



# **KENDRIYA VIDYALAYA SANGATHAN BENGALURU REGION**

**STUDY MATERIAL 2024 - 25  
CLASS XII - ENGLISH CORE (301)**

## **OUR MENTORS**



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## MESSAGE FROM THE DEPUTY COMMISSIONER

Dear students and teachers !

It is a matter of great pride and delight that KVS Bengaluru Region is putting forward the Students' Support Material (SSM) for class XII subject English Core for the session 2024-25. I believe firmly that, the subject experts have left no stone untamed to enable our students to add on more to their quality of performance by deep rooting more towards accessing required understating in the subject. Certainly, use of this SSM will help students in empowering themselves as one of the tools and will lead in bringing success.

With devotion, dedication & persistent hard work the team of experts has crafted out this SSM meticulously to complement the classroom learning experience of the students as well as to cope up with the Competency Based Questions as per the new pattern of examinations aligned with NEP-2020 and NCFSE-2023. This SSM, being well-structured and presented in a manner which makes it to be comprehended easily, will definitely serve as a precious supplement for self-study of students.

I am pleased to place on record my appreciation and commendation for the commitment and dedication of the team comprising of the subject experts in carving out such a useful edition of Students' Support Material for the students.

Wishing all the best !

  
 (DHARMENDRA PATLE)  
 DEPUTY COMMISSIONER  
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**ENGLISH CORE CODE NO. 301 (CLASS – XII)  
2024-25**

**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)**

**Note: Section wise marks as per CBSE**

		Section	Marks
1	Theory (External Assessment)	Reading Skills	22
		Creative Writing Skills	18
		Literature Text Books and Supplementary Reading Text	40
		<b>Total</b>	<b>80</b>
2	Internal Assessment	Assessment of Listening and Speaking Skills	10
		Project Work	10
	<b>Grand Total</b>	<b>Grand Total</b>	<b>100</b>

## Prescribed Books

- **Flamingo:** English Reader

**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.

- **Vistas:** Supplementary Reader - 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

#### English Core XII

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

## 1. LITERARY / DISCURSIVE PASSAGE

### Passage 1 (Solved)

Read the passage thoroughly and answer the question that follow-

1. Mahesh Das or Raja Birbal, was a Hindu advisor in the court of the Mughal emperor, Akbar. Birbal was appointed by Akbar as a poet and singer in around 1560. He is mostly known in the Indian subcontinent for the folk tales which focus on his wit. In the local folk tales he is presented as a very clever person. These tales are popular in India. These tales involve him being smarter than or making fool of other courtiers and sometimes even Akbar, using only his intelligence and cunning. From the twentieth century onwards, plays, movies and books based on these folk tales were made. Some of these folk tales are in children's comics and school books.

2. Akbar-Birbal duo are very popular historical figures in India among Indian readers. Krishnadevaraya and Tenali Ramakrishna duo too is very familiar among Indians. Emperor Akbar was one of the greatest Mughal Emperors. During Emperor Akbar's Reign, there was a poor man in Agra. Who was thought to bring bad luck. People believed that if anyone looked at his face in the morning, they would have a bad day. "Get lost, you ugly fellow!" he would be called by one and all. "Hide your face before you kill someone with your Evil eye!" The emperor soon heard of this man's reputation and wanted to see him. The poor fellow, who had not harmed the single person in his life, was brought to Akbar. Akbar took a look at him and asked him to be brought back in the evening.

3. That particular day was an especially full and tiring day for the emperor and his courtiers. So many matters had to be attended to, that Akbar even forgot to eat. By the end of the day, the emperor was exhausted. To make matters worse, Akbar was informed that his favourite child, little prince Salim, had fallen ill. Then the emperor suddenly remembered that he had seen the face of the 'unlucky' man that morning. 'That was it. it was the man's entire fault', Akbar decided.

4. Akbar called his courtiers and told them that he was going to have the unlucky man executed. All of them agreed immediately. That is, all except Birbal. Instead, Birbal let-out a short laugh. "What's the matter, Birbal?" of the Angry Emperor. "You seem to find something funny!" "Nothing, Your Majesty," replied Birbal. "You say this man brings bad luck because you had to go without food ever since you saw him in the morning. Look at his luck. Yours was the first face he had seen sir today, and he has to die because of it." Akbar immediately realised his folly and rewarded Birbal for his wisdom.

