Ans: C

4. What does the word 'Dread' Mean?
- i. Fear
  - ii. Apprehensiveness
  - iii. Awe
  - iv. All of these
- Ans: D

### **Short Answer Question (20-30 words)**

1. What is the main theme of "The Last Lesson"?

Ans: The main theme of "The Last Lesson" is the importance of cultural heritage, language preservation, and the impact of education on personal and collective identities.

2. Who is the author of "The Last Lesson"?

Ans: The author of "The Last Lesson" is Alphonse Daudet.

3. Where does the story take place?

Ans: The story "The Last Lesson" takes place in a small French village.

4. Who is Franz in "The Last Lesson"? Who is the teacher in Franz's last French lesson?

Ans: Franz is a young student and the protagonist of "The Last Lesson." The teacher in Franz's last French lesson is Mr. Hamel.

5. What is the significance of the last lesson in the story?

Ans: The significance of the last lesson in the story is that it serves as a poignant reminder of the value of education and cultural heritage, highlighting the impact of the impending loss of the French language on the characters.

6. What emotions does the banning of the French language evoke in Franz and his classmates?

Ans: The banning of the French language evokes emotions of sadness, nostalgia, and frustration in Franz and his classmates. They feel a sense of loss as their native language, which is deeply connected to their cultural identity, is being taken away. The ban also sparks a realization of the importance of their language and heritage, leading to a heightened appreciation for their cultural roots.

7. What is the message conveyed by "The Last Lesson"?

Ans: The message conveyed by "The Last Lesson" is the importance of cultural heritage, language preservation, and the value of education. It highlights the significance of maintaining one's language and cultural identity in the face of adversity.

8. How does Franz's perspective on education change throughout the story?

Ans: Franz's perspective on education evolves throughout the story. Initially, he views education as a burden and takes it for granted. However, as he realizes that it is his last French lesson and that his language and culture are under threat, his perspective shifts. He recognizes the value and power of education, appreciates the importance of his cultural heritage, and regrets not having paid more attention in the past. This change in perspective highlights the transformative impact of the events on Franz's understanding of the value of education and the preservation of his cultural identity.

9. What impact does the Franco-Prussian War have on the events of the story?

Ans: The Franco-Prussian War serves as the historical backdrop in "The Last Lesson" and significantly impacts the events of the story. It is the war between France and Prussia (Germany) that leads to the German occupation of the French village. The war creates a tense and oppressive atmosphere, leading to the banning of the French language and the impending loss of cultural identity.

10. What does the last line of the story reveal about the characters' feelings towards their country?

Ans: The last line of the story, "Will they ever know how much we loved our country?", reveals the characters' deep love and patriotism towards their country. Despite the circumstances and the language ban, the characters maintain a strong emotional connection to their homeland. The line showcases their longing for their country and emphasizes the bond they have with their cultural heritage.

11. What role does nostalgia play in "The Last Lesson"?

Ans: Nostalgia plays a significant role in "The Last Lesson." The impending loss of the French language and the cultural identity it represents evoke a sense of longing, sentimentality, and nostalgia in the characters. They reminisce about their language, customs, and traditions, reflecting on the value and significance of their cultural heritage. Nostalgia highlights the emotional impact of the loss and reinforces the importance of preserving one's cultural roots.

12. What literary device is employed in the story to emphasize the value of education and language?

Ans: The literary device employed in the story to emphasize the value of education and language is symbolism. The classroom, the blackboard, and the last lesson itself symbolize the importance of education and the preservation of language. They serve as powerful symbols of knowledge, cultural heritage, and the impact they have on personal and collective identities.

13. How does Mr. Hamel exemplify resistance in the story?

Ans: Mr. Hamel exemplifies resistance in the story through his unwavering dedication to teaching French despite the ban. He defies the oppressive authority by continuing to educate his students in their language and cultural heritage. His commitment to preserving French language and culture in the face of adversity showcases his resistance against assimilation and the suppression of regional identities.

14. How does the ban on the French language symbolize the loss of cultural identity?

Ans: The ban on the French language symbolizes the loss of cultural identity in multiple ways. It signifies the imposition of a foreign culture and language on the people, eroding their connection to their native language and heritage. The ban deprives the characters of their means of communication, cultural expression, and sense of belonging. It represents the suppression and assimilation of a distinct culture, leading to the diminishing of cultural diversity and the loss of individual and collective identities.

15. What is the significance of the blackboard in the story?

Ans: The blackboard in the story holds great significance as a symbol of knowledge, education, and cultural heritage. It represents the tool through which Mr. Hamel imparts knowledge and preserves the French language. The blackboard serves as a visual reminder of the importance of education and the power of language in connecting individuals to their cultural roots.

16. How does the story explore the themes of cultural heritage and language preservation?

Ans: "The Last Lesson" explores the themes of cultural heritage and language preservation by portraying the impact of the ban on the French language. It highlights the emotional connection that individuals have to their language and culture, and the profound loss they feel when it is taken away. The story emphasizes the value of cultural heritage and the need to preserve language as a means of maintaining identity, traditions, and collective memory.

17. What is the effect of the ban on the French language on the townspeople?

Ans: The ban on the French language has a profound effect on the townspeople. It evokes a range of emotions including sadness, nostalgia, and frustration. The townspeople experience a sense of loss and disconnection from their cultural heritage as their language is suppressed. The ban also creates a feeling of resistance and defiance among some individuals who value their language and are determined to preserve it. Overall, the ban disrupts the fabric of the

community, impacts their sense of identity, and engenders a longing to protect their cultural heritage.

**Inferential based critical thinking competitive long answer questions.**

1. Analyse the message of "The Last Lesson" in the context of the importance of cultural heritage and the preservation of language. How does the story encourage readers to reflect on the value of their own cultural backgrounds and the impact of language on personal and collective identities?

Ans: "The Last Lesson" delivers a powerful message about the significance of cultural heritage and the preservation of language. The story serves as a reminder of the value that language holds in shaping personal and collective identities. It encourages readers to reflect on their own cultural backgrounds and the impact language has on their lives. Through the banning of the French language by the German authorities, the story highlights the oppression faced by the townspeople and their loss of cultural identity. The French language, in this context, represents their heritage and a connection to their roots. The story emphasizes the importance of preserving one's language as a means of preserving cultural heritage and individual identity. Franz's journey in the story serves as a reflection of the reader's own experiences. Initially disinterested in his French lessons, Franz undergoes a transformation when faced with the imminent loss of his language. He realizes the value of education and the cultural significance embedded in language. This transformation prompts readers to question and appreciate the role their own cultural heritage and language play in shaping their identities. "The Last Lesson" encourages readers to contemplate the broader implications of language suppression and cultural assimilation. It prompts them to reflect on the ways in which language influences their worldview, interpersonal connections, and understanding of their own heritage.

2. Discuss the socio-political implications of language suppression portrayed in "The Last Lesson." How does the banning of the French language by the German authorities reflect the larger issue of cultural assimilation and the suppression of regional identities?

Ans: The socio-political implications of language suppression portrayed in "The Last Lesson" are significant and reflect the larger issue of cultural assimilation and the suppression of regional identities. The banning of the French language by the German authorities in the story serves as a metaphor for the broader historical and political context of cultural dominance and assimilation. The ban on the French language can be seen as a manifestation of the German authorities' attempt to assert control over the region and impose their own language and culture. It represents a form of cultural suppression, as it restricts the townspeople from expressing their cultural heritage and forces them to conform to the dominant language and identity. This language suppression is not merely a linguistic matter but has profound socio-political implications. It symbolizes the erasure of regional identities and the imposition of a homogenized culture. The banning of the French language denies the townspeople the ability to fully express themselves and connect with their cultural roots. It undermines their sense of belonging and weakens the bonds that tie them together as a community. The story also highlights the power dynamics at play in the socio-political context. The German authorities' decision to ban the French language represents an exercise of power and control. It reflects the notion that language is not merely a means of communication but a tool of influence and dominance.

3. Discuss the significance of the ending of "The Last Lesson." How does Franz's realization about the value of education and his cultural heritage shape his perspective on the events? Analyse the author's intention behind the ending and its impact on the reader.



Ans: The ending of "The Last Lesson" holds significant significance as it brings together the themes of education, cultural heritage, and personal growth. Franz's realization about the value of education and his cultural heritage shapes his perspective on the events in a transformative way. It also serves to convey the author's intention and leaves a lasting impact on the reader. At the beginning of the story, Franz is portrayed as a disinterested student who takes his education for granted. However, as he witnesses the last French lesson taught by Mr. Hamel and comprehends the imminent loss of his language, his perspective undergoes a profound change. He realizes the intrinsic worth of education and how it connects him to his cultural heritage. Franz's newfound understanding highlights the transformative power of education and its ability to instil a sense of pride and belonging. Franz's realization about the value of his cultural heritage shapes his perspective on the events by evoking a sense of regret and nostalgia. He becomes acutely aware of the beauty and significance of the French language and the cultural traditions associated with it. This realization fills him with a sense of loss and prompts him to reflect on the missed opportunities to fully appreciate and embrace his cultural identity. The author's intention behind the ending is to emphasize the importance of cherishing one's cultural heritage and the value of education as a means to preserve it. By highlighting Franz's transformation and his newfound appreciation for education and language, the author urges the readers to reflect on their own cultural backgrounds and the significance of their heritage.

4. Analyse the character development of Franz in "The Last Lesson." How does his perception of education, language, and cultural identity evolve throughout the story? Discuss the factors that contribute to his growth as a character.

Ans: In "The Last Lesson," the character of Franz undergoes a significant development and transformation, particularly in his perception of education, language, and cultural identity. Initially portrayed as a disinterested student, Franz's journey throughout the story leads to a shift in his understanding and appreciation of these aspects. At the beginning of the story, Franz is portrayed as a young boy who views education as a tedious and burdensome task. He sees it merely as a means to fulfil his academic requirements, lacking interest or enthusiasm. His perception of education is characterized by apathy and a lack of awareness regarding its broader significance. However, as the story progresses, Franz's perception of education evolves. The pivotal moment occurs when he witnesses the last French lesson taught by Mr. Hamel. The impending loss of the French language and the realization that it holds a deep connection to his cultural heritage jolt Franz out of his indifference. He recognizes the value of education as a gateway to preserving his cultural identity and heritage. This newfound understanding reshapes his perception, and he develops a deep appreciation for education as a vehicle for personal and collective growth. Language also plays a crucial role in Franz's character development. Initially, he takes his native language, French, for granted, viewing it as an inconvenience. However, the ban on the French language forces him to confront the significance of his mother tongue and its role in shaping his cultural identity.

5. Explore the theme of loss and nostalgia in "The Last Lesson." How do Franz and his classmates

experience these emotions throughout the story? Discuss the author's purpose in evoking these feelings and their significance in the broader context of the narrative.

Ans: The theme of loss and nostalgia is a prominent aspect of "The Last Lesson." Both Franz and his classmates experience these emotions as they confront the impending loss of their language, culture, and way of life. The author employs these feelings to evoke a sense of longing, reflection, and the importance of preserving cultural heritage. Franz and his classmates initially take their French lessons for granted, failing to recognize the value and significance of their language and cultural identity. However, when the German authorities

announce the ban on the French language, a palpable sense of loss permeates the classroom. The students suddenly realize that they are about to lose a crucial part of their cultural heritage, their connection to their roots, and their means of expressing themselves fully. Nostalgia sets in as the students reflect on the past and the memories associated with their French lessons. They recall the moments of joy, camaraderie, and learning shared in the classroom. The impending loss of those experiences fills them with a deep longing for what they had taken for granted. Franz, in particular, experiences a profound sense of loss and nostalgia. He reflects on his previous disinterest in his French lessons and regrets not having appreciated them fully. As he witnesses the final French lesson taught by Mr. Hamel, his nostalgia intensifies, and he realizes the irreplaceable value of his cultural heritage and language. The author's purpose in evoking these emotions is to highlight the significance of cultural heritage and the consequences of its loss. The feelings of loss and nostalgia serve as a wake-up call, forcing the characters and readers alike to recognize the beauty and importance of their languages, traditions, and cultural identities. The author seeks to emphasize the fragility of cultural heritage and the need for its preservation, particularly in the face of external forces that seek to erase or suppress it.

6. Explain the linguistic chauvinism of the last lesson.

Ans: In "The Last Lesson," linguistic chauvinism refers to the attitude or belief that one language is superior to others and should be dominant or prioritized over alternative languages. The story portrays the linguistic chauvinism of the German authorities who impose a ban on the French language in the French village where the narrative takes place.

The linguistic chauvinism displayed by the German authorities is evident in their attempt to suppress the French language and enforce the use of German. This reflects a broader agenda of cultural assimilation and the desire to assert dominance over the occupied territory. The ban on the French language is not merely a practical decision but also an expression of power and control.

The linguistic chauvinism depicted in the story leads to the marginalization and erosion of the local culture and identity. The characters, particularly Franz and his classmates, are deeply affected by the ban on their native language. They experience a sense of loss, nostalgia, and frustration as they are stripped of their linguistic and cultural heritage. The oppressive linguistic policies perpetuate a power dynamic where the dominant language is forced upon the subjugated population, diminishing their sense of self and connection to their cultural roots.

The story challenges the notion of linguistic chauvinism by highlighting the importance of language preservation and the value of multilingualism. Through the character of Mr. Hamel, who continues to teach French despite the ban, the story emphasizes the significance of maintaining one's language and cultural heritage as a means of preserving identity and resisting assimilation. It underscores the idea that linguistic diversity and the coexistence of different languages contribute to the richness and vitality of a society.

## Flamingo Chapter 2

**Lost Spring***Stories of Stolen Childhood*

Anees Jung

**About Author**

**Anees Jung**, an Indian novelist, writer, and columnist for both Indian and foreign publications, was born in 1964. Her best-known work, *Unveiling India* (1987), was a history of women's life in India and was praised in particular for its portrayal of Muslim women hidden behind the purdah. Growing up in Hyderabad after being born in Rourkela Anees Jung is from an aristocratic family; her father, Nawab Hosh Yar Jung, was a scholar and poet who served as the last Nizam's (the prince of Hyderabad State's) musahib (adviser). Both her mother and brother are poets in Urdu. She moved to the United States for further study after completing her education at Osmania University in Hyderabad, where she earned her master's degree in sociology and American studies.

**Introduction:**

The Chapter divided into two parts discusses about grinding poverty people are forced to live through two representative characters. Seemapuri, located in the outskirts of Delhi is habited by ten thousand rag pickers, is discussed through the character Saheb – E – Alam. Part two discusses about the city of Firozabad which is famous for making bangles. Every family in the city is engaged in bangle making. Twenty thousand children alone slog their days in the dark hutments and become blind before they become old. Mukesh is the single character who thinks of becoming a car driver.

**Theme:**

The theme of the Chapter 'Lost Spring' is to explore the life of poor children living a miserable life deprived of all rights and happiness. Secondly the chapter also discusses the grinding poverty and the causes which force these people to live a life of poverty.

**Part 1 Summary**

"Sometimes I find a Rupee in the garbage" Every morning, the author confronts Saheb's group. Saheb long ago left his Dhaka home in search of food. In the neighbourhood's mountains of garbage, he is looking for gold while elders depend upon it for their livelihood. The author queries Saheb why he does not go to school to which he replies that his neighbourhood is without a school. He, like all children works barefoot and is impoverished. These rag pickers reside in mud houses with tin and tarpaulin roofs in Seemapuri, a neighbourhood on the outskirts of Delhi, without sewage, drainage, or running water. They have migrated from Bangladesh as squatters in 1971.

They have been here for more than 30 years without a permission or identity card. They can cast ballots. They receive grains using ration cards. For survival, food is more crucial than identity. They erect their tents, which serve as temporary residences, wherever they can find food. Children develop within them and become co-survivors. One can't think of survival in Seemapuri without rag picking. Rag-picking has evolved into the stature of a fine art throughout time. They see garbage as gold. It provides them with food and shelter on a regular basis.

In the heap of garbage, Saheb occasionally discovers a rupee or even a 10 rupee note. There is then a chance of discovering more. Their definition of garbage differs from their parents'. While it is a source of wonder for young children, it is a means of survival for elderly people.

One winter morning Saheb is discovered by the author outside the gate of a Tennis club in the neighbourhood. He is seeing a tennis match between two young males. They wear white clothing. Saheb enjoys the game, but he is happy to see it from beyond the fence. Over his stained shirt and shorts, Saheb is wearing strange-looking abandoned tennis shoes. Even shoes with holes are a dream come true for someone who has never worn shoes before. But tennis is out of his reach.

Saheb is in route to the milk stand this morning. He has a steel canister in his hand. He is employed at a tea shop. He gets total salary of Rs 800 including all his meals. He has lost his carefree look. He doesn't appear to be enjoying his job at the tea shop.

## **Part II Summary**

“I want to be a car driver”

Mukesh is encountered by the author at Firozabad. Although Mukesh's family makes bangles, he insists on being his own master. He declares, "I will be a motor mechanic."

Bangles are a speciality of Firozabad. Bangle making in Firozabad is a way of life for every family. Families have been manufacturing bangles for ladies and welding glass around furnaces for generations. None of them are aware that it is against the law for children like Mukesh to labour in hot glass furnaces in cramped cages without air or light. They toil during the day, frequently losing their eyes' clarity. Mukesh and 20,000 kids might be rescued from the roasting furnaces if the law is enforced.

The author is welcomed by Mukesh in his house. As they stroll through foul paths packed with rubbish, pass homes that are still hovels with falling walls, shaky doors, and no windows. There, animals and people coexist. They go into an unfinished hut. One section of it has dead grass thatching on it. A young woman in poor health is preparing dinner over a firewood burner. Being the wife of Mukesh's older brother, she is responsible for Mukesh, her husband, and their father. Mukesh's father has spent many years working hard, first as a tailor and later as a bangle maker, but he was unable to

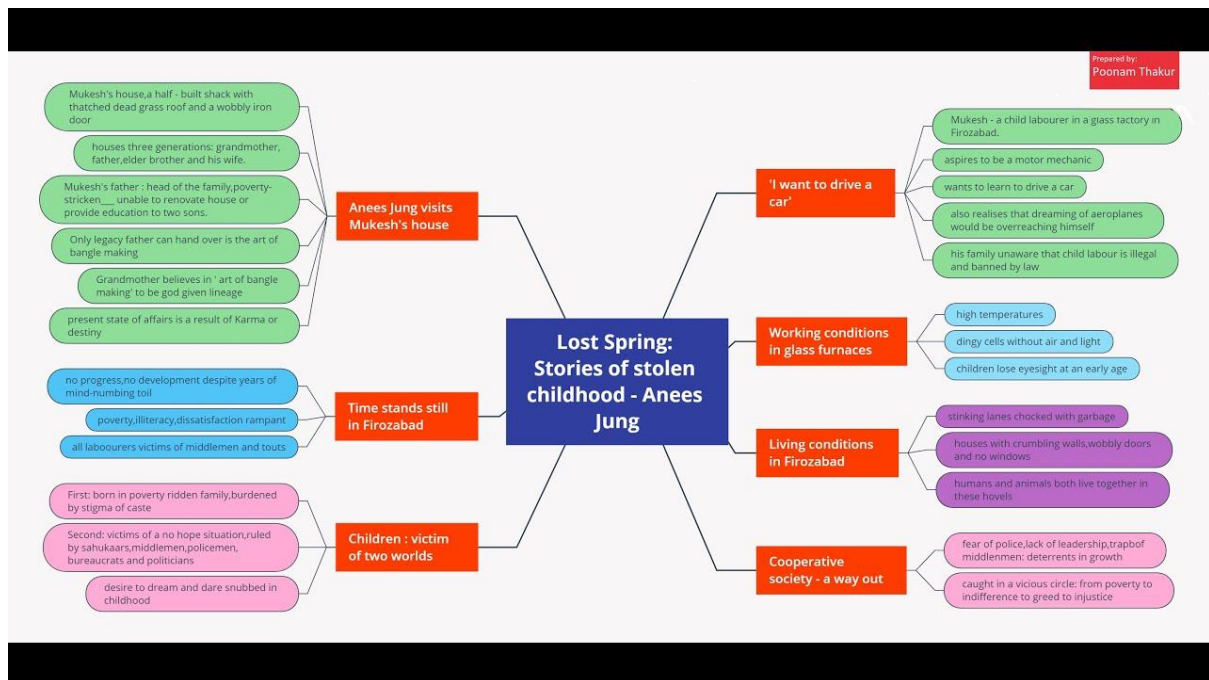
complete home renovations or pay for the education of his two sons. He has only been able to impart to them what he is familiar with: the craft of making bangles.

The dust from polishing the glass of bangles caused Mukesh's grandma to witness her own husband lose his vision. She claims that they are destined for it. She indicates that a bloodline established by God is unbreakable. They were raised by bangle makers and have only ever seen colourful bracelets because they were born into that caste. They toil in shadowy hutments next to rows of flickering oil lights. Their eyes are more used to darkness than to outside light. This is the reason why they have vision loss before reaching adulthood.

A little girl named Savita sits next to an old grandmother while wearing a dull pink outfit. She is soldering glass fragments. Her hands move automatically, much like tongs of a machine. Perhaps she is unaware of the sacred nature of the bangles she assists in creating. The elderly woman next to her had never had a complete meal in her whole life. Her spouse is a balding, elderly man. His only knowledge is of bracelets. For the family to dwell in, he built a home. Having a covered roof is the biggest achievement in his life.

Firozabad hasn't changed much over the time. Families lack sufficient food to consume. They only have enough money to continue their bangle manufacturing firm. The young men echo their elders' grief. They are now caught in the same vicious circle of intermediaries that their fathers and ancestors were caught in. All abilities of taking initiative and dreaming have been destroyed by years of mind-numbing labour. They don't want to form themselves into a cooperative. They worry that they will be arrested for breaking the law, assaulted by the police, and taken to jail. They don't have a leader. Nobody aids them in developing a fresh perspective. They all seem exhausted. They discuss injustice, greed, indifference, and poverty.

There are two separate worlds that are apparent: one is populated by families that are trapped in poverty and burdened by the shame of the caste into which they were born, and the other is a vicious loop of moneylenders, intermediaries, police, law enforcement officials, and politicians. Together, they have placed the heavy baggage upon him that he is unable to leave behind. Like his father, he accepts it without hesitation. Anything else would need daring. Daring is not a part of his maturing, either. The author is delighted when she learns that Mukesh is aspiring to become a mechanic. She sees a hope in him.



### Extract Based Questions:

1. "If I start a school, will you come?" I ask, half-joking. "Yes," he says, smiling broadly. A few days later I see him running up to me. "Is your school ready?" "It takes longer to build a school," I say, embarrassed at having made a promise that was not meant. But promises like mine abound in every corner of his bleak world. After months of knowing him, I ask him his name. "Saheb-e-Alam," he announces. He does not know what it means. If he knew its meaning — lord of the universe — he would have a hard time believing it.
  - i. **Why does the author feel embarrassed?**
    - a. For making a fake promise
    - b. For not helping rag pickers
    - c. For not making any promise
    - d. None of the above
  - ii. **Which literary device is there in Saheb's name?**
    - a. Satire
    - b. Irony
    - c. Paradox
    - d. Hyperbole
  - iii. **What does the phrase 'Abound in' mean?**
    - a. Exist in large quantity
    - b. Unfulfilled
    - c. Given up
    - d. None of the above
  - iv. **Choose the correct synonym from the following options:**
    - a. Black
    - b. Dim
    - c. Hopeless
    - d. All of these

Answers: **i. For making a fake promise. ii. Irony iii. Exist in large quantity iv. All of these**

2. “And survival in Seemapuri means rag-picking. Through the years, it has acquired the proportions of a fine art. Garbage to them is gold. It is their daily bread, a roof over their heads, even if it is a leaking roof. But for a child it is even more. “I sometimes find a rupee, even a ten-rupee note,” Saheb says, his eyes lighting up. When you can find a silver coin in a heap of garbage, you don’t stop scrounging, for there is hope of finding more. It seems that for children, garbage has a meaning different from what it means to their parents. For the children it is wrapped in wonder, for the elders it is a means of survival.”
- i. **What makes the narrator call rag picking a fine art?**
    - a. For it takes brain to pick rags
    - b. Skill is required to pick rags
    - c. It takes acumen to pick rags
    - d. All of these
  - ii. What does the word ‘**Scrounging**’ mean?
    - a. Looking for
    - b. Searching
    - c. Seeking
    - d. All of these
  - iii. **What does rag picking mean to elders?**
    - a. Wrapped in wonder
    - b. Means of survival
    - c. Way to enjoy their life
    - d. All of these
  - iv. **Which literary device has been used in “I sometimes find a rupee”?**
    - a. Synecdoche
    - b. Epithet
    - c. Paradox
    - d. metonymy

Answers: **i. All of these ii. All of these iii. Means of survival iv. Paradox**

3. “I want to drive a car” “Mukesh insists on being his own master. “I will be a motor mechanic,” he announces. “Do you know anything about cars?” I ask. “I will learn to drive a car,” he answers, looking straight into my eyes. His dream looms like a mirage amidst the dust of streets that fill his town Firozabad, famous for its bangles. Every other family in Firozabad is engaged in making bangles. It is the centre of India’s glass-blowing industry where families have spent generations working around furnaces, welding glass, making bangles for all the women in the land it seems.”
- i. **What does the word ‘Mirage means?**
    - a. Hypertension
    - b. Illusion
    - c. Intuition
    - d. Beautification
  - ii. **How is Mukesh different from other bangle makers?**
    - a. He wants to open a bangle shop
    - b. He wants to be his own master

- c. He wants to open a garage
- d. He wants to befriend Sahukars
- iii. **How long have the bangle making families been working in Firozabad?**
  - a. For Days
  - b. For months
  - c. For 60 years
  - d. For centuries
- iv. **What is Mukesh's attitude towards life?**
  - a. Optimistic
  - b. Pessimistic
  - c. Full of callousness
  - d. None of the above

Answers: **i. Illusion ii. He wants to be his own master iii. For Centuries iv. Optimistic**

4. "Why not organise yourselves into a cooperative?" I ask a group of young men who have fallen into the vicious circle of middlemen who trapped their fathers and forefathers. "Even if we get organised, we are the ones who will be hauled up by the police, beaten and dragged to jail for doing something illegal," they say. There is no leader among them, no one who could help them see things differently.
- i. **Why can't the bangle makers organise themselves into cooperatives?**
    - a. Because of pressure of politicians, bureaucrats etc.
    - b. Because of lack of money
    - c. Because of lack of Initiative
    - d. All of these
  - ii. **What does the phrasal verb 'Hauled up' mean?**
    - a. To force someone
    - b. To urge someone
    - c. To pressurize someone
    - d. All of these
  - iii. **Why there is no leader among them?**
    - a. For they are illiterate
    - b. For they have no money
    - c. For they are insisted by the bureaucrats
    - d. All of these
  - iv. **What does the word 'vicious' imply?**
    - a. Barbarous
    - b. Wicked
    - c. Roughshod
    - d. All of these

Answers: **i. All of these ii. All of these iii. All of these iv. All of these**

### Short Type Questions (30-40 words)

1. What is Saheb looking for in the garbage dumps? Where is he and where has he come from?



**Ans:** Saheb is searching the dumps for gold. He resides in the author's neighbourhood. Saheb is a native of Bangladesh. In 1971, he immigrated with his parents. His home was located amidst Dhaka's lush pastures. Their homes and farmland were destroyed by storms. So they departed the nation in search for food.

**2. What do you think is the theme of 'Lost Spring, Stories of Stolen Childhood'?**

**Ans.** The theme of the chapter is the grinding poverty and the traditions which condemn poor children to a life of exploitation. The two stories taken together depict the plight of street children forced into labour early in life and denied the opportunity of schooling. The callousness of the society and the political class only adds to the sufferings of these poor people.

**3. Mention the hazards of working in the glass bangles industry.**

**Ans:** The glass bangles sector is a dangerous one. If employees are subjected to the task for a long time, they frequently go blind. The furnaces are not properly ventilated and are set to extraordinarily high temperatures. Since the majority of the workforce is underpaid, they often operate without safety goggles, which causes blindness. Burns and wounds are extremely common when working, and breathing in the fumes can cause lung cancer. To feed their bellies, the labourers risk their lives.

**4. How is Mukesh's attitude to his situation different from that of his family?**

**Ans:** The family of Mukesh wanted him to master the craft of creating bangles and pass it down. It was rather typical for the children to continue the family career and study the arts. Mukesh, however, desired to work as a mechanic and be a driver. He was halfway to his objective when he had a dream. The residents of his neighbourhood believed it was their destiny to produce bangles for a living. Mukesh was determined to travel and understand the nuances of becoming a mechanic. He overcame his family members because of his perseverance.

**5. What forces conspire to keep the workers in the bangle industry of Firozabad in poverty?**

**Ans:** Since making bracelets is the only craft they are familiar with, many who engage in the business feel compelled to do so. They have accepted that working in the bangle business and being taken advantage of by dishonest middlemen is their fate because they lack any other skills. They should be given access to a suitable legal framework and social structure so that they might prosper via their trade and escape from a life of abject poverty.

**6. How would you regard Mukesh's father's life and achievement?**

**Ans.** Mukesh's father was born in the caste of bangle-makers. His father went blind with the dust from polishing the glass of bangles. He is an old and poor bangle-maker. He has worked hard for long years, first as a tailor and then as a bangle-maker. He has failed to renovate a house or send his two sons to school.

**7. Why do the bangle-makers not organise themselves into a cooperative?**

**Ans.** Most of the young bangle-makers have fallen into the traps of the middlemen. They are also afraid of the police. They know that the police will haul them up, beat them and drag to jail for doing something illegal. There is no leader among them to help them see things differently. Their fathers are equally tired. They can do nothing except carrying on their inherited business.

8. **Which two distinct worlds does the author notice among the bangle-making industry?**

**Ans.** The families of the bangle-makers belong to one of these worlds. These workers are caught in the web of poverty. They are also burdened by the stigma of the caste in which they are born. They know no other work. The other world is the vicious circle of the moneylenders, the middlemen, the policemen, the keepers of the law, the bureaucrats and the politicians.

Long Type Questions (120-150 words)

1. **What are the dreams of the poor like ‘Saheb-e-Alam’ and Mukesh? Could these be realised? What is the reality of the situation?**

**Ans:** Saheb and other rag-pickers spend their formative years scouring trash heaps for gold. These street kids' parents don't have a steady source of money. They fight the battle of hunger and poverty. Other than acquiring means of survival, they have no dreams. They see garbage as gold. It gives them their daily sustenance and a shelter over their heads. He loses his independence and finds up working as a servant at a tea shop.

The son of a meagre Firozabad bangle manufacturer, Mukesh, aspires to work in the automotive industry. He desires to get driving experience. He considers working at a garage to realise his goal. Even though he is aware that the garage is far away, he has chosen to walk. He is prepared to conquer the challenges since he is aware of reality. Hope is sparked by his audacity to stand up and decision to escape the trap set by ruthless moneylenders and middlemen. These kids lack access to schooling, healthy food, and a nurturing environment, so they are pushed into labour at a young age.

2. **Give a brief account of the life and activities of the Bangladeshi squatters like Saheb-e-Alam settled in Seemapuri.**

**Ans:** Seemapuri is the location that is physically close to Delhi yet figuratively miles away from it. Here reside squatters who arrived from Bangladesh in 1971. One of them is Saheb's family. Then, Seemapuri was a wilderness. Although it is still there, it is not vacant. There, mud homes with tarpaulin and tin roofs are home to about 10,000 rag pickers. There is no running water, sewage, or drainage in these shantytowns. These folks have been residing there without a permission or identification for more than thirty years. They have ration cards that allow them to purchase grains and add their names to voter registration lists. Food is more crucial to their life than identification is. The ladies donned torn saris.

As they offered them no food, they abandoned their farms. Anywhere they can find food, they set up camp. Their sole method of surviving is rag picking.

For them, it has taken on the dimensions of a great art. They see garbage as gold. It gives them a roof over their heads and their daily food. Most of the barefoot rag pickers begin their rounds of the streets early in the morning and are done by midday. Over their shoulders, they appear to be carrying the plastic bag gently. They are not allowed to attend school and are dressed in stained shirts and shorts.

3. **Compare and contrast the two families of bangle-sellers portrayed in ‘Lost Spring.’ Comment on the roles of individuals in highlighting the issues raised by the author?**

**Ans:** Mukesh's family consists of Mukesh, his brother, their father, their grandmother, and the wife of Mukesh's older brother, along with three men and two women. The dust from cleaning the glass of bangles had caused the grandmother's own husband to go blind. The father of Mukesh is an elderly, impoverished bangle manufacturer who has neglected to remodel his home or send his two boys to school. Bangles are made by Mukesh and his brother. Mukesh's brother's wife is a traditional daughter-in-law who upholds the traditions and prepares meals for the family. The grandma accepts caste and fate. Only Mukesh expresses any desire to rebel against the system and says he wants to be a mechanic.

The other family is made up of Savita, the elderly mother, and her aged, bearded husband. Savita, who is young and naive, operates mechanically. The elderly grandmother draws attention to the suffering of bangle manufacturers who go their entire lives without even one complete meal. The elderly man has a success to his name. For the family to dwell in, he built a home. He is covered by a roof.

The two families are comparable in terms of lifestyle, issues, and financial situation. In terms of their existence and approaches to life's challenges, there is simply a variation in degree, not kind.

4. **Child abuse is a very serious problem in our country. Children are forced by circumstances to work in various factories. Write an article, on the topic 'Child Abuse'. Take ideas from the following lines:**

**“None of them knows that it is illegal for children like him to work in the glass furnaces with high temperatures, in dingy cells without air and light; that the law, if enforced, could get him and all those 20,000 children out of the hot furnaces where they slog their daylight /hours, often losing the brightness of their eyes.”**

### **Child Abuse**

In India, child abuse is a serious issue. Many young people work at dhabas, factories, and tea shops. These are the disadvantaged kids in our nation who don't even get three meals a day. It is a big curse to our country. The governments have a responsibility to cater for these kids' education. Child work is widespread in the agricultural, domestic service, sex, carpet, and textile sectors, as well as the quarrying, bangle, and brick industries. These kids are made to labour in appalling conditions. These kids don't have regular hours for employment. Low pay is offered to them.

Child work is sometimes caused by home poverty and parents with inadequate education. Children working in industries suggests that the future of the country is bleak. These kids never experience joy. They eventually lose all human feelings. When they are able to work again, they turn to unlawful means of subsistence. It leads to corruption and bloodshed. Governments should provide these youngsters with free education and put an end to child work. All youngsters should have a basic education at the very least.

By

V P KUJUR PGT ENG

## Chapter: Deep Water

Shashi Ranjan

KV Bokaro

Thermal

### About the author:

1. **William Orville Douglas**, (born October 16, 1898, Maine, Minnesota, U.S.A.
2. He was a public official, legal educator, and associate justice of the U.S. Supreme Court
3. He is best known for his consistent and outspoken defense of civil liberties.
4. The excerpt is taken from 'Man and Mountain'.

### Deep Water: An Introduction

William Douglas, the narrator talks about his fear of water in first person narrative. He reflects how he finally overcame the fear of water with strong will power, courage, hard work, and firm determination. Once he took courage, the fear vanished. That Shows most of our fears are baseless. Fear creates dangers where there is none. The writer experiences further confirm the proverbial truth, "Where there is a will, there is away." (In a lighter vein; it reminds us of the Tagline of the commercial advertisement of *Mountain Dew-Darr ke aage Jeet Hai*)

### Main Points Enumerated:

- William O. Douglas had a desire to learn swimming since childhood.
- At the age of three or four, he was knocked down and buried by a wave at a beach in California.
- He developed a great aversion to water.
- At the age of ten or eleven he decided to learn to swim with water wings at the Y.M.C.A pool since it was safe at the shallow end.
- A misadventure:- while sitting alone and waiting for others to come at the Y.M.C.A pool, a big boy came and threw Douglas into deep end of the pool.
- Douglas swallowed water and went straight down to the bottom of the pool.
- While going down he planned to make a big jump upwards but came up slowly. Tried to shout but could not.
- As he went down the pool second time, he tried to jump upwards but it was a waste of energy.
- Terror held him deeper and deeper.
- During the third trial he sucked water instead of air.

- Light was going out and there was no more panic.
- So he ceased all efforts and he became unconscious.
- He crossed to oblivion.
- When revived he found himself vomiting beside the pool.
- He was in grip of fear of water and it deprived him of the joys of canoeing, boating swimming and fishing.
- Hired an instructor to learn swimming.
- The instructor taught him swimming piece by piece.
- He went to different lakes to swim and found tiny vestiges of fear still gripped him.
- He challenged the fear and swam.
- Swimming up and down the Warm Lake he finally overcame his fear of water.
- He realized that in death there is peace and there is terror only in fear of death.

Theme Of the story: Overcoming our fear by courage, determination, hard work, strong will power, perseverance and desire to learn.
--

William O Douglas

Knocked down by strong sea waves at the beach of California. Develops aversion to water.	Thrown/ducked into deep water at YMCA	Joined YMCA to learn swimming at the age of 10/11 years	Goes to Lake Wentworth to learn Swimming to get rid of fear of water.
--	---------------------------------------	---	---

Instructor

By and by built Douglas a swimmer.	Used a pulley and relaxed the rope.	Trained him bit by bit, giving small lessons.	Finished the training in almost six months.	Built him a perfect swimmer and trained him to inhale and exhale in water.
------------------------------------	-------------------------------------	---	---	--

Mother

Warned and didn't allow him to swim at Yakima River	Narrated every case of drowning in the treacherous Yakima river.	Sent him to YMCA Pool
---	--	-----------------------

Water (bodies) Douglas tried

YMCA Pool	Wentworth lake	Warm Lake, Tieton	Conrad Meadows
-----------	----------------	-------------------	----------------

**Virtues and Values :**

- 1.Determination (Fortitude)
- 2.Optimism (Sanguinity)
- 3.Perseverance(Resolution)
- 4.Diligence(Meticulousness)
- 5.Openness to Challenges
- 6.Courage(Valour)
- 7.Endurance(Tolerance)

**Theme**

The excerpt is taken from “Man and Mountain “By William o Douglas.

In this excerpt William O Douglas talks about his fear of water and how he finally overcomes it by his courage, determination, hardwork, strong will power, perseverance and desire to learn.

If these are practised, we can definitely achieve success in all our endeavour.

**Some examples of Literary devices in the chapter Deep Water:**

1. Metaphor-the curtain of life fell
2. Idiomatic: Deep Water –To be in deep trouble
3. Hyperbole: E.g.: My mother continually warned against it, and kept fresh in my mind the details of each drowning in the river.
4. Personification “Well, Mr. Terror, what you think you can do to me?”
5. Simile-Tiled bottom was as white and clean as a bathtub
  - Those nine feet were more like ninety
  - I imagined I would bob to the surface like a cork. (Simile)
  - Stark terror took an even deeper hold on me, like a great charge of electricity.
  - Tried to bring my legs up but they hung as dead weights.

**Read the following extract and answer the questions that follow. Attempt any one.6x1=6**

**Note:** As per question No.9 of the CBSE, AISSCE question paper.

I.My introduction to the YMCA swimming pool revived unpleasant memories and stirred childish fears. But in a little while I gathered confidence. I paddled with my new water wings, watching the other boys and trying to learn by aping them. I was just beginning to feel at ease in the water when the misadventure happened.

1. The narrator talks of revival of unpleasant memories .Which incidence does he refer to:

- (a)incidence at the swimming Pool
- (b)Incidence at Lake Wentworth
- (c)Incidence at the beach of California
- (d)Incidence at Yakima River.

**Answer:** (c)Incidence at the beach of California

2. Select the ways in which the narrator slowly gathered confidence:

- (a)Paddling with water wings
- (b)Watching the other boys
- (c) Learn by aping his fellow swimmers
- (d)All of the above.

**Answer:** (d)All of the above.

3. Try to learn by **aping** them. The word ‘aping’ suggests:

- (a)Irritating
- (b)Copying
- (c)Annoying
- (d)Chasing

**Answer:** (b)Copying

4. On the basis of the extract, choose the correct option with reference to the two statements given below.

I) He was beginning to feel at ease in the water.

II) The old memories of childish fears had faded away.

- (a)I can be inferred from the extract but II cannot.
- (b)II can be inferred from the extract but I cannot.
- (c)Both I and II can be inferred from the extract.
- (d) Both I and II cannot be inferred from the extract.



**Answer:** (a) I can be inferred from the extract but II cannot.

5. Narrator's childish fear refers to.....

**Answer:** The unpleasant memories when the waves at the beach of California overpowered him and he was left breathless.

6. Give a word/phrase from the passage that means: free from worries; relaxed.

**Answer:** At ease

.

II. Tiny vestiges of the old terror would return. But now I could frown and say to that terror, "Trying to scare me, eh? Well, here's to you! Look!" And off I'd go for another length of the pool.....

"..... I swam the crawl, breast stroke, side stroke, and back stroke. I put my face under and saw nothing but bottomless water. The old sensation returned in miniature. I laughed and said, "Well, Mr. Terror, what do you think you can do to me?" It fled and I swam on.

1. Which of the following depicts icons related to water sports events?

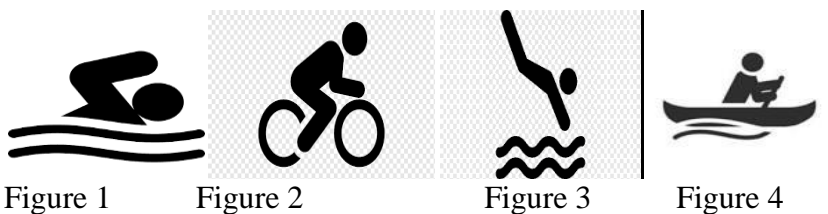


Figure 1

Figure 2

Figure 3

Figure 4

(a) Figure 1 & 2

(b) Figure 1 & 3

(c) Figure 1, 3 & 4

(d) All of the above.

**Answer:** (c) Figure 1, 3 & 4

2. Well, Mr. Terror, what do you think you can do to me?

What literary device has been used in the above line?

(a) Metaphor (b) Imagery (c) Personification (d) Alliteration

**Answer:** (c) Personification

3. 'I saw nothing but **bottomless water**.'

What literary device has been used in the phrase 'bottomless water'?

(a) Metaphor (b) Hyperbole (c) Personification (d) Alliteration

**Answer:** (b) Hyperbole

4. The terms -breast stroke, side stroke, and back stroke are related to which sports event?

- (a) Canoeing
- (b) Rafting
- (c) Swimming
- (d) Surfing

**Answer:** (c) Swimming

5. "Vestiges of the old terror" in the above expression 'Vestiges' most nearly means:

- (a) Truce
- (b) Remnants
- (c) Shade
- (d) Fallacy

**Answer:** (b) Remnants

6. Tiny vestiges of the old terror would return.

The narrator refers to the stark terror faced by him, when.....

**Answer:** Marks to be awarded for any one of the given value point or any other valid answer given by the candidate.

he was drowning at the pool/ he lost all hope /all his efforts ceased/ he nearly lost his life/ he was face to face with death/ he had harrowing experience at YMCA pool/ he went beyond oblivion.

**Answer any FIVE out of six questions given below in about 40-50 words: 5x2=10**

**Note:** As per question No.10 of the CBSE, AISSCE question paper.

Q1. When did Douglas decide to learn swimming? What options were available to him to swim in? Which one did he choose and why?

Ans. Douglas was ten or eleven years old when he decided to learn swimming. He could swim in the Yakima River or the Y.M.C.A. pool at Yakima. The Yakima River was dangerous.

Many persons had drowned in it. So, he chose the Y.M.C.A. pool. It was only two to three feet deep at the shallow end. It was nine feet deep at the other. It was considered safe.

‘Q2. “I had an aversion to the water when I was in it?” says Douglas. When did he start having this aversion and how?’

Ans. The aversion started when Douglas was three or four years old. His father had taken him to the beach in California. They were standing together in the surf. He held his father’s hand tightly, even then the waves knocked him down and swept over him. He was buried in water. His breath was gone. He was frightened. There was terror in his heart about the over-powering force of the waves.

Q3. How did the “misadventure” happen with Douglas?

