



**KENDRIYA VIDYALAYA SANGATHAN
ZONAL INSTITUTE OF EDUCATION AND
TRAINING, CHANDIGARH**

CLASS: XII

SBJECT: ENGLISH

CORE

SESSION: 2023-24

**STUDENT SUPPORT
MATERIAL**

COMPILED BY -

APARNA RAY

TA ENGLISH

ENGLISH CORE

CLASS XII (2023-24)

INDEX

Sl.	Contents	Page Number
1	Syllabus & Blue Print	1-16
2	Reading	17-45
3	Advanced Writing Skills	46-70
4	Flamingo	71-141
5	Vistas	142-177

ENGLISH (CORE)
Code No. 301
2023-24

Students are expected to have acquired a reasonable degree of language proficiency in English Language by the time they come to class XI, and the course aims, essentially, at promoting the higher-order language skills.

For a large number of students, the higher secondary stage will be a preparation for the university, where a fairly high degree of proficiency in English may be required. Additionally, for another large group, the higher secondary stage may be a preparation for entry into the professional domain. The Core Course caters to both groups by promoting the language skills required for academic study as well as the language skills required for the workplace.

Competencies to be focused on:

The general objectives at this stage are to:

- listen and comprehend live as well as recorded oral presentations on a variety of topics
- develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose to participate in group discussions and interviews, by making short oral presentation on given topics
- perceive the overall meaning and organisation of the text (i.e., correlation of the vital portions of the text)
- identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English
- promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities
- translate texts from mother tongue(s) into English and vice versa
- develop ability and acquire knowledge required in order to engage in independent reflection and enquiry
- read and comprehend extended texts (prescribed and non-prescribed) in the following genres: science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.
- text-based writing (i.e., writing in response to questions or tasks based on prescribed or unseen texts), understand and respond to lectures, speeches, etc.
- write expository / argumentative essays, explaining or developing a topic, arguing a case, etc, write formal/informal letters and applications for different purposes

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- make use of contextual clues to infer meanings of unfamiliar vocabulary
- select, compile and collate information for an oral presentation
- produce unified paragraphs with adequate details and support
- use grammatical structures accurately and appropriately
- write items related to the workplace (minutes, memoranda, notices, summaries, reports etc.
- filling up of forms, preparing CV, e-mail messages., making notes from reference materials, recorded talks etc.

The core course should draw upon the language items suggested for class IX-X and delve deeper into their usage and functions. Particular attention may, however, be given to the following areas of grammar:

- The use of passive forms in scientific and innovative writings.
- Convert one kind of sentence/clause into a different kind of structure as well as other items to exemplify stylistic variations in different discourses modal auxiliaries- uses based on semantic considerations.

A. Specific Objectives of Reading

Students are expected to develop the following study skills:

- skim for main ideas and scan for details
- refer to dictionaries, encyclopedia, thesaurus and academic reference material in any format
- select and extract relevant information, using reading skills of skimming and scanning
- understand the writer's purpose and tone
- comprehend the difference between the literal and the figurative
- differentiate between claims and realities, facts and opinions, form business opinions on the basis of latest trends available
- comprehend technical language as required in computer related fields, arrive at personal conclusion and logically comment on a given text.
- Specifically develop the ability to be original and creative in interpreting opinion, develop the ability to be logically persuasive in defending one's opinion and making notes based on a text.

Develop literary skills as enumerated below:

- respond to literary texts
- appreciate and analyse special features of languages that differentiate literary texts from non-literary ones, explore and evaluate features of character, plot, setting, etc.
- understand and appreciate the oral, mobile and visual elements of drama. Identify the elements of style such as humour, pathos, satire and irony, etc.
- make notes from various resources for the purpose of developing the extracted ideas into sustained pieces of writing

B. Listening and Speaking

Speaking needs a very strong emphasis and is an important objective leading to professional competence. Hence, testing of oral skills must be made an important component of the overall testing pattern. To this end, speaking and listening skills are overtly built into the material to guide the teachers in actualization of the skills.

Specific Objectives of Listening & Speaking Students

are expected to develop the ability to:

- take organized notes on lectures, talks and listening passages
- listen to news bulletins and to develop the ability to discuss informally a wide ranging issues like current national and international affairs, sports, business, etc.
- respond in interviews and to participate in formal group discussions.
- make enquiries meaningfully and adequately and to respond to enquiries for the purpose of travelling within the country and abroad.
- listen to business news and to be able to extract relevant important information.
- to develop public speaking skills.

C. Specific Objectives of Writing The students will be able to:

- write letters to friends, relatives, etc. to write business and official letters.
- open accounts in post offices and banks. To fill in railway/airline reservation forms.
- draft notices, advertisements and design posters effectively and appropriately
- write on various issues to institutions seeking relevant information, lodge complaints, express gratitude or render apology.
- write applications, fill in application forms, prepare a personal bio-data for admission into colleges, universities, entrance tests and jobs.
- write informal reports as part of personal letters on functions, programmes and activities held in school (morning assembly, annual day, sports day, etc.)
- write formal reports for school magazines/events/processes/ or in local newspapers about events or occasions.
- express opinions, facts, arguments in the form of speech or debates, using a variety of accurate sentence structures ■ draft papers to be presented in symposia.
- take down notes from talks and lectures.
- write examination answers according to the requirement of various subjects.
- summarise a text.

Note: The creative writing section shall assess the prescribed competencies for writing skills, irrespective of any word limit.

D. More About Reading

Inculcating good reading habits in children has always been a concern for all stakeholders in education. The purpose is to create independent thinking individuals with the ability to not only create their own knowledge but also critically interpret, analyse and evaluate it with objectivity and fairness. This will also help students in learning and acquiring better language skills.

Creating learners for the 21st century involves making them independent learners who can learn, unlearn and relearn. If our children are in the habit of reading, they will learn to reinvent themselves and deal with the many challenges that lie ahead of them.

Reading is not merely decoding information or pronouncing words correctly. It is an interactive dialogue between the author and the reader in which the reader and the author share their experiences and knowledge with each other. Good readers are critical readers with an ability to arrive at a deeper understanding of not only the world presented in the book but also of the real world around them.

Consequently, they become independent thinkers capable of taking their own decisions in life rationally. Hence, a few activities are suggested below which teachers may use as a part of the reading project.

- Short review / dramatization of the story
- Commentary on the characters
- Critical evaluation of the plot, storyline and characters
- Comparing and contrasting the characters within the story, with other characters in stories by the same author or by different authors
- Extrapolating about the story read or life of characters after the story ends defending characters actions in the story
- Making an audio story out of the novel/text to be read aloud.
- Interacting with the author
- Holding a literature fest where students role-play as various characters to interact with each other
- Role playing as authors/poets/dramatists, to defend their works and characters
- Symposiums and seminars for introducing a book, an author, or a theme
- Creating graphic novels out of novel or short stories they read
- Dramatizing incidents from a novel or a story
- Creating their own stories
- Books of one genre to be read by the whole class.

Teachers may select books and e-books suitable to the age and level of the learners. Care ought to be taken to choose books that are appropriate in terms of language, theme and content and which do not hurt the sensibilities of a child.

Teachers may later suggest books from other languages by dealing with the same themes as an extended activity. The Project should lead to independent learning/reading skills and hence the chosen book should not be taught in class, but may be introduced through activities and be left for the students to read at their own pace. Teachers may, however, choose to assess a student's progress or success in reading the book by asking for verbal or written progress reports, looking at their diary entries, engaging in a discussion about the

book, giving a short quiz or a work sheet about the book/short story. A befitting mode of assessment may be chosen by the teacher.

Methods and Techniques

The techniques used for teaching should promote habits of self-learning and reduce dependence on the teacher. In general, we recommend a multi-skill, learner-centred, activity based approach, of which there can be many variations.

- The core classroom activity is likely to be that of silent reading of prescribed/selected texts for comprehension, which can lead to other forms of language learning activities such as role-play, dramatization, group discussion, writing, etc., although many such activities could be carried out without the preliminary use of textual material.
- It is important that students be trained to read independently and intelligently, interacting actively with texts, with the use of reference materials (dictionary, thesaurus, etc.) where necessary.
- Some pre-reading activity will generally be required, and the course books should suggest suitable activities, leaving teachers free to devise other activities when desired. So also, the reading of texts should be followed by post reading activities.
- It is important to remember that students should be encouraged to interpret texts in different ways.
- Group and pair activities can be resorted to, when desired, although many useful language activities can be carried out individually. In general, teachers should encourage students to interact actively with texts and with each other.
- Oral activity (group discussion, etc.) should be encouraged.

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=6Marks)**
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

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INTERNAL ASSESSMENT

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

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

**Question Paper Design Code No. 301
2023-24**

English CORE XII

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

Guidelines for Internal Assessment

Classes XI-XII

ALS must be seen as an integrated component of all four language skills rather than a compartment of two. Suggested activities, therefore, take into consideration an integration of the four language skills but during assessment, emphasis will be given to speaking and listening, since reading and writing are already being assessed in the written exam.

Classes XI-XII Total Marks: 20

Assessment of Listening and Speaking Skills: (5+5=10 Marks) i.

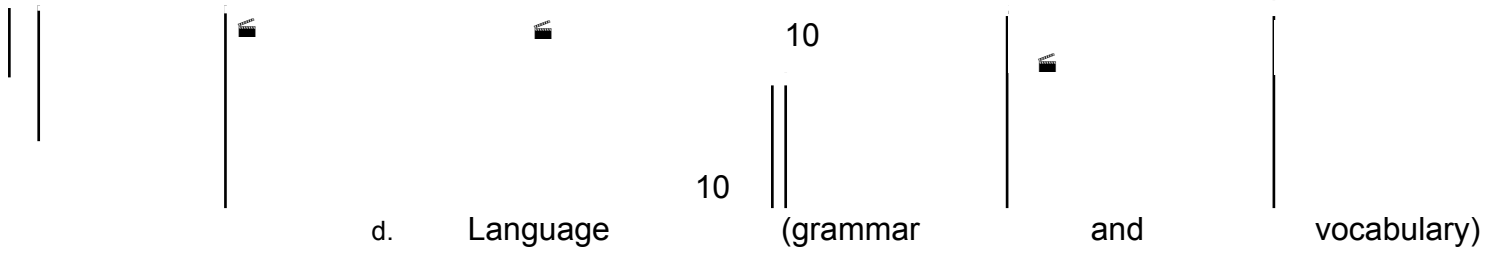
Activities:

- Subject teachers must refer to books prescribed in the syllabus.
- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills.

ii. **Parameters for Assessment:** The listening and speaking skills are to be assessed on the following parameters:

- a. Interactive competence (Initiation & turn taking, relevance to the topic)
- b. Fluency (cohesion, coherence and speed of delivery)
- c. Pronunciation

	1.	2.	3.	4.	5.
Interaction	<ul style="list-style-type: none"> • Contributions are mainly unrelated to those of other speakers • Shows hardly any initiative in the development of conversation • Very limited interaction 	<ul style="list-style-type: none"> • Contributions are often unrelated to those of the other speaker • Generally passive in the development of conversation 	<ul style="list-style-type: none"> • Develops interaction adequately, makes however minimal effort to initiate conversation • Needs constant prompting to take turns 	<ul style="list-style-type: none"> • Interaction is adequately initiated and developed • Takes turn but needs some prompting 	<ul style="list-style-type: none"> • Initiates & logically develops simple conversation on familiar topics • Takes turns appropriately
Fluency & Coherence	<ul style="list-style-type: none"> • Noticeably/ long pauses; rate of speech is slow • Frequent repetition and/or self-correction this is all right in informal conversation • Links only basic sentences; breakdown of coherence evident. 	<ul style="list-style-type: none"> • Usually fluent; produces simple speech fluently, but loses coherence in complex communication • Often hesitates and/or resorts to slow speech • Topics partly developed; not always concluded logically 	<ul style="list-style-type: none"> • Is willing to speak at length, however repetition is noticeable • Hesitates and/or self corrects; occasionally loses coherence • Topics developed, but usually not logically concluded 	<ul style="list-style-type: none"> • Speaks without noticeable effort, with a little repetition • Demonstrate hesitation to find words or use correct grammatical structures and/or self-correction • Topics not fully developed to merit. 	<ul style="list-style-type: none"> • Speaks fluently almost with no repetition & minimal hesitation Develops topic fully & coherently



A suggestive rubric is given below:

Pronunciation	<ul style="list-style-type: none"> • Frequent inaccurate pronunciation • Communication is severely affected 	<ul style="list-style-type: none"> • Frequently unintelligible articulation • Frequent phonological errors • Major communication problems 	<ul style="list-style-type: none"> • Largely correct pronunciation & clear articulation except occasional errors 	<ul style="list-style-type: none"> • Mostly correct pronunciation & clear articulation • Is clearly understood most of the time; very few phonological errors 	<ul style="list-style-type: none"> • Pronounces correctly & articulates clearly • Is always comprehensible • uses appropriate intonation

Vocabulary & Grammar	<ul style="list-style-type: none"> • Demonstrates almost no flexibility, and mostly struggles for appropriate words • Many Grammatical errors impacting communication 	<ul style="list-style-type: none"> • Is able to communicate on some of the topics, with limited vocabulary. • Frequent errors, but selfcorrects 	<ul style="list-style-type: none"> ■ Is able to communicate on most of the topics, with limited vocabulary. A few grammatical errors 	<ul style="list-style-type: none"> • Is able to communicate on most of the topics with appropriate vocabulary • Minor errors that do not hamper communication 	<ul style="list-style-type: none"> ■ Is able to communicate on most of the topics using a wide range of appropriate vocabulary, using new words and expressions No grammatical errors
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iii. Schedule:

- The practice of listening and speaking skills should be done throughout the academic year.
- The final assessment of the skills is to be done as per the convenience and schedule of the school.

Project Work + Viva: 10 Marks

Out of ten marks, 5 marks will be allotted for the project report/script /essay etc. and 5 marks for the viva.

I. Schedule:

- Schools may refer to the suggestive timeline given in these guidelines for the planning, preparation and viva-voce of ALS based projects.
- The final assessment of the skills may be done on the basis of parameters suggested by the Board. Language teachers, however, have the option to adopt/ modify these parameters according to their school specific requirements.

II. Suggestions for Project Work:

- The Project can be inter-disciplinary in theme. The ideas/issues highlighted in the chapters/ poems/ drama given the prescribed books can also be developed in the form of a project. Students can also take up any relevant and age-appropriate theme.
- Such topics may be taken up that provide students with opportunities for listening and speaking. Some suggestions are as follows:

a) Interview-Based research:

Example:

- Students can choose a topic on which to do their research/ interview, e.g. a student can choose the topic : “ Evolving food tastes in my neighbourhood” or “Corona pandemic and the fallout on families.” Read the available literature.
- The student then conducts interviews with a few neighbours on the topic. For an interview, with the help of the teacher, student will frame questions based on the preliminary research/background.

■ The student will then write an essay/ write up / report etc. up to 1000 words on his/her research and submit it. He

/ She will then take a viva on the research project. The project can be done in individually or in pairs/ groups

b) Students listen to podcasts/ interviews/radio or TV documentary on a topic and prepare a report countering or agreeing with the speakers. Write 800 - 1000 words report and submit. Take a viva on the report.

c) Students create their own video/ Audio, after writing a script. Before they decide a format, the following elements can be taken into consideration:

- Theme/topic of the audio / video. Would the child like to pick a current issue or something artistic like theatre?
- What are the elements that need to be part of the script?
- Will the video/audio have an interview with one or more guests?
- Would they prefer to improvise while chatting with guests, or work from a script?
- What would be the duration?
- How would they present the script/report to the teacher, e.g. Can it be in the form of a narrative?

d) **Students write, direct and present a theatrical production, /One act play**

This will be a project which will be done as a team. It will involve planning, preparation and presentation. In short, various language skills will be utilised. There will be researching, discussion, writing the script, auditioning and ultimately producing the play. The project will end with a presentation and subsequently a viva. Teachers will be able to assess the core language skills of the students and help them grow as 21st century critical thinkers. **III. Instructions for the Teachers:-**

1. Properly orient students about the Project work, as per the present Guidelines.

2. Facilitate the students in the selection of theme and topic.

3. Create a rubric for assessment and share with the students before they start so that they know the parameters of assessment:

- Teachers need to familiarize themselves with the method of assessing students with the rubric-- a table with different criteria and a grading scale.
- Choose the criteria on which you will grade students and list them along the left side of the page.
- Create an even number of columns along the top of the page. These columns will represent potential skill levels of the students.
- Assessing students on four/five criteria is an easy way to begin. For each criterion, define the ability that a student would exhibit at each of the levels.
- The more detailed you make your criteria, the easier it will be to evaluate each student and define the level at which the student is presenting.

{Sample Rubric is attached at the end for reference}

IV. Parameters for Overall Assessment:- 1. Pronunciation:

- When evaluating the pronunciation of the students, teachers must listen for clearly articulated words, pronunciation of unusual spellings and intonation.
- Assess the students for the pronunciation skills and determine at which level the student needs improvement.

2. Vocabulary:

- After noting their pronunciation levels, evaluate the students on the use of extensive and appropriate **vocabulary** during the viva. Check if students are using vocabulary appropriate to the context about which they are speaking.

3. Accuracy:

- Grammar has always been an important component of language skills. As students speak/answer the questions during the viva, listen to their **grammatical structures**. *Are they competent enough to use multiple tenses? Is their word order correct in a given sentence?* An effective speaker will automatically use the correct grammatical structures of his language.

4. Communication:

- Assessing the **communication skills** of the students means looking at more than language. Look at how creatively students use the language to make their points understood. Students with a low level of vocabulary and grammar may still have good communication skills if they are able to make the teacher understand their point of view.

5. Interaction:

- During the viva teachers need to ask the students some questions. Questions need to be based on the projects that have been suggested or chosen by the students.
- It is imperative for a teacher to read the essays/project reports before they can be ready to ask questions.

- Teachers need to observe how students answer the questions that are posed to them: *Are they able to understand and answer questions independently or can they answer only when the questions are translated into simpler words or repeated? Are they able to give appropriate responses in a conversation?*
- These elements of **interaction** are necessary for clear and effective communication. A student with effective interaction skills will be able to answer questions with relative ease and follow the flow of conversation.

6. Fluency:

- Fluency may be the easiest quality to judge in the students' speech: *How comfortable are they as they speak and express themselves? How easily do the words come out? Are there inappropriate pauses and gaps in the way a student speaks?*
- Fluency** is a judgement of this communication and is an important criterion when evaluating speaking skills. These criteria: pronunciation, vocabulary, accuracy, interaction and fluency are all the hallmarks of a student's overall speaking abilities.
- Teachers must also remember that some **students may excel in one area and struggle in another**. Helping the students understand these issues will enable them to become effective speakers in future. Let your students know that you will be assessing them in these various areas when you evaluate their progress and encourage them to work and improve in these areas.
- Finally**, teachers must remember that a proper evaluation of the students will take into consideration **more than just one oral interview on the final ASL** project. Teachers must take note of a student's progress throughout the academic year.

V. Project-Portfolio/ Project Report

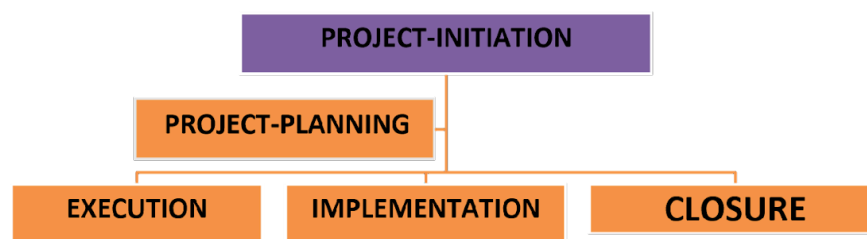
The **Project-Portfolio/Project Report** is a compilation of the work that the students produce during the process of working on their ALS Project.

The Project-Portfolio may include the following:

- Cover page, with title of project, school details/details of students.
- 13
- Statement of purpose/objectives/goals
- Certificate of completion under the guidance of the teacher. • Students Action Plan for the completion of assigned tasks.
- Materials such as scripts for the theatre/role play, questionnaires for interview, written assignments, essays, survey-reports and other material evidence of learning progress and academic accomplishment.
- The 800-1000 words essay/Script/Report.
- Student/group reflections.
- If possible, Photographs that capture the positive learning experiences of the student(s). • List of resources/bibliography.

The following points must be kept for consideration while assessing the project portfolios:

- Quality of content of the project
 - Accuracy of information
 - Adherence to the specified timeline
 - Content in respect of (spellings, grammar, punctuation)
 - Clarity of thoughts and ideas
 - Creativity
 - Contributions by group members
 - Knowledge and experience gained



Month	Objectives
Planning and Research for the Project Work Preferably November-December til	<ul style="list-style-type: none"> Teachers plan a day to orient students about the ALS projects, details are shared with all stakeholders. Students choose a project, select team members and develop project- plan. Group meets (preferably online) and reports to the team leader about the progress: shortfalls and successes are detailed. Team leader apprises teacher-mentor. Students working individually or in pairs also update the teachers. A logical, deliverable and practical plan is drafted by the team/ pair/individual. Goals/objectives are clearly defined for all. Work is delegated to team members by the team leader. Students wishing to work alone develop their own plan of Action. Detailed project schedules are shared with the teacher.
December-January	<ul style="list-style-type: none"> Suggestions and improvements are shared by the teacher, wherever necessary. Group members coordinate and keep communication channels open for interaction. Gaps (if any) are filled with the right skill sets by the Team Leader/ individual student.
January-February	<ul style="list-style-type: none"> The final draft of the project portfolio/ report is prepared and submitted for evaluation.
January-February	<ul style="list-style-type: none"> Students are assessed on their group/pair/individual presentations on allotted days. Final Viva is conducted by the External/Internal examiner.
February-March or as per the timelines given by the Board	<ul style="list-style-type: none"> Marks are uploaded on the CBSE website.

VI. Suggestive Timeline:

The FIVE Steps in Project Plan

**SAMPLE RUBRIC FOR ALS Project Work
(For Theatre/Role Play/Oral
presentation/Interview/Podcast)**

CATEGORY	1	2	3	4	5
TIME LIMIT	Presentation is less than or more than 5 minutes long	Presentation exceeded or less than specified time limit by 4 to 5 minutes	Presentation exceeded or less than specified time limit by 3 to 4 minutes	Presentation exceeded or less than specified time limit by 2 to 3 minutes	Student/ group adhered to the given time limit
CONTENT/SCRIPT/ QUESTIONNAIRE	Script is not related to topic or issue	Well written script/ content shows little understanding of parts of topic	Well written script/ content shows good understanding of parts of topic	Well written script/ content shows a good understanding of subject topic	Well written script/ content shows full understanding of subject topic
CREATIVITY	No props/costumes/ stage presentation lacklustre	Some work done, average stage set-up and costumes	Well organized presentation, could have improved	Logical use of props , reasonable work done, creative	Suitable props / honest effort seen/ considerable work done/ Creative and relevant costumes
PREPAREDNESS	Student /group seems to be unprepared	Some preparedness visible, but Rehearsal is lacking	Somewhat prepared, rehearsal is lacking	Good preparedness , but need better rehearsal	Complete preparedness/ rehearsed presentation
CLARITY OF SPEECH	Lack of clarity in presentation many words mispronounced	Speaks clearly, some words are mispronounced	Speaks clearly 90% of the time/ a few mispronounced words	Speaks clearly and distinctly 95% of time/ few mispronounced words	Speaks clearly distinctly 95% of time/ fluency in pronunciation
USE OF PROPS (Theatre/Role Play)	Only 1/no relevant props used	1 to 2 relevant props used	2 to 3 relevant props used	3 to 4 relevant props used	4 to 5 relevant props used
EXPRESSION/ BODY LANGUAGE	Very little use of facial expressions/ body language, does not generate much interest	Little Use of facial expressions and body language	Facial expressions and body language are used to try to generate some enthusiasm	Facial expression and body language sometimes generate strong enthusiasm with the topic	Facial expression and body language generate strong enthusiasm with the topic

Reading Comprehension Through Unseen Passages

UNSEEN PASSAGE 1 (SOLVED)

Environmental pollution is the introduction of harmful pollutants into the environment, encompassing various forms such as air pollution, water pollution, noise pollution, thermal pollution, soil pollution, and light pollution. Additionally, deforestation and the release of hazardous gases contribute significantly to environmental pollution. Over the past decade, there has been a notable increase in environmental pollution worldwide. Earth, our home, possesses a unique environment where air and water are essential elements that support life.

Without access to air and water, our planet would resemble the lifeless celestial bodies in our solar system, devoid of humans, animals, and plants. The biosphere, which sustains living creatures, contains a delicate balance of oxygen, nitrogen, carbon dioxide, argon, and water vapor. This equilibrium not only facilitates the life cycles of animals and plants but also provides a perpetual source of minerals and energy that underpins modern human civilization.

Environmental pollution has multiple sources and causes, including industrial activities. Industries, while bringing prosperity, have disrupted ecological harmony, with smoke, gases, industrial waste, and scientific experiments posing constant threats to air and water quality. The improper disposal of industrial waste contributes to soil and water pollution. Vehicles running on petrol and diesel, as well as coal-based cooking, emit harmful substances that contaminate the environment. The proliferation of vehicles, emitting black smoke that freely disperses and mixes with the air we breathe, leads to air pollution and noise pollution.

Rapid urbanization and industrialization also pose significant challenges to the environment. The expansion of urban areas and industrial growth harm plant life, affecting the animal kingdom and human existence. Population growth, especially in developing nations, has driven increased demand for food, jobs, and housing. This has resulted in massive deforestation to accommodate the growing population's needs.

While there may not be a radical solution for existing factories located in populated areas, there are several measures that can be taken to address environmental pollution. Governments can plan future industrial complexes far from densely populated regions. Researchers can explore methods to reduce harmful emissions from vehicles. Stopping deforestation and promoting afforestation are crucial steps, and the discharge of factory waste into rivers should be prohibited to keep river water free from pollution. The world has already observed unusual changes in seasons, indicating a disruption in the biosphere's balance. It is vital to recognize this threat and take action promptly, as failing to restore ecological balance may lead to dire consequences.

Answer the following questions on the basis of the reading of the above passage: -

- (a) Industries have achieved success by - i) disrupting ecological balance ii) encroaching on the environment iii) disposing of waste iv) conducting scientific experiments

- (b) The earth's atmosphere, consisting of Oxygen, Nitrogen, Carbon dioxide, argon, and water vapours, is known as — i) photosphere ii) biosphere iii) ozone iv) space 1
- © Population growth results in an increase in —
- i) demand for basic food, jobs, and housing ii) demand for basic food only iii) demand for housing only iv) demand for new industries 1
- (d) How can deforestation be controlled? i) by establishing new industries ii) by cutting down more trees iii) by purchasing new vehicles iv) by planting new trees and refraining from tree-cutting 1
- (e) Deforestation leads to — i) a healthy and safe environment ii) the emission of healthy gases iii) increased rainfall and an improved water cycle iv) environmental pollution and ecological imbalance 1
- (f) What are the primary forms of environmental pollution? 2
- (g) How do vehicles contribute to pollution? 2
- (h) What are two main causes of environmental pollution? 1
- (i) What measures can be taken to prevent environmental pollution? 2

Solution:

1.1 (a) (i) disrupting ecological balance

(b) (ii) biosphere

(c) (i) demand for basic food, jobs, and housing

(d) (iv) by planting new trees and refraining from tree-cutting

(e) (iv) environmental pollution and ecological imbalance

(f) The primary forms of environmental pollution are air pollution, water pollution, noise pollution, thermal pollution, soil pollution, and light pollution.

(g) Vehicles contribute to pollution by emitting harmful substances into the environment through the release of black smoke, leading to air pollution and noise pollution.

(h) Two main causes of environmental pollution are industrial activities and rapid urbanization and industrialization.

(i) Measures to prevent environmental pollution include planning future industrial complexes away from populated areas, reducing harmful emissions from vehicles, stopping deforestation, promoting afforestation, and prohibiting the discharge of factory waste into rivers.

UNSEEN PASSAGE 2 (UNSOLVED)

In the grand tapestry of life, a baby's journey begins with the first glimpse of the world. From the moment they open their eyes, they embark on a profound learning journey, where sight and sensation initiate a process that shapes their future. Among all the tools of learning, language stands supreme. It is language that bestows upon humans their intellectual edge over all other creatures. Only humans have the ability to

step back, contemplate their circumstances, compile a list of ideas, analyse them, draw conclusions, and articulate their reasoning. This unique capability is possible because humans possess language. Thus, the quality of one's thoughts is intricately tied to the sophistication of their language, whether it is rudimentary or advanced, precise or approximate, conventional or innovative.

Very young infants find solace in the soothing sound of a human voice, comforting words spoken in close proximity. This emotional response early in life underscores the significance of feelings in the process of language acquisition. Children learn to communicate through language in their interactions with fellow humans, and this learning thrives in an environment filled with affectionate feedback from those closest to them. The intimate and joyful "connecting" experienced in the interaction between parents and babies, with locked eyes and the adult coaxing verbal responses from the child, sets the tone for future relationships.

Long before they can utter words, children are actively engaged in a two-way communication process that lays the foundation for their later language use. Surrounded by language constantly, they subconsciously construct mental frameworks into which their speech and reading will later fit. These frameworks include grammatical structures, tense sequences, and more, which are shaped by the complexity and quantity of the speech they hear. The fortunate children are those who listen to articulate adults expressing ideas and defending opinions. They understand early on that relationships are forged through speaking and listening, and that warmth, humor, and all human emotions have a place in this process.

Books play a pivotal role in ensuring a child's language development. Constantly conversing with very young children can be taxing, as their experiences are limited, leading to inevitable boredom on the child's part and frustration on the adult's. Sharing books with parents and children bridges the generation gap, creating a common frame of reference. Everyday occurrences often trigger recollections of situations, characters, or actions from a shared book, fostering warmth and a sense of belonging. This shared verbal exchange can establish a foundation for productive communication between parents and children, particularly when the challenges of adolescence arise.

Young children's understanding often outpaces their ability to express themselves as they strive to convey their growing awareness and perception of reality through speech. Modifying words like "later," "nearly," "tomorrow," "almost," "wait," "half," and "lend" steer children away from simplistic binary responses of "yes" and "no" toward the nuanced world of adults, where compromise and shades of meaning exist. Books expand the horizons of children's imagination, introducing them to a multitude of people, animals, objects, and ideas in their formative years, enriching their lives immensely.

Books also encourage children to adopt different perspectives, enabling them to step into others' shoes and empathize. This imaginative self-awareness brings forth not only hopes and joys but also apprehensions and fears.

In today's society, visual images and loud noise dominate, with television and advertisements often catering to non-readers. Books, on the other hand, offer language that is subtle, resourceful, exhilarating, and harmonious. They provide a pleasure to the human ear and understanding, offering the profound impact of well-chosen words. Unfortunately, in the modern child's world, this richness of language is at risk of being drowned out by blaring and glaring distractions.

1.1 Choose the correct option for the following questions:

a. What sets man apart in terms of intelligence? (i) ideas, (ii) conclusions (iii) reasoning (iv) language 1

- b. What is an important aspect of language learning for very young babies? 1
(i) feelings (ii) interaction (iii) experience (iv) feedback
- c. When can books aid in a child's language development? 1
(i) children are given a book to read on their own.
(ii) parents and children share book reading.
(iii) books have colourful visual images.
(iv) books are new and expensive.
- d. Which statement is NOT correct? 1
(i) The modern child's world is full of visual images and crude noise.
(ii) Advertisements are designed for non-readers to understand.
(iii) In books, children can experience subtle, resourceful, and harmonious language.
(iv) Television is good for the proper development of a child's language.
- e. When does the role of books in maintaining good relationships occur? 1
(i) children learn to use language in interaction
(ii) children unconsciously build structures in their mind.
(iii) children's horizons expand inevitably.
(iv) children see things from others' points of view.
- f. List three things that a baby can do from the moment it is born that enable it to learn about the world around it. 2
- g. What advantages do children who listen to articulate adults enjoy in comparison with others? 2
- h. Why, according to the writer, is talking alone an inadequate base for language development? 2
- i. Pick out two other advantages of books mentioned in the passage. 1

UNSEEN PASSAGE 3

Every year, as the chilly winter gradually arrives, the region often referred to as the "Switzerland of the East" transforms into a hub of festive celebrations. Much like the rest of the world, the indigenous people of Nagaland, known as the Nagas, embrace the spirit of Christmas and welcome the New Year. Kohima, the capital of Nagaland, gears up for its annual cultural extravaganza - the Hornbill Festival.

The Nagas hold deep admiration for the Hornbill, a bird closely intertwined with their socio-cultural life. Consequently, the festival itself is named after this revered bird, and the traditional headgear worn by the tribes during the festivities serves as a symbolic tribute.

The Hornbill Festival takes place each year during the first week of December in Kisama, which lies approximately 10 kilometres from Kohima. Since 2000, this event has been meticulously organized by the tourism, art, and culture departments of the Nagaland state government. It serves as a unifying platform for all the diverse tribes of Nagaland, celebrating the richness and vibrancy of the state's culture and heritage. The festival encompasses a wide array of elements, including music and dance performances, competitive games, arts and crafts exhibitions, and an array of food and gift stalls.

The Hornbill Festival unfolds within a specially constructed permanent complex known as the Naga Heritage Village. The central area hosts the main events, including entertaining games, while a corner is dedicated to a food court.

The village features replicas and models of traditional houses, called morungs. Each morung represents a unique architectural style, lifestyle, and ancestral heritage of its respective tribe. These structures house various tribal artifacts, such as hunting trophies, spears, shields, and hallowed log drums. The doorways of each morung are adorned with diverse wood carvings. Some morungs resemble thatched huts filled with masks, pots, pans, and other everyday items.

Nagaland comprises sixteen tribes and numerous sub-tribes, each with its own customs, languages, art forms, and attire. The Hornbill Festival serves as a showcase for the distinctive aspects of all Nagaland's tribes, fostering inter-tribal interactions and promoting the preservation, revival, and appreciation of Naga culture.

Members of each tribe adorn themselves in distinctive attire, featuring headgear crafted from feathers, boar teeth, finely woven bamboo, and archid, as well as jewelry made from ivory, animal fangs, and multicolored beads. The tribes are further distinguished by painted designs on their faces and bodies. During the festival, both men and women perform traditional folk songs and dances, engage in special games like traditional archery and wrestling, and participate in mock wars and wedding ceremonies.

While the Nagas were once known as fierce hunting tribes, the Hornbill Festival brings out their lighter and more humorous side. For instance, there is a comical game in which blindfolded contestants attempt to feed each other, resulting in laughter from the audience.

The Hornbill Festival offers a plethora of entertainment options, including colorful dances, food stalls, fairs, games, ceremonies, flower shows, fashion exhibitions, and motor rallies. It also provides an opportunity to acquire beautiful wooden and bamboo handicrafts, exquisite handwoven shawls, dried flowers, and other artworks created by local artists. Importantly, the festival serves not only to unite the people of Nagaland but also attracts visitors from across India and around the world.

1.1. Choose the correct option:

- a. The Nagas celebrate Hornbill festival because 1
- (i) they love festival very much
- (ii) hornbill is a famous Saint.
- (iii) they like Hornbill. (iv) it comes after Christmas.