1. Which of the following is/ are not true in the context of the passage? (1)

- (A) Akbar worried too much after meeting the poor man.
- (B) Akbar had his food with the poor man
- (C) Akbar decided to execute the poor man

A) Only A    B) Both B and C    C) All A, B and C    D) Only C

2. Which of the following is true in the context of the passage? (1)

- A. The poor man wanted to see the king.
- B. The poor man was well educated.
- C. The courtiers were sympathetic with the poor man.
- D. King Akbar wanted to see the so called unlucky- poor man.



3. What was Birbal's response when Akbar decided to execute the man believed to bring bad luck? (1)
- A. Birbal immediately agreed with Akbar's decision and supported the execution.
  - B. Birbal laughed and mocked Akbar for his belief, highlighting the irony in the situation.
  - C. Birbal remained silent and did not express any opinion regarding the execution.
  - D. Birbal tried to convince Akbar to postpone the execution and reconsider his decision.
4. Which of the following describes Birbal? (1)
- A. He was a famous merchant
  - B. He had lost his senses
  - C. He was very poor
  - D. He possessed good logical thinking
5. Why had the king not eaten his food? (1)
- A. He was very busy that day.
  - B. He had seen the face of the unlucky fellow.
  - C. He was upset that his son was not feeling well.
  - D. He had been invited by Birbal for lunch.
6. How did Birbal endeavour to elucidate to the emperor and the populace the irrationality of superstitions? Explain in about 40 words (2)
7. Why did the king decide to execute the poor man? (1)
- A. The poor man cursed the king and in fact he was very unlucky.
  - B. The king had had a very bad day after seeing him.
  - C. His attendants told him to do so.
  - D. The poor man brought a luck for everyone.
8. Birbal was awarded because (1)
- A. He was in agreement with the King's decision.
  - B. He made the king realise his mistake.
  - C. He brought the poor man to the king
  - D. He wanted to teach a lesson to the poor man.
9. Which of the following is/are correct about the poor man? (1)
- A) The allegation against the poor man was logical and scientific, based on rationality.
  - B) The incidents of misfortune attributed to the poor man were coincidental, with no direct correlation to his presence or actions.
- A. Only A
  - B. Only B
  - C. Neither A nor B
  - D. Both A and B
10. What does Akbar's reward for Birbal reveal about Akbar's personality and leadership approach? (2)

## ANSWER KEY

1. D
2. D
3. B
4. D
5. A
6. Birbal used cleverness to show the emperor and the people that superstitions don't make sense. He explained that blaming a harmless man for bad luck was silly, helping them see the foolishness of believing in superstitions. / Any other relevant answer
7. B
8. B
9. B
10. It reflects his humility and openness to diverse viewpoints, fostering an environment of intellectual exchange and growth. / Any other relevant answer

## PASSAGE 2 (SOLVED)

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

The intricate tapestry of human evolution is woven with the threads of two enigmatic species: the Neanderthals and Homo sapiens. Their coexistence, although separated by vast epochs of time, offers a glimpse into the diverse mosaic of our ancient past.

Neanderthals, denizens of the Pleistocene epoch, roamed the rugged landscapes of Europe and parts of Asia during the frigid grip of the last Ice Age. Their robust physiques, marked by pronounced brow ridges and powerful musculature, epitomized adaptation to harsh environments. Contrasting with their Homo sapiens counterparts, Neanderthals crafted tools from raw materials with a finesse that echoed their mastery of survival in the wild.

In stark contrast, Homo sapiens, emerging from the crucible of Africa's savannahs, heralded a new era of bravery, skill, and innovation. Their anatomically modern features, characterized by a high forehead and a pronounced chin, foreshadowed the dawn of civilization. Armed with a cognitive toolkit unmatched in the annals of prehistory, Homo sapiens forged ahead, fashioning intricate tools, fostering complex social structures, and leaving indelible marks on the canvas of human history.

Despite their disparate trajectories, Neanderthals, and Homo sapiens shared common ground. Both species possessed an innate curiosity that spurred technological innovation and artistic expression. Archaeological sites reveal a rich tapestry of symbolic artefacts, hinting at shared cultural practices and rituals that transcended geographical boundaries.

Yet, beneath the veneer of similarity lurked the spectre of difference. Neanderthals, with their brawny physique and stocky frame, thrived in the crucible of the Ice Age, a testament to their resilience in the face of adversity. Homo sapiens, conversely, embarked on a journey of exploration and expansion, traversing continents and conquering new frontiers with an insatiable thirst for knowledge and conquest.