Ans. Douglas was sitting alone on the side of the pool, waiting for others. A big, bruiser boy of eighteen came there. Mocking him as ‘skinny’ he enquired how he would like to be plunged(ducked) in water. Saying so, he picked up Douglas and tossed him into the nine feet deep end. Douglas struck the surface of water, swallowed water and at once went to the bottom.

Q4. “I was frightened, but not yet frightened out of my wits,” says Douglas. Which qualities of the speaker are highlighted here and how?

Ans. Douglas was frightened when he went down into the pool and was about to be drowned. He had an aversion to water and now he was filled with terror. He had remarkable self-control. He used his mind even in the crisis and thought of a strategy to save himself from being drowned.

Q5. What sort of terror seized Douglas as he went down the ‘water with a yellow glow?’ How could he feel he was still alive?

Ans. An absolute, rigid terror seized Douglas. It was a terror that knew no understanding or control and was beyond comprehension of anyone who had not experienced it. He was paralysed under water-stiff and rigid with fear. His screams were frozen. The beating of his heart and throbbing of mind made him feel that he was still alive.

Q6. How did Douglas react to the frightening experience that day and later when he came to know the waters of the Cascades?

Ans. He walked home after several hours. He was weak and trembling. He shook and cried when he lay on his bed. Haunting fear was there in his heart. The slightest exertion would

upset him. His knees became wobbly. Later, whenever he waded in the Tieton or Bumping River or bathed in Warm Lake of Goat Rocks, the terror that had seized him in the pool would come back. This terror would take possession of him completely. His legs would become paralyzed. Icy horror would grab his heart.

Q7. What efforts did Douglas make to get over his fear of water and why?

Ans. Fear of water was a handicap Douglas developed during his childhood. It stayed with him as he grew older. It ruined his pursuits of pleasure such as canoeing, boating, swimming and fishing. He used every method he knew to overcome this fear. Finally, he determined to get an instructor and learn swimming.

Q 8. Why does Douglas say: ‘The Instructor was finished, but I was not finished?’ How did he overpower tiny vestiges of the old terror?

Ans. The Instructor’s work was over when he built a swimmer out of Douglas piece by piece and then put them together into an integrated whole. However, Douglas was not satisfied as the remnants of the old terror would return when he swam alone in the pool. He would frown on terror go for another length of the pool.

## LONG ANSWER TYPE QUESTIONS

Answer any one in about 120-150 words.

5

**Note:** As per question No.12 of the CBSE, AISSCE question paper.

Q1. The tenacity and determination on the part of Douglas helped him to shirk away the fear factor. Discuss.

Ans. Douglas was mentally preoccupied with a haunting fear of water in his heart. The slightest exertion upset him. He avoided going near water as he feared it. The waters of the cascades, fishing for salmon in canoes, -all appeared attractive activities. However, the haunting fear of water followed Douglas everywhere and ruined his fishing trips. It deprived him of the joy of canoeing, boating and swimming.

The fear of water became a handicap. He used every method he knew to overcome this fear. Finally, he decided to engage a trainer and learn swimming. In seven months the Instructor built a swimmer out of Douglas. He could now frown on terror and go for another

length of the pool. Dogged determination helped him succeed and overcome his fear.

He went to Lake Wentworth and swam two miles. The terror returned only once when he had put his face under water and saw nothing but bottomless water. In order to remove his residual doubts he hurried west to Warm Lake. He dived into the lake and swam across to the other shore and back. He shouted with joy as he had conquered his fear of water. He finally succeeded in his effort.

Q2. Comment on the appropriateness of the title ‘Deep Water’ OR

Do you think the title ‘Deep Water’ is apt? Give reasons in support of your answer.

Ans. The title ‘Deep Water’ is pivotal and all the incidence revolves round it. It is , beyond doubt , very appropriate to this extract from ‘Of Men and Mountains’ by William O. Douglas. The title is highly suggestive and at once focuses our attention on the main theme – experiencing fear of death under water and the efforts of the author to overcome it.

All the details in the lesson are based on his personal experience and analysis of fear. The psychological analysis of fear is presented from a child’s point of view and centers round deep water and drowning.

The overpowering force of the waves at the California beach stir aversion for water in Douglas. His mother warns him against swimming in the deep waters of the treacherous Yakima River. The nine feet deep water of the swimming pool appears more than ninety to Douglas. However, when he conquers fear he can dive and swim in the deep waters of Lake Wentworth and Warm Lake.

Thus the title is apt and suggestive. No other title could have encompassed the realm of defeat to feat.

\*\*\*\*\*

## THE RATTRAP

### About the Writer:

#### Selma Lagerlof:

\*Swedish writer and teacher.

\*The first woman writer to grab the Nobel Prize in Literature.

\*Selma Lagerlöf's authorship is deeply rooted in folk tales, legends, and stories from her home district in Värmland County, Sweden.

\*Her debut novel, Gösta Berling's Saga, broke away from the then-prevailing realism and naturalism and is characterized by a vivid imagination.

**Theme:** The main theme of the story is that most individuals are prone to fall prey to material gain. On the other hand, every human being has innate goodness that may be awakened through understanding and love.

The writer has also beautifully brought out the theme of human loneliness and the need to bond with others.

**Message:** It is love, compassion, understanding and respect that makes life worth living, and not the materialistic things such as riches, wealth and other worldly materials.

### Characters:

**The Peddler:** A poor man wearing ragged clothes, sells rattraps and resorts to petty thievery for his survival, considers the entire world as a big rattrap.

**The Crofter:** An old, simple, trusting person who is robbed by the peddler whom he had given shelter and food.

**The Ironmaster:** Owner of a large iron factory named Ramsjö Ironworks, a stern taskmaster, law abiding.

**Edla Willmanson:** The Ironmaster's daughter who is kind and compassionate, humble and modest, a sharp observer and persuasive.

### Figures of Speech used in the Lesson:

#### Personification:

The world had, of course, never been very kind to him, so it gave him unwonted joy to think ill of it in this way.

#### Simile:

The whole forest, with its trunks and branches, its thickets and fallen logs, closed in upon him like an impenetrable prison from which he could never escape.

To go up to the manor house would be like throwing himself voluntarily into the lion's den.

You can give back the money to the old man on the roadside, who has the money pouch hanging on the window frame as a bait for poor wanderers.

#### Metaphor:

The whole world with its lands and seas, its cities and villages--was nothing but a big rattrap.

#### Symbolism:

'The Crofter's Cow' - The crofter's cow symbolizes the crofter's economic status and subsistence. It also symbolizes support. The cow supports the crofter and without the cow,

the crofter would have no means of supporting himself.

### 'The Signature'

The signature is a symbolism of new identity and personal transformation. At the end of the story, Edla comes home to find a rattrap, thirty kronor, and a letter written in big messy scrawls. The peddler, in the letter, signs himself as Captain Von Stahle (the captain with whom Ironmaster confused the peddler). Thus, the name becomes his only identity.

The writer brings out a transformation of the unnamed peddler who steals and swindles to a respected upstanding citizen.

### **Irony:**

Yes, that was a fine fellow you let into the house. I only wonder how many silver spoons are left in the cupboard by this time.

### **Summary:**

There was a peddler who went around selling small ratttraps. The business was not profitable, so he had to resort to begging and petty thievery to survive. While engrossed in his thoughts about ratttraps, a very amusing thought came to his mind that the whole world is a big rattrap. Comforts and joys of the world are just like cheese and pork in the rattrap.

One dark evening he reached a small grey cottage seeking shelter for the night. The owner of the cottage was an old crofter who lived alone and was happy to welcome the peddler in his cottage. He was very talkative and shared much about himself with the peddler. He not only shared the fact that he had earned thirty kronor by selling the cow's milk but also showed him the money revealing where it was kept. Next day both left the cottage together but after half an hour the peddler returned and stole the thirty kronor smashing a pane of the window.

The peddler was quite pleased with his smartness and moved through the woods as he felt it would be safer. It was a big and confusing forest. He walked on and on and soon realized that he had been walking around in the same part of the forest. Now he recalled his thoughts about the world being a rattrap and realized that he had let himself be fooled by the bait and had been caught in a rattrap.

Now completely exhausted, he sank down to the ground. Just then, he heard the regular thumping of a hammer. Gathering all his strength, he walked in the direction of the sound and reached Ramsjo Ironworks and with the haughty permission of the master blacksmith he took shelter there. Soon, the ironmaster visited the forge for inspection and noticed the peddler. He mistook him in the dim light for Nils Olof an old regimental comrade and invited him to his home. The peddler didn't try to clear his doubt, as he thought the ironmaster might give some kronor to his needy comrade but declined his invitation thinking that it would be putting himself in danger willingly as he had still those stolen thirty kronor with him.

When the peddler didn't surrender even after every effort of persuasion made by the ironmaster, he sent his daughter Edla Willmansson to persuade him. When Edla reached the forge, she found the peddler alarmed and frightened. She somehow sensed that he was either a thief on the run or an escaped prisoner. Edla tried to comfort him and the peddler felt confidence in her and accepted the invitation. He felt guilty and cursed himself for stealing the crofter's money.

It was the Christmas Eve next day. The Ironmaster told Edla that they needed to feed him well and provide him with a better business than selling ratttraps. Edla expressed her doubt about the peddler as he didn't display the slightest sign of being educated. However, the ironmaster told her to have some patience. Just then the door opened and the stranger entered the room. He was now well groomed. Now, the ironmaster realized that the tramp was not his friend and threatened him to handover to the sheriff(police) for being dishonest. The ironmaster asked the peddler to leave. But Edla intervened and convinced her father to allow him to stay back at least for the Christmas cheer as they had promised him. The Ironmaster and Edla gifted him the suit that he was wearing as a Christmas present. Edla even invited him to spend the next Christmas with them. The peddler kept staring at her in boundless amazement.

The next morning the ironmaster and Edla went to the church for Christmas service where they came to know that a ratttrap peddler had robbed an old crofter. They thought that by the time they would reach home, the peddler would have escaped with all their silver and other valuables. When they reached home, the peddler had already gone. But he had not taken anything with him. Instead, he had left a package for Edla. She opened the package and found a ratttrap. In the ratttrap were three wrinkled ten kroner notes and a letter.

The peddler had written that since Edla had treated him like a real captain, he also wanted to be nice to her. He had requested her to return the money to the crofter. He further wrote that he would not have been able to escape the ratttrap, if he had not been raised to the status of a captain. He even signed the letter as 'Captain von Stahle'. Now he was a changed man.

### Extract Based Questions:

1. It offered riches and joys, shelter and food, heat and clothing, exactly as the ratttrap offered cheese and pork, and as soon as anyone let himself be tempted to touch the bait, it closed in on him, and then everything came to an end.

The world had, of course, never been very kind to him, so it gave him unwonted joy to think ill of it in this way.

(i) How can the peddler describe the world?

- (a) Unjust and hostile (b) Unequal and brutal  
(c) Kind and Compassionate (d) Sad and sorrowful

(ii) Select the option that matches the reference 'riches and joys, shelter and food'.

- (a) Deceit (b) Temptation (c) Materialism (d) Luxury

(iii) The given extract does not talk about

- (a) how people treated the peddler (b) the philosophy of the ratttrap seller  
(c) the characteristics of the peddler (d) the monotony of the peddler's life

(iv) Why do you think that the world was not very kind to him?

(v) How had the peddler come across the philosophy elucidated in the given extract?

(vi) What does the word 'unwonted' mean in the extract?

### Answer:

- (i) (a) Unjust and hostile (ii) (b) Temptation (iii) (d) the monotony of the peddler's life  
(iv) Because he was a poor ratttrap seller who wore shabby rags.  
(v) While thinking about his own ratttraps. (vi) unusual



2. As he walked along with the money in his pocket he felt quite pleased with his smartness. He realized, of course that at first he dared not continue on the public highway, but must turn off the road, into the woods. During the first hours this caused him no difficulty. Later in the day it became worse, for it was a big and confusing forest which he had gotten into. He tried, to be sure, to walk in a definite direction, but the paths twisted back and forth so strangely! He walked and walked without coming to the end of the wood, and finally he realized that he had only been walking around in the same part of the forest. All at once he recalled his thoughts about the world and the rattrap. Now his own turn had come.

(i) Why did the peddler feel quite pleased?

- (a) For his smartness resulting in his favour (b) For deceiving his ownself  
(c) For befooling his friends (d) For robbery in the supermarket

(ii) What caused him no difficulty during the early hours?

- (a) Carrying the money he had (b) Looting the wealth of the rich  
(c) Finding the food to eat (d) Walking in the woods

(iii) 'Now his own turn had come' what statement reflects this?

- (a) He had become confused in the forest (b) He had been feeling guilty of what he has done  
(c) He had fallen prey to the rattrap (d) He had become a criminal

(iv) How had the peddler fallen prey to a rattrap?

(v) How would you judge the rattrap seller being pleased with his smartness?

(vi) Why does the peddler go into the forest?

**Answer:**

(i) (a) For his smartness resulting in his favour (ii) (d) Walking in the woods

(iii) (c) He had fallen prey to the rattrap

(iv) By stealing money of the old crofter.

(v) Disgusted by the fact that the rattrap seller was pleased with his smartness in stealing someone's hard earned money.

(vi) To escape the possibility of being caught by the police.

3. During one of the long dark evenings just before Christmas, the master smith and his helper sat in the dark forge near the furnace waiting for the pig iron, which had been put in the fire, to be ready to put on the anvil. Every now and then one of them got up to stir the glowing mass with a long iron bar, returning in a few moments dripping with perspiration, though, as was the custom, he wore nothing but a long shirt and a pair of wooden shoes.

(i) What was the master smith waiting for?

- (a) Pig iron to be ready to put on anvil (b) Christmas to arrive  
(c) Fire to catch on (d) Furnace to cool down

(ii) How were they stirring the glowing mass?

- (a) By shoveling the charcoal (b) By heating the furnace  
(c) By using a long iron bar (d) By blowing the fire hard.

(iii) What was the custom?

(a) To sit with the helper in the dark forge (b) To wear nothing but a long shirt and a pair of wooden shoes. (c) Shovelling the charcoal into the maw of the furnace

(d) Dripping with perspiration

(iv) ..... in the extract means 'a heavy iron block with a smooth face.

- (a) Maw (b) Shovell (c) Bellows (d) Anvil

(v) Give the context of the given extract.

(vi) What can we say about the workers of the Ironworks based on the given extract?

**Answer:**

- (i) (a) Pig iron to be ready to put on anvil (ii) (c) By using a long iron bar
- (iii) (b) To wear nothing but a long shirt and a pair of wooden shoes.
- (iv) (d) Anvil
- (v) The lines describe the scene inside the iron works building.
- (vi) Hardworking people who were dedicatedly doing their work even on the festive season.

**Questions for Practice:**

4. ... it was a big and confusing forest which he had gotten into. He tried, to be sure, to walk in a definite direction, but the paths twisted back and forth so strangely! He walked and walked without coming to the end of the wood, and finally he realized that he had only been walking around in the same part of the forest. All at once he recalled his thoughts about the world and the rattrap. Now his own turn had come. He had let himself be fooled by a bait and had been caught. The whole forest, with its trunks and branches, its thickets and fallen logs, closed in upon him like an impenetrable prison from which he could never escape.

- (i) How would you characterize the mood of the above extract?
  - (a) mysterious, restful (b) ominous, despairing (c) thoughtful, whimsical (d) philosophical, anguished
- (ii) By what bait had the peddler been fooled?
  - (a) He had chosen to take the 'safe' forest route (b) He had decided to avoid the public highway
  - (c) He had stolen money from the trusting crofter (d) He didn't realize the power of his rattrap analogy.
- (iii) The consequence of his own turn having come was that the peddler had
  - (a) got irreversibly lost in the thick forest (b) been fooled and imprisoned in a hopeless prison
  - (c) been walking around the same part of the forest (d) walked the whole forest without finding the end.
- (iv) What did he recall all at once?
- (v) Which figure of speech has been used in the last line?
- (vi) Find a word in the extract which is opposite to 'passable'.

5. "Since you have been so nice to me all day long, as if I was a captain, I want to be nice to you, in return, as if I was a real captain—for I do not want you to be embarrassed at this Christmas season by a thief; but you can give back the money to the old man on the roadside, who has the money pouch hanging on the frame as a bait for poor wanderers.

The rattrap is a Christmas present from a rat who would have been caught in this world's rattrap if he had not been raised to captain, because in that way he got power to clear himself.

- (i) Which of the following cannot be attributed to the peddler, according to the above extract?
  - (a) Indebtedness (b) Reform (c) Self-pity (d) Self-awareness
- (ii) Why did the peddler gift a rattrap as a Christmas present?
  - (a) It was all the peddler had that he could give away (b) It symbolized his successful escape from entrapment (c) It served as a reminder for Edla to be wary of the dangerous temptations of the world (d) It was a practical and convenient present for a lady.
- (iii) Who has been referred to 'a rat' in the extract?
  - (a) A rat in the cage (b) The captain (c) The peddler (d) A rat in the forest.
- (iv) What is the Christmas present?
- (v) How did the speaker get the power to clear himself?
- (vi) Do you think the peddler would have changed if Edla would not have been nice to him?

**Short Answer Type Questions:**

1. Why did the crofter welcome the peddler in his cottage?

Ans: The crofter lived alone in his cottage. He welcomed the peddler in his cottage thinking that he will get a companion to overcome his loneliness.

2. Why was the peddler surprised when he knocked at the door of the cottage?

Ans: The peddler was surprised as he was not only welcomed at the night time but was also provided food and shelter. He was treated like a guest and not as a beggar.

3. Why did the peddler keep to the woods after leaving the crofter's cottage? How did he feel?

Answer:

The peddler kept to the woods after leaving the crofter's cottage because he wanted to avoid police. He was afraid as he had stolen the crofter's money. If he took to the road, he might be caught or seen by policemen or the crofter.

4. Who was the owner of Ramsjo Iron Mill? Why did he visit the mill at night?

Answer:

The owner of that mill was a very prominent ironmaster. His greatest ambition was to ship out good iron to the market. He insisted on quality and kept a watch on the work round the clock. He came to the forge on one of his night rounds of inspection.

5. How did the ironmaster react on seeing the stranger lying close to the furnace?

Answer:

The ironmaster adjusted his hat to see the stranger very carefully. He seemed to him as one of his acquaintances, so he offered to take him home.

6. Why didn't the stranger tell the ironmaster that he was not Nils Olof?

Answer: The peddler was mistaken by the ironmaster to be an old acquaintance from the regiment. He assumed that the ironmaster would hand give him a few kroners and therefore, made no attempts to deny the reference being made.

7. Why did the crofter show the thirty kroners to the peddler?

Answer:

The crofter felt proud of the cow that gave him enough milk to support him. So he told the peddler that he had got thirty kroners from the creamery as the payment of previous month's supply. However, he felt that the peddler did not believe him. Thus, he showed the money to convince him.

8. What did Edla notice about the peddler?

Answer:

Edla noticed that the peddler was very scared. He seemed to be either a thief or a runaway from a prison. As per her observation, he did not seem to be educated to be a captain.

9. What made the man think that he had fallen into a rattrap?

Ans. After stealing the money from the crofter, the tramp turned into the forest. He wanted to avoid walking on the road. Confused and disoriented by the trees in the forest and the narrow twisting paths, he realized that he was lost. Tired and cold, he lay down in despair feeling that the forest had transformed into a rattrap. He felt guilty as if he was caught by the bait.

10. What made the peddler accept Edla Willmansson's invitation?

Ans. Edla's ability to persuade and convince the peddler to stay on, made him accept the invitation. She was compassionate and friendly. She asked him not to be afraid and assured him that he could go away freely after Christmas dinner. She begged him to join them for Christmas. Her sincerity and friendly nature made the peddler accept the invitation.

**Questions for Practice:**

1. Why did the blacksmith fail to notice the entry of the peddler in the forge?
2. What two plans did the ironmaster reveal to his daughter at breakfast on Christmas Eve?
3. Why did Edla plead with her father not to send the vagabond away?
4. What were the peddler's feelings as he drove over to the ironmaster's house?
5. Why did the ironmaster speak kindly to the peddler and invite him home?

**Long Answer Type Questions:**

1. **The Rattrap is a story where a good deed or an act of kindness changes a person's view of the world. Discuss with reference to the theme.**

**Ans.** 'The Rattrap' is an entertaining and philosophical story that reveals the theme of the human tendency to redeem oneself from dishonest ways. The tramp proves the idea that the essential goodness of human beings can be awakened through understanding and love. Circumstances had forced the peddler to indulge in petty crimes. Even though he used to sell rattraps made from scrap metal, his poverty had brought out the worst in him, making him bitter and killing his conscience.

The tramp's view of the world was a cynical one: he envied those who were better off than him. He believed the world to be like a rattrap that offered temptations like shelter and food for entrapping victims. The peddler did not hesitate to steal money from the crofter even though he enjoyed his hospitality and warm welcome. Pangs of guilt troubled him when he lost his way in the forest. His bitter and hardened temperament received a chance for repentance when he encountered the ironmaster and his daughter.

The author brings an effective twist in the story to show that innate goodness exists in all human beings. It takes a little love, understanding and an act of friendship to bring it to the fore. The iron master's daughter showed him sympathy, honour and respect and gave him a sense of dignity. This touched a chord in the heart of the peddler who at once felt that he was no longer the nameless tramp that he had been all his life but somebody with an identity. He redeemed himself by returning the stolen money as he had felt motivated by Edla's kindness.

2. **The story 'The Rattrap' exemplifies the notion that the emotional needs of human beings have a direct bearing on their behaviour. Elucidate.**

**Ans:** No doubt it is the emotional needs of the human beings that have a direct bearing on their behaviour. In fact, our emotions govern our actions and behaviour. In the story, all the characters depict the same. The peddler's behaviour is all due to the atrocities he had faced in his life. He is treated badly. Starving and feeling cold, with no food and shelter, has made him emotionally very weak and negative. As a result, when the tramp saw the money of the crofter, he stole it. Similarly, the crofter being lonely with no wife or children, welcomed the peddler and became overfriendly with him and, as a result, was cheated. Even the ironmaster lived a lonely life. His wife is dead and his sons are abroad. He has no family except his daughter or friends. Consequently, he invited the peddler to his house, mistaking him to be his old friend. Finally, it is Edla's emotional need to serve and make someone happy on Christmas. Her kindness and empathy made her treat the tramp with respect and kindness which brought out the goodness in the peddler.

**Questions for Practice:**

1. Greed is the greatest evil force that has tempted man into doing a lot of misdeeds. It is

greed that has led to so much corruption and violence in the world. The peddler in ‘The Rattrap’ is not conscientious nor does he think twice before robbing a crofter. Bearing these thoughts in mind, write an article discussing the qualities that are required for overcoming the evil of greed.

Value Points:

Greed is the greatest evil that paralyses the goodness of man.

It spreads like wildfire and makes a man immune to goodness and kindness.

Money, fame, power and property acquired by unfair means is like a vicious cycle never lets anyone rest in peace.

The consequences of greed are deep and never-ending.

Meditation, consultations, keeping the company of good and honest people can keep the bridle on such men

It is most important that the desire to overcome greed should come from within.

2. The story ‘The Rattrap’ focuses on human loneliness and the need to bond with others. Explain.

Value Points:

As normal human beings, we always like to share something with others, be it joy or sorrow. Humans do not want to be lonely and they want company of others.

The peddler is lonely, and to overcome this, he sells rattraps. The crofter is lonely, so he welcomes the peddler to have a conversation with him. The ironmaster and his daughter are also lonely. They are rich and have a big house, but they do not have anybody to give them company. Hence, they request the peddler to spend Christmas Eve with them. The author has very subtly focused on the loneliness of humans and how they strive hard to get a good companion.

Prepared by

Rakesh Kumar Singh

PGT(English)

KV Hinoo 2<sup>nd</sup> Shift, Ranchi

## Lesson-5

### INDIGO

-Louis Fischer

**The Writer-** Louis Fischer (1896-1970) was a Philadelphia (US) born journalist. He has written the book “**The Life of Mahatma Gandhi**”. It is **considered one of the best books** written on Mahatma Gandhi. Here, he reviews 'The Life of Mahatama' in respect of 'The Champaran Episode'.

**Theme-** The lesson, through the account of Gandhi’s Indigo movement in Champaran shows how you should be courageous to defend your rights which are just and how important self-reliance is in your fight for your rights.

**Message-** The methods which Gandhi applied to get to his goals deserve sincere study by the current generation which is often seen on the wrong side of laws while fighting for their rights. Their movements, demonstrations today often turn violent causing much trouble to the innocent people. Even if your demands are just; your actions must not be unruly.

#### CHARACTERS -

Gandhiji: A prominent political leader of India (The Father of The Nation).

Rajkumar Shukla: A poor, illiterate, emaciated (lean end thin) but resolute peasant of Champaran.

Rajendra Prasad: A lawyer who later became the First President of India.

J.B. Kriplani: A professor of the Arts College in Muzaffarpur.

Prof. Malkani: A Government school teacher.

Sir Edward Gait: The Lieutenant Governor.

Kasturba Bai: Gandhi’s wife.

Devdas: Gandhi’s youngest son.

Mahadev Desai and Narhari Parikh: Volunteer teachers.

Reverend J.Z. Hodge: A British missionary in Champaran who observed the entire Champaran episode from a very close range.

Charles Freer Andrews: A follower of Gandhi

Jobin Thomas

PGT English

Kendriya Vidyalaya Meghahatuburu

#### My Mother at Sixty-six

**Poet:** Kamala Das (Madavikutty)-Confessional poet-Writes on human relations effectively

**Confessional Poem:** Poet reveals her feelings and inner thoughts

**Characters:** Poet (Kamala Das) and her Mother

**Context:**

While going to airport from her home, the poet observes that her mother has grown really old. She reveals her fear of losing her mother but hides it and puts on a brave face while bidding her goodbye at the airport.

**Mind-map:**

Kamala Das (poet) travels from home to airport with mother
Looks at mother-Realizes she is ageing- Sad
<i>Comparison 1</i> –mother to corpse
Looks outside to divert attention- Eyes fall on two things (1) Young trees (2) Children playing – Purpose – <i>Contrast</i> to mother
Airport-Looks at mother again <i>Comparison 2</i> – to late winter’s moon which is about to disappear
Old Fear reappears- Fear of losing her
Doesn’t reveal her feeling to mother- smile and says “see you soon” - hope

**Summary:**

The poet and her mother traveled from her home to airport in a car. On the way, the poet observed that her mother had grown really old over the years. To her side, mother slept with open mouth and she looked like a dead body. The sight really made the poet sad and afraid.

To divert attention from her mother, the poet looked outside the window. There she saw young trees and small energetic children playing. This sight made her think of her mother who was in exact opposite physical condition and made her sadder.

At the airport, she looked at her mother again. She compared her mother to the late winter’s moon which had lost its shine and youth.

The sight of her ageing mother brought the old familiar fear of losing her. But she didn’t say anything that would transfer the sadness to her mother. She just smiled pretentiously and said good bye.

**Figures of Speech/Poetic Devices:**

**Imagery:** Trees Sprinting

**Personification:** Trees Sprinting

**Metaphor:** Children Spilling

**Contrast:** Mother contrasted with (1) young trees (2) merry children

**Simile:**

1. her face ashen like that of a corpse,
2. her, wan pale as a late winter's moon

**Repetition:**

smile and smile and smile

**Questions and Answers Solved:**

**Read the extract and answer the following questions: (6 Marks)**

1. , ... doze, open mouthed, her face ashen like that of a corpse and realized with pain that she was as old as she looked but soon put that thought away, and looked out at Young Trees sprinting, the merry children spilling out of their homes, but after the airport's security check, standing a few yards away, I looked again at her, wan, pale as a late winter's moon and felt that old... ,

a. What is the figure of speech in the first line?

Simile

b. Why did the poet look outside?

To divert her attention

c. What did she see outside the car?

Young trees sprinting and merry children playing

d. What's the purpose of mentioning trees and children as energetic and merry respectively?

To contrast them to her mother's physical condition.

e. The poet looked at her mother after the security check, pick the apt emotion of the poet at that time.

i. Confidence      ii. Confusion      iii. Fear      iv. Doubt

Doubt

f. Pick the word from the given text that means "running very fast".



## Sprinting

### Short Question and Answers (2 Marks):

1. What is the pain that the poet feels?

The poet feels the pain of separation from her mother. But at a deeper level she is worried whether she would meet her ageing mother alive again. Since she (mother) is old, she might die while the poet is away.

2. What is the poet's 'old familiar ache' and why did it return?

The poet's familiar ache must be about losing her mother. Ever since childhood whenever she bids goodbye to her mother, she must have been facing it. Now seeing her mother really old and weak, the fear must have returned.

3. How did the poet try to divert her attention from her mother? Did that help her?

The poet looked outside the window of the car to divert attention for a while. There she saw young trees sprinting and small energetic children playing. This should have made her even sadder since it is in contrast to her mother's situation.

4. Why did the poet put a smiling face at the time of bidding goodbye to her mother?

The poet put a smiling face at the time of bidding goodbye so that her mother wouldn't be worried and sad the same way she was. She didn't want her mother to know that she (poet) was sad and afraid when she was leaving. She wanted to keep the hope that they would meet again soon.

### Essay Type Questions (5 Marks):

1. Trace the chain of thought that occurred in the mind of the poet as she travelled from her home to the airport and analyze why *My Mother at Sixty-six* is a confessional poem.

*My Mother at Sixty-six* by Kamala Das is a confessional poem in which the poet reveals her inner feelings which include her insecurities, fear and doubt. While travelling from her home to the airport she looks at her mother and suddenly realizes that her mother has grown old.

She compares her mother to a dead body and later late winter's moon which is about to disappear. All these show that the poet thinks that her mother is approaching death. To divert her attention to something else, she looks outside the car, her eyes fall on young trees sprinting and happy children playing which contrasts her old mother who lacks youth or energy.

At the airport, she looks at her ageing mother again. She feels the old familiar pain of losing her mother. But she doesn't openly say anything sad, she just smiles and says goodbye.

In this poem, we can see that the poet is revealing her inner thoughts and fear regarding separation from her mother, so this is a typical confessional poem.

2. The poem *My Mother at Sixty-six* is a technical masterpiece. Elucidate.

The poem *My Mother at Sixty-six* is a technical masterpiece. It is written in free verse without any stops to show the continuous outflow of inner feelings of the poet. Since this is a confessional poem, the fear and doubt of the poet are described in the poem. The chaos of feelings and thoughts running in the mind of the poet is reflected in the structure of the poem as well.

The poem is rich in imagery. The trees are pictured as running. Kamala Das uses simile at two occasions. The face of the poet's old mother is described as 'ashen'. This ashen face is 'like that of a corpse'. The poet uses another simile. The "wan, pale" face of the mother is compared to 'a late winter's moon'. Comparison and contrast are also used, the old mother is contrasted with the young trees "sprinting" and merry children "spilling" out of their homes.

The poem ends with usage of the word 'smile' three times. This repetition is to technically support the idea that the poet is faking a smile. In a very few lines, the poet has succeeded in describing her inner feelings effectively, this is because of the expert use of technical devices.

### Questions and Answers Unsolved:

#### Read the extract and answer the following questions: (6 Marks)

Driving from my parent's home to Cochin last Friday morning,

I saw my mother, beside me,

doze, open mouthed, her face ashen like that

of a corpse and realized with pain

that she was as old as she looked but soon

put that thought away, and looked out at Young

Trees sprinting, the merry children spilling

out of their homes, but after the airport's

security check, standing a few yards

- a. Infer from the first line, the mode of transport of the poet.
- b. Which word in the above text means "a short, light sleep"?

- c. What did the poet realize after looking at the mother?
- d. What is the purpose of mentioning children as 'spilling'?
- e. Why did the poet look outside the car?
- f. What is the poetic device used in the expression 'trees sprinting'?

### Short Question and Answers (2 Marks):

1. What is the poetic purpose of repeating the word 'smile' in the last line of the poem?

Smile = fake.

2. What is the purpose of contrasting mother to children and trees?

To amplify the effect - poetic device – to show the old age of mother

3. Describe the mother's physical appearance as the poet observes in the car.

Old-open mouth-face ashen

4. What is the relevance of comparing mother to late winter's moon?

Mature-about to disappear-loss

5. Why did the poet say, "see you soon Amma"?

Hope-hiding true feelings.

### Essay Type Questions (5 Marks):

1. What poetic devices have been used by Kamala Das in 'My Mother at Sixty-six'? Explain.

Imagery, Personification, Metaphor, Contrast, Simile, Repetition

2. "... all I did was smile and smile and smile...". Mention the poem and the poet. Trace the thought process that led the poet to smile at the end.

Poem-Poet travels from home to airport with mother-looks at mother-realizes she is ageing- comparing mother to corpse - looks outside to divert attention- eyes fall on young trees and children playing –contrast to mother –at airport- looks at mother again – comparison - late winter's moon which is about to disappear - old fear of losing her, reappears - doesn't reveal her feeling to mother-smile and says "see you soon" – hope.

### Figures of Speech-

**Simile-** like any other peasant

**Hyperbole-** Motihari black with peasants.

**Imagery-** The whole area **throbbed with the activity** of the investigators and the vehement protests of the landlords.

**Metaphor-** Crushing mountain of evidence

**Irony-** A British man calling Gandhi an outsider in Champaran

**Gist of the Lesson-**

- In 1942 Gandhi tells Louis Fischer how he decided to ask for a complete departure of the British from India.
- Gandhiji had gone to attend Annual Convention of Indian National Congress at Lucknow in December 1916.
- During the proceedings, a peasant from Champaran, named Rajkumar Shukla met him requesting him to come to Champaran.
- Under an ancient arrangement, Champaran peasants were sharecroppers.
- Rajkumar Shukla was one of them. He was illiterate but resolute.
- He didn't leave Gandhiji until the latter agreed to visit Champaran.
- Gandhiji would be in Calcutta on a certain date. Shukla received him from there and then they boarded a train to Patna.
- Shukla first took Gandhiji to the house of a lawyer named Rajendra Prasad who later became the first president of Indian National Congress and India.
- Rajendra Prasad was out of the town and his servants didn't allow Gandhiji to draw water from the well thinking him to be an untouchable.
- Gandhiji first decided to go to Muzaffarpur. There, he was received by Prof. J. B. Kriplani of Arts College, at the railway station.
- Gandhiji stayed at the house of Prof. Malkani for two days.
- It was an extraordinary thing for Prof. Malkani to host Gandhiji because people at smaller localities were afraid to show sympathy for the advocates for home rule.
- As soon as the people know about Gandhi's arrival and its purpose people come to meet him.
- The lawyers told Gandhiji that they represented the peasant groups in the court and also talked about their fees.
- Gandhiji scolded the lawyers for charging fees from the poor peasants and opined that the law courts would not resolve the issue as the farmers were so crushed and fear-stricken. So, he first decided to make people shed their fear.
- The chief commercial crop in Champaran was Indigo. The landlords compelled all tenants to plant three twentieths or 15 % of their holdings with indigo and surrender the entire indigo harvest as rent.
- Meanwhile Germany developed synthetic Indigo. The landlords asked the peasants to pay them compensation for being released from the 15% agreement.
- Later when the peasants came to know about the synthetic Indigo, they wanted their money back. Gandhiji reached Champaran at this stage.
- Gandhiji first went to the Secretary of the British Landlord's Association. He refused to share any information with Gandhiji saying that Gandhiji was an outsider.
- Then he went to meet the British Official Commissioner of Tirhut Division. This man started to bully Gandhiji and asked him to leave the place. But Gandhiji, instead of leaving the place, went to Motihari, the capital of Champaran.
- There again, he got an official notice to quit Champaran. Gandhiji signed a receipt of the order but he wrote on the back that he would disobey the order.
- In consequence, he got summons to appear in the court.

- Gandhiji informed all about it and the next morning all the people gathered in the court premises.
- The officials felt powerless without Gandhiji's cooperation.
- Gandhiji helped the officials to regulate the crowd but he had given them proof that their might could be questioned.
- Gandhiji told the court that he was caught in **a conflict of duties**. He didn't want to set a bad example as a law breaker and on the other hand, he wanted to do national and humanitarian service to the people of Champaran.
- When the court was reconvened, the judge said that he would deliver the judgement several days later and meanwhile he allowed Gandhiji to be at liberty.
- Later the Lt. Governor ordered the case to be dropped against him and it proved to be **the first victory of Civil Disobedience in Modern India**.
- In June Gandhiji was summoned by Sir Edward Gait. They had four protracted meetings as a result of which an enquiry commission was set up.
- The enquiry brought crushing mountain of evidences against the big planters.
- Gandhiji asked for 50% refund but the planters wanted to pay only 25%.
- Gandhiji agreed even to that. He said that the amount of refund was less important than the fact that the landlords had been made to surrender part of the money and with it part of their prestige.
- Gandhiji was also concerned about the social and economic backwardness of Champaran villages. He appealed to the people to volunteer their services. **Here we see Gandhiji as a social reformer.**
- Primary schools were opened in six villages. Kasturba Bai taught the ashram rules on personal cleanliness and community sanitation.
- Health conditions were also miserable. Three medicines were available- castor oil, quinine and sulphur ointment.
- **Gandhiji's politics was intertwined with the practical day to day problems of the millions. His was not a loyalty to abstractions; his was a loyalty to living, human beings.**
- Gandhiji's lawyer friends wanted Charles Freer Andrews who was Gandhiji's devoted follower to stay in Champaran and help them but Gandhiji was vehemently opposed to it. He told them to rely on themselves instead of seeking a prop in Mr. Andrews.

### Extract Based Questions-(Solved)

Directions: Read the extracts given below and answer the questions that follow:

Extract 1. "When I first visited Gandhi in 1942 at his Ashram in Sevagram, in central India, he said, "**I will tell you how it happened that I decided to urge the departure of the British. It was in 1917.**"

(a) Who are 'I' and 'you' in the lines underlined above?

- (i) Gandhi – Rajkumar Shukla      (ii) Rajkumar Shukla – Rajendra Prasad  
 (iii) Gandhi - Louis Fischer      (iv) Rajendra Prasad - Louis Fischer

(b) Name the author of the given extract.

(i) Mahatma Gandhi      (ii) Louis Fischer      (iii) Susan Hill      (iv) John Updike

(c) Which of the following options use the word 'Urge' exactly in the same sense as used in the extract.

(i) She felt an urge to explore the hills.      (ii) She fought the urge to cross her best friend.

(iii) The guard dog urged the sheep towards the gate. (iv) We wish to urge the police to ensure safety of the students.

(d) What does the speaker mean when he says "It was in 1917."?

(e) Which word in the passage will correctly replace the underlined word in the sentence given below.

**"Nobody saw her again; she had made a quiet exit from all of this."**

(f) When and where did the narrator first meet Gandhi?

### Answers

(a) (iii) Gandhi - Louis Fischer

(b) (ii) Louis Fischer

(c) (iv) We wish to urge the police to ensure safety of the students.

(d) It was the year when Gandhi decided to demand for the departure of the British from India.

(e) Departure

(f) The narrator first met Gandhi in 1942.

2. "A peasant came up to me looking like any other peasant in India, poor and emaciated and said, 'I am Rajkumar Shukla. I am from Champaran, and I want you to come to my district!'"

(a) Whom does 'me' in the first line refer to?

(i) Rajkumar Shukla      (ii) Gandhi      (iii) Louis Fischer      (iv) Rajendra Prasad

(b) The peasant had come to 'me' to request him to .....

(i) solve his personal problem      (ii) come to his district

(iii) beat up the British      (iv) greet him

(c) Rajkumar Shukla was:

(i) tall and stout      (ii) weak and short

(iii) poor and emaciated      (iv) None of the abovementioned

- (d) Find the synonym for the word '**farmer**' from the given extract.
- (e) When did the above incident happen?
- (f) Where did the above Incident happen?

### Answers

- (a) (ii) Gandhi
- (b) (ii) come to his district
- (c) (iii) poor and emaciated
- (d) The synonym for the word farmer from the given extract is 'peasant'.
- (e) The above incident happened in December 1916
- (f) The above incident happened in Lucknow

3. "He was illiterate but resolute. He had come to the Congress session to complain about the injustice of the landlord system in Bihar."

- (a) Who was illiterate?
- (i) Rajendra Prasad      (ii) Rajkumar Shukla      (iii) Narhari Parikh      (iv) Mahadev Desai
- (b) Where was the Congress session going on?
- (i) Champaran      (ii) Kanpur      (iii) Lucknow      (iv) Calcutta
- (c) 'He' had come to the Congress session to.....
- (i) participate in the session      (ii) see Gandhi and others
- (iii) complain about the injustice of the landlord system in Bihar      (iv) show how resolute he was
- (d) Find a synonym of the word '**firm**' from the extract.
- (e) Where did 'he' live?
- (f) Who is the speaker of the above lines?

### Answers

- (a) (ii) Rajkumar Shukla
- (b) (iii) Lucknow
- (c) (iii) complain about the injustice of the Landlord system in Bihar.
- (d) A synonym of the word 'firm' from the extract is '**resolute**'.

- (e) He lived in Champaran
- (f) Gandhiji is the speaker of the above lines.

4. "Fix a date, he begged. Impressed by the sharecropper's tenacity and story, Gandhi said, "I have to be in Calcutta on such-and-such a date. Come and meet me and take me from there."

(a) Who is 'he' in the first line?

- (i) Gandhi      (ii) Rajkumar Shukla      (iii) Rajendra Prasad      (iv) Kriplani

(b) 'He' wanted to fix a date because he had to .....

(i) make an arrangement for meeting with co-sharecroppers

(ii) make and advance booking of tickets.

(iii) take Gandhi to Champaran.

(iv) make sure that Gandhiji was coming

(c) What impresses Gandhi the most?

(i) Rajkumar Shukla's resolve

(ii) Rajkumar Shukla's tenacity

(iii) Both (i) & (ii)

(iv) Shukla's tenacity and story

(d) Find a synonym of the word '**persistence**' from the above extract

(e) What does the last word in the extract, '**there**' refer to?

(f) Did the sharecropper manage to take Gandhi with him?

Answers

(a)(ii) Rajkumar Shukla

(b) (iv) make sure that Gandhi was coming

(c) (iv) Shukla's tenacity and story

(d) A synonym of the word persistence from the above extract is '**tenacity**'?

(e) 'there' refers to Calcutta

(f) Yes, the sharecropper managed to take Gandhi with him to Champaran.



5. “but the servants knew Shukla was a poor yeoman who pestered their master to help the indigo sharecroppers. So they let him stay on the grounds with his companion.  
..... but Gandhi was not permitted to draw water from the well.....”

(a) Whose servants' are being talked about in the above extract?

(i) Gandhi's      (ii) Rajendra Prasad's      (iii) JB Kripalani's      (iv) Prof. Malkani's

(b) Who does ‘him’ refer to in the above lines?

(i) Rajkumar Shukla      (ii) Gandhiji      (iii) Both (i) & (ii)      (iv) None of these

(c) Which of the following sentences does not use the word ‘pestered’ exactly in the same sense as used in the extract?

(i) The little kids pestered their father with their demands.

(ii) The shopkeeper pestered the customers with nice and durable goods.

(iii) My sister pestered her teacher with her nonsense talks.

(iv) The blind man pestered the other for details.

(d) Why wasn’t Gandhi allowed to draw water from the well?

(e) What did the servants think of Shukla?

(f) Where did this incident take place?

Answers

(a) (ii) Rajendra Prasad's

(b) (i) Rajkumar Shukla

(c) (ii) The shopkeeper pestered the customers with nice and durable goods.

(d) Gandhi was not allowed to draw water from the well because the servants took him to be an untouchable.

(e) The servants thought of Shukla as a poor peasant who came to trouble their master.

(f) This incident took place in Patna.

### Extract Based Questions-(Unsolved)

1. “Sharecroppers from Champaran began arriving on foot and by conveyance to see their champion. Muzaffarpur Lawyers called on Gandhi to brief him; they frequently represented peasant groups in court; they told him about their cases and reported the size of their fee.”

(a) Who is referred to as ‘champion’?

(i) Rajkumar Shukla      (ii) The lawyers      (iii) Gandhiji      (iv) Some sports champion

(b) The Muzaffarpur Lawyers call on Gandhi to .....