- b. The Nagas shows their respect to Hornbill by 1
- (i) looking after the Hornbill
- (ii) feeding the Hornbills
- (iii) using their feathers in the headgears.
- (iv) coming together to celebrate Hornbill festival.
- c. Morungs are: 1
- (i) models (ii) legacy (iii) houses (iv) trophies
- d. The main idea of the passage is how the Hornbill festival is 1
- (i) celebrated, planned, and executed
- (ii) enjoyed by Nagas thoroughly
- (iii) an occasion to buy bamboo handicrafts, shawls, etc (iv) an event to treasure and share valuable works of art.
- (e) Why is the festival named after a bird? 1
- (f) What do the Nagas keep in their houses? 2
- (g) How do the Nagas express fun and humour on the festival. 2
- (h) How does this festival unite various tribes of Nagas? 2
- (i) Find word from the passage which mean the same as: 1
- conventional (Para 2)

UNSEEN PASSAGE 4

In a country where, according to religious texts, deities are believed to dwell where women are revered, the unfortunate reality of female foeticide exists. It has emerged as a significant social issue nationwide. Female fetuses are terminated within their mothers' wombs through Medical Termination of Pregnancy (MTP) in a society that prioritizes sons over daughters.

In many traditional and conservative households, girls are perceived as a burden due to the harmful custom of demanding dowries during marriages. Often, they face sexual harassment, molestation, rape, and abuse, which instills fear in parents about raising, educating, protecting, or marrying off their daughters. Newspapers frequently report incidents of molestation, rape, acid attacks, sexual harassment, bride abuse, and immolation, intensifying families' concerns regarding female children. Consequently, this contributes to the practice of aborting female fetuses.

The misuse of prenatal technologies designed to identify potential birth defects or illnesses in a child is on the rise. Ultrasound clinics are proliferating and often collaborate with parents to conduct sex determination

tests and terminate female fetuses. Unfortunately, these unscrupulous individuals often evade legal consequences due to deficiencies in law enforcement.

Traditional, conservative families still cling to the desire for a son, believing that only sons can carry forward the family name and provide support in old age. They also hold the belief that only when a son performs funeral rites can the deceased find salvation.

According to the 2011 Census, the sex ratio of girls to boys in the age group of 0-6 years was 914.23 girls for every 1,000 boys, contrasting with 927.31 girls for every 1,000 boys in the 2001 Census. Except for improvements in Kerala, Lakshadweep, and Pondicherry, all other states have reported a decline in the number of girls, notably in Maharashtra, Punjab, Haryana, Himachal Pradesh, Delhi, Chandigarh, and Gujarat.

However, societal changes are slowly taking place as girls excel in various professions, bringing pride and recognition to their families, cities, and the nation. They have shattered barriers and excelled in fields such as sports, the armed forces, business, and politics.

Consequently, attitudes toward women are evolving, leading to their empowerment. Nevertheless, it cannot be claimed that this has completely eradicated the practice of female foeticide, as changing mindsets across all towns and cities in the country will take time. In general, after the birth of two or more girls, many parents opt for sex-selective tests and continue the pregnancy only if the fetus is male.

In some rural areas where sex-determination tests are unavailable, female foeticide transforms into female infanticide, where girls are killed after birth using unimaginably cruel methods such as strangulation, poisoning, abandonment in garbage bins, drowning, burning alive, or starvation. Tragically, these crimes are often committed by mothers or other female household members due to their regressive and outdated beliefs.

Questions:

1.1 Based on your comprehension of the passage, respond to the following questions by selecting the most suitable option:

- a. Why do many conservative families view girls as a liability or burden? 1
- i) Because they do not earn money. ii) Due to their inferior strength.
iii) Due to the evil practice of demanding dowry at the time of marriage. iv) Due to their lack of education.
- b. What is the primary factor contributing to the diminished status of women in society 1
- i) The wealth of males. ii) Their inability to earn money. iii) Low strength of women. iv) Extreme poverty and lack of education.
- c. What is the main reason conservative families prefer male offspring? 1
- i) Because boys are biologically stronger and more studious.
ii) Because boys can bring home a wife. iii) Because male children are legal heirs to carry forward the family name.

iv) Because males are the privileged gender in society.

d. To curb cases of female foeticide, who should receive education first? 1

i) Female members of society. ii) Male members of society. iii) Parents. iv) Elderly people.

e. What is the central focus of the passage? 1

i) Uncontrollable sexual harassment.

ii) Evil practices of dowry. iii) Uncontrollable molestation. iv) Female foeticide.

(f) What is the paradox associated with women in India? 2

(g) How is the misuse of prenatal technologies described in the passage? 2

(h) In rural areas where sex-determination tests are unavailable, what do people resort to? 1

(j) How are females faring in various professional fields? 2

UNSEEN PASSAGE 5

The world is vast, but in a certain sense, it begins with oneself. Understanding and being aware of one's own self should come before gaining knowledge about things outside of oneself. If we want the external world to appreciate a certain value, we must first exemplify it ourselves. To make the environment around us more environmentally friendly, we must embody those principles in both belief and action. Recent events like the floods in Uttarakhand, Srinagar, and Chennai serve as vivid reminders of the importance of this perspective. The extensive destruction and suffering following these events should significantly influence our collective awareness about our environment.

Thinking green is more than just being physically eco-friendly, as we will discuss later. From morning till night, our every action leaves an impact on the environment and ecology. It is a continuous, 24/7 phenomenon. We need a heightened consciousness to make green choices in all possible aspects, especially for the sake of our children's future. In many cases, it may only require minor adjustments and subtle changes. Consistently applying these changes will eventually turn them into habits and part of our culture. Despite the widespread discourse on green initiatives, we often fail to adapt our routines for various reasons. Even those who cultivate potted plants on their rooftops can perceive the difference. The same applies to campus creepers. On a larger scale, this contributes to the absorption of greenhouse gases, soil preservation, and erosion prevention. These principles can be applied to our workplaces as well. Green surroundings also help mitigate dust and noise pollution. The way we water and fertilize plants also matters, considering that water is a rapidly depleting resource. Using sprinklers and compost from biowaste can be both cost-effective and environmentally friendly. We can also contribute to the preservation of water bodies by refraining from dumping garbage into them.

Areas that implement rain harvesting notice an improvement in the water table. We can think of simple rain harvesting setups for our homes and offices. Our lifestyle choices, such as the use of public transport over private vehicles, can reduce our carbon footprint. Walking and cycling, whenever feasible, offer health benefits too.

In the workplace, energy efficiency and resource conservation should influence our work style. Wherever possible, we should utilize natural light and ventilation. Electrical and electronic devices should be turned

off when not in use, and paper usage should be minimized, even in this digital age. Practices like reusing, recycling, re-engineering, and renewing should be embraced. Let's support and contribute to community initiatives in this direction.

Beyond ourselves, our ecology encompasses our community, society, and nation. It encompasses everything within our reach and influence, including family, locality, working groups, and organizations. The values, ethics, and culture we instil in them will determine their strength or weakness. Their positivity, abilities, agility, capacity, and spontaneity in responding to emerging situations can help us achieve higher goals. The investments we make in our productive environment, including time, money, energy, and effort, will ultimately enhance our own comfort. We must, therefore, be concerned about the environment we figuratively create for our sustenance, livelihood, and progress. As long as our impact is positive, our presence will be welcomed; otherwise, we risk being rejected. It's a choice between "Embrace" or "Embarrass." Positive actions trigger acceptance and growth, while negative actions have adverse consequences. Even when taking a negative stance, we should aim to be constructive. We will be measured using the same standards we apply to the world. As we sow, so shall we reap. Our care for dependents and commitment to serving others will eventually lead to changes in societal behaviour.

Green initiatives are against the devastation of the earth. Air, water, and soil conservation is crucial for humanity's future. The degradation of air and soil quality must be reversed. The reckless use of water, considering that only 0.3% is fresh water, needs to cease. The earth should not continue to shrink; it needs to breathe freely. Mother Earth seeks only love and care from her children, without expecting anything in return for the abundant blessings she has bestowed upon us.

Questions:

1. According to the author, what is the primary focus when it comes to knowledge and awareness? 1

- (a) Knowledge of the external environment
- (b) Awareness of the atmosphere
- (c) Understanding the world
- (d) Knowledge of oneself

2. Which statement about the conservation of greenery is NOT mentioned in the passage? 1

- (a) Every activity has an impact on the environment.
- (b) Nature should be preserved for future generations.
- (c) Conscious efforts are required.
- (d) Conservation is a 24/7 endeavour.

3. Which action is considered harmful to the environment in the passage? 1

- (a) Using sprinklers
- (b) Using compost from bio-waste
- (c) Using public transport

(d) Dumping garbage in water bodies

4. How can societal behaviour contribute to environmental maintenance, as per the passage? 1

(a) By using natural light

(b) By minimizing the use of paper

(c) By recognizing social responsibility

(d) All of the above

5. Why does the author suggest that individuals need to positively impact their environment? 1

(a) To ensure their own comfort

(b) To receive recognition from society

(c) To embrace change

(d) To avoid embarrassment

Answer the following briefly

6. Why is it necessary to transcend personal boundaries to preserve the environment? 2

7. What significant transformation should individuals undertake? 2

8. In what way can minor actions lead to substantial differences? 2

9. What are the guiding principles for environmental preservation called? 1

UNSEEN PASSAGE 6

The International Day of Yoga, also known as World Yoga Day, was declared by the United Nations General Assembly on December 11, 2014, to be celebrated on June 21st each year. Yoga, a practice originating in India over 5,000 years ago, encompasses mental, physical, and spiritual aspects. It emerged during ancient times when individuals engaged in meditation to transform their minds and bodies. The idea of a global day dedicated to yoga was introduced by the Indian Prime Minister to the United Nations General Assembly, and the first World Yoga Day was celebrated on June 21, 2016.

Yoga is primarily a spiritual discipline that seeks to harmonize the body and mind. It is both an art and science of healthy living. The practice of yoga holds great importance for all individuals when done regularly in the early morning. Officially named UN International Yoga Day, it is celebrated worldwide through various activities such as yoga, meditation, debates, meetings, discussions, and cultural performances.

Yoga involves controlled movements of the body and breath regulation, enhancing inner and outer strength by connecting with nature. It extends beyond physical exercise, offering control over mental, emotional, and spiritual thoughts. People of all ages, from childhood to old age, can practice yoga safely, regardless of age,

religion, or health conditions. It promotes discipline, empowerment, and a healthy life free from physical and mental issues.

Yoga is a safe, easy, and healthy means to maintain lifelong fitness. It requires consistent practice of correct body movements and breathing techniques, regulating the connection between the body, mind, and soul. It keeps the functioning of all body organs regular and shields the mind and body from disturbances arising from adverse situations and unhealthy lifestyles. It contributes to physical health, psychological well-being, and inner peace, promoting harmony.

Regular morning yoga practice provides physical and mental relief by warding off numerous ailments. Postures or asanas strengthen the body and mind, fostering a sense of well-being. It sharpens the mind, enhances intelligence, and fosters concentration, stabilizing emotions and feelings. This improved concentration aids meditation, providing a calming effect and inner peace. Yoga serves as a practical philosophy, nurturing self-discipline and self-awareness through consistent practice.

The benefits of yoga are countless and can be experienced through regular practice. It maintains physical fitness, reduces stress, controls emotions, fosters feelings of general well-being, improves mental clarity, enhances self-understanding, and establishes a connection with nature.

Questions:

1.1 Multiple Choice Questions:

- a. Why is World Yoga Day celebrated on June 21st every year? 1
- (i) Because it originated and was initiated in India.
 - (ii) Because it initiates mental, physical, and spiritual practice.
 - (iii) Because it initiates the transformation of body and mind.
 - (iv) Because it was initiated by the Indian Prime Minister.
- b. What does Yoga enable us to gain control over? 1
- (i) Physical health of all individuals.
 - (ii) Emotional well-being of people across the globe.
 - (iii) Material needs of a person.
 - (iv) Our mental, emotional, and spiritual thoughts.
- c. Who can practice Yoga? 1
- (i) People at any age.
 - (ii) Children up to a certain age.
 - (iii) Teenagers and sick people only.
 - (iv) Old people only.
- d. What does Yoga regularize the connection between? 1

(i) Mind and body of a person.

(ii) Mind and soul of a person.

(iii) Body, mind, and soul of a person.

(iv) Body and mind of a person.

e. What does Yoga enhance our ability to do?

1

(i) Control our emotions and understand one's character and feelings.

(ii) Appear calm and understand one's feelings.

(iii) Have a clear picture of one's personality, character, and feelings.

(iv) Understand other people and know their character and feelings.

Short Answer Questions:

(f) How does Yoga connect us to nature?

2

(g) How does Yoga fulfill our physical, psychological, and spiritual needs?

2

(h) What is the importance of asanas in Yoga?

2

(i) Name two benefits of Yoga.

1

CASE BASED PASSAGE I (SOLVED)

Read the passage given below and study the pie chart to answer the questions that follow: 10 Marks

The White Revolution, known as Operation Flood, was launched in 1970. It was an initiative by India's National Dairy Development Board (NDDB) and was the world's biggest dairy development programmed. It transformed India from a milk deficient nation into the world's largest milk producers. Operation Flood was based on the experimental pattern set up by Verghese Kurien, chairman and founder of AMUL, who was named the Chairman of NDDB and was also recognized as the architect of Operation Flood.

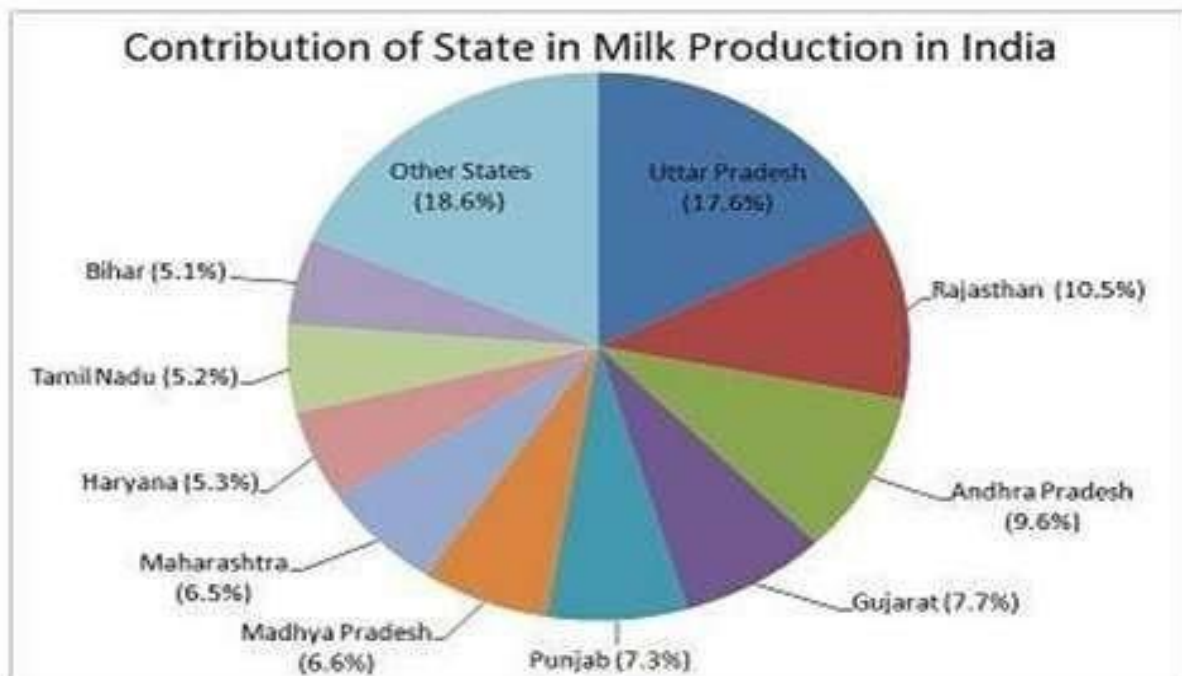
There were three phases of the White Revolution in India.

Phase 1: This phase started in July 1970 with the objective of setting up dairy cooperatives in 18 milk sheds in 10 states. They were to be linked with the four best metropolitan markets. By the end of this phase in 1981 there were 13,000 village dairy cooperatives covering 15,000 farmers.

Phase 2: It aimed at building on the designs of phase 1 and on the assisted Dairy development programmes in Karnataka, Rajasthan and Madhya Pradesh. By the end of this phase in 1985 there were 136 milk sheds, 34,500 village dairy cooperatives and over 36 lakh members.

Phase 3: This phase emphasised on consolidating the gains of the earlier two phases by improving the productivity and efficiency of the dairy sectors for long term sustainability. It ended in 1996 and by that time there were 73,300 dairy cooperatives and over 9.4 million farmer members.

It ended the imports of milk solids in India and India started exporting milk powder to many foreign nations.



- i. The White Revolution was responsible for turning India to _____ . 1
- ii. The major achievement of White Revolution was _____
- iii. UP's production of milk is _____ that of Gujarat and Punjab. 1
- iv. Milk production in Haryana and Tamil Nadu together is closest to. 1
- v. The word 'sustainability' in the passage means the ability to _____. 1
- vii. Who was known as the architect of Operation Flood and why? 1
- What was the development in phase 2 of the White Revolution in India? 2
- viii What did phase 3 emphasise on? 2

PASSAGE-1

Ans: i). World's largest milk producer

ii) India stopped importing and started exporting

milk iii) more than

iv) Rajasthan

v) be maintained at a certain rate or level

vi) Verghese Kurien, because the Operation Flood transformed India from a milk deficient nation into the world's largest milk producers based on the experimental pattern set up by Verghese Kurien.

vii) By the end of this phase in 1981 there were 13,000 village dairy cooperatives covering 15,000 farmers.

viii) This phase emphasised on consolidating the gains of the earlier two phases by improving the productivity and efficiency of the dairy sectors for long term sustainability.

CASE BASED PASSAGE- 2 (UNSOLVED)

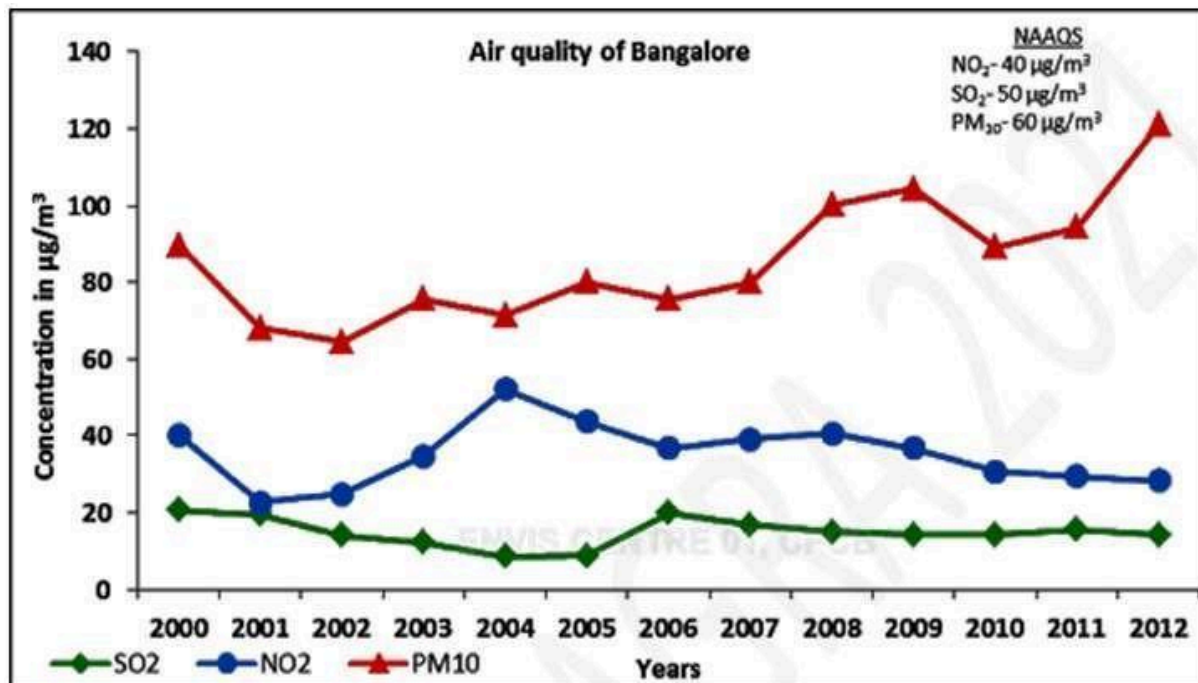
2. Read the passage given below and answer the questions that follow:

To assess air pollution in India, Central Pollution Control Board (CPCB) is executing a nation-wide programme of ambient air quality monitoring known as National Air Quality Monitoring Programme (NAMP). The network consists of 793 operating stations covering 344 cities/towns in 29 states and 6 Union Territories of the country.

Under N.A.M.P., three air pollutants viz., Sulphur Dioxide (SO₂), Nitrogen dioxide (NO₂) and Respirable Suspended Particulate Matter (RSPM/PM₁₀) have been identified for regular monitoring at all the locations. The monitoring of meteorological parameters such as wind speed and direction, relative humidity and temperature was also integrated with the monitoring of air quality. The monitoring of pollutants is carried out for 24 hours with a frequency of twice a week, to have 104 observations in a year.

The monitoring is being carried out by CPCB; State Pollution Control Boards; Pollution Control Committees; National Environmental Engineering Research Institute (NEERI), Nagpur. CPCB

coordinates with the other agencies to ensure the uniformity, consistency of air quality data and provides technical and financial support to them for operating the monitoring station. N.A.M.P. is being operated through various monitoring agencies, large number of personnel and equipment are involved in the sampling, chemical analyses, data reporting etc. It increases the probability of variation and personnel biases reflecting in the data; hence it is pertinent to mention that these data be treated as indicative rather than absolute.



1. In which year was the maximum difference in the concentration of Sulphur dioxide and Nitrogen dioxide found? 1

2. Which of the following statements would be true for the year 2012? 1

a. The concentration of PM₁₀ saw a spike whereas the concentration of Sulphur dioxide and Nitrogen dioxide saw a steady decline.

b. The concentration of Sulphur dioxide and Nitrogen dioxide saw a spike whereas the concentration of PM₁₀ saw a steady decline.

c. The concentration of Sulphur dioxide was observed to be the lowest in the last ten years.

d. The concentration of Sulphur dioxide and Nitrogen dioxide was similar to the one observed in the year 2000.

3. It is pertinent to mention that these data be treated as indicative rather than absolute. 'Replace the word 'pertinent' with any one of the words given below. 1

a. wrong

b. relevant

c. indispensable

d. mandatory

4. What does the National Air Quality Monitoring Programme monitor? 1

5. Why does CPCB co-ordinate with other agencies? 2

6. What does the PM in PM10 stand for?

1

7 Which three air pollutants have been identified for regular monitoring? 1

8 What are the other meteorological parameters which have been integrated to monitor air quality? 2

CASE BASED PASSAGE -3

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

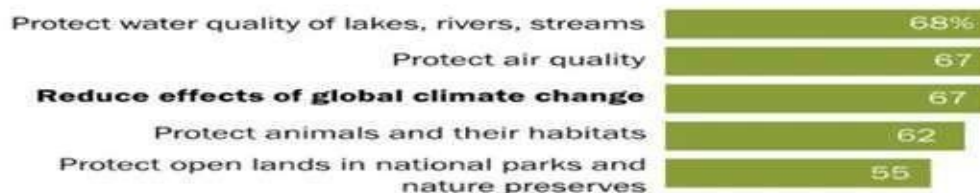
Two-thirds of U.S. adults say the federal government is doing too little to reduce the effects of global climate change. Similar shares say the government is doing too little to protect water (68%) and air quality (67%), while majorities say the same when it comes to protecting animals and their habitats (62%) and protecting open lands in the national parks (55%).

These findings from an October 2019 survey come amid ongoing efforts to roll back regulations designed to protect the environment, including relaxing limits on methane and carbon emissions.

Public concern about climate change has remained steady even as concerns about the spread of infectious diseases have risen. In a survey last month, six-in-ten Americans said global climate change is a major threat to the country, up from 44% in 2009. Respondents who took the survey in the latter part of the month – after the March 13 declaration of a national emergency due to the coronavirus – were about equally concerned about climate change as those interviewed earlier in the month.

Majorities of Americans say the federal government is not doing enough to protect the climate, environment

% of U.S. adults who think the federal government is doing too little to ...



Note: Respondents who said the federal government is doing about the right amount or doing too much and those did not give an answer are not shown.

Source: Survey conducted Oct. 1-13, 2019.

"U.S. Public Views on Climate and Energy"

PEW RESEARCH CENTER

1. Which environmental issue is the most neglected one as per the survey? 1

2. What does this survey reflect? 2

3. Which issue is least important as per the survey? 1

4. Pick out the word from the passage which means the same as 'abode'. 1

a. amid

b. habitat

c. steady

d. disease

5. Which of the following statements is true about the survey? 1
- a. It projects climate change as least important issue.
- b. It depicts the public opinion on government 's attitude towards environment.
- c. It urges the government to improve water quality.
- d. It ignores the maintenance of nature preserves.
- 6 The word 'federal' in the passage means _____. 1
- 7 What was the concern of the respondents after March 13 declaration? 2
- 8 What are the findings of October 2019 survey? 1

CASE BASED PASSAGE -4

The Municipal Corporation of Gurugram recently admitted before the National Green Tribunal that untreated sewage from the city mixes with treated wastewater in the drains into the Yamuna. The putrid river that flows through New Delhi is only one of the many severely polluted surface water bodies in the country. Government agencies estimate that as much of 80% of India's surface water is contaminated and most of it comes from sewage.

The effects of this contamination are immediately felt with the onset of the monsoons.

No sooner had the rains begun the reports of water-borne diseases like diarrhoea and cholera breakouts trickled in from Delhi, Pune, Varanasi and Chennai as broken water pipes and flooding allowed fecal sludge mix (polluted water) into potable water.

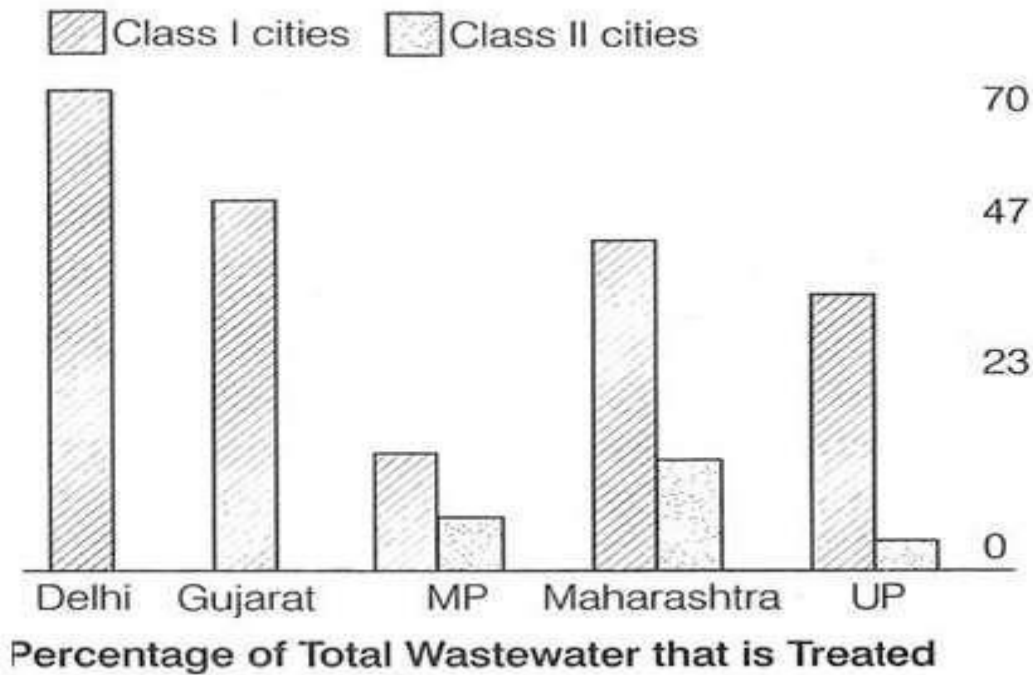
The Central Pollution Control Board in 2009 calculated that major cities and towns together generate more than 38 billion litres of sewage every day, of which only 30% is collected. Less than 20% of this is treated because that's all the treatment capacity available. The rest is just emptied into rivers, lakes, seas and ponds.

A soon-to-be-released report by Water Aid India on fecal sludge management documents the chinks (gaps) in India's sewage system. Seventeen million, or roughly 20%, of urban households, lack sanitation facilities, the report says. Among those that have access to sanitation only 32% are connected to a sewage network, the rest depending on septic tanks and pit latrines. There are more numbers to raise a stink about. More than 5 lakh pit latrines are unsanitary, being nothing more than open pits. More than 9 lakh toilets empty directly into drains. Among the 18% of urban household that don't have access to individual toilets, more than 12% resort to open defecation.

The story gets murkier beyond the numbers. Where sewers exist, they often leak or overflow. Instead of being cleaned every few years, septic tanks are left to accumulate fecal sludge that percolates into ground water. When the tanks are cleaned the black water is disposed off in fields and water bodies, once again contaminating open fresh water.

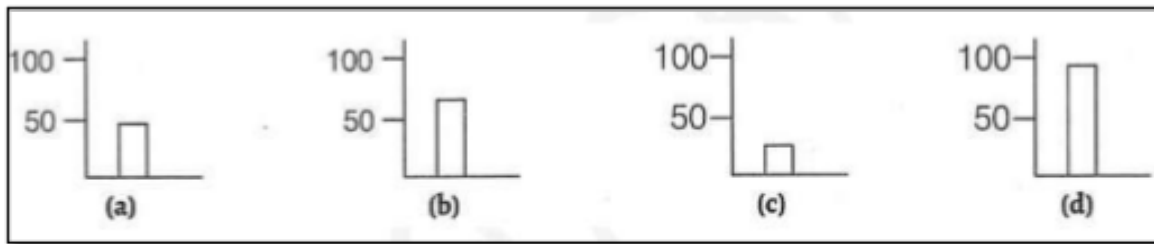
The Water Aid report looks at sanitation systems in six states and offers a snapshot of how much wastewater is dumped untreated. Delhi, for instance, uses 4,346 million litres of water per day of which 87% returns as waste. However, Delhi has the capacity to treat only 61% of the total wastewater it generates. The class I cities of Maharashtra together consume water three times as much as Delhi does, turn 80% of that into sewage and treat less than half of their total wastewater. The statistics are far worse for class II cities.

Even with the creation of the National Urban Sanitation Policy in 2008 and several thousands of crores being spent by states on sewage networks, the problem has grown worse in the last five years.



On the basis of the understanding of the passage, answer the questions given below:

1. What is the reason for Yamuna being the most polluted rivers in the country? 1`
2. What is true regarding the contaminated water? 1
 - (a) Less than 20% of the contaminated water is treated.
 - (b) Most of the contaminated water is dumped into the water bodies.
 - (c) Contaminated water is the reason for the lack of potable water.
 - (d) Both (a) and (b)
- (iii) Why does the presence of septic tanks result in contamination of ground water? 2
- (iv) Based on the given graphical representation of data in the passage, choose the option that lists the statements that are TRUE. 1
 - (a) Delhi has the largest system of water treatment facilities in India.
 - (b) Mumbai has the third largest system of water treatment.
 - (c) Gujarat sets an example to Delhi and Mumbai regarding the treatment of water.
 - (d) Madhya Pradesh does not treat polluted water at all.
- (v) Which of the following figure shows the correct percentage of Indian households lacking sanitation facilities? 1



(vi) The word murkier in the passage means ____.

1

(vii) How does the open fresh water get contaminated? 2

(viii) What are the statistics for Class I and Class II cities for consuming water? 1

CASE BASED PASSAGE -5

Read the passage given below carefully and answer any six out of seven questions that follow.

For a business, still in a burgeoning state of development the performance of the gem and jewellery sector in exports is gratifying. On top of an over 50 percent growth during 2004-05, these exports are poised to grow at a similar rate during the current year, if the trend in the first half of the year is an indication. Data released by the Gems and Jewellery Export Promotion Council show that Gems exports at Rs. 2,363 crores during April-September 2005 were 51 percent higher than during the corresponding period of 2004. Since there is a greater acceleration in the tempo of exports in the second half of the year, it appears that the target of gems and Jewellery exports, pegged at Rs. 5,000 crores are well within reach. Even more heartening is the fact that the export flow has been broad based, though the pace has been set by better showing in both Jewellery and gem exports. This successful incursion is the outcome of a conscious strategy to build export infrastructure which includes the setting up of Gems and Jewellery Export Zones, technology missions and a liberal policy under which virtually the entire industry is thrown open to foreign direct investment. Some incentives like access to domestic market for these export-oriented units, based on the net value addition, also have helped the export drive. Besides, the industry had made helped the export drive.

Besides, the industry had made efforts to capture new markets, laid stress on quality of the product and became alive to customer needs.

However, in the case of Jewellery exports, the actual performance is behind the potential. With its endowment in terms of Jewellery designers, low costs and high productivity, India can emerge as a major force in global Jewellery exports by emphasizing on customizing Jewellery rather than relying on standard products. At the same time, gems exports should not suffer by default. The recent data given lie to the claim that we have a leeway in Jewellery designing. Over a period, this success on global marketing of our gems should facilitate system integration, and to exports of value-added gems with Jewellery. As of now, what is significant is that we have carved a small niche in the global market in an industry that is the cutting edge of designing.

1. Which of the following are responsible for substantial growth in exports in gems and Jewellery sector?

1

(A) Conscious strategy to build export infrastructure

(B) Liberal policy (C) Government subsidy a. All

(A), (B) and (C)

- b. Only (B) and (C)
- c. Only (A) and (C)
- d. Only (A) and (B)

2. Setting up of gems and Jewellery exports zones has resulted into which of the following? 1

- a. Production of gems has increased
- b. Increase in gems exports
- c. Increase in Jewellery exports
- d. Abundance of gems and Jewellery in the domestic market

3. Which of the following statements is true in the context of the passage? 1

- a. The growth in exports in gems and Jewellery sector is expected to be 100 percent during 2005-2006 to that of 2004-05.
- b. The growth in exports in gems and Jewellery sector in 2005-2006 is expected to be more than that in 2004-05.
- c. The growth in exports in gems and Jewellery sector is expected to be 50 percent in 2005-2006.
- d. The growth in exports in gems and Jewellery sector is expected to be 25 percent in 2005-2006.

4. How much export was realized in the first half of the year 2005-2006? 1

5. Which of the following statements is not true according to the passage? 1

- a. India's performance in exports of Jewellery is better than that of gems.
- b. India's performance in exports of gems is better than that of Jewellery.
- c. India's performance in value added exports has grown in the recent past.
- d. India has made considerable effort in exporting value added products in the international market.

6. The word 'burgeoning' in the passage means _____. 1

7. How can India emerge as a major force in global Jewellery exports? 2

8. What is the actual performance of India in the case of Jewellery exports? 2

CASE BASED PASSAGE -6

Read the passage given below carefully and answer any six out of seven questions that follow.

National Education Policy, 2020

The National Education Policy (NEP), 2020 was approved by the Union Cabinet on 29th July 2020. NEP 2020 is the first education policy of the 21st century, which aims to address the many growing developmental imperatives of our country and is aligned to the 2030 Agenda for Sustainable Development. The National Education Policy, 2020 is built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability.

NEP 2020 recommends many transformational ideas for school education. The New Education Policy emphasized to ensure universal access to high-quality ECCE across the country in a phased manner. Special attention and priority will be given to districts and locations that are particularly socioeconomically disadvantaged.

A 5+3+3+4 curricular and pedagogical structure based on cognitive and socio-emotional developmental stages of children has been proposed:

It also seeks to ensure foundational literacy and numeracy in a mission mode and a host of curricular changes and reduced content load in school education curriculum as well assessment reforms for holistic development of students. There will be no hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. NEP 2020 promotes active pedagogy, development of core capacities and life skills, including 21st century skills, experimental learning at all stages, low stake board exams, holistic progress card, transformation in assessment to promote critical and higher order thinking among students, mainstreaming of vocational education and reforms in teacher education.

NEP also puts focus on empowerment of teachers and improving their recruitment, service conditions, transfer policy and career progression opportunities at all levels. The National Professional Standards for Teachers (NPST) will specify norms and standards for different levels of teachers. Recommendations are also made for using un-utilized capacity of school infrastructure to promote social, intellectual, and volunteer activities for the community and to promote social cohesion during non-teaching / schooling hours and schools to be used as a "Samajik Chetna Kendra".