The enigma of Neanderthal extinction, shrouded in the mists of time, continues to elude definitive explanation. Some scholars put forward the spectre of environmental pressures, while others point to the inexorable march of Homo sapiens, whose ascendancy spelled doom for their archaic cousins.

In the labyrinthine corridors of prehistory, Neanderthals and Homo sapiens stand as guardians of a bygone era whose echoes reverberate across the sands of time.

**Now based on your reading answer the following questions.**

1. Which of the following physical characteristics is characteristic of Neanderthals? (1)
  - a) High forehead
  - b) Pronounced chin
  - c) Robust physique
  - d) Large brain size
  
2. What is one significant cultural similarity between Neanderthals and Homo sapiens? (1)
  - a) Mastery of fire
  - b) Development of agriculture
  - c) Creation of art
  - d) Establishment of complex political systems
  
3. What evidence suggests cultural exchange between Neanderthals and Homo sapiens during prehistoric times?(answer in forty words) (2)
  
4. What are the primary hypotheses regarding the demise of the Neanderthals, and how do they differ in their explanations? (Answer in 40 words) (2)
  
5. Neanderthals were well-adapted to the rigors of the Ice Age, demonstrating remarkable \_\_\_\_\_ in the face of environmental challenges. (Answer in one word/phrase) (1)
  
6. How do Neanderthals and Homo sapiens differ in terms of their physical morphology and adaptation strategies? (Answer in 40 words) (2)
  
7. Where did both Neanderthals and Homo sapiens likely originate, according to the passage? (1)
  - a) Neanderthals originated in Europe, while Homo sapiens originated in Asia.
  - b) Both Neanderthals and Homo sapiens originated in Africa, but Neanderthals later migrated to Europe and parts of Asia.
  - c) Neanderthals originated in Africa, while Homo sapiens originated in Europe.
  - d) Neanderthals originated in Asia, while Homo sapiens originated in Africa.
  
8. The phrases "the mists of time" and "the labyrinthine corridors of prehistory" hint that our knowledge of ancient history\_\_\_\_\_ . (1)  
(Fill in the blank using a suitable phrase)
  
9. Which of the following terms best describes Homo sapiens' expansion across different continents?
  - a) Extermination
  - b) Colonization
  - c) Subjugation
  - d) Isolation (1)

**Answers**

1. c) Robust physique
2. c) Creation of art
3. Evidence of cultural exchange includes artefacts symbolising similar cultural practices and DNA evidence of interbreeding.

4. Hypotheses about Neanderthal extinction range from climate change to competition with Homo sapiens. (Environmental pressures and Ascendancy of homo Sapiens)
5. Resilience/ physical stamina (any relevant answer)
6. Neanderthals had robust physiques and adapted to harsh environments, while Homo sapiens had modern features and were more innovative.
7. b) Both Neanderthals and Homo sapiens originated in Africa, but Neanderthals later migrated to Europe and parts of Asia.
8. is obscure/ is mysterious /(or any relevant response)
9. b) Colonization

### **PASSAGE 3 (Unsolved)**

**Read the passage given below and answer the questions that follow.**

**(12 Marks)**

Since the inception of our nation post-independence, the trajectory of the Indian education system has undergone substantial evolution. Seventy-five years ago, at the dawn of independence, our literacy rate stood at a meagre 12%, a figure that has since soared to 74%. However, despite this remarkable improvement, a perplexing paradox persists: over 80% of our literate populace finds themselves unemployed or grappling with the quest for better opportunities. Moreover, more than 70% of engineering graduates opt for professions outside their field of study post-graduation. Despite India's abundance of mineral resources, employment prospects, and democratic prowess as the world's third-largest democracy, our progress seems to languish.

One significant disparity lies in the outcomes of different academic pursuits. For instance, the success rate of MBBS graduates stands at an impressive 89%, a testament to the efficacy of their educational journey. In contrast, the success rate of MBA or BBA graduates venturing into entrepreneurship hovers at a mere 10%, with 90% of start-ups faltering. A key differentiator here lies in the instructional faculty: MBBS students are groomed under the tutelage of experienced practitioners who impart practical wisdom alongside theoretical knowledge. Conversely, BBA and MBA students are often guided by academicians holding Ph.D.s but lacking real-world business acumen. Introducing lecturers with first hand entrepreneurial experience can catalyse a paradigm shift in nurturing entrepreneurial acumen among students.