- (i) inform him something about the British.
- (ii) inform about the peasants' cases and their fee.
- (iii) take him to Motihari.
- (iv) just meet him

(c) How did Gandhi react after knowing that the lawyers are charging fees?

- (i) Gandhi appreciated the lawyers.
- (ii) Gandhi was speechless.
- (iii) Gandhi chided the lawyers.
- (iv) Gandhi asked them to lower their fees.

(d) How did the sharecroppers arrive?

(e) At which place does this incident take place?

(f) What did the lawyers say about themselves?

2. "The officials felt powerless without Gandhi's cooperation. He helped them regulate the crowd. He was polite and friendly. He was giving them concrete proof that their might, hitherto dreaded and unquestioned, could be challenged by Indians. The government was baffled."

(a) Find a word from the extract which means 'confused'.

- (i) Baffled
- (ii) Challenged
- (iii) Concrete
- (iv) Unquestioned

(b) Choose the antonym of cooperation

- (i) Assistance
- (ii) Aid
- (iii) Hindrance
- (iv) Service

(c) The officials felt powerless because.....

- (i) they did not know what was happening.
- (ii) the crowd was too big for them.
- (iii) they did not know what to do.
- (iv) All of the above

(d) What was the proof that the Power of the British was being challenged?

(e) How was Gandhi cooperating with the officials?

(f) Why was the government baffled?

3. “They thought, amongst themselves, that Gandhi was totally a stranger, and yet he was prepared to go to prison for the sake of the peasants; if they on the other hand, being not only residents of the adjoining districts but also those who claimed to have served these peasants, should go home, it would be shameful desertion. They accordingly went back to Gandhi and told him they were ready to follow him into jail.”

(a) Which of the following sentences uses the word ‘desertion’ exactly in the same sense as in the passage?

- (i) The army had been thinned by desertion.
- (ii) The soldier was court martialled for desertion during war.
- (iii) She divorced her husband for desertion.
- (iv) None of the above sentences.

(b) Who does ‘they’ refer to in the extract?

(i) Lawyers (ii) Sharecroppers (iii) Both lawyers & sharecroppers (iv) People of Champaran

(c) ‘They’ thought amongst themselves because Gandhi’s question had put them into.....

(i) a problem (ii) a moral dilemma (iii) a confusion (iv) a shameful position

(d) Which act would be a ‘shameful desertion’?

(e) Why do ‘they’ decide to follow Gandhi into jail?

(f) What was Gandhi’s reaction to ‘their’ decision of following him into jail?

4. ‘He asked only 50 per cent. “There he seemed adamant,” ..... Thinking probably that he would not give way. The representative of the planters offered to refund to the extent of 25 per cent, and to his amazement Mr. Gandhi took **him** at his word, thus breaking the deadlock.”

(a) Who seemed ‘adamant’?

(i) Gandhiji (ii) The representative of the planters (iii) Rajkumar Shukla (iv) Rajendra Prasad

(b) The representative of the planters offered to refund to the extent of only 25 per cent because the planters’ intention could be to .....

(i) drag on the matter (ii) create a stalemate (iii) Both (i) & (ii) (iv) None of these

(c) Who is amazed by Gandhi’s step?

(i) Rajkumar Shukla (ii) Rajendra Prasad (iii) The representative (iv) Another peasant

(d) What was Gandhi's reaction to the offer from the representative?

(e) Why did Gandhi accept the offer?

(f) Who does 'him', written in bold refer to?

5. " He said, " You think that in this unequal fight it would be helpful if we have an Englishman on our side. This shows the weakness of your heart. The cause is just and you must rely upon yourselves to win the battle."

(a) Who does 'you' refer to in the above lines?

(i) The peasants (ii) The Lawyers (iii) Both (i) & (ii) (iv) None of these

(b) Who was the Englishman?

(i) C F Andrews (ii) Sir Edward Gait (iii) Reverend J.Z. Hodge (iv) Louis Fischer

(c) The 'cause' the speaker is talking about refers to

(i) peasants demanding for refunds.

(ii) Gandhiji asking the British to leave Champaran.

(iii) People fighting for their rights.

(iv) people showing their strength.

(d) What is referred to as 'the weakness of heart' in the above lines?

(e) Why didn't the speaker want to Englishman to stay?

(f) what message does the speaker want to convey?

### Short Answer Type Questions (Solved)

#### 1. Why did Gandhiji feel that taking the Champaran case to court was useless?

**Answer.** Gandhiji saw that the peasants are so crushed and fear-stricken. On the one hand they were terrified of the thugs hired by the landlords. On the other they had to part with their money fighting legal battles. It was a hopeless situation where the peasants were losers from both the sides. This was too hard for them to bear. Gandhiji thought of first making the peasants shed their fear. Then he would take his next step.

#### 2. " The battle of Champaran is won!" What led Gandhiji to make this remark?

**Answer.** The lawyers first decided to return home if Gandhiji was arrested. But they soon realised their mistake. When they declared that they would fight for the peasants' cause in the event of Gandhiji's arrest and volunteered to court arrest for the cause of the sharecroppers. Gandhiji could see that the people are getting fearless and being ready to fight. He was very pleased at this and exclaimed, "The battle of Champaran is won!"

#### 3. Why did Gandhi agree to a settlement of 25 percent refund to the farmers?

**Answer:** The British planters feared that Gandhi would demand repayment of all money. But he asked only for 50 per cent. Then the planters offered to refund 25 per cent of the money. Gandhi agreed. Gandhi explained that the amount of the refund was less important. The landlords had been made to accept their wrong doing and their defeat. Hence, they were ready to surrender part of the money and with it part of their prestige.

**4. Why was Gandhiji so vehemently opposed to C F Andrews staying back in Champaran?**

**Answer:** Gandhiji was vehemently opposed to C F Andrews staying back in Champaran because Gandhiji was very clear in his mind that one must fight one's own battle. If you look for props and supports, it will weaken you within yourself. It shows the weakness of one's heart. One must believe in one self and be self-reliant.

**5. What did Gandhi say he did in Champaran?**

**Answer:** Gandhiji seems to be a man of excellent memory. He must have remembered the words of the President of the British Landlords Association that Gandhi was an outsider and he would not share any information with him. Gandhi made a point here that he was no outsider, in fact, the British were outsiders, and they could not order the Indians about in their own country.

**Short Answer Type Questions (Unsolved)**

**1. How was the Champaran episode a turning point in Gandhi's life?**

**Hints:** Civil disobedience never tried in India before. Champaran provided just the opportunity. It saw success in Champaran. Could be effective all over the country. And, it just happened like that.

**2. When do the British in Champaran begin to feel that people are no more scared of them?**

**Hints:** Situation for Gandhiji's arrest was getting formed. People learnt that a Mahatma is having problems from the British authorities. They gathered up in Champaran in large numbers in his support. This display of number of people coming out indicated that the British are no more dreadful to the simple people.

**3. Why is Rajkumar Shukla described as resolute?**

**Hints:** Rajkumar Shukla had made up his mind that he would not leave Gandhi until the latter agreed to come with him to Champaran. Even after being told about the prior engagements of Gandhi at Cawnpore and other parts across the county, he did not quit. He continues to accompany Gandhi everywhere. Finally, Gandhi had to relent.

**4. Why does Gandhi stay at Muzaffarpur before going to Champaran?**

**Hints:** Rajkumar Shukla not able to explain the exact nature of the problem. Gandhi needed more information. He stayed at Muzaffarpur to inquire from the lawyers there about the issue.

**5. Why does Gandhi chide the lawyers?**

**Hints:** Lawyers collecting high fees from the poor sharecroppers.

**Long Answer Type Questions (Solved)**

- 1. Gandhiji's loyalty was not a loyalty to abstractions; it was a loyalty to living human beings. Why did Gandhiji continue his stay in Champaran even after indigo sharecropping disappeared?**

**Answer:** After the Champaran battle was won and the land reverted to the peasants, Gandhiji continued to stay on in the region. He saw social and civic backwardness in the villages of Champaran. His loyalty was, indeed, to living human beings and he realised that a lot needed to be done for the upliftment of the peasants in the villages of Champaran. Gandhiji took the initiative and began the work of removing their cultural and social backwardness. Primary schools were started so that the poor peasants and their children could be educated. Gandhiji appealed to teachers, and many of his disciples, including his wife and son, volunteered for the work. Health conditions in the area were also miserable. Gandhiji got a doctor to volunteer his services for six months. All this goes to prove that Gandhiji's did not satisfy himself with large political gains. He believed in improving the living ways and conditions of the people. Thus, his loyalty was not to abstractions, but his politics was always intertwined with the practical day to day problems of the millions.

- 2. "Freedom from fear is more important than legal justice for the poor." Do you think that the poor of India are free from fear after Independence?**

#### **For the motion**

I think that in the present day, the poor in India have been relatively free of fear. Ours is a democratic country encouraging the values of individual freedom. Here government is of the people, for the people and by the people. The Constitution of India guarantees freedom to every citizen of India. This makes a man fearless in his attitude compared to the situation that had prevailed in this country under British domination. The legal system in the country is impartial and independent. It is sympathetic towards people's rightful privileges and demands. This gives the poor in India a voice and a sense of fearlessness. Freedom of the press adds another layer of protection to the rights of the people. The Press in India is ever vigilant and makes it a point to report instances of the abuse of freedom. It is a widely watched medium among both the urban and rural poor and gives them the moral courage to resist curbs on their freedom. A sound system of administration ensures that the poor in India are given legal and personal protection.

#### **Against the motion**

India is the world's largest democracy yet the poor in India live in denial of fundamental freedoms. They are afraid to raise their voices against injustices committed against them. Things become bad to worse for the poor when their oppressor is wealthy and politically connected. Economic suppression and the lack of social security adds to the people's worries and fear. The police and government functionaries are yet to create a pro-poor image for themselves. They are often seen assisting the rich and powerful against the weaker section. Women are in constant fear of their personal safety in both cities and villages irrespective of their age, their education and other empowering tools. The poor are soft targets for vote bank politics and they dare not oppose the local mafia for fear of the fallout and flack that will come upon them. India has miles to go before calling itself a place without fear.

#### **Long Answer Type Questions (Unsolved)**

- 1. What was the problem between the sharecroppers and the landlords?**

**Hints:**

- i. An ancient agreement forcing the sharecroppers to compulsorily grow indigo on 15 per cent land of their total holding and surrendering the entire indigo harvest as rent.
  - ii. Germany develops synthetic indigo, thus making the natural indigo much more expensive.
  - iii. British planters no more interested in natural indigo now. Ask the peasants to pay them back to compensate them for releasing them early from the agreement.
  - iv. Farmers learn the news of synthetic indigo and realise that they have been cheated.
  - v. They want their money back but the landlords unwilling to do so.
  - vi. Farmers engaging lawyers and landlords hiring thugs against each other.
2. **Gandhiji was as much a political leader, a champion of the poor as he was a social reformer. Prove the statement on the basis of your understanding of the chapter, 'Indigo'.**

**Hints:**

- i. Gandhi, world famous for successfully leading so many political movements in India and abroad, (South Africa)
- ii. Seldom seen as a law breaker, no violent and lawless methods of work as usually seen these days.
- iii. Bringing out the inner strength of the people, filling them with courage. Teaching people to fight for their just rights and how to fight.
- iv. Making them self-reliant so that they are never weak from inside.
- v. Indigo battle is won, Gandhi free to go now.
- vi. Gandhi doesn't leave. How could he, after seeing so much of civic backwardness in Champaran.
- vii. Decides educate people- make them literate, make them learn how to live well
- viii. Primary schools are opened. Medical services are arranged. Personal hygiene and community sanitation trainings given.
- ix. No surprise that clean India mission is just a belated extension of the mission started by Gandhi at Champaran

## Poets and Pancakes

### About the author:

#### Asokamitran

The chapter Poet and Pancakes was taken from “My Years with Boss” written by Asokamitran. Through this story, Asokamitran talks about many notions about the film industry, particularly in India. **Ashokamitran** (22 September 1931 – 23 March 2017) was the pen name of **Jagadisa Thyagarajan**, an Indian writer regarded as one of the most influential figures in post-independent Tamil literature. He began his prolific literary career with the prize-winning play "Anbin Parisu" and went on to author more than two hundred short stories, and a dozen novellas and novels. A distinguished essayist and critic, he was the editor of the literary journal "Kanaiyaazhi". He has written over 200 short stories, nine novels, and some 15 novellas besides other prose writings.

Most of his works have also been translated into English and other Indian languages, including Hindi, Malayalam, and Telugu.

#### THEME

The word Pancakes in the title refers to make up material bought by Gemini studios for use by the artists. The studio was located in Chennai (Madras). It was the then most influential film production organization. The writer recounts his years in this company. His job was to cut out newspaper clippings and store them in files. He was well informed of all the staff of the studio. He gives us an interesting portrait of the leading members, their talents and roles, their frustrations and ambitions. There was an office boy who plaited the faces of the people who fanned the crowd. There was Subbu, the no. 2 man crowd, who was very close to the boss. There was the legal advisor in the story department. They had their grievances against one another and the boss. They were divided on political lines. Most of the people were not well educated but they put on Khadi clothes and railed against communism. The Gemini studios attracted eminent English poets like Spender. But hardly anyone understood what the speaker spoke about, which was due to their accent. The boss took pride in welcoming and entertaining great personalities.

He likes Spender's book “The God That Failed” because it was about anti- communism.

#### **Summary**

The story “Poets and Pancakes” is a passage from Asokamitran's book “My Years with Boss”. Asokamitran talks about his days at the Gemini Studio. The Gemini Studio produced many films, which impacted the aspect of Indian life. Here, Asokamitran talks about a trendy make-up brand named Pancake. This material was bought and used in the studio. He also names the few actresses who used the brand. The Gemini studios used the pancake brand excessively and ordered truckloads of their commodities.

He talks about the office boy whose task was to slap paint onto the faces of the players at the time of crowd-shooting. He states that the office boy once yearned to be a director, actor, screenwriter, or lyricist. However, he blamed his disgrace on Subbu.

In those days, the author worked inside a cubicle and had the job of gathering newspaper cuttings which, according to others, was unimportant. Thus, the office boy would come to bother him with his complaints. The office boy was probably jealous of Subbu's growth.



Subbu was very close to his boss. When the boss had any problem in doing a scene in a film, Subbu could recommend several practical ideas. As Subbu was Brahmin, the author thought he had the upper hand. Though Subbu was always beside his boss, he was also a member of the story department. Besides poets and writers in the story department, there existed a lawyer too. Formally he was known as a legal adviser. However, people called him the opposite of it. Once the legal adviser unconsciously destroyed the career of a talented actress.

In the story of Poet and Pancakes, the narrator talks about another guest who visited Gemini Studio. He was an Englishman. Some thought him to be a poet or an editor. The Boss, Mr. Vasan, greeted the Englishman. He read out a long speech expressing freedom and democracy. Then the Englishman conversed. His accent baffled everyone. They could not understand the purpose of his visit, and it remained a mystery. Years later, when the writer left the Gemini studios, he did not have much money but had much free time. So, discounted goods on sale interested him. Once the writer came across a book that had six essays written by six famous men who wrote about communalism. The authors of the book were Richard Wright, Louis Fischer, and Stephen Spender. As the writer read Stephen's name, it reminded him of the days when Spenders visited Gemini Studios.

Finally, in the summary of Poets and Pancakes, we can see the notions of the film industry, particularly in India.

Talking about Indian cinema, we receive a lot of films every year but the success of a movie solely depends upon the other people working backstage. If these people are not there, then it is not even possible for us to have good films. India has films in multiple languages such as Hindi, Tamil, Telugu, Kannada, Punjabi, Bhojpuri, and so on. The Indian film industry is a global enterprise.

Indian movies are famous all around the world and people love to watch them.

- **Key terms:**

1. **Blew over** - got angry
2. **Was struck dumb** - greatly surprised
3. **Catapulted into** - suddenly became famous
4. **A coat of mail** - oversized coat with metallic decoration
5. **Played into their hands** - helped unknowingly
6. **The favourite haunt** - preferred meeting place
7. **Heard a bell ringing** - recalled/ remembered

### **Character sketch:**

#### **Kothamangalam Subbu**

Kothamangalam Subbu has been portrayed as a man whom everyone at Gemini Studios held in high esteem. He was born a Brahmin and perhaps due to this virtue, rose to the position of No. 2 at Gemini Studios. He had contacts with affluent people. He was cool, calm and composed and even a flop film, in which he was involved, never made him sad or unhappy. He looked cheerful all the time. He was very loyal to his boss and that endeared him to the boss. He was a man who could be inspired when commanded. He was creative and displayed this skill effortlessly, he could give fourteen alternative ways to handle a particular scene. Subbu was a poet of calibre and had a separate identity as a poet. His success in films overshadowed his literary achievements. He was an amazing actor yet never aspired to play lead roles. He loved everyone genuinely and selflessly. He was charitable and improvident. The author Asokamitran has portrayed him as an extremely talented, creative and lovable human being.

### *Office Boy*

The office boy was a forty year old makeup artist in Gemini studios, who was not satisfied with his present job as he wanted to become a successful director. He was jealous of Subbu, as he was closer to his boss. Due to his unsuccessful career, he had a tendency to criticize others. The office boy demonstrates the plight of those people who are not able to realize their dreams and spend their life in misery.

### *Stephen Spender*

Stephen Spender was a renowned British poet and intellectual, who played an important role in the literary and cultural scene of the 20th century. He was educated at Oxford University and became a part of the literary circle known as the “Auden Group.” He was a prolific writer and wrote numerous poems, essays, and books throughout his career. In the chapter “Poets and Pancakes,” Spender is portrayed as a reserved and introspective individual who is deeply committed to his art. He is shown as being slightly aloof and detached from the other poets in the group, but also deeply thoughtful and introspective. He is depicted as being deeply committed to social justice. He is shown as being interested in exploring the complexities of human relationships and the emotional struggles that people face in their lives.

### *Lawyer*

The Lawyer in the chapter “Poet and Pancakes” is shown as a cunning and opportunistic individual. He has a reputation for taking on issues that are morally dubious but could make him rich and famous. The lawyer is an assured and persuasive public speaker who is skilled at using the legal system to his advantage. He also demonstrates an ability to look for opportunities that might be used to his advantage. He has a reputation for being somewhat harsh and unsympathetic. As long as his clients can afford his fees, he is willing to represent those who have committed terrible acts of violence. Additionally, he appears unconcerned about utilising his legal expertise to take advantage of others or to get ahead in his career.

- **Extract based questions:**

- 1. Read the following extract and answer the questions that follow:-**

His success in films overshadowed and dwarfed his literary achievements-or so his critics felt. He composed several truly original ‘story poems’ in folk refrain and diction and also wrote a sprawling novel Thilliana Mohanambal with dozens of very deftly etched characters. He quite successfully recreated the mood and manner of Devadasis of the early 20th century. He was an

amazing actor - he never aspired for the lead roles- but whatever subsidiary role he played in any of the films, he performed better than the supposed main players. He had a genuine love for anyone he came across and his house was a permanent residence for dozens of near and far relations and acquaintances.

- 1. Which of the following statements is NOT true about Subbu?**

- (A) His literary accomplishments stole the limelight from his films
- (B) He was a gifted poet and writer and his literary works were noteworthy

- (C) He was selfless in nature and was empathetic towards others  
 (D) He never hankered after lead roles and performed minor roles in films

**2. The word ‘sprawling’ has been used with the word ‘novel’. Pick the word with which the word sprawling can’t be used.**

- (A) metropolis (B) handwriting  
 (C) campus (D) portrait

**3. The phrase ‘deftly etched’ shows that Subbu**

- (A) created the roles delicately  
 (B) was skilful in creating the characters  
 (C) pondered beyond necessity of the characters  
 (D) gave very little thought to the characters

**4. Pick the option that best describes Subbu according to the extract**

- |               |             |                  |
|---------------|-------------|------------------|
| 1. Benevolent | 2. Powerful | 3. Accomplished  |
| 4. Witty      | 5. Generous | 6. Temperamental |
- (A) 4, 5 & 6  
 (B) 2, 3 & 4  
 (C) 1, 3 & 5  
 (D) 3, 4 & 6

**5. ‘In any case, there was this man in the makeup department who would do direst things for Subbu’. Here ‘direst things’ refers to something that is:**

- (A) urgent  
 (B) Desperate  
 (C) Disastrous  
 (D) Dreadful

• **Short answer type questions:**

1. What caused the lack of communication between the Englishman and the people of Gemini studio?
2. How was the make up room at Gemini studios a fine example of national integration?
3. Why did the author appear to be doing nothing at the Gemini studios?
4. Why is the legal adviser referred as the opposite by the others?
5. What does the writer mean by ‘the fiery misery’ of those subjected to make up?

• **Long answer type questions:**

1. Subbu has been described as a many sided genius. Give an account, of his multi facedabilities?
2. ‘In all instances of frustration, you will always find the anger directed towards a single person openly or covertly... Do you think it is right to direct our anger towards someone who is not responsible for the cause of anger? Justify...

• **Multiple choice questions:**

- ANSWER THESE QUESTIONS ON THE BASIS OF YOUR UNDERSTANDING OF THE TEXT:

**1. The harm done to the actress by the legal adviser was an:**

- (A) Well-planned act
- (B) Unintentional act
- (C) Act of jealousy
- (D) Act of male dominance

**2. Which of the following statement is TRUE for the legal adviser:**

- (A) He disliked the actress from the countryside
- (B) He acted after thinking through things carefully
- (C) He did not get well with the others in the department
- (D) He was always dressed smartly

**3. Pick the quote that best describes Subbu's role in Gemini studios based on the story:**

- (A) Life's too short to hang out with people who aren't resourceful
- (B) The more a person limits himself, the more resourceful he becomes
- (C) Success is not about your resources. It is how resourceful you are with what you have
- (D) Resourcefulness: Seeing where you want to go and taking the first step

**4. Why do you think leisure is a Pre-requisite for poetry?**

- (A) poetry means freedom of expression
- (B) One can enjoy poetry when there is free time
- (C) In order to write poetry, one needs free time
- (D) Poetry means freedom from work

**5. One of the greatest poets of Gemini studios was:**

- (A) Harindranath Chattopadhyay
- (B) Harindranath Chatterjee
- (C) Rabindranath Chattopadhyay
- (D) Rabindranath Chatterjee

- **Answers**

**Extract based questions:**

1. (A)
2. (D)
3. (B)
4. (C)
5. (D)

**Short answer type questions:**

1. **Answer-** First, the staff of Gemini studios had only heard of more popular poets like- Keats, Jennyson and shelly, Stephan spender was completely unknown to them. Mr Vasam, the boss failed to clarify the identity and exploits of Stephan spender as he himself was quite confused. Moreover, the audience failed to comprehend his speech, due to his strong and unfathomable English accent.
2. **Answer-** At first, a Bengali was the head of the makeup department but he outgrew Gemini studios and left for better opportunities. After him, it was supervised by a Maharashtrian who was assisted by a Dharwad Kannadiga, an Andra, a madras Indian Christian, an Anglo Burman and the usual local tamils. The fact that different cultures worked together puts forward the post-independence national integration scenario. It

shows that people were united. So the author refers the makeup department as the symbol for national integration.

3. **Answer-** The duty of the author was to cut out newspapers clippings on a wide variety of subjects. So he always did it and keep them in files and appeared to be doing nothing at Gemini studios except tearing newspapers.
4. **Answer-** The legal adviser was supposed to help people with his knowledge, solve legal issues and taking actions after proper thought and consideration. But he did just the opposite, when a countryside actress lost her temper and shouted at the studio he just recorded it and made her listen to it when she calmed down, without considering what may be the impact on the actress. His one inconsiderate action lead a potential actress to end her career.
5. **Answer-** The makeup room had several incandescent lights. They gave out intense heat. Those who were subjected to makeup had to endure that intense heat miserably.

- **Long answer type questions:**

1. **Answer-** The author Ashokamitran has projected Subbu as a man of versatile abilities who delves into different fields of film making 'successfully'. Ranging from story writing to characterization, to poetry writing, Subbu has 'mastered' all arts. He was 'tailor-made for film making'. Since Subbu was an extremely resourceful and creative person, film-making was a lot easier when he was around. He gave the impression of being a brilliant writer who deliberately wrote for just the masses than writing complex forms. His critics were of opinion that his poetic skills were overshadowed by his excellent film making skills. Despite being a talented actor he never aspired for lead roles. A man with numerous ready solutions, he made film making very easy for his boss. At the same time, his sycophancy earned him not only many favours from his boss but also numerous enemies. However, he loved people and his house was a permanent abode for relatives and acquaintances. It seemed against Subbu's nature to be even cautious that he was feeding and supporting many of them. Thus, he gave the impression of being a writer, an actor and a creative assistant all rolled into one, passing off as a many sided genius with multi faced abilities.
2. **Answer-** No, it is not right to direct our anger towards someone who is not responsible for the cause of the anger. We become angry when we find obstructions in our path and towards growth, if someone challenges our authority, someone ridicules us and our self-respect is hurt or when things not go the way you want them to be. Weaker people become the target to vent out our anger because it is assumed that they won't retaliate. But this is a wrong practice and one should try to control one's anger as far as possible.

- **Multiple choice questions:**

1. (B)
2. (D)
3. (C)
4. (C)
5. (A)

## Chapter-7

### The Interview

#### Part-I

#### About the author:

1. Christopher Silvester was born in 1959 and educated at Lancing College, Sussex, and Peterhouse, Cambridge, where he read history.
2. From 1983 to 1994, he worked for Private Eye, initially writing the 'New Boys' column, A series of caustic profiles of newly elected MPs, and later specializing in political, legal and media affairs.
3. He has written for several newspapers and magazines, including the Evening Standard, The Guardian, the Observer, The Independent on Sunday, Esquire, and Vanity Fair.
4. He is also the **editor** of **The Penguin Book of Interviews**.

#### Title:

The title of the chapter is apt as it focuses on the aim and objective of the interview. Interviews present each individual as unique; nonetheless, conversations are very interesting and informative as seen from Umberto's interview.

#### Message of the chapter:

1. The lesson conveys the message that the prodigious individuals have some unique traits with which they acquire accomplishments which are beyond expectations of the common people.
2. Interviews are an important tool for journalists and can have a significant impact on the public's perception of people.

#### Theme of the chapter:

1. The chapter talks about the technique of 'interview' as a new way of interrogating someone.
2. The author relates it to journalism and discusses how different people/celebrities have multiple views about the interview and what it does to their personality and being.
3. The theme of the chapter is that interviews are a powerful tool for journalists and can have a significant impact on the public's perception of people.
4. The author highlights the importance of interviews in shaping our understanding of people and events. He also discusses how interviews can be used to manipulate public opinion and how they can be used to reveal the truth.
5. In summary, the theme of the chapter is that interviews are an essential part of journalism and can be used to shape public opinion in both positive and negative way.

#### Gist of the lesson-

The chapter 'The Interview' is an excerpt adapted from 'The Penguin Book of Interviews', written by Christopher Silvester. The chapter talks about the technique of 'interview' as a new way of interrogating someone. The author relates it to journalism and discusses how different people/celebrities have multiple views about the interview and what it does to their personality and being. In summary, the chapter is about the importance of interviews and the role they play in shaping our perception of people.

Interviews have many drawbacks, but they are effective medium of communication. According to Denis Brian, the interview is an expressive medium which gives the interviewer a very important position. In fact, the vivid impressions of our contemporaries are through interviews.

### **Good opinions about 'Interview':**

1. It is the source from which we can derive truth.
2. It provides a good platform for communication.
3. It gives a good idea about our contemporaries.

**Bad opinions about 'Interview':** Bad opinions held by those who are interviewed as they see themselves as victim of it.

1. An interview acts as an interference and even seems to make them small and vulnerable in front of others.
2. **V S Naipaul** said that people are wounded and lose a part of themselves.
3. **Lewis Carrol** said that he had a horror of the interviewer and so he never consented to be interviewed. It was his horror iof being controlled.
4. **Rudyard Kipling** hated being interviewed because he considered it immoral and a crime which deserved punishment.
5. **H. G. Wells** calls interviewing an ordeal.
6. **Saul Bellow** described interviews as if someone is choking one's throat.

Then what is an Interview?

Despite drawbacks interviews are effective medium of communication. Interview is an expressive medium which gives the interviewer a very important position. In fact, our vivid impressions of our contemporaries are through interviews.

## **Part-II**

### **Umberto Eco's Interview:**

Part – II is an excerpt from the interview between Mukund Padmanabhan and Umberto Eco.

**Umberto Eco:** Umberto Eco is a professor at the University of Bologna in Italy who had already acquired a formidable reputation as a scholar for his ideas on semiotics (the study of signs), literary interpretation, and medieval aesthetics before he turned to writing fiction. The interview revolves around the success of his novel, The Name of the Rose. The interviewer

begins by asking him how Umberto manages to do so many different things to which he replies by saying that he has philosophical interest. He has pursued them doing academic works or writing novels. He further justifies and mentions that his books about children talk about peace and non-violence which in the end, reflect his interest in philosophy. Hence, he is doing the same thing and has done only one thing in reality.

### Interstices:

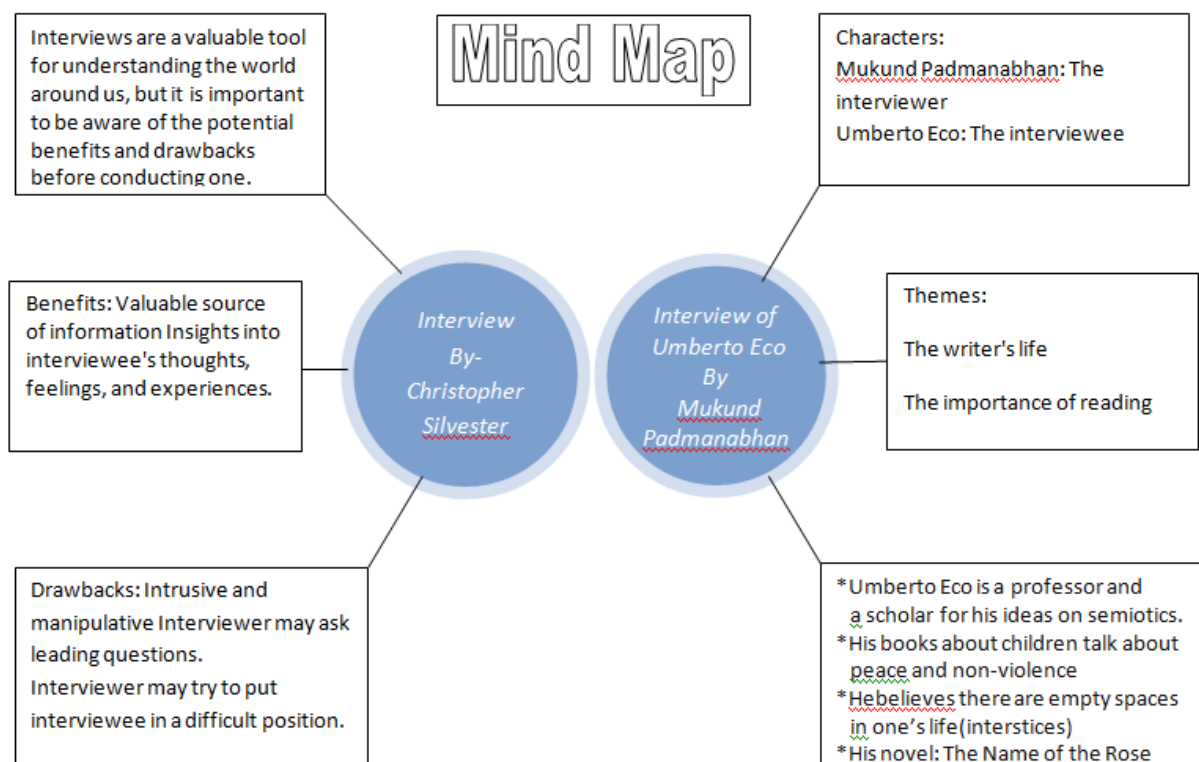
He believes there are empty spaces in one's life, just like there are empty spaces in atoms and the Universe. He calls them interstices and most of his productive work is done during that time.

### An Academic Scholar:

Umberto identifies himself as an academic scholar who attends academic conferences during the week and writes novels on Sundays. It doesn't bother him that he is identified by others as a novelist and not a scholar, because he knows that it is difficult to reach millions of people with scholarly work.

### Name of the Rose:

Talking about his novel, *The Name of the Rose*, he mentions that it is not an easy-read. It has a detective aspect to it along with metaphysics, theology and medieval history. also, he believes that had the novel been written ten years earlier or later, it would have not seen such a huge success. Thus, the reason for its success still remains a mystery. But this tremendous achievement also highlights one aspect, that is, the right timing is an important factor for any accomplishment.





Multiple Choice Questions:

1. What do Rudyard Kipling and his wife express about interviews?
  - (a) immoral
  - (b) not good
  - (c) very bad
  - (d) immoral and offensive crime against a person

Answer: (d) immoral and offensive crime against a person

2. Why were the journalists and publishers puzzled by the success of *The Name of the Rose*?
  - (a) because readers like trash and it was a serious novel
  - (b) because it was becoming popular
  - (c) because of its high rated success
  - (d) none

Answer: (a) because readers like trash and it was a serious novel

3. What was Lewis Carroll's opinion of interviews and autographs?
  - (a) wonder
  - (b) terror
  - (c) horror
  - (d) none

Answer: (c) horror

4. Which period of history do Umberto's novels deal with?
  - (a) Renaissance
  - (b) dark age
  - (c) modern era
  - (d) Medieval period

Answer: (d) Medieval period

5. Why did Umberto start writing novels?
  - (a) to avail an opportunity
  - (b) to be in limelight
  - (c) to share his views
  - (d) to make best use of empty spaces means free time

Answer: (d) to make best use of empty spaces means free time

6. What facts are being showcased in the interview held between Eco and Padamanabhan?
  - (a) he takes pride in being an academician, a university Professor first
  - (b) Being a novelist is a secondary thing for him

- (c) uses his free time for writing novels
- (d) All these

Answer: (d) All these

7. What do his works for children speak about?
- (a) his passion for children
  - (b) children are nuisance
  - (c) children love to be happy
  - (d) non-violence and peace

Answer: (d) non-violence and peace

8. Explain 'Denis Brain's statement "Almost everything of moment reaches us through one man asking questions of others.'
- (a) The interviewer has the power
  - (b) The interviewer has status
  - (c) The interviewer can elicit the truth and has the power to influence
  - (d) All these

Answer: (d) All these

9. Enumerate 'An Interview is a supremely serviceable medium of communication?'
- (a) a medium to gossip
  - (b) a medium to be the talk of the town
  - (c) a medium to prosper
  - (d) a noble medium of interaction and introspection

Answer: (d) a noble medium of interaction and introspection

10. What satisfied Umberto's taste for narration?
- (a) stories
  - (b) children's works
  - (c) interviews
  - (d) Novels

### Objective Type Question:

1. What is the name of the interviewer in the chapter "The Interview"?

Answer: The name of the interviewer is Mukund Padmanabhan.

2. What is the name of the person who is being interviewed in the chapter "The Interview"? Answer: The person who is being interviewed in the chapter "The Interview" is Umberto Eco.

3. What is Umberto Eco's profession?

Answer: Umberto Eco is a University Professor.

4. What does Umberto Eco say about his writing process?

Answer: Umberto Eco says that he writes his novels on Sundays.

5. What does Umberto Eco say about his academic work?

Answer: Umberto Eco says that his academic work is more important than his novels.

### Extract Based Questions:

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

Q 1. Some might make quite extravagant claims for it as being, in its highest form, a source of truth, and

in its practice, an art. Others, usually celebrities who see themselves as victims, might despise the

interview as an unwarranted intrusion into their lives, or feel that it somehow diminishes them.

- i. What extravagant claims people make about interviews?
  - a. It is an art that brings out the real truth of the interviewee.
  - b. It is an art that brings out the real truth of the interviewer
  - c. It is an art that brings out the real truth of the picture
  - d. It is an art that brings out the real truth of the interview
- ii. What do most celebrities think about the interviews?
  - a. They see it as an encroachment on their privacy and an act that appreciates them.
  - b. They see it as their privacy and an act that depreciates them.
  - c. They see it as their privacy and an act that appreciates them
  - d. They see it as an encroachment on their privacy and an act that depreciates them.
- iii. What was believed in primitive cultures?
  - a. If one takes a photograph of somebody then one is stealing that person's body
  - b. If one takes a photograph of somebody then one is stealing that person's soul
  - c. If one takes a photograph of somebody then one is stealing that person's face
  - d. If one takes a photograph of somebody then one is stealing that person
- iv. What do Rudyard Kipling and his wife express about interviews?
  - a. Immoral
  - b. Not good
  - c. Very bad
  - d. Immoral and offensive crime against a person
- v. Name some of the celebrities who despised giving interviews?
  - a. V. S. Naipaul
  - b. Saul Bellow
  - c. Lewis Carroll and Rudyard Kipling
  - d. All of these

Q 2. Mukund: Over 40! Among them a seminal piece of work on semiotics. But ask most people about Umberto Eco and they will say, "Oh, he's the novelist." Does that bother you?

- i. Who is the interviewer?
  - a. Rudyard Kipling

- b. Umberto Eco
  - c. Mukund Padmanabhan
  - d. Stephen Silvester answer-c
- ii. What had Umberto Eco written before writing a novel?
- a. Academic texts, newspaper articles
  - b. Essays, children's books
  - c. Essays, children's books, newspaper articles
  - d. Academic texts, essays, children's books, newspaper articles

answer-d

- iii. Why did Umberto Eco consider himself an academic scholar?
- a. As he preferred speaking in academic conferences
  - b. As he preferred writing to academic people
  - c. As he preferred participating in academic conferences
  - d. As he preferred participating in academic plays

answer-c

- iv. Why did Umberto start writing novels?
- a. To avail an opportunity
  - b. To be in limelight
  - c. To share his views
  - d. To make best use of empty spaces means free time answer-d

- v. What facts are being showcased in the interview held between Eco and Padmanabhan?
- a. He takes pride in being an academician, a university Professor first
  - b. Being a novelist is a secondary thing for him
  - c. Uses his free time for writing novels
  - d. All of these answer-d

Q. 3 'Not everyone can do that of course. Your non-fictional writing, your scholarly work has a

certain playful and personal quality about it. It is a marked departure from a regular academic style - which is invariably depersonalized and often dry and boring.'

- i. Who is the speaker of the above lines and who is he talking to?
- a. Rudyard Kipling, Mark Twain
  - b. Umberto Eco, Mukund Padmanabhan
  - c. V. S. Naipaul, Mukund Padmanabhan
  - d. Umberto Eco, Stephen Silvester

answer-b

- ii. What is regular academic style?
- a. The style which is active, drab and personalised
  - b. The style which is dull, meaningful and personalised
  - c. The style which is active, meaningful and personalised
  - d. The style which is dull, drab and depersonalized

answer-d

- iii. How was Umberto's style different from regular academic style?
- a. He had playful and narrative style
  - b. He had personal and narrative style
  - c. He had playful, personal and narrative style
  - d. He had dull, drab and depersonalized style answer-c
- iv. Which style had Umberto followed in his Doctoral Dissertation?

- a. Narrative style
  - b. Expository style
  - c. Relative style
  - d. Personal style answer-a
- v. Mukund Padmanabhan mentions that much like his novels, Umberto Eco's "scholarly work has a certain playful and personal quality about it." To what is this attributed?
- a. Eco thought regular academic style was depersonalized, dry and boring.
  - b. Eco presented his first Doctoral dissertation in Italy in this style
  - c. Eco realized that scholarly books should tell the story of the research
  - d. Eco identified himself with the academic and scholarly community.
- answer-c
- vi. Umberto Eco mentioned that he was not puzzled by the tremendous mass popularity of his novel, *The Name of the Rose*. What does this tell you about Umberto Eco?
- a. He believes he understands readership trends well, and writes accordingly to ensure mass appeal.
  - b. He elevates himself above publishers and journalists who were surprised by the success of the book.
  - c. He respects and understands that there are variations in people's reading choices and experiences.
  - d. He feels that the success of a book is a mystery, and here was no point pondering over it.
- Answer-c

Q. 4 Literary fiction, academic texts, essays, children's books, and newspaper articles- his written output is staggeringly large and wide-ranging. In 1980, he acquired the equivalent of intellectual superstardom with the publication of 'The Name of the Rose' which sold more than 10 million copies.

- i. Who is 'He' in the above lines and by whom was he interviewed?
  - a. Umberto Eco, Mukund Padmanabhan
  - b. Rudyard Kipling, Mark Twain
  - c. V S Naipaul, Mukund Padmanabhan
  - d. Umberto Eco, Stephen Silvester

Answer-a
- ii. Why does Umberto Eco's work puzzle everybody?
  - a. His ideas were narrow-ranging from literary fiction to children's books
  - b. His ideas were ranging from empty spaces to literary fiction, and from academics to newspaper articles.
  - c. His ideas were wide-ranging from novels to academics to newspaper articles.
  - d. His ideas were wide-ranging from semiotics to literary fiction, and from academics to newspaper articles.

Answer-d
- iii. What was the secret of Eco's ability to accomplish so much of work?
  - a. He utilized time gaps.
  - b. He balanced between work and play.
  - c. Both (a) and (b)
  - d. He utilized time gaps between different pieces of work.

Answer-d
- iv. What is 'The Name of the Rose'?
  - a. An essay

- b. A novel
  - c. A short story
  - d. A science fiction Answer-b
- v. What do his works for children speak about?
- a. His passion for children
  - b. Children are nuisance
  - c. Children love to be happy
  - d. Non-violence and peace

Answer-d

Q 5. H. G. Wells in an interview in 1894 referred to ‘the interviewing ordeal’, but was a fairly frequent interviewee and forty years later found himself interviewing Joseph Stalin. Saul Bellow, who has consented to be interviewed on several occasions, nevertheless once described interviews as being like thumbprints on his windpipe. Yet despite the drawbacks of the interview, it is a supremely serviceable medium of communication. “These days, more than at any other time, our most vivid impressions of our contemporaries are through interviews,” Denis Brian has written. “Almost everything of moment reaches us through one man asking questions of another. Because of this, the interviewer holds a position of unprecedented power and influence.”

- I. The use of the word ‘serviceable’ implies that interviews are -----
- a. Significant
  - b. Powerful
  - c. Advanced
  - d. Useful Answer-d
- II. Explain ‘Denis Brian’s statement “Almost everything of moment reaches us through one man asking questions of others.”
- a. The interviewer has the power
  - b. The interviewer has status
  - c. The interviewer can elicit the truth and has the power to influence
  - d. All of these Answer-d
- III. How would you describe Denis Brian’s opinion on interview? Choose the most appropriate option-
- i. Appeasing
  - ii. Utilitarian
  - iii. Approving
  - iv. Praising
  - a. Option (i) and (ii)
  - b. Option (iii) and (iv)
  - c. Option (ii) and (iii)
  - d. Option (i) and (iv) Answer-c
- IV.. According to Saul Bellow, interviews are like thumbprints on his windpipe. What emotion might best describe such an image?
- a. Sadness
  - b. Frustration
  - c. Pain
  - d. Fear Answer-c
- V.. Denis Brian states that the interviewer occupies a position of power and influence as—
- a) Everything reaches us through one man asking question of another.
  - b) The interview is a supremely serviceable medium of communication.
  - c) Our most vivid impressions of our contemporaries are through interviews.

d) Interviews are like thumbprints on the interviewee's windpipe.

Answer-a

### Short Answer Questions-

Q 1. What did Eco learn at the age of 22 that he pursued in his novels?

Answer- Eco learnt at the age of 22 that scholarly books should be written by telling the story of research he learnt that there should be a narrative technique employed in scholarly writing that he later employed when he wrote novels at the age of 50.

Q 2. What does Eco think of the readers of his novel 'The Name of the Rose'?

Answer-Eco thinks that there are readers who don't like 'trash' and like to have difficult reading experiences. It is contrary to what journalists and publishers think. The selling of 10 million copies of his novel 'The Name of the Rose', a very serious work, is testimony that readers do not want only easy reading experiences.

Q 3. Umberto Eco does many things, but says, "I am always doing the same thing but that is more difficult to explain." What does he mean to say?