NEP 2020 recommends mother tongue/home language/local language, as medium of instruction at least till Grade 5 and at later stages, wherever possible. Policy envisages separation of regulatory, administrative and policy making functions to eliminate conflicts of interest and setting up of a State School Standards Authority. There is also a greater emphasis on technology to improve multiple aspects of education including learning, assessment, planning and administration.

NEP recognizes the importance of teachers, as teachers truly shape the future of our children - and, therefore, the future of our nation.

On the basis of your understanding of the passage, answer the questions that follow.

1. What are the foundational pillars of NEP?

2 2 NEP does not seek to ensure 1

- a. foundational literacy
- b. numeracy
- c. reducing content load
- d. spoken English

3. In how many stages is school education divided according to NEP? 1

4. Which of the following is not part of NEP? 1

- a. No clear separation between Arts and Science
- b. No separation between curricular and extracurricular activities
- c. No segregation between vocational and academic streams
- d. No separation between curriculum and assessment

5. Which of the following options is incorrect? 1

- a. Schools can be utilized as Samajik Chetana Kendra.

- b. Local language can be used as the medium of instruction
- c. Social interaction with the community during off time promoted.
- d. Mother tongue is to be the medium of instruction only up to std. V.

6. Which of the following options is correct? 1

- a. In NEP, emotional development of children has been disregarded.
- b. Socio-economically disadvantaged children have been ignored.
- c. NEP recognizes the importance of teachers
- d. As per NEP, teachers play a minor role in the nation building.

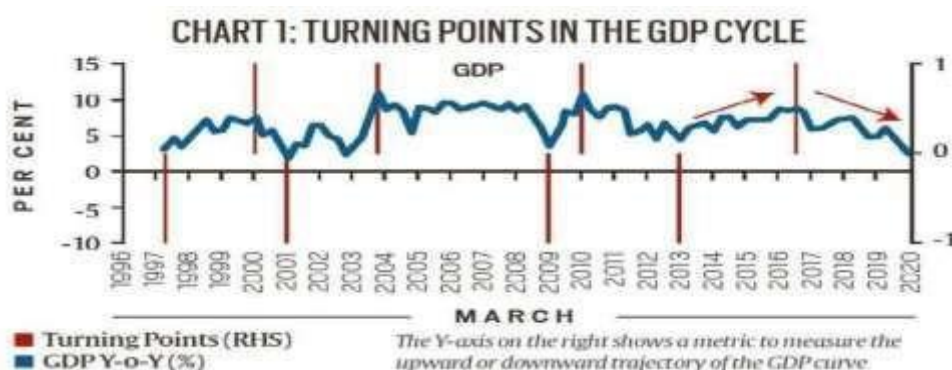
7 In the whole passage which profession has been given top-most importance for shaping the future of our children? Why? 2

8 Which of the following words in the paragraph – 1
is the synonym of the word 'fairness'?

- a. Accountability
- b. Affordability
- c Equity
- d Aligned

CASE BASED PASSAGE -7

India’s GDP Fall in Covid-19 Pandemic the Indian government has released its latest estimates of economic growth for the last financial year that ended in March 2021. India’s Gross Domestic Product (GDP) contracted by 7.3% in 2020-21. To understand this fall in perspective, remember that between the early 1990s until the pandemic hit the country, India grew at an average of around 7% every year. Gross Domestic Product Let us look at Chart 1, provided in the Reserve Bank of India or RBI’s Annual Report for FY21 that was released on May 27. The chart maps the turning points in India’s growth story.



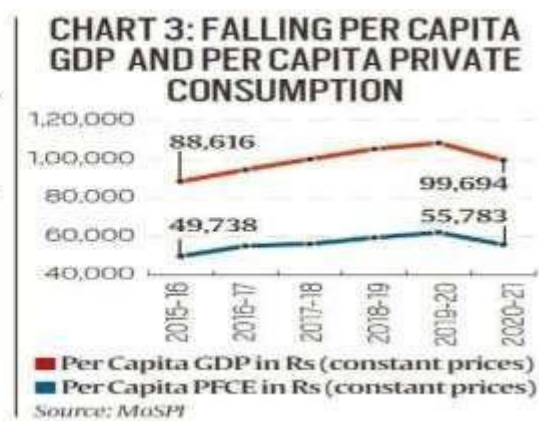
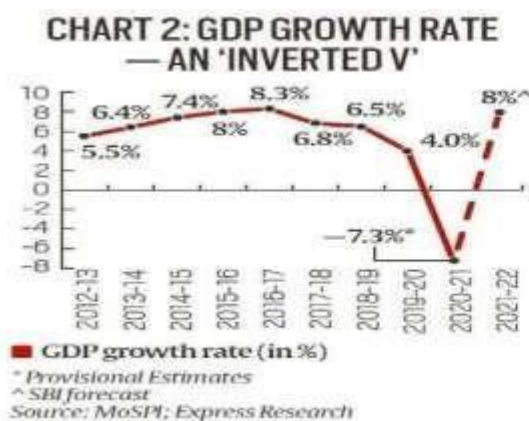
Two things stand out. After the decline in the wake of the Global Financial Crisis, the Indian economy started its recovery in March 2013 — more than a year before the present government took charge. The government’s decision to demonetize 86% of India’s currency overnight on November 8, 2016 is seen by many experts as the trigger that set India’s growth into a downward spiral.

As the ripples of demonetization and hastily implemented Goods and Services Tax (GST) spread through an economy that was already struggling with massive bad loans in the banking system, the GDP growth rate steadily fell from over 8% in FY17 to about 4% in FY20, just before Covid-19 hit the country.

As an analysis of key variables suggests, the fundamentals of the Indian economy were already quite weak even in January last year — well before the pandemic. For example, if one looks at the recent past (Chart 2), India's GDP growth pattern resembled an —inverted V even before Covid-19 hit the economy.

Fiscal deficit

The fiscal deficit is essentially a marker of the health of government finances and tracks the amount of money that a government has to borrow from the market to meet its expenses.



Rupee vs. dollar

The exchange rate of the domestic currency with the US dollar is a robust metric to capture the relative strength of the economy. A US dollar was worth Rs 59 in 2014. Seven years later, it is closer to Rs 73. The relative weakness of the rupee reflects the reduced purchasing power of the Indian currency.

What's the outlook on growth? The biggest engine for growth in India is the expenditure by common people in their private capacity. This —demands for goods accounts for 55% of all GDP. In Chart 3, the blue curve shows the per capita level of this private consumption expenditure, which has fallen to levels last seen in 2016-17.

Source: - The Indian Express, 12th September 2021

1. Select the correct inference with reference to the following: 1

The fiscal deficit is essentially a marker of the health of government finances....

- i. India's fiscal deficit levels were just a tad more than the norms set.
- ii. It tracks the amount of money that a government has to borrow from the market to meet its expenses.
- iii. It provides the realistic data on planning.
- iv. It proves that economy is very strong.

2. Select the option that displays the true statement with reference to chart-1 1

- i. Demonetization triggered India's growth into a downward spiral.

- ii. GST caused a downfall in the growth rate of GDP.
- iii. Both a & b iv. India was growing fast when the pandemic hit its economy.
- 3. What was the average growth rate of our GDP during the last 30 years? 1
- 4. What is the biggest engine for growth in India? 1
- 5. Choose the correct statement: - 1
 - i. Indian economy was very strong just before the pandemic. ii. the fundamentals of the Indian economy were already quite weak before covid-19 iii. the pandemic had no effect on the economy.
 - iv. Both a & c.
- 6. What does the blue curve show in chart-3? 2
- 7. What is the central idea of this article? 2
- 8 The word 'ripples' in the passage means _____. 1

NOTICE-WRITING (4 MARKS)

INTRODUCTION-Notices- where used: schools, organisations, government boards.

-why used-to inform people about various events, issue, & public instructions.

Important points to be followed:

*Use the word "NOTICE" after the name of the organization/institute.

*Write the date on the left-hand side. (eg.18th July, 2022)

*Give a suitable heading/title/subject/topic to the notice.

*Content should contain the following-event, date, place, time

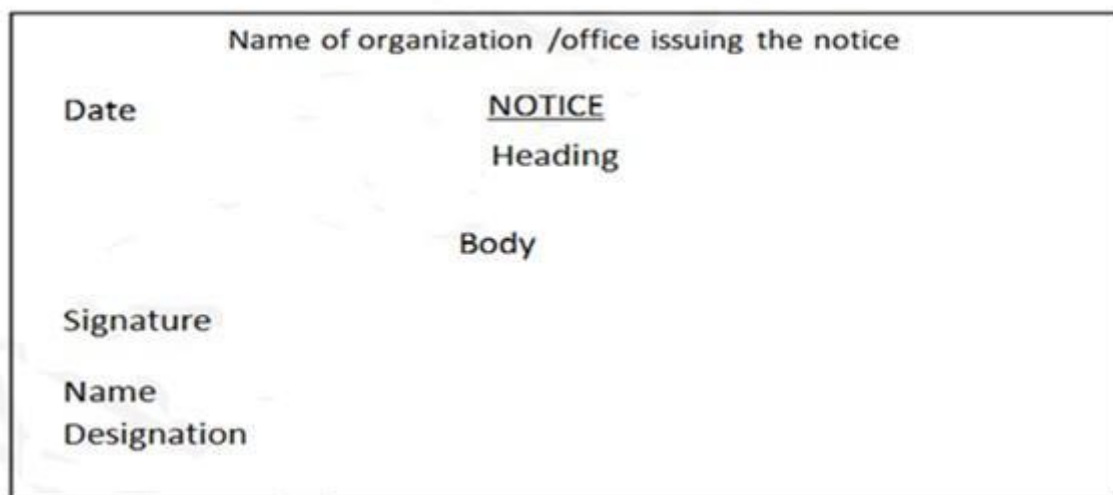
*Conclude the notice with signature, name & designation

*Write it in a box

* Notice is to be written in 50 words.

MAIN CHARACTERISTICS:

*Format-must include the name of the Organization, the word, "NOTICE, "Date, Heading, Writer's name, & Designation – 1M



*Content-answers the question "What", "When", "Where "& other details and relevant instructions – 2M

*Accuracy of spelling and Grammar- 1M

Sample Notices:

1. The Residents 'Welfare Association, Green Park is organizing a 'Holi Fiesta' in the locality. As the president of the association, draft a notice in not more than 50words informing the residents about the same. Give other essential details.

Residents' Welfare Association
Notice

10 March 2024

Holi Fiesta

The Residents' Welfare Association is organizing a Holi bash in the colony as per the following details:

20 March 2024

Date : **20 March 2024**
Time : 9 am to 5 pm
Venue : Green Park Club

The residents are requested to come along with their families and friends and add colour to the rejoicings.

Ravi
Ravi Kumar President, RWA

2. On the occasion of National Science and Technology Day, the school has decided to organise a Science Fair. Vikram, the secretary of the Science Society, wants to call a meeting of the office bearers of the society to discuss the arrangements for the fair. Write a notice is not more than 50 words.

Delhi Public School, New Delhi
Notice

30 Jan 2024

Meeting of Science Society

On the occasion of National Science and Technology Day, the school has decided to organize a fair. All office bearers are requested to attend a meeting in the School Library on **10 Feb 2024** at 10 am to discuss the arrangements for the fair.

Vikram Singh
(Secretary, Science Society)

QUESTIONS FOR PRACTICE

- (i) New Adarsh School, Jaipur is organising a Career Counselling session for the students of classes XI and XII of your school. Write a notice giving details of it to be displayed on your school notice board. (Word limit-50 words.)
- (ii) You are the Secretary of Vishvas Flats Welfare Association, Delhi-51. Write a notice to be circulated to the members of the Association, requesting them to attend a meeting to discuss the security measures of the flats and appointment of new security guards. (Word limit 50 words.)
- (iii) You are Anita/Anil, the Sports Secretary of Jyoti Public School, Delhi. Draft a 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.

- (iv) You are Babita/ Biman the Secretary of the History Club of your school. Draft a notice in not more than 50 words informing the students of classes IX and X about a proposed excursion to historical places of your city.

4247

FORMAL/INFORMAL INVITATION & REPLY

An invitation is a formal request to someone to attend any specific occasion, celebration, programme or event.

Type of Invitation

(A) Formal

(B) Informal

(A) Formal Invitation – Points to remember-

- To be written in third person.
- Details like address dress code or any other instructions are written at the bottom to the left or the right side as per choice.
- Subject matter is generally written in the centre.
- No abbreviation to be used.
- Simple present tense is used.
- Word limit 50.
- Each entry to be mentioned in a separate line e.g., The name of the person(s) who is/are inviting
- Formal expressions like 'request the pleasure of your company
- Time and date of event
- Purpose and occasion of invitation.
- For RSVP, address and telephone no. is given at which the invitee may contact for any queries.
- Name of the Chief Guest of the programme may be given

MARKING SCHEME – 04 Marks

Format- 1

Content- 2

Accuracy of Spelling and Grammar- 1

Formal invitation for marriage/birthday/auspicious occasion: -

Example: Write a formal invitation for the birthday function of your son.

Mrs. & Mr. Chawala

*request the pleasure of your company
on the 5th birthday of their son*

Rahul

*on Monday, 28th January, 20XX at 7.00 p.m.
at Konark Hotel, M.V.Road, Delhi.*

RSVP

13, Akber Bhavan
New Delhi

Example: Write a formal invitation for the Marriage Ceremony of your daughter.

Mrs. and Mr. Rahul Sharma

Solicit your gracious presence on the auspicious occasion of the
marriage of their grand daughter

SONALI

(Daughter of Mrs. Savita and Mr. Ankit Sharma)

With

SHRIDHAR

(Son of Mrs. Suman and Kapil Sharma) on

17 August 20XX

at 7.30 p.m.

at

Red Carpet, Party Lawn, Preet Vihar, Delhi-110031

With best compliments from
Vinod Sharma & All Relatives

R.S.V.P.
Madan Sharma
B-36, Rajdhani Enclave, Vikas
Marg, Delhi
Ph.: 9868xxxxxx

Formal Invitation for school events / exhibition for general public.

Example: You are a student of Laxmi Public School, Model Town, Delhi. The school is holding its Annual Function at 5.30 p.m. On 24th October . 2023. The education minister has consented to be the Chief Guest. Design an invitation card to be sent to the parents and other invitees. (Word Limit 50).

The Principal, Staff and Students of
Laxmi Public School, Model Town, Delhi
 request the pleasure of your company on
ANNUAL DAY CELEBRATION
 24TH OCT 2023
 on Sunday, [REDACTED]
 at 5.30 p.m.
 in the School Auditorium
 Honourable Education Minister has very kindly consented to be
 the Chief Guest.

R.S.V.P.
 Admn. Officer
 011-27xxxxxx

Special Instructions :
 This card admits only two.
 You are requested to be seated by 4.30 p.m.

[REDACTED]

Formal invitation to preside over/inaugurate/judge events.

Example: You are Neha / Nakul, the President of the English Literary and Cultural Society of Government Model Sr. Sec. School, Sector 19, Chandigarh. You have to organise an Inter Zonal Declamation Competition on the topic "Communication Skills are very Important in Modern World" at 10 +2 level. You wish to invite Dr. Shailesh Gupta, an eminent educationist to preside over the function to be held on 16 August, 2023 at 9:30 a.m.

Govt. Model Sr. Sec School, Sector-19 Chandigarh 16
 July 2022
 Dr. Shailash Gupta
 73, Sec-11A
 Chandigarh
 Sub: Invitation to preside over Inter Zonal Declamation Competition

Sir

The English Literary and Cultural Society of the school is organising an English Declamation Competition on the topic 'Communication Skills are very

Important in Modern World' on 16 August, 2023 at 9:30 a.m. in the school auditorium. Kindly make it convenient and confirm your availability to preside over in the above said programme.

Yours sincerely

Neha

Questions for Practice

- (a) You are the member of Punjab Academy, Delhi. Draft a formal invitation to invite all the members for the discussion on a book written by an eminent writer.
- (b) You are organising an Exhibition of Painting 'Nayika Series' on 30th November, 2023 at Azad Bhavan Art Gallery at 5:45 p.m. Draft an invitation card to invite the general public.
- (c) On the occasion of Van Mahotsav function in your school, draft an invitation to invite a renowned environmentalist for a tree plantation drive in your school.
- (d) You are Suman/Sonu the Head Girl/Boy of New Field School. Your school has decided to celebrate "The Grand Parents' Day" in school. Draft a formal invitation to be sent to the grandparents of students of your school giving details of the programme.
- (a) Your school is celebrating Annual Sports Day. Draft a formal invitation to be sent to parents and SMC members giving details of event.

INFORMAL INVITATION

Informal invitation follows the ordinary personal letter format pattern. These letters or invitations are written to relatives, friends and known persons.

Points to Remember

- Use first person 'I', 'We' and 'You' and avoiding using 'he', 'she' and 'They'
- Do not write subject and receiver's address.
- Write in warm and personalised style with relaxed and informal tone.

- Avoid writing unnecessary details.
- Begin with 'Dear' (Name)
- Word limit - 50 words

Example: You are Anuj / Anuja Goel of 23, Yojna Vihar, Delhi. Write an informal invitation to invite all your friends for the party you are giving to celebrate your selection in B-Tech in DTU.

23, Yojna Vihar

Delhi

10 July 2023

Dear Rahul

I have much pleasure in inviting you to post selection party after my admission in B-Tech in DTU. Reach my residence at 7.30 p.m. on 16 July, 2023 to join my family and friends in my moment of joy.

Yours truly

Anuj

Questions for Practice

1. You have been successful in IIT entrance examination. Write a suitable invitation to your friends inviting them for a get-together to celebrate the occasion.
2. Mrs. and Mr. Sharma wish to celebrate the 25th wedding anniversary. As Mr. Sharma writes an informal invitation inviting their best friend Mrs. and Mr. Vohra. Write necessary details.
3. Neeraj/ Neha has got very good percentage in final board exams.
He/she got admission in reputed college in Delhi University. He/she wants to celebrate with his/her friends. Write an informal invitation giving necessary details.
4. You are Neena/ Naveen of 21, Shakti Vihar, Delhi. You have opened a Departmental Store in Chandani Chowk. Draft an informal invitation to invite your friend on the inauguration ceremony.
5. JKL Public School, Dehradun is going to organise its Annual Day in the coming week. As A.K. Sharma, the Principal of the School. draft a

formal invitation to invite noted author Mr. Sudesh Gupta to preside over the function.

FORMAL REPLY- ACCEPTANCE / REFUSAL

Points to Remember

- Acknowledge the invitation
- Be brief and specific
- Express thanks in third person
- Not to be signed at the end
- When accepting, confirm date and time
- If declining, give reason, convey your best wishes
- Give date and address at top left-hand side
- Use simple language
- Word limit- 50 words

Formal Acceptance

Example: You are Mr. Ajay Gupta of 7 Park Avenue, Delhi. Draft a reply accepting an invitation to attend a house warming party hosted by your colleague.

ACCEPTANCE

9 July,2023

7, Park Avenue, Delhi

Mrs. and Mr. Ajay Gupta thank Mrs. and Mr. Satish Sharma for their kind invitation on the house warming party on 17 July,2023 at 11 a.m. which they are delighted to accept. It's their great pleasure to attend the ceremony

(To Preside / Inaugurate / Judge Events, etc.)

Formal Refusal

Example: You are Mr. Ajay Gupta of 7 Park Avenue, Delhi. Draft a reply of refusal expressing inability to attend a house warming party hosted by your colleague.

REFUSAL

19 July 2022

7, Park Avenue, Delhi

Mrs. and Mr. Ajay Gupta thank Mrs. and Mr. Satish Sharma for their kind invitation on the house warming party on 25 July, 2022 at 11 a.m., but regret their inability to accept the same due to urgent and unavoidable assignment abroad.

Questions for Practice: -

- a) You are AV Raman of Mysore. Prepare a formal reply expressing inability to attend the marriage of a colleague owing to a prior engagement.
- b) You are Vidya Sagar of 21 Rajya Park, Jaipur. Draft a formal reply of acceptance to an engagement function.
- c) You are a renowned environmentalist, Vinod Kumar of 10, Nehru Park, Delhi. You have been invited to inaugurate the Van Mahotsav function. Due to prior engagement, you will not be able to come for the occasion. Draft a suitable reply of refusal for the same.
- d) You are renowned environmentalist Vinod Kumar of 10, Nehru Park, Delhi. You have been invited for a tree plantation drive function. Draft a suitable reply of acceptance to attend the function.

INFORMAL ACCEPTANCE

Example: You are Rahul and have been invited to the post selection party of your friend Anuj. Write a reply accepting the invitation you got.

ACCEPTANCE

7-C, Yojna Vihar, Delhi

10 May, 2023

Dear Anuj

Many thanks for inviting me to attend your post selection party which will be held on 16th July, 2023 at your home. I shall be highly delighted to attend the same and will enjoy the party with great fun.

Yours truly

Rahul Gupta

INFORMAL REFUSAL

Example: You are Rahul and you have been invited to the post selection party of your friend Anuj. Write a reply regretting your inability to attend the same.

7-C, Yojna Vihar,

Delhi 10 May 2023

Dear Anuj

Many thanks for inviting me to attend your post selection party, but I am sorry to say that I shall not be able to attend the same as I shall be out of station next week. I shall miss this joyous occasion. I wish you all the best for the future.

God Bless You

Yours truly

Rahul

Questions for Practice

- a). As Secretary of the Literary Society of your school, write a letter of invitation to an eminent journalist inviting him to address the students on a talk show to be held in your school.
- b). You are a well-known scientist. You have been invited to deliver a lecture on the 'Importance of Nuclear Energy' in the Science Centre. Write a reply accepting the invitation.
- c). You are a noted stage artist and have been invited to perform at a stage show in a cultural event in Noida. However, due to a prior engagement, you are unable to attend the same. Write a reply refusing the invitation.

- d) You are Akash/Ashini. You have been invited to attend the wedding of your friend's sister. Respond to the invitation accepting it.
- e) You are Varun/Veena of 23, Ramesh Nagar Delhi. Your friend Neeraj has invited you to a party to celebrate his good board result and admission to a prestigious college. Draft a reply accepting the invitation.
- f) You are Shaan/Shruti of C-29, Pragati Apartment, Rohini, Delhi. You have received an invitation to attend the inauguration ceremony of his newly opened Departmental Store. Write a reply accepting the invitation.
- g) Your friend is throwing a party to celebrate his success in board exams. Send a reply regretting your inability to attend the same due to a prior engagement.
- h) Mrs. and Mr. Narang of 2, Newland Apartment, Rohini have decided to have a party on the occasion of the sixteenth birthday of their daughter. You are unable to attend the function. Write a reply in about 50 words.
- i) You are Shaan/Shruti of C-29, Pragati Vihar. You have received an invitation to attend the inauguration ceremony of the newly opened shop of your friend Karan. Write a reply of refusal, regretting your inability to attend the ceremony.
- j) You as Mr. Vohra, write a reply of refusal, regretting your inability to attend the celebration of the 25th anniversary of Mrs. and Mr. Sharma due to some prior engagement.

LETTER TO THE EDITOR

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

Word Limit- **120-150 words**

FORMAT OF THE LETTER

Sender's Address

House No.....

Name of Street.....

City.....

Date

Address of The Receiver

The Editor

Name of The News Paper

Place of Publication

Subject :

Salutation

Sir/Madam

BODY OF THE LETTER

Paragraph 1- Define your purpose of writing the letter. You can start by —Through the columns of your esteemed newspaper, I would like to draw the attention of the concerned authorities/ concerned readers to the problem

Paragraph 2- Define the problem in detail. Specify at least three effects of the problem.

Paragraph 3- Write the conclusion and the solutions you have, if any. (minimum of 2 preferred solutions) or request the authorities to solve the problem.

Subscription

Yours faithfully/sincerely

Signature

Name

SOME SUGGESTIVE LINES

Paragraph 1-

1. I am writing to you in order to highlight
2. Through the columns of your esteemed newspaper, I would like to express my concern on
3. I am writing this letter in order to draw the attention of the authorities over

Paragraph 2-

1. The residents face many problems due to

2. Many times, complaints have been made but the authorities have turned a deaf ear to our problem.

3. The main reason is
4. The most annoying/ important thing is
5. The negligence of authorities has added fuel to fire.
6. The situation has gone from bad to worse.
7. The authorities are just watching from a distance and not taking any action.
8. The problem has taken the shape of a hydra-headed monster.
9. I think this problem is getting step-motherly treatment.

Paragraph 3-

I hope that adequate measures will be taken by the authorities

I hope this issue will be brought into light

EXAMPLE 1

Write a letter to the Editor of National Herald, New Delhi about water scarcity in your locality suggesting ways to improve the position of water supply. You are Ramnath/ Reema of Ghaziabad.

H.No. A-24,
Kavi Nagar Ghaziabad

April 2, 20XX

The Editor
The National Herald
New Delhi-110001

Subject: **WATER CRISIS IN KAVI NAGAR**

Sir

Through the columns of your esteemed newspaper, I wish to draw the attention of the concerned authorities towards the problem of water scarcity in our locality.

It is still early summer and the residents are already facing acute water shortage in the area. The supply is cut off at 8.30 a.m. in the morning and is restored only for half an hour in the evening between 6 p.m. to 7 p.m. Since the timings are erratic, many people, especially the working couples are unable to store water. Frequent complaints to the Jal Board has not yielded any result as the authorities express their helplessness saying that

one of the tanks of the Haiderpur Water Treatment Plant is under repair and has been shut down for a month or so, thereby affecting the water supply in the area. But it is nearly one and a half months since the problem began, yet there is no respite to the residents.

The Jal Board should, in the meantime, make provisions for water tankers at different hours of the day. Also, measures must be taken to expedite the repair work.

Yours faithfully

Ramnath /Reema

EXAMPLE 2

You have noticed many stray animals on the road during the busy hours of the day. These animals have caused traffic jam as well as accidents. You have already written to the concerned authorities but no action has been taken so far. So, write a letter to the Editor of a leading newspaper telling him about the nuisance created by the stray animals. Sign your name as Preeti Krishnan, C/5, Dispur Road, Assam.

H.No. C/5,

Dispur Road Assam

15 March, 20XX

The Editor

The Indian Express

Guwahati

Subject:

NUISANCE CREATED BY STRAY ANIMALS

Sir

Through the columns of your esteemed newspaper, I wish to draw the attention of the concerned authorities of the Municipal Corporation regarding the plight of the residents of Bow Bazaar due to nuisance created by stray animals.

While going to school at 8.50 a.m., I notice many stray animals wandering here and there on the busy market roads. The position is almost the same, a repeat performance in the afternoon. Sometimes these animals cross the roads in a long unending array, thus

causing traffic blocks as well as accidents. These animals create a health hazard too by urinating everywhere. Huge heaps of dung spread here and there. Flies hover over them and insects breed inside them. We have already written to the concerned authorities but no action has been taken so far.

The authorities are requested to depute officials to catch these stray animals and send them to the police pen. If unclaimed, these might be auctioned. It is hoped that an early action will be taken by the concerned authorities.

Yours sincerely

Preeti

Unsolved Exercises

1. Write a letter to the Editor, The Times of India, Mumbai expressing your views on how the standard of performance in sports can be improved in India.
2. Write a letter to the Editor, The Hindustan Times Delhi giving your views on frequent breakdown of electricity in your locality.
3. You are Ramesh/Reema of 20, Sarvodaya, Lucknow. Write a letter to the Editor, Nagrik Times to draw the attention of traffic police Department to the lawlessness among bus drivers and conductors.
4. The problem of corruption is increasing in India with a rise in consumerism and inflation. Mr. S.K. Singh, a lecturer in Physics writes a letter to the editor of 'Our India' expressing his views on the steady decline in moral values of Indians. Draft a letter in 120-150 words.
- 5 Repeated strike of doctors leaves patients at the mercy of God. Mr. Kaushal who was admitted to a hospital had a bitter experience of remaining unattended by the doctors. He decides to write a letter to the Editor of 'The Patriot' narrating his tale of woe and generating public opinion on 'Why shouldn't essential services be banned from going on strike?'

APPLICATION FOR A JOB WITH BIO-DATA/RESUME

These types of letters demand a very formal and precise treatment. Their format is almost the same as that of forwarding cover letter and is usually accompanied by a bio-data /resume.

Marking Scheme- 05 Marks

Format-1 M

Organisation of Ideas -1 M

Content -2 M

Accuracy of Spelling and Grammar -1 M

Points to Remember

Job application has two parts-

- (a) covering letter**
- (b) Resume/Biodata**

- Start body of the letter giving source of information about the job (newspaper) day, date, advertisement number etc.
- Share your interest and competence level.
- Close the letter giving note that Bio-data / resume is enclosed.
- Write 10-12 points in Bio-Data
- Bio-data / Resume/Curriculum Vitae is an integral part of the job application.

Bio-data should include:

1. Name
2. Father's Name
3. Date of Birth/Age
4. Address
5. Hobbies
6. Language Known
7. Nationality
8. Educational Qualifications:

(a) Years, Marks and Subjects of the candidate, Name of University etc.

9. Professional Qualifications
10. Experience
11. Salary Expected
12. Reference - At least 2 references

Example: You are Sudha / Sudhir resident of A-7, Shanti Park. You read the following advertisement in a newspaper.

SITUATION VACANT

Wanted a young and experienced graduate with fluency in English and Hindi to work as receptionist at Customer Care booths of NCR Groups of Hotels, Delhi. Contact Manager along with your complete C.V. within 7 days of this advertisement.

Draft a job application in response to the advertisement giving your detailed resume.

A-7, Shanti Park
Delhi

17 July, 2023

The Manager
NCR Group of Hotels
Delhi

Subject: Job Application for the Post of Receptionist.

Sir

In response to your advertisement in the Hindustan times dated 12 July, 2023 for □ the post of receptionist, I hereby offer my candidature for the same. I possess requisite qualifications and experience. I want to join your group of hotels to fully utilize my potential.

You may call me for an interview on any date as per your convenience. I shall be able to join my duties at one month's notice if appointed. I am enclosing my detailed resume for your perusal.

Thanking you

Yours sincerely

Sudha / Sudhir

Enclosure: Detailed Resume

Resume / Bio Data

Name: Sudha / Sudhir

Father's Name: Mr. Subhas

Age :25 Years

Address: A-7,Shanti Park,
N.D.

Hobbies: Music, Net Surfing, Photography, Sports.

Languages Known: Hindi, English

Nationality: Indian

Educational Qualifications:

- 1.Passed Secondary Exam. from CBSE with 8.5 CGPA
- 2.Passed Senior Secondary Exam. from CBSE with distinction

57

- 3.Passed Graduation from Delhi University with first division.

Professional Qualification: Diploma in Computers from Aptech with first division.

Experience: Worked as receptionist with ABC group of companies for 2 years.

Expected Salary: Negotiable

References:

1. Dr. Mohit Aggarwal
(Surgeon), GTB Hospital, Delhi
2. Mr. Ashok Kumar, Principal
AB Public School

Questions for Practice

- (a) You are Krishna / Krishan from F-9, Mayur Vihar, Delhi. You have come across an advertisement in a national daily for recruitment of Radio Jockey by Radio One, Noida. Apply in response to this advertisement giving your detailed bio-data.
- (b) You are Ritu / Ritva of 131, Jagriti Vihar, Gurgaon. You recently read about a post of chemist being advertised by Charak Research Ltd. Noida. You wish to apply for it. Apply with full details to the Manager of the Production Unit.
- (c) Sameer Narang sees the following advertisement in 'The Morning News' and decides to apply for the job. His address is 16, Jawahar Nagar, New Delhi.

COACHING INSTITUTE AT PITAMPURA

Requires Part-Time Tutors for primary/middle classes. Graduates/under graduates with excellent academic record can apply. Write to Career Point, A-50, Pushp Enclave, N.D.

(d). You are Samir/Sameena of 24-Model Town, Chandigarh. You have seen an advertisement in The Times of India for the post of Chief Chef in a five-star hotel. Apply for the job with detailed bio-data in 120-150 words.

(e) 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 detailed Bio-data as well.

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 on a variety of themes.

Distribution of Marks

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

Word Limit: 120-150 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 should be in capital e.g.
Pollution A Menace
- ii) Eye catching
- iii) Should give crisp idea of theme

(b) Mention writer's name

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

Part-1 –

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

Part-2 –

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

Part 3 –

- o Conclusion- suggestions / remedial measures / reminders / compare and contrast
- o Organise the ideas in a logical order, with systematic presentation

- o Predictions and personal observations may be included

- o Pay attention to grammatical accuracy and good use of vocabulary

- o Use sentence linkers to ensure continuity - e.g. Consequently similarly, finally
moreover' etc.

Hints:

Do 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 experiences.

Q1. ‘Grow More Trees to Reduce Pollution’. Write an article in 120-150 words on the topic given above for your school magazine.

Answer:

Grow More Trees to Reduce Pollution
-Radhika

‘Gold is a luxury. Trees are necessities. Man can live and thrive without gold, but cannot survive without trees’

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. This is not it. Trees help in controlling water pollution and preventing soil erosion.

The places inhabited by large number 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.

Q.2 In many parts of our country girls is still discouraged from going to school. Consequently, a sizeable section of the population is deprived of education. Schemes like Sarva Shiksha Abhiyan, CBSE scholarships to the single girl child and the Government’s policy of giving free education to girls have come as a boon to our society. You are Raghav/Rohini write an article in 120-150 words on the education of the girl child in the country.

Answer

Education Of the Girl Child in The Country

-

Raghav

Education of girls has been a high priority with the Government of India. In the new millennium, India has consolidated its earlier educational reforms with increased resources and stronger policy commitments for achieving elementary education, particularly for girls.

Reaching out to the girl child is primary to the efforts to universalise elementary education. ‘Sarva Shiksha Abhiyan’ or ‘Education for All’ programme recognizes that ensuring the education of the girl child requires changes not only in the education system but also in society’s norms and attitudes.

A two-pronged gender strategy has hence been adopted to make the educational system responsive to the needs of the girls through targeted interventions which serve as a pullfactor

to enhance access and retention of girls in schools on the one hand and generate community demand for girls' education through training and mobilisation on the other hand. The CBSE has also come up with the novel scheme of providing free education from the sixth standard onwards to the single girl child. The need of the hour is that the government should further improve the educational infrastructure and make it more accessible and meaningful for the girl child.

Suggested Topics for Article Writing

- Brain Drain
- Value Education
- Gender Inequality
- Cyber World (Boon or Bane)
- Importance of Sports
- Print Media or News Channel – Advantages and disadvantages
- Children Learn What They Live with

REPORT WRITING

Distribution of Marks:

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

A report is a written account of an incident heard, seen, done or experienced and meant to be published, about an event that has taken place in the past. A good report must have a good introduction, complete

Types of Report

- Newspaper Report
- School Magazine Report

Points to Remember:

- Use simple past tense for magazine and mixture of tenses for newspaper
- Use active / passive voice in reported speech
- Divide the report into three parts
- Part I :

Introduction – Mention– what, date, time, place

- Part II:

Body – detail of the incident, causes, consequences, effects, guests, steps, activities, and people involved, relevant details.

- Part III:

Conclusion – reactions / statements of people / promises by authorities / steps taken.

School Magazine Report

- Format:
- Heading
- Name of the writer

Newspaper Report

- Format: Heading Name of the reporter Date and Place

SCHOOL MAGAZINE REPORT

EXAMPLE:

You are Shruti / Suhail , Head of the History Club of ASN Public School, Janak Puri, Chandigarh. Your school organised Heritage Awareness Programme in the school to create awareness regarding our monuments. Write a report on this programme in about 120–150 words.