In our educational curriculum, emphasis is disproportionately placed on rote memorization of historical dates and events, neglecting the development of practical skills crucial for real-world success. It is imperative to integrate mandatory sessions dedicated to entrepreneurship, digital literacy, and societal change, empowering students to monetize their passions effectively. Additionally, honing practical competencies like communication skills, Microsoft Excel proficiency, and presentation prowess from an early age is pivotal. While theoretical knowledge has its place, fostering a curriculum that prioritizes practical skill acquisition can cultivate a generation of astute thinkers poised to propel our nation forward.

In conclusion, recalibrating our educational strategies to prioritize practical knowledge alongside theoretical learning is paramount for equipping students with the competencies requisite for success in the contemporary landscape. By nurturing entrepreneurial spirit, fostering digital literacy, and instilling practical skills, we can harness the potential of our youth as catalysts for societal and economic progress.

**Now based on your reading answer the following questions.**

1. How does the paradox of rising literacy rates and high unemployment rates challenge traditional notions of educational success and societal progress? (Answer in forty words) [2]
2. How does the disparity in success rates between MBBS and BBA/MBA graduates underscore the need for reform in educational approaches? [1]
  - a) It highlights the inadequacy of traditional curriculum structures.
  - b) It emphasizes the importance of experiential learning.
  - c) It showcases the influence of societal perceptions on career choices.
  - d) It signifies the impact of government policies on employment opportunities.
3. What impact does the difference in instructional faculty between MBBS and BBA/MBA programs have on students' entrepreneurial aspirations and success? (Answer in forty words) [2]
4. How can the integration of practical skills like communication and digital literacy into the curriculum solve the disconnect between academic learning and real-world application? (Answer in forty words) [2]
5. It is imperative to integrate mandatory sessions dedicated to entrepreneurship, digital literacy, and societal change, in order to \_\_\_\_\_ [1]
6. What role does the emphasis on rote memorization in the curriculum play in hindering entrepreneurial ventures among graduates? [1]
  - a) It fosters creativity and innovation.
  - b) It encourages critical thinking and problem-solving.
  - c) It prioritizes theoretical knowledge over practical skills.
  - d) It facilitates adaptability and resilience.
7. Which of the following is not an outcome of practical sessions of entrepreneurship? [1]
  - a) It encourages critical thinking and problem-solving.
  - b) It facilitates mentorship opportunities with industry experts.
  - c) It provides hands-on experience in real-world business scenarios.
  - d) It enhances students' understanding of the history of commerce in our country.
8. According to the passage, what fundamental shift in educational paradigms is necessary to bridge the gap between academic learning and real-world application? [1]
  - a) Prioritizing experiential learning over theoretical instruction.
  - b) Fostering interdisciplinary approaches to curriculum design.
  - c) Encouraging lifelong learning and skill development.
  - d) Emphasizing the cultivation of a growth mindset and entrepreneurial spirit.

State whether the following statement is True or False according to the passage [1]

*A failed businessperson can be a better mentor of MBA/BBA students than a PhD holder in Business Management.*

#### **PASSAGE 4 (Unsolved)**

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

Indian cinema, affectionately known as "Bollywood," is a dynamic and colourful canvas that reflects India's cultural heritage. Spanning more than a century, the journey of Indian cinema is a testament to the nation's artistic prowess, social evolution, and global influence.

The roots of Indian cinema can be traced back to the Lumière Brothers' historic screening of moving pictures in Mumbai (then Bombay) in 1896. This landmark event laid the groundwork for the birth of

an industry that would capture the imagination of millions. Early silent films like Raja Harishchandra (1913) set the stage for a cinematic revolution, marking the dawn of a new era in Indian entertainment.

As Indian cinema flourished, it gave rise to vibrant regional film industries, each with its own distinct flavour and identity. From the soul-stirring dramas of Bengali cinema to the colourful extravaganzas of Tamil and Telugu cinema, India's diverse cultural landscape found expression on the silver screen. Filmmakers like Satyajit Ray, Guru Dutt, and Raj Kapoor pioneered new cinematic languages, blending artistry with social commentary to create timeless classics.

Bollywood emerged as the beating heart of Indian cinema, enchanting audiences with its captivating storytelling, foot-tapping music, and iconic dance sequences. Filmmakers like Yash Chopra, Karan Johar, and Sanjay Leela Bhansali crafted cinematic spectacles that transcended borders, earning India a permanent place on the global stage.

The advent of globalization and digital technology reshaped the landscape of Indian cinema, opening new avenues for creative expression and collaboration