Answer- Umberto Eco says that he has philosophical interests which reflect in all his writings: fiction and non-fiction. In this way, he does the same thing, though he seems to pursue various activities: writing notes for newspapers, novels, teaching, writing essays, children's books.

Q 4. Despite the drawbacks, an interview is a 'supremely serviceable medium of communication'. Explain.

Answer- despite its drawbacks, an interview has its own advantages. Though, interview is an intrusion into the personal life of the interviewee, it is always a supremely serviceable medium of communication. Through the interviews only, we get vivid impressions of our contemporary celebrities. We get a glance of their way of working.

Q 5. Why do you think Christopher Silvester describes the viewpoints of other writers and authors when discussing the concept of an interview? Support your opinion with reference to any one writer cited.

(Hint- source of truth, supremely serviceable, medium of communication, interviewer has position of power, it is an intrusion, etc.)

Q 6. How would you evaluate Mukund Padmanabhan as an interviewer? Mention at least two qualities he displays in his interview, supported by textual evidence. (Hint: he knew how information is elicited, asks questions which reader wants to know, good order in questions, makes sure that interviewee don't get annoyed or offended, etc.)

Q 7. 'Interviews are necessary'. Justify the statement.

(Hint: source of truth and supremely serviceable medium of communication)

Q 8. Do you think Eco's non-fictional writing is a departure from regular style? Give reasons.

(Hint: his writing is not depersonalized and boring like his scholarly works.)

Q 9. What makes 'The Name of the Rose' a serious novel?

(Hint: it delves into metaphysics, theology and medieval history.)

**Long Answer Questions:**

Answer the following questions in about 120-150 words.

Q.1. Imagine that you are Christopher Silvester. You have been invited to a seminar series titled-'Ethics and Techniques of Interviewing'. The organizers would like you to speak about the challenges of conducting interviews, and skills interviewers must have in order to conduct good and ethical interviews. Based on your reading of *The Interview*, Part I and II, draft your speech. Include relevant details from the text in support of your answer.

Answer:

Ethics and Techniques of Interviewing- Common people think that an interview is the only and best source of truth. It, according to them, is an art. Celebrities find themselves as victims; they take interview as an unwarranted intrusion into their lives which somehow diminishes them. Interviews are also described as thumbprints on windpipe because the interviewee becomes exhausted by the questions of the interviewer. Despite its drawbacks, the interview has its own advantages. Though, interview is an intrusion into the personal life of the interviewee, it is always a supremely serviceable medium of communication. Through the interviews only, we get vivid impressions of our contemporary celebrities. We get a glance of their way of working for being a successful and well thought-out reporter, who always asks answerable and dexterous questions to his interviewees, one has to plan and prepare to conduct an interview of a celebrity. Never ask ugly or your embarrassing questions and make the celebrity whom you interview always feel comfortable with questions. Through the interviews, readers not only get the information about the celebrities but many other important aspects of interviewer's personality also come in their knowledge. Ask brief and quality questions to his interviewees scrupulously. Let the interviewees speak in their own manner and never try to interrupt or cross-question them.

In this way, interviewees will be free and frank with you. A prepared interviewer, in advance, arranges the information and personality traits of his interviewees and then with full preparations, starts his sessions. In all, I can say that all these traits make a disciplined and dedicated interviewer.

Q.2. Part I of 'The Interview' is an excerpt from the Penguin Book of Interviews. Do you think that the extract fails to present a balanced perspective about interviews? Substantiate your answer with relevant textual details. If this were the entire introduction, what would your expectation from the book be? (Hint: no. Mention the opinions of different celebrities that what they think about interviews. )

Q 3. Why did Umberto Eco start writing novels and when? What does eco say about the huge success of his novel 'The Name of the Rose' in spite of it being a difficult and very serious novel? (Hint: he wrote about forty non-fictions, became a novelist by accident, was not sure about one single reason for the huge success, timing of the novel, detective yarn of the novel and it delves into metaphysics, theology and medieval history)



## Chapter-8

### GOING PLACES

BY: A.R. Barton

**Gayatri Kumari Lakra**

**PGT (English)**

**K.V. Tatanagar**

#### ABOUT THE AUTHOR:

A.R. Barton is a modern English author. He lives in Zurich and has written a number of literary pieces about contemporary issues.

**THEME** : Adolescent fantasizing and hero-worship.

**Sub-Theme** : Relationship – family , friends

**MESSAGE** : ‘Adolescence is a unique period of a person’s life.’

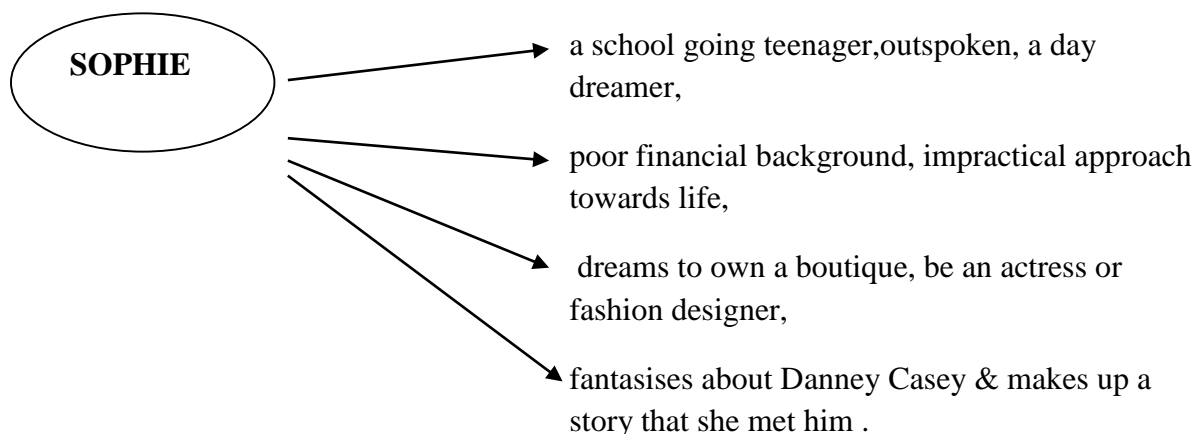
In this period teenagers cultivate both positive and negative personality traits.

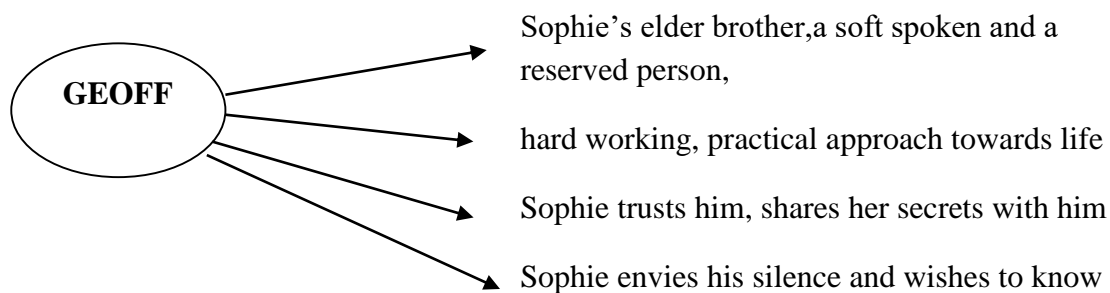
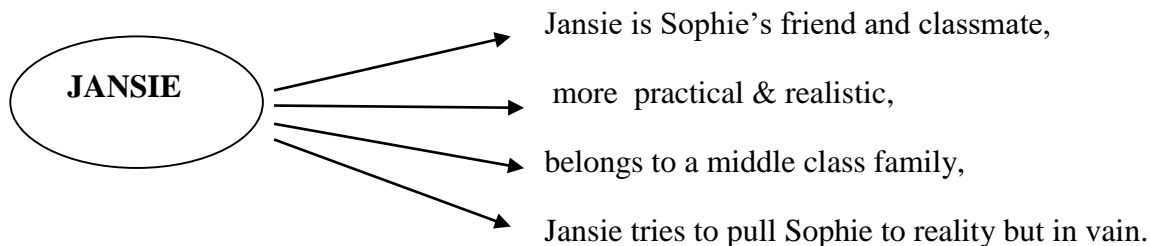
Negative personality traits like Day –dreaming or living in the world of fantasy always, hamper the progress of a person in life so it should be controlled in time with proper Guidance.

Positive personality traits like self-esteem, having ambition and confidence lead to success.

#### MIND MAP

##### Main Characters :





about

his thoughts, dreams and secrets.

### OTHER CHARACTERS:-

**DEREK** : Younger brother of Sophie

**PARENTS OF SOPHIE** : Sophie's father loves to watch football match. Actually, the

whole family was fond of watching football match.

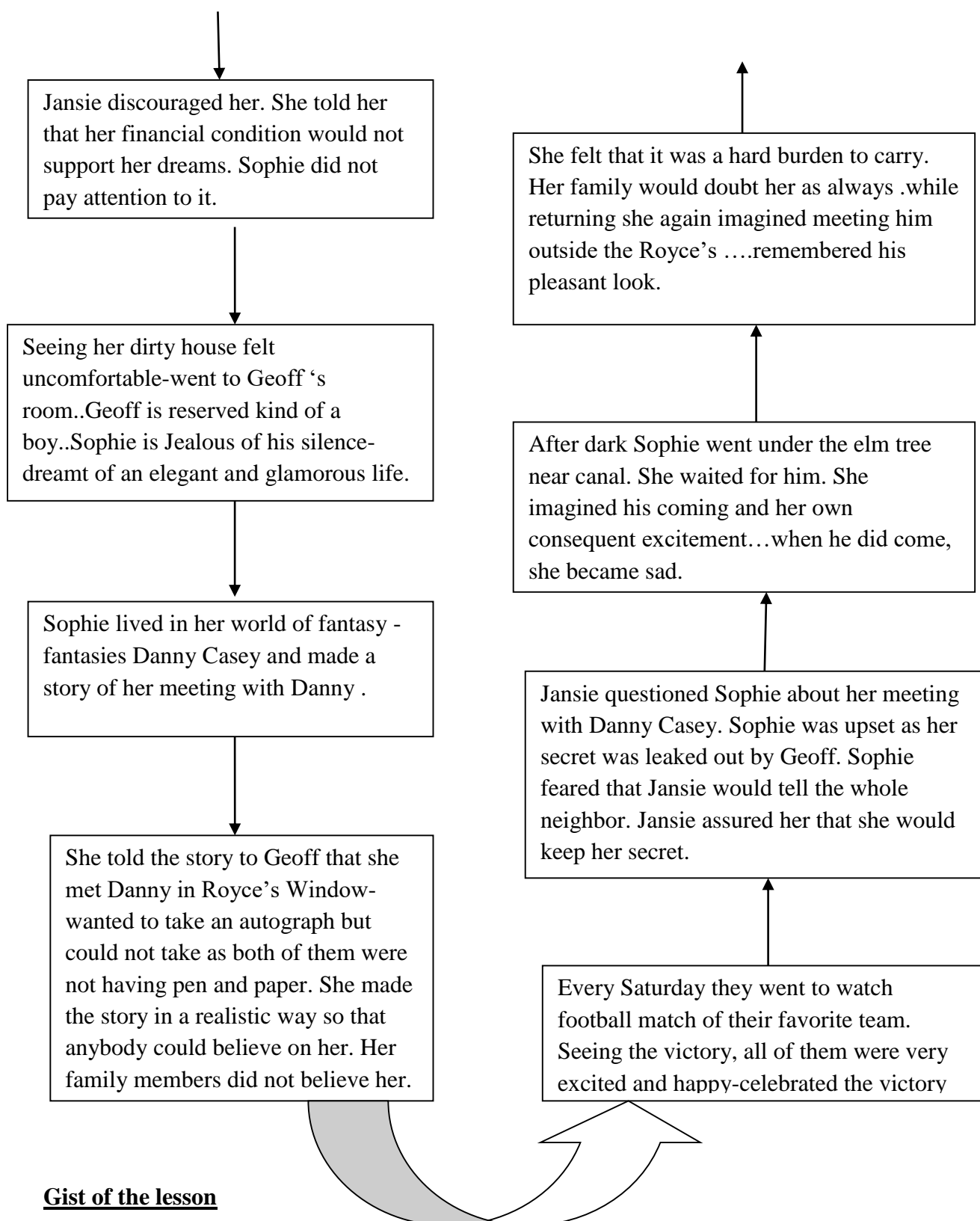
Nobody believes Sophie's story

**DANNY CASEY** : A young Irish Football player.

### FLOW CHART

Sophie told Janise about her wish to own a boutique, be a manager, a fashion designer, or an actress

At last, Her imagination transported her to the football match which she had watched last Saturday- imagined him striking goal...felt explosion of sound ...felt



The whole story revolves around the unrealistic dreams of Sophie about Danny Casey whom she has seen playing in football tournaments. The story explores the aspirations and anguish of shattered dreams of teenagers.

The protagonist, Sophie, a school going teenage girl belongs to a middle class family. She wants to open a boutique, be a manager or be a fashion designer like Mary Quant or an actress. Her friend Jansie tries to pull her down to the ground reality that both are earmarked for biscuit factory, by expressing the need for money to open a boutique and more over the place where Sophie wants to open a boutique. But Sophie pays no attention to Jansie and continues her day-dreaming.

Sophie lives in a small house with her parents, one elder brother, Geoff and one younger brother, Derek. She finds a sort of fascination for her elder brother Geoff, who speaks very less. She envies his silence and often wonders about his thoughts and areas of his life that she doesn't know about. Sophie fantasizes about Danney Casey, an Irish football player whom she had seen playing in football matches only. She makes up a story about how she met him in the streets, about his looks and what did they talk, She tells to Geoff in detail. Geoff who is more sensible than Sophie, does not really believe her, even if she wants to. It seems unlikely incident for Sophie to meet the prodigy in their street, but when Sophie describes the meeting in all her details, he begins to hope that it could be true. She tells him that Danney has promised to meet her again.

She knows that it was just her imagination but she was so engrossed in his love that she doesn't want to come out of this pleasurable illusion. She treats this illusion as reality and goes near the canal to meet Danny Casey. In the end she becomes so disappointed and returns back to her home with sadness in her heart. But when she comes across the Royce's boutique, she again finds herself lost in her dream featuring her acquaintance with her hero and believes he would definitely come to meet her.

### Extract Based Questions (Solved)

#### EXTRACT - 1

Takes money, Soaf, something like that.” “I'll find it,” Sophie said, staring far down the street. “Take you a long time to save that much.” “Well I'll be a manager then — yes, of course — to begin with. Till I've got enough. But anyway, I know just how it's all going to look.” “They wouldn't make you manager straight off, Soaf.” “I'll be like Mary Quant,” Sophie said. “I'll be a natural. They'll see it from the start. I'll have the most amazing shop this city's ever seen.” Jansie, knowing they were both earmarked for the biscuit factory, became melancholy. She wished Sophie wouldn't say these things.

1. Which of the following traits **DO NOT** match Sophie's personality ?
  - (i) Contented
  - (ii) Confident
  - (iii) Ambitious
  - (iv) Rational



washing piled up in the corner. Sophie felt a tightening in her throat. She went to look for her brother Geoff.

1. **Whose bow did Sophie watch and what did she feel?**
2. Select the option that completes the given sentence appropriately.

**The incongruity of the delicate bow and crooked back** refer to\_\_\_\_\_

- a. The inappropriateness of her idea of becoming fashion designer towards the harsh reality—her small cluttered house where the presence of her delicate dream seemed out of reach .
  - b. The bow, which was made up of delicate fabric , didn't look nice on her back.
  - c. The inappropriateness of the bow, an excellent piece of art which was marred by her crooked back
  - d. The indecent look of apron on her crooked back.
3. **What was the condition of the small room?**
  4. **Identify the textual indication that allows the reader to infer that Sophie felt anxious and uncomfortable.**
  5. **Which of the following titles best describes the central idea of the passage?**
    - a. Sophie's indifference
    - b. Sophie's reality and her emotion
    - c. Sophie's house
    - d. Sophie's family
  6. Pick the **ODD** one out from the following words.
    - a. Curved
    - b. Twisted
    - c. Crooked
    - d. piled

### **EXTRACT- II ANSWERS**

**Ans.1** Sophie watched the back bow of her own mother stooped over the sink and wondered at the incongruity of the delicate bow.

**Ans.2. a.** The inappropriateness of her idea of becoming fashion designer towards the harsh reality—her small cluttered house where the presence of her delicate dream seemed out of reach .

**Ans 3.** The small room was steamy from the stove and cluttered with the heavy breathing man in his vest at the table and the dirty washing piled up in the corner.

**Ans.4.** Sophie felt a tightened in her throat.

**Ans.5.b.** Sophie's reality and her emotion

**Ans.6. d.** Piled

### EXTRACT-III

He was kneeling on the floor in the next room tinkering with a part of his motorcycle over some newspaper spread on the carpet. He was three years out of school, an apprentice mechanic, travelling to his work each day to the far side of the city. He was almost grown up now, and she suspected areas of his life about which she knew nothing, about which he never spoke. He said little at all, ever, voluntarily. Words had to be prized out of him like stones out of the ground. And she was jealous of his silence. When he wasn't speaking it was as though he was away somewhere, out there in the world in those places she had never been.

1. Who are the two people being discussed in the extract?
2. What was Geoff doing in the next room?
  - a. Sitting on the floor.
  - b. Repairing his motorcycle.
  - c. Talking with Sophie.
  - d. Thinking of career.
3. Complete the given Sentence by selecting the most appropriate option :  
It was Geoff's silence that \_\_\_\_\_ Sophie.
 

a. Glorified	c. mystified
b. Surprised	d. Satisfied
4. Select the option that best describes Sophie and Geoff.
  - a. Sophie : silent; Geoff : outspoken
  - b. Sophie : Jealous; Geoff : hard working
  - c. Sophie : mature; Geoff : immature
  - d. Sophie : Simple; Geoff : complex
5. Select the option that explains the given sentence appropriately.  
**'Words had to be prized out of him like stones out of the ground.'**
  - a. Geoff is depressed due to his unsuccessful career.

- b. Geoff hardly gets prizes for his hard work
  - c. Geoff's suggestions were meaningless stones
  - d. It was difficult to get information out of him.
6. Choose the correct option with reference to the two statements given below.

**Statement 1** Sophie suspected areas of Geoff's life about which she knew nothing.

**Statement 2** Sophie was Jealous of his silence.

- a. Statement 1 is the cause, Statement 2 is the effect
- b. Statement 2 is the cause, Statement 1 is the effect
- c. Both the statements are the effects of a common cause
- d. Both the statements are the effects of independent causes

### EXTRACT- III ANSWERS

**Ans 1.** Geoff and Sophie

**Ans 2. b.** repairing his motorcycle

**Ans 3. c.** mystified

**Ans 4. b.** Sophie : Jealous; Geoff : hard working.

**Ans 5. d.** It was difficult to get information out of him

**Ans 6. d.** Both the statements are the effects of independent causes.

### EXTRACT-IV

On Saturday they made their weekly pilgrimage to watch United. Sophie and her father and little Derek went down near the goal — Geoff, as always, went with his mates higher up. United won two-nil and Casey drove in the second goal, a blend of innocence and Irish genius, going round the two big defenders on the edge of the penalty area, with her father screaming for him to pass, and beating the hesitant goalkeeper from a dozen yards. Sophie glowed with pride. Afterwards Geoff was ecstatic.

1. Why was their visit to United a 'pilgrimage'?
2. Pick the appropriate option that indicates Sophie's emotional state while watching Danny Casey playing.
  - a. Excited and filled with pride
  - b. Calm and Peaceful
  - c. annoyed and irritated
  - d. happy and contented
3. In which of the following options can the underlined word be replaced with 'ecstatic'?
  - a. This situation affected the education sector to a great extent.
  - b. It has disrupted many organizations in the country.



- c. Both our families approve and are extremely happy about the match.
  - d. I am very optimistic about our chances of success.
4. Why was her father screaming?
- a. Because he was angry
  - b. Because he was doubtful about Casey's move.
  - c. Because he was excited and overjoyed
  - d. Because he was guiding him.
5. Choose the correct word from the extract to complete the following analogy:  
lower : higher :: Confident : \_\_\_\_\_
6. Choose the correct option that is TRUE.
- a. Geoff was not fond of football match.
  - b. Sophie was a big fan of Danny Casey.
  - c. Derek was elder brother of Geoff.
  - d. Sophie, Geoff, Derek and their father sat together to watch the football match.

#### **EXTRACT- IV ANSWERS**

**Ans 1.** They went to see the football match of their favorite team –United without fail and with extreme devotion as one would go to a place of worship.

**Ans 2. a.** Excited and Filled with pride

**Ans 3.c.** Both our families approve and are extremely happy about the match.

**Ans 4. C.** Because he was excited and overjoyed.

**Ans.5.** Hesitant

**Ans 6.** Sophie was a big fan of Danny Casey.

#### **EXTRACT-V**

After dark she walked by the canal, along a sheltered path lighted only by the glare of the lamps from the wharf across the water, and the unceasing drone of the city was muffled and distant. It was a place she had often played in when she was a child. There was a wooden bench beneath a solitary elm where lovers sometimes came. She sat down to wait. It was the perfect place, she had always thought so, for a meeting of this kind. For those who wished not to be observed. She knew he would approve. For some while, waiting, she imagined his coming. She watched along the canal, seeing him come out of the shadows, imagining her

own consequent excitement. Not until sometime had elapsed did she begin balancing against this the idea of his not coming.

1. Which place did Sophie choose for her meeting with Danny Casey?
  - a. A restaurant
  - b. A garden
  - c. Under an elm tree near the canal
  - d. A stadium
2. Pick evidence from the extract that hints that it was not the Protagonist's very first visit to that place.
3. What kind of a girl was Sophie?
  - a. Practical
  - b. Day Dreamer
  - c. Caring
  - d. Extravagant
4. What happened when he did not come for the meeting?
  - a. She started cursing Danny Casey.
  - b. Reality started dawning on her and she realized that he would not come.
  - c. She visualized his presence.
  - d. She started crying.
5. Select the suitable option as meaning of the given phrase 'unceasing drone'
  - a. Unstoppable journey
  - b. Confusion of city dwellers
  - c. Continuous sound
  - d. Traffic of city
6. State TRUE or FALSE  
Sophie met Danny Casey and took an autograph for Derek.

**(EXTRACT- V) ANSWERS**

**Ans 1 .c.** Under an elm tree near the canal

**Ans 2** It was a place she had often played in when she was a child.

**Ans 3. b.** Day dreamer

**Ans 4.** Reality started dawning on her and she realized that he would not come

**Ans 5.c.** Continuous sound

**Ans 6 FALSE**

### SHORT ANSWER TYPE QUESTIONS

**Q 1. Jansie was a true friend of Sophie. Comment.**

**Ans.** Jansie was a realistic and practical girl. She knew very well about her socio-economic background and accepted it. Being a true friend of Sophie, she often reminded her of the reality of their lives. She knew that Sophie lived in the world of her fantasy. But she always used to discourage her from living in that world because she knew that it would be disheartening for Sophie.

**Q2. How does Sophie include her brother Geoff in the fantasy of her future?**

**Ans.** Geoff was silent and patient listener so Sophie trusted him and he was the first one with whom she shared the fantasy of her future. She longed to know more about Geoff and wished that someday he might take her with him. She imagined herself riding behind Geoff one day. Geoff in his black leather and she in her elegant yellow dress would be welcomed by the people in that world with an applause.

**Q3. Is the title of the story ‘Going Places’ Justified?**

**Ans.** In literary terms, going places refers to achieving success. The title ‘Going Places’ is the most appropriate title as it very clearly describes the protagonist Sophie. She is deeply enthusiastic about her successful life and fantasizes all good and successful things for her. In her imagination, she fantasizes her to be an actor or a manager and then finally a boutique owner. She also fantasizes her meeting with a celebrity Danny Casey as her close friend and going for a date with him.

**Q4. What was the thought that prompted Sophie to hide her secrets from Jansie?**

**Ans.** Jansie and Sophie were best friends, even though Sophie did not want to share her story about Danny with Jansie because she felt that she would tell about the same to all people in her locality and she did not want her secret to be spread in the whole neighborhood.

**Q5 What were the indicators given in the chapter that reveal Sophie’s socio-economic background?**

**Ans.** Sophie belonged to a middle-class family. Her father had to work really hard to bring up the family members and could not afford a decent house for them. Her brother Geoff also

worked as a mechanic immediately after leaving school to support his family. Even Sophie was earmarked to work in a biscuit factory after completing school.

**Q 6 "There was the sound of applause as the world rose to greet them." Elucidate.**

**Ans .** Sophie always dreamt of a life of sophistication and elegance. Geoff used to speak very less and Sophie believed that he had his own world in which he was moving and which was far away. She wanted to be the part of that world. She imagined being introduced to that glorious world by her brother as she believed her to be most suited for that. She believed that one day she would accompany Geoff to the world which was waiting for her. Geoff in his black leather and she in her elegant yellow dress would be welcomed by the people in that world with an applause.

**Q7. How are Jansie and Sophie different from each other?**

**Ans.** Although Jansie and Sophie are classmates and friends, their approach to life is completely different from each other. While Jansie is practical and grounded to reality, Sophie lives in her own wonderland, which she 'invents' in her imagination.

**Q 8. "She waited, measuring in this way the changes taking place in her. Resignation was no sudden thing." Explain.**

**Ans.** Sophie sat on the wooden bench beneath a solitary elm tree to wait for her hero. She imagined his coming and her own consequent excitement. But after some time when she realized that there was no sign of Danny Casey, she became sad, still she waited, wishing Danny would come. Eventually, when he didn't come, she became sadder that people would doubt her as always. As many negative thoughts were coming to her mind she felt that many changes were taking place inside her. She felt hopeless and decided to return home.

## **LONG ANSWER TYPE QUESTIONS**

**Q1.**

**Like Sophie, there are many teenagers who are obsessed with day dreaming .They consume their precious time and energy in day dreaming. But it is not always negative, it has some positive aspects too.**

**As head boy/head girl of your school, you have to address the students in the morning assembly telling them about the Advantages and Disadvantages of Day-Dreaming.**

**Ans. Good morning to Everyone.**

Respected Principal Sir, honourable teachers and dear friends, I am Parag Tyagi of Class XII-A. Today I want to share my views on the topic Day Dreaming.

Day dreaming is a behavioural disorder. Day dreamers are actually not in touch with the reality. They are absorbed in their own world. Day dreamer child may lose social contact with his surroundings.

First we should try to understand how it begins. In some cases the child might not want to accept an unpleasant situation that he or she is faced with. This could be a constant stressful situation at home or school. The child then finds it easier and certainly more fun to mentally disappear into another more pleasant world of his own creation. A world of fantasy in which he can have whatever he likes, even things that he cannot have in reality.

Day dreaming can be very distracting. Child may have difficulty completing the task at hand, because he tends to get distracted by day dreams. This affects his day to day working, and child slowly gets more and more absent-minded. After a point, he may start losing physical and social contact with his surroundings and become increasingly withdrawn.

Now that we've spoken about the dangers of excessive daydreaming, it's time to look for the silver lining in the dark cloud. Yes, daydreaming has its advantages too. While daydreaming is not a desirable habit, it does have a few redeeming points. Day dreaming fosters a child's imagination, and enhances creativity. Did you know that most of the famous people have been day dreamers? So if the extent of day dreaming is controlled, everything is fine.

**Thank You**

**Q2 .A mother plays a significant role in a family. A Mother holds an important place in a family. But in the chapter ‘Going Places’ Sophie’s mother has been portrayed only at one place –busy in doing domestic chores and there is no dialogue of her mother. The mother expresses her thought in a diary.**

**Imagine yourself as Sophie’s mother who is worried about her daughter and wants to guide her .Write this diary entry. Support your response with reference to the story.**

**You** may begin this way.

Being a mother I have been working tirelessly ,but the members of my family take me for granted. Every Saturday my husband, my children- Derek Geoff and Sophie go to watch football match leaving me behind at home to do domestic chore. They never asked about my wish. I also want to go with them to enjoy football match of team united ,But I am not worried about this. Actually , I am worried about my daughter sophie .I have been observing her. Her behaviors has changed . She is boastful in nature now. She does not accept our reality.....

I ought to be firm in my stance. Rather than surrendering meekly,

**Q3. “Sophie is basically a dreamer who finds an escape route in her fantasies. She dreams of buying a boutique one day and Jansie is practical and realistic.”**

**The story ‘Going Places’ draws a beautiful contrast between fact and fiction. Discuss.**

**Ans.** Barton’s story ‘Going Places’ takes us into the world of fantasy which offers an escape from reality. Sophie’s character is a vivid portrayal and beautifully brings out the contrast between fact and fiction. In reality, this young girl belongs to a lower middle-class family that is struggling for survival. In her dreams and fantasy, she becomes a part of a ‘glamorous world’.

Sophie is basically a dreamer who finds an escape route in her fantasies. She dreams of buying a boutique one day and shares the thought with her friend Jansie. Jansie is practical and realistic. She tries to make her see reality but Sophie refuses to accept it and thinks that it would be easy for her to earn a lot of money. She dreams of becoming a manager or an actress or a fashion designer. In her dreams and fantasy world, Sophie dates Danny Casey, an upcoming Irish football player. She tells her family about her imaginary meeting with Danny making it seem so realistic and true. So much so, she even makes them believe that she would be meeting him again.

In her dream world, she forgets her humble background, her small house; Sophie ‘goes places’ only in her dreams that are far removed from reality. She is a symbol for all adolescents who undertake a journey to the world of dreams.

**Q4. Sophie was one of those middle class girls who lived in the world of fantasy. Their dreams are unrealistic and often end in disappointment. Find instances from ‘Going Places to prove the statement. What suggestion would you like to give to the children to be more realistic and practical in their approach?**

**Ans. Hints:-**Sophie was a middle class girl who always thought of leading a sophisticated and elegant life? In the chapter she never thinks practically.

- Sophie’s dream and ambition are unrealistic.
- She was earmarked for a biscuit factory after completing school.
- They didn’t have a decent house.
- As Sophie was an impractical girl, it was difficult to understand the reality of life.
- one can achieve his or her goal through practical approach towards life and struggle
- confidence, and strong determination
- Only dreaming is not enough.

**POETRY SECTION**

## My Mother at Sixty-six

**Poet:** Kamala Das (Madavikutty)-Confessional poet-Writes on human relations effectively

**Confessional Poem:** Poet reveals her feelings and inner thoughts

**Characters:** Poet (Kamala Das) and her Mother

**Context:**

While going to airport from her home, the poet observes that her mother has grown really old. She reveals her fear of losing her mother but hides it and puts on a brave face while bidding her goodbye at the airport.

**Mind-map:**

Kamala Das (poet) travels from home to airport with mother
Looks at mother-Realizes she is ageing- Sad
<i>Comparison 1</i> –mother to corpse
Looks outside to divert attention- Eyes fall on two things (1) Young trees (2) Children playing – Purpose – <i>Contrast</i> to mother
Airport-Looks at mother again <i>Comparison 2</i> – to late winter’s moon which is about to disappear
Old Fear reappears- Fear of losing her
Doesn’t reveal her feeling to mother-smile and says “see you soon” - hope

**Summary:**

The poet and her mother traveled from her home to airport in a car. On the way, the poet observed that her mother had grown really old over the years. To her side, mother slept with open mouth and she looked like a dead body. The sight really made the poet sad and afraid.

To divert attention from her mother, the poet looked outside the window. There she saw young trees and small energetic children playing. This sight made her think of her mother who was in exact opposite physical condition and made her sadder.

At the airport, she looked at her mother again. She compared her mother to the late winter’s moon which had lost its shine and youth.

The sight of her ageing mother brought the old familiar fear of losing her. But she didn’t say anything that would transfer the sadness to her mother. She just smiled pretentiously and said good bye.



**Figures of Speech/Poetic Devices:****Imagery:** Trees Sprinting**Personification:** Trees Sprinting**Metaphor:** Children Spilling**Contrast:** Mother contrasted with (1) young trees (2) merry children**Simile:**

1. her face ashen like that of a corpse,
2. her, wan pale as a late winter's moon

**Repetition:**

smile and smile and smile

**Questions and Answers Solved:****Read the extract and answer the following questions: (6 Marks)**

1. , ... doze, open mouthed, her face ashen like that of a corpse and realized with pain that she was as old as she looked but soon put that thought away, and looked out at Young Trees sprinting, the merry children spilling out of their homes, but after the airport's security check, standing a few yards away, I looked again at her, wan, pale as a late winter's moon and felt that old... ,

a. What is the figure of speech in the first line?

Simile

b. Why did the poet look outside?

To divert her attention

c. What did she see outside the car?

Young trees sprinting and merry children playing

d. What's the purpose of mentioning trees and children as energetic and merry respectively?

To contrast them to her mother's physical condition.

e. The poet looked at her mother after the security check, pick the apt emotion of the poet at that time.

- i. Confidence      ii. Confusion      iii. Fear      iv. Doubt

Doubt

f. Pick the word from the given text that means "running very fast".

Sprinting

### Short Question and Answers (2 Marks):

1. What is the pain that the poet feels?

The poet feels the pain of separation from her mother. But at a deeper level she is worried whether she would meet her ageing mother alive again. Since she (mother) is old, she might die while the poet is away.

2. What is the poet's 'old familiar ache' and why did it return?

The poet's familiar ache must be about losing her mother. Ever since childhood whenever she bids goodbye to her mother, she must have been facing it. Now seeing her mother really old and weak, the fear must have returned.

3. How did the poet try to divert her attention from her mother? Did that help her?

The poet looked outside the window of the car to divert attention for a while. There she saw young trees sprinting and small energetic children playing. This should have made her even sadder since it is in contrast to her mother's situation.

4. Why did the poet put a smiling face at the time of bidding goodbye to her mother?

The poet put a smiling face at the time of bidding goodbye so that her mother wouldn't be worried and sad the same way she was. She didn't want her mother to know that she (poet) was sad and afraid when she was leaving. She wanted to keep the hope that they would meet again soon.

### Essay Type Questions (5 Marks):

1. Trace the chain of thought that occurred in the mind of the poet as she travelled from her home to the airport and analyze why *My Mother at Sixty-six* is a confessional poem.

*My Mother at Sixty-six* by Kamala Das is a confessional poem in which the poet reveals her inner feelings which include her insecurities, fear and doubt. While travelling from her home to the airport she looks at her mother and suddenly realizes that her mother has grown old.

She compares her mother to a dead body and later late winter's moon which is about to disappear. All these show that the poet thinks that her mother is approaching death. To divert her attention to something else, she looks outside the car, her eyes fall on young trees sprinting and happy children playing which contrasts her old mother who lacks youth or energy.

At the airport, she looks at her ageing mother again. She feels the old familiar pain of losing her mother. But she doesn't openly say anything sad, she just smiles and says goodbye. In this poem, we can see that the poet is revealing her inner thoughts and fear regarding separation from her mother, so this is a typical confessional poem.

2. The poem *My Mother at Sixty-six* is a technical masterpiece. Elucidate.

The poem *My Mother at Sixty-six* is a technical masterpiece. It is written in free verse without any stops to show the continuous outflow of inner feelings of the poet. Since this is a confessional poem, the fear and doubt of the poet are described in the poem. The chaos of feelings and thoughts running in the mind of the poet is reflected in the structure of the poem as well.

The poem is rich in imagery. The trees are pictured as running. Kamala Das uses simile at two occasions. The face of the poet's old mother is described as 'ashen'. This ashen face is 'like that of a corpse'. The poet uses another simile. The "wan, pale" face of the mother is compared to 'a late winter's moon'. Comparison and contrast are also used, the old mother is contrasted with the young trees "sprinting" and merry children "spilling" out of their homes.

The poem ends with usage of the word 'smile' three times. This repetition is to technically support the idea that the poet is faking a smile. In a very few lines, the poet has succeeded in describing her inner feelings effectively, this is because of the expert use of technical devices.

### Questions and Answers Unsolved:

#### Read the extract and answer the following questions: (6 Marks)

Driving from my parent's home to Cochin last Friday morning,

I saw my mother, beside me,

doze, open mouthed, her face ashen like that

of a corpse and realized with pain

that she was as old as she looked but soon

put that thought away, and looked out at Young

Trees sprinting, the merry children spilling  
 out of their homes, but after the airport's  
 security check, standing a few yards

- a. Infer from the first line, the mode of transport of the poet.
- b. Which word in the above text means “a short, light sleep”?
- c. What did the poet realize after looking at the mother?
- d. What is the purpose of mentioning children as ‘spilling’?
- e. Why did the poet look outside the car?
- f. What is the poetic device used in the expression ‘trees sprinting’?

**Short Question and Answers (2 Marks):**

1. What is the poetic purpose of repeating the word ‘smile’ in the last line of the poem?

Smile = fake.

2. What is the purpose of contrasting mother to children and trees?

To amplify the effect - poetic device – to show the old age of mother

3. Describe the mother’s physical appearance as the poet observes in the car.

Old-open mouth-face ashen

4. What is the relevance of comparing mother to late winter’s moon?

Mature-about to disappear-loss

5. Why did the poet say, “see you soon Amma”?

Hope-hiding true feelings.

**Essay Type Questions (5 Marks):**

1. What poetic devices have been used by Kamala Das in ‘My Mother at Sixty-six’? Explain.

Imagery, Personification, Metaphor, Contrast, Simile, Repetition

2. “... all I did was smile and smile and smile...”. Mention the poem and the poet. Trace the thought process that led the poet to smile at the end.

Poem-Poet travels from home to airport with mother-looks at mother-realizes she is ageing- comparing mother to corpse - looks outside to divert attention- eyes fall on young

trees and children playing –contrast to mother –at airport- looks at mother again –  
comparison - late winter's moon which is about to disappear - old fear of losing her,  
reappears - doesn't reveal her feeling to mother-smile and says "see you soon" – hope.

## KEEPING QUIET

- PABLO NERUDA

(Prepared by – Kuldip Tiwari, PGT (English), KV Latehar)

**ABOUT THE POET:** Pablo Neruda (12 July, 1904 - 23 September, 1973) was born in Parral, Chile. His full name was Ricardo Eliecer Neftali Reyes Basalto. He was not only a poet but also a **linguist, diplomat**, and of course, a **prolific writer**. Apart from this, he was a great human being who wrote for peace.

Neruda wrote in a variety of styles, including **surrealist poems, historical epics, political manifestos**, a prose **autobiography**, and passionate poems such as the ones in his collection **Twenty Love Poems and a Song of Despair (1924)**.

**AWARDS:** International Peace Prize (1950), Stalin Peace Prize (1953), **Nobel Prize in Literature (1971)**.

**THEME OF THE POEM:** Keeping Quiet is a magnificent anti-war poem based on the theme of universal peace and tranquillity. It is a deceptively simple poem about the exigency of self-analysis and quiet introspection in building up a new world based on mutual understanding among human beings. The poem is a plea for peace from one who has seen the dire consequences of wars and violence.

**MESSAGE:** The message of the poem is fraternity, brotherhood, peace and love.

Throughout the poem, the poet tells us to keep quiet. This will help us to understand how we are destroying our environment by deforestation, pollution and deadly wars. Not just environment, we are killing animals, hurting ourselves and killing each other for selfish reasons. As silence is understood universally, there will be no language barriers and thus we all are one. There will be no hatred or greed in the world and thus it will be a better place to live in.

**Form of the Poem:** The poem is written in **free verse** as there is no rhyme scheme and or consistent metrical pattern

**Justification of Title:** The title is quite logical. It suggests the necessity of quiet introspection. The people of the world are overactive and always on the move. Their activities have caused a lot of troubles and sufferings. Keeping quiet will do them a lot of good. It will save them from many harmful and violent activities. It will help them in reflecting over the fate of man and help in creating a feeling of mutual understanding among human beings.

**Figures of Speech:**

- **Alliteration:** sudden strangeness; hurt hands; clean clothes.
- **Paradox:** victory with no survivors.
- **Symbolism:** ‘clean clothes’ symbolises new beginning, perspective or outlook; a new form of resurrection.
- **Metaphor:** Fisherman, whale ( ‘fisherman’ refers to the oppressor and ‘whale’ refers to the oppressed)
- **Pun:** Arms – refers to arms (part of body) and also to the weapons
- **Refrain:** Now I’ll count up to twelve and you keep quiet and I will go.
- **Repetition:** 1. without rush, without engines. 2. wars with gas, wars with fire

- **Transferred epithet:** Fisherman in the **cold sea** (It is the fishermen who are so cold that they do not feel any emotions while harming the whale).
- **Personification:** Perhaps the **Earth can teach us** (the human quality of teaching is given to the Earth).

### Explanation of important expressions:

- “**Let’s not speak in any language**” means let’s attempt to eliminate all differences by creating equality based on silence.
- “**Exotic moment**” means unprecedented moment of silence, introspection, togetherness and brotherhood.
- “**Green wars, wars with gas, wars with fire**” means wars against the environment, atomic, nuclear wars and other forms of warfare.

### EXTRACT- BASED QUESTIONS

#### A) Read the following extract and answer the questions based on it:

For once on the face of the Earth

let’s not speak in any language,

let’s stop for one second,

and not move our arms so much.

It would be an exotic moment

without rush, without engines,

we would all be together

in a sudden strangeness.

i) The poet uses the word “let’s” to \_\_\_\_\_

- a) initiate a conversation between the poet and the readers.
- b) invite readers as part of the poem’s larger call to humanity.
- c) welcome readers into the world of the poem and its subject.
- d) address readers as fellow members of the human race.

ii) Margaret Atwood said, “Language divides us into fragments, I wanted to be whole.”

Choose the option that correctly comments on the relationship between Margret Atwood’s words and the line from the above extract—“let’s not speak in any language”.

- a) Atwood endorses Neruda’s call not to speak in any language.

- b) Atwood justifies Neruda's request not to engage in any speaking.
- c) Atwood undermines Neruda's intent to stop and not speak in any language.
- d) Atwood surrenders to Neruda's desire for silence and not speak in any language.
- iii) Why do you think the poet employs words like "exotic" and "Strangeness"?
- a) To highlight the importance of everyone being together suddenly for once.
- b) To emphasize the frenetic activity and chaos that usually envelopes human life.
- c) To indicate the unfamiliarity of a sudden moment without rush or without engine.
- d) To direct us towards keeping quiet and how we would all be together in that silence.
- iv) Choose the option that correctly matches the idioms given in column A with their meanings in Column B.

Column A	Column B
1. On the face of the earth	i) in existence
2. What on earth	ii) to do all possible to accomplish something
3. Move heaven and earth	iii) To express surprise or shock
4. The salt of the earth	iv) To be good and worthy

- a) 1—(i); 2—(iv); 3—(iii); 4—(ii)
- b) 1—(i); 2—(iii), 3—(ii); 4—(iv)
- c) 1—(ii); 2—(i); 3—(iv); 4—(iii)
- d) 1—(iv); 2—(ii); 3—(iii); 4—(i)
- v) Choose the option that displays the same poetic device as used in the first line of the extract:
- a) lightning danced across the sky
- b) greedy good doers
- c) children spilling out of their homes
- d) fight like cats and dogs
- vi) Complete the statement with reference to the extract:
- The poet suggests we will all be together when \_\_\_\_\_.

### Answers (A)

- i)—(b); (ii)—(a); (iii)—(b); (iv)—(b); (v)—(a)
- (vi) - we stop all movements/activities



-we keep still

-we all become silent

- we don't move arms (any one)

(B) If we were not so single-minded

about keeping our lives moving,

and for once could do nothing,

perhaps a huge silence

might interrupt this sadness

of never understanding ourselves

and of threatening ourselves with death

i) What do you think is the mood of the poet in the above extract?

a) gloomy, cynical

b) reflective, inspired

c) introspective, aware

d) critical, demotivated

ii) Pick the option that DOES NOT complete the given sentence suitably, as per the extract.