HERITAGE AWARENESS PROGRAMME

–by Shruti / Suhail

Heritage Awareness Programme was organised by the History Club of ASN Public School, Janak Puri, Chandigarh on 09 August 2023 from 10:00 am to 2:00 pm in the School Auditorium. The school was well decorated with posters of various historically important monuments.

Mr. Deen Dayal, Dean of History Department of PU was the Chief Guest. Around 2000 students and parents attended the programme.

The programme began by lighting of the ceremonial lamp by the Chief Guest. After that a skit was presented by the students of Class XI showing the importance of our heritage and monuments. The history club presented an engrossing documentary giving a brief detail of 100 monuments from different parts of India.

In the end, the Chief Guest gave a very motivating speech about the role of youth in preserving our national heritage. The principal presented the vote of thanks after which light refreshment was served.

Questions for Practice

- i) You are Neha / Narayan, a consultant in Sai School of Management. You organised a seminar on Right to Education Act for teachers and students in which educationists were invited to talk on the topic, its problems, and implications. Write a report in about 120–150 words for the school magazine.
- ii) You are Preet / Prem, Head of Health Club of KV, Shalimar Bagh, New Delhi. Your club organised a talk to make students aware about alarming use of chemicals in vegetables and fruits. Experts from medical field and consumer forum were invited to answer the queries of the audience. Write a report in about 120-150 words for your school magazine.

NEWSPAPER REPORT

Example:

You are Sanjay / Sanjana, a reporter with ‘The Hindustan Times’ You witnessed a fire accident in a crowded market in Delhi. Write a report to be published in the newspaper. Invent necessary details.

FIRE ENGULFED CENTRAL MARKET

Sanjay / Sanjana, Staff Reporter

10 September, 20XX, New Delhi

Over a hundred persons were trapped for two hours when a devastating fire broke out yesterday in the Central Market Lajpat Nagar between 5:00 p.m. and 7:00 p.m. Though no casualties were reported officially, fifty people were injured.

The fire broke out around 4.50 p.m. due to a short circuit in the main line and spread quickly. There was panic and stampede as people rushed out of the overcrowded market place. Fire brigade and police arrived

at the venue within half an hour. About a dozen firemen battled for two hours to bring the fire under control. The loss incurred is estimated to be about five crore rupees.

The injured persons were rushed to a nearby hospital. Many people sustained minor burns. The Governor has announced an enquiry into the mishap. The police are investigating the matter.

Question- Your school conducted a Mock Drill to ensure readiness, review emergency preparedness and facilitate co-ordinated actions. Write a report for the school magazine giving details of the drill taken place. Sign yourself as karuna.

MOCK DRILL

-Report by Karuna

26 May 20XX

A Mock Drill was conducted on 25 August, 20XX at 11:00 am in our school. For mock drill of an imaginary earthquake as soon as the alarm hooter rang out loud and clear, books were abandoned and bags shoved aside as students dived under their desks for cover. Teachers and non-teaching staff too were involved in the act, as they stood huddled in a corner or under the desks waiting for the imagined worst to pass. After a few seconds the students were immediately escorted by their subject teachers to the assembly point. During the drill students followed the exit routes designated for them and assembled at assembly point in proper rows earmarked class wise. Proper head count of all the students was taken. Rescue team was in action to rescue left out students or any other staff members. Special care was taken for disabled students. Keeping all the safety measures in mind and carrying them out methodically, the entire building was successfully evacuated within a span of 2 minutes.

Once all had evacuated the building and had assembled in the ground, the students were advised not to panic in case of any disaster. They were instructed to be with teachers at the time of disaster and follow the instructions given by them.

Question-Sarvodaya Kanya Vidyalaya, Majlis Park, undertook a cleanliness drive during the month of October 20XX in accordance with Clean India Campaign. Write a report for the school magazine in 120-150 words of the activities conducted within the cleanliness campaign. You are Sneha, The Head Girl of the school.

REPORT ON CLEANLINESS DRIVE

-By Sneha, Head Girl

Sarvodaya Kanya Vidyalaya, Majlis Park, undertook a cleanliness drive during the month of October 20XX in accordance with Clean India Campaign. The school chalked out a monthly plan to organize numerous activities such as skits, debates, speeches, poster making etc. A special drive was carried out on 02 October 20XX to reverberate with the mission of campaigning. The students took a pledge to clean their school, homes, public places and surroundings. During the morning assembly a play on "Clean India'

was enacted to highlight the importance of hygiene, sanitation and cleanliness. The school Principal along with staff and students were actively involved in the cleanliness drive. They enthusiastically took up broom and cleaned up every nook and corner of classrooms, corridors, school ground and nearby area. The whole drive was quite inspiring and motivating for the students. The students realized that any work is best done by the person himself. It made the students aware of the dignity of labour.

Question:

A local tour was organised in your school recently. Write a report in 120–150 words based upon your experience, for the school magazine of your school. You are Namit / Namita of Class XI A.

69 64

LOCAL TOUR

By Namit / Namita (XI A)

On 9th of October this year, a local tour was organised for all the students of school. The students were informed well in advance. They reached the school in time and boarded the assigned buses at sharp 8.30 a.m. escorted by their respective class teachers.

A sumptuous refreshment like light snacks, and frooti etc. was relished by the students, while traveling. They disposed of the wrappers in dustbin, kept in buses. All the students were very happy and sang sang while making merry.

The students were very happy when they reached the first spot i.e., Gandhi Smriti Bhawan. They noted the important information in the notebooks that they were carrying.

The next destination was Humayun's Tomb. The students and the teachers had their lunch in the outer lawns. When they entered the premises, they were taken aback by its sheer beauty. It was a magnificent monument with well-manicured lawns. There were fountains amidst numerous small square ponds. It was an extremely beautiful view.

The students were then asked by the teachers to form queues again to move to the next spot - that was Rail Bhawan. They had glimpse of journey of railways in India Since 1953. It was fascinating. The bus reached the school at 5.00 p.m. The students were a bit tired but happy. They bade good bye to the teachers and moved to their respective homes.

Questions For Practice

Write a report on the topic 'Career Mela' in 120-150 words for your school magazine. The inputs are provided to facilitate you. You are Manohar Singh / Manjeet Kaur.

- students asked to submit charts pertaining to various career choices...
- under senior and junior categories...

Charts displayed in multi-purpose hall.

Principal preside over the 'Career Mela'

- students were invited to have a round of exhibition...
- they were told to bring along note books and pen...

it was appreciated by all

Suggested Topics for Practice

1 Annual Day & Prize Distribution

2 Sports Day

3 Van Mahotsav

4 Literacy Week

5 Fancy Dress Competition / Debate Competition

6 You are Akshay / Akshita, a press reporter with Indian Express. Recently a few trains were cancelled due to fog in winter. Passengers were stranded at the New Delhi Railway Station. Write a report in about 120–150 words highlighting the problems faced by the passengers.

7. Incessant rains have caused irrecoverable damage in your area. A flood relief programme was organised where various flood relief measures were carried out. As a newspaper reporter, write a report in about 120–150 words about the programme

SECTION C LITERATURE

FLAMINGO (POETRY)

Poem- 1 My Mother at Sixty- Six by Kamala Das

Theme

The theme of the poem is 'ageing' which is the law of nature. It also deals with the universal theme of death and the fears of loss and separation it induces.

The significance of the title

The author notices how old and worn out her mother is and she fears that she might not meet her mother again even though she does not dare to voice it.

Poetic devices

Simile: It is the comparison of two things by using 'as' or 'like', e.g., —her face ashen like that of a corpse, —as a late winter's moon.

Metaphor: It is an implied simile (implied comparison) of two things without the use of 'as' or 'like', e.g., —the merry children spilling.

Personification: When we give human characteristics to animals or plants or non-living things. e.g., —young trees sprinting.

Repetition: It is the repetition of a word or phrase to create a poetic effect in a poem. e.g., the poet repeats these words, —smile and smile and smile.

Alliteration: It is the repetition of the consonant sounds in a line of a poem. e.g., —my mother —I said was, see you soon.

Rhyme scheme – The poem does not follow any rhyme or rhythm. It has been written in free verse.

Main points

- The poetess is travelling back to Cochin airport with her mother in a car.
- Looks at the ashen face of her dozing mother.

- Her face has a dull, colourless appearance and reminds her of a corpse.
- The **thought of losing her mother** is very painful; **she** realizes that **her mother** is now an old woman and could be nearing death.
- Turns to look at sprinting trees outside; sees merry children running out of their homes.
- **‘The young trees’ and ‘merry children’ draw contrast between the agility and vitality of youth with the passivity of old age.**
- Reaches the airport, after the security check, **she again looks at the mother .**
- Sees her pale and ageing face; is reminded of the winter moon **which loses its brightness due to fog and mist.**
- Feels pained at being reminded of a childhood fear---had always been scared of losing her mother one day.
- Does not want to show her agony and fear to her mother now.
- Tells her that she would see her soon and bids her goodbye with a **forced** smile on her face.

EXTRACT-BASED QUESTIONS:

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

I. —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,

1. What did the poet see?

2. What is the mother’s face compared to and why?

3. Why does the poet look out at the sprinting trees and the merry children spilling out of their homes?

4. Identify and elaborate the figure of speech in line 3.

5. Why are the trees spoken of to be sprinting?

Answers:

1. The poet noticed her mother sitting beside her, dozing open-mouthed, her face pale like that of a corpse.

2. The pale face of the mother is compared to that of a corpse **which is** dull and lifeless.

3. The poet is filled with pain, looking at the ashen face of her mother. To distract her mind from these deadly thoughts, she looks out at the sprinting trees and the merry children spilling out of their homes.
4. The figure of speech is simile. The ashen face of the mother is compared to a corpse.
5. Looking out of the window of the moving car, the poet experiences a visual illusion. The trees seem to her to be **running away, signifying how quickly youth fades into old age.**

II. —after the airport’s security
 check, standing a few yards
 away, I looked again
 at.....

..... smile.

1. What is the mother’s face compared to?
2. What is the poet’s childhood fear?
3. What is the ‘familiar ache’ the poet refers to?
4. Why does the poet smile?

Answers:

1. The face of the poet’s mother looked wan and pale. It looked dull like a late winter moon.
2. The childhood fear which the poet refers to is the fear of being **separated from her** mother.
3. The ‘familiar ache’ is the poet’s childhood fear of being separated from her mother. This ache now haunts her in another way. The current fear is that the mother is very old and that she is inching closer to death.
4. The ‘childhood fear’ threw the poet into **a** disillusion. She tries to hide her emotions through a deliberate smile.

II. Short answer type questions: (40-50 words)

1. What did the poet do when she saw that her mother was old and might die soon?
2. How is death contrasted with life in the poem?
3. What is the ‘childhood fear’ which the poet speaks of?
4. How do you explain the smile on the lips of the poet at the airport?

Answers:

1. The wan and pale expression on the face of her mother, floods her mind with thoughts of her impending death. **To divert her mind from these painful thoughts, she looks outside the car at the sprinting trees.**
2. The poet indirectly introduces symbols to contrast life with death. The pale and corpse-like appearance of the mother is analogous with death. On the contrary, life is demonstrated by the introduction of the racing trees and the merry children spilling out of their homes.

3. When she was a girl, the poet too had the customary **fear of being separated from her mother**. This is a subconscious fear which lurks within and haunts her without warning.
4. Her smile is an attempt to hide her painful thoughts of loss and separation from her mother.

IV. Extra Questions: Unsolved

1. What were the poet's feelings at the airport? How did she hide them?
2. The poem talks of a commonplace experience which has deep significance. Comment.

Poem-2 Keeping Quiet

- Pablo Neruda

VALUE POINTS:

1. The poem 'Keeping Quiet' **highlights the importance of quiet introspection and mutual understanding across humanity**.
2. The poet asks the readers to keep quiet for a count of twelve.
3. He asks them to stop any barrier (Like language, war, exploitation etc) which creates a divide.
4. This silence will be free from the disturbing sounds of engines and rush of people due to their materialistic attitude.
5. The importance of silence and self-introspection can transform not only the life of an individual but also the face of the earth.
6. They will lead a hatred-free and peaceful life, living in harmony, **bringing** a halt to their destructive activities.
7. It will help people to understand themselves & will create the feelings of mutual love & respect.
8. By quiet introspection, the poet does not mean total inactivity; instead, he wants full involvement with life.
9. The effect of the **discord** & war is the imbalance between man & nature.
10. Quiet introspection will establish a spiritual & physical union that is most desirable for the survival of the earth & of human beings.
11. The example of Earth can teach us a lesson as during Winter everything seems dead but there is a quiet period when regeneration takes place **within** seeming stillness and once again life comes back with the arrival of Spring season.

Literary Devices :

1. Alliteration: It is the repetition of consonant sounds at the beginning of words. e.g. —we will count, —sudden strangeness, —stop for one second, —his hurt hands, —clean clothes.
2. Anaphora: Two consecutive lines starting with the word ‘Let’s’ e.g. ‘let’s not speak in any language, let’s stop for one second’
3. Repetition: It is the repetition of words/phrases in the poem for poetic effect. e.g. —without rush, without engines.
4. Symbolism: The poet uses various symbols in the poem. e.g. —counting to twelve symbolises time, —Brothers **symbolise mankind**, —**green wars refer to new techniques of waging war**, —**clean clothes symbolise world peace**, —shade symbolises protection/ security, etc.
5. Antithesis: It is the juxtaposition of opposing or contrasting ideas. e.g., —count to twelve and we will all keep still. Here counting and keeping still are contrasting activities and are put together.
6. Personification: It is the attribution of human characteristics to non-human things and animals. e.g., —Earth can teach us.
7. Metaphor: It is used to make a comparison between two things that aren’t alike but do have something in common. e.g. —shade refers to protection.
8. Enjambment: It is the continuation of a sentence to the next line/stanza. In the poem, many sentences continue to multiple lines. e.g. i) —Now we will count to twelve and we will all keep still. ii) —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. iii) Perhaps a huge silence might interrupt this sadness of never understanding ourselves and of threatening ourselves with death. etc.
9. Irony: When everything seems dead, later proves to be alive.
10. Pun: It is a figure of speech that includes a play of words wherein a word can have more than one meaning. Eg. ‘not move our arms’. Here ‘arms’ refer to ‘hands’ and ‘weapons’.

Read the following lines and answer the questions that follow:

- I. —Now we will count to twelve
And we will all keep still.....And not move our arms so much.
1. Why does the poet want us to keep quiet?
 2. How long does the poet exhort us to be silent?
 3. **Which figure of speech is used in the final line?**

Answers:

1. The poet wants us to keep quiet so that we can do self-analysis.
2. **The poet wishes that we become still till we count twelve.**
3. Pun

- II. It would be an exotic moment

without rush, without engines,
we would all be together
in a sudden strangeness.
Fishermen in the cold sea
would not harm whales
and the man gathering salt
would look at his hurt hands.

1. What does the poet mean by 'an exotic moment'?
2. What kind of feeling would this exotic moment evoke?
3. How do the fishermen harm nature?
4. What sublime impact would keeping quiet have?

Answers:

1. A never seen before silence would have a transcendental effect on us.
2. The exotic moment will evoke a feeling of solidarity with our brethren.
3. Fishermen harpoon whales. The whale population is gradually getting depleted. It imbalances nature.
4. Keeping quiet would prompt us to introspect. It would be a sublime moment, when we would identify ourselves with nature and our fellowmen.

I. Exercise: (unsolved)

—What I want should not be

Confused With total inactivity.....

threatening ourselves with death.

1. According to the poet, what is the difference between silence and inactivity ?
2. What graceful experience would we have, if we ceased our instinctive motion?
3. What do we fail to understand, although we live for a long time on this earth?

II. Short answer type questions: (40-50 words)

1. What do you think the poem is about?
It is about a transcendental experience, which is induced by ceasing all mundane activities. Such experiences would evoke feelings of solidarity with our fellowmen and apathy for our reckless attitude towards nature. It is an elementary stage in self-realisation.
2. What do we fail to realize when we get marooned in mundane pursuits?
Men are too busy to find time to introspect. We pass away without realizing ourselves. According to the poet, this ignorance of our real worth, is an **association** with death.

III. Extra questions (unsolved)

1. List a few rash activities that man indulges in.
2. Does the poet advocate inactivity? If not why?
3. What lesson can the earth teach us?

Poem-3 A Thing of Beauty -John Keats

Gist of the poem:

- The poem is a tribute to beauty.
- The poet says that a thing of beauty is a source of **joy forever**.
- The grace of beauty increases with the passage of time.
- It would never lose its worth.
- Beauty is like a place of solace and comfort, providing quiet rest, sweet dreams, health and relaxation.
- On every new day, we fabricate fresh flowery links which bind us to the beautiful earth.
- This is despite the depression, lack of noble values, gloom, unhealthy experiences which we undergo every day.
- In the midst of all these negatives, there is always some beautiful thing in our life, which dispels the darkness in our lives.
- The poet specifies some objects of beauty.
- They are the sun, the moon, a shady area providing protection from heat to the simple sheep, the daffodils and the green world they live in, cool streams which give relief from the hot season and a clearing in the middle of a forest, rich with scented flowers.
- Equally beautiful are the lives of great men who have passed away and stories and legends which we have heard or read. Such things are an endless source **of joy**.

Read the following lines and answer the questions that follow:

1. —A thing of beauty is a joy forever

Its loveliness increases, it will never

Pass into nothingness; but will keep.....

..... bind us to the earth.

1. What pleasure do we derive from a beautiful thing?
2. How does the poet prove that the **impact** of a beautiful thing is permanent?
3. What does 'wreathing flowery band' mean?

4. How does a thing of beauty keep a quiet bower for us?

Answers:

1. A thing of beauty boosts our spirits and gives us joy. It has a soothing impact on our mind.
2. The **impact** of a thing of beauty is eternal. It is never exhausted. It will never fail to rejuvenate us when we feel the direst need.
3. We can never alienate ourselves from nature. Every day, we create fresh bonds with the beautiful things on the earth.
4. Our lives are rife with pain, worry and suffering. A thing of beauty comes as a pleasant interlude, refreshing and soothing us. Whenever we want to be emotionally refreshed, **a** thing of beauty is ready at hand.

II. —For simple sheep; and such are daffodils

With the green world they live in;.....

.....fountain of immortal drink.¶

1. List some beautiful things the poet has mentioned.
2. How are 'the mighty dead' immortalized?
3. Comment on the concluding lines of the poem.

Answers:

1. Some beautiful things that the poet speaks of are daffodils, streams, mid-forest ferns, lives of great men and literature.
2. **Great men are renowned writers, acclaimed scientists, martyrs . men of wisdom, etc. Their lives** men have an enchanting beauty about them. This beauty has immortalized them and imprinted their presence in history.
3. The poet concludes that beautiful things have an immortal and eternal beauty. Unlike temporal things, the joy given by beautiful things are **eternal, sublime and ennobling**.

Questions for practice:

1. "A thing of beauty is a joy forever 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
Therefore, on every morrow, are we wreathing flowery
band to bind us to the earth.”

- a. What is the special virtue of a beautiful thing?
 - b. How does it bless us?
 - c. Explain the expression “A bower quiet for us”.
 - d. What do we do every day?
2. “The mid forest brake, rich with a sprinkling of fair musk-rose blooms; and such too is the grandeur of the dooms who 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.”
- a. What do you mean by brake? Where does it grow? What makes it all the more beautiful?
 - b. What do you mean by ‘the grandeur of the dooms’?
 - c. ‘All lovely tales that we have heard or read’. Explain .
 - d. What is the source of beauty of nature? What is its effect on us?
3. “Some shape of beauty moves away the pall from our dark spirits. Such the sun, the moon, trees old, and young, sprouting a shady boon for simple sheep; and such are daffodils with green world they live in; and clear rills that for themselves a cooling covert make ‘gainst the hot season; the mid forest brake rich with a sprinkling of fair musk-rose blooms”
- a. What type of beauty and its effect are mentioned here?
 - b. What sprouts a shady boon for sheep and how?

- c. How do 'daffodils' and rills enrich the environment?
- d. What makes the mid-forest brake **rich with beauty**?

IV. Short answer type questions: (40-50 words)

1. How do things of beauty bind us to the earth?
Our lives are marred by pain and suffering. Things **of beauty** will revitalize our lives. Therefore, we glue ourselves to the earth which is abundant in such beautiful things.
2. How does the loveliness of a thing of beauty increase?
Things of beauty like nature, art and literature are **bountiful**. The deep we dive into this world, the more we realize their immortal perennial character. They can never be wiped out from the face of the earth.

V. Extra questions: (unsolved)

1. How is the world of nature different from that of men?
2. List some beautiful things that give us eternal joy.

Poem-4 A Roadside Stand
-Robert Frost

Gist of the poem:

- Road side stands are crude constructions by the road side, selling petty things to the commuters.
- The poet speaks of a shed which was constructed by the road side, as an extension of an old house.
- It stood beside a road on which traffic sped at great speed.
- The seller, sitting in the road side stand expected some sympathy from the traffic.
- He did not beg for a loaf of bread, but for some hard cash, which could support his poor life.
- The traffic sped with a single-minded focus on some destination which lay ahead.
- The traffic never stopped to express any interest in the items displayed for sale.
- At times a vehicle would stop at the road side stand and the prospective customer would only express disgust at the way the sign boards mar the beauty of the countryside.
- The stand offered wild berries and golden squash for sale.
- At times the commuters behave in a mean manner to the sellers.

- They expect only to get some cash which would expand their lives and enable them to aspire the phenomenal life depicted in films.
- A piece of news claims that these people are expected to be **provided with better living opportunities**.
- They are to be accommodated **near the** theatre and the store in the city.
- The **ruling party** claim that these poor do not have to think for themselves any more.
- **The politicians make false promises, doing nothing for the poor.**
- The poet experiences tremendous pain, looking at the awesome expectation of the sellers.
- They sit at their window, looking out **expectantly for** some prospective customers.
- At times a car would stop only to enquire what the prices of the things are.
- Another would stop to turn his car around or to ask for direction.
- Sometimes, a stray traveller would stop to ask for a gallon of **gas**.
- The poet wishes if he could put the roadside stand people out of their misery with one stroke.
- He prays that when his mind comes round, we would help him to **ease his pain and do something for the betterment of the poor folk.**

Read the following lines and answer the questions that follow:

1.—The little old house was out with a little shed
 In front at the edge of the road where the traffic sped
 sinking and withering faint.

1. Where was the shed put up and for what purpose?
2. Prove that the sellers were men of self-respect.
3. What are 'money' and 'cities' compared to?

Answers:

1. The stand was put up as an extension of a house, by the highway. The seller intended to earn some money.
2. The sellers did not demand charities. They asked the travellers to give them some hard cash in return for their produce.
3. Money is compared to the sap that flows through plants and cities are compared to flowers.

2 —Swarm over their lives enforcing benefits
That are calculated to soothe them out of their wits.....
.....sleeping at night the ancient way.

1. What will swarm over whom and why?
2. How did the greedy good-doers plan to exploit the poor people?
3. Why won't the poor people have to think about themselves anymore?

Answers:

1. The greedy good-doers would entice the poor to sell their lands with empty promises.
2. The greedy good-doers wanted to encroach into the material and emotional privacy of the poor and settle them in crowded unhealthy places.
3. The sponsors promise abundantly and vouchsafe to take care of all their needs. These are mere snares to lure them.

Exercise: (unsolved)

—To put these people at one stroke out of their pain.
.....out of my pain.

1. How did the poet plan to remove the pain of the village people?
2. **Comment on the conclusion of the poem.**

II. Short answer type questions: (40-50 words)

1. What did the poor folk offer for sale? Did the city dwellers stop to buy them?

Ans. The poor people offered wild berries and golden squash, **but the city men did not buy any of their produce.**

2. What did the greedy good-doers plan to do to the poor people?

Ans. The greedy good-doers planned to cheat the poor of their lands and fling them into unhygienic and congested territory. They would brainwash them and deprive them of their better habitat.

III. Extra questions: (unsolved)

1. What was the aspiration of the poor people?
2. How can the pain of the poet be put an end to?

Poem-5 AUNT JENNIFER'S TIGERS
- Adrienne Rich

Adrienne Rich is widely known for her involvement in contemporary women's movement as a poet and theorist. She focuses on feminist poems expressing her anger. Her poetry changed a lot of people's, especially women's views towards the way they lived their lives and their role in society. The poem 'AUNT JENNIFER'S TIGERS' brings forth the message that women need to live for themselves and not be dependent on men. Also, it addresses the constraints of married life experienced by a woman in a male dominated world.

Aunt Jennifer's Tigers (Poem) Summary:

The poet expresses the inner feelings of a woman – Aunt Jennifer. The aunt is embroidering a motif comprising of energetic, fearless tigers moving freely around the bright greenery. She is living a life of submissiveness to her husband's command. Her acts are dominated by him and she fears him constantly. This pattern of the free and fearless tigers reflects her inner desire to live a free and fearless life. The tigers are graceful, elegant and bright.

Aunt Jennifer's fingers tremble as she embroiders. She is old but still fears her husband. She does not enjoy the freedom to do anything as per her wish. She is scared doing the embroidery too and fears his wrath. Since the day she got married, she has been fulfilling the demands of her husband. The wedding ring on her hand is a constant reminder that she belongs to her husband. The burden of the demanding marriage has exhausted her. The torment will not end until her death.

Even after her death, the ring will remain on her hand and she will never be free. On the other hand, the tigers that she is embroidering will continue to move around freely forever. Her desire of freedom and fearlessness will live on through her tigers.

Points to Remember

- Aunt Jennifer's tigers symbolize spirit of freedom which she herself is bereft of.
- The tigers are the dwellers of the green forest, are fearless and ferocious. This is in stark contrast to the suppressed womanhood in aunt's personality.
- Uncle made her life very burdensome; the expression 'massive weight of uncle's wedding band' symbolizes male dominance.
- 'Ringed' refers to the confines, constraints and the demands of marriage that bind a woman, within the vicious grip of her unhappy married life.
- Even after her death she would feel terrified by the trauma which she faced due to her dominating husband /male dominated society.

- Aunt Jennifer's tigers will survive even after her death. The tigers she knitted on the panel will remain fearless, brave and majestic.
- The aunt herself will remain alive through her art form i.e. her **embroidered tigers**.

78

POETIC DEVICES

Alliteration-‘fingers fluttering’, prancing proud’,

Imagery- _bright topaz denizens

Symbolism- _Tigers-freedom of spirit

Aunt Jennifer-women suppressed in a patriarchal society ‘wedding band’- oppression in marriage- ‘uncle’-male chauvinism

Explanation

STANZA-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.

EXPLANATION

- The poet is talking about a lady whom she addresses as Aunt Jennifer.
- She is embroidering a piece of cloth.
- The pattern shows tigers who are moving and jumping around all over the fabric.
- They are bright yellow in colour like the colour of the topaz stone (use of metaphor).
- The dense green forest background is their home.
- They are the proud and fearless citizens of the forest.
- Here is a contrast between Aunt Jennifer and her tigers. The tigers are fearless but this lady, who is embroidering them is not so.
- **The tigers look elegant, confident and fearless.**

Literary Devices used in the Poem

Rhyme scheme: aabb

Anaphora: use of same word in two consecutive lines (they do not ... and they pace in...)

Metaphor: Use of topaz to describe the yellow colour of tigers (Bright **topaz denizens**)

79

STANZA-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.

EXPLANATION

- The lady's fingers are trembling with the fear of her husband.
- **Due to constraints of an unhappy marriage, even the ivory needle appears to be heavy for her.**
- She is still burdened by the weight of the ring. 'Massive weight' means the encirclement or trapping that has fallen upon her by getting married to him, she has been burdened by the obligations of married life, has become the man's property.

Literary device:

Rhyme scheme: aabb

Alliteration: 'f'sound is repeated in 'finger fluttering'

STANZA-3

When Aunt is dead, her terrified hands will lie

Still ringed with ordeals she was mastered by.

80

The tigers in the panel that she made

85

Will go on prancing, proud and unafraid.

EXPLANATION

- Her wish to live a free, fearless life is indicated by her choice of design – tigers.
- It shows her innermost desire of being strong, fearless which has been overpowered by her husband.
- Probably, her ordeal will still **not end** upon her death.
- Her frightened, shaking fingers will be put to rest.
- But still, even after death, the ring shall remain on her hand, i.e. her husband 's rule over her is not yet over!
- After her death, her desire of freedom and fearlessness shall remain alive in these tigers which she has embroidered.

Literary devices

Rhyme scheme: aabb

Alliteration: 'p' is repeated in 'prancing proud'

Questions:

1. How do 'denizens' and 'chivalric' add to our understanding of the tiger's attitudes?

Ans. The word 'denizens' means that they are proud of their home, they feel safe there and have a feeling of belongingness attached to it.

The word 'chivalric' shows that they have a majestic and worthy position like knights.

81

2. Why do you think Aunt Jennifer's hands are fluttering through her wool' in the second stanza?

Ans. Her hands are fluttering probably because she is scared of her husband.

3. Why is she finding the needle so hard to pull?

Ans. The constraints of an unhappy married life make it difficult for her to pull even an ivory needle.

4. What is suggested by the image 'massive weight of Uncle's wedding band'?

Ans. 'Massive weight of Uncle's wedding band' suggests symbolically that the bindings and obligations of her marriage are so much that they have put a lot of burden and stress on her.

4. Of what or of whom is Aunt Jennifer terrified in the third stanza?

Ans. She is terrified of her husband.

5. 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?

Ans. The 'ordeals' are

- ❖ Obeying her husband's orders.
- ❖ Fear of men.
- ❖ Giving in to his dominance and fulfilling his commands.
- ❖ 'Ringed' indicates entrapment. As the ring encircles the finger, similarly, her husband has encircled her in his clutches. Her body and soul are both trapped, struggling for freedom and fearlessness.

6. Why do you think Aunt Jennifer created animals that are so different from her own character? What might the poet be suggesting, through this difference?

Ans.

- I think that aunt Jennifer's intense desire for freedom and fearlessness came out through her creativity.
- This is the time when she is with herself, and then, her innermost feelings are expressed, here her medium of expression is the embroidery.
- Through this difference, it is shown that the lady is not what she is. Her circumstances have made her so but even she has a desire to live life with respect and pride.

7. Interpret the symbols found in this poem.

- ❖ 'denizens of a world of green' means inhabitants of the forest.
- ❖ 'massive weight of Uncle's wedding band' means the burden of marital obligations.

- ❖ 'Sits heavily upon Aunt' means has laid a lot of stress on her.

❖ 'ringed with ordeals' means to get entrapped in hardships and sufferings.

8. Do you sympathize with Aunt Jennifer? What is the attitude of the speaker towards Aunt Jennifer?

Ans. Yes, I sympathize with Aunt Jennifer. The speaker is also sympathetic towards her and hates dominating men.

Questions for Practice

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.

Questions:

i. Name the poetic device in the last line.

Ans. Alliteration.

ii. What was Aunt Jennifer doing at that moment?

Ans. She was embroidering tigers on a piece of woollen cloth.

iii. What do tigers symbolize?

Ans. Tigers symbolize fearlessness, bravery and confidence.

iv. What are the traits of tigers that are a contrast to the aunt?

Ans. The tigers are fearless and 'chivalric' whereas the aunt's own married life has left her weak and timid.

2. 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.

Questions

- a) What is the status of Aunt Jennifer in her family?
- b) Why are Aunt's hands said to be terrified?
- c) Explain : 'Still ringed with ordeals'?
- d) What will happen to her tigers after her death?

Answer the following questions in about 40-50 words each:

- a) Where do the tigers appear? Write two qualities of the tigers as depicted by the poet?
- b) Why is the ivory needle hard to pull?
- c) What is the significance of the wedding ring in Aunt Jennifer's life?
- d) Do you sympathize with Aunt Jennifer? Why/why not?

FLAMINGO (PROSE)

1. THE LAST LESSON

- Alphonse Daudet

INTRODUCTION: ‘The Last Lesson’ stresses on the importance of education and the necessity to respect and learn one's own language. This story draws our attention to the unfair practice of linguistic chauvinism. It refers to an unreasonable pride in one's own language while disregarding all the other languages as inferior.

BACKGROUND OF THE STORY: The story, ‘The Last Lesson’ has been set in the background of the Franco-Prussian war that was fought in 1870- 71 between Prussia and France. The Prussians captured the districts of Alsace and Lorraine. New orders were issued according to which German language was to be taught in place of French in these two districts.

MAIN POINTS: The story covers the times when French districts of Alsace and Lorraine were taken over by Prussia. The language German was imposed on French people. People were deeply shattered. They realized what they had lost. Franz notices the changes around him and in the school:

- It was a bright day; birds were chirping and the Prussian soldiers were drilling
- A crowd was gathered around the bulletin board
- School was unusually quiet- No sound of desks opening
 - ✓ No sound of lessons repeated
 - ✓ No sound of rapping of teacher’s ruler
- M. Hamel didn’t scold him
- M. Hamel was wearing his Sunday dress -green coat, frilled shirt and black silk hat
- The backbenches were occupied by the adults of the village-Hauser, postmaster and others
- Mr. Hamel announced that **it was to be** the last lesson in French. **Franz’s** reaction to the last lesson in French:

- He was shocked.
- He realized his deficiency in the language and wished that he had not wasted his time.
- He repented wasting his time in fruitless activities (chasing bird's eggs, sliding on the Saar)
- He appreciated the efforts of Mr. Hamel and accepted him with all his faults.
- He suddenly wanted to impress Mr. Hamel with his knowledge in French.
- He understood why the villagers had come to the school-
- To thank the Master for his services
- To show solidarity for the country that no longer was theirs
- To express their repentance for not attending school and making themselves proficient in their language

M. Hamel laments and reflects upon the reasons for the students' deficiency in the language

- The Germans will laugh at their inability to speak their language
- This is all because of their habit of postponing learning to tomorrow
- It's too late to make amends that is there is no time to make up for the lost time
- They are all to blame for the situation
- Parents preferred sending them to work at farms than to school
- He himself sent them to water the plants and whenever he wanted to go fishing, he declared a holiday.

Theme

- The story beautifully highlights the human tendency to postpone learning of things for one feels that there is plenty of time to do so. One never knows when the dooms day will dawn and bring an end to all our plans, hopes and aspirations.
- The natives of Alsace realize their folly of not giving importance to the study of French in their school days. So, they become victims of Linguistic Chauvinism with the acquisition of their districts by Prussia.
- The story also brings to light the brutality of war which makes man insensitive to human feelings and sentiments.

EXTRACT BASED QUESTIONS:

1. Reading the bulletin, called after me, —Don 't go so fast, bub; you'll get to your school in plenty of time! "I thought he was making fun of me and reached M. Hamel's little garden all out of breath.

- A. Who was reading the bulletin & with whom?
- (i) M. Hamel with his pupils
 - (ii) Mr. Hauser with the former postmaster

(iii) Mr. Watcher with his apprentice

(iv) Franz alone

B. Identify the tone in which the speaker said the words, —Don't go so fast, bub; you'll get to your school in plenty of time!'"?

(i) sarcastic

(ii) humorous

(iii) depressive

(iv) cheerful

C. Choose the most appropriate option with reference to the following statements

Statement 1. The speaker was out of breath when he reached M Hamel's garden.

Statement 2. He was being chased by a ferocious dog.

(i) Both the statements are true

(ii) Statement 1 is true, statement 2 is wrong

(iii) Neither of the statements is true

(iv) Statement 1 is wrong, statement 2 is right

D. The speaker was in a hurry to

(i) read the bulletin board

(ii) to escape from a ferocious dog

(iii) to water the garden of his teacher, M Hamel

(iv) to reach his school

2. Usually, when school began, there was a great bustle, which could be heard out in the street, the opening and closing of desks, lessons repeated in unison, very loud, with our hands over our ears to understand better, and the teacher's great ruler rapping on the table. But now it was all so still! I had counted on the commotion to get to my desk without being seen; but, of course, that day everything had to be as quiet as Sunday morning. Through the window I saw my classmates, already in their places, and M. Hamel walking up and down up and down with his terrible iron ruler under his arm.

A. Which of the following sounds could be heard at Franz's school usually?

1) banging of desks

2) voices of students

3) tapping on wood

4) screams of students

5) swishing of rulers

6) rustle of paper

(a) (1), (2), & (3)

(b) (4), (5) & (6)

(c)(1), (3) & (5)

(d) (2), (5) & (6)

B. Choose another word that means ‘bustle’ and ‘commotion’

a. tranquillity

b. serenity

c. mess

d. furore

C. How did Franz usually slip into class?

a. By using magical powers

b. By hiding his face behind his satchel

c. By sneaking in exploiting the noisy confusion

d. By taking advantage of his teacher’s carelessness

D. Why does Franz call M. Hamel’s iron ruler terrible?

a. The iron ruler was gigantic and sharp.

b. Franz was used to seeing the iron ruler.

c. The ruler was used as a drilling tool.

d. Franz might have been at the receiving end of it.

3. M. Hamel went on to talk of the French language, saying that it was the most beautiful language in the world — the clearest, the most logical; that we must guard it among us and never forget it, because when a people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison. Then he opened a grammar book and read us our lesson. I was amazed to see how well I understood it. All he said seemed so easy, so easy!

A. Which of the following can be attributed to M. Hamel’s declaration about the French language?

a. subject expertise

b. nostalgic pride

c. factual accuracy

d. patriotic magnification

B. Read the quotes given below. Choose the option that might best describe M. Hamel’s viewpoint

(i) Those who know nothing of foreign languages know nothing of their own— Johann Wolfgang von Goethe

- (ii) Language is the road map It tells you where people come from and where they are going. –
Rita Mae Brown
- (iii) A poor man is like a foreigner in his own country- Ali Ibn Abi Talib
- (iv) The greatest propaganda in the world is our mother tongue, that is what learn as children, and which we learn –unconsciously. That shapes our perceptions for life. –
Marshal McLuhan
- (a) Option (i)
- (b) Option (ii)
- (c) Option (iii)
- (d) Option (iv)
- C. —I was amazed to see how well I understood it. Select the option that does NOT explain why Franz found the grammar lesson —easy.
- a. Franz was paying careful attention in class this time.
- b. M. Hamel was being extremely patient and calm in his teaching.
- c. Franz was inspired and had found a new meaning and purpose to learning
- d. Franz had realized that French was the clearest and most logical language
- D. Franz was able to understand the grammar lesson easily because he was -
- a. Receptive.
- b. Appreciative.
- c. Introspective.
- d. competitive

4. After the grammar, we had a lesson in writing. That day M. Hamel had new copies for us, written in a beautiful round hand-France, Alsace, France, Alsace. They looked like little flags flooded everywhere in the school-room, hung from the rod at the top of our desks. You ought to have seen how everyone set to work, and how quiet it was! The only sound was the scratching of the pens over the paper. Once some beetles flew in but nobody paid any attention to them not even the littlest ones, who worked right on tracing their fish-hooks, as if that was French, too. On the roof the pigeons cooed very low, and I thought to myself, Will they make them sing in German, even the pigeons.

- A. Why does the author compare the copies of writing to flags?
- 1) Because they were colourful and large.
- 2) Because they were in the colours of the French flag.
- 3) Because they were hung on the rod above the desks.
- 4) Because flag is an aspect of a nation's identity.

- (a) (1) & (3)
- (b) (2) & (3)
- (c) (2) & (4)
- (d) (3) & (4)

B. Why did M. Hamel give the writing exercise ‘France, Alsace, France, Alsace’?

- 1) to instil feelings of patriotism towards France.
- 2) to create a sense of unity and harmony
- 3) to make sure students know where they are from
- 4) to make them proud of belonging to Prussia

- (a) (1) & (4)
- (b) (2) & (3)
- (c) (1) & (3)
- (d) (2) & (4)

C. Which of the following French letters show what a fish hook is?

- | | | | |
|-----|-----|-----|-----|
| Ç | â | é | ü |
| (a) | (b) | (c) | (d) |

D. “Will they make them sing in German, even the pigeons?” Who is referred to as ‘they’ here?

- a. the French government
- b. the Prussian government
- c. the village elders
- d. the school students

SHORT ANS. TYPE QUESTIONS-SOLVED (40-50 WORDS.)

1. Why according to you, was little Franz afraid of being scolded?

Ans. Franz was afraid of being scolded that day because he had not prepared his lesson on participles which Mr. Hamel was going to test that day. Secondly, he had reached the school very late that morning.

2. What three things in school surprised Franz the most that day?

Ans. Franz was surprised to note that the school was unusually calm and quiet as Sunday morning. Mr. Hamel wore his beautiful occasional dress and thirdly the village elders sat quietly like school children on the back benches that usually remained empty.

3. What used to be the usual scene at Franz's school?

Ans. Usually, when the school began, there would be great hustle and bustle, opening and closing of desks, lessons repeated loudly in unison, teacher's ruler rapping on the table. The noise could be heard even out in the street.

4. How was the learning of the boys like Franz neglected in Alsace?

Ans. The people of Alsace would put off learning till tomorrow. Parents put their children to work on a farm or at mills in order to have more money. Mr. Hamel got his flowers watered or gave them a holiday.

5. Those who were in class, suddenly realised the importance of French language. Why did this happen?

Ans. Mr. Hamel called French language as the most beautiful, the most logical and the clearest language in the world. He said that their language was the key to their prison. Then the people realised the importance of French language.

SHORT ANS. TYPE QUESTIONS-UNSOLVED. 40-50 WORDS.

1. Franz was very late for school that morning. What was he tempted to do on being late?
2. Why were even the villagers present in the school room on the last lesson morning?
3. What was put up on the town hall bulletin board on the morning of 'the last lesson'?
4. How did the opinion of Franz about his teacher change?

LONG ANSWER TYPE QUESTIONS-SOLVED.

1. What in your opinion, is the main theme of the story 'The Last Lesson'? Do you think it has a universal appeal?

Ans. The main theme of the story is linguistic chauvinism of the proud conquerors who show an excessive or prejudiced support for their own language. It also shows the pain that is inflicted on the people of a territory conquered by them by taking away the right to study or speak their own language and make them prisoners in their own land of birth. The story also highlights the attitudes of the students and teachers to learning and teaching.

The story's theme has a universal appeal even though the story is located in a particular village of Alsace in France which had passed into Prussian hands. Taking away mother tongue from the people is the harshest punishment.

2. Describe the feelings, emotions and behaviour of M. Hamel on the day of 'The Last Lesson'.

Ans. **Value points:**

- M. Hamel in the dress for ceremonial occasions.
- Talked of the French language as a proud French man.
- Explained everything with great patience grammar, writing, lesson in History.

- Sat motionless in the chair fixing everything around in his mind.
- Thought of leaving next day made him sad, **choked** his voice, became emotional.

90

- Mustered courage and wrote "Vive La France!"
- Leaning sadly against the wall dismissed the class with a gesture

3. What order had come from Berlin that day? How did it effect the life at school?

Value points:

- The order was - only German would be taught in the schools of Alsace and Lorraine.
- Had far reaching effect on the life at school.
- Mr. Hamel teaching French for the last forty years would deliver his last lesson that day.
- The teacher dressed in his best clothes.
- Old villagers quietly sitting at the back of class room.
- Everybody in class realised the importance of French language.
- M. Hamel - solemn and used gentle tone.
- Those present in class very attentive and eager to learn.
- Mr. Hamel's appeal to preserve French language.
- Mr. Hamel overwhelmed with emotions in the end.

LOST SPRING – Anees Jung

Gist

Anees Jung, a famous story writer, **highlights** utter destitution of ragpickers of **Seemapuri** and bangle makers of Firozabad. It sensitises the readers to step forward to save the spring (childhood) of beautiful human life so that many children would be able to avail the opportunities to realize their dreams.

Points to Remember

Saheb-e-Alam

- name means – lord of the universe
- but earns living by rag-picking

- lives in Seemapuri
- walks barefoot

Living conditions in Seemapuri

- on the outskirts of Delhi, yet miles away from it, home of 10,000 rag pickers

91

- make their living by rag-picking
- food and survival more important than an identity
- garbage to them is gold because it is a means of survival

Mukesh

- the bangle maker of Firozabad
- high temperature
- dreams of being a motor mechanic, wants to break the lineage

Hazards of Working in Glass Bangle Factory

- work place – small and dingy
- long working hours in front of hot furnaces
- boys and girls assist parents in the dim light of flickering oil lamps.
- eyes more adjusted to dark than light.
- dust from polishing bangles affect their eyes, skin and health
- exploited by money lenders, police, bureaucrats, politicians.
- fear of being ill-treated by police.
- live in a state of intense poverty.
- live in stinky lanes
- overcrowded place with humans and animals.

EXTRACT BASED QUESTIONS:

A. 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. Unaware of what his name represents, he roams the streets with

his friends, an army of barefoot boys who appear like the morning birds and disappear at noon. Over the months, I have come to recognise each of them.

1. The author asks the name of Saheb after months of knowing him. This suggests that
 - a. She does not care about barefoot rag-pickers who live in a slum dwelling
 - b. She has been waiting for the right opportunity
 - c. Names are insignificant for her as she is more interested in their problems & their solutions
 - d. It is difficult for her to remember so many names together

92

2. Which of the following is not rightly matched?
 - a. Name of Saheb-e-Alam: irony
 - b. An army of barefoot boys: Anaphora
 - c. Boys who appear like morning birds: Simile
 - d. I ask him his name: Alliteration
3. Why is the author interested in these barefoot rag -pickers?
 - a. She will write a book about such children & earn money
 - b. She will gain popularity by publishing their story in a newspaper
 - c. She will attract the attention of the authorities towards their problems
 - d. She is moved by the plight of these unfortunate children
4. The author's interaction with these children reflects her
 - (i) Empathy
 - (ii) Professionalism
 - (iii) Cleverness
 - (iv) Compassion
 - a. Only 2
 - b. Only 1 & 3
 - c. Only 1 & 4
 - d. Only 2, 3 & 4

B. My acquaintance with the barefoot rag-pickers leads me to Seemapuri, a place on the periphery of Delhi yet miles away from it, metaphorically. Those who live here are squatters who came from Bangladesh back in 1971. Saheb 's family is among them. Seemapuri was then a wilderness. It still is, but it is no longer empty. In structures of mud, with roofs of tin and tarpaulin, devoid of sewage, drainage or running water, live 10,000 rag-pickers. They have lived here for more than thirty years without an identity, without permits but with ration

cards that get their names on voters' lists and enable them to buy grain. Food is more important for survival than an identity.

1. In which of the following sentences can the word 'squatters' replace the highlighted words?
 - a. The police have been ordered to help the refugees from the flooded districts.
 - b. The court has refused to stay the eviction of illegal occupants from the Public Park.
 - c. Tourists without a valid Visa are being ordered to leave immediately.
 - d. People who defecate in open have been heavily penalized
2. How is Seemapuri miles away from Delhi?
 - a. It is indeed many miles away from Delhi geographically

93

- b. Delhi has ultra-modern infrastructure & state-of-the-art facilities while Seemapuri lacks even the basic amenities like sewage & potable water
 - c. Delhi is a hugely populated city while Seemapuri is a small wilderness
 - d. Delhi is very dirty & diseased while Seemapuri is clean & green
3. Choose the correct option with reference to the two statements given below:
Statement 1: Name on voter list enables the rag-pickers to buy grain
Statement 2: Rag-pickers do not mind the lack of facilities & dirt as long as they get food
 - 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.
4. For the people of Seemapuri, rag-picking is their source of livelihood. Which of the following phrases can't replace the underlined words?
 - a. Sweat, blood & tears
 - b. Staff of life
 - c. Bread & butter
 - d. Walk of life

C. She is the wife of Mukesh's elder brother. Not much older in years, she has begun to command respect as the 'bahu' the daughter-in-law of the house, already in charge of three men — her husband, Mukesh and their father. When the older man enters, she gently withdraws behind the broken wall and brings her veil closer to her face. As custom demands, daughters-in-law must veil their faces before male elders. In this case the elder is an impoverished bangle maker. Despite long years of hard labour, first as a tailor, then a bangle

maker, he has failed to renovate a house, send his two sons to school. All he has managed to do is teach them what he knows — the art of making bangles.

1. Daughters-in-law must veil their faces before male elders. This custom reflects
 - a. Prejudice
 - b. Stereotype
 - c. Logic
 - d. Necessity

2. Choose the correct option with reference to the two statements given below:

Assertion: Mukesh's father has been a successful professional.

Reason: He has been able to renovate his house & send his sons to school.

- a. Both A & R are correct. R is the correct explanation of A
- b. Both A & R are correct. R is not the correct explanation of A
- c. A is correct, R is wrong

94

- d. Neither A nor R is correct
3. The wife of Mukesh's elder brother is

 - a. Submissive & servile
 - b. Magnanimous & prudent
 - c. Respectful & courteous
 - d. Defiant & rebellious

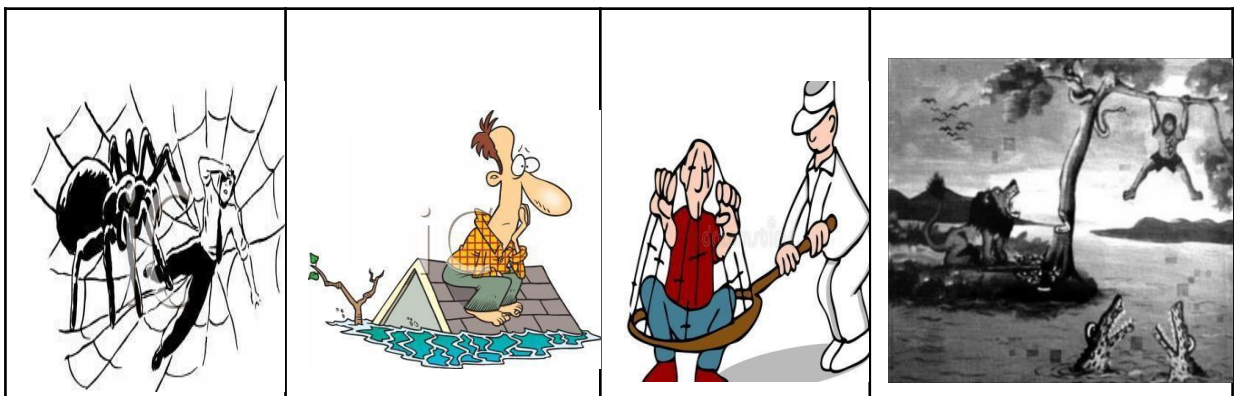
4. In which of the following sentences can the underlined words not be replaced by 'impoverished' ?
 - a. She is the leader of the ritzy women in her plush locality.
 - b. He has become bankrupt after heavy losses in business.
 - c. This Diwali, we are making some provisions for pauperized people.
 - d. She has married a skint man but she is perfectly happy.

D. —Why not organize 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 organized, 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. Their fathers are as tired as they are. They talk endlessly in a spiral that moves from poverty to apathy to greed and to injustice.

1. Which of the following pairs of word-meaning is not rightly matched?
 - a. Apathy: lack of interest, enthusiasm, or concern
 - b. Vicious: deliberately cruel or violent

- c. Hauled up: To Push sb/ sth away
- d. Greed: avarice
2. Their fathers are as tired as they are. This suggest that ...
- a. The youth have surrendered before their oppressors & accepted their fate.
- b. The youth have followed the footsteps of their parents & resigned to their destiny.
- c. The youth have no energy & enthusiasm to struggle against their oppressors.
- d. Youth do not get proper nutrition due to poverty which exhausts them easily.
3. Which of the following pictures describes the situation of the bangle makers the best?

95



- a. Picture 1
- b. Picture 2
- c. Picture 3
- d. Picture 4
4. Choose the correct option with reference to the two statements given below:

Assertion: The police haul up the youth if they make a union.

Reason: The policemen are very efficient & arrest the wrong-doers promptly.

- a. Both A & R are correct. R is the correct explanation of A
- b. Both A & R are correct. R is not the correct explanation of A
- c. A is correct , R is wrong
- d. Neither A nor R is correct

SHORT ANS. TYPE QUESTIONS-SOLVED 40-50 WORDS.

1. Who was Saheb? What did he do for a living?

Ans. Saheb was a rag picker of Seemapuri and had migrated from Bangladesh in 1971. Besides rag-picking, he used to look for gold in the garbage dumps of the big city for a living.

2. What did living in Seemapuri actually mean?

Ans. Living in Seemapuri meant being subjected to extreme poverty. People had lived there for thirty years without an identity, without permit, only concentrating on the matter of food.

3. What does Anees Jung attempt to bring out in her story 'Lost Spring'?

Ans. Anees Jung wants to show the grinding poverty, traditions and circumstances which compel and condemn the children to a life full of misery and exploitation.

4. What is illegal that none of the bangle makers of Firozabad know?

96

Ans. The bangle makers do not know that employing children in bangle-making is illegal. If the law is enforced strictly 20,000 children will be released from working at hot furnaces with high temperatures.

5. Why do the bangle-makers fail to organise themselves into a co-operative?

Ans. The young bangle-makers have fallen into the vicious traps of middlemen. They are afraid of the police. Moreover, there is no leader among them to help them see things differently. Even their fathers at home are tired.

SHORT ANS. TYPE (30-40 WORDS.) QUESTIONS FOR PRACTICE.

Q 1. What was Saheb's full name? What is ironical about it?

Q 2. Anees Jung says 'Saheb is no longer his own master'? What does she mean?

Q 3. 'Seemapuri is on the periphery of Delhi yet miles away from it metaphorically'.

What does the writer mean by this?

Q 4. Which two distinct worlds of the bangle makers does Anees Jung see?

Q 5. 'His dreams loom like a mirage'. Whose dreams are being referred here and why are they compared to a mirage?

LONG ANS. TYPE QUESTIONS (ABOUT 120-150 WORDS) SOLVED

Q1. Comment on the hardships of the bangle makers of Firozabad with special emphasis on the forces that conspire against them and obstruct their progress.

Ans. Life and poverty are synonymous for the bangle makers of Firozabad. For generations these people have been engaged in this trade working around hot furnaces with high temperatures. In spite of hard labour throughout the day, some of them have to sleep with empty and aching stomachs

Poverty and hunger, social customs and traditions, stigma of caste and the intrigues of powerful lobby that thrive on their **labour**, combine to keep them poor, uneducated and hungry. The money lenders, the middlemen, the policemen, the keepers of law, the bureaucrats and the politicians all are responsible for their abject poverty. They fail to organise themselves into cooperative due to lack of a leader. They can talk but not act to improve their lot.

Q2. 'Saheb is no longer his own master' and 'Mukesh insists on being his own master'. Discuss with reference to 'Lost Spring'.

Ans. **Value points:**

- (i) Saheb - a young rag-picker from Seemapuri.
- (ii) Looking for gold in garbage dumps for survival
- (iii) Roams the streets with his friends an army of barefoot soldiers.
- (iv) Poor, hungry but free like morning birds.
- (v) Gets a job at a tea stall and has a regular income and food.
- (vi) But no longer his own master. lost the carefree look.
- (vii) Works for longer hours - exploitation makes him sad.
- (viii) Mukesh, son of poor bangle maker of Firozabad.
- (ix) No school education due to poverty.
- (x) Dreams of being a motor mechanic.
- (xi) Wants to drive a car.

(xii) Insists on being his own master in spite of unfavourable conditions.

Q3. Describe the plight of child workers of Firozabad, who are exposed to the worst health hazards.

Ans. Value points:

- Firozabad - bangle making town.
- Besides the grownups, over 20,000 children illegally engaged in bangle making.
- Nobody cares for the law in Firozabad.
- Employment of children in glass and bangle industry continuous unabated.
- Children working in exceptionally high temperatures in dingy dark rooms.
- Eyes adjusted more to dark than the light outside.
- Many losing eyesight before becoming adults.
- Mind numbing toil killing all dreams and hopes of child workers.

Questions for Practice

1. Explain the lesson 'Lost Spring' is a realistic portrayal of the lives of the street children.
2. Compare and contrast the characters of Saheb and Mukesh.
3. Poverty is a vicious circle for poor slum dwellers and bangle makers. Comment in the light of 'Lost Spring'.
4. Little children have to work at the age of their mental and physical development. Write an article on 'Child labour - A blot on society'.

98

5. What change did Anees Jung see in Saheb when she saw him standing by the gate of the **neighbourhood** club?
6. Mukesh finds himself caught between two distinct worlds. How do they affect his life and that of the other bangle makers ?

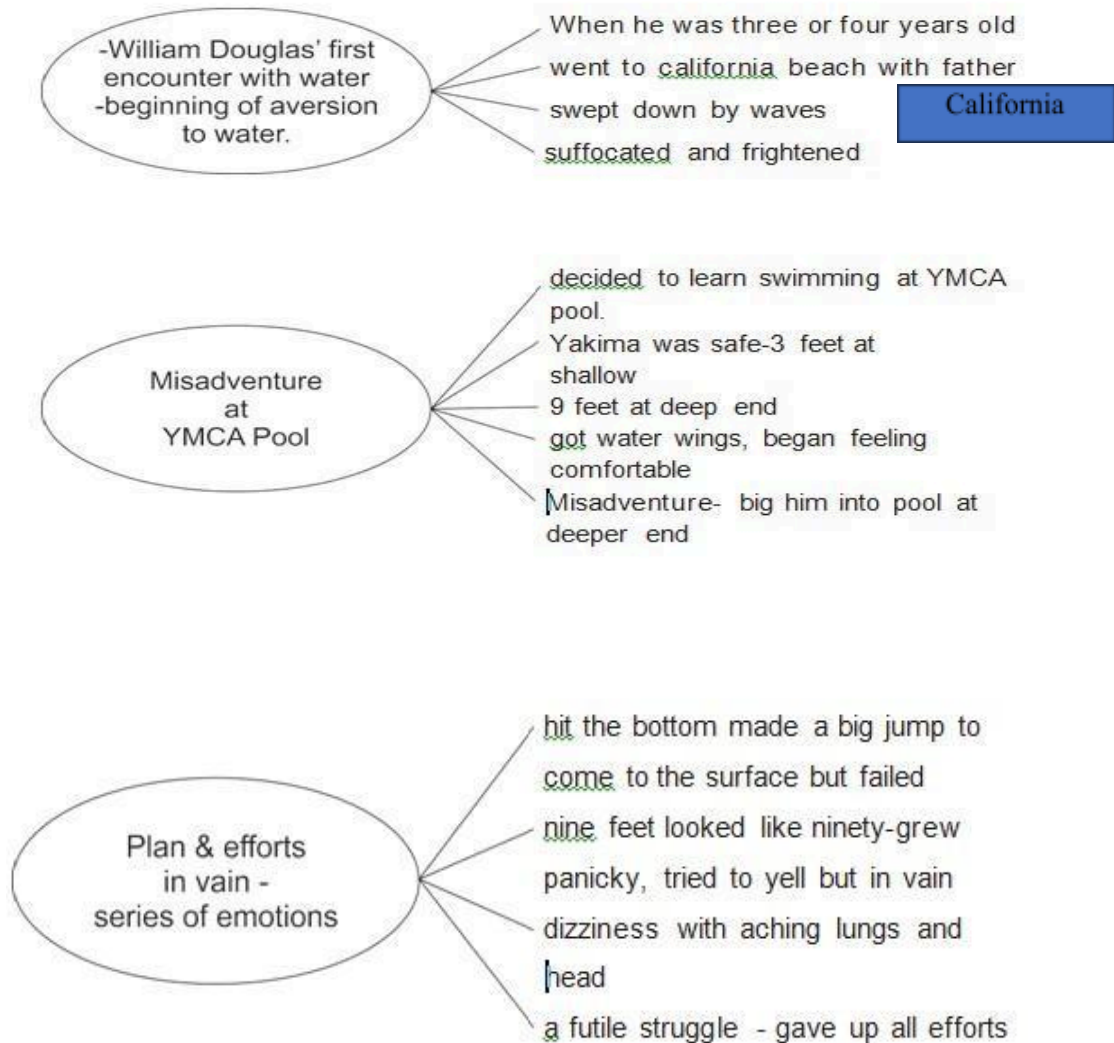
3.DEEP WATER

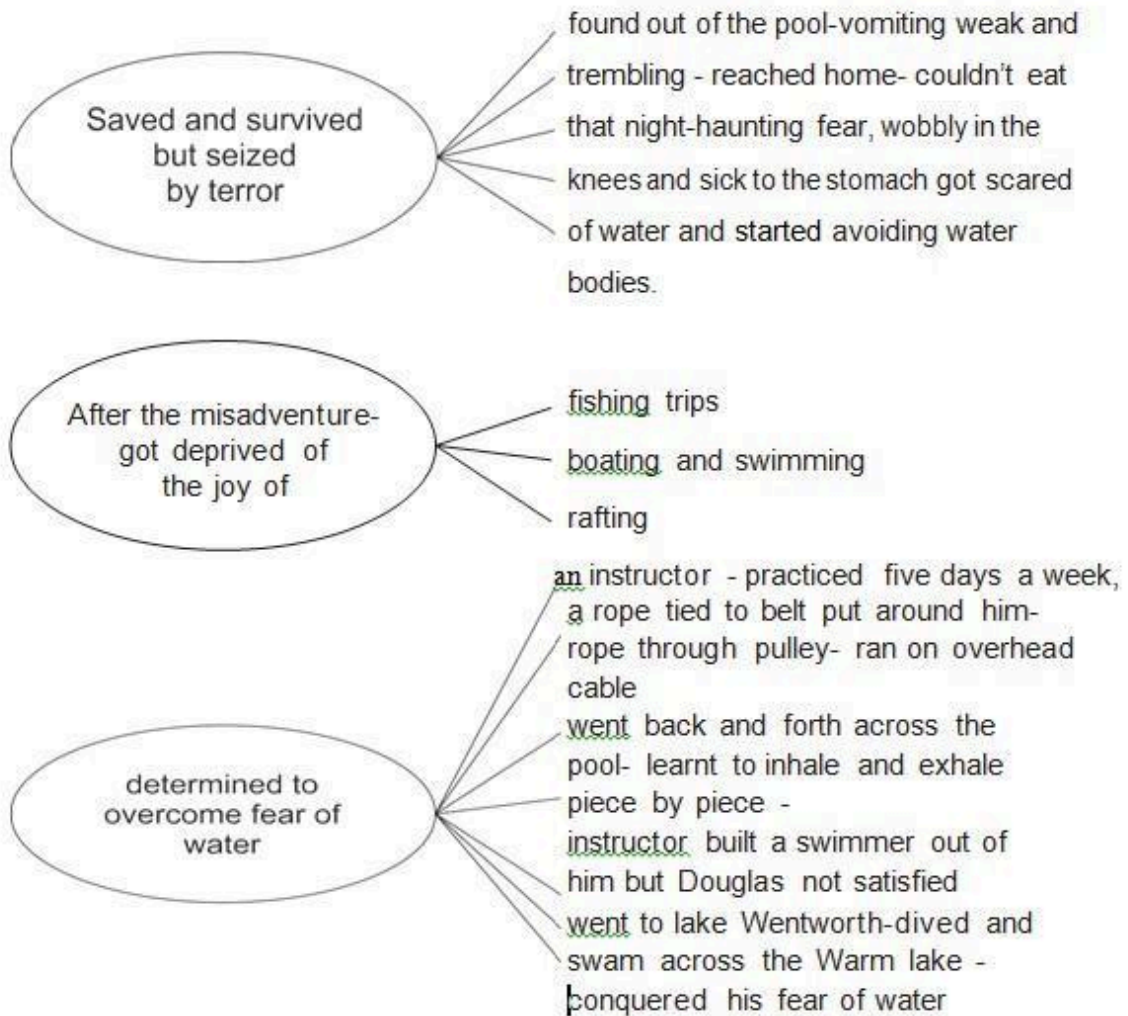
-William Douglas

Deep water opens the way for all to achieve the impossible. Focusing the target, staying determined and consistent efforts can help to fight the challenges and

tough situations of life. Challenges in life are inevitable but we need to accept them and make our course run clear so these do not become hindrance for our lives.

Lesson at a Glance





EXTRACT BASED QUESTIONS

1. "From the beginning, however, I had an aversion to the water when I was in it."

- Who is 'I' in the above lines?
- When did he start experiencing an aversion to water?
- Why was he frightened?
- How, according to you, did the boy feel when his father laughed at him?

2. "But when my feet hit the bottom I summoned all my strength and made what I thought was a great swing upwards. I imagined I would bob to the surface like a cork."

- Which incident is the poet referring to in the above lines?
- How deep was the pool?
- Why do you think the author feels that he would spring to the surface like a cork?
- Name the literary device used in the above lines.

3. "I tried to bring my legs up, but they hung as dead weights, paralysed and rigid. A great force was pulling me under."

- a. Who is 'I' in the above lines?
- b. Where was the author when this incident took place?
- c. How do you think the author can be saved from this situation?
- d. Name the literary device used in the above lines.

4. "I struck at the water as I went down, expending my strength as one in a nightmare fights an irresistible force."

- a. Explain the phrase 'expending my strength'.
- b. Who does a person fight with in a nightmare?
- c. Why do you think a person fights with an irresistible force in a nightmare?
- d. Name the chapter and the author.

5. "Thus, piece by piece, he built a swimmer."

- a. Who is referred to as 'he' in the above lines?
- b. Who is 'the swimmer' in the above lines?
- c. Why did the swimmer want to learn to swim?
- d. Why is it advisable to work 'piece by piece'?

6. "I crossed to oblivion and the curtain of life fell."

- a. Who is 'I' in the above lines?
- b. Why did 'I' get into a state of oblivion?
- c. Use the phrase 'curtain of life fell' in a sentence of your own.
- d. Which genre does the story 'Deep Water' belong to?

7. "This handicap stayed with me as the years rolled by."

- a. Which handicap is being referred to in the above lines?
- b. How did he overcome his handicap?
- c. What did his handicap prevent him from doing?
- d. How, according to you, can one overcome a handicap in their life?

8. "The instructor was finished. But I was not finished."

- a. Who is 'the instructor' being referred to in the above lines?
- b. What did the instructor finish doing?
- c. Why did 'I' feel that he had not finished?
- d. When do you feel that a job is completely finished?

9. "At last I felt released- free to walk the trails and climb the peaks to brush aside fear."

- a. When did the author feel 'released'?

b. Use the phrase 'brush aside fear' in a sentence of your own.

c. What was the author released of?

d. Name the chapter and the author.

10. "I had conquered my fear of water."

a. When did Douglas finally realize that he had conquered his fear?

b. How did he conquer his fear of water?

c. Why did he develop a fear of water?

d. How according to you, should one conquer the fears in one's life?

SHORT ANS. TYPE QUESTIONS-SOLVED 40-50 WORDS.

1. Why did Douglas decide to learn swimming in the YMCA pool?

Ans. The Y.M.C.A. Pool was safe. It was only two to three feet deep at the shallow end and nine feet deep at the other. Moreover, the drop was gradual. So, he decided to learn swimming in the Y.M.C.A. pool.

Q 2. 'I had an aversion to the water when I was in it', says Douglas. Why did he have an aversion to the water?

Ans. At the age of three- or four-years Douglas had visited the beach in California along with his father. he had held his father tightly, even then the waves knocked him down and swept over him. He was buried in water and was breathless. He was terrified and since then had an aversion to the water.

Q 3. What was the misadventure that happened with Douglas?

Ans. Douglas reached the pool early one day and was waiting for the others. A big, stout boy came there and tossed Douglas in the water and he began to drown.

Q 4. What made Douglas feel under water, that he was alive?

Ans. Douglas felt paralysed under water, even the screams in his throat were frozen. Only his heart and the pounding in head made him realise that he was still alive.

Q 5. What valuable lesson did Douglas learn from his terrifying experience in the pool of water?

Ans. Douglas learnt that there is terror only in one thing that is fear of death. All we have to fear is fear itself. Will to live is greater than fear of death.

SHORT ANS. TYPE QUESTIONS-UNSOLVED 40-50 WORDS.

- Q 1. What does Douglas mean by 'piece by piece, he built a swimmer'?
- Q 2. What did Douglas do to conquer the residual doubts about his fear of water?
- Q 3. The instructor was finished. But I was not finished? What does this refer to? Explain briefly.
- Q 4. Describe the series of emotions that Douglas experienced while engulfed in the mass of yellow water.
- Q 5. How did Douglas feel when all efforts ceased?

LONG ANSWER TYPE QUESTIONS (ABOUT 120-150 WORDS)

- Q 1. Describe how the instructor made a swimmer of William Douglas?

Ans. The fear of water had become a handicap to Douglas. In order to overcome this fear of water he engaged a trainer to learn swimming. For the first five days he made him go across the pool an hour a day with the help of a rope attached to his belt. The trainer held on to the other end of the rope. Then he taught him to exhale under water and inhale through raised nose. He made him kick his legs to make them relax. Then he asked him to swim. Finally, he could command his legs. Thus, piece by piece he made a swimmer of William Douglas.

- Q 2. How did Douglas conquer the fear of water?

- (i) Douglas faced misadventure; terror set in.
- (ii) Tried to overcome fear.
- (iii) Engaged an instructor.
- (iv) Initially took help of ropes water wings, later left them.
- (v) Went fishing, canoeing etc.
- (vi) Frowned at terror, every time it came.
- (vii) Went all alone to Conrad Meadow.
- (viii) Swam in Warm Lake shore and back.

Q 3. When did Douglas start fearing water?

- (i) The water waves knocked down young Douglas and swept over him at Californian beach.
- (ii) Douglas filled with fear –age- three or four years.
- (iii) Clung to his father **as the wave swept over**, breath was gone, father laughed.
- (iv) Douglas terrified at the overpowering force of water.
- (v) His introduction to the Y.M.C.A. swimming pool.
- (vi) Misadventure at the pool.
- (vii) Thrown at the nine feet deep end of the pool by big boy.
- (viii) His efforts to rise to the surface failed.
- (ix) Rescued in time.
- (x) This experience further strengthened the hold of fear on his mind.

4-THE RATTRAP

-Selma Lagerlof

Selma Lagerlof talks about the universality of human goodness that can be awakened through understanding, love, compassion and belief. Experience is the best of school masters and the peddler was able to get a vital lesson after his encounter with situation and people both. Finally, his goodness surfaces and temporary phase of his bad practices ends. The world turns to be a good place to live.

Gist of the lesson:

□ The peddler was a vagabond who sold ratttraps with a little thievery on the side to make both ends meet. Had no worldly possession to call his own, not even a name. It amused him to think of the world as a ratttrap and all the material possessions as baits as the world, he felt was never kind to him. Moreover, he prided himself in the fact that he was out of it. **Takes shelter at a crofter's cottage. The crofter welcomed him, gave him dinner,**

shared his pipe, played mjolis with him also confided in him about his income and showed him where he put it. Next morning, the peddler steals the money and takes the back roads to keep away from people and gets lost in the jungle at night. While he

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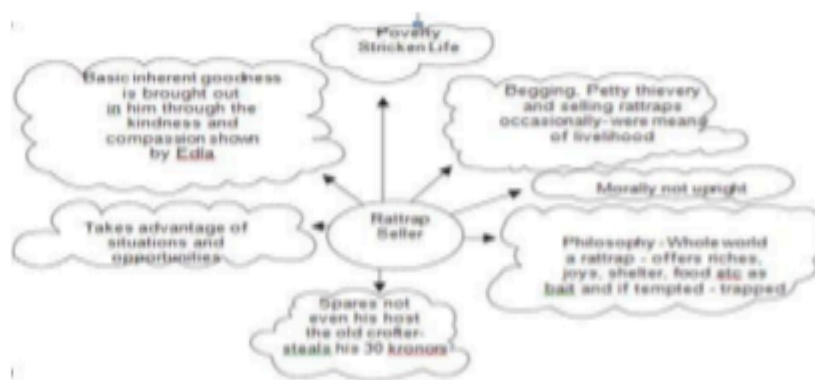
wanders in the forest, he realizes that he has also got caught in the rattrap and that the money was the bait.