Threatening ourselves with death \_\_\_\_\_.

a) feeds on the fear of death.

b) challenges finiteness of life.

c) keeps us rushing through life.

d) makes us restless and impatient.

iii) What might the "huge silence" signify?

a) melancholy

b) understanding

c) discomfort

d) flexibility

iv) Fill in the blanks:

Huge : Tiny :: Sadness : \_\_\_\_\_

v) Fill in the blanks:

Victory with no survivors : Paradox :: So single-minded : \_\_\_\_\_.

vi) Fill in the blanks:

Life : Lives :: Proof : \_\_\_\_\_

### Answers (B)

**i) —(c); ii) —(b); iii) —(b); (iv) —Happiness; v) Alliteration; vi) Proofs**

(C) Those who prepare green wars

wars with gas, wars with fire,

victory with no survivors,

would put on clean clothes

and walk about with their brother

in the shade, doing nothing.

i) What are the kinds of wars mentioned here?

ii) What are 'green wars'?

iii) Explain 'victory with no survivors'.

iv) What could be the ideal situation?

v) State the poetic device used in 'victory with no survivors'.

vi) Name the figure of speech used in the second line.

### Answers (C)

**i) Green wars, wars with gas, wars with fire**

**ii) Wars against nature by causing environmental degradation.**

**iii) Another war will destroy all life. There will be no survivors to enjoy the victory.**

**iv) Happy people walking hand in hand, under shady trees doing nothing would be the ideal situation.**

**v) Paradox/Irony**

**vi) Repetition**

D) What I want should not be confused

with total inactivity

Life is what it is about

I want no truck with death

If we were not so single-minded

about keeping our lives moving

and for once could do nothing,

i) What does the poet mean by inactivity?

ii) How is inactivity different from death?

iii) What does the poet mean by 'to have no truck with death'?

iv) What are we single-minded about?

#### **Answers (D)**

**i) The poet suggests a calm, peaceful moment of introspection. It should be totally carefree.**

**ii) The poet describes inactivity as a moment of peace and introspection whereas death is the end of the life.**

**iii) The poet wants a safe existence which is possible only if the man understands the basic truth of peaceful coexistence of man with nature.**

**iv) We are single-minded as we think only about keeping ourselves moving and achieving programmes that are meaningless.**

#### **SHORT ANSWER TYPE QUESTIONS**

1) What is the central idea of the poem?

Ans. The central idea of the poem 'Keeping Quiet' is introspection and retrospection to analyse and understand oneself well. This forms the central idea of the poem because soul-searching will lead to the establishment of peace and mutual understanding among people of different race and hence unity and brotherhood would be promoted.

2) How can we promote a mutual understanding, unity and brotherhood amongst ourselves?

Ans. We can promote a mutual understanding, unity and brotherhood amongst ourselves only by trying to develop a good ambience where everybody will be equal without any discrimination. The poet gives us a solution to speak in only one language and that language will be the language of silence. Through this the people will try to develop an understanding for each other.

3) Does the poet advocate 'total inactivity' and 'death' by urging to be quiet?

Ans. No, the poet is not advocating complete inactivity and death by urging to be quiet. He is simply asking everybody to find time for themselves as people are so busy with their work that they forget themselves. Keeping quiet for some time will reinvigorate them and a new and fresh beginning with renewed energy could be made.

4) What symbol from nature does the poet invoke to say that there can be life under apparent stillness?

Ans. The poet takes the example of winter season. In this season it appears that everything has come to an end as everywhere there is stillness and calmness prevailing but after this season comes the Spring and all the things are again filled with new energy and life. The momentary silence might appear deadly but it rejuvenates and replenishes the dead matters so that a new start could be made afresh.

5) What is the 'sadness that the poet refers to in the poem?

Ans. The 'sadness' in the poem refers to the grief of not understanding ourselves. Throughout our life we make efforts to analyse, judge and understand others but we fail to realise what we are and what we can do. Due to this lack of understanding we are leading a purposeless life which is heading towards a void.

6) What according to Pablo Neruda in the poem 'Keeping Quiet' is the lesson that we should learn from mother Earth?

Ans. **Value Points:**

- Life under apparent stillness,
- to preserve life
- hibernation
- rejuvenation / regeneration (any one)

### LONG ANSWER QUESTIONS

**Q.1. The world has become a global village and people across boundaries, nationalities and communities are now connected to one another.**

**With the advancement of technology and the advent of social media do you think that the act of 'Keeping Quiet' as envisaged by Neruda, has become easier or more complicated? Justify your stance.**

Ans. With the advancement in technology and global interconnectedness brought about by social media, the task of keeping quiet as envisaged by Neruda has become more complicated rather than easier. Here's a justification for the stance:

(i) **Constant Stimulation:** Technology and social media provide a constant influx of information, notification and distractions. The ease of access to news, updates, and virtual

interactions keeps individuals engaged and connected at all times. This constant stimulation makes it challenging to find moments of stillness and silence.

(ii) **Fear of missing out:** Social media foster a fear of missing out mentality, where individuals feel compelled to be continuously connected, informed and engaged. This fear drives the desire for constant activity and engagement, leaving little room for quiet contemplation.

(iii) **Shortened attention span:** The digital world has led to shorter attention span and a preference for quick and bite size content. This can make it difficult to invest time and focus required for deep introspection and silence.

(iv) **Comparison and validation:** Social media often promotes a culture of comparison and seeking validation through likes, comments and shares.

This constant need for internal validation can hinder the ability to find disconnect and find solace in silence.

However, it is important to note that technology and social media can be used as tool to promote mindfulness, self-reflections and meaningful connections. It ultimately depends on how individuals choose to utilize these platforms and their conscious efforts to make boundaries , prioritize stillness and disconnect when we need.

**(2) The last two years tend to be planning about life after school. This can be motivating, overwhelming or encouraging for some and stressful for others.**

**Write a diary entry recording your thoughts with reference to Neruda’s ‘Keeping Quiet’.**

Ans.

22 June, 2023

4.00 pm

Dear Diary,

Today, I find myself contemplating Neruda’s ideas in ‘Keeping Quiet’ and how they can serve as guide in this crucial time in planning of life after school. The last two years can indeed be a mix of emotions, ranging from motivation and encouragement to overwhelming stress.

Neruda’s perspective offers a fresh approach that encourages me to think differently about my decisions. His idea of unity and interconnectedness resonates with me as I navigate through this transitional period. Instead of getting caught up in the individualistic pursuit of personal success, I am reminded to consider the impact of decisions on others. By seeking and cooperation I can build connections, collaborate and contribute to a supportive community in my future endeavours.

Neruda’s call to break the cycle of violence holds relevance as well. While planning for future, it’s easy to get caught up in competitions, comparisons and pressures to conform. However, now I realise that I have the power to challenge these norms. By embracing

stillness and introspection I can make decisions that can align with my values and bring positive change in my life and other's.

This new-found perspective encourages me to think differently about my decisions. Rather than succumbing to societal expectations or succumb to stress I am inspired to take moment to reflect and listen to my inner voice. I can prioritise my own well-being, dreams and passions while considering the broader impact I want have in the world.

In the light of Neruda's ideas, I feel empowered to approach this planning phase with sense of purpose and authenticity. I can find a balance between realistic goals and embracing the unknown possibilities that lie ahead. By keeping his words in mind, i believe I can make informed decisions that reflect my true self and contribute to a more harmonious and compassionate future.

Good Night!

XYZ

### 3) Discuss the significance of number twelve in the poem 'Keeping Quiet'.

**Ans.** In this poem the number 'twelve' may signify 12 hours of a clock. It may also mean a.m. (ante meridiem) or p.m. (post meridiem). Furthermore, it mean twelve letters in 'Keeping Quiet'.

Apart from the above time (60 seconds, 60 minutes and 24 hours) can all be perfectly divided by 12. In scriptures, we find 12 associated with rules. The sun which rules the day and the moon and the stars which govern the night move through 12 signs of the zodiac. The zodiac resides in the great circle of the heavens, which is itself  $360^\circ$  ( $= 30 \times 12$ ).

The heavenly city Revelations has 12 gates with names of 12 tribes on them. 12 angels stand on the gates; the walls have 12 foundations garnished with 12 precious stones and in them the names of the 12 apostles. The city is 12000 furlongs square, and the 12 gates are 12 pearls. The number 12 is used here symbolically of God's perfect government.

The importance of 12 in Judaism and Christianity can be found in the Bible. The twelfth chapter of the Bible starts with God calling Abram to come out of the land he was living in and go where the God would tell him. This is the beginning of the God's plan to call out a nation that would be ruled by a God and be a testimony to all the nations of the Earth of the one true God. Here, we can see the link between perfect government and number twelve. There are 12 days of Christmas. Most calendar systems have twelve months in a year. At 12, the hands of a clock are one. It is this oneness that the poem calls for. Count the letters in the title, 'Keeping Quiet'. There are 12 letters in the title.

## A THING OF BEAUTY

John Keats

**About the poet:** John Keats (1795-1821) was an English poet of the second generation of the romantic poets and his poetry is characterized by sensual imagery in his popular works.

**THEME:** Nature is an endless treasure of beauty and perpetual source of joy.

### **Main Points:**

1. Poem is based on a Greek legend. The poem is an excerpt from 'Endymion'.
2. A young shepherd named Endymion had a vision of the moon goddess, Cynthia. He made a commitment to go after her and seek her. In his quest he wanders into the woods and under the sea.
3. According to the poet a beautiful thing is a constant source of joy. Its loveliness only increases.
4. It gives sweet dreams and peaceful sleep, fine breathing and good health. Hence a boon to all.
5. But we, human beings are surrounded by jealousy and disappointment
6. The ignoble qualities make our life gloomy and miserable resulting in suffering and pain.
7. A thing of beauty removes the gloom from our spirits
8. The sight of nature such as - clear streams of water, daffodils, musk rose and forest thickets make our lives sweet, soothing and happy.
9. This beauty is also experienced in grandeur of the dooms that we have imagined for our powerful dead forefathers. Dooms refers to the ruin of the great deeds of the legendary heroes.
10. Lovelier than the lovely tales, the incessant beauty of nature is pouring unto us like an immortal drink through an endless fountain from the heaven; that is ,nature's beauty acts as miraculous impact for humanity.

### **Major Features:**

Rhyme Scheme: aa bb cc

Alliteration: noble nature, some shape, cooling covert.

Metaphor: Heaven's brink

Images and symbols: All the senses are involved..... bower, flowery band, the sun, the moon, trees old and young, green world, musk-rose etc.

Constant source of joy

A thing of beauty

Removes negative emotion

Eternal ( Never passes into nothingness)

- 1.anger
- 2.jealousy
- 3.rejection
- 4.stress
- 5.frustration
- 6.hopelessness

**Extract Based Questions:**

1. Read the extract given and answer the questions that follow.

Its loveliness increases, it will never

Pass into nothingness; but will keep

A bower quiet for us, and a sleep

Full of sweet dreams, and health, and quiet breathing.

- (a) Whose loveliness will keep on increasing?
- (b) Identify the phrase which says ‘ it’ is immortal.
- (c) What is a bower?
- (d) Why do we need sweet dreams, and health, and quiet breathing in our lives?

Ans: (a) The loveliness of things of beauty will keep on increasing.

(b) The phrase is ‘never pass into nothingness’.

(c)A bower is a pleasant shady place under a tree.

(d)We need sweet dreams, good health and quiet breathing in our lives to uplift our mood and sometimes to remove sadness from our lives, to refresh ourselves and to cope up with problems in our life.

2. Read the extract given and answer the questions that follow:

Therefore, on every morrow, are we wreathing

A flowery band to bind us to the earth,

Spite of despondence, of the inhuman dearth of noble natures, of the gloomy days of all the unhealthy and over-darkened ways.

Ques: (a) What do we wreath on every morrow?

- (b) Why do we wreath it?
- (c)What do you understand by the inhuman dearth of noble nature?
- (d) What is the poetic device used in ‘noble natures’?



Ans: (a) .....a flowery band.

(b) We wreath a flowery band to connect with nature.

(c) It is the lack of great human qualities of mind and heart. It is the human weakness to tend towards evil I.e. lack of compassion, patience, love, generosity etc.

(d) Alliteration.

3. Read the extract given and answer the questions that follow:

And such too is the grandeur of the dooms

We have imagined for the mighty dead;

All lovely tales that we have heard or read;

An endless fountain of immortal drink,

Pouring unto us from the heaven's brink.

Ques: (a) Explain 'the grandeur of the dooms'

(b) What does the poet mean by the mighty dead?

(c) What is the source of the endless fountain of immortal drink?

Ans: (a) 'The grandeur of dooms' means the splendour of the dead heroes with mighty deeds.

(b) By the mighty dead, the poet means those heroes whose heroic tales we have either read or heard and which will keep inspiring us.

(c) The source of endless fountain is the heaven.

### **Short Answer Type Questions:**

1. What makes human beings love life in spite of troubles and sufferings?
2. What is the message of the poem 'A Thing of Beauty'?
3. In the hot season, how do man and beast get comfort?
4. How does a thing of beauty provide shelter and comfort?
5. How does Keats define a thing of beauty?

### **Suggested Answers :**

1. Things of beauty take away the pall of gloom from our lives. Despite troubles and sufferings, beautiful things of life elevate our moods, bring joy and cheer. The beautiful things always inspire us to lead the life.
2. The message of the poem is that the beauty of nature is everlasting and has a soothing effect on the minds of the people. Beauty can be in any form – physical, intellectual or spiritual.
3. Man and the beast get comfort in the hot season from the small streams flowing through the thick bushes and trees that give a cooling effect.
4. A thing of beauty is always a source of eternal joy. It provides shelter under the bower of the tree. The bounties of nature uplift our spirits, give us immense joy and comfort by removing the gloom and misery from our lives.

5. According to Keats, 'a thing of beauty is a joy forever. He defines beauty as the effect on the soul. The reason is beauty can create joy in the soul that will last for-ever. Keats believes in the power of nature to give us joy and happiness.

**Long answer type Question :**

1. What is the impact of a thing of beauty in human life?
2. What spreads the pall of despondence over our dark spirits? How is it removed?

**Suggested Answer:**

1. -A thing of beauty is joy for- ever .
  - it consoles the gloomy mind and heart
  - it gives spiritual joy
  - it inspires us to face the challenges of life.
  - it helps to remove the evil tendency of human life.
2. - A thing of beauty is a source of happiness and joy .
  - the human weakness bring sadness in life.
  - the evil tendencies discourage or life.
  - the dark spirits lead to evil ways.
  - As beauty is the source of joy which is eternal.
  - the beauty transforms our life.
  - helps to lead a happy life.

## **A ROADSIDE STAND**

**Robert Frost**

### **Introduction**

‘A Roadside Stand’ has been written by the poet Robert Frost. In this poem the poet describes the miserable condition of the people living in the countryside. The city people who drive through the countryside hardly stop at the roadside stand. If ever they do so, they criticize the place and the people. Frost describes the lives of the poor people with pitiless clarity and with deepest sympathy and humanity.

About the poet

Robert Frost (1874-1963) is a well-known American poet of the twentieth century. He wrote about characters, people and landscapes. His poems deal with human tragedies and fears, his reaction to the complexities of life and his ultimate acceptance of his burdens. In the poem A Roadside Stand, Frost depicts the lives of poor deprived people in a very sympathetic way.

### **Summary of the poem**

#### **A Roadside Stand**

There was a little house. It was extended and a new shed was constructed. At the edge of the road, stood a roadside stand. The movement of the traffic continued without any break. Very few people cared to stop there. Those who ran the stand didn't raise it for a dole of bread. But they certainly expected the people to come and buy something. Actually, they have constructed the roadside stand for earning some money.

#### **Traffic Passed Without Stopping There**

The refined and rich people passed through the place with the intention of going ahead. No one stopped there. If any person cared to stop there he would get irritated. He would find the landscape spoiled by the clumsy paint with which the building was painted. He would find even the signs like ‘N’ and ‘S’ turned wrong.

#### **Ordinary Things for Sale**

The roadside stand offered ordinary things of daily use for sale. Wild berries were sold there in wooden quarts or units. Similarly, one could buy golden gourds from the stand. The place also offered a peaceful stay in the lap of nature if one had money. The poet is worried about those untold sufferings and miseries that the people had to face and suffer.

#### **Hopes for Some City Money**

The Roadside Stand is far away from the city. The people who run the stand, ‘ask for some city money to feel in hand’. With this money they want to progress and expand. They also want to lead the kind of life promised by the moving pictures. But those promise remain distant dreams. The party in power, the government, is indifferent to the demands of the rural poor.

### **Exploitation of the Rural Poor**

There is a news that these pitiable people and their belongings are to be bought out. They will be settled in villages where they won't have to think for themselves anymore. The so called 'good doers' or the greedy people are bent on exploiting them. These people who pretend to be generous are like wild flesh – eating animals. They are out to grab and swallow them. They will control their lives earning huge profits for themselves. Their only job is to befool the innocent rural people and mint money.

### **Childish Longing and in Vain**

The poet feels the helplessness of those who are running the roadside stand. They are hoping against hope to earn money from their prospective customers. They keep their window open and wait all day for the customers. They want to hear the loud noise of breaks and the sound of a stopping car. Thousands of selfish car owners drive past. No one asks about the fate of the farmers or the price they are getting of their products. Some stop only to use the yard to back and turn around. Another may stop only to ask the way to 'where it was bound'. And yet another may ask if they sell a gallon of gas, which they have none.

### **Plight of the Rural Poor**

Money is required for all human progress. But in the countryside circulation of money is almost negligible. Without money and development the rural poor remain depressed. They seem to complain of their step – motherly treatment and injustice. The poet feels an unbearable pain at the plight of the rural poor. He will feel greatly relieved if they are put out of their pain 'at one stroke'. Death is far better than their miserable living.

### **Key Point {Theme of the Poem}**

- The poem highlights the inequality between rich city dwellers and the farmers. It also highlights the insensitivity of the city dwellers towards the country folk.
- The poem can also be read as criticism against modernization and urbanization. The roadside stand becomes the symbol of a rapidly – fading past.
- As agricultural centers become increasingly mechanized and commercialized the farmers are put out of work.
- The expressions 'pitiful', 'merciful', 'good doers' 'beneficent' are used sarcastically. The poet laments the fact that the solution that are sought by philanthropists and charities are never permanent ones.
- Even when they focus on turning these villages into mini-cities the theatre and the store, says the poet, will numb the minds of the country folk, destroying their ways of sleeping at night.

### **FIGURE OF SPEECH**

- The poem has many examples of alliteration such as pathetically pled, greedy good doers, beneficent beast, and so on.

- ‘A roadside stand that too pathetically pled’ and ‘the polished traffic passed with a mind ahead’ are examples of personification.
- The poet uses oxymoron, a figure of speech containing words that seem to contradict each other, to depict the exploitation of the government. These include expressions such as ‘greedy good-doers’ and ‘beneficent beasts’.
- The poet has used polished traffic to refer the rich city-dwellers. This is an example of a transferred epithet.

## SHORT ANSWER TYPE QUESTIONS

### Q. 1. Why does Robert Frost sympathise with the rural poor?

Ans – Robert Frost has deep sympathy for the rural poor. They are ignored and neglected by the ruling party. The rich and crafty businessman are out to exploit them. They don’t have money and power. It is natural that the poet feels concerned about them.

### Q. 2. What was the plea of the folk who had put up the roadside stand?

Ans – The folk who had put up the roadside stand plead for some money or ready cash. Many city people passed through the place. The folk expected them to stop there and do some shopping. The money so earned would help them in their survival for existence.

### Q. 3. What did the roadside stand plead too pathetically? Did it get it ?

Ans – The people who were running the roadside stand expected some of the traffic to stop there. They looked forward to their prospective customers for earning same money. But very few obliged them. Hence they didn’t get the money which they expected to earn from their customers.

### Q. 4. Describe the value of ‘money’ and ‘cash’ the ‘flower of cities’?

Ans – Money makes the world go. The men who were running the roadside stand hoped to get some of the money or the cash that flowed in cities. The flow of money and the cash supports all the development work in the city. It supports the best things of cities from sinking and being destroyed.

### Q. 5. How did travellers on the highway react to the roadside stand?

Ans – Generally the ‘polished traffic’ on the highway didn’t stop at the roadside stand. They passed with the mind to go ahead. If at all, some stopped there they were not impressed with the place. They complained of the clumsy paint of the building. They were irritated at the sight of signs ‘N’ and ‘S’ turned wrong.

### Q. 6. Name the things that the roadside stand offered for sale?

Ans – The roadside stand offered some of the ordinary things of daily use for sale. They included wild berries. They would sell in wooden quarts. Crook-necked gourds with silvery hard lumps were also offered for sale at the roadside stand.

**Q. 7. What irritated those passer-by who stopped at the roadside stand?**

**Ans** – Many things irritated the passer-by who stopped at the roadside stand. The badly painted buildings marred the landscape. Even the writings on the signboards had some defects. The letters ‘N’ and ‘S’ were not properly written. Finally the place didn’t provide many things for shopping.

**Q. 8. ‘The hurt to the scenery wouldn’t be my complaint’ say the poet. What was his real complaint?**

**Ans** – The poet didn’t bother the clumsy paint that marred the landscape. It was not his complaint. His real worry was about those unsaid sorrow and suffering that the rural poor faced or suffered from. Their pitiable condition moved his heart.

**Q. 9. Why do the people who are running the roadside stand ‘ask for some city money’?**

**Ans** – The countryside is not cash-rich. The people who run the roadside wish the cash-rich city people may patronize and oblige them. With that money they can also bring some changes and prosperity in their lives. Only some city-money can change their lives.

**Q. 10. What is the news running around?**

**Ans** – It is in the news that all these ‘pitiful kin’ are to be bought out. They will be settled in villages. Their place will be taken over by the rich and cunning people. They won’t have to ‘think for themselves any more’. The greedy and cruel exploiters will ‘swarm over their lives’.

**Q. 11. Why does the poet sometime feel a ‘childish longing in vain’ and how?**

**Ans** – The people who are running the roadside stand are always pathetically soliciting the customers. It is futile exercise. In spite of keeping the windows open and waiting for such a long time, very few customers turn up. Hence it is nothing more than a vain ‘childish longing’ on their part.

**Q. 12. What does the squeal of brakes and the sound of a stopping car mean for the people who are running the roadside stand?**

**Ans** – People who are running the roadside stand are always waiting for the city folk to stop there. They want them buy something. So the squealing brakes and the sound of a stopping car are auspicious sign for them. They raise the hope of some city-folk coming and stopping there.

**Q. 13. ‘Of all the thousand selfish cars’ some stop there but not for buying something. Why do they stop there at all?**

**Ans** – Out of all the ‘thousand cars’ only some of them stop there. Some stop only to use the yard to back and turn around the car. The other stops to ask the way to where it is bound. The third one asks if they can sell a gallon of gas. So they stop here only to serve themselves.

**Q. 14. What will be a great relief to the poet? How can the problems of the rural poor be solved?**

**Ans** – The poet is much worried at the plight of the rural poor. It will be a great relief to him if they are put out of their pains at one stroke. Their miserable living is no way better than death. The poet want an immediate end to suffering of the rural poor.

## PRACTICE QUESTIONS

**I. Answer the following question in 40 – 50 words.**

**1. How does the poet highlight the plight of the farmers with their roadside stand?**

**Answer** – The poet says that the farmers with their roadside stand wait endlessly for someone to come and buy what they sell. The traffic from the city moves fast and the city dwellers are too busy to stop and even look at the roadside stands. The people who run these roadside stand are poor and marginalized, as even the government does not provide them with the kind of benefit that they truly deserve to get.

**2. The people with the roadside stand are self- respecting people. How do we know that?**

**Answer** – The poet says that the people with their roadside stands wait for someone to come and buy what they sell. It would not be fair to say that they wait for a ‘dole of bread’ which mean that they do not beg for money. They want to make an honest living by selling their goods.

**3. How does the poet highlight the hypocrisy of the government and other agencies?**

**Answer** – The government and other agencies that claim to either relocate to the farmers to better place or give them support, actually harm them by using them as scapegoats or preys and trying to gain a good reputation, projecting to the world that they are helping them. They are ‘greedy good-doers’, or ‘beneficent beast of prey’ who end up ‘enforcing benefit that are calculated’.

**4. Comment on a literary device used use in these lines: ‘The sadness that lurk near the open window there/that waits all day in almost open prayer’**

**Answer** – The literary devise used here is personification. Sadness has been personified. It is sad to be luring at the window and waiting all day, while praying for a city dweller to drive past and offer to buy the berries in the cart.

**5. In the poem where do you see an expression of violence?**

**Answer** – The poet expresses his wish to do something in one stroke and put the farmer ‘out of their pain’ then he wonder how he would like the reader to come and offer to put him gently out of his pain. These lines show his emotions of violence, frustration and helplessness with regard to the situation.

**II. Answer the following questions in 120 – 150 words.**

**1. The people running the roadside stand have been let down by those who could have uplifted them. Comment.**

**Answer** – The people who drive past the stand stop once in a while. This raises the hopes of the farmers who think that they will be able to sell their produce to the city

dwellers. However, they are let down by the car drivers who stop only to ask the route or ask for a gallon petrol. They talk about the ‘artless paint’ on the stands with the ‘N’ and ‘S’ written in reverse that spoils the beauty of the landscape. The social worker and the political parties exploit the farmers as they make money off the farmers by appearing to help them. These people are ‘greedy good-doers’, ‘the beneficent beast of prey’, who earn money under the guise of social, political and charitable works.

2. **‘A Roadside Stand’ deals with the theme of modernization. Do you agree? Comment.**

**Answer** – The poem ‘A Roadside Stand’ deals with a theme of modernization, the farmer with their roadside stand represent the old world. These are people with limited means and they live simple lives. They do not have to access to modern strategies that can help them sell what they grow or produce. They depend on their fate entirely. In case some kind-hearted city dweller stop by to buy what they sell, they can make some money. However, most city dwellers are people who have been numbed by their fast and materialistic life. In their mad pursuit of money, they have lost their ability to show kindness or compassion towards poor. The poem deals with the theme of modernization through the portrayal of the contrast of the lives of farmer and the city dwellers.

3. **What is the symbolic significance of the roadside stand?**

**Answer** – The roadside stand symbolizes the plight of poor farmers who desire a better life. It symbolizes the struggle of these people to make an honest living with self-respect and pride in their work. It symbolizes a world that is trying to hold on its dignity by not accepting from the government what the politician think is needed by it. Even through these people have benefactors, they plan to relocate the farmers in villages where they can have easy access to the cinema and the store. However, the benefactors are actually selfish use this ‘pitiful kin’ indirectly to their advantage themselves.

The stand is also symbol of hope as despite the lack of buyers. The farmers look to the road with a ‘childish longing’. They still hope that the passing car will buy their produce and earn a bit of the money that supports the cities and given them their glamour.

### **Important stanzas for comprehension**

#### **VERY SHORT ANSWERS**

**Read the stanzas given below and answer the questions that follow each:**

1. The little old house was out with a little new shed

In front at the edge of the road where the traffic sped,

A roadside stand that too pathetically pled,

It would not be fair to say for a dole of bread,

But for some of the money, the cash, whose flow supports



The flowers of cities from sinking and withering faint.

### Questions

- A. Where was the stand situated and how was it made?
- B. Explain : ‘too pathetically pled’.
- C. Is it right that the roadside stand was set up for a dole of bread?
- D. What was the real aim for those who are running the stand now?
- E. Find words from the stanza which mean:
  - (i) corner (ii) money given to the unemployed (iii) becoming dry and faded

### Answers

- A. The roadside stand was situated at one side of the road. A little house was extended and a shed was constructed to open it.
- B. It begged in the most humble way.
- C. No, it was not set up for a dole of bread. It was set up to earn some money.
- D. The real aim of the people who are running it now was to earn some money. They expected city people to oblige them who passed from there.
- E. (i) edge (ii) dole (iii) withering

2. The polished traffic passed with a mind ahead,  
 Or if ever aside a moment, then out of short  
 At having the landscape marred with the artless paint  
 Of sign that with N turned wrong and S turned wrong  
 Offered for sale wild berries in wooden quarts,  
 Or crook-necked golden squash with silver warts,  
 Or beauty rest in a beautiful mountain scene,  
 You have the money, but if you want to be mean,  
 Why keep your money (this crossly) and go alone.

### Questions

- A. How did the traffic pass?
- B. Why was a person turned 'out of sort'?
- C. Name two things that were sold at the roadside stand.
- D. What should one do to be mean?
- E. Find words from a stanza which mean:  
(i) refined (ii) movement of vehicles (iii) clumsy

### Answers

- A. The traffic passed through the roadside stand without stopping there. The vehicles drove past ahead.
- B. The sight of the clumsy paint with which the building was painted spoiled the landscape. It irritated a person who stopped there.
- C. Wild berries and golden squash (gourd) were the things that were offered for sale there.
- D. One should keep one's money and move ahead.
- E. (i) polished (ii) traffic (iii) artless

3. The hurt to the scenery wouldn't be my complaint  
 So much as the trusting sorrow of what is unsaid :  
 Here far from the city we make our roadside stand  
 And ask for some city money to feel in hand  
 To try if it will not bring our being expand,  
 And give us a life of a 'moving-picture' promise  
 That the party in power is said to be keeping from us.

### Questions

- A. What is not the complaint of the poet?
- B. What is the real worry of the poet?

- C. Why do the people who are running the roadside stand 'ask for some city money'?
- D. What is the party in power doing for the rural poor?
- E. Find words from the stanza which mean:
- (i) does harm (ii) believing (iii) stretch

Answer

- A. The complaint of the poet is not that the artless painting of the building has hurt the landscape.
- B. The real worry of the poet is about the sorrows of these people which have not found expression yet.
- C. The people who are running the roadside stand ask for city money. It will keep their business going.
- D. The party in power has not cared for them. It has not fulfilled the promise made to them.
- E. (i) hurt (ii) trusting (iii) expand

4. No, in country money, the country scale for gain,  
 The requisite lift of spirit has never been found,  
 Or so the voice of the country seems to complain,  
 I can't help owning the great relief it would be  
 To put these people at one stroke out of their pain.  
 And then next day as I come back into the sane,  
 I wonder how I should like you to come to me  
 And offer to put me gently out of my pain.

Questions

- A. Why has the requisite lift of spirit never been found?
- B. What does the voice of the country people seem to say?
- C. How will the poet feel a great relief?
- D. What will the poet like the next day?
- E. Find words from the stanza which mean:

(i) desired (ii) accepting (iii) comfort

Answer

- A. The rural people remain depressed because of their poverty.
- B. The voice of the country people seems to complain of injustice against them. There is a lack of money in their lives.
- C. The poet will feel a great relief if the rural people are liberated of all pains with one stroke.
- D. The next day the poet will expect another person coming to him offering to put him out of his pain.
- E. (i) requisite (ii) owning (iii) Relief

#### MULTIPLE CHOICE QUESTION

Read the extract below and answer the questions that follow:

1. It is in the news that all these pitiful kin  
 Are to be bought out and mercifully gathered in  
 To live in village, next to the theatre and the store,  
 Where they won't have to think for themselves anymore,  
 While greedy good-doers, beneficent beast of prey,  
 Swarm over their lives enforcing benefits

Questions

1 What does Frost present in the poem 'A Roadside Stand'?

- (A) The lives of poor deprived people in a sympathetic way.  
 (B) The lives of people who stand on the bus stand  
 (C) Lives of travellers  
 (D) None

Answer (A)

2 Who are greedy good-doers?

- (A) Government
- (B) Old people
- (C) The rural people
- (D) The polished city folk

Answer (D)

3. Why are the city people called selfish?

- (A) Because of their appearance
- (B) Because they did not stop at the stand
- (C) Because of their behavior
- (D) Because of their selfish interest

Answer (D)

4 Why are the city people called beast of prey?

- (A) Because of their selfishness and tendency to dupe others for it
- (B) Because of their well dressed
- (C) Because they know how to earn money
- (D) All these

Answer (A)

2. Sometime I feel myself I can hardly bear

The thought of so much childish longing in vain,

The sadness that lurks near the open window there,

That waits all day in almost open prayer

For the squeal of brakes, the sound of stopping car,

Of all the thousand selfish cars that pass,

Question

1 Who do selfish car refer to?

- (A) Social agencies
- (B) Government official
- (C) City people
- (D) Car owners who do not stop on the stand

Answer (D)

2 What is the open prayer from near the open window?

- (A) For money to fall from the sky
- (B) For more number of people to stop
- (C) For getting money from the government
- (D) For the sound of coming cars to stop at the road stand to help the owner to earn money from them

Answer (D)

3 What is the childish longing that the poet refers to?

- (A) To travel the city mall
- (B) To travel the city showroom
- (C) To interact with city people
- (D) Hope of getting some financial help from the polished city traffic

Answer (D)

## Aunt Jennifer's Tigers

-Adrienne Rich

### 1. About the Poet-

- Adrienne Cecile Rich (1929-2012) is known as a great American poet , Feminist and essayist
- She was called “One of the most widely read and influential poets of the second half of the 20 th century”.
- She was credited with expressing the oppression of modern women.
- Her work is regarded as radical in both its free verse form and feminist and political content.

### 2. Theme/ Summary

The poet is describing a lady whom she addresses as Aunt Jennifer. She says that Aunt Jennifer is doing embroidery on a piece of cloth which could be a table cloth or a wall hanging. She has designed it with beautiful tigers which are running fearlessly in the green forest. She has described their beauty by comparing them with a precious yellow stone known as topaz. She says that they appear bright yellow in the green backdrop of the forest. They are fearless and they are not affected by the presence of men. Here we can sense the contrast of behaviour between the tigers and aunt, though the tigers designed by her are fearless but she herself is afraid of her husband. Further, the poet says that the tigers are proud and fearless citizens of the forests. They are very shiny and elegant. The poet describes the fear of Aunt Jennifer towards her husband. She says that while she is doing embroidery, her fingers are quivering (shaking) because of the fear of her husband. Her husband doesn't approve of her hobby of embroidery. Therefore, she trembles while she is embroidering the piece of cloth. It has become difficult for her to pull her needle up and down. Then she describes the wedding ring which was given by uncle to Aunt Jennifer on their wedding day. She says that it is a kind of burden for her to wear this ring. She has been tortured by her husband so much that the wedding ring which could have been a beautiful gift for her seems like a burden to her. She has faced so many difficulties in her married life that the little ring is described as a heavy band on her trembling fingers. This means that the ring is associated with some bad experiences in the form of torture she has faced because of her husband's dominating behavior.

### 3. Main Message

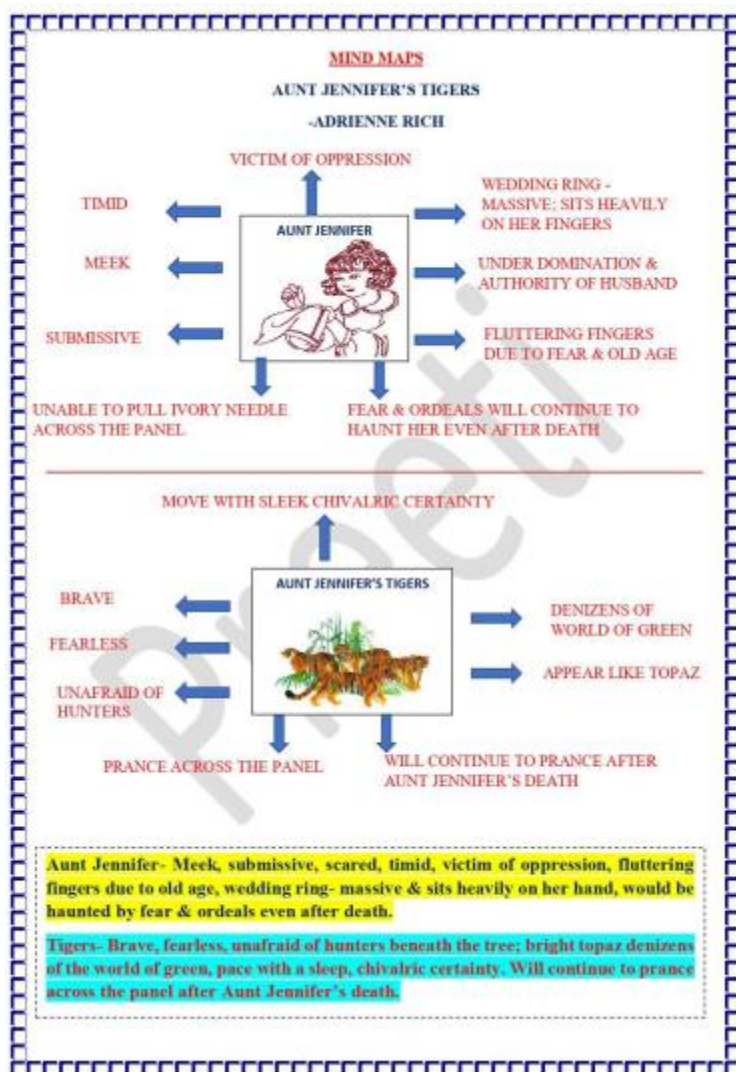
- Feminism and feminist issues are presented here
- Subjection and oppression of women
- Exposing the slavish condition of women in patriarchal society

- Silent appeal to fight back and to get out of a toxic relationship.

#### 4. Character Sketch of Aunt Jennifer -

- Aunt Jennifer lost her identity, known as aunt i.e., in relation only.
- Weak, Traditional and Humble
- Constrained and restrained by the male dominated patriarchal society.
- Oppressed, Nervous, Sad and Fearful.
- Unable to break free.
- She expresses her repressed desire for freedom by embroidering tigers which are in contrast to her own nature and character

#### 5. Mind Map of the poem



#### 6. Poetic Devices:

Anaphora – “They.....(First

Stanza) They,

Alliteration – “Chivalric certainty”, “the tree” “Fingers Fluttering”



Aunt .....green- Imagery

Tigers, Aunt Jennifer- Symbolism

They- ....certainty- Personification

Terrified hands- Transferred epithet

The unafraid- Irony

The tigers prancing -Personification

ringed...ordeals- Symbolism, Pun

### **Important Expressions -**

Prance : walk or move around with high springy steps.

Topaz : a bright yellow coloured stone.

Denizens : here, an animal that lives or is found in a particular place.

Chivalric : being courteous esp. to women, an act of a gentleman.

Prancing : to move around proudly

Fluttering : to move in quick, irregular motions as if being agitated.

Ordeals: extremely severe tests or experiences..

Sleek : elegant.

### **7. Multiple Choice Questions -**

Q1- Who is the poet of the poem Aunt Jennifer's Tigers?

A) Adrienne Rich ✓

B) Jonathan Aaron

C) J. H. M. Abbott

D) Mark Abley

Q2- What is the poet known for?

A) She is widely known for her involvement in contemporary women's movement as a poet and theorist ✓

B) for her beauty

C) for her philosophy

D) for her poems

Q3- How many volumes of poetry has she published?

A) 18

B) 29

C) 39

D) 19 ✓

Q4- What does echo through her work?

A) A strong resistance to racism and militarism ✓

B) her love for poetry

C) her passion of essay writing

D) her wish to publish her work

Q5- What issue does the poem Aunt Jennifer's Tigers address?

A) constraints of women

B) constraints of married life a woman experiences ✓

C) constraints of women as a poet

D) None

Q6- What do you understand by the words 'denizens' and 'chivalric' in the poem?

A) The dominant and highly arrogant attitude of the wild animal-tiger ✓

B) tiger is a wild animal

C) tiger is hungry

D) beauty of the tiger

Q7- Which words depict the dominant and arrogant attitude of the wild animal in the poem?

A) dominant

B) arrogant

C) adorable

D) denizens and chivalric ✓

Q8- What do aunt Jennifer's fluttering hands through her wool in the second stanza tell us?

- A) the lost freedom and fear of Jennifer's mind because marital restraints ✓
- B) her old age
- C) her love for embroidery and knitting
- D) her love for tigers

Q9- Why is she finding the needle so hard to pull?

- A) because of fluttering fingers
- B) because of trembling hands
- C) because of her fears ✓
- D) because of the heavy weight of her marriage ring

Q10- What does the image 'massive weight of the wedding band' mean?

- A) Wedding bond of hard married life ✓
- B) fatty structure of uncle
- C) fatty body of aunty
- D) heavy body of tiger

**8. Read the following extracts and answer the questions given below:**

1. Aunt Jennifer's tigers prance across a screen,

Bright topaz denizens of a world of green.

They do not fear the men beneath the tree

They pace in sleek chivalric certainty.

(a) Name the poem and the poet of the above extract.

Ans. The poem is 'Aunt Jennifer's Tigers' and the poet is Adrienne Rich.

(b) What are Aunt Jennifer's tigers doing? How do they look like?

Ans. The Tigers are seen prancing on the screen. They are yellow like topaz (a precious stone).

(c) Where do they live? Who are they not afraid of?

Ans. They live in green forests. They are fearless and are not afraid of the men beneath the tree.

2. Aunt Jennifer's fingers fluttering through her wool,

Find even the ivory needle hard to pull.

The massive weight of Uncle's wedding band,

Sits heavily upon Aunt Jennifer's hand

(a) What were Aunt Jennifer's fingers fluttering through?

Ans. Her fingers were fluttering through her wool.

(b) How was she pulling the needle?

Ans. She was pulling the needle with a lot of difficulties.

(b) What did Aunt Jennifer have on her hand? What was the problem with that object?

Ans. Aunt Jennifer had her husband's wedding band on her finger. The problem was that his band lay heavily on her hand because it was a symbol of the difficulties and hardships that she had borne in her married life.

3. When Aunt is dead, her terrified hands will lie

Still ringed with ordeals she was mastered by

The tigers in the panel that she made

Will go on prancing, proud and unafraid

(a) Why are Aunt Jennifer's hands called 'terrified'?

Ans. Aunt Jennifer has led a suppressed life and probably has faced a lot of hardships and difficulties. Her hands are terrified due to the fear generated in her life by the dominating males.

(b) What are they still ringed with?

Ans. They still seem to carry the burden of hardships and difficult times which troubled her when she was alive.

(c) What will happen to the Tigers after her death?

Ans. Even after Aunt's death, the Tigers will continue to jump about, feeling proud and unafraid.

4 .Aunt Jennifer's tigers prance across a screen,

Bright topaz denizens of a world of green.

They do not fear the men beneath the tree:

They pace in sleek chivalric certainty.

(a) Why are the tigers called Aunt Jennifer's tigers?

Ans. Since aunt Jennifer is embroidering the motif of the tiger on a panel, they are referred to like hers.

(b) How are they described here?

Ans. They are described as having topaz coloured fur. They are sleek, brave, fearless and confident.

(c) How are they different from Aunt Jennifer?

Ans. While aunt Jennifer is timid, weak, burdened and overpowered by her marital ordeals, while the tigers are sleek, brave, fearless and confident.

(d) What does the word 'chivalric' mean?

Ans. Chivalric means brave.

5.

Aunt Jennifer's fingers fluttering through her wool

Find even the ivory needle hard to pull.

The massive weight of Uncle's wedding band

Sits heavily upon Aunt Jennifer's hand.

(a) What is Aunt Jennifer doing with her wool?

Ans. Aunt Jennifer is working on an embroidery panel creating tigers.

(b) Why does she find it difficult to pull her ivory needle?

Ans. She is unhappy in her married life. She is fearful and has lost confidence in herself.

(c) What does 'wedding band' stand for?

Ans. The wedding band stands for the oppressive control of her husband over her who has taken away her freedom and independence.

(d) Describe the irony in the third line.

Ans. The wedding band is a symbol of conjugal happiness but ironically, for aunt Jennifer, it has become a burden.

6. They do not fear the men beneath the tree;

They pace in sleek chivalric

certainty.

- (a) Why do the Tigers not fear the men beneath the tree?
- (b) What do you understand by ‘chivalric certainty’?
- (c) How do tigers conduct themselves?
- (d) Find out the oxymoron between Aunt Jennifer’s real life and that finds reflection on her creation.

Ans. (a) The Tigers do not fear the men beneath the tree because they are fearless creatures who are very confident of their power and strength.

(b) ‘Chivalric certainty’ refers to the sense of confidence and chivalry that the tigers possess. They are very confident about their power and strength.

(c) Tigers conduct themselves in a chivalric manner. They are heroic, bold and confident.

(d) Aunt Jennifer herself is very submissive and subdued in her real life. But her creations in the form of the tigers are just the opposite of what she was in her real life. The tigers that she made are fearless and confident.