□ Finally reaches Ramsjö ironworks, where he takes shelter for the night. The blacksmith and his assistant ignored him but the master mistakes him to be an old acquaintance and invites him home. Though the peddler does not correct the ironmaster, hoping to get some money out of him, he declines his invitation. The ironmaster then sends his daughter who persuades him to go home with her. She notices his uncouth appearance and thinks that either he has stolen something or he has escaped from jail.

□ The Peddler is scrubbed, bathed, given a haircut, a shave and a suit of old clothes of the ironmaster. In the morning light, the iron master realizes he is mistaken and that he is not the Captain. He wants to call the Sheriff. The peddler is agitated and breaks out that the world is rattrap and he too is sure to be caught in it. The ironmaster is amused but orders him out. The compassionate Edla convinces her father that he should spend the Christmas day with him.

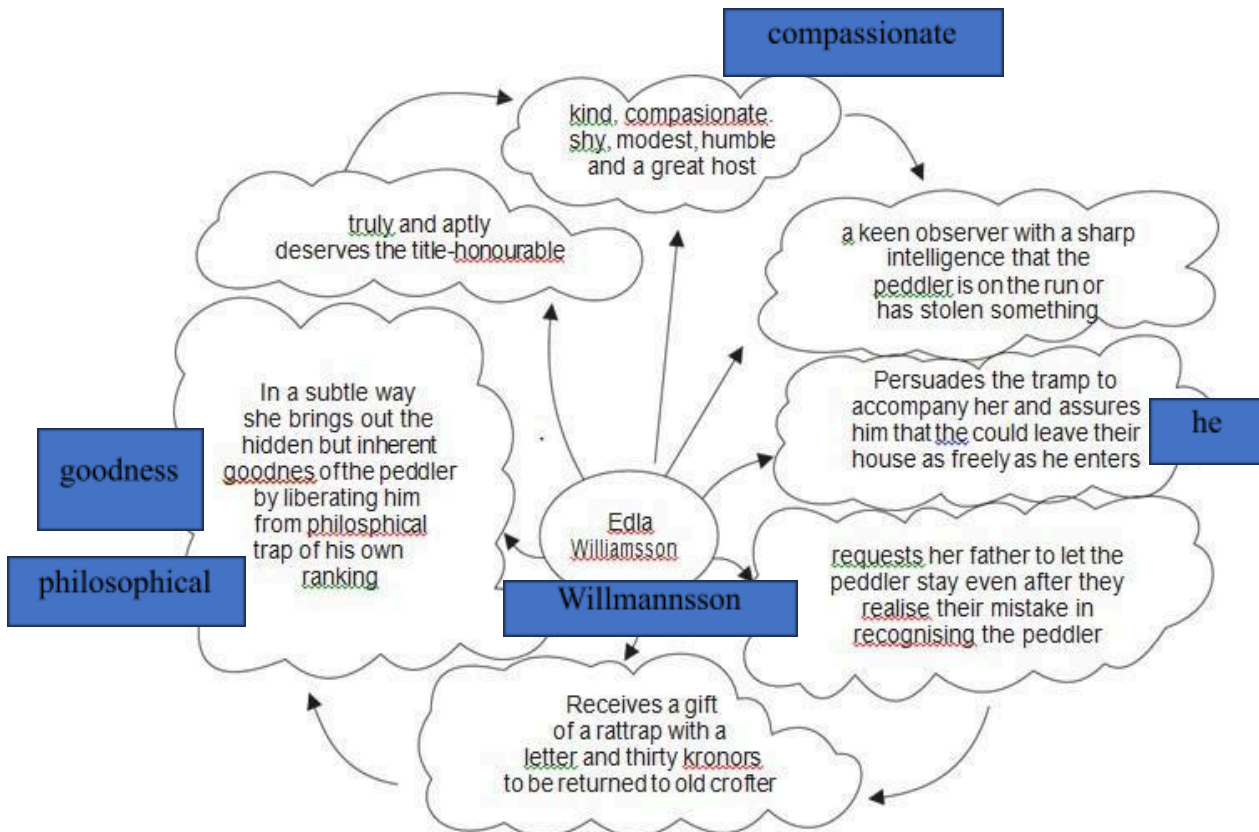
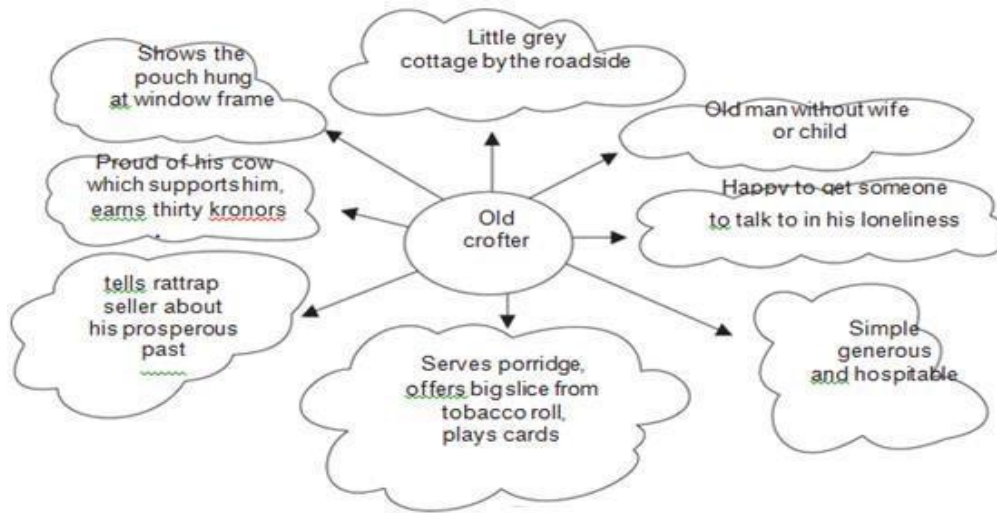
□ The Peddler spends the whole of Christmas Eve eating and sleeping. The next day at church, Edla and her father came to know that the Peddler is a thief who stole thirty kroners from the poor crofter. Back home, they found a letter addressed to Edla, signed as Captain Von Ståhle and a rattrap as a gift from the peddler. In the rattrap were the three ten kronor notes.

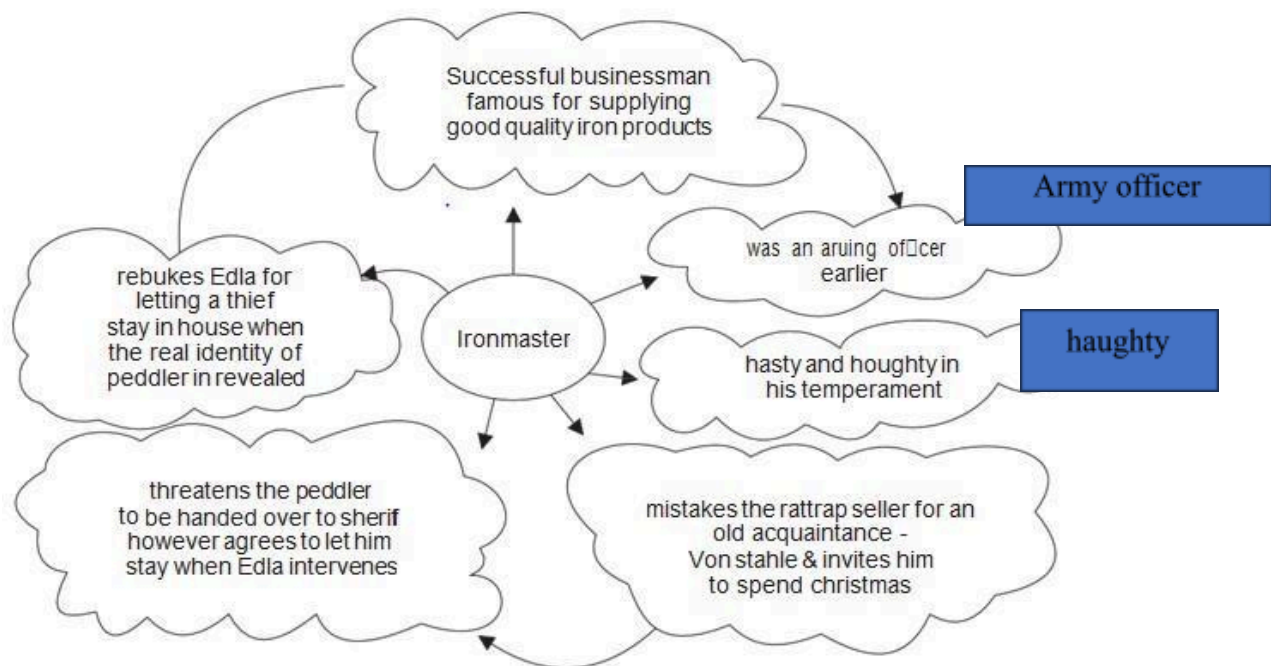
LESSON AT A GLANCE





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**EXTRACT BASED QUESTIONS :**

1.—His guest was now so well groomed, the ironmaster did not seem pleased||

- Who is the guest ?
- Why was the ironmaster not pleased ?
- Why did the guest keep quiet earlier ?
- How would you react if you were the ironmaster ?

2.— I never pretended to be anything but a poor trader, and I pleaded and begged to be allowed to stay in the forge.

- Who is the speaker?
- Why was he is in the forge?
- How would you react if you were in his place?
- What do you mean by 'pleaded' ?

3.—It was all a mistake of course, she continued. But anyway I don't think we ought to chase away a human being whom we have asked to come here, and to whom we have promised Christmas cheer.||

- Who is the speaker ?
- What was the mistake?
- What did she do then?

- What would you do if you were in place of ironmaster?

4.—That was a fine fellow you let into the house, said her father. — I only wonder how many silver spoons are left in the cupboard by this time.

- (a) Who is the fine fellow?
- (b) Whose father said these words?
- (c) Why did he doubt him?
- (d) What did the father wonder?

5.— 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. Written with friendship

And high regard,

Captain Von Stahle.

- (a) What is the Christmas present?
- (b) Where would he have been caught?
- (c) How did he get the power to clear himself?
- (d) Why did he sign as Captain Von Stahle?

6.— But even so, the business was not especially profitable, so he had to resort to both begging and petty thievery to keep body and soul together.

- (a) Who is 'he' in the above lines ?
- (b) What business is being talked about?
- (c) Why he had to resort to both begging and petty thievery?
- (d) What does the word 'resort' mean?

7.—The rattrap 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.

- (a) What does the rattrap offer to anyone?
- (b) How did everything come to an end?
- (c) Cheese and pork are referred to as what in the extract?
- (d) Give synonym for 'tempted'.

8.—Then he carved off such a big slice from his tobacco roll that it was enough for the stranger's pipe and his own

- (a) Who carved off a big slice from his tobacco roll?
- (b) Who is the stranger in the extract?
- (c) What quality of the person is being revealed from the extract?
- (d) What does 'carved off' mean ?

9.—She entered, followed by a valet, carrying on his arm a big fur coat. She was not at all pretty, but seemed modest and quite shy

- (a) Who is 'she' in the given lines?
- (b) What was the valet carrying?
- (c) Mention a character trait of the lady from the extract.
- (d) Give the antonym of 'pretty'.

10.—She looked at him compassionately with her heavy eyes, and then she noticed that the man was afraid.

- (a) Who is the man in the extract?
- (b) Why was he afraid?
- (c) Why did the lady look at the man compassionately?
- (d) What does 'heavy eyes' mean?

SHORT ANS. TYPE QUESTIONS-SOLVED 40-50 WORDS.

1. How did the rattrap seller manage to survive?

Ans He made rattraps of wire and went around selling them. Since the business was not much profitable, he would beg or steal in order to survive.

2. How did the peddler repay the kindness and hospitality of the roadside owner?

Ans. The peddler left the cottage but returned again, broke the window pane and stole the thirty kronors from the pouch hung there.

3. Why could the peddler not come out of the forest?

The forest was big and confusing. The paths turned back and forth. He realised that he had been walking around in the same part of the forest.

4. Why did the peddler decline the invitation of the iron master?

The iron master mistook the peddler to be an old acquaintance. The peddler did not want to clear his identity in expectation of money. He realised going to the manor house would be inviting danger.

5. What hospitality did the peddler enjoy at the manor house?

The peddler was bathed, shaved, cleaned, dressed in a good-looking suit, was supplied whole shoes. He was served meals and allowed to share Christmas festivities.

SHORT ANS. TYPE QUESTIONS-UNSOLVED (Word limit 40-50 words)

Q 1. What thought took hold of the tramp's fancy?

Q 2. What was the ambition of the Ramsjo iron mill owner? What did he do to achieve it?

Q 3. What was the sentiment expressed by the tramp in the letter that he left for Edla? Why did he sign himself as Captain Von Stahle?

LONG ANS. TYPE QUESTIONS (ABOUT 120-150 WORDS) SOLVED.

1. The story 'The Rattrap', explores the idea that human beings possess the innate tendency to redeem themselves from their dishonest ways if motivated. Discuss.

Ans. The inherent goodness can be aroused by love, compassion and understanding as in the case of the rattrap seller, who made his living by stealing, thieving and begging. Once he happened to stay at night in a crofter's cottage who was very nice and hospitable to him but he stole the crofter's money and escaped into the forest. He somehow reached the iron mill, where the iron master mistook him for an old acquaintance and asked his daughter to bring the peddler home. She took great pains, looked after the peddler, fed him well and was kind to him. She gave him a suit and invited him for the Christmas next. All this gave rise to the virtues and humaneness innate in him and also helped him to redeem himself from his dishonest ways of stealing and begging

LONG ANS. TYPE QUESTIONS

1. What rattrap was the peddler trapped in? How did he come out of it?

- The whole world a rattrap
- world full of temptations-**heat, shelter, food, clothing, joy and riches** are the baits.
- the bait that he fell for was at the crofter's house
- blamed the crofter for having tempted with his bait.
- initially refused the **offer** of iron master thinking it to be another bait.
- after meeting with Edla, he got reformed and returned the thirty kronors in a rattrap.

2. Describe how the story, "The Rattrap" shows that basic human goodness can be brought out by understanding and love.

Ans. The story 'The Rattrap' highlights the fact that compassion and concern can awaken the essential goodness in a man. The peddler, who had been resorting to begging and thievery all the time, never bothered to clear his identity. **He befooled** the ironmaster too. But Edla gave him a royal treatment, served him delicious supper, gifted her father's dress to him.

The kind of **unconditional** love and compassion from Edla made him realise his mistake and he confessed his guilt too.

This way, she made a lot of difference in his life and he got transformed into a much better person. He left the stolen money behind, even a letter and a gift for Edla.

QUESTIONS FOR PRACTICE

1.The peddler betrayed the trust of the crofter and was caught in the trap of the world. Temptation to bait should be restricted at all cost. Write a note on "Strength of Character".

2.How are the attitudes of the iron master and his daughter different? Support your answer taking reference from the text.

3.The story 'The Rattrap' has many instances of unexpected reactions from the characters to others' behaviour. Pick out instances.

5-INDIGO

-Louis Fischer

Louis Fischer reviews 'The Life of Mahatma' observing closely 'The Champaran Episode'. A simple peasant's entreaty brings a historical change to learn courage and self-reliance to

111

protest against the wrong doers for their rights.

Gist of the lesson:

- Raj Kumar Shukla - A poor sharecropper from Champaran wishing to meet Gandhiji.
 - Raj Kumar Shukla – illiterate but resolute, hence followed Gandhiji to Lucknow, Cawnpore, Ahmedabad, Calcutta, Patna, Muzzafarpur and then Champaran.
 - Servants at Rajendra Prasad's residence thought Gandhiji to be an untouchable. □
- Gandhiji considered as an untouchable because of simple living style and wearing, due to the company of Raj Kumar Shukla.
- Decided to go to Muzzafarpur first to get detailed information about Champaran sharecroppers.
- Sent telegram to J B Kriplani & stayed in Prof Malkani's home –a government servant.
 - Indians afraid of showing sympathy to the supporters of home rule.
- The news of Gandhiji's arrival spread –sharecroppers gathered in large number to meet their champion.
 - Gandhiji chided the Muzzafarpur lawyer for taking high fee.
 - Champaran district was divided into estate owned by English people, Indians only tenant farmers.
- Landlords compelled tenants to plant 15% of their land with indigo and surrender their entire harvest as rent.
 - In the meantime Germany had developed synthetic indigo –British landlords freed the Indian farmers from the 15% arrangement but asked them to pay compensation.
- Many signed, some resisted engaged lawyers, landlords hired thugs.
- Gandhiji reached Champaran –visited the secretary of the British landlord association to

get the facts but denied as he was an outsider.

- Gandhiji went to the British Official Commissioner who asked him to leave Tirhut ,

112

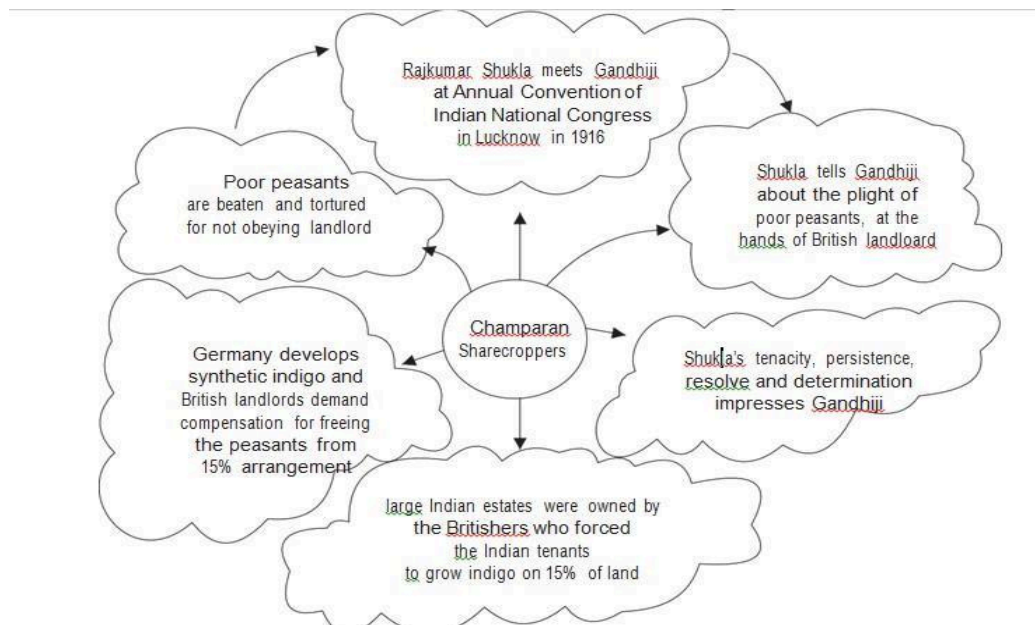
Gandhiji disobeyed, went to Motihari, the capital of Champaran where a vast multitude greeted him, continued his investigations.

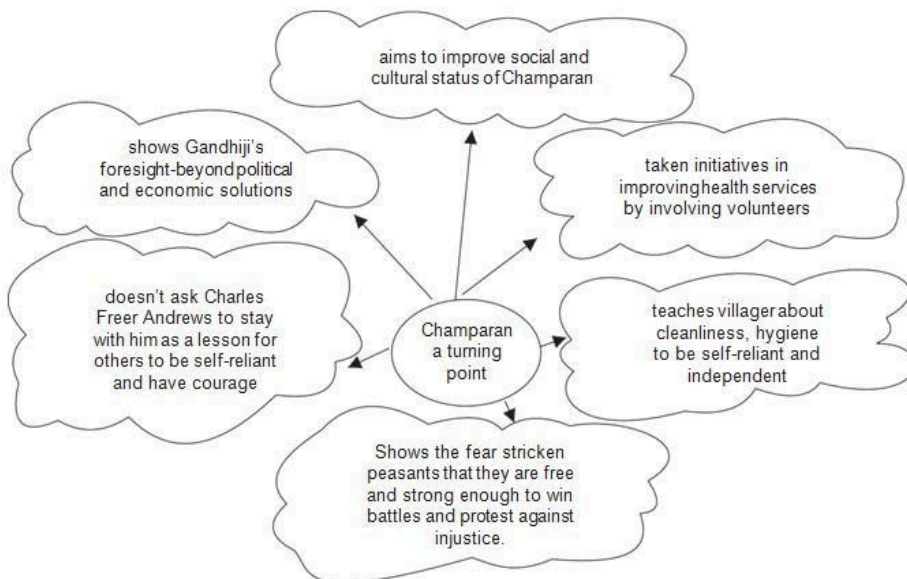
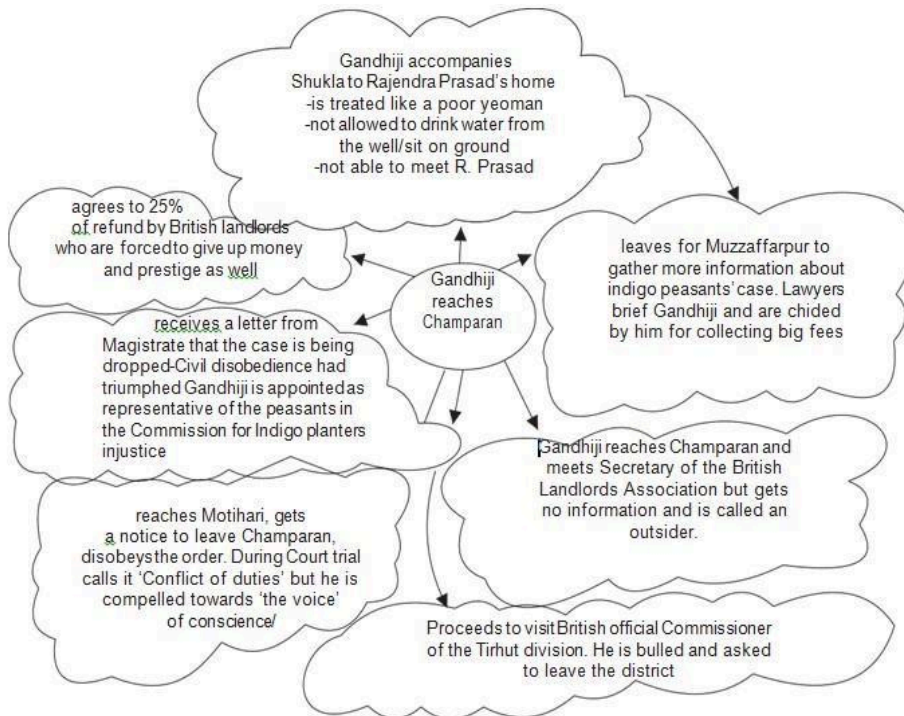
□ Motihari black with peasants spontaneous demonstrations, Gandhiji released without bail Civil Disobedience triumphed.

□ Gandhiji agreed to 25% refund by the landowners, it symbolised the surrender of the prestige.

- Gandhiji worked hard towards social economic reforms, elevated their distress aided by his wife, Mahadev Desai, Narhari Parikh. □ Gandhiji taught a lesson of self reliance by not seeking help of an English man, Mr. Andrews.

Lesson at a Glance





SHORT ANSWER TYPE QUESTIONS (40-50 WORDS) SOLVED

Q.1 Who was Rajkumar Shukla? Why did he go to meet Gandhi?

Ans: - Rajkumar Shukla was a poor peasant from Champaran. He wanted to meet Gandhi to complain about the injustice of the landlords in Bihar. He wanted Gandhi's help.

Q.2 Why did Gandhi decide to go to Muzzafarpur before going to Champaran? What sort of reception did he get there and why was it unusual?

Ans: - Gandhi decided to go to Muzzafarpur to obtain more and complete information about the peasants' conditions than Shukla was capable of imparting. He was given a warm and grand reception. The unusual thing was that a government professor harboured him in his house.

Q.3 Why had the sharecropper peasants to pay compensation?

Ans:- British landlords kept the Indian sharecroppers in dark about synthetic indigo being manufactured in Germany. They asked the peasants to pay compensation for being freed from the 15 percent long term contract made earlier.

Q.4 What made the British realize that the Indians could challenge their might hitherto unquestioned?

Ans :-Gandhi was summoned to appear in the court at Motihari. Thousands of peasants crowded around the courthouse in spontaneous demonstration Gandhi helped the officials to regulate the crowd. The British then realised the Indians could challenge their might hitherto unquestioned.

Q.5 How did Gandhi teach his followers a lesson in self-reliance?

Ans:- During Champaran action Gandhi's lawyer friends wanted C.F. Andrews to help them. Gandhi opposed the idea and motivated them to rely upon themselves to win their unequal fight instead of showing the weakness of their heart.

SHORT ANSWER TYPE QUESTIONS (UNSOLVED) 40-50 WORD

1. Why did Gandhi chide the lawyers who represented the interests of sharecroppers of Champaran?
2. Why did the prominent lawyers who had come primarily to advise Gandhi change their agenda?
3. How did 'Civil Disobedience' triumph the first time in modern India?

LONG ANS. TYPE QUESTIONS (120-150 WORDS) SOLVED.

1. "Indigo sharecropping disappeared". Which factors helped to achieve freedom for the fear-stricken peasants of Champaran?

Ans. Gandhi visited Champaran on receiving reports of exploitation of poor sharecroppers at the hands of British planters. He began by trying to get the facts. British landlords as well as commissioner of Tirhut were non-cooperative. Gandhi and his lawyer friends collected depositions by about ten thousand peasants. Notes were made on other evidence. Documents were collected. After four protected interviews with the lieutenant governor an official commission of inquiry was appointed to look into sharecropper's situation. The huge quantity of evidence went against the

planters. Finally, a settlement of 25 percent refund to the farmers was agreed on. Peasants recognised their rights and learned courage.

Within a few years the British planters gave up their estates. Thus, indigo sharecropping disappeared.

116

LONG ANS. TYPE QUESTIONS (POINTS ONLY)

Q 1. What steps were taken by Gandhi to solve the problem of social and cultural backwardness in the Champaran village?

Ans.

1. Made appeal to teachers.
2. Primary schools opened.
3. Got a doctor to improve health conditions.
4. Taught self-reliance and freedom from fear.
6. Paved Indian minds for an independent India.
7. Peasants were taught ashram rules on personal cleanliness and community sanitation.

Q2 Describe the sharecropping system in Chamapran.

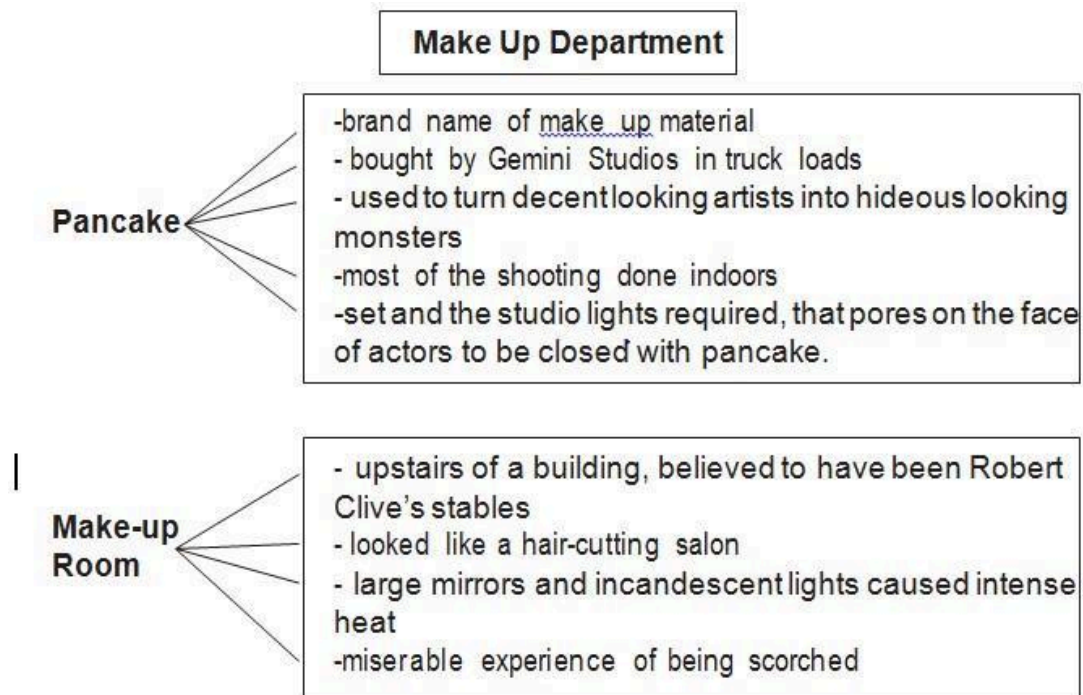
Ans.

1. Big indigo estates in Champaran.
2. Owned by British planters and worked by Indian tenants.
3. Tenant peasants had to grow indigo on 15 percent of the land by an old long-term agreement.
4. Entire product used as rent by landlords.
5. System irked the peasants who were helpless.
6. Later synthetic indigo reduced the price of natural indigo.
7. British planters forced Indian peasants to give compensation for release from long-term contract, opposed by peasants.
8. Long struggle under Gandhi's leadership.
9. With British planters returning 25% compensation and their leaving the estates, sharecropping system comes to an end.

6-POETS AND PANCAKES

-Asokamitran

Gemini Studios of Madras (Chennai) and its founder, S.S. Vasan lent substance and quality to a fragile and unpredictable movie business. Poet and Pancakes, an excerpt from the book 'My Years with Boss' brings to life, the leading members, their talents and roles, their frustrations and ambitions. It also subtly satirises the world of glamour and glitz, the unrealistic dreams of incompetent people, the politics that is all-pervasive, even in a film studio, the ignorance of common studio people about political ideologies, etc.



**National
Integration**

-headed by a Bengali succeeded by a Maharashtrian
- assisted by a Dharwar Kannadiga,
-an Andhra, a Madras Indian Christian, an Anglo
Burmese and local Tamils

Hierarchy

-chief make-up man for the hero and heroine
-senior assistant for second hero and heroine
-office boy for the crowd

**Office
Boy**

-not a boy but a forty year old man
-joined studio in hope to become a star, director, script
or lyrics writer
-frustrated and blamed Subbu for all his woes, ignominy
and neglect

Story Department

**Kothamangalam
Subbu**

-very close to the boss, in fact No. 2 at Gemini Studio
-affluent exposure
-ability to look cheerful in spite of failures
-loyalty, creativity and talent-all for the advantage of his
boss
-tailor made for films, film making so easy with Subbu
around
-good poet and could write poems of a higher order
-chose to write for the masses
-a novelist, wrote Thillana Mohanambal, created life like
characters
-an excellent actor but never aspired for lead roles
-charitable and improvident man and yet had enemies

Legal Advisor

- always wore pant shirt, a tie and sometimes a coat, while others wore khadi dhoti and shirt
- looked alone and helpless- a man of cold logic in crowd of dreamers
- a neutral man in an assembly of Gandhiites and khadiites
- unwittingly ruined the career of a talented actress

Author Asokamitran

- usually seen tearing newspapers
- anybody would walk into his cubicle to give him some work
- office boy wished to impress him and recite poems
- wished for crowd shooting to be saved from epics of office boy

Arrival of Frank Buchmans Moral Rearmament Army (MRA)

- sort of anti-communism movement, visited Gemini Studios in 1952
- about 200 people belonging to at least 20 nationalities
- two plays- Jotham Valley and Forgotten Factor
- simple message and excellent costumes
- sunrise and sunset scenes imitated by Tamil drama for years
- scenes presented on base stage with white background and flute music
- Gemini family of 600 was highly impressed
- could not influence the outlook of Gemini Bosses

Mystery solved

- a notice in 'The Hindu' -short story contest by 'The Encounter'
- author visited British Council Library-found copies of 'The Encounter'
- editor of 'The Encounter' - Stephen Spender (Englishman)
- low cost paperback edition on 50th Anniversary of Russian Revolution
- book-The God That Failed with an article by Stephen Spender
- mystery cleared- affiliations of Mr. Vasen for the same God, Communism

Vasan

EXTRACT BASED QUESTIONS

1.All this shows that there was a great deal of national integration long before AIR and Doordarshan broadcasting programmes on National Integration.

Questions:

- a) Name the chapter and the author.
- b) Why is the phrase 'National Integration' used here?
- c) What place does 'there' refer to?
- d) Why have AIR and Door Darshan been referred to here?

2.So anyone who felt I should be given some occupation would barge into my cubicle and deliver an extended lecture.

Questions:

- a) Who is 'I' here?
- b) What gave people an impression that he wasn't doing anything?
- c) By whom was he lectured?
- d) Explain 'barge into'.

3. Most of them wore khadi and worshipped Gandhiji but beyond that they had not the faintest appreciation for political thought of any kind. Naturally they were averse to the term 'communism'.

Questions:

- a) Name the chapter and the author.
- b) What does 'most of them' refer to?
- c) What political affiliation did they display?
- d) Why were they averse to communism?

4.It seemed against Subbu's nature to be even conscious that he was feeding and supporting so many of them. Such a charitable and improvident man, and yet he had enemies!

- a) Who is Subbu?
- b) What trait of his personality has been displayed here?
- c) What does the word 'improvident' means?

d) What is ironical about the above-mentioned extract?

5. A communist was a godless man; he had no filial or conjugal love; he had no compunction about killing his own parents or his children; he was always out to cause and spread unrest and violence among innocent and ignorant people.

- a) Who is being referred in these lines?
- b) What impression do you form about him from these lines?
- c) What was the general attitude of people towards such a person?
- d) Name the chapter and the author.

6. I felt that he too would be singing the same song at the same time - long lost brothers of Indian films discover each other by singing the same in the first reel and final reel of the film.

- A) Who is 'I' here?
- B) When did the bells ring in his heart?
- C) Why would he be singing the same song at the same time?
- D) Why has the author made a reference to long lost brothers of Indian films?

7. One day the boss closed down the Story Department and this was perhaps the only instance in all human history where a lawyer lost his job because the poets were asked to go home.

- A) Name the chapter and the author.
- B) Whom did the story Department consist of?
- C) What happened when it was closed down?
- D) What was strange about the lawyer losing his job?

8. No one knew what he was talking about and his accent defeated any attempt to understand what he was saying.

- A) Name the chapter and the author.
- B) Who is 'he' here?
- C) Who had invited him to Gemini Studios?
- D) Why did no one know what he was talking about?

9. The great prose writers of the world may not admit it, but my conviction grows stronger and stronger day after day that prose writing is not and cannot be the true pursuit of a genius.

- A) Who is the speaker here?
- B) Why could writing not be the true pursuit of a genius in his opinion?

- C) What is the tone of the speaker here?
- D) Why did his conviction grow stronger and stronger?

10. The poet looked pretty baffled too, for he must have felt the sheer incongruity of his talk about the thrills and travails of an English poet. His visit remained an unexplained mystery.

- A) Who is the poet being referred to here?
- B) Where does he deliver the talk?
- C) What does the word 'incongruity' refer to?
- D) Why was his visit an unexplained mystery?

SHORT ANSWER TYPE QUESTIONS (40-50 WORDS) SOLVED

1. Why was Gemini studios a place of national integration in India?

Ans. There were people from various communities. First, the makeup department was headed by a Bengali, then a Maharashtrian. He was assisted by a Dharwar Kannadiga, an Andhra, a Madras Indian Christian an Anglo Burmese and the local Tamils.

2. Why does Asokamitran call Subbu 'a charitable and improvident man'?

Ans. Subbu had genuine love for anyone he came across. His house was permanent residence for dozens of relations and acquaintances. Hence the writer calls him charitable and improvident.