### 9. Practice Questions

When Aunt is dead, her terrible hands will lie still ringed with ordeals she was mastered by the tigers in the panel that she made will go on prancing, proud and unafraid.

a. Why is she “ringed with ordeals”?

b. Why has Aunt Jennifer created the tigers so different from her own character?

c. What is the rhyme scheme of the given stanza?

a. Value Points: The ‘ring’ here refers to her wedding band or ring, which has brought with it a host of family responsibilities. She feels so surrounded (i.e., ringed) by her marital constraints that it seems like an ordeal to her.

b. Value Points: The tigers created by Aunt Jennifer are an expression of her desire to free herself from the constraints of her married life. She wants to be bold and fearless like her tigers.

c. Value Points: The rhyme scheme is aabb.

### 10. Questions (30 – 40 Words)

Question 1: What picture of male chauvinism (tyranny) do we find in the poem ‘Aunt Jennifer’s Tigers’?

Answer: In the poem, ‘Aunt Jennifer’s Tigers’, Aunt Jennifer was oppressed by her husband. She was confined within the four walls of her husband’s house and was not free to do what she wished. She was also overburdened by her marital responsibilities.

Question 2: Aunt Jennifer's efforts to get rid of her fear proved to be futile. Comment.

Answer: Although Aunt Jennifer tried her best to conquer her fear, she continued to be traumatised and oppressed by her husband. Her act of embroidering fearless, prancing tigers could only give her temporary release to her pent up feelings of liberation.

Question 3: What is suggested by the phrase, 'massive weight of Uncle's wedding band'?

Answer: The weight that lies heavily on Aunt Jennifer's hand is the wedding band, which symbolises the harsh and difficult experiences of her married life. It is associated with her husband as he has traumatised her.

Question 4: Why does Aunt Jennifer create animals that are so different from her own character?

Answer: In creating animals that are different from her own character, Aunt Jennifer found a means of living an alternate life that is denied to her, a life that is proud, free and fearless. Through this difference, the poet suggests Aunt Jennifer's suppressed desire to become bold and fearless, and free from oppression.

Question 5: What are the difficulties that Aunt Jennifer faced in her life?

Answer: Aunt Jennifer was probably a victim of oppression at the hands of the patriarchal society. She was subjugated by her husband and was not free to do what she wished.

## 11. Practice Questions

1. Describe the tigers created by Aunt Jennifer?
2. Why did Aunt Jennifer choose to embroider tigers on the panel?
3. Why are they not afraid of the men?
4. How has Aunt Jennifer created her tigers? What traits of tigers do they reveal?
5. Why are Aunt Jennifer's hands fluttering through her wool?
6. Describe the contrast between Aunt Jennifer 'and her creation, the tigers.
7. What do the symbols, 'tigers', 'fingers' and 'ring' stand for in the poem, 'Aunt Jennifer's Tigers'?
8. What kind of married life did Aunt Jennifer lead?
9. What is the meaning of the phrase, 'massive weight of uncle's wedding band'?
10. How does Aunt Jennifer express her bitterness and anger against male dominance?

## 12. Long Answer Questions-

1. What are the 'ordeals' Aunt Jennifer is surrounded by, why is it significant that the poet uses the word 'ringed'? What are the meanings of the word 'ringed' in the poem?

Answer: (Although Aunt Jennifer's ordeals are not explicitly mentioned in the poem, we can easily judge that she suffers from matrimonial oppression and is a victim of patriarchy and male chauvinism. Her personal liberty and desires are constricted by her domineering husband. She might be burdened with heavy responsibilities towards the family and her husband. The poet uses the word 'ringed' to signify that after her death also, Aunt Jennifer's hands will still be affected by the dominance of a male, perhaps her husband. The word 'ringed' could have several shades of meaning. First of all, the ring refers to the wedding ring which symbolizes the sacred bond of marriage. In Aunt's case, the marriage has proved to be burdensome and restrictive. So the word 'ringed' in the poem also refers to the confines, constraints and demands of marriage that bind a woman.

2. Why did Aunt Jennifer choose to embroider tigers on the panel?

Answer: Aunt Jennifer chose to embroider tigers on the panel because of the nature of the tigers. They symbolise strength and splendour which was in sharp contrast to her own meek nature. The massive weight of the wedding band that sits heavily on her finger symbolises the ordeals and hardships of her married life so she creates tigers as they are a striking contrast to the frail, meek old lady who created them. It was her hidden desire to live free, fearless life, so she depicted her desire on a panel by embroidering the tiger on the panel.

3. What is the meaning of the phrase, 'massive weight of uncle's wedding band'?

What are the difficulties that Aunt Jennifer faced in her life?

Answer: Aunt Jennifer's wedding band lies heavily on her fingers as she has been a victim of gender oppression at the hands of her husband. She has been so physically and mentally trapped for so many years that she lives in a perpetual state of mental fear which she has never been able to overcome. Aunt Jennifer faced great hardships in her married life. She led a terrifying and oppressed life wherein she had never been free but a helpless victim of male chauvinism. Dominated and terrorized by her husband and responsibilities of marital life, Aunt Jennifer struggled for an existence within the deep conflicts of matrimonial slavery.

### 13. Practice Questions

1. Interpret the symbols found in this poem.

Value Points: In the poem, the author uses a variety of symbols to communicate his thoughts and concerns. Tigers, men, a screen, and, most significantly, a ring are among them. On a screen, Aunt Jennifer has made tigers. Aunt Jennifer hidden yearning for a life of independence and power is symbolized by these tigers. The screen on which she crocheted the tigers may represent the globe in general. The males beneath the tree could be individuals she knows, such as her husband. Her tigers are bold, proud, and free to strut about the screen or in the real world. The large wedding ring she wore on her finger symbolizes the trials and



tribulations of her married life, which encircled her in a vicious circle that, according to the poet, will continue in death as well as in life. (Any other Relevant Point)

2. How do denizens and chivalric add to our understanding of the tigers attitudes?

Value Points: Denizens are animals that have become naturalized in a place or people who live there. Because tigers live in forests, the poet has appropriately classified them as denizens of a world of green. Tigers are renowned for being masters of their territory. The poet also describes the tiger as chivalrous is a phrase used to describe remarkable bravery in the face of danger. To further elucidate, the poet goes on to describe that the tigers were unafraid of the men standing under a tree and continued to prance with confidence The poet has used the phrase chivalric since tigers are fierce, ferocious, and gallant creatures.

**14. Any other Relevant Point:** Aunt Jennifer's Tigers is a 1951 poem by American poet Adrienne Rich. It appeared in her first published book of poems, *A Change of World*. Told from the perspective of an anonymous speaker, the poem describes a woman, Aunt Jennifer, who crafts vibrant tapestry panels (depicting tigers) to escape—mentally, at least about her unhappy marriage. Written at a time when divorce was unacceptable, the poem criticizes the traditional institution of marriage, suggesting that it oppresses women. She talks about a woman's experiences in her married life. She has tried to explore the inner feelings of a woman who is living under the dominance of men.

Prepared By:

Madhulika Verma

PGT English

KV Hinoo 1 st Shift, Ranchi.

## **VISTAS**

## The Third Level

BY: JACK FINNEY

### About the author

Jack Finney (2 October 1911-16 November 1995) was born in Milwaukee, Wisconsin, and given the name John Finney. His father died when he was three years old and he was renamed Walter Braden Finney in honour of his father. Yet the nickname Jack remained with him throughout his life. He attended Knox College in Galesburg, Illinois. His best known works are science fiction and thrillers. Two of his novels, 'The Body Snatchers' and 'Good Neighbour Sam' became the basis of popular films. Jack Finney first showed an interest in time travel in the short-story



Jack Finney

collection 'The Third Level'. Finney's greatest success came with his science fiction novel 'Time and Again'. Finney died of pneumonia and emphysema at the age of 84, not long after finishing 'From Time to Time', the sequel to 'Time and Again'.

### The Third Level Theme

'The Third Level' is a story that weaves together a psychological journey of the narrator into past, present and moves towards future. There is always a natural human tendency to constantly move between the past, the present and the future. Past, present and future are strategically and organically interconnected.

Man is mortal and has many good and bad aspects of life like love, profit, loss, good, bad, etc. All these aspects tend to affect the human mind. Then existential worries act like a catalyst for making the human mind constantly move between the past, the present and the future. 'The Third Level' is a study of human mind caught in this cycle of time.

When people in the present time want to escape the problems and stress of life. They feel that life, fifty or sixty years ago, was relaxing and they want to go back to that time for peace and happiness.

### The Third Level Summary

'Charley is convinced that there are three, not just two, levels in Grand Central Station. Charley's psychiatrist Sam Weiner and his friends think his delusion is a 'waking-dream wish

fulfilment' and like his stamp collection, a temporary refuge from a world full of insecurity, fear, war and worry'.

Charley describes how one evening while hurrying home from office he decides to take the subway from Grand Central Station, and gets lost. He eventually finds himself on a strange third level with spittoons, gaslights, an ancient locomotive and people whose appearance and clothes look strange. He realizes that he has somehow gone back to 1894, which is confirmed by the newspaper's lead story on President Cleveland.

Charley tries to buy tickets to Galesburg, Illinois, a wonderful town... with big old frame houses, huge lawns and tremendous trees..., and where summer evenings were twice as long and people lived in peace and harmony. But the clerk won't accept his 1950 currency and so he leaves the station.

During his lunch break the next day, Charley withdraws nearly all his savings and buys oldstyle currency to buy tickets to Galesburg of 1894. But he could never again find the entrance to the third level at Grand Central Station. Charley finds evidence that the third level actually exists when he discovers a letter dated July 18, 1894 addressed to his grandfather at Galesburg, Illinois, from his psychiatrist friend Sam Weiner who, it seems, was not sceptical of the third level as he had appeared.

### **Character Sketch of Charley**

The protagonist of the story, Charley is a true representative of modern man. He is a victim of stress, insecurity and fear and wants to run away from reality. He is an escapist and wants to escape from the world of harsh realities. He is fond of stamp collection, a hobby, which he takes up to make his leisure hours more productive and fulfilling experience. But his psychiatrist friend calls it a temporary refuge from reality.

He yearns to lead a good simple life of his grandfather's time, when things were pretty nice and peaceful. He quests for the fabulous ordinariness of a bygone age that was free from modern razzle-dazzle, sophistication and material comforts but excludes peace and tranquillity. He wants to go to Galesburg, Illinois, in the year 1894 when the First World War was twenty years off and the Second World War was still forty years ahead.

He is an imaginative person. Hence on the wings of his imagination, he takes a flight to the non-existent world – the third level at Central Station. But after finding it once, he and his wife fail to find it again. In short, Charley is the true representative of the modern man who is torn asunder between the pulls and pressures of a hectic modern life and wants to escape as he is not happy.

### **Character Sketch of Louisa**

Louisa is Charley's wife. She is loving and caring towards her husband. She refuses to accept the psychiatrist's observation that her husband is unhappy. She takes this comment as a personal attack and feels 'kind of mad'. On being told the modern world is full of insecurity, fear, etc. she feels satisfied with the psychiatrist explanation.

When Charley talks to her about his predicament regarding the third level, she gets alarmed and advises him not to look for the third level anymore. Her husband's exchanging the new currency with the old one is a cause of concern for her and she tells Charley emphatically to stop looking for it. When Charley tells her about Sam's disappearance, she joins him in looking for the third level every weekend

### **Character Sketch of Sam**

Charley's Psychiatrist friend Sam is a psychiatrist by profession. He is a typical city boy. When Charley shares his visiting the third level he tells him it is a waking dream wish fulfilment. He tells him that he is looking for ways to escape since he is not happy. But he immediately revises his statement that Charley is a victim of insecurities of modern life. He dubs the argument of narrator's hobby of stamp collection as a temporary refuge from reality. He does not believe in mixing up his profession with his friendship.

He gets fascinated by Charley's description of Galesburg, Illinois, as a wonderful town with big old frame houses, huge lawns, tremendous trees lining the streets. He is also affected by the pulls and pressures of modern life that he thinks of escaping to the peaceful world of Galesburg of 1894. In the end, he discovers the third level of Grand Central and goes there. He writes a letter from there advising Charley and Louisa to keep finding the third level because it is worth. According to Charley, Sam must have set up his little hay feed and grain businesses as he can't go back to his old business as psychiatrists are redundant in Galesburg of 1894

### **EXTRACT BASED QUESTIONS:**

1. I talked to a psychiatrist friend of mine, among others. I told him about the third level at Grand Central station, and he said it was a waking dream wish fulfilment.

He said I was unhappy. That made my wife kind of mad, but he explained he meant the modern world is full of insecurity, fear, war, worry and all the rest of it, and that I just want to escape.

(i) Who is the psychiatrist friend of 'I'?

- A. Jack
- B. Galesburg
- C. Sam
- D. Charley

(ii) How did his psychiatrist friend diagnose his problem?

- A. sleeplessness
- B. anxiety

- C. waking dream wish fulfilment                      D. both a and b

(iii) Why did the psychiatrist's analysis made Louisa lose her temper?

- A. He had analysed that Charley was unhappy.  
 B. He had analysed that Charley was a prince.  
 C. He had analysed that Charley had become mad.  
 D. He had not shared his analysis report with Louisa.

(iv) How did psychiatrist explain the problem of 'I' and appease Louisa?

- A. He was trying to escape his fears and frustrations.  
 B. He was trying to lead a happy life.  
 C. He was trying to become sufficiently rich.  
 D. He was trying to guide him.

2. That night, among my oldest first-day covers, I found one that shouldn't have been there. But there it was. It was there because someone had mailed it to my grandfather at his home in Galesburg; that's what the address on the envelope said.

(i) What did 'I' find one night?

- A. A strange coin  
 B. A strange stamp  
 C. A strange cover  
 D. A strange butterfly

(ii) What is first-day cover?

- A. Coins bought on the first day of sale  
 B. Envelopes mailed with stamps, on the first day of their sale  
 C. Coins purchased that day  
 D. Stamps purchased that day

(iii) Who had mailed the letter to 'I'?

- A. Sam  
 B. Charley  
 C. Jim

D. Louisa

(iv) Which date and picture did the envelope carry?

A. President George Washington

B. President Winston Churchill

C. President Garfield

D. President Donald Trump

3. Then I looked around and saw that everyone in the station was dressed like eighteen ninety-something; I never saw so many beards, sideburns and fancy moustaches in my life. A woman walked in through the train gate; she wore a dress with leg-of-mutton sleeves and skirts to the top of her high-buttoned shoes. Back of her, out on the tracks, I caught a glimpse of a locomotive, a very small Currier & Ives locomotive with a funnel-shaped stack. And then I knew. To make sure, I walked over to a newsboy and glanced at the stack of papers at his feet. It was The World; and The World hasn't been published for years. The lead story said something about President Cleveland. I've found that front page since, in the Public Library files, and it was printed June 11, 1894.

(i) Where did Charley find himself?

(A) In Galesburg, a peaceful world

(B) At New Haven and Hartford railroads

(C) At New York Central

(D) At the Third Level of Grand Central Station

(ii) How was Charley sure that he was in another level, not in the second level?

(A) He noticed differences in the dress of the people there

(B) He saw an old-fashioned engine

(C) He found everything in the station like of eighteen-ninety- something

(D) All of the above

(iii) What is a locomotive?

(A) An old-fashioned train

(B) A Ticket Counter

(C) An engine that pulls the train

(D) All of the above

(iv) How did Charley make sure that he had gone to the time of 1894?

(A) He went to Public Library to confirm his time travel

(B) He noticed the date on the Newspaper, The World

(C) He confirmed it by asking a newsboy

(D) Both A & C are correct.

4. Next day, during lunch hour, I drew three hundred dollars out of the bank, nearly all we had, and bought old-style currency (that really worried my psychiatrist friend). You can buy old money at almost any coin dealer's, but you have to pay a premium. My three hundred dollars bought less than two hundred in old-style bills, but I didn't care; eggs were thirteen cents a dozen in 1894. But I've never again found the corridor that leads to the third level at Grand Central Station, although I've tried often enough.

(i) Why did Charley buy old – style currency?

(A) It was his hobby to collect old style bills

(B) He did not want to keep his money in the bank

(C) He did not want to pay any more premium for money exchange

(D) He wished to go to Galesburg to lead a peaceful life

(ii) Why was Charley's psychiatrist friend worried?

(A) He feared that Charley has developed some psychological problem

(B) Because Charley had withdrawn all his savings from bank

(C) Because he was contented with less than 200 exchanging 300 dollars

(D) All of the above

(iii) Why did Charley not care for getting less amount in exchanging his entire savings?

(A) Things would be cheaper in 1894 Galesburg

(B) He had the intention to lead a peaceful life in Galesburg

(C) Only A is correct, B is wrong

(D) Both A & B are correct

(iv) How much premium did Charley pay while exchanging 300 dollars?

(A) Almost hundred dollars

(B) Less than two hundred dollars

(C) Almost all the money he had

(D) All of the above



5. Sometimes I think Grand Central is growing like a tree, pushing out new corridors and stair cases like roots. There's probably a long tunnel that nobody knows about feeling its way under the city right now, on its way to Times Square, and may be another to Central Park. And maybe – because for so many people through the years Grand Central has been an exit, a way of escape – maybe that's how the tunnel I got into ...But I never told my psychiatrist friend about that idea.

(i) From the extract it can be inferred that Charley was a/an ..... person.

- A. Philosophical
- B. Imaginative
- C. Witty
- D. Compassionate

(ii) Infer why the Grand Central was an exit and escape for many people through the years. Choose an option.

- A. Because people leave and return to the city through this train station
- B. Because people enter New York through the Grand Central
- C. Because travel by itself is a way to escape the grind of life
- D. Because of the beauty and grandeur of the Grand Central Station.

(iii) What can be inferred by the 'tunnel' from this extract

- A. A gateway into the past
- B. A portal into another planet
- C. A gateway into the future
- D. A portal into an alien world

(iv) Why didn't Charley tell his psychiatrist friend's this idea ?

- A. He was afraid that his job would be at stake if he shared these thoughts
- B. He was afraid that his friend would not approve of his imagination
- C. He was afraid that his wife would not like these thoughts
- D. He was afraid that his psychiatrist friend would find this interesting

### **THE THRID LEVEL MULTIPLE CHOICE QUESTIONS**

1. What convinced Charley that he had reached the Third Level Grand Central Station and not the second level?

- A. Newspaper with a date June 11, 1894
  - B. Beards and moustaches of 1894
  - C. A different world of gas lights and brass spittoons
  - D. All of these
2. What was the strangest thing at The Third Level?
- A. Beards
  - B. Moustaches
  - C. Shirt
  - D. The corridor that led him into the past.
3. What is the term used for ‘the study/collection of postage stamps’?
- A. Philately
  - B. Fantasy
  - C. Philanthropy
  - D. None of the above
4. What did Charley see at the Third Level?
- A. flickering gas lights and people with funny moustaches
  - B. brass spittoons
  - C. men wearing a tan gabardine suit and a straw
  - D. All these
5. What did Charley want to escape from?
- A. Insecurity
  - B. Worries
  - C. War
  - D. All of the above
6. Who did Sam write the letter to in ‘The Third Level’?
- A. A doctor
  - B. A friend
  - C. Charley

D. None of the above

7. What does Sam's letter to Charley represent?

A. A blend

B. An acceptance to visit

C. A proof of his fantasy

D. A blend of reality with fantasy

8. What is 'Waking dream wish fulfilment' according to the psychiatrist in the lesson?

A. Charley's finding of a Third level at Grand Central Station and realization of his wish to visit Galesburg Illinois

B. Charley's dream

C Charley's escapism from realities

D None

9. What is the meaning of 'Waking dream wish fulfilment'?

A. A pleasant wish that makes one forget the present

B. A pleasant wish that takes one to the future

C. A pleasant wish which inspires to work

D. A pleasant wish that makes one forget the present

10. What kind of appearances people had at Third level and why did the clerk refuse to accept money?

A. Funny and clerk refused to accept money because it was currency of modern times

B. Weird and notes were big

C. Weird and notes were torn

D. Weird and notes were wet

11. What was the date on the newspaper that Charley saw on the third level?

A. June 11

B. June 10

C. June 12

D. June 13

12. What is the first day cover?

A. It's a stamp issued on the first day of the year.

- B. It's a stamp issued in the name of the first citizen of a country.
  - C. An envelope bearing a stamp postmarked on the day of its issue.
  - D. An envelope issued on the first day of the year.
13. What is the theme of the lesson "The Third Level"?
- A. Human tendency of escapism
  - B. Time travel
  - C. Psychological issues
  - D. Journey to Galesburg, Illinois
14. Who is Sam in the lesson "The Third Level"?
- A. A coin dealer
  - B. A friend
  - C. President of the Grand Central Station
  - D. A psychiatrist and Charley's friend
15. What are the author's best known works?
- A. Science fiction and thrillers
  - B. Science and history fiction
  - C. Science fiction and nature
  - D. English and Science fiction
16. Charley's 300 dollars bought less than ..... hundred in old style bills.
- A. One
  - B. Two
  - C. Three
  - D. Four
17. What is the significance of 1894 in the lesson?
- A. It represents a utopian world.
  - B. It stands for the past.
  - C. Charley's grandfather lived there.
  - D. All of the above

18. Where does Charley want to go?
- A. America
  - B. Germany
  - C. Galesburg
  - D. New York
19. Who is the author of the lesson 'The Third Level'?
- A. Tishani Doshi
  - B. Kalki
  - C. Pearl S. Buck
  - D. Jack Finney
20. Where did Charley find the third level?
- A. At New York Central
  - B. At Grand Central Station
  - C. In Galesburg
  - D. At Vanderbilt Avenue
21. Why, according to Sam, did Charley experience the third level?
- A. Because it was a waking dream wish fulfillment for Charley
  - B. Because Charley was unhappy
  - C. Because Charley wanted to escape from the world of insecurity, fear, war & worry
  - D. All of the above
22. What, according to Charley's friends, is 'a temporary refuse from reality' for him?
- A. First day cover
  - B. His Stamp collecting
  - C. His wish to go to Galesburg
  - D. Smoking cigars and talking quietly
23. Who had the hobby of Stamp Collecting?
- A. Charley
  - B. Charley's Grandfather
  - C. President Roosevelt

D. All of the above

24. Why did Charley take the subway from Grand Central Station when he was in a hurry to get uptown to his apartment?

A. Because it's faster than the bus

B) Because he wanted to go through third level

C) Because he wanted to catch the train

D) All of the above

25. Why did Charley feel that he was in the third level and not in second level at the Grand Central Station?

A) Because the rooms were smaller with fewer ticket windows & train gates

B) Because the information booth was wood& old-looking with open flame gaslights

C) Both A & B are correct

D) Only B is correct, A is wrong

26. "...Eggs were thirteen cents a dozen in 1894" – why did Charley make this statement?

A) He consoled himself when he could get very less old-style currency

B) Because he had only about three hundred dollars in the bank

C) Because the clerk at the ticket counter didn't accept his money

D) Because Sam bought eight hundred dollars' worth of old-style currency

27. "...he certainly can't go back to his old business." - What was Sam's old business?

A) Sam had hay, feed and grain business

B) Sam was an ordinary guy

C) Sam worked in an office

D) Sam was a Psychiatrist

28. Why did Charley wish to go to Galesburg of 1894?

A) Because his friend Sam Weiner had gone there

B) Because Galesburg in 1894 was a peaceful world

C) Because his hobby was collecting first day covers

D) Because he wanted to get home to Louisa, his wife

29. What was the Third Level?

- A) A third tier on the station
- B) A third storey on the station
- C) An imaginary discovery of the narrator's mind
- D) None

30. What convinced Charley that he had reached the Third Level Grand Central Station and not the second level?

- A) A different world of gas lights and brass spittoons
- B) Beards and moustaches of 1894
- C) Newspaper with a date June 11, 1894
- D) All of these

### EXTRACT BASED QUESTION

#### ANSWER

Q. No.	ANSWERS
1. i) ii) iii) iv)	C. Sam C. waking dream wish fulfilment A. he had analysed that Charley was unhappy. A. he was trying to escape his fears and frustrations
2. i) ii) iii) iv)	C. a strange cover B. envelopes mailed with stamps, on the first day of their sale A. Sam C. President Garfield
3. i) ii) iii) iv)	D. At the Third Level of Grand Central Station D. All of the above C. An engine that pulls the train B. He noticed the date on the Newspaper, The World
4. i) ii) iii) iv)	D. He wished to go to Galesburg to lead a peaceful life D. All of the above D. Both A & B are correct A. Almost hundred dollars
5. i) ii) iii) iv)	B. imaginative C. because of the beauty and grandeur of the Grand Central Station. A. a gateway into the past B. He was afraid that his friend would not approve of his imagination

## MCQ BASED ANSWER

### KEY/ANSWER SHEET

#### MULTIPLE CHOICE QUESTIONS

Q.No.1	D. All of these
Q.No.2	D. The corridor that led him into the past.
Q.No.3	A. Philately
Q.No.4	A. flickering gas lights and people with funny moustaches
Q.No.5	D. All of the above
Q.No.6	C. Charley
Q.No.7	D. a blend of reality with fantasy
Q.No.8	A. Charley finding of a Third level at Grand Central Station
Q.No.9	A. a pleasant wish that makes one forget the present
Q.No.10	A. funny and clerk refused to accept money because it was currency of modern times
Q.No.11	A. June 11
Q.No.12	C. An envelope bearing a stamp postmarked on the day of its issue.
Q.No.13	A. Human tendency of escapism
Q. No.14	D. A psychiatrist and Charley's friend
Q.No.15	A. Science fiction and thrillers
Q.No.16	B. Two
Q.No.17	D. All of the above
Q.No.18	C. Galesburg
Q.No.19	D. Jack Finney
Q.No.20	B. At Grand Central Station

Q.No.21	D. All of the above
Q.No.22	B. His Stamp collecting
Q.No.23	D. All of the above
Q.No.24	A. Because it's faster than the bus
Q.No.25	C. Both A & B are correct
Q.No.26	A. He consoled himself when he could get very less old-style currency
Q.No.27	D. Sam was a Psychiatrist
Q.No.28	B. Because Galesburg in 1894 was a peaceful world
Q.No.29	C. an imaginary discovery of the narrator's mind
Q.No.30	D. all of these

#### SHORT ANSWER TYPE QUESTIONS

1. What was the third level? Where was it situated?

Ans. The third level was an imagination of Charley because it was not present in reality, but Charley claimed that it was present. According to Charley, the third level was at Grand Central Station in New York.



2. Who was psychiatrist? What did he tell about the third level?

Ans. Sam was a psychiatrist. He was a friend of Charley. He told about the third level that it was just an imagination of Charley. He explained that modern world is full of insecurity, fear, war, worry etc. Due to all these, Charley was upset. So the imagination of 'The Third Level' rose in his mind. This imagination of him was an escape from reality.

3. What about his grandfather did Charley tell his friend?

Ans. Charley told his friend about his grandfather that he lived in nice and peaceful times, yet he was one who had started the stamp collection. He did not need any temporary refuge from reality.

4. How did Charley enter the third level?

Ans. One night, Charley worked late at his office. He was in a hurry to get home. So he went to Grand Central Station to catch a suburban train, but he was lost in corridor. He thought it was a second level. But according to Charley, he had entered in the third level.

5. Why did Charley think that Grand Central is growing like a tree, pushout new corridor and staircase like roots?

Ans. Charley always found new doorways, stairs and corridors at Grand Central Station. So he thought Grand Central is growing like a tree, pushing out new corridors and staircases like roots.

6. What did Charley find when entered the third level?

Ans. According to Charley, when he entered the third level, he saw the people wearing old fashioned dresses, an old locomotive, newspaper dated June 11, 1894, brass spittoons, flickering gas light and many other things related to that century.

7. What did Charley do to make sure that he was on the third level?

Ans. To make sure that he was on the third level, Charley went to a newsboy and saw the stack of newspapers. It was 'The World' which has not been published for years. Later, he found the front page in the Public Library files and it was printed June 11, 1894.

8 What information about Galesburg, Illinois is given in the text?

Ans. Charley describes about Galesburg, Illinois as a wonderful town with big old frame houses, huge lawns and tremendous trees.

9 What happened with Charley at the ticket window?

Ans. When Charley went to the ticket window for buying two tickets to Galesburg. He paid the currency of the present world which was totally different from 1890's world. On seeing the big notes, the clerk got stunned and he thought that Charley was trying to skin him.

10 What was 'stamp collection'? How was it related to Charley?

Ans. 'Stamp collection' was the link which joins the past and present in the story. This collection was passed on to Charley from his grandfather.

11 What is the first – day cover?

Ans. When a new stamp is issued, stamp collectors buy some. They use them to mail envelopes to themselves on the very first day of sale. The stamp of the post office proves the date. The envelope is called the first – day cover.

12 What did Sam write in his letter to Charley?

Ans. Sam wrote in his letter to Charley that he had found the third level and he had reached there. Sam was saying in his letter that he was staying there in Galesburg since last two weeks and watching various activities. He invites both Charley and his wife Louisa there. So, we can say that Sam was also a victim of worldly worries like Charley.

13. "The modern world is full of insecurity, fear, war, worry and stress. What are the ways in which we attempt to overcome them?"

Ans. No doubt, the modern world is full of insecurity, fear, war worry and stress. To overcome them, people start to adopt their own ways. As some people start to imagine and develop their own unreal world whereas some people start to use alcoholic products and destroy their lives. These ways are just escapement and not the solution.

14. What would you describe as your "waking-dream wish fulfilment"? Explain.

Ans. Charley quoted this statement. A waking dream wish fulfilment is what we wish to happen or see. It's not the reality. He told this to Sam, his psychiatrist. While talking about the third level, Charley quoted this statement. He is an Escapist. He couldn't bear all the tensions happening around him. He said this out of his imagination.

15 "I've taken the obvious step." Explain.

Ans. Nobody believed in Charley's statement about the existence of The Third Level. His wife was alarmed and brought him to the psychiatrist. Charley himself needed to meet the psychiatrist. It was an 'obvious step'.

16 "But now we are both looking." What does this refer to? Explain.

Ans. The above mentioned words were said by Charley as he and his wife Louisa, both every weekend started to search for the third level because they had the proof that Charley's friend Sam had disappeared. So, both Charley and Louisa were looking for the third level

## LONG ANSWER TYPE QUESTIONS

1. Do you think that the third level was a medium of escape for Charley? Why? /How did Charley's psychiatrist friend interpret his unique experience?

Ans. Yes, the third level was a medium of escape for Charley from the unhappy modern world that is full of insecurity, fear, war, worry and the like. He could never find it again at the Grand Central Station. Charley did not agree with his psychiatrist friend when the latter called his experience of visiting the third level a waking-dream wish fulfilment. His friend tried in vain to make him realise that his hallucinations are a result of his strong desire to escape to the peaceful times of the 1890s.

2. What does the third level refer to?

Ans. The Grand Central Station of New York has subways on two levels from where the commuters take trains to different destinations. No third level was ever built. However, the protagonist of the story, Charley, believes in the existence of a third level, operating in a time-frame of 1890s. The third level signifies an escape from the modern world that is —full of insecurity, fear, war, worry and all the rest of it. The period of 1890s represents a peaceful life not possible in the present era. From this level, the protagonist wants to travel to Galesburg, Illinois, with his wife Louisa. For him, it is a part of reality while his psychiatrist friend calls it a —waking-dream wish fulfilment.

4. Philately helps keep the past alive. Discuss other ways in which this is done. What do you think of the human tendency to constantly move between the past, the present and the future?

Ans. Many people use stamp collecting, the study of postage stamps, postal routes, postal history, etc. as a way to keep memories of the past fresh. Other than this, there are many other ways to preserve our past, including museums, historical structures & monuments, items used by people in the past, photographs, and old literature; we travel into our past. This is termed as philately. Humans frequently have a tendency to wander back and forth between the past, present, and future. Although we actually exist in the present, thanks to God's gift of memory, we can travel back in time and attempt to look into the future. We find fulfilment, enjoy life, and manage to survive in the present because our conscious and unconscious minds are in control of this shifting.

5. Do you see an intersection of time and space in the story?

Ans. Absolutely, the story shows how time and space intertwine. As an escapist, Charley travels from the present to the past. It is practically impossible for someone to have reached the final century in 1894, yet thanks to his imagination, he was sent to the third level and ended up in Galesburg, Illinois. That appears to be psychological, and Sam, his psychiatrist friend, also slips to the third level and becomes a victim of the contemporary worldly concerns. Science fiction author Jack Finney discusses the intersection of time and space in a highly rational way and establishes its plausibility through escapement.

6. Apparent illogicality sometimes turns out to be a futuristic projection? Discuss.

Ans. Sometimes what seems to be nonsensical turns out to be a futuristic vision, much like the majority of what we see around us. We were once in someone's head and seemed impossible, but subsequently turned out to be possible. It's now achievable thanks to science. Such occurrences are caused by our unconscious mind. With the help of these factors combined, we are occasionally able to create or learn incredible truths and things that were completely unknown to the world until their physical

manifestation. Hence, impossibility appears at first but quickly enters the view due to correct projection, shocking the general populace.

7. At the beginning of the story, Sam is sceptical of Charley's discovery of the third level. By the end of the story, the reader is told that he found the third level and travelled back in time. How would Sam diagnose himself?

**Ans.** Sam worked as a therapist. He was also Charley's pal. Charley went to Sam for advice when he had fantasies about the Third Floor at Grand Central Station. Sam declared it to be only a short-term relief from his anxiety. A waking-dream-wish-fulfilment, as he put it. Yet over time, he found himself ensnared in this made-up universe. He spoke with numerous psychic patients every day, who shared their problems and concerns with him. Sam's life has been burdened as a result. He also began looking for sojourn. After hearing about the suffering of those with mental illnesses, he yearned to leave the life that had become miserable.

Unconsciously, he also had the urge to escape the constraints of everyday reality and roam freely in the realm of fantasy. He desired to picture himself existing in a society free of suppressed anxieties and internal problems. Although he first did not believe in the Third Level's whim, he secretly wished to believe in this fantasy. He was aware that Charley was wrong, yet he still wanted Charley to be correct. As a result, he eventually began to discover reality on a whim and became trapped

## The Tiger King

-Kalki

**Prepared by: Mr. NabisXalxo, PGT (English)  
Kendriya Vidyalaya Simdega**

### **The author: Kalki Krishnamurthy**

Ramaswamy Krishnamurthy was born on 9<sup>th</sup> September 1899 in a Brahmin family in Puthamangalam, Tamil Nadu and died on 5<sup>th</sup> December 1954. He is better known by his pen name Kalki. He was an Indian writer, journalist, poet and a critic. He was also an Indian independence activist who wrote in Tamil. Krishnamurthy's writings include over 120 short stories, 5 novels, 3 historical romances, editorials and political writings and hundreds of film and music reviews.

### **Brief Summary:**

In the story 'The Tiger King' the Maharaja of Pratibandapuram is the hero. When he was born, astrologers had foretold that he should beware of tigers. Crown prince Jilani Jung Bahadur shouted "Let tigers beware!"

The royal prince started hunting tigers when his state came into his hands after he reached the age of twenty. He killed all the seventy tigers of his state. Then he got married to a princess whose state had a large tiger population. He managed to kill ninety-nine tigers altogether whose tiger skins adorned the walls of the Pratibandapuram palace. The hunt of the hundredth tiger proved tricky and troublesome. The tiger fainted from the shock on hearing the sound of the bullet and the king's bullet missed it. The hunters went to bring the dead tiger to the palace for a procession. They found it alive and shot it dead from a close distance.

After some days there were celebrations on the Maharaja's son's third birthday. The Maharaja presented his son a wooden toy tiger. While playing with the wooden toy tiger with his son, a tiny sliver pierced the Maharaja's right hand. Though, he pulled it out, infection set in and the king died after the three surgeons performed the operation. Thus, the hundredth tiger took its final revenge. The Tiger King died.

### **Theme/Central Idea of the lesson:**

The Tiger King is a satire on the conduct of the people in power. It is found that most of the time, the rulers are not interested and bothered about working for public welfare. Rather, they spend their time in foolish things. This is a story about crime and punishment. Kalki has used humour, irony and conversational narrative style to bring out the theme.

**Character Sketch:**

The Tiger King is a complex character with many layers. He is arrogant, selfish, and cruel but at the same time, he is also kind-hearted and generous. He is obsessed with hunting tigers and believes that it is his divine right to do so. He is convinced that he is invincible and that no tiger can harm him.

**Literary device:**

**Irony:** The dramatic irony in the story is very clear. The tiger king alone is unaware that his bullet had not killed the hundredth tiger. The other characters and the readers anticipate his doom as he celebrates his triumph over his destiny.

**Satire:** The story is a satire on the self-importance that people in power assume. The Maharaja, because of prophecy that he would meet his death from the hundredth tiger that he kills, shouted a warning to all the tigers. He justified the act of hunting tigers as 'self-defense'.

**Extract Questions:****Read the given extract and answer the questions that follow:**

1. The dewan followed his orders. He found the right girl from a state which possessed a large number of tigers. Maharaja Jung Jung Bahadur killed five or six tigers each time he visited his father-in-law. In this manner, ninety-nine tiger skins adorned the walls of the reception hall in the Pratibandapuram palace.

1. Why did the Maharaja get married?
  - a. For begetting children
  - b. For encroaching the estate of his father-in-law
  - c. For going to honeymoon
  - d. For killing rest of the tigers
2. What was Maharaja's preference for marrying a girl?
  - a. She must be tall
  - b. She must have blond hair
  - c. She must have been poor
  - d. She must have tigers in her estate
3. Which literary device has been used in the last line?
  - a. Transferred epithet
  - b. Oxymoron
  - c. Pun
  - d. Alliteration

4. What does the narrator mean by ‘Ninety-nine skins adorned the wall’?
  - a. The Maharaja had bought ninety nine tiger skins
  - b. The Maharaja had killed ninety nine tigers
  - c. The Maharaja had decorated his palace walls with ninety nine tiger skins
  - d. None of the above

**Answers:** 1. D. For killing rest of the tigers  
 2. D. She must have tigers in her estate  
 3. D. Alliteration  
 4. B. The Maharaja had killed ninety nine tigers

2. “The child will grow up to become the warrior of warriors, hero of heroes, champion of champions. But.....” they bit their lips and swallowed hard. When compelled to continue, the astrologers came out with it. “This is a secret which should not be revealed at all. And yet we are forced to speak out. The child born under this star will one day have to meet its death.”

1. Name the chapter
  - a. Evans Tries an O Level
  - b. Memories of Childhood
  - c. The Tiger King
  - d. The Third Level
2. Who is the author of this chapter?
  - a. Tishani Doshi
  - b. Kalki
  - c. Pearl Buck
  - d. William Saroyan
3. Who has been referred to as a child in this extract?
  - a. Jilani Jung Jung Bahadur
  - b. Khilendar Major
  - c. The Tiger King
  - d. All of these
4. What does the narrator mean by the phrase ‘they bit their lips’?
  - a. They hesitated
  - b. They spoke confidently
  - c. They replied angrily
  - e. They replied happily

**Answers:** 1. c. The Tiger King  
 1. b. Kalki  
 2. d. All of these

## 3. a. They hesitated

**Objective questions / MCQs**

1. Where were the surgeons summoned from?
  - (a) Delhi
  - (b) Bombay
  - (c) Calcutta
  - (d) Madras
  
2. While playing with the prince, the king got hurt when a tiny sliver pierced his
  - (a) right hand
  - (b) left hand
  - (c) right elbow
  - (d) left the ankle
  
3. \_\_\_ stood out of the wooden tiger
  - (a) Tiny slivers
  - (b) Gems
  - (c) Engravings of ivory
  - (d) Chains of silver
  
4. The shopkeeper sold it to the Tiger King for \_\_\_
  - (a) 30 rupees
  - (b) 60 rupees
  - (c) 120 rupees
  - (d) 300 rupees
  
5. What present did the king buy for his son?
  - (a) A real tiger
  - (b) A toy car
  - (c) A toy tiger
  - (d) An air gun
  
6. Who shot the 100th tiger?
  - (a) The Tiger King
  - (b) The Dewan
  - (c) One of the hunters
  - (d) The British officer



7. The Tiger King was \_\_\_\_ when he thought he had shot the final tiger

- (a) related
- (b) sad
- (c) stoic
- (d) relieved

8. The old tiger was kept \_\_\_\_

- (a) in the state jail
- (b) hidden in the Dewan's house
- (c) tied to a tree in the jungle
- (d) hidden in a car

9. The King thought of \_\_\_\_ the land tax for three years.

- (a) reducing
- (b) abolishing
- (c) doubling
- (d) imposing

10. The Maharaja was sunk in gloom because

- (a) there were no tigers to kill
- (b) the British officer was angry
- (c) he had not purchased his son's birthday present
- (d) the British officer's wife accepted all the rings

**Answer:**

- 1. (d) Madras
- 2. (a) right hand
- 3. (a) Tiny slivers
- 4. (d) 300 rupees
- 5. (c) A toy tiger
- 6 (c) One of the hunters
- 7. (d) relieved
- 8. (b) hidden in the Dewan's house
- 9. b) abolishing
- 10. (a) there were no tigers to kill

**Short answer type questions :(solved) -**

**Q1. Why Was the Maharaja once in danger of losing his kingdom?**

Ans. In his quest to achieve the killing the hundredth tiger, the tiger king imposed a ban on tiger hunting in Partibandhpuram. A British official asked his permission to allow him tiger hunting and subsequently, a photo session with the dead tiger. The king refused and thus ran the risk of losing his kingdom to the high ranked British Officer.

**Q2. Why did the Maharaja have to pay a bill of three lakh rupees to British jewelers?**

Ans. At one time the Maharaja was in danger of losing his throne as he had refused a high-ranking British officer to hunt tigers in Pratibandhpuram. He was very fond of hunting tigers and being photographed with them. Now the Maharaja stood in danger of losing his kingdom itself. To appease the British officer the Maharaja sent 50 expensive rings to the British officer's good lady who kept the whole lot. Thus the Maharaja lost three lakh of rupees.

**Q3. Why did Maharaja decide to get married?**

Ans. The Maharaja had exhausted the tiger population in Pratibandhpuram but he still had thirty more to kill. So he asked his dewan to draw up the figures of tiger populations in the different native states. He would marry in a royal family with large tiger population. The dewan found out the right girl. The Maharaja killed five or six tigers each time he visited his father in law.

**Q4. Which problem did the Maharaja face when he had killed the seventy tigers?**

Ans. Within ten years of the prediction, the Tiger King was able to kill seventy tigers. Then in the forests of Pratibandhpuram the Maharaja asked his dewan to draw up figures of tiger populations in the different native states so that could marry into a royal family with a large tiger population. The dewan found out the right girl. The Maharaja used to kill five or six tigers each time he visited his father in law. Ultimately, he was able to kill 99 tigers in all.

**Q5. When did the Maharaja decide to double the land tax for a village?**

Ans. The hundredth tiger, essential to disprove the prophecy, could not be located. The Maharaja's anger and desperation was at its height. He called the dewan and strictly ordered him to double the land tax forthwith. The dewan warned him that people would rise in revolt. Then their state too would fall a prey to the Indian National congress but the king didn't relent.

**Q6. Who is the hero of the story "The Tiger King"?**

Ans. The Maharaja of Pratibandhpuram is the hero of the story. He may be identified as His Highness Jamedar-General, Khiledar-Major, Satavyaghra Samhari, Maharajadhiraja Visva Bhuvana Samrat, Sir Jilani Jung Jung bahadur, M.A.D, A.C.T.C, or C.R.C.K. This name is often shortened to Tiger King.

**Q7. What was the great miracle that took place? What was its result?**

Ans. The astrologers said the child born under that particular star would one day have to meet its death. At that very moment a great miracle took place. An astonishing phrase emerged from the lips of the ten-day old Jilani Jung Jung Bahadur, "O wise prophets! "Everyone stood motionless with astonishment and stupidity.

**Q8. What did the infant born just 10 days ago tell wise astrologers?**

Ans. The infant said that all those who are born will one day have to die. So he did not need their predictions to know that. He further said that there would be some sense in it if they could tell him the manner of his death.

Q9. Why was the Maharaja so anxious to kill the hundredth tiger?