3. How did the people of Madras and members of Gemini studios respond to the plays staged by Moral Rearmament Army?

Ans. People were terribly impressed. The two plays 'Jotham Valley' and 'The Forgotten Factor' ran several shows. For some time to come almost all Tamil plays presented the scene of sunrise and sunset in the manner as shown in the plays.

4. What does the lesson convey about the literary taste of the staff of Gemini studios as far as English poetry was concerned?

Ans. The staff at Gemini studios was quite simple. **The** only English poets known to them were Wordsworth and Tennyson. The more literate ones knew of Keats, Shelley and Byron. Very few knew about Eliot.

5. Why was Gemini studios a favourite haunt of the poets?

Ans. Gemini studios had an excellent mess which supplied coffee whole day long and most of the night. It provided satisfying entertainment required for poetry where everyone enjoyed and praised Gandhi over a cup of coffee.

SHORT ANSWER TYPE QUESTIONS (40-50 WORD) UNSOLVED

1. What was the fiery misery of those subjected to makeup?
2. Why were all the people of Gemini studios against communism?
3. How was the mystery of the English visitor to the studio solved?

LONG ANS. TYPE QUESTIONS (POINTS ONLY)

1. Subbu was a many-sided genius, who gave definition and direction to the studio in its golden years.

Elaborate.

Ans. Subbu, a man of genius, had a separate identity at Gemini studio. He was always cheerful and willing to work for others. He was loyal to the principal and used all his creativity to his **advantage**. He gave direction and definition to Gemini studio. He composed story- poems and novels and carved beautiful characters. He was a highly capable literature writer. He was an amazing character and actor but never aspired for leading roles.

Subbu was a charitable and **improvident** person. He supported dozens of near and dear ones. He was quite close to the Boss and was taken as No. 2 of the Gemini studio.

LONG ANS. TYPE QUESTIONS

1. The staff at Gemini studio enjoyed hosting the MRA while the visit of the English poet remained an unexplained mystery. Discuss.

1. Staff of Gemini studio had nice time hosting MRA
2. MRA presented the plays 'Jotham Valley' and 'The Forgotten Factor'
3. Gemini family of six hundred saw the plays over and over again.
4. The first-rate sets and costumes used in the plays were highly appreciated.
5. They were terribly impressed by the manner the plays depicted the scenes of sunrise to sunset. A welcome change from the usual studio routine.
6. Visit of English poet just the opposite. Poet - very English, very serious, unknown to the staff of Gemini studio. No body understood what the poet said.
7. Audience dazed and silent by the unfamiliar accent. The audience and the poet both parted in utter bafflement.
- 8 His visit remained an unexplained mystery

2. Asokamitran retired from Gemini studios, but retained his taste for literature. How?

Ans.

Asokamitran out of Gemini studio with plenty of free time on his hands but no money.

Books at subsidised rates attracted him most.

Hunted for new books on footpath in front of the post office.

Found a pile of books for fifty paise each - 'The God that Failed'.

He read the essays printed in the book contributed by six eminent men of letters.

7-THE INTERVIEW

-Christopher Silvester

The Interview, written by Christopher Silvester throws light on various aspects of interview in the field of journalism. Interview that was invented over 130 years ago **has** become a commonplace for journalism. However, opinions of interview- of its functions, methods and merits vary considerably. Part II is an extract from an interview of Umberto Eco, author of the popular novel, 'Name of the Rose' by Mukund Padmanabhan from 'The Hindu'. This interview helps us know many aspects of his writing style and ideas. Though he gives the impression of doing many things at a time, he says he is doing the same thing, pursuing his philosophical interests through his writings and his novels. Through his modest answers, he tells the secret of his success. He utilizes the 'Interstices' - empty spaces to his advantage.

PART I

- Interview has become a commonplace of journalism. Opinions on the functions, methods and merits of Interview vary considerably.
- Some claim it to be **in its** highest form, a source of truth, and in its practice, an art.
- Some despise the interview as an unwarranted intrusion into lives, which diminishes their personality.
- V.S. Naipaul feels that 'some people are wounded by interviews and lose a part of themselves.'
- Lewis Carroll never consented to be interviewed for he believed **he had** 'a just horror of the interviewer'. Rudyard Kipling considered it 'immoral, a crime, an assault that merits punishment'.
- H.G. Wells referred interviewing to be an 'ordeal'
- Saul Bellow describes it 'like thumbprints on his windpipe'
- Despite the drawbacks, interview is a supremely serviceable medium of communication. Interviews are the most vivid impression of our contemporaries and the interviewer holds a position of unprecedented power and influence.

PART II

- An extract from an interview of Umberto Eco interviewed by Mukund Padmanabhan.
- Umberto Eco was a professor with a formidable reputation as a scholar for his ideas on semiotics, literary interpretation and medieval aesthetics before he turned into writing literary fiction. He attained intellectual superstardom with his publication — 'The Name of the Rose'
- In the interview, Eco shares his idea of empty spaces in our lives just as they exist in an atom, which he calls 'Interstices' He says that he makes use of these empty spaces to work.
- Eco's essays were scholarly and narrative. He likes to be identified more as a university professor who writes novels.
- Eco's 'The Name of the Rose' a serious novel, which delves into metaphysics, theology and medieval history, enjoyed a mass audience. It dealt with medieval past. He feels that the novel wouldn't have been so well received had it been written ten years earlier or later.

Extract Based Questions:

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 its victims, might despise the interview as an unwarranted intrusion into their lives, or feel that it somehow diminishes them, just as in some primitive cultures it is believed that if one takes a photographic portrait of somebody then one

127

is stealing that person's soul.

- a. Name the lesson.
- b. What are some of the positive views on interviews?
- c. Why do celebrities despise interviews?
- d. What do some primitive cultures believe about being **photographed**?

2. The creator of Alice in Wonderland, was said to have had 'a just horror of the interviewer' and he never consented to be interviewed- it was his horror of being lionized which made him thus repel would be acquaintances, interviewers, and the persistent petitioners for his autograph and he would afterwards relate the stories of his success in silencing all such people with much satisfaction and amusement.

- a. Who is the creator of 'Alice in Wonderland'?
- b. Why didn't he want to be interviewed?
- c. How did the creator of Alice in Wonderland amuse himself?
- d. Explain 'horror of being lionized'.

3. His wife, Caroline, writes in her diary for 14 October 1892 that their day was 'wrecked by two reporters from Boston'. She reports her husband as saying to the reporters, "Why do I refuse to be interviewed? Because it is immoral! It is a crime, just as much of a crime as an offence against my person, as an assault, and just as much merits punishment. It is cowardly and vile. No respectable man would ask it, much less give it."

- a. Who refused to be interviewed?
- b. Why did he refuse to be interviewed?
- c. Give the antonym of 'vile'.
- d. What happened on 14 October, 1892?

4. 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.

- a. What did H G Wells feel about interviews?
- b. How did Saul Bellow describe interviews?
- c. What does the expression, 'thumbprints on windpipe' mean?

128

- d. From the given extract, find the word that means the same as 'trial'.

5. Aah, now that is more difficult to explain. I have some philosophical interests and I pursue them through my academic work and my novels. Even my books for children are about non-violence and peace...you see, the same bunch of ethical, philosophical interests.

- a. Who is the speaker?
- b. What is difficult to explain?
- c. What are the philosophical interests of the speaker?
- d. What do you mean by the word 'ethical'?

6. My American publisher said while she loved my book, she didn't expect to sell more than 3000 copies in a country where nobody has seen a cathedral or studies Latin. So, I was given an advance for 3000 copies, but in the end, it sold two or three million in the U.S.

- a. Who is the speaker?
- b. Which novel sold two to three million copies?
- c. Why did the American publisher not expect to sell more than 3000 copies?
- d. Why was the novel successful?

7. 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 depersonalised and often dry and boring. Have you consciously adopted an informal approach or is it something that just came naturally to you?

- a. Name the lesson.
- b. Who is the speaker?
- c. What are the characteristic traits of regular academic style?
- d. What is the marked quality of the listener's scholarly work?

8. When I presented my first Doctoral dissertation in Italy, one of the Professors said, "Scholars learn a lot of a certain subject, then they make a lot of false hypotheses, then they correct them and at the end, they put the conclusions. You, on the contrary, told the story of your research. Even including your trials and errors." At the same time, he recognized I was right and went on to publish my dissertation as a book, which meant he appreciated it.

- a. Who is the speaker?

129

- b. How do most scholars carry out their research work?
- c. How was the speaker contrary to most scholars?
- d. How do we know that the Professor appreciated the **speaker's** work?

9. 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.

- a. What are the drawbacks of interviews?
- b. How has interview become a supremely serviceable medium of communication?
- c. What does Denis Brian feel about interviews?
- d. Name the lesson and author.

10. At that point, at the age of 22, I understood scholarly books should be written the way I had done — by telling the story of the research. This is why my essays always have a narrative aspect. And this is why probably I started writing narratives [novels] so late — at the age of 50, more or less.

- a. Who is the speaker?
- b. How did the speaker understand the way scholarly books should be written?
- c. What aspect did his essays have?
- d. By what age did he start writing narratives?

SHORT ANSWER TYPE QUESTIONS (40-50 WORDS) SOLVED

1.How can the importance of interview be justified in modern journalism?

The interview is the most serviceable medium of communication today. It has become a commonplace of journalism. We can know about celebrities through interview.

2.What are some of the positive points about an interview?

It is supremely serviceable medium of communication. It provides a vivid impression of our contemporaries. It equips one with the things related to **contemporary** life.

3.Umberto Eco's written output is staggeringly large and wide-ranging? How?

Umberto Eco is a versatile **genius**, a prolific writer. He has written on wide ranging subjects such as literary fiction, academic texts, essays children's books and newspaper articles. He has 5 novels and 40 non-fiction works to his credit.

4.How has Umberto Eco become popular among the general public?

Umberto Eco's novels made him popular among the people in general. Ten to fifteen million copies of the novel 'The Name of the Rose' were sold.

5.Why did the American publisher think that the novel 'The Name of the Rose' **won't** sell well in America?

The novel 'The Name of the Rose' **dealt** with a period of medieval history. The publisher did not expect very good response in America because the Americans knew nothing about cathedral. People were ignorant about the medieval part.

SHORT ANSWER TYPE QUESTIONS (40-50 WORDS) UNSOLVED

1. What does V.S. Naipaul feel about interview?
2. What secret does Umberto Eco point out to Mukund Padmanabham?
3. What did **Umberto** Eco mean by empty spaces? How did he make use of them?

LONG ANS. TYPE QUESTIONS

1.What kind of writer is Umberto Eco? What sort of writing does he have to his credit?

Ans. Umberto Eco is a versatile writer. He had already acquired formidable reputation as a scholar for his ideas on semiotics literary interpretation and medieval aesthetics before he turned to non-fiction writing. He had a narrative style of writing. He has writings like literary fiction, academic

13

1

texts, essays, children's books, newspaper articles to his credit. He believes in non-violence and peace. He has written five novels and more than forty non-fiction works.

LONG ANS. TYPE QUESTIONS (POINTS ONLY)

1. Why do some celebrities despise interview? Are they justified? Comment.

Ans.

1. Feel unwanted intrusion in their lives.
2. According to Naipaul people are wounded and lose a part of themselves.
3. Lewis Carol is horrified by the name of interviewer.
4. Kipling terms it immoral, criminal.
5. H.G. Wells refers it as an ordeal.
6. To an extent justified - being victims.

8-GOING PLACES

-A.R. Barton

Hero worship is the natural phenomenon of adolescent stage but needs guidance and monitoring. Life is to realize our dreams with our potential, possibilities and limitation. At times when reality hits, it may shatter the dreams.

Points to Remember

- Sophie's ambition and unrealistic dreams wants to start a boutique
- wants to earn money by becoming a manager, an actress or even a fashion designer
- she comes from a weak socio-economic background
- her friend Jansie - simply wants Sophie to be happy.
- Jansie – realistic can't keep information or secrets to herself.

Sophie's Dad

- is strong, sweaty and hardworking loves to watch football matches
- does not believe in Sophie's imaginary stories

Sophie's brother – Geoff

- is an apprentice mechanic
- speaks less
- Sophie trusts him, shares her secrets with him

Sophie lives in a world of her own fantasy

- Sophie is fond of hero worshipping and fantasizing.
- Sophie's hero is an Irish player, Danny Casey, dreams of meeting him obsessed about meeting him.
- makes up stories about her meeting with him starts believing her imagination as real.
- Nobody believes her, feels disappointed still believes that she has met Danny Casey.

EXTRACT BASED QUESTIONS:

1.—When I leave, Sophie said, coming home from school. I am going to have a boutique. Jansie, linking arms with her along the street; looked doubtful.

- What is Sophie going to leave soon?
- What are her immediate plans after leaving school?
- Who is Jansie?
- Name the lesson from which this extract has been taken and the author.

2. “I’ll find it”, Sophie said, staring far down the street, “Take you a long time to save that much.”

- Who does Sophie address in the above lines?
- What does ‘it ‘here refer to?
- Which plan is being referred to in the above lines?
- Name the lesson from which this extract has been taken and the author.

3. “Sophie met Danny Casey”, Geoff said. Sophie wriggled where she was sitting at the table. Her father turned his head on his thick neck to look at her. His expression was one of disdain.

- Whom does Geoff inform about Sophie’s meeting with Danny Casey?
- Why does Sophie wriggle in front of her father?
- How does the father react to this information and why?

d) Why is it a surprise for Geoff?

4. "What's this you've been telling?" Jansie said, next week. "About what?" "Your Geoff told our Frank, you met Danny Casey." This wasn't an inquisition, just Jansie being nosy.

- a) Who is Jansie addressing in the above lines?
- b) Which character trait of Jansie is highlighted in the above lines?
- c) What does the word 'inquisition' mean in the above lines?
- d) What is Jansie referring to?

5. Sophie glared at the ground. Damn that Geoff, this was a Geoff thing, not a Jansie thing. It was meant to be something special just between them. Something secret.

- a) Which chapter has this extract been taken from and who is the author?
- b) Whose thoughts are being portrayed in the above lines?
- c) What has angered her?
- d) What is 'a Jansie thing'?

6. She climbed the crumbling steps to the street. Outside the pub she passed her father's bicycle propped against the wall, and was glad. He would not be there when she got home?

- a) Where is Sophie returning from at this moment?
- b) What does she notice?
- c) Why does it make her happy?
- d) On the basis of this extract how do you relate Sophie's relation to her father?

7. "One of these days you're going to talk yourself into a load of trouble", her father said aggressively.

- a) Who is being spoken to in the above lines?
- b) Why is the speaker angry?
- c) What is the warning being issued by him to her?
- d) Give the noun form of 'aggressively'.

8. She wished she could be admitted more deeply into her brother's affections and that someday he might take her with him.

- a) Who is 'she' in the above lines?
- b) What does she wish for?
- c) Where does she wish to go?
- d) Give the synonym of 'affection'.

9. "There I was looking at the clothes in Royce's Window when someone came and stood beside me."

- a) Who is 'I' in the above extract?
- b) Whom does the word 'someone' here refer to?
- c) What is she waiting for?
- d) Where is she waiting at the moment?

10. "If ever I come into money I'll buy a boutique."

"Huh – if you ever come into money.. if you ever come into money you'll buy us a blessed decent house to live in, thank you very much."

- a) In the above extract who wishes to buy a boutique?
- b) Who objects to the same?
- c) What is the father's tone in the above extract?
- d) Which chapter has this extract been taken from? Name the author.

SHORT ANSWER TYPE QUESTIONS (40-50 WORDS) SOLVED

1. Why does Jansie want Sophie to be sensible?

Jansie knew Sophie's family background and financial position, she knew that both of them were earmarked for the biscuit factory. Sophie's dreams were big and needed a lot of money and experience for their fulfilment. Sophie had neither. So, Sophie asks her to be sensible.

2. Who was Danny Casey? Why did Sophie talk about him?

Danny Casey was a young Irish player of the first United team. **She hero worshipped this sportsman. Initially she took his name to draw the attention of Geoff, her elder brother who too was a big fan of the footballer. She then keeps weaving a fairy tale meeting with the sportstar, fantasises going out on a date with him. Sophie indeed is an escapist and a day dreamer.**

3. Why was Sophie Jealous of Geoff's silence?

Geoff was grown up and spoke little. Sophie was jealous of him as she wanted to share his secret thoughts. She craved for his affection.

4. Jansie and Sophie, in spite of being friends, were poles apart in their approach to life. How?

Jansie and Sophie were poles apart in thinking and temperament. Sophie was an incurable dreamer and escapist. On the other hand, Jansie was realistic and practical. **She knows big things require money and experience which they didn't have.**

5. Why did Sophie not want Jansie to know anything about her meeting with Danny Casey?

Sophie knew that Jansie was 'nosey'. She was very inquisitive by nature. Sophie did not trust Jansie as she could not keep a secret. She could spread the rumour in the whole neighbourhood. **Moreover, that she had met Danny Casey was a story Sophie had fabricated.**

SHORT ANSWER TYPE QUESTIONS (40-50 WORDS) UNSOLVED

- Did Sophie meet Danny Casey personally?
- What was her father's reaction to her story as opposed to her brother Geoff's?
- Why did Sophie go to the canal after dark? Was she really going to meet Danny Casey?

LONG ANS. TYPE QUESTIONS (100 WORDS) SOLVED**1. What impression do you form of Sophie on reading the story 'Going Places'?**

Ans. Sophie is like any other teenager having her own dreams and fancies. She is an escapist. She is ambitious **and oblivious of** the harsh realities of life. She wants to have a boutique, be an actress or a fashion designer.

She develops a romantic fascination for Danny Casey who is a young Irish footballer. She indulges in hero worshipping. She becomes sad when Casey does not come. She suffers because of her dreams which are the creations of her own mind.

2. Comment on the social background and the life of the people in 'Going Places'.

Ans.

1. Helpless, hardworking law-abiding, middle-class people.
2. Sophie's father and brother work hard at their jobs, mother busy with the house hold chores.
3. Geoff is an apprentice mechanic. His jacket is shapeless.
4. Sophie's father lacks sophistication.
5. There is stove in the same room and a sink where dirty washing is piled in a corner.
6. They travel by bus
7. The father has a bicycle

All these indicators confirm their lower middle class family background

3. Sophie was a dreamer, an escapist. How?

Ans

- Sophie was given to fantasies.
- Walked by the canal along a shattered path late in the evening.
- Imagined Casey coming, excited.
- Sad while waiting and knowing he would not come.
- Inventing explanations to satisfy her family.

VISTAS

Lesson-1

THE THIRD LEVEL - JACK FINNEY

The Third Level by Jack Finney is an interesting story that is set after the **second** world war. Consequently, the life was full of **fears, insecurities, war & worries**. This story talks about the figments of imaginations that can be used to escape from reality. It takes readers back in the time of joy and peace. Charley, the protagonist wants to escape from the harsh realities of modern world and imagines the world of 19th century where the people were living peaceful life and they had ample time for themselves. The story weaves together psychological journey of the narrator into the past, present and progresses towards future.

First level for the trains of 20 century	Second level for suburban trains
Mushrooming with subways, staircases and corridors like a tree	

Charley 's description of the Third Level (imaginary)

Smaller rooms, fewer ticket windows, wooden old styled information booths

Derby hat and gold pocket watches

Men with beards, sideburns and moustaches

13
7

Women with skirts, high buttoned shoes and dressed with legs of buttoned sleeves

Brass spittoons on the floor, open flamed gas lights

Old styled locomotives with funnel shaped stack,

Newspaper 'The World' dated 11th June 1894

Charley wishes to buy two tickets to Galesburg

Presidents of New York swear on the existence of two level

Clerk stares at him since the currency is different

Moves from past to present (in reality) runs from there

Charley shares his experience

Psychiatrist friend Sam refuses to believe **in Charley's visit to the third level**

Considers waking dream wish fulfilment

Wife Louisa gets worried, disbelieves too

Sam disappears

Charley gets note from Sam of dated 18July 1894

Sam suggests to keep on searching for the Third Level

Reaches Third Level (Galesburg)world of peace

Starts new business of hay, grain and cattle

Enjoys happy and peaceful life

First Day Cover

Stamp collectors buy stamps on the day of release

Mail the envelopes **to themselves with a blank paper inside it on the very first day of its sale** with the postmark of the date **of release**

Covers remain unopened, Charley inherited **the hobby of** stamp collection from his grandfather

About Charley-

31 years old ordinary person

Takes temporary refuge from reality

Imagines himself at Galesburg in 1894

Wants to go back at the Third level — Wants security and peace.

Hobby - stamp collection.

138

Extract Based Questions:

1. I talked to a psychiatrist friend of mine. I told him about the Third Level at Grand Central. He said, it was a waking dream wish fulfilment.

- a. Who is I in the given extract?
- b. Why did he meet a psychiatrist friend?
- c. What was the response of the psychiatrist friend?
- d. How many levels were there at Grand Central Station according to the narrator?

2. My stamp collecting, was a temporary refuge from reality. Well, maybe but my grandfather did not need any refuge from reality.

- a. What was stamp collecting to the narrator?
- b. Why did grandfather not need any refuge?
- c. Was it necessary for the narrator to do stamp collecting?
- d. Does stamp collecting really provide refuge to anyone? Give reasons

3. The lights were dim and sort of flickering. Then I saw why, they were open flame gaslights. There were brass spittoons on the floor and across the station a glint of light caught my eye.

- a. How were the lights at the Third level of the Grand Central Station?
- b. Give the meaning of 'flickering'.
- c. Why were there open flame gaslights?
- d. What **were the things** observed by the narrator?

4. 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.

- a. Where was the narrator?
- b. How did the narrator make sure that he was in the past?
- c. What was the lead story on 'The World'?
- d. What do you mean by 'stack'?

5. For just a moment I thought I was back on the Second Level, but I saw the room was smaller, with fewer ticket windows and train gates, and the information booth was wood and old looking.

- a. What was the difference between the third level and the other level of Grand Central Station? b. How did the information booth look like?
- c. Why was Charley confused **about his being** on the Second Level?
- d. How many ticket windows and train gates were there on the Third Level?

6. Have you ever been there? It's a wonderful town still, with big old frame houses, huge lawns and tremendous trees whose branches meet overhead and roof the streets.

- a. Which place is the narrator talking about?
- b. How were the houses in that place?
- c. Explain 'roof the streets'.
- d. Why was the place mentioned called a 'wonderful town still' by the narrator?

7.—That **ain't** money mister!... and if you are trying to skin me, you **won't** get very far.

- a. Who spoke these lines?
- b. Why did the booking clerk speak like that?
- c. Explain '...if you are trying to skin me'.
- d. What **would** be the consequences if Charley tried to 'skin' the booking clerk?

8. Louisa was pretty worried when I told her all this, and did not want me to look for the Third Level any more, and after a while I stopped.

- a. Why was Louisa worried?
- b. Why did Louisa not want Charley to look for the Third Level?
- c. Why did Charley stop looking for the Third level?
- d. What could be the reason **for searching** the Third Level by Charley?

9. I went back to my stamps. But now we're both looking, every weekend, because now we have proof that the Third Level is there.

- a. What proof does the narrator talk about?
- b. Why did the narrator go back to stamp collection?
- c. Where did Charley and Louisa go every weekend?
- d. What is the Third Level here?

10. But there it was. It was there because someone had mailed it to my grandfather at his home in Galesburg.

- a. What does it refer to?

b Who mailed the envelope?

c. Why did he mail the envelope?

d. What was the letter about?

SHORT ANSWER QUESTIONS: (40-50 words)

1. How do Charley's wife Louisa and his friend Sam react to the **narrator's** observation?

Ans – Charley, the narrator, states that there are three levels at Grand Central Station. His assertion is based on his personal observation. But his friend Sam said that Charley was unhappy and wanted to escape. His wife Louisa was shocked and worried. They both disbelieved him.

2. What do you learn about Galesburg, Illinois during 1894?

Ans Galesburg has been described a peaceful place **with no trace of war**. It has old framed houses, huge lawns and splendid trees with expanded branches. The men would smoke cigar **and** talk quietly. The women would be waving palm leaves fans. They have ample time for themselves.

3. What do you know about the 'First Day Cover' ?

Ans When a new stamp is issued in any country, stamp collectors buy some and use them to mail envelopes at their own address on the very first day of release. They put a blank paper in the envelopes. The postmark proves the date of issue. The envelope is called a first day cover. It remains unopened.

SHORT ANSWER QUESTIONS FOR PRACTICE:

1. What strange experience did Charley have on the day when he went to the Grand Central Station?
2. How was the narrator convinced that he had come to the Third level?
3. Why did the clerk refuse to accept the money? Why did the narrator get out so fast?
4. Who was Sam? What had happened to him?
5. What role does Sam's letter play in the story?
6. Where did Charley go after reading Sam's letter?
7. What information did you gather about Sam?
8. Why do you think that Charley moved into The Third Level?

Long Answer Questions: (120-150 WORDS)

1. The story reveals refuge from reality to illusion. Do you think it is obvious to escape from reality of life?

Ans. Jack Finney portrays Charley's transition from reality to imaginary world through the story the Third Level. It seems probable as the author employs authenticity to the experience. Charley worked late night at the office and was in a hurry to reach his apartment to be with his wife Louisa. He thinks of taking the subway since it seems faster than a bus. Grand Central Station has been described mysterious and mushrooming with subways, staircases and corridors that leads to many ways and places. Moving through the tunnel Charley recounts his past experience that appears safe and quite normal. Modern world is full of insecurity, fear, war, worry and tension. He wants to escape from the harsh realities of modern world. His friend Sam also agrees with the escape theory. They claim that our hobbies also lead us to a temporary escape from reality. Finally, his psychiatrist friend reaches the Third Level and suggests Charley and his wife Louisa to keep on searching till they get it. The story weaves psychological phenomenal yarn to make it obvious.

LONG ANSWER QUESTIONS FOR PRACTICE:

1. Give a brief description of the Third Level.
2. Charley wanted to buy two tickets to Galesburg, Illinois. Do you think his efforts succeed?
3. Modern world is full of insecurity, fear, worry and stress. What, according to you, are the ways to overcome these challenges in your opinion?
4. Comment on the ending of the story. What is the irony in the end of the story?

2. The Tiger King by Kalki

The story 'The Tiger King' is a satire on the conceit of those in power. The writer tries to tell us how kings, not interested in the welfare of the people, circumvented all laws to suit their own selfish interests.

The story is about the Maharaja of Pratibandhpuram about whom the chief astrologer had predicted that the cause of his death would be a tiger. In order to prove the prophecies of the astrologer wrong, the Maharaja killed ninety-nine tigers, but the hundredth tiger escaped his bullet. Later, one of the hunters killed it by shooting at it from a close range. The King thought that the hundredth tiger had been killed by him. However, an inanimate wooden tiger became the hundredth tiger that ultimately caused his death. The prophecy of the astrologer proved to be true, despite the king's best efforts to prove it wrong.

Points to Remember

Maharaja Pratibandhpuram born as an extra-ordinary child

Prediction about his death due to a tiger the child was born under bull star bull and tiger are the enemies.

Ten day old child surprised all by his intelligent questions.

The child was brought up like an English child.

The Prince grew up and became a great king.

The king decided to kill a tiger. He killed the first tiger successfully.

But the chief astrologer warned him that he will be killed by the hundredth tiger.

King became the sole hunter, banned hunting in his estate.

He started killing tigers and thus killed seventy tigers.

At times the bullet missed, king fought the beast with his bare hands and won.

He married a princess whose father's kingdom abounded in tigers.

He killed ninety nine tigers.

But he was unable to find one more tiger.

The king had one thought during the day and the same dream at night.

The Dewan brought an old and feeble tiger from the zoo.

The tiger king aimed at it but it fainted. The king thought that he had killed the hundred tigers.

After the king went away the tiger opened its eyes in bafflement.

One of the hunters killed it.

The tiger was honoured and taken in a procession.

The king purchased a wooden tiger for his son to give him some special gift on his birthday.

Its sliver pierced into the hand of the king.

Infection flared and developed into suppurating sore.

Three surgeons from Madras operated on the tiger king.

Announced _The operation was successful. The Maharaja is dead.

Extract Based Questions:

1. “The child will grow up to become the warrior of warriors, Hero of heroes. Champions of champions. But.....”

- a. Who spoke these lines?
- b. Why did the child get these confident predictions?
- c. Which literary device is functional in these lines?
- d. ‘But.....’ What was uttered after the pause and to what effect?

2. “The Maharaja vowed he would attend to all other matters.....killing the hundredth tiger”

- a. ‘The Maharaja belongs to which state?
- b. What does the term ‘other matters’ refer to. Question marks to be put
- c. What made the maharaja take a ‘vow’
- d. What do you infer by ‘hundredth tiger’

3. “Shuddering at the sight of the gun,”Your majesty I am not a tiger!

- a. Who shuddered at the gun sight?
- b. Why was the clarification given ‘I am not a tiger’?
- c. What did ‘your majesty ‘intend here?
- d. Why was the speaker summoned by the majesty?

4. “Very good. Let this be your offering to the crown prince on his birthday..”

- a. Who spoke these line?
- b. Why was the offering to be made ?
- c. What will be given as the offerings to the crown prince ?
- d. Which birthday of royal prince had it been?

5. “The maharaja and the dewan held deliberations over the issue. As a result, a telegram British company”

- a. Which issue is referred to in these lines ?
- b. Why were the deliberations held ?
- c. How did the issue affect Maharaja?
- d. What was the result of the deliberation?

6. “At midnight when the town slept in peace.....dragged the tiger to the car”

<p>a. Which town is referred to here?</p> <p>b. Why was the task completed midnight?</p> <p>c. Where was the tiger to be taken?</p> <p>d. Where was the tiger brought from?</p>
<p>7.—But he had to be extremely careful..... the chief astrologer saidll.</p> <p>a. Who does ‘he’ refer to in these lines?</p> <p>b. What does ‘that last tiger’ mean?</p> <p>c. What was actually said by the chief astrologer?</p> <p>d. Why was it required to be careful?</p>
<p>8.—The Maharaja furry and obstinacy.....officers lost their jobs.</p> <p>a. Why was Maharaja in a state of anger?</p> <p>b. Who had lost their jobs?</p> <p>c. What was the outcome of maharaja’s fury and obstinacy?</p> <p>d. Why had many officers lost their jobs?</p>
<p>9.—But the maharaja would not agree..... British officers turned up for tiger hunt.?</p> <p>a. Which state did the maharaja belong to?</p> <p>b. Which proposal was declined?</p> <p>c. Why did Maharaja decline the proposal?</p> <p>d. What do these lines reflect about the maharaja’s character?</p>
<p>10.And then, an unforeseen hurdle brought..... became extinct in the forest of Pratibandhapuram.</p> <p>a. Whose mission is referred to in these lines?</p> <p>b. What caused the mission come to a standstill?</p> <p>c. Why did the tiger population become extinct?</p> <p>d. What is the unforeseen hurdle?</p>

SHORT ANSWER QUESTIONS

1. What was the miracle that took place in the royal palace?

Ans. When the Maharaja was a 10-day old infant, he spoke and asked intelligent questions about his death. After knowing that he would be killed by a tiger he uttered saying, ‘Let tigers beware.’

2. How was the Tiger King brought up?

Ans. As a child the Tiger King was brought up by an English nanny and tutored in English by an Englishman. He was given the milk of an English cow. He watched only English movies.

3. What did the State astrologer say he would do 'if the hundredth tiger were also killed'?

Ans. The State astrologer was so sure of his prediction that he announced that he would cut off his ceremonial tuft, crop his hair short and become an insurance agent in case the king was able to kill the 100th tiger too. He was sure that the Maharaja's death would be caused by the 100th tiger.

4. What did the high-ranking British officer wish to do? Was his wish fulfilled?

Ans. The high-ranking British Officer wanted to kill a tiger. He was denied the permission for hunting. He sent a word to the king that he would be happy if he was allowed to get photographed with the carcass of a tiger killed by the King. His wish remained unfulfilled.

5. How did the Maharaja get more tigers to kill, when he had killed all the tigers in his kingdom?

Ans. Left with no other alternative, the king ticked thought of getting married into a royal family. His only criteria for selecting a bride was- that his-in-laws' estate should have sufficient number of tigers. Finally, he found his desired match. He pursued his one-point program of meeting the tally of hundred tigers.

6. How and why was the hundredth tiger honoured?

Ans. The king had ordered that the hundredth tiger should be brought in the city in a procession and a tomb should be built over its mortal remains. It was to commemorate the killing of the hundredth tiger, his sole motive of life. After killing the hundredth tiger the king was very much relieved and had a sense of achievement.

SHORT ANSWER QUESTIONS FOR PRACTICE (40-50 words)

1. How did the 'duraiani' behave on receiving the gifts?
2. Why did the Maharaja's tiger killing mission come to a sudden halt?
3. Why did Maharaja order the Dewan to double the tax?
4. What did the Maharaja buy as a birthday gift for his son?
5. How did the king's hand become seriously infected?
6. How did the Tiger King acquire his name?
7. What predictions did the astrologers make on the birth of the Tiger King?

What steps were initiated by the Maharaja in order to ban tiger killing in his state?

9. How was Maharaja able to save his kingdom

10. Why did the Maharaja decide to marry?

11. Why did the Dewan take the tiger to the forest? How?

How did the tiger taken by the Dewan meet its end?

13. Why does Kalki compare the new born infant's claim with the bulletin issued by the war office?

14. How did the tiger king justify his tiger hunt?

How did the tiger king celebrate his victory over the killing of the hundredth tiger?

LONG ANSWER QUESTIONS(120-150

words)

1. How did the Tiger King meet his end? What is ironical about his death? How did the prediction of the chief astrologer come true, though he had killed the hundred tigers?

Ans. It was the 3rd birthday of the Maharaja's son and he wanted to buy a present from the toy shop. He bought a wooden tiger which was poorly carved by an unskilled carpenter. It had a rough surface with tiny slivers of wood standing up like quills all over it, his arm got infected. In four days, it developed into a suppurating sore and spread all over the arm. The King died while being operated upon. The King's death is ironical but not surprising. Having

'killed' the 100th tiger, the - king was thrilled for he had fulfilled his vow and disapproved the prediction of the royal astrologer. He was at ease for he thought he would not die of a tiger's attack. No wonder, he ordered the 'dead' tiger to be taken in a procession through the town and get a tomb erected over it. All this while he did not know that the 100th victim was not killed by him but by other hunters. That is indeed, quite ironical. Death was lurking around him and the king was unaware of it. Again, it is ironical that a king who had killed 100 tigers and was bold and fearless died of a mere sliver on the body of a wooden tiger. Thus, ironically death does come to him from a tiger.

2. How is flattery eating into roots of our society and polity? Explain taking reference from 'The Tiger King'?

Ans. Flattery is evident in almost all places. It basically satisfies the ego of person who is being treated in lofty terms. With words and gestures a false world is created around so as to befool that fellow. Actually, the person frames unrealistic ideas about himself and falls prey to the sweetened pills. Wrong deeds are committed so as to meet the self-interest. The genuine people are ignored at the cost of fake ones. It checks the healthy growth of relationships and hence the development of society. The real cause and issues are left behind and pretensions prevail. This whole idea unfolds in The Tiger King in humorous manner - to appease the king, the courtiers did not spare a chance to fulfil his whims and fancies. Such sort of administration leads to the ultimate fall of a state. The King met his end on the operation table at the hands of his saviours i.e. the doctors.

LONG ANSWER QUESTIONS FOR PRACTICE

1. Write down the character sketch of 'The Tiger King'.
2. What efforts did the maharaja make to save his life from the tigers?
3. How did the Dewan help the Tiger King in killing **the** hundredth tiger?
4. The story "The Tiger King" is a satire on the conceit of those in power." Do you agree with this statement? Explain with reference to the lesson that you have read.
5. Giving a bribe is an evil practice. The Tiger King bribed the British officer to save his kingdom. Why is it wrong to take or give a bribe?
6. Now-a-days you must have noticed animals being made to work for long hours mercilessly. They carry heavy sacks, ferry passengers etc. They are beaten mercilessly too. Taking references from the above facts, write a paragraph on "Cruelty Towards Animals" and suggest ways to prevent it.
7. Many animals are on the verge of extinction due to rampant killing and poaching by the greedy people. Plan an Awareness Campaign for the students of your school to save animals designing poster for it.
8. In order to save animals like tigers, lion etc. we keep them in the zoo. Do you think the animals are safe in the zoos? Why/why not.