Ans. The Maharaja had killed ninety-nine tigers. If he could kill just one more tiger, he would have no fear left. Then he could give up tiger hunting altogether. He thought of the tiger during the day and dreamt of it at night. Moreover, he had to be extremely careful with that last tiger. The late chief astrologer had already warned him.

**Q10. What made the chief astrologer place his finger on his nose?**

Ans. The chief astrologer was surprised. He placed his finger on his nose in wonder. It was incredible that the ten days old infant raised intelligent questions. He said the prince was born in the hour of the Bull. The bull and the tiger are enemies. Therefore death comes from a tiger.

**Q10. How did the crown prince Jung Jung Bahadur grow up?**

Ans. The infant had an uneventful childhood. He grew up just like other royal princes of Indian states during the British rule. The Prince grew taller and stronger day by day. The Boy drank the milk of an English cow. He was brought up by an English nanny and tutored in English by Englishman. He saw nothing but English films.

**Unsolved questions:**

1. What is the irony of the story the tiger king?
2. Draw a character sketch of the Tiger King of Pratibandapuram in your own words.
3. What was the prediction of the chief astrologer about the infant tiger king?
4. How did the boy get the name 'Tiger King'?
5. How did the hundredth tiger take its revenge?
6. Why was the Maharaja in danger of losing his throne?

**Long answer Question:**

1. **How did the Maharaja try to disprove the prediction of the chief astrologer? What did the state astrologer assert when the Maharaja summoned him to show him the first tiger he had killed?**

Ans: - Since the astrologer had predicted death from Tiger, the maharaja decided to kill tiger to defend himself. Hence, he started out on a tiger hunt campaign. There were enough tigers in the forests of Pratibandapuram state. The maharaja was thrilled beyond measure when he killed his first tiger. He sent for the state astrologer and showed him the dead beast.

The Maharaja asked the astrologer what he said then. The astrologer said that his majesty might kill ninety nine tigers in exactly the same manner, but he must be very careful with the hundredth tiger was also killed.

The state astrologer said that in that case he would tear up all his books on astrology and set fire to them. Moreover he would cut off his tuft, crop his hair short and become an insurance agent.

**2. What problems did the Maharaja face in pursuit of his mission? How did he resolve them?**

Ans.: - The Maharaja started his mission of killing one hundred tigers with single minded mission. He focused all energy and attention to it He vowed that he would attend to all other matters only after killing one hundred tigers. Initially the king seemed well set to realize his ambition. Then dangers and difficulties cropped up. There were times when the bullet missed its marks. The tiger would leap upon him and he had to fight the wild beast with his bare hands. Luckily each time the Maharaja who had indomitable courage, won.

Once he was in danger of losing his throne because he did not permit a high ranking British officer to hunt a tiger in the Pratibandhpuram forest. The king did not succeed to his request for being photographed with a gun on the carcass of a tiger killed by the Maharaja. The maharaja had to part with a costly gift to placate his injured feeling and save his Kingdom.

**3. Comment on the appropriateness of the title 'The Tiger King'.**

Ans: - The Tiger King' is a quite appropriate and suggestive title. It focuses attention on the hero of the story-The Maharaja of Pratibandapuram, who is also known with his nick name the Tiger King. The story spans from his birth to death and covers all the landmarks connected with his passion-tiger-hunt. For him human relations and the affairs of the state are secondary. He marries a princess for the sake of a tiger. When he celebrates the third birthday of the crown prince, he brings a wooden tiger for him as a gift. It is ironic that the sliver of the wooden tiger causes his death. The overconfidence and false sense of security of the Tiger King on having killed the hundredth tiger leads to his doom. The story which begins with the prediction of death of the Tiger King right at his birth ends with his death from a tiger. Thus, the title is quite apt.

## JOURNEY TO THE END OF THE EARTH

By **Tishani Doshi**

### INTRODUCTION:

Written by **Tishani Doshi**, a noted author of India of contemporary times, “Journey to the End of the Earth” makes **curious reading**. She describes her exploratory expedition to **Antarctica**, the **coldest, driest and windiest** of all continents. The travel undertaken by the author along with a team of more than fifty inquisitive students offers a vicarious thrill and pleasure to the readers and, at the same time, edifies them about Antarctica and its significance. Having 90 % of the earth’s total ice, Antarctica enshrines the geological and geographical history of our Mother Earth. The author’s excursion, therefore, paved the way for an in-depth environmental and ecological study of the Earth and hints to the alarmingly looming crisis of global warming.

### MAIN POINTS:

- (1) The voyage began from **Madras** (today’s Chennai) at **13.09 degrees north** of the **Equator**. The team boarded a **Russian** research vessel named **Akademik Shokalaskiy**.
- (2) There were as many as **51 teenaged students** along with the author. The travel was completely in consonance with **Geoff Green’s ‘Students on Ice’ programme**. It was intended to foster a new understanding and respect for the Mother Earth.
- (3) The author in toto travelled for **100 hours** by road, air and water to reach Antarctica. In that course she crossed **nine times zones, six checkpoints, three water bodies and many ecospheres**.
- (4) The **vast white landscape** filled the author with a sense of **relief**. She is overcome with a wondrous **amazement** at Antarctica’s **largeness and remoteness**.
- (5) Tishani Doshi finds the expansive snowy territory of Antarctica **without any signs of human existence like billboards and buildings**. What she encounters there are **varieties of organisms ranging from the microscopic to the macroscopic, midges & mites to blue whales**.
- (6) At **65.55 degree south** the expedition team members had an amazingly exciting experience of **walking on the ocean**. It was a **metre thick slab of ice** facilitated their ocean walk.

(7) Her sojourn was marked by the views of **avalanches and ice – breaks**. Those spectacles of retreating glaciers and collapsing ice – shelves were evidently the outcome of the **growing intensity of global heat** and therefore **doesn't augur well for human existence** on the planet.

(8) **Gondwana** was a huge tropical landmass and can be considered as roughly today's Antarctica. In past India was a part of Antarctica. **India pushed northwards jamming against Asia and thus buckling its crust to form the Himalayas**.

(9) The humans arrived on the earth merely **12000 years ago** but the history of the earth dates back to **650 million years ago**. Antarctica (erstwhile Gondwana) had a **warm climate** and **flora and fauna flourished** there for **500 million years**. That era was followed by the **disappearance of dinosaurs** and the **carving of the landmass into countries** as we have today.

(10) A visit to Antarctica educates one about the **present, past and future** of the earth.

(11) A revelation dawns upon the author that **if the climate of Antarctica gets warmer, humans may have to disappear** as the species like **dinosaurs, mammoths and woolly rhinos** had to. Tishani Doshi calls this revelation a sort of **epiphany**.

(12) Tishani Doshi rakes up the issues like **over – population** and its dangerous after – effects. She tells us that the **fossil – burning** has led to the formation of a **covering of carbon dioxide around** our globe thus increasing the **global warming** even more. The increase of global temperature may be minuscule (small) on an everyday basis, but it is an alarming fact that in a million years the increase would be catastrophic making Antarctica a warm place.

(13) The author warns us that any further **depletion in the ozone layer** will endanger **phytoplankton** – a species of grass serving as the **food chain** for various organisms of the region.

(14) If we compare **12,000 years of human existence** on the earth to the **650 million years** old history of the planet, it accounts for **merely 0.0018 %**. But during this paltry and negligible existence, the **humans have left extremely dangerous impact** upon the earth and its environment.

### **FIGURES OF SPEECH:**

<i>EXAMPLES</i>	<i>FIGURES OF SPEECH</i>	<i>EXPLANATIONS</i>
“Journey to the End of the Earth” (Title)	<b>Paronomasia (or pun)</b>	“end” has two meanings – border and destruction
Gore-tex and glare	<b>Alliteration</b>	Repetition of g-sound
Days on and on and on	<b>Hyperbole</b>	An overstatement
...like dinosaurs, mammoths and woolly rhinos w will disappear too	<b>Simile</b>	Comparison through “like”

Crabeater seals ...much like stray dogs	<b>Simile</b>	Comparison through "like"
It's like walking into a giant ping pong ball	<b>Simile</b>	Comparison through "like"
A huge variety of flora and fauna	<b>Alliteration</b>	Repetition of f-sound
Antarctica because of her simple ecosystem and lack of biodiversity ...	<b>Personification</b>	Description of Antarctica as a person (woman)

### **MULTIPLE CHOICE QUESTIONS (EXTRACT BASED):**

Read the extracts and answer the questions that follow:

(1) "Six hundred million years ago, a giant amalgamated Southern super-continent – Gondwana did indeed exist, centred roughly around the present day Antarctica."

(a) Which lesson has the extract been taken from?

- (i) The Tiger King (ii) On the Face of it  
(iii) Journey to the End of the Earth (iv) The Enemy

(b) Who is the writer of these lines?

- (i) Pearl S. Buck (ii) Tishani Doshi  
(iii) Susan Hill (iv) Jack Finney

(c) Antarctica belonged to an old super-continent called

- (i) Equator (ii) Greenwich  
(iii) Phytoplankton (iv) Gondwana

(d) What is the meaning of "amalgamated"?

- (i) mixed (ii) separated  
(iii) designed (iv) None of the above

(2) "For a sun-worshipping South Indian like myself, two weeks in a place where 90 per cent of the Earth's total ice volumes are stored in a chilling prospect."

(a) Whom does "myself" refer to here?

- (i) Geoff Green (ii) Tishani Doshi  
(iii) Kalki (iv) Susan Hill

(b) What proportion of the world's ice is stored in Antarctica?

- (i) 75% (ii) 80%  
(iii) 90% (iv) 95%

(c) "a sun-worshipping South Indian" refers to

- (i) a resident of Southern part of India (ii) a devotee of Sun-God

- (iii) the author (iv) All of the above  
 (d) How long did the author stay in Antarctica?  
 (i) seven days (ii) fourteen days  
 (iii) twenty days (iv) twenty five days

- (e) What is the meaning of “chilling”?  
 (i) mixed (ii) separated  
 (iii) designed (iv) None of the above

(3) “You lose all earthly sense of perspective and time here. The visual scale ranges from the microscopic to the mighty: midges and mites to blue whales and icebergs as big as countries.”

- (a) Which lesson has the extract been taken from?  
 (i) The Tiger King (ii) On the Face of it  
 (iii) Journey to the End of the Earth (iv) The Enemy  
 (b) Who is the writer of these lines?  
 (i) Pearl S. Buck (ii) Tishani Doshi  
 (iii) Susan Hill (iv) Jack Finney  
 (c) What does “here” refer to?  
 (i) Equator (ii) Madras  
 (iii) Antarctica (iv) None of these  
 (d) What figure of speech lies in “midges and mites”?  
 (i) oxymoron (ii) alliteration  
 (iii) synecdoche (iv) metaphor  
 (e) What is the figure of speech lying in “icebergs as big as countries”?  
 (i) transferred epithet (ii) alliteration  
 (iii) hyperbole (iv) metaphor

(4) “Human civilisation have been around for the paltry 12000 years – barely a few seconds on the geological clock. In that short amount of time, we’ve managed to create quite aruckus, etching our dominance over Nature.”

- (a) Which lesson has the extract been taken from?  
 (i) The Tiger King (ii) On the Face of it  
 (iii) Journey to the End of the Earth (iv) The Enemy  
 (b) Who is the writer of these lines?  
 (i) Pearl S. Buck (ii) Tishani Doshi  
 (iii) Susan Hill (iv) Jack Finney  
 (c) The phrase “barely a few seconds on the geological clock” means that the human existence on the earth has been  
 (i) less (ii) much less  
 (iii) more (iv) much more  
 (d) Whom have the humans dominated according to the above extract?  
 (i) Earth (ii) Gondwana  
 (iii) Antarctica (iv) Nature  
 (e) What is the meaning of “ruckus”?  
 (i) noisy confusion (ii) convenient compromise  
 (iii) unchained authority (iv) None of the above



(5) “The rapid increase of human population has left us battling with other species for limited resources, and the unmitigated burning of fossil fuels has now created a blanket of carbon dioxide around the world.”

- (a) Which lesson has the extract been taken from?  
 (i) The Tiger King (ii) On the Face of it  
 (iii) Journey to the End of the Earth (iv) The Enemy
- (b) Who is the writer of these lines?  
 (i) Pearl S. Buck (ii) Tishani Doshi  
 (iii) Susan Hill (iv) Jack Finney
- (c) The phrase “barely a few seconds on the geological clock” means that the human existence on the earth has been  
 (i) less (ii) much less  
 (iii) more (iv) much more
- (d) Whom have the humans dominated according to the above extract?  
 (i) Earth (ii) Gondwana  
 (iii) Antarctica (iv) Nature
- (e) What is the meaning of “ruckus”?  
 (i) noisy confusion (ii) convenient compromise  
 (iii) unchained authority (iv) None of the above

(6) “Climate change is one of the most hotly contested debates of our time. Will the West Antarctica ice sheet melt entirely? Will the Gulf Stream ocean current be disrupted? Will it be the end of the world as we know it? Maybe. Maybe not.”

- (a) Which lesson has the extract been taken from?  
 (i) The Tiger King (ii) On the Face of it  
 (iii) Journey to the End of the Earth (iv) The Enemy
- (b) Who is the writer of these lines?  
 (i) Pearl S. Buck (ii) Tishani Doshi  
 (iii) Susan Hill (iv) Jack Finney
- (c) Which part of Antarctica may have its ice melted away completely  
 (i) East (ii) West  
 (iii) North (iv) Entire
- (d) In these lines the author is ..... of the end of the world.  
 (i) sure (ii) unsure  
 (iii) desirous (iv) none of the above
- (e) What is the meaning of “contested”?  
 (i) fought (ii) befriended  
 (iii) compromised (iv) judged

(7) “Antarctica is a crucial element in this debate – not just because it’s the only place in the world, which has never sustained human population and therefore remains relatively ‘pristine’ in this respect; but more importantly, because it holds in its ice-cores half-million-year-old carbon records trapped in its layers of ice.”

- (a) Which lesson has the extract been taken from?  
 (i) The Tiger King (ii) On the Face of it  
 (iii) Journey to the End of the Earth (iv) The Enemy
- (b) Who is the writer of these lines?  
 (i) Pearl S. Buck (ii) Tishani Doshi

- (iii) Susan Hill (iv) Jack Finney
- (c) Antarctica is a crucial element in the debate because
- (i) sustaining human population (ii) its pristine nature  
(iii) carbon records (iv) None of the above
- (d) In these lines the author is ..... of the end of the world.
- (i) sure (ii) unsure  
(iii) desirous (iv) none of the above
- (e) What is the meaning of “contested”?
- (i) fought (ii) befriended  
(iii) compromised (iv) judged

(8) “*Students on Ice*, the programme I was working with on the Shokaskiy aims to do exactly this by taking High School students to the end of the world and providing them with inspiring educational opportunities which will help them foster a new understanding and respect for our planet.”

- (a) Who is the writer of these lines?
- (i) Pearl S. Buck (ii) Tishani Doshi  
(iii) Susan Hill (iv) Jack Finney
- (b) In this extract “the end of the world” refers to
- (i) Antarctica (ii) destruction of the world  
(iii) 13.09 degrees N of the Equator (iv) None of the above
- (c) *Students on Ice* was \_\_\_\_\_.
- (i) an educational scheme (ii) a research vessel  
(iii) a High School (iv) none of the above
- (d) What is Shokalaskiy ?
- (i) an educational scheme (ii) a research vessel  
(iii) an educational institution (iv) none of the above

### **VERY SHORT ANSWER QUESTIONS:**

(1) How in past Antarctica and India were associated with each other?

ANS. In past India was a **part** of Antarctica (by and large Gondwana).

(2) How were the Himalayas formed?

ANS. In past **India** (then a part of Antarctica) **pushed northwards jamming against Asia and thus buckling its crust to form the Himalayas.**

(3) How does excessive fossil burning affect our planet and its environment?

ANS. The fossil – burning has led to the formation of a **covering of carbon dioxide** around our globe thus increasing the **global warming.**

(4) What will happen if the climate of Antarctica gets warm?

ANS. If the climate of Antarctica gets warmer, **humans may have to disappear as the species like dinosaurs, mammoths and woolly rhinos had to.**

### **SHORT ANSWER QUESTIONS:**

(1) Why does one lose all earthly perspective on reaching Antarctica?

ANS. Tishani Doshi finds the expansive snowy territory of Antarctica **without any signs of human existence like billboards and buildings.** What she encounters there are **varieties of**

**organisms ranging from the microscopic to the macroscopic, midges & mites to blue whales.**

(2) Explain why did Tishani Doshi conclude – “And for humans, the prognosis is not good”?  
ANS. Her sojourn was marked by the views of **avalanches and ice – breaks**. Those spectacles of retreating glaciers and collapsing ice – shelves were evidently the outcome of the **growing intensity of global heat** and therefore **doesn't augur well for human existence** on the planet.

(3) Comment on ‘Students on Ice’ programme.

ANS. ‘**Students on Ice**’ is a programme initiated by **Geoff Green**, a Canadian environmentalist. It was **intended to foster a new understanding and respect for the Mother Earth**.

(4) What was the scope of the journey undertaken by the author?

ANS. The author in toto travelled for **100 hours** by road, air and water to reach Antarctica. In that course she crossed **nine times zones, six checkpoints, three water bodies and many ecospheres**.

(5) What was Tishani Doshi’s instant reaction on reaching Antarctica?

ANS. The **vast white landscape** filled the author with a sense of **relief**. She is overcome with a wondrous **amazement** at Antarctica’s **largeness and remoteness** from rest of the world.

(6) Write a note on Tishani Doshi’s walk on the ocean.

ANS. At **65.55 degree south** the members of the expedition team had an **amazing and exciting experience** of walking on the ocean. It was a **metre thick slab of ice** that facilitated their ocean walk over a 118 metre deep ocean.

(7) How will the depletion of ozone layer affect phytoplankton?

ANS. The author warns us that any further depletion in the ozone layer will endanger phytoplankton – a species of grass serving as the **food chain** for various organisms of the region.

(8) What Figure of Speech lies in “Journey to the End of the Earth”? Explain.

ANS. The Figure of Speech lying in “Journey to the End of the Earth” is **paronomasia** or **pun**. The word “end” here has two meanings – border and destruction. When it means border the “Journey to the End of the Earth” means a travel to the border (southernmost) of the earth i.e. Antarctica as Tishani Doshi undertakes. When, on the other hand, “end” means destruction, the “Journey to the End of the Earth” refers to our journey to the destruction of the earth, as we are creating such a conditions for ourselves.

### **ANSWER QUESTIONS:**

(1) Describe the author’s journey to the end of the earth.

ANS. Tishani Doshi’s voyage to Antarctica began from **Madras** (today’s Chennai) at **13.09 degrees north** of the **Equator**. The team boarded a **Russian** research vessel named **Akademik Shokalaskiy**. There were as many as **51 teenaged students** along with the author. The travel was completely in consonance with **Geoff Green’s ‘Students on Ice’ programme**. It was intended to foster a new understanding and respect for the Mother Earth. The author in toto travelled for **100 hours** by road, air and water to reach Antarctica. In that

course she crossed **nine times zones, six checkpoints, three water bodies and many ecospheres**. The **vast white landscape** filled the author with a sense of **relief**. She is overcome with a wondrous **amazement** at Antarctica's **largeness and remoteness**. She discusses **over – population** and its dangerous after – effects. She then raises the issue of uncontrolled **fossil-burning** leading to the formation of a **covering of carbon dioxide around** our globe and thus increasing the **global warming**

(2) Write a short note on the history of human existence on the planet Earth.

ANS. The history of human existence is quite amazing and exciting. The advent of humans on the earth was first noticed some **12000 years ago** whereas the history of the planet Earth dates back to so long as **650 million years ago**. Antarctica (erstwhile Gondwana) had a **warm climate** and **flora and fauna flourished** there for **500 million years**. That era was followed by the **disappearance of dinosaurs** and the **carving of the landmass into countries** as we have today.

(3) What is the significance of the title “Journey to the End of the Earth”?

ANS. Tishani Doshi undertook a journey to Antarctica. It was quite thought-provoking and eye-opening trip and played a pivotal role in the study of the Earth's environment and climate. The word “end” here in the title has two meanings – border and destruction. When it means border the “Journey to the End of the Earth” means a travel to the border (southernmost) of the earth i.e. Antarctica as Tishani Doshi undertakes. When, on the other hand, “end” means destruction, the “Journey to the End of the Earth” refers to our journey to the destruction of the earth, as we are creating such conditions for ourselves. “Journey to the End of the Earth” thus has the literary **paronomasia** or **pun**.

(4) How Tishani Doshi has analysed the problem of environment and global warming in this lesson? ANS. Tishani Doshi rakes up the issues like **over – population** and its dangerous after – effects. She tells us that the **fossil – burning** has led to the formation of a **covering of carbon dioxide around** our globe thus increasing the **global warming** even more. The increase of global temperature may be minuscule (small) on an everyday basis, but it is an alarming fact that in a million years the increase would be catastrophic making Antarctica a warm place. If we compare **12,000 years of human existence** on the earth to the **650 million years** old history of the planet, it accounts for **merely 0.0018 %**. But during this paltry and negligible existence, the **humans have left extremely dangerous impact** upon the earth and its environment.

(5) What do you understand by sustainable development? Will the awareness created through Tishani Doshi's research help the mankind in ensuring sustainable development?

(Extrapolation)

ANS. The term “sustainable development” refers to judicious use of natural resources so as to reserve a fair share of them for the posterity. It also takes the humans to task for considering themselves as the sole heirs to these resources and accept other creatures' right on the Earth and her resources too. “Journey to the End of the Earth” creates such awareness that it may go a long way in edifying the readers about sustainable development. It has been clear that ozone layer is depleting every day leading to the decay of phytoplankton – the food chain of a large number of organisms. In the same way for protecting the Earth from the menace of global warming, the emission of carbon dioxide is to be controlled. If they learn to preserve the ozone layer and avoid the emission of chlorofluorocarbon and carbon dioxide, such a move will also at the same time preserve the natural environment and resources. And thus there is no denying that it will also lead to sustainable development.

NEERAJ ANAND  
PGT-ENG  
KV, JAMTARA

## **'The Enemy'**

By Pearl S. Buck

Prepared by *S. Das PGT (English)*

Kendriya Vidyalaya Madhupur

### **Introduction of the chapter-**

The story highlights how a Japanese doctor saves the life of an American prisoner of war and rises above narrow national prejudices. Dr Sadao risked his honor, career position and life by providing shelter to a war prisoner of the enemy camp and saved his life. The author has wisely portrayed the conflict in the doctor's mind as a private individual and as a citizen with a sense of national loyalty.

**Theme:** So far as the theme of this lesson is concerned it gives a message that humanism transcends all man made prejudices and barriers, Dr Sadao upholds the ethics of medical profession by treating an enemy.

### **Brief introduction of the writer**

Pearl S. Buck was born in Hillsboro West Virginia in the United States. She grew up in China where her parents served as missionaries. She was raised bilingual, speaking both Chinese and English. After several years of study at college in the U S Buck returned to China where she lived until 1934.

**Message:** It gives a lesson that love and compassion can make us better human beings as opposed to prejudice and biases against other people with whom we do not share anything but the bond of being humans

### **Main Characters:**

1. Dr Sadao: Dr Sadao is an emotionally complex character who struggles to come to terms with his inexplicable impulse to save the life of an American who is supposedly his enemy. His staunch patriotism is well balanced between nationalism and racial prejudice.
2. Yumi is one of the servants of Dr Sadao Hoki and Hana's house she largely tends to the children and she is seen with them far more than Hanna Herself. Like their gardener she is openly prejudiced against Tom and she speaks critically of Dr. Sadao and Hana for saving a white man.
3. Gardener – There is a gardener who works for Dr Sadao Hoki and Hana like the cook. You know, he has been an instrumental part of the household ever since Sadao was just a boy.

**Summary:** The narration, “The Enemy”, Written by Pearl S Buck narrates about how people can help enemies on human grounds. Hating our enemy race is natural and justifiable, especially during wartime. This story beautifully depicts how a human being rise above narrow prejudices. Dr Sadao and Hana stood outside their house. A man suddenly flung out to the ocean. They ran towards him. To their shock, he was an enemy soldier who was badly wounded and lay unconscious. As citizens having sense of national loyalty, they felt they must put the man back into sea. However, soon they rose above narrow prejudices and brought the man into their house. Even though they faced open defiance from their domestic staff they looked after the man. They realized the risk of harbouring an enemy . But Dr. Sadao knew that he would not be arrested and condemned by the ruthless general as he himself might need his services any time for an operation. The man recovered fast. Dr Sadao was compelled to get rid of him for the sake of his family. As soon as the man was out of danger, he arranged his safe escape from the house.

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

The man moaned with pain in his stupor but he did awaken.

“The best thing that we could do would be to put him back in the sea,”Sadao said, answering himself . Now that the bleeding has stopped for the moment, he stood up and dusted the sand from his hands.

“Yes, undoubtedly that would be best,” Hana said steadily. But she continued to stare down at the motionless man.

“ If we sheltered a white man in our house we should be arrested and if we turned him over as a prisoner ,he would certainly die,” Sadao said.

“ The Kindest thing would be to put him back into sea, “ Hana said . But neither of them moved. they were staring with curious repulsion upon the inert figure.

Q1 In which of following options can the underlined words NOT be replaced with ‘stupor’?

- (A) She hung up the phone feeling as though she had woken up from a slumber.
- (B) The Manager complained about the employee’s sluggishness.
- (C) He seemed to be in a trance when the doctor called upon him last week.
- (D) Seeing him a daze, the lawyer decided not to place him in the witness box.

ANS : Option B correct

Q2 Which character traits of Sadao and Hana are described in the passage.

Ans: Sadao was being practical in approach but Hana was a bit apprehensive about sheltering an American.

Q3 The line 'But neither of them moved', displays which situation ?

ANS: Sadao and Hana found themselves in such dilemma that they didn't know what to do . It was such a problem in which the desired outcome was impossible.

Q4. Complete the sentence appropriately.

Sadao and Hana cared about the soldier but were worried about

the \_\_\_\_\_

ANS: consequences of being considerate

**Read the given extract and answer the question that follows:**

"I wondered, your Excellency," Sadao murmured.

"it was certainly very careless of me ," the general said. "But you understand it was not lack of patriotism or dereliction of duty." He looked anxiously at his doctor. "If the matter should come out you would understand that, wouldn't you ?"

"Certainly, your excellency, "Sadao said. He suddenly comprehended that the general was in the palm of his hand and that as a consequence, he himself was perfectly safe. "I swear to your loyalty. Excellency, "he said to the old general, "and to your zeal against the enemy."

Q1 Pick the option that best describes the word 'dereliction' as used in the passage.

1.Evasion

2. Deterioration

3.Negligence

4.carelessness

5.Dilapidation

6.Management

(A) 2,3 and 6

(B) 1,4 and 5

(C) 2,4 and 6

(D) 1,3 and 4

Q2 At the end of the conversation with the general, Sadao felt \_\_\_\_\_

ANS: relieved and guilt- free

Q3 complete the sentence appropriately.

The general relishes the power but is \_\_\_\_\_ of the obligations of his job.

ANS: Weary

Q4 which quality trait of general is displayed here?

ANS: He is so self – absorbed with his health that he forgot to send the assassins to kill the prisoner.

**Read the given extract and answer the question that follows:**

But at this moment, the door opened and she looked out, a dark-blue woolen hoary over her kimono. She came to him affectionately and put her arms through his as he stood, smiled and said nothing.

Q1 who is 'she' in the above lines?

- (A) Louisa (B) Bana  
(C) Hana (D) None of these

ANS option c is correct

Q2 Complete the sentence appropriately

Kimono is \_\_\_\_\_

Ans Japanese robe with wide sleeves

Q3 Where were Sadao and Hana standing?

Ans : They both were standing in the verandah.

Q4 Where had Sadao and Hana first meet?

And Sadao and Hana first meet at Professor Harley's Home.

**Read the given extract and answer the question that follows:**

Sadao stopped Hana at his side, and turned the man's head. They saw the face, 'a white man!' Hana whispered. Yes, it was a white man

Q1 What did Dr. Sadao see when he turned the face of the man?

Ans: Dr. Sadao saw a man with yellow hair and yellow beard. He was an American soldier who was showing signs of being tortured.



Q2 complete the sentence appropriately.

The white man lying in a state \_\_\_\_\_

Ans of unconsciousness.

Q3 which part of the body of young man had wound?

- (A) Left side of upper back.
- (B) Heads and chest
- (C) Both the legs
- (D) Right side of lower back

Ans option (D) is correct.

Q4 the white man belonged to which Navy.

Ans: The white man belongs to U. S Navy.

### **QUESTION-ANSWERS FOR PRACTICE**

Q1-Describe the activities of Dr. Sadao as a boy.

Q2-Sadao's education was his father's chief concern. How can you tell that Sadao came up to his father's expectations?

Q3 Why was Dr. Sadao not sent abroad with the troops?

Q4 There are moments in life when we have to make hard choices between our roles as private individuals and as citizen with a sense of national loyalty. Discuss with reference to the story you have just read.

Q5 While hatred against a member of the enemy race is justified, what makes a human being rise above narrow prejudices?

Q6 Does the story remind you of "Birth" by A.J. Cronin that you have read in snapshots last year? What is the similarity?

Answers

Ans 1:Dr Sadao house was situated on the Japanese coast. It was above narrow beach. The beach was outlined with bent pines. Dr Sadao as a boy often played there. He would climb the pines, supporting himself on his bare feet.

Ans 2: Sadao's education had been father's chief concern. He even sent his son to America at around twenty – two years of age to learn all that could be known about surgery

and medicine. Sadao came up to his father's expectations. When he came back at the age of thirty, he was not only a famous surgeon but also a scientist.

Ans 3: Sadao was a renowned surgeon. The old general was under medical treatment for a condition that might need an operation. In that case, he would need the service of Dr Sadao whom he trusted. That's why Dr. Sadao was not sent abroad with the troops.

Ans 4: One day, Dr Sadao a prominent Japanese surgeon stood outside his house situated on the beach. Suddenly, he found a man flung out of the ocean. He ran towards him. He found that the man was an enemy soldier and was badly wounded. Being a true citizen Sadao thought of throwing the man back into the sea. But his profession as a doctor reminded him of his sacred duty to save a dying man if he could. He rose above his narrow prejudices and took the man into his house. In spite of open defiance from the domestic staff, he cared for the man. He knew the risk involved in harbouring an enemy; still he does not shirk from his obligations of a doctor.

Ans5: it is his sense of accountability as a human being that makes him rise above narrow prejudices.

Ans 6 The story 'The Enemy' takes us to the similar story "Birth" by A.J Cronin discussed previous year. Both stories have a common theme which reflected in Dr. Sadao's statement that,

"I have been trained not to let a man die if I can help him"

## FOR PRATICE

### **A. Read the given extract and answer the questions that follow:**

*Sadao had taken this into his mind as he did everything his father said, his father who never joked or played with him but who spent infinite pains upon him who was his only son. Sadao knew that his education was his father's chief concern. For this reason he had been sent at twenty-two to America to learn all that could be learned of surgery and medicine. He had come back at thirty, and before his father died he had seen Sadao become famous not only as a surgeon but as a scientist. Because he was perfecting a discovery which would render wounds entirely clean, he had not been sent abroad with the troops. Also, he knew, there was some slight danger that the old General might need an operation for a condition for which he was now being treated medically, and for this possibility Sadao was being kept in Japan.*

#### **1. What does the word 'infinite' mean?**

- A Calculable
- B Eternal
- C Never ending
- D Both B and C

#### **2. What does the speaker mean by "Perfecting a discovery"?**

- A Honing the discovery

- B Making the discovery perfect
- C Making himself perfect for Hana
- D Both A and B

**3. Why was Dr. Sadao not sent abroad with the troops?**

- A For he remained ill
- B For the General remained ill
- C For the was perfecting a discovery
- D Both B and C

**4. What does the word 'troops' mean?**

- A Group of soldiers
- B Group of generals
- C Group of commanders
- D Group of brigadiers

**B. Read the given extract and answer the questions that follow:**

*The professor and his wife had been kind people anxious to do something for their few foreign students, and the students, though bored, had accepted this kindness. Sadao had often told Hana how nearly he had not gone to Professor Harley's house that night-the rooms were so small, the food so bad, the professor's wife so voluble. But he had gone and there he had found Hana, a new student, and had felt he would love her if it were at all possible.*

**1. Name the Professor.**

- A. Anatomy Professor
- B Professor Harley
- C Professor Tom
- D None of these

**2. What does the word 'Voluble' mean?**

- A Garrulous
- B Gassy
- C Loquacious
- D All of the above

**3. Where was Dr Sadao putting up when he met Hana?**

- A Japan.
- B America
- C at General's home
- D All of these

**4. Which race did Hana belong to?**

- A. American
- B Japanese
- C Indian
- D Chinese

**C. Read the given extract and answer the questions that follow:**

*The mists screened them now completely, and at this time of day no one came by. The fishermen had gone home and even the chance beachcombers would have considered the day*

at an end. "What shall we do with this man?" Sadao muttered. But his trained hands seemed of their own will to be doing what they could to stanch the fearful bleeding. He packed the wound with the sea moss that strewed the beach. The man moaned with pain in his stupor but he did not awaken. "The best thing that we could do would be to put him back in the sea," Sadao said, answering himself.

**1. What does the speaker mean by 'The mists screened them'?**

- A Mist had hidden them
- B Mist had protected them
- C Mist had concealed them
- D All of these

**2. Who is a beachcomber?**

- A. A vagrant living on beach
- B A person walks along a beach looking for valuables
- C A wanderer searching for things on the beach
- D All of these

**3. What does the word 'Strewed' mean?**

- A spread out
- B protected
- C Uncovered
- D Unavailable

**4. Why did they want to throw the man back into the sea?**

- A For he was an American
- B For he was an enemy
- C For he was a P.O.W.
- D All of these

**D. Read the given extract and answer the questions that follow:**

*Thus agreed, together they lifted the man. He was very light, like a fowl that had been half-starved for a long time until it had only feathers and a skeleton. So, his arms hanging, they carried him up the steps and into the side door of the house. This door opened into a passage, and down the passage they carried the man towards an empty bedroom. It had been the bedroom of Sadao's father, and since his death it had not been used. They laid the man on the deeply matted floor. Everything here had been Japanese to please the old man, who would never in his own home sit on a chair or sleep in a foreign bed.*

**1. Which poetic device has been used in the first line?**

- A Hyperbole
- B Antithesis
- C Metonymy
- D Simile

**2. What is a fowl?**

- A Bird
- B Goat
- C Pig

D None of these

**3. Who has been called 'Old man' in the above extract?**

- A. Sadao's father
- B General Takima
- C Sadao's servant (Gardener)
- D None of these

**4. Find out the synonym of the word 'Please' from the following.**

- A To make him happy
- B To make him sad
- C To make him tiresome
- D To make his nostalgic

**E. Read the given extract and answer the questions that follow:**

*But the utter pallor of the man's unconscious face moved him first to stoop and feel his pulse. It was faint but it was there. He put his hand against the man's cold breast. The heart too was yet alive. "He will die unless he is operated on," Sadao said, considering. "The question is whether he will not die anyway." Hana cried out in fear. "Don't try to save him! What if he should live?" "What if he should die?" Sadao replied. He stood gazing down on the motionless man. This man must have extraordinary vitality or he would have been dead by now.*

**1. What does the word 'Utter' mean?**

- A Complete
- B Incomplete
- C Pale
- D partial

**2. What made Sadao say that the man had extraordinary vitality?**

- A Since he was bleeding
- B Since he was being taken care of
- C Since he was getting saved time and again
- D Since he had lost much of his blood yet he was alive

**3. What was the colour of the man's face according to the speaker?**

- A White
- B Yellow
- C Reddish
- D None of these

**4. What does the phrasal verb 'Gaze down' mean?**

- A To stare
- B To look angrily
- C To threaten angrily
- D To scare

**MCQ QUESTIONS**

Q1- Who is the author of the lesson The Enemy?

- A) Pearl S. Buck
- B) Dickens
- C) D.H.Lawrence
- D) None

Q2- Why did Dr Sadao treat the soldier when he was from enemy's nationality?

- A) He was a doctor
- B) It was against his professional ethics
- C) as a doctor he could not let anyone die
- D) All

Q3- Who was Dr. Sadao?

- A) An Iranian Doctor
- B) An American doctor
- C) A Japanese doctor
- D) None

Q4- How did Hana help Dr. Sadao?

- A) By assisting him
- B) by giving him money
- C) by giving him tools
- D) by working as a nurse

Q5- Why did the General not pass orders to arrest Dr. Sadao for giving space to a Whiteman?

- A) because he trusted him
- B) because he needed him
- C) General was not in good health and needed his services
- D) None

Q6- Why did Dr become irritable and impatient with his patients?

- A) because of his inability to leave the white man to help his distressed wife
- B) because of many patients
- C) because of General's pressure
- D) All these

Q7- Why did Dr.'s wife feel distressed?

- A) seeing many patients
- B) Seeing General's reaction
- C) Seeing the orders
- D) Seeing Whiteman's blood

Q8- Why did the surgeon speak sharply to his wife?

- A) to get things he needed
- B) to get her help
- C) to stop any disturbance that could lead to harm the wounded man.
- D) None

Q9- What was Hana's reaction over her husband's words?

- A) She held her mouth with her hands and vomited outside the operation room  
 B) she shouted  
 C) she cried  
 D) she stopped helping him

Q10- Why did Hana wash the wounded man herself?

- A) Because of her servants  
 B) because her servants ran away  
 C) because her servants refused to help an American enemy soldier  
 D) none

Q11- Why did the servants refuse to help?

- A) out of fears  
 B) because of superstitions  
 C) because he was an American Soldier  
 D) All these

Q12- How did Dr. ensure that the American Soldier had left safely?

- A) by escorting him  
 B) by seeing no signal of flashlight  
 C) by giving him a call  
 D) none

Q13- Why did Sadao marry a Japanese girl only?

- A) because he liked Japanese  
 B) he didn't like any other nationality  
 C) Because of his father's fear  
 D) because he didn't want to upset his father

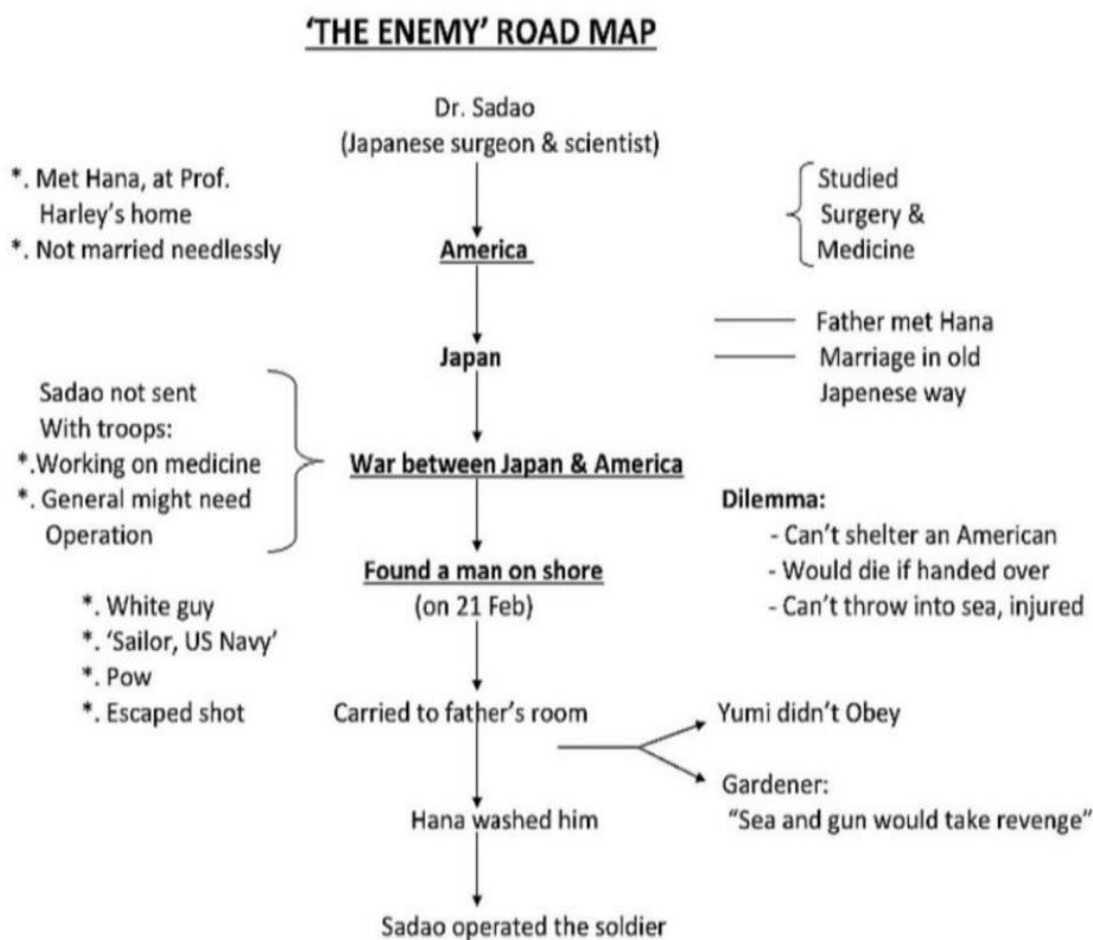
Q14- What kind of person was Sadao's father?

- A) a serious  
 B) a jollygood man  
 C) very strict  
 D) A true patriot and traditional person

Q15- Why did the messenger come to the doctor?

- A) to meet him  
 B) for check-up  
 C) to inform about the General's pain  
 D) All these

# The Enemy



## LONG QUESTION

1. What did Dr. Sadao do to get rid of the American Soldier? (5)
2. What was Hana's role in Dr. Sadao's life when he brought home an injured America Soldier? (5)



3. Where did Dr. Sadao meet his wife Hana? What was initial reaction? (5)

---

### On the Face of It

By- Susan Hill

#### About the author

- **Dame Susan Hill**, (born 5 February 1942) is an English author who wrote fictions and non-fictions. She is also known as **Lady Wells**.
- Her novels include [\*The Woman in Black\*](#), which has been adapted in multiple ways, [\*The Mist in the Mirror\*](#), and [\*I'm the King of the Castle\*](#). Her latest collection of short stories is *Farthing House: And Other Stories* (2006) and her latest novel is *Black Sheep* (2013)
- She received Maugham Award in 1971 for the novel [\*I'm the King of the Castle\*](#). She also won the [Whitbread Novel Award](#) in 1972 for *The Bird of Night*, which was also shortlisted for the [Booker Prize](#).
- She was appointed [Commander of the Order of the British Empire](#) (CBE) in the [2012 Birthday Honours](#) and [Dame Commander of the Order of the British Empire](#) (DBE) in the [2020 Birthday Honours](#), both for services to literature.
- She is known to explore the inner fears and loneliness. Her works reflect honest suffering and optimism. Her simply drawn novels examine the lives of small, sometimes eccentric people, who look for life and warmth in their often icy and sterile lives.

#### Title of the story

'On the Face of it' is an informal expression which is used to say that something seems to be good but this opinion may need to be changed when we know more about it. An individual may be quite different from what we think of him/her at the first glance. It is needed to observe others by removing our glasses of prejudice, hatred, hearsay and dislike. Herein this chapter, Mr. Lamb appears to be mysterious, lonely, lame old fellow who lives in a big garden, but in reality, he is very kind, generous, loving and altruistic. Similarly, although Derry has an ugly looking scary face, he is fine lad of fourteen with a deep longing for love. There is nothing wrong with Mr. Lamb and Derek. What is wrong is the way people in their lives and around them view and treat them.