JOURNEY TO THE END OF THE EARTH

-BY TISHANI DOSHI

Journey to the End of the Earth by Tishani Doshi is a unique experience of an expedition to **Antarctica**-the coldest, the driest and deserted continent in the world. **The author** with a team of High school students wandered in serenity and enjoyed the whiteness of the place. Mystery of present, past and future is trapped to be explored. 'Students on Ice' programme was initiated by Geoff Green (Canadian) to provide an **educational** opportunity to the future policy makers. They got a chance to understand and to respect our planet Earth. Geological and geographical history of the world is hidden there. This is the time to contemplate on the burning issue of global warming to take care of our Mother Earth.

A team of 52 members returned back with lots of questions in mind, but with a single solution "take care of the small things and the big things will fall into the place"

Students on Ice Programme

Set voyage in Russian vessel "Akademik Shokalskiy"

Began 13.09 degree north of the equator in Madras (Chennai) Travelled over 100 hours by car, aeroplane and ship

Crossed nine time zones, six check points, three oceans and many I ecospheres

Filled with relief **on** setting foot on Antarctica, wondered **at** its immensity and isolation

History of Antarctica

650 years ago, part of Gondwana. A giant amalgamated southern subcontinent

Climate much warmer, huge variety of flora & fauna Antarctica and India part of same landmass

Huge landmass separated into countries

Present Day Antarctica

No human population.

No **trees**, no billboards and buildings-

blue whales and Icebergs as big as a country

Midges and mites,

ubiquitous silence

Human Impact

Man's dominance on nature **results in climate change**, global warming, depletion in ozone layer etc.

Polar Ice caps melting, lacks in biodiversity

Effect on marine animals and birds, phytoplankton activities affected.

Need of the Hour

Sustainable development acknowledging the importance of the planet with its metabolic needs.

Consumption of resources to be done in a justified way — A small step towards the planet with consistency will bring **a** positive change

Extract Based Questions:

1. Early this year, I found myself aboard a Russian research vessel — Akademik Shokalskiy heading towards the coldest, driest, windiest continent in the world.

- A] Who is 'I' here
- B] What is Akademik Shokalskiy?
- C] Where was it heading to?
- D] Which continent is referred to here?

2. Six hundred and fifty million years ago, a giant amalgamated Southern super continent---Gondwana ---did indeed exist, centred roughly around the present-day Antarctica

- A] Name the lesson and the author.
- B] Describe Gondwana.
- C] How many years ago did Gondwana exist?
- D] Around which continent did it exist?

3. Humans hadn't arrived on the global scene, and the climate was much warmer hosting a huge variety of Flora and Fauna

- A] Why was there no human life?
- B] What did the continent host?
- C] Describe the climate.
- D] Which continent do the above lines refer to?

4. For a sun worshipping south Indian like myself, two weeks in a place where 90% of the earth's total ice volumes are stored is a chilling prospect

- A] Whom does 'myself' refer to?
- B] From where did the narrator come?
- C] Why was it a chilling prospect?
- D] Explain —For a sun worshipping South Indian

5. My Antarctic experience was full of such epiphanies but the best occurred just short of the Antarctic circle at 65.55 degrees south

- A] Where did the narrator go?
- D] Describe his experience,
- C] What was the best experience the narrator talks of?
- D] Explain full of such epiphanies

6. You lose all earthly sense of perspective and time here the visual scales ranges from the microscopic to the mighty: midges and mites to blue whales and icebergs as big as countries

- A] Who does the word 'here' refer to?
- B] What is the visual scale range of this area?
- C] Name the species of fish found at Antarctica.

7. Human civilizations 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 a ruckus, etching our dominance over nature.

- A] Who does the word 'we' in the third line refer to?
- B] How long has the human civilisation been in existence?
- C] How are the years of human civilisation counted on the **geological** clock?
- D] What have we, human beings done to nature?

8. The rapid increase of human populations 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] Who does the word —us' in the second line refer to?
- B] Why are we battling with other species?
- C] How has the blanket of carbon dioxide been created?

D] What has caused the increase in global temperature?

9. Climate change is one of the most hotly contested environmental 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? May be, may not be.

- A. What does the word 'One' here refer to in the first line?
- B. What are the issues under 'Climate Change' for environmental debates?
- C. Why is 'Climate Change' a burning topic for the latest debates?
- D. Will it be the end of the world as we know it?

10. 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. What does the word 'this' in the second line refer to?
- B. Which programme was the author working with?
- C. What is Shokaskiy?
- D. How will the programme of the author help our High School students?

SHORT ANSWER QUESTIONS:

1. Mention the author's emotions when she set his foot on Antarctica.

Ans. Far flung white landscape and blue horizon of Antarctica was a relief to the author. The author with his team had travelled 100 hours. She wondered at the sight of the large continent, its isolation and serenity. She could not believe the fact that once India and Antarctica were the part of the same land mass.

2. What are Geoff Green's objectives for including high school students in 'Student on Ice Programme'?

Ans. 'Student on Ice Programme' was aimed to provide **educational opportunities to the students** to study and explore the past, present and future of the Earth. The future generation of policy makers **were** offered a life changing experience to understand and respect the planet. The students at this age are ready to absorb, learn and act.

-
3. 'Take care of small things, the big things will take care themselves'. What is the significance of the statement?

Ans. Antarctica has simple ecosystem and lacks in bio-diversity. Little changes in environment can have big consequences. A very small single stemmed plant phytoplankton nourishes and sustains the entire food chain of Southern Ocean. These grasses in the sea use solar energy to absorb carbon. They synthesize various organic compounds. We must take care of the small things to avoid the food chain reaction.

SHORT ANSWER QUESTIONS:

1. What is the impact of human population on the planet Earth and its resources?
2. How can a visit to Antarctica be an enlightening experience?
3. What unique opportunities does Antarctica provide to the scientists?
4. How did the split of Gondwana affect the geography and weather of the Earth?
5. Antarctica is a crucial element in this debate. — What is the debate Tishani Doshi is talking about?
6. Do you think that the programme 'Student on Ice' is successful? Why/Why not?

LONG ANSWER QUESTIONS:

1. Why do Tishani Doshi call her trip to Antarctica 'Journey to the End of the Earth'?

Ans. Tishani Doshi's journey began 13.09 degree of the Equator in Madras. It involves crossing nine time zones, six check points, three bodies of water and many ecospheres. She travelled for 100 hours in combination of car, aeroplane and ship. Setting foot on the continent, she turned emotional viewing expanded white landscape and uninterrupted blue horizon with a relief. She was wondered seeing its immensity and isolation. It was unbelievable for her to know that Antarctica and India were the part of same landmass. She felt that she had reached the part of history: to get of where we have come from and where we could go possibly. It is significant to understand the evolution to this system.

2. How has rapid increase in human population left marks on nature and its resources?

Ans. Human population has been around 12000 years on the planet. It is a very short passage of time on geological clock. During this period human has created ruckus, dominance on nature has left scars. Beautiful green land has turned into villages, towns, cities and mega cities. Many of the species have **extincted**, many of them are struggling to survive. Over consumption of the natural resources has been

leading to a great threat to all the creatures. Fossil fuel has created a blanket of carbon dioxide resulting in climate change, global warming and depletion in ozone layer. It is disrupting food chain too. Humans do not have bright future unless ecological balance is maintained.

LONG ANSWER QUESTIONS FOR PRACTICE

1. What role does Gondwana play in Geography and Geology of the Earth?
2. What facts about the Earth have been brought out in the chapter? How can it influence our feeling for the planet?
3. The student companions of Tishani Doshi returned from Antarctica with a feeling to save the world. What are the ways to protect this world in your opinion?
4. What does Tishani Doshi call herself a sun-worshipping South Indian? Support the answer with relevant facts from the text.

The Enemy

By Pearl S. Buck

Japan and America **were** at war during World War II. Dr. Sadao **was** a Japanese surgeon trained in America. One day he and his wife, Hana, **found** a wounded American soldier, perhaps an escaped prisoner, on the beach near his house. Sadao and Hana were apprehensive about the idea of the soldier being taken care of in their house at the time of war. Yet, they **took** him in and Sadao **risked** his honour, career and **life by giving the sailor medical care. He operated upon him, thus saved the life** of the enemy.

However, being a loyal Japanese, he **reported** about the soldier to the General of the **Japanese army**. The General assures Sadao that he would arrange for assassins to eliminate the American soldier. The General was sick and needed Sadao as he was the best surgeon in Japan. **Somehow** the assassination doesn't take place, and with a sigh of relief, Sadao **helped** the soldier escape.

Points to Remember

Dr. Sadao Hoki's house was near the coast in Japan.

His father was a great patriot. His only concern was Sadao's education.

Dr. Sadao was sent to America to learn surgery and medicine

Dr. Sadao was not sent along with the troops because the General was under his treatment and needed his services.

One day Dr. Sadao saw an injured young soldier staggering and crawling.

Dr. Sadao brought the white soldier inside his house and started treating him which offended the servants and they decided to leave his house.

Dr. Sadao and his wife decided to treat the soldier in spite of the opposition from the servants.

Dr. Sadao's wife Hana was tensed about the presence of an enemy in her house.

Dr. Sadao informed the General **about the prisoner of war. The General promised to send his assassins to kill Tom, the POW.**

Dr. Sadao was tensed about the assassination of the POW, had restless night.

The assassins didn't turn up for three nights, so he decided to help the American soldier escape. He **provided him with a boat, sufficient amount of food** and other necessary articles. He promised to provide him more food in case he was not able to go back beyond the island.

The next day when Dr. Sadao went to treat the General he told him that the man had escaped.

Extract Based Questions:

1.—Those islands yonder, they are the stepping stones to the future for Japan.

- a. Name the chapter and the author.
- b. Who is the speaker? Who is being addressed?
- c. Which islands are being referred to **here**?
- d. What does the term 'stepping stones' signify?

2.—A white man! Hana whispered. Yes, it was a white man.

- a. Who is the 'white man' referred to here?
- b. Where did the **speaker find the white man**?
- c. Why does Hana whisper?
- d. What dilemma does this discovery place Dr Sadao and Hana in?

3.He wondered often whom he would have married if he had not met Hana, and by what luck he had found her...

- a. Who is 'he' in these lines?
- b. What did he often wonder?
- c. Where had he met Hana?
- d. Why is this meeting referred to as 'lucky'?

4.—The best thing that we could do would be to put him back in the sea.

- a. Who said these words?

- b. What would be the best thing to do?
- c. What was the alternative?
- d. Why was the alternative not viable?

5. But Sadao, searching the spot of black in the twilight sea at night, had his reward. There was no prick of light in the dusk.

A, Name the chapter and the author.

- b. What is meant by 'prick of light'?
- c. Why was Sadao looking for it?
- d. What was his reward and why?

6. He suddenly comprehended that the General was in the palm of his hand and that as a consequence he himself was perfectly safe.

- a. Who is 'he' referred to here?
- b. What do you mean by the term 'in the palm of one's hand'?
- c. What did he suddenly comprehend?
- d. In what way was he safe now?

7.—You are so well that I think if I put my boat on the shore tonight, with food and extra clothing in it, you might be able to row to that little island not far from the coast.

- a. Who said these words and to whom?
- b. What does the speaker offer to do?
- c. Why was the 'little island' chosen as the destination?
- d. Why was the offer made?

8.—I guess if all the Japs were like you there wouldn't have been a war.

- a. Who said these words and to whom?
- b. Which two countries are involved in the war?
- c. What are the qualities the speaker is alluding to? Name any two.
- d. What would happen if all the Japs were like the listener?

9.—It is now warm – what would be more natural than that you should leave the outer partition of the white man's room open to the garden while he sleeps?

- a. Who is the speaker? Who is being addressed as 'you'?
- b. Which plan is being discussed here?
- c. How can the warm weather assist in this plan?

d. Why does the speaker agree to this plan?

10—If the master heals what the gun did and what the sea did, they will take revenge on

us.

a. Who is the speaker? Who is being addressed **to**?

b. What did the gun and the sea do?

c. Who will take 'revenge' and why?

d. What quality of the speaker is reflected in these lines?

Short Answer Questions (40-50 words)

1. Why did the General overlook the matter of the enemy soldier?

Ans. The General had an attack and according to Dr. Sadao he could not survive the second attack. So, if Dr. Sadao was arrested, no other doctor was capable of performing the operation. So, for furthering his selfish needs he overlooked the matter and promised to send his assassins. But he was so self-absorbed, he **even forgot about sending the assassins**.

2. Why was Dr. Sadao not sent with the troops?

Ans. The General thought that Dr. Sadao was indispensable to his life and could save anyone as he was very skilled.

He also did not trust anyone except Dr. Sadao, so he was not sent with troops.

3. How was the plan of the patient's escape executed in the story?

Ans. The prisoner was successful in his escape only because of the right guidance and help from Dr. Sadao. He provided him with a boat, gave him food, made him wear Japanese clothes and also helped him to comfortably sail to a nearby island.

4. Why did the servants leave Dr. Sadao's house?

Ans. They were not in favour of keeping the American prisoner hidden in the house. They also did not want Dr. Sadao to save his life as he was the enemy. Also, if the police came to know of it, all their lives would be in danger. Dr Sadao may be considered **a** traitor. They were also worried about the prestige and future of the family.

5. How did Hana help Dr. Sadao?

Ans. Hana was very helpful while the operation was **going** on. She dipped a small clean towel into the steaming hot water washed the face of the soldier herself. She was requested to give the aesthetic if needed. With the help of instruments from his emergency bag, Sadao made a clean and precise incision. The bullet was out and the doctor declared that the man would live. **Hana** served the patient with intensive care.

6. Why did Dr. Sadao's father send him to America though he hated Americans?

Ans. The sole motive behind his decision may be the lure of technologically advanced medical studies available in America. He wanted his son to be trained according to the latest medical development.

7. Which difficulties did Dr. Sadao face for the sake of the enemy?

Ans. First of all, Dr. Sadao faced reluctance of his wife, who was initially apprehensive to keep an American in their house. Dr. Sadao was himself in a dilemma because of the inner conflict between patriotism and humanity. He also faced the displeasure of the servants.

SHORT ANSWER QUESTIONS FOR PRACTICE

1. Who was Dr. Sadao? Why was he near the coast?
2. Why did Dr. Sadao treat the American soldier even though it was an unpatriotic act on his part?
3. Why didn't Dr. Sadao put the wounded man back in the sea even though he was his enemy?
4. How did the servants express their displeasure?
5. How did Hana show her human side to the wounded man after the operation?

LONG ANSWER QUESTIONS FOR PRACTICE

1. Give the character sketch of Dr. Sadao highlighting his qualities as a doctor?
2. Do you think the Doctor's **final decision of saving the life of the prisoner of war was the best** possible one in the circumstances?
3. There are moments in life when we have to make hard choices between our role as individuals and as citizens with a sense of national loyalty. Discuss with reference to 'The Enemy'.
4. Hana plays an important role in saving the life of the injured person. Give a detailed account of her role.
5. How did Dr. Sadao rise above narrow prejudices of race and country to help a human being in need, **OR**

Describe how Pearl Buck's story "The Enemy" show that basic human goodness overpowers all other factors.

On the Face of it

By Susan Hill

The play is about an old man with a tin leg and a young boy with a burnt face. The play starts with Derry, the young boy stealthily entering into Mr. Lamb's garden by jumping over the wall. A dialogue starts between the two and Mr. Lamb realizes that Derry is bitter, lonely and depressed. He avoids people as he feels they do not behave normally with him due to his burnt face. Mr. Lamb understands Derry and

his anguish and doesn't get angry with him even though Derry is rude towards him. He makes Derry realize that being handicapped is not a drawback. He himself had a tin leg, but he had learnt to cope with the **indifferent attitude** and cruelty of others. Mr Lamb opens the world to Derry by telling him to wait, watch and listen. Initially Derry was very suspicious of Mr. Lamb, but towards the end, Derry has love and admiration for him. He is ready to face the world and finds courage and strength to get what he wants. Derry goes back to Mr. Lamb against his mother's advice. Unfortunately, he finds that Mr. Lamb is no more. He has fallen off a ladder while picking apples.

–By Susan Hill

Point to Remember

Mr. Lamb is sitting all alone in his garden.

Suddenly Derry entered the garden thinking no one was inside the house. Although the gate of the garden was open. Derry entered by jumping over the wall.

Derry is scared to see Mr. Lamb sitting in the garden.

Mr. Lamb told him that his gates were always open for all people.

Mr. Lamb assured him, that he could stay there if he wanted to sit there.

Derry told him that people were afraid of his burnt face and hated him.

Mr. Lamb convinced him that both of them were similar as both of them faced a disability.

Mr. Lamb also told him that he should not bother about what others say.

Derry was impressed by the positive thoughts of Mr. Lamb.

Gradually Derry was able to realise that he too was better than people

He decided to go home informed his mother and came back to help Mr. Lamb.

Derry fascinated by Mr Lamb's talk, motivated and drawn towards Lamb.

When Derry came back, he was shocked to see that Mr. Lamb had fallen from the ladder **and is dead**.

Derry cried, turned emotional but gained confidence to face the world.

EXTRACT BASED QUESTIONS:

1. I might never come here again, you might never see me again and then I couldn't 't still be a friend.
--

- a. Name the lesson
- b. Who is the speaker?
- c. Why do you think the speaker might never come here again?
- d. Who does the speaker want to befriend?

2. When I go down the street, the kids shout 'Lamey-Lamb' 'But they still come into the garden, into my house; it's a game. They 're not afraid of me. Why should they be? Because I 'm not afraid of them, that's why not.

- a. Who is the speaker of the above line?
- b. With whom is the speaker interacting?
- c. Why do the kids call the speaker 'Lamey-lamb'?
- d. Give a word to describe the speaker's attitude towards life?

3. They talk about me. Downstairs, When I'm not there. 'What'll he ever do? What 's going to happen to him when we've gone? However, will he get on in this world? Looking like that? With that on his face? 'That's what they say.

- a. Who are being referred to as 'they' in the above extract?
- b. Who is the speaker?
- c. What does 'with that on his face' refer to?
- d. Name the lesson.

4. Lord, boy, you 've got two arms, two legs and eyes and ears, you've got a tongue and a brain. You'll get on the way you want, like all the rest. And if you chose, and set mind to it, you could get on better than all the rest.

- a. Who is the boy here?
- b. Where is the conversation taking place?
- c. What problem is the boy suffering from?
- d. What does the speaker want to convey to the boy?

5. What are you afraid of? What do you think he is? An old man with a tin leg and he lives in a huge house without curtains and has a garden. And I want to be there, and sit and....listen to things. Listen and look

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-
- a. Who is referred to as 'you' in the above lines?
 - b. Who is the old man with a tin leg?
 - c. Why does the speaker want to go back to the place?
 - d. What is the listener afraid of?

6. Mind the apples. Crab apples those are. Windfalls in the long grass. You could trip.

- a. Who is the speaker of the above lines?
- b. Who is referred to as 'you'?
- c. What do you mean by windfalls?
- d. Why is the speaker warning the listener?

7. but I'm not.... I'm not afraid. [Pause] People are afraid of me

- a. Name the lesson.
- b. Who is the speaker?
- c. What makes the speaker say so?
- d. Why does the speaker feel that people are afraid of him?

8. It won't make my face change. Do you know, one day, a woman went by me in the street — I was at a bus-stop — and she was with another woman, and she looked at me, and she said.... whispered.... only I heard her.... she said, —Look at that, that's a terrible thing. That's a face only a mother could love.

- a. Who is the speaker?
- b. What happened to the speaker's face?
- c. What was the impact of the woman's remark on the speaker?
- d. Name the lesson.

9. I like to talk. Have company. You don't have to answer questions. You don't have to stop here at all. The gate's open.

- a. Who is the speaker?
- b. Why the gates are always open?
- c. Who is referred to as 'you'?

d. What is the speaker's perspective towards life?

161

10. It's all relative beauty and the beast.

- a. Who is the speaker and the listener?
- b. Why does the speaker refer to the beauty and the beast?
- c. How does the listener interpret the story?
- d. What does the listener feel about himself?

SHORT ANSWER QUESTIONS

1. Why did Derry avoid people?

Derry used to avoid people because **they constantly reminded him of his ugliness and so he stayed away from them. He** became repulsive and introvert. Actually, his physical deformity took a toll on his mental health. **He** perceived that **everybody looked at him and thought about him**. Thus, he developed a sort of inferiority complex and shut himself **within** his self-imposed confinement- out of reach of the outer **world**.

2. Why did Mr. Lamb keep the door of his house open?

Mr. Lamb was projected as the other side to the coin, in sharp contrast to a reclusive and cocooned Derry. Mr. Lamb was a forthcoming person with open personality despite his physical impairment. His open personality is represented by the open doors and curtainless windows of his home.

3. Why Did Derry come back to meet Mr. Lamb?

Mr. Lamb's attitude towards life changed the mind set of Derry. Derry found wings, a new perception about himself which opened a whole new world for him and gave him a new lease of life. Though, his mother tried to stop him to revisit Mr. Lamb, but Derry did not listen to her.

4. What did Derry's mother think of Mr. Lamb?

or

Why did Derry's mother stop him, going to Mr. Lamb?

Derry's mother does not hold a good opinion about Mr. Lamb. She has heard many things about the old man; therefore, she stops Derry from visiting Mr. Lamb.

5. Why does Derry go back to Mr. Lamb in the end?

Mr. Lamb teaches Derry the most important lesson of life. He advises him not to care about the comments made by others. He now no longer cares about his burned face or looks. He now wants to think, feel, to hear and see. And therefore, he returns to Mr. Lamb.

6. How does Mr. Lamb influence Derry?

Lamb tells Derry that he is old and had a tin leg. Children call him Lamey-Lamb, but still they come to this garden. They are not afraid of him because he is not afraid of them. He never bothered about his old age or tin leg as life has many more things to offer.

SHORT ANSWER QUESTIONS FOR PRACTICE

1. How does Derry's attitude change?
2. What is it that draws Derry towards Mr. Lamb?
3. What do you think the play "On the Face of It" is all about"?
4. How does Lamb try to remove the baseless fears of Derry?
5. "I m not afraid". People are afraid of me", says Derry. What do people think on seeing his face? How do they react then?
6. What argument does Derry give to convince his mother? Why does he want to go the old man's garden?
7. How does Mr. Lamb explain his concept of the world?
8. Do you think Mr. Lamb was equally lonely and dejected? Why?
9. Why does Derek hate to be called 'a poor boy'?
10. Rubbish? Look, boy, look ----- What do you see? What is the rubbish referred to here?

LONG ANSWER QUESTIONS

1.The actual pain or inconvenience caused by a physical impairment is often much less than the sense of isolation felt by the person with disabilities. How can we help and support them?

Ans. Actual pain or inconvenience caused by physical impairment is often less than the sense of alienation felt by the person with disabilities. **A person with any physical impairment can live life with respect and honour, if he is not ridiculed at with heartless pity. If everyone looks down upon him with a pessimistic approach, he may never be able to come out of his sorrow and consequently recline to his own secluded world. He is already under tremendous mental and emotional pressure. He expects others to be understanding rather than remind him of his disabilities.** Physical disabilities cause pain once in life time and cause mental agony.

Mr. Lamb is called Lamey Lamb and mothers were afraid of sending their children to him because of his tin leg. Derry has burnt face and everyone pities him. Only the mother could love that face. Both Mr. Lamb and Derry are victims of verbal atrocities. Mr. Lamb takes comments lightly. But Derry does not have the attitude like Mr. Lamb. The attitude of people needs to be changed. Disabled persons do not want sympathy. They want to be accepted as they are. Wounds get healed but bitter comments are never forgotten as they leave behind scars.

LONG ANSWER QUESTION FOR PRACTICE

1. Compare and contrast the characters of Mr. Lamb and Derry.
2. What is the bond that unites old Mr. Lamb and Derry the young boy? How does the old man inspire the small boy?
3. Comment on the appropriateness of the title.
4. The play 'On the Face of it' ends on a tragic note but affirms hope. Elucidate with reference to the text.
5. Mr. Lamb's meeting with Derry changes him from a scared child to a confident boy. Discuss.

MEMORIES OF CHILDHOOD

–By Zitkala Sa and Bama

PART-1

THE CUTTING OF MY LONG HAIR

Zitkala Sa was a native American Indian who penned down her experiences at the Carlisle Indian School. Her first day at the school was a bitter-cold one. The customs and rules of the place were strange and new to her. She was forced to wear clothes that she considered

16

4

undignified. She felt uncomfortable because she did not know the table manners at breakfast. Her worst nightmare was when her friend told her that her hair would be cut. She tried to resist by hiding under the bed, but was dragged out, tied to a chair and her long hair chopped off. The forced cutting of her hair made her suffer tremendous agony and she lost all spirit.

POINTS TO REMEMBER

1. First day of the narrator in a new school in the land of apples.
2. A large bell to call the children for breakfast.
3. Zitkala-Sa felt humiliated as her dress was very tight and her blanket was removed.
4. A small bell tapped to draw the chairs from under the tables.
5. Another bell to make them take their seats.
6. Narrator new to the system, sat down at the first bell only.
7. Was continuously noticed by the higher authorities. This frightened her a lot.
8. Late in the evening her friend Judewin told her that they were going to cut her hair.
9. The narrator decided to struggle before submitting.
10. Crept up stairs.
11. Hid herself under the bed in a large room. Heard people searching for her.
12. Scared but was not ready to surrender.
13. Resisted by scratching wildly.
14. Ultimately, she was dragged from there and her hair was shingled. She wept and remembered her mother.
15. Beginning of her miseries as she was treated like an animal.

1. EXTRACT BASED QUESTIONS

1. As I walked noiselessly in my soft moccasins, I felt like sinking to the floor?

a) Name the speaker.

b) Where is the speaker?

c) Why does the speaker feel like sinking to the floor?

d) What are moccasins?

2.As I glanced at the long chain of tables, I caught the eyes of a pale face woman upon me. Immediately I dropped my eyes wondering why I was keenly watched by the strange woman.

- a) Who was being watched?
- b) Why was the speaker being watched?
- c) Where was the speaker being watched?
- d) How was the speaker being watched?

3.We discussed our fate some moments, and when Judewin said, “We have to submit, because they are strong.” I rebelled.

- a) What is the speaker speaking about?
- b) Why did the speaker rebel?
- c) Who is strong according to the speaker?
- d) What fate awaited the speaker?

4.From my hiding place I peered out, shuddering with fear whenever I heard footsteps nearby.

- a) Whom does ‘I’ refer to?
- b) Where is she/he hiding?
- c) Why did he/she hide himself/herself?
- d) Whom is he/ she hiding from?

5.Among our people, short hair was worn by mourners, and shingled hair by cowards!

- a) Name the chapter.
- b) Who is the speaker of this line?
- c) Whom does the speaker remember through this line?
- d) What does ‘shingled’ mean?

6.But this eating by formula was not the hardest trial in that first day.

- a) Name the speaker
- b) What do you understand by eating by formula?
- c) What was the ‘hardest trial’ that awaited the speaker?
- d) Where did this incident take place?

7.Then I lost my spirit.

- a) Whom does ‘I’ refer to?
- b) Name the chapter.

- c) Why did the speaker lose his/her spirit?
d) What was important to the speaker?

8. Since the day I was taken from my mother I had suffered extreme indignities?

- a) Who had been taken away from his/her mother?
b) Where was he /she taken to?
c) What indignities were faced by the speaker?
d) What does 'indignities' mean?

9. I was only one of many little animals driven by herder.

- a) Whom does 'I' refer to?
b) Name the chapter.
c) Why does she/he feel like one of many little animals?
d) Whom does 'herder' refer to?

10. In spite of myself, I was carried downstairs and tied fast in a chair

- a) Whom does 'myself' refer to?
b) Why was he/she carried downstairs?
c) What fate awaited her/him?
d) What characteristic trait of the speaker is brought about?

SHORT ANSWER QUESTIONS

1. What were the indignities that the new girls were subjected to at Carlisle Indian School?

Ans. The girls were scrutinized thoroughly and supervised by a grey-haired woman. They were made to wear tight fitting immodest clothes and stiff shoes. During breakfast a systematic and regimental discipline was observed. The girls with long hair had to get them shingled and they had to submit to the authorities who were strong, unfeeling and cruel.

2. How had Zitkala – Sa been subjected to extreme indignities?

Ans. Since the day she was taken from her mother Zitkala had suffered many indignities. She was stared at and tossed like a wooden puppet. Her long hair was shingled like a coward's. In her pain when she cried for her mother no one came forward to comfort her. She was just like one of the animals driven by a herder.

3. What did Judewin tell the narrator? What was the effect?

Ans. Judewin who could understand a little English informed the narrator that the

strange woman intended to cut her long hair. But the narrator had learnt from her mother that the enemy cut the hair of the unskilled warrior when they are captured and among their people mourners wear short hair and cowards have shingled hair. So, she decided to resist. She hid herself under a bed in a dark room.

4. Why was Zitkala-Sa so averse to having her hair cut?

Ans. It was an age-old tradition to maintain their long, shining and beautiful hair among the people of her tribe, to which Zitkala-Sa belonged, to maintain their long shining and beautiful hair. It was believed that only the warriors or the mourners get their hair shingled. Short hair was worn by cowards as per their tradition. So, obviously Zitkala-Sa never wanted her hair to be cut short.

SHORT ANSWER QUESTIONS FOR PRACTICE

1. How was the environment in Zitkala-Sa's new school different from the environment in other schools?
2. Why did Judewin's information frighten Zitkala-Sa?
3. Why was Zitkala-Sa scared in the dining room?
4. How did Zitkala-Sa try to save her long hair?
5. Why was Zitkala-Sa punished?
6. How did Zitkala-Sa resist on being discovered under the bed?

LONG ANSWER QUESTIONS FOR PRACTICE

1. Give the character sketch of Zitkala-Sa.
2. Give a detailed description of the hair cutting incident.
3. What efforts were made by Zitkala-Sa to resist punishment?
4. "We should raise our voice against injustice and indignities." What qualities are required to face challenges in life?

PART –2

WE TOO ARE HUMAN BEINGS

–By Bama

Bama is a Tamil Dalit woman. She experienced untouchability very early in her life. One day she saw an elderly person carrying food packet with the help of strings as he was not supposed to touch the food because of his caste. She found the whole incident funny, but when she narrated it to her brother, he told her that the man held the packet by its strings because he was an untouchable. He also added that they too belonged to a lower caste. He told Bama to work hard in order to win honour and dignity for herself. Bama was inspired to fight back the injustices through education and sheer hard work. She studied hard and stood first in her class.

168

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POINTS TO REMEMBER

1. In class third, Bama was too innocent to know about untouchability.
2. She enjoyed her life in observing things and events on her way.
3. Took about an hour, coming home watching the events on her way home.
4. Watched all the fun and games, novelties and oddities in the streets, shops and market place.
5. Would watch puppet show, snake charmer, chopping up of onion, pouring of coffee and all such interesting things.
6. Saw a threshing floor where the people were driving cattles in pairs round and round.
7. Saw an elderly person of the village holding a packet by its string in a funny manner.
8. Surprised and amused at the manner he carried that packet.
9. Reported about the funny incident to her brother.
10. Her brother told her about untouchability.
11. He explained to her about the humiliation and stigma attached to untouchability.
12. Advised her to work hard in her studies **and thus**, to be respected.
13. Bama took that lesson seriously and worked hard throughout her life.

EXTRACT BASED QUESTIONS:

1. 'But I had already seen, felt, experienced and been humiliated by what it is.

- a) Who is 'I' in the above lines?
- b) When had she/he realised that she/he had been humiliated?
- c) What does 'it' refers to ?
- d) Why was she/he humiliated?

169

2. 'Oh! I could go on and on. Each thing would pull me to a stand-still and not allow me to go any further.'

- a) Who is the speaker of the above lines?
- b) What would pull the speaker to a stand-still?
- c) Where is the speaker coming from and where is he/she going to?
- d) What characteristic of the speaker is depicted from the above lines?

3. The words that Annan spoke to me that day made a deep impression on me'

- a) Who is the speaker of the above lines/Who is 'me' in the above lines?
- b) What advice does Annan give to 'me'?
- c) Did 'me' follow Annan 's advice?
- d) How did Annan 's words affect the speaker 's life?

4. 'Our people were hard at work driving cattle in pairs round and round to tread out grain from the straw. a)

- Who is the speaker of the above lines?
- b) Whom does 'our people' refer to?
- c) What work was being done by the people?
- d) How did the sight affect the speaker?

5. Annan told me all these things and he added – 'Because we are born into this community, we are never given any honour or dignity or respect; we are stripped of all that'

- a) Who are 'we' in the above lines?
- b) What advice did Annan give Bama?
- c) How did Bama respond to Annan's advice?
- d) What impression do you form about the entire situation from the above lines?

6. 'When I heard this I didn't want to laugh anymore and I felt terribly sad'

- a) Who is 'I' in the above lines?
- b) What was the cause of the laughter?
- c) What was the speaker's reaction?
- d) What made her terribly sad?

7) Thambi, on which street do you live? 'The point of this was that if he knew on which street we lived, he would know our caste too.

- a) Who is 'he' in above lines?
- b) Why did he ask the name of the street?

170

- c) Who is 'we' here?
- d) What was Bama's reaction, when she came to know about untouchability?

8) The elder went straight up to the landlord, bowed low and extended the packet towards him, cupping the hand that held the string with the other hand. '

- a) Who is the speaker of the above lines?
- b) Why is the elder 'bowing low'?
- c) Why was he holding the packet with the string?
- d) What impression do you form about the situation from the above lines? '

9) One of the landlord's men came up behind him. He thought my Annan looked unfamiliar, and so he asked---

- a) Who came up behind Annan?
- b) Why did he come up to Annan?
- c) What did he ask Annan?
- d) Why did he ask so?

SHORT ANSWER QUESTIONS

1. Why did Bama take half hour to an hour to cover the distance to her home that would normally take only ten minutes?

She walked very slowly and watched every scene, shops, snake charmer, man paddling his bicycle to win prizes and so on. She liked to see the Maariyatta temple, the Pongal celebrations, the statue of Gandhi and the sweet and snack stalls. Everything stopped her and attracted her attention. She also stopped to see the processions of the political parties, street play or a puppet show or a stunt performance.

2. How did Bama first come to know of the social discrimination faced by the people of her community?

She saw an elder carrying a small packet by its string without touching it. The elder went straight to the landlord. He bowed low and extended the packet towards him. The landlord opened it and started eating. She was amused to see the incident. On reaching home, she narrated the incident to her elder brother Annan. But her brother was not amused. He explained that the man was from a low caste and the landlord was from the upper caste. Everybody believed that they would be polluted if they were touched by the low caste people.

SHORT ANSWER QUESTIONS FOR PRACTICE (40-50 words)

1. How did Bama feel when Annan told her about 'Untouchability'?
2. Which words of her brother made a deep impression on Bama?
3. Why did Bama feel like laughing on seeing the way in which the elderly man was carrying a packet?
4. What advice did Annan give to Bama?
5. What was the elderly man carrying and for whom?
6. Why did Annan not feel amused when Bama told him about the elderly man?

LONG ANSWER QUESTIONS FOR PRACTICE (120-150)

1. Both Bama and Zitkala -Sa are victims of discrimination that is practised in the society. What kind of experience did both of them go through?
2. What oppression and discrimination did Bama experience during her childhood? How did she respond to her situations?
3. Zitkala-Sa and Bama are rebels. Discuss.

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