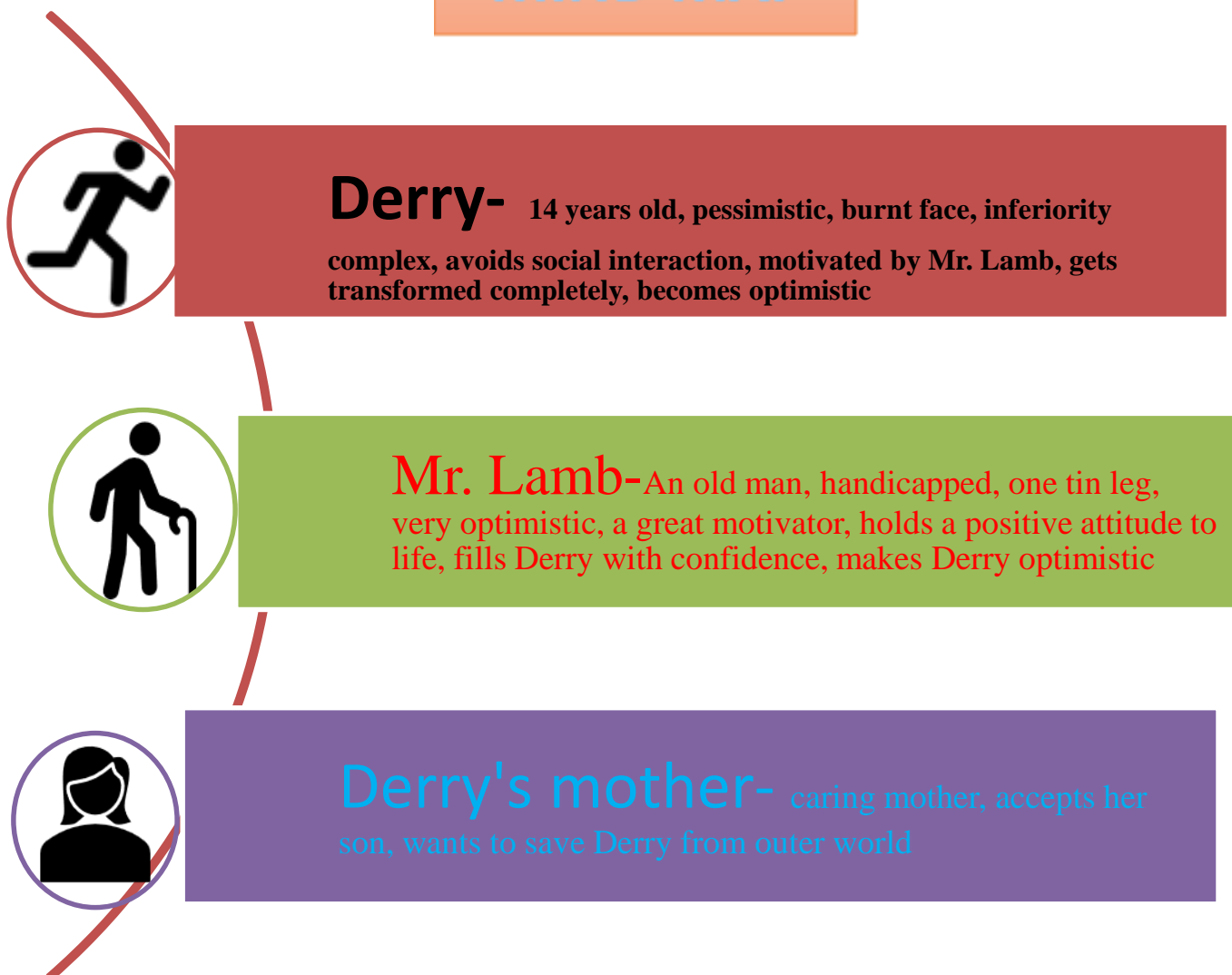
#### Themes: -

- **Loneliness and Alienation:** - The play deals with the theme of loneliness and alienation. Both characters, Mr. Lamb and Derry live in a society that makes them feel alienated. Both are alone in their lives. Derry is obsessed with what people say and comment about him.
- **Human Connection and Openness:** - The play mostly consists of a conversation between Mr. Lamb and Derry. It is largely concerned with the relationships between people and the things that divide them or bring them together. Derry has a burned face and Mr. Lamb has lost a leg, and so society treats them differently from other people.
- **Pessimistic and optimistic approach towards life:** - Derry has a pessimistic approach and Mr. Lamb has an optimistic approach towards life. Derry feels as if he is totally different from others so he won't be accepted by people whereas Mr. Lamb accepts the life as it is and he motivates Derry to do the same.
- **Disability and Perception:** - Both the main characters have physical disability, but they react to their disabilities in very different ways. Derry has half of his face badly

burned by acid in an accident, while Mr. Lamb lost one of his legs in World War II. Both have been treated poorly by society as a person with a visible physical disability. Derry avoids others and tries to escape but on the other hand Mr. Lamb isn't that much worried about his being disabled.

- **Transformation of character:** - We witness transformation in the character of Derry. In the very beginning he has a pessimistic attitude and mindset but at the end he changes. Mr. Lamb helps him to be optimistic by making him understand the bitter truth of the world.
- **Nature, Observation, and Contemplation:** - While *on the Face of It* is primarily concerned with issues of human connection and alienation, it also touches on the value of simply sitting in nature, contemplating one's experience, and observing the world and other people.

## MIND MAP



### Main Message: -

This play deals with the problem of the disabled people and depicts that merely the encouraging words may change our tensed feelings. The message woven into the plot of the play is that scars do not change a person and handicaps must be accepted by individuals and

society. It is for us to see and understand life in every organism. It is not the actual pain or inconvenience caused by a physical impairment that troubles a disabled man but the behaviour of the people around him. People discard him as a useless limb and refuse to accept him in the mainstream of life. So, he feels alienated from the society and wants to live in seclusion. In a way Derry suffers from inferiority complex. Mr. Lamb motivates him to think positively about life, people and things.

### Characters

**1. Derry:** A boy of 14 with a burnt face, looks ugly. He is pessimistic suffering from severe negative complexities, anger and frustration. He appears to be introvert with low confidence. He suffers from inferiority complex and avoids any social interaction. It is only when Mr. Lamb bestowed on him love, trust and generosity that his mindset started changing. Due to his wise words of Mr. Lamb, Derry got transformed completely.

**2. Mr. Lamb:** An old man with a tin leg who lives alone in his big house with a big lawn. He is very optimistic. He is craved for company and acceptance by people. He is of jovial nature, seems to be lover of nature. He makes toffees, jam and jelly to attract people. He didn't mind children calling him Lamey Lamb or picking the Crab apples. He accepts his handicap in a mature manner. He fills Derry with confidence.

**3. Derry's mother:** She is a caring mother. She accepts her son as he is. She is very much careful about his son. According to Derry she only loves her. In order to keep Derry safe, she denies Derry's going to Mr. Lamb at the end of the chapter.

### Summary

It is a fine day and Mr. Lamb, an old man with a tin leg is in his garden. He leads a lonely life and is always ready to accept any visitor who comes in his garden. Derry, a young boy of fourteen sneaks into Mr. Lamb's Garden. He has a burnt face with acid so he looks very ugly. He has become defiant and withdrawn due to his disfigured face. He does not want to face the world with his ugly and disfigured face. Derry climbs over the wall and cautiously walks through the long grass. He is sacred when Lamb speaks to him. Lamb asks him to tread carefully because the long grass is littered with wild apples dropped by wind. Derry is utterly confused as he has come there considering the place empty. Having been detected by Lamb, Derry panics and wants to go. Lamb asks him not to leave as he does not mind anybody's coming into his garden. He keeps the gate always open to welcome whosoever comes. Derry says that he has not come to steal but he wants only to come into garden. Mr. Lamb rather tells Derry not to be afraid of anything but Derry points out that the people are afraid of him because of his ugly and disfigured face. Derry adds that he is afraid of himself when he sees his face in the mirror.

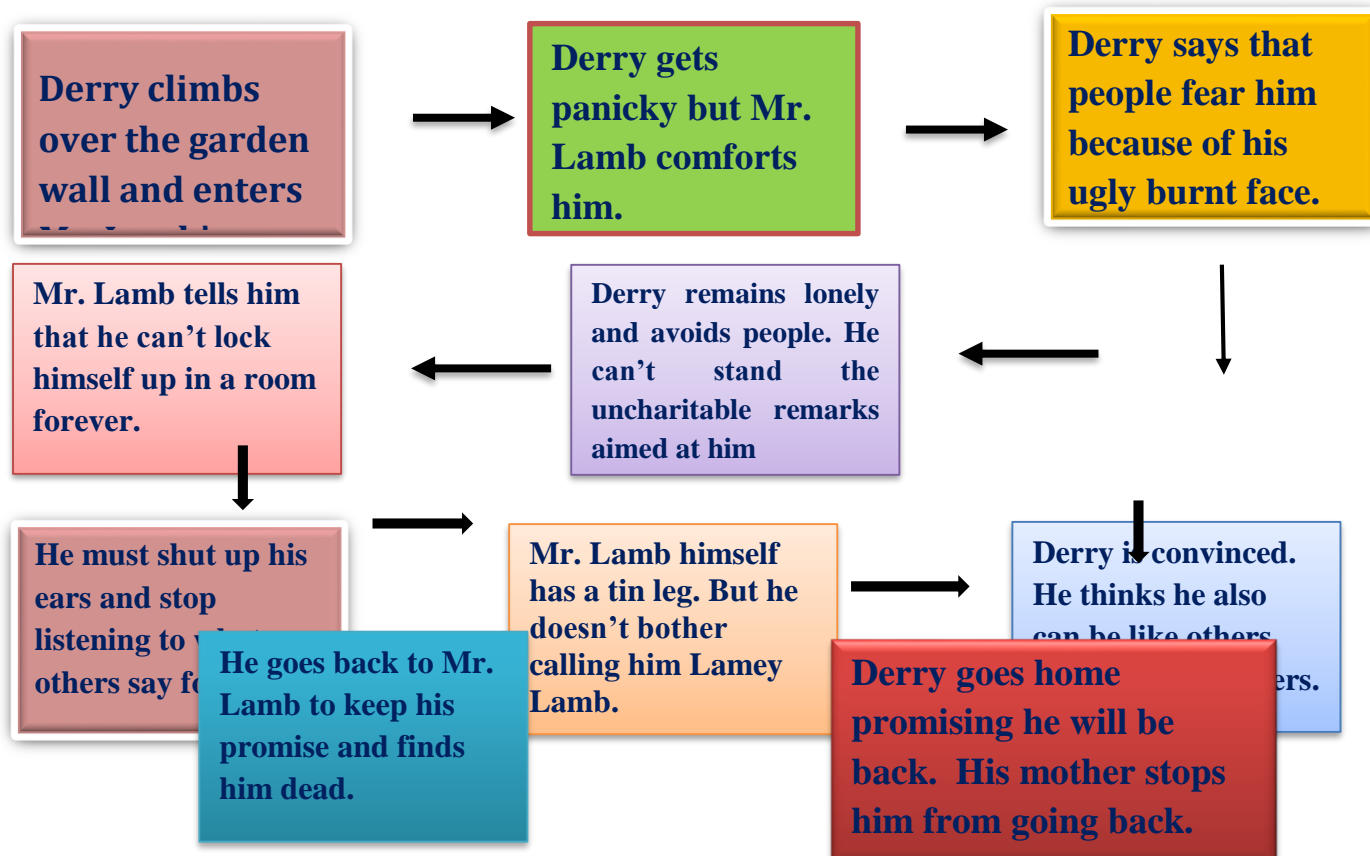
Lamb tries to console him. He asks him to face the harsh realities of life bravely. He tries to divert the views of Derry from his burnt face to the fruits in the garden, but Derry keeps on talking about his ugly face. Lamb tries to make him understand that it is the inner beauty of a person that matters, not his outer beauty. Derry does not agree with it. He tells lamb that it is important to be handsome from outside also. He says that even his mother kisses him on the other side of his face. Mr. Lamb points out that there is no difference between a flower plant and a weed since both are living and growing plants. Derry remarks that Mr. Lamb can put on trousers and cover up his tin-leg. Then Mr. Lamb reminds Derry of a fairy tale of Beauty and The Beast in which the princess kisses the Beast who in turn changes into a handsome prince. This makes Derry understand that ugliness is only skin deep. This story is to inspire Derry and he should not care for his burnt face

The women say that none will kiss Derry except his mother. Mr. Lamb tells him that the best thing is to keep his ears shut and need not pay attention to such talks. Mr. Lamb tells that keeping alone is not a fine thing. He tells a story about a man who was always afraid of being run over or getting infected or meeting with some accident. So, he locked himself in a room. There a picture fell on his head and killed him. Derry says that his family members are worried to think what is going to happen to him when they are gone and how he will get on in this world. Lamb encourages him that he has got two arms, legs, eyes, ears, a tongue and a brain. He can achieve whatever he likes.

Mr. Lamb says that he sits in the sun and reads the books. He likes the windows open to hear the wind. Everybody who comes in his garden is his friend. Derry wonders how a person can be his friend about whom he knows nothing. Derry says that there are some people he hates. But Lamb remarks that hatred would do him more harm than any bottle of acid. Acid only burns our face or so but hatred can burn us away inside. When Mr. Lamb asks him to be a friend Derry replies how they can be friends only in one meeting. Lamb tells him that he can come there at any time even if he is out. He tells Lamb that with one leg he can fall off a ladder and die. Derry offers to help him but he wants to inform his mother where he is since she will be worried. Lamb doubts if he would come back. Derry assures him to return but Lamb says to himself that people never come back though they say that they will come back.

Derry goes back to his house and tells everything to his mother. Derry says that he wants to go there. Nobody else has ever said the things the old man has said. His mother stops him from going to the old man's house. She says that she has heard strange stories about the old man. She urges him not to go there again. Derry insists that he must go there otherwise he will never go anywhere in this world. In spite of his mother's strong resistance, Derry slams the door and runs away to help Lamb in collecting crab apples. In the meantime, Mr. Lamb climbs on the ladder for the apples. The ladder falls back and Mr. Lamb is killed. Derry excitedly opens the gate and says that he has come but there is no response. He finds him dead and kneels by him, weeps and realizes that he has lost his only friend in this world.

## FLOW CHART





**Multiple choice questions: -**

**1. Why did Derry enter Mr. Lamb's Garden?**

- (a) He wanted to see the flowers (c) He wanted to steal crabapples  
 (b) He wanted to see the bees (d) Out of curiosity

Ans- (d) Out of curiosity

**2. Mr. Lamb believed that Derry wanted to turn back because of he————**

- (a) he had been caught (b) he was ugly  
 (c) He was afraid of Mr. Lamb (d) he had something to hide

Ans- (c) he was afraid of Mr. Lamb

**3. Mr. Lamb asked Derry to stay back and————**

- (a) help him in plucking crab apples (c) hear birds sing  
 (b) talk to him (d) discuss his problems

Ans- (a) help him in plucking crab apples

**4. No one liked to look at him. This made Derry suffer from————**

- (a) lack of self-regard (b) a callous attitude  
 (c) bitter hatred for the world (d) a desire to die

Ans- (a) lack of self-regard

**5. Derry didn't like being with people because————**

- (a) he was a shy boy (b) he was deformed  
 (c) people repulsed him (d) people reminded him of his ugliness

Ans- (d) people reminded him of his ugliness

**Extract based question**

***DERRY:*** You think.... 'Here's a boy.' You look at me...and then you see my face and you think. 'That's bad. That's a terrible thing. That's the ugliest thing I ever saw.' You think, 'Poor boy.' But I'm not. Not poor. Underneath, you are afraid. Anybody would be. I am. When I look in the mirror, and see it, I'm afraid of me.

***MR LAMB:*** No, Not the whole of you. Not of you.

***DERRY:*** Yes! [Pause]

***MR LAMB:*** Later on, when it's a bit cooler, I'll get the ladder and a stick, and pull down those crab apples. They're ripe for it. I make jelly. It's a good time of year, September. Look at them.... orange and golden. That's magic fruit. I often say. But it's best picked and made into jelly. You could give me a hand.

- 1) According to Derry what is the terrible thing?

- a) His burnt face                      c) His eyes  
 b) His leg                                d) All of these                      Ans- a
- 2) What is Derry afraid of looking at -  
 c) His eyes                                c) His face  
 b) His leg                                d) All of these                      Ans- b
- 3) What is referred to as orange and golden-  
 a) leaves of his garden                      c) The sky  
 b) crab apples                              d) none of these                      Ans- b
- 4) How does Mr. Lamb use the crab apples-  
 a) Eats one by one                      c) for selling  
 b) throw                                      d) for jelly making                      Ans- d
- 5) What does Mr. Lamb want Derry to do in the above section-  
 a) To give him a hand                      c) to run away from the garden  
 b) To live with him                      d) collect the fruits and go home.                      Ans- a

**Short answer questions: -**

**1) What is the attitude of Mr Lamb to the small boy who comes to his garden?**

**Ans-** Mr. Lamb's attitude to the small boy is quite gentle, protective and accommodating. Like an elder in the family offering advice and instructions to the younger members, Mr Lamb advises the young boy to mind the apples lest he should trip. He also advises the boy not to feel afraid.

**2) What explanation does the small boy offer for coming into the garden? How does Mr Lamb react to it?**

**Ans-** The boy thought that this was an empty place. He did not know there was anybody there. Mr Lamb assures him that it is all right. He asks the boy what he is afraid of. He tells the boy that the house is empty as he is in the garden and is likely to stay there. Such a beautiful day should not be wasted indoors.

**3) "We're not the same", says Derry. How does Mr Lamb try to convince him that there is no essential difference between them?**

**Ans.** Derry and Mr Lamb are both of the same species. They represent various stages of growth. Derry is young, Mr Lamb is old. Both suffer from the same physical impairment. Derry has a burnt face. The old man has got a tin leg. But this physical disability is not important. What is important is that both are alive. Derry is standing there whereas Mr Lamb is sitting.

**4) How does Derry interpret the fairy story 'Beauty and the Beast'? What does he feel about himself?**

**Ans.** Derry says that he has been told that story before. It teaches us that outward appearance does not matter. It is what one is inside that is important. Handsome is that handsome does. Beauty loved the monstrous beast for himself. When she kissed him, he changed into a handsome prince. No one except Derry's mother kisses him. She too kisses him on the other side of the face. He has developed a negative attitude and says he does not care ' "if nobody ever kissed" him.

**5) "People are never just nothing. Never." Why does Mr Lamb say so? Why does he advise Derry not to hate anyone?**

**(Hints-** Friends everywhere- Derry says people in the street are not our friends. Mr Lamb tells they are not enemies either- He tells hatred does more harm than any bottle of acid. Acid only bums the face, but hatred may burn inside)

**6) How does Derry's attitude change?**

(Hints- Derry had withdrawing attitude- curses his handicap - afraid of people's stare - Lamb changed his attitude- Lamb instilled courage - cited his own example. Children call him Lamey Lamb he does not mind.)

**7) How, according to Mr Lamb, can one overcome of sense of hurt or humiliation caused by remarks at one's physical disability?**

(Hints- Not provide a straight forward solution - in the street kids shout "Lamey Lamb" - Still, they come to his garden- not afraid of him - ignores their comments - concentrates on other things which are encouraging and positive)

**8) How should people be judged?**

(Hints. People not to be judged by what they look like - must be judged by their actions - Appearances may be deceptive - people with physical impairments overcome their disabilities- perform wonderful feats in different spheres.)

**Long answer questions: -****1) Justify the title of this chapter in your own words.**

**Ans-** According to the Oxford Advanced Learner's Dictionary, "On the Face of it" is an informal expression used to say that something seems to be good, true etc. but this opinion may need to be changed when you know more about it. This definition of the expression should leave us in no doubt about the appropriateness of the title. An individual may be quite different from what we think of him or what he or she may apparently appear to be at first glance. There is the imperative need for us to view others by removing our glasses of prejudice, hatred, hearsay and dislike. On the face of it, Mr. Lamb appears to be mysterious, lonely, lame old fellow who lives in a neighbourhood house with a huge garden, but in reality, he is very kind, generous, loving and altruistic. Similarly, although Derek has an ugly looking scary face, he is fine lad of fourteen with a deep longing for love. There is nothing wrong with Mr. Lamb and Derek. What is wrong is the way people in their lives and around them view and treat them. On the face of it, there is so much of diversity, so many differences and divides between the people and other species of the world but underneath is a oneness, a sameness – all of them are created by God and all of them need to live and grow together with love and mutual acceptance/ As the play progresses the characters' views about each other and our impression of them changes for the better. Thus, Susan Hill has quite appropriately entitled her play "On the Face of it"

**2) How did Mr. Lamb's meeting with Derry become a turning point in Derry's life? (CBSE 2008)**

**Ans-** The play 'On the Face of It' features an old man and a small boy. The man is Mr Lamb and the boy Derry who meets him in the former's garden. Derry is withdrawn and defiant. He does not like being with people. Once he got acid all down on one side of his face. The acid burnt it all away. This creates a complex in his mind. He considers his face as the most terrible thing in the world. When he looks in the mirror and sees it, he is afraid of himself. He thinks that people are afraid of him. He doesn't like being near them. No one will ever kiss him. Only his mother kisses him and that too on the other side of his face. People look at his face and pass uncharitable remarks. Mr Lamb is a physically challenged man. He has got a tin leg. The real one got blown off, years back. Children tease him calling "Lamey — Lamb". But Mr Lamb never minds such things. He has a positive attitude towards life. He likes to talk and have company. He is open and never

shuts himself in. Mr Lamb's meeting with Derry brings a turning point in Derry's life. He gives confidence to Derry. He persuades him that he can get better than rest of the people. He should stop hating people. Hatred burns oneself away inside. Derry should take life as it is. This leaves a deep impression on Derry. He comes back to Mr Lamb only to find him dead. But Mr Lamb brings a change in Derry's life. He develops confidence to face the world in a more positive way.

**3) Derry is a victim of his own complex. He develops a negative attitude towards life and people. Do you find some change in him in the end?**

(Hints. victim of his own inferiority complex - distorted understanding of himself and the world. thrown and defiant - avoids people - total alienation- makes himself quite pitiable and miserable -hypersensitivity is an open wound - can't stand people staring at him - Cruel and uncharitable remarks upset the balance of his mind - change in Derry in the end- free from that diseased complex now.)

**4) Which qualities of Mr. Lamb has impressed you most?**

**OR,**

**Draw a character sketch of old Mr. Lamb.**

(Hints- protagonist - dominates the play- impresses us as a sensitive, watchful, kind, considerate and sympathetic person - quite gentle, accommodating and protective - a victim of alienation due to his physical impairment - like a modern communicator and a psychologist who believes in drawing out the best of an individual - tactful handling and peculiar questions make Derry shed some of his firmly fixed notions)

**KV Ramgarh Cantt**

**Name:- Shreya Rana,PGT(Eng.)**



## Ch. 8 Memories of Childhood

Zitkala-Sa was a Yankton Dakota writer, editor, translator, musician, teacher, and political activist who was born on February 22, 1876, and died on January 26, 1938. She was also known by her married name, **Gertrude Simmons Bonnin**, which was Anglicised. Her issues with cultural identification and the conflict between the mainstream culture in which she was schooled and the Dakota culture in which she was born and brought up found columns in a number of her writings.

She was a co-founder of the National Council of American Indians, which was founded in 1926 to advocate for the long-denied civil rights of Native Americans, including their right to citizenship in the United States. Until her passing in 1938, Zitkala-Sa presided over the council. Zitkala-Sa is known as one of the most influential social activists of USA.

**Bama**, also known as **Bama Faustina Soosairaj**, a Tamil Dalit feminist, author, and teacher who was born in 1958 as **Faustina Mary Fatima Rani** into a Roman Catholic family from Puthupatti in the then-Madras State and a member of the Paraiyar community. Later, she decided to use the pen name "**Bama**." Her autobiographical book *Karukku*, published in 1992, details the pleasures and sufferings Dalit Christian women in Tamil Nadu go through. After that, she produced three collections of short stories: *Kusumbukaran* (1996), *Oru Tattvum Erumaiyum* (2003), and "*Kandattam*" (2009), as well as two more novels: *Sangati* (1994) and *Vanmam* (2002). Twenty short tales have also been authored by the author.

**Theme**-Both stories highlight the women's oppression, class barriers discrimination and exploitation that pull them down. It depicts the fact that children are extremely sensitive to their surroundings and they react very strongly. Zitkala Sa represents the Native American women, who suffers from evil of oppression. On the other hand, Bama criticises the evil of untouchability and caste discrimination. But both were strong women who fought against injustice. However, they both used the power of the pen to fight oppression.

**Connotation** –As the title suggests “Memories of childhood” is story about two women who experienced a circumstance in their childhood which we can say snatched their innocence and made them strong ladies for the rest of their life. It is being experienced by everyone that any good and bad instance which happens in childhood always leaves impact in our life. Similarly the memories of Zitkala Sa and Bama's childhood left which made them a very strong person later.

### **Introduction:**

The *Memories of Childhood* synopsis focuses on two excerpts from two distinct personal situations. Additionally, these two episodes focus on the lives of Zitkala - Sa and Bama, two women. They both experienced adversity and were the targets of societal prejudice. While Bama experienced caste prejudice, Zitkala - Sa had to contend with racial persecution. In both excerpts, the authors reflect on their relationship with the dominant society and analyse their childhood. These ladies were subjected to harsh treatment as children because of the culture's attitude towards them. These two narratives describe the oppression that these ladies experienced. Both narrators Bama and Zitkala-Sa expressed opposition in different ways.

Zitkala-Sa and Bama were young, but not so young that they were ignorant of the devious plan of the dominant culture. They become rebellious as a result of their unhappy upbringing.

Theme: The Chapter discusses two distinct situations of two countries whereby the people of marginalized communities become the victims of class discrimination, women oppression, and racism. One is the case of Zitkala-Sa who is a native American Indian the other is Bama who belongs to a South Indian Dalit family.

**Message of the lesson** – Memories of Childhood is divided in two parts. Both the parts are autobiography of two women Zitkala Sa and Bama.

### **Part 1: The Cutting of My Long Hair.....**

#### **Summary**

The narrative of Simmons is examined in the first section. Simmons, an American Indian, opposed societal prejudice towards American Indians. She describes her first day at the Carlisle Indian School and how it went. The first day of school for Zitkala - Sa is uncomfortable and awful. She was unfamiliar with and perplexed by the local customs. In addition, she felt pressured to dress in ways that were disrespectful to her culture.

The rules at the breakfast table are beyond her comprehension. As a result, she commits a number of errors. At the first bell, everyone was required to draw a chair. While others were still standing, Zitkala sat down. Additionally, at the second bell, everyone was required to take a seat. Zitkala didn't move when the second bell rung, though. Her feelings of embarrassment arose. She did nothing as the next bell rang out out of concern for making a mistake. She started crying as a result of her errors and embarrassment. She was afraid of the pale-faced woman.

She discussed the trimming of her hair with her buddy Judewin. In her culture, mourning kept their hair short and captured unskilled warriors had shingled hair. She tried to hide, but was hauled and restrained so that her long hair could be chopped. Her soul was crushed as a result of her deed. Additionally, this brutality made her appreciate how cosy her house was.

### **Part II: We Too are Human Beings...**

#### **Summary**

The second section is an excerpt from Tamil Dalit Bama's autobiography, "Karukku." Bama was a little girl who spent her early years in a hamlet. She used to return home on foot. She had to walk when school was ended to get home. In addition, the walk often took 10 minutes. She forced her to walk for an hour to an hour and a half, nevertheless. She did this since she enjoyed watching all the entertaining games.

When she was confronted with the evil of untouchability at a young age, she lost her innocence. An elder from her village once carried a food package while holding it by its threads. She was amused, but her brother corrected her, saying they were from a low caste. It

was thought that if a member of a lower caste touched the food packet, it would become unclean. Inquiring about the street he lived on, her brother was attempting to ascertain his caste. He advised Bama to put in a lot of effort if she wanted to achieve honour and respect. Bama excelled academically and took top place in her class.

The synopsis of *Memories of Childhood* examines the racial and caste prejudice that two children had to face.

### Extract Based Questions:

1. “The first day in the land of apples was a bitter-cold one; for the snow still covered the ground, and the trees were bare. A large bell rang for breakfast, its loud metallic voice crashing through the belfry overhead and into our sensitive ears. The annoying clatter of shoes on bare floors gave us no peace. The constant clash of harsh noises, with an undercurrent of many voices murmuring an unknown tongue, made a bedlam within which I was securely tied. And though my spirit tore itself in struggling for its lost freedom, all was useless.”

**i. What is the name of the chapter?**

- a. Should wizard hit Mommy?
- b. *Memories of Childhood*
- c. *Going Places*
- d. *On the Face of it*

**ii. Who is narrating the incident?**

- a. Sofie
- b. Zitkala –Sa
- c. Bama
- d. Clare

**iii. What did the narrator feel the very first day in the new school?**

- a. Surprised
- b. Relieved
- c. Annoyed
- d. Pestered

**iv. What is belfry?**

- a. Closet
- b. A bell tower
- c. Dormitory
- d. Secluded room

**Answer: i. B Memories of Childhood    ii. B Zitkala –Sa    iii. C Annoyed    iv. B A bell tower**

2. “But this eating by formula was not the hardest trial in that first day. Late in the morning, my friend Judewin gave me a terrible warning. Judewin knew a few words of English; and she had overheard the paleface woman talk about cutting our long, heavy hair. Our mothers had taught us that only unskilled warriors who were captured had their hair shingled by the enemy. Among our people, short hair was worn by mourners, and shingled hair by cowards!”

**i. What was the paleface woman planning to do?**

- a. To take their surprise test
  - b. To punish them
  - c. To beat them like hell
  - d. To cut their long hair
- ii. **What did author's mother say about shingled hair?**
- a. Keeping it was a sign of bravery
  - b. Keeping it was a sign of cowardice
  - c. Keeping it was a sign of pride
  - d. None of this
- iii. **What does the narrator mean by mourners?**
- a. Griever
  - b. Lamenter
  - c. Sorrowful on death
  - d. All of these
- iv. **What is the name of the chapter?**
- a. The Third level
  - b. The Enemy
  - c. On the face of it
  - d. Memories of Childhood

Answers: **i. to cut their long hair ii. Keeping it was a sign of cowardice iii. All of these iv. Memories of childhood**

3. "I was walking home from school one day, an old bag hanging from my shoulder. It was actually possible to walk the distance in ten minutes. But usually it would take me thirty minutes at the very least to reach home. It would take me from half an hour to an hour to dawdle along, watching all the fun and games that were going on, all the entertaining novelties and oddities in the streets, the shops and the bazaar."
- i. **Who is 'I' in the above lines?**
- a. Zitkala – Sa
  - b. Bama
  - c. Susan Hill
  - d. None of the above
- ii. **How long would it take Bama to reach home?**
- a. Thirty minutes
  - b. Ten minutes
  - c. Twenty minutes
  - d. Forty minutes
- iii. **What does the author mean by novelties and oddities?**
- a. New and different
  - b. Variety of old things
  - c. Attractive
  - d. Demonstration
- iv. **Bama was studying in which class?**
- a. Class II
  - b. Class III
  - c. Class IV
  - d. Class V

Answers: **i. Bama ii. Thirty Minutes iii. New and different iv. Class III**

4. “After I had watched all this, at last I went home. My elder brother was there. I told him the story in all its comic detail. I fell about with laughter at the memory of a big man, and an elder at that, making such a game out of carrying the parcel. But Annan was not amused. Annan told me the man wasn’t being funny when he carried the package like that. He said everybody believed that they were upper caste and therefore must not touch us. If they did, they would be polluted. That’s why he had to carry the package by its string.”
- i. **Who was Bama’s elder brother?**
    - a. Annan
    - b. Landlord
    - c. Elderly man
    - d. None of the above
  - ii. **Why was Annan not amused?**
    - a. For he knew the reality
    - b. For he was not there
    - c. For he was not interested
    - d. None of the above
  - iii. **What would have happened if the elderly man had touched the packet?**
    - a. The landlord would have Eaten it happily
    - b. The landlord would have shared the food with him
    - c. The landlord would have considered it polluted
    - d. None of the above
  - iv. **Why was the elderly man carrying the packet with a string?**
    - a. Lest he should touch the food
    - b. Lest he should touch the packet
    - c. Both 1 and 2
    - d. Neither 1 nor 2

Answers: **i. Annan ii. For he knew the reality iii. The landlord would have considered it polluted iv. Both 1 and 2**

#### **A. Multiple choice questions –**

1. “Memories of Childhood” is story about whom?
  - a. Two friends
  - b. Two parents
  - c. Two women
  - d. Two children
2. What is the pen name of Gertrude Simmons Bonnin?
  - a. Bama
  - b. Madhavi Kutty
  - c. Zitkala Sa
  - d. None
3. When was Zitkala Sa born?
  - a. 1876
  - b. 1800
  - c. 1875

- d. 1900
4. 'Bama' the second woman of this chapter was a-
- Kannada Dalit
  - Tamil Dalit
  - Tamilian
  - Hindu
5. Among the three main works of 'Bama' **Karukku** is a-
- Novel
  - Short stories
  - Drama
  - Autobiography
6. A collection of short stories of Bama is named as-
- Karukku
  - Kisumbukkaaran
  - Sangati
  - Memories of childhood
7. How do other students of Zitkala Sa's school get to know about the breakfast time?
- When the clock sticks 9.
  - When large bell rang
  - When their servant call
  - None.
8. What was the name of Zitkala Sa's friend?
- Bama
  - Suzy
  - Judewin
  - Rose
9. Answer the following questions from the extract.
- " We discussed our gate some moments and when Judewin said, "We have to submit, because they are strong" I rebelled"**
- Whom does 'we' refers to-
    - Indian girls
    - Zitkala Sa and Bama
    - Zitkala Sa and Judewin
    - All students
  - ' They are strong' whom does 'they' refer to-
    - Police
    - Classmates
    - School Committee
    - Servants
  - What are they discussing about?
    - About the dressing
    - About the morning routine
    - About the forced cutting of their hair
    - About food.
  - Whom does 'I' refer to and why does I rebel?
    - Zitkala Sa, because she doesn't want the hair cut.
    - Zitkala Sa beacuse she didn't like the food

- c. Bama because she don't like Dalits.
  - d. None.
10. What was the colour of curtains where Zitkala Sa was hiding?
- a. White
  - b. Yellow
  - c. Green
  - d. Blue
11. Where does Zitkala Sa hide?
- a. In almirah
  - b. Behind curtain
  - c. Under table
  - d. Under bed
12. What does the word 'rebelled' mean?
- a. Talk
  - b. Request
  - c. Revolt
  - d. Excuse
13. What does Karukka means-
- a. Swords
  - b. Books
  - c. Palmyra leaves
  - d. Collection of songs
14. Bama's brother asked her if she wanted to improve her lifestyle she had to-
- a. Learn to cook
  - b. Study
  - c. Learn to stitch and knit
  - d. Learn to drive.
15. The story of Bama was of which class?
- a. Class second
  - b. Class first
  - c. Class third
  - d. Class forth
16. Bama's brother studied in-
- a. College
  - b. School
  - c. University
  - d. None
17. What did Bama guess in the small packet?
- a. Jalebies
  - b. Fruits
  - c. Samosa
  - d. Vadai or green banana sabji
18. There should always be some kind of entertainment according to Bama-
- a. In the school
  - b. In the church
  - c. In the bazaar
  - d. In the house
19. The author Bama felt she already had experienced the humiliation due to-

- a. Dark skin
  - b. Short height
  - c. Poverty
  - d. Untouchability
20. Which family did Bama belong to?
- a. A Jewish family
  - b. A rich family
  - c. A poor catholic family
  - d. All
21. What was common between Bama and Zitkala Sa?
- a. Belonged to minority
  - b. Victims of cultural differences
  - c. Were struggling because of class
  - d. All these
22. What is Belfry?
- a. Part of a bell tower
  - b. Part of a tower
  - c. Part of a music tower
  - d. Part of a silver tower

**B. Short answer type questions:**

1. When and where Zitkala Sa started her career?
2. What were the three main works written by Bama?
3. What does karukku mean?
4. Why is it Zitkala Sa cried when everyone was eating?
5. What did Judewin overhear?
6. What did Zitkala Sa's mother teach her about long hair?
7. Why did Bama take 30 minutes to walk home from school when her house was 10 minutes away ?
8. What snacks did Bama see people selling in the market?
9. What did Bama watch at corner of the road ?
10. Why did Bama want to shriek with laughter ?
11. How did the elderly person bring the packet?
12. Where did Zitkala hide herself to save her hair?
13. When did Bama come to know about the social discrimination towards the community?
14. What advice did Annan give to Bama?
15. What did Zitkala Sa tell about her first day?



### C. Long answer type question :

1. Explain about first day of Zitkala Sa at school.
2. Explain the situation of dining room experienced by Zitkala Sa.
3. What did Zitkala Sa do to prevent her haircut ?
4. What are entertaining novelties and oddities in the streets experienced by Bama?
5. What was the elder of Bama's was doing in the street which made her laugh a lot?
6. What did Annan explain Bama about the packet of food string in thread?
7. How do the other people of village get to know about Annan caste?
8. What advice did Annan give to Bama to throw indignities?

### D. Value. Based questions –

1. Imagine yourself in place of Zitkala Sa and write about your feelings when you were forced to cut you hair short to show discrimination.
2. Like Bama was unaware of the discrimination have you were faced any sort of discrimination. Explain.
3. What will you do when you see an elderly person saluting a young person and in return the young person is discriminating him or her due to caste and class?

### Short Type Questions:

1. **“I felt like sinking to the floor”, says Zitkala-Sa. When did she feel so and why?**

**Ans.** It was her first day at school. She along with other students was being led into the dining room with other girls in a line. She walked noiselessly in her soft moccasins. But she felt that she was immodestly dressed, as her blanket had been removed from her shoulders. So, she felt like sinking to the floor.

2. **How did Zitkala-Sa find the ‘eating by formula’ a hard trial?**

**Ans.** She unaware of the various bells were tapped and behaved unlike others. When the first bell rang, she pulled out her chair and sat in it. As she saw others standing, she began to rise. She looked shyly around to see how chairs were used. When the second bell was sounded, she had to crawl back into her chair. She looked around when a man was speaking at the end of the hall. She dropped her eyes when she found the paleface woman looking at her. After the third bell, others started eating, but she felt humiliated and began to cry.

3. **What did Judewin tell Zitkala-Sa? How did she react to it?**

**Ans.** Judewin knew a few words of English. She had overheard the paleface woman. She was talking about cutting their long, heavy hair. Judewin said, “We have to submit, because they are strong.” Zitkala-Sa rebelled. She declared that she would not submit. She would struggle first.

**4. How did Zitkala-Sa try to avoid the inevitable loss of her long hair?**

**Ans.** She crept up the stairs and passed along the hall. She did not know where she was going. She turned aside to an open door. She found a large room with three white beds in it. The windows were covered with dark green curtains. She went to the corner farthest from the door and crawled under the bed in the darkest corner.

**5. What did Zitkala-Sa feel when her long hair was cut?**

**Ans.** When she heard them remove one of her thick braids, she lost her spirit. She had suffered utmost indignities there. People had stared at her. She had been tossed about in the air like a wooden puppet and now her long hair was shingled like a coward’s. In her anguish, she moaned for her mother. She felt herself as one of the many little animals driven by a herder.

**6. What were the articles in flit stalls and shops that fascinated Bama?**

**Ans.** She saw the dried fish stall by the statue of Gandhiji; the sweet stall, and the stall selling fried snacks. There were many other shops next to each other. Then there was the narikkuravan huntergypsy. He had his wild lemur in cages. He sold needles, clay beads and instruments for cleaning out the ears.

**7. When did Bama first come to know of the social discrimination faced by the people of her community?**

**Ans:** Bama used to walk from her school to her house when she was in the third grade. One day, she noticed that an elderly man walking about with a tiny packet of snacks in his hand. He offered the packet to the landlord, who opened it and started eating as he held it by its threads without touching it. She thought that was humorous, but Annan, her older brother, informed her that the man wasn’t amusing and that he actually belonged to a low caste, for this reason he was not permitted to touch the food packet lest the content inside would get polluted.

**8. How did Bama react on learning about untouchability?**

**Ans.** Bama became sad on listening how the upper caste people behaved towards low caste persons like them. She felt provoked and angry. She wanted to touch those vadais herself. She wondered why their elders should run errands for the miserly rich upper caste landlords and hand them over things reverently, bowing and shrinking all the while.

**9. What advice did Annan offer Bama? What was the result?**

**Ans.** Annan advised Bama to study with care and learn all that she could. If she was always ahead in her lessons, people would come to her of their own accord and attach themselves to her. Bama followed her brother’s advice and studied hard. She secured first place in her class, and because of that, many people became her friends.

**10. How did the landlord’s man behave with Annan?**

**Ans.** The man thought that Annan looked unfamiliar, and asked his name respectfully. However, his manner changed as soon as Annan told his name. The man immediately asked the name of the street he lived in. The purpose was to identify his caste from the name of the street.

**Long Type questions:**

**1. The two accounts that you have read above are based in two distant cultures. What is the commonality of theme found in both of them?**

The two stories presented in the lesson plan "Memories of Childhood" are based on two different civilizations that are far apart. Two successful authors who grew up in underserved neighbourhoods reflect on their youth. They consider how they interact with the majority.

Both experienced the same kinds of prejudice, repression, humiliation, misery, and insults when they were young members of disadvantaged communities. The terrible prejudice towards Native American culture and women is highlighted by Zitkala-Sa. She was made to feel disgusting in her own eyes by being stripped of the blanket that covered her shoulders. Since cowards in her culture are the only ones who have shingled hair, the chopping of her long hair puts her to the status of a defeated warrior.

Other indications of the forced destruction of their own culture and the imposition of dogma on them include the replacement of her moccasins with squeaky shoes and "eating by formula" at breakfast.

Bama draws attention to the humiliations endured by the untouchables, who were considered inferior and never accorded any respect or dignity. They were created to live apart, perform chores, and submit to their superiors in humility. They took great care to keep their distance from those in higher social strata and the objects they utilised. Another recurring motif is a feeling of revolt against the way things are and a determination to change them.

**2. It may take a long time for oppression to be resisted, but the seeds of rebellion are sowed early in life. Do you agree that injustice in any form cannot escape being noticed even by children?**

Kids are more perceptive and sensitive in comparison to adults. Whatever happens around them, they witness, hear, feel, and experience. Any variation from the usual or anomaly is quickly noticed by them. At first, Bama finds the elder of her community's actions to be extremely comical. He is jogging uncomfortably while holding the package in his hand with a string. But when she discovers the cause of his peculiar attitude, her wrath is kindled against the ruthless, wealthy upper caste members who brazenly exploit them and subject them to humiliation. By stealing the landlord's packet of vadai and eating them herself, she is prepared to retaliate against the injustice. Her rage is channelled via her older brother. He advises her to study carefully and advance. In her, we detect the beginnings of revolt.

Zitkala-Sa demonstrates that she has the makings of rebellion from a young age. The authorities are planning to chop their long, thick hair, according to her pal Judewin. She claims that because the authorities are powerful, they must acquiesce. Zitkala-Sa however rebels. She makes it clear that she won't give in. She decided to battle first. And she stood by her decision. She goes into hiding to thwart their plan. She kicks and scratches erratically upon being pulled out after being found hiding beneath the bed. She is restrained on a chair and overpowered, but she is not easily intimidated. She still has a rebellious spirit, and tyranny does not extinguish it.

**3. Bama's experience is that of a victim of the caste system. What kind of discrimination does Zitkala-Sa's experience depict? What are their responses to their respective situations?**

Due to the fact that Bama was born into a dalit community, she is a victim of the caste system. Native American Zitkala-Sa believes that the people who have conquered the natives want to wipe away their civilization. She observes the prejudice towards Native American women and culture. Her long hair being chopped short symbolises her submission to the authorities. Only novice soldiers captured by the enemy had their hair shingled in their culture. She loses her comfortable moccasins, which are Native American shoes. She now feels insecure and bashful since her blanket has been pulled off her shoulders. She doesn't understand the regulations followed at the breakfast table. They both protest against the current situation. They do not submit to their circumstances. They put up a valiant fight against prejudice and other obstacles put up by those in positions of authority. They fight against prejudice, dogma, superstition, and ignorance as well as oppression. Education is the weapon they use to fight their battles. Zitkala - Sa and Bama both put in a lot of effort in their studies to succeed. They start writing and establish themselves as experts in their subjects. Their artwork reflects their opinions and continues their fight against discrimination, which stifles and restricts the free flow of their souls.

For Internal Assessment See Question pattern issued by CBSE

-----XXXXXXXXXXXXXXXXXXXXX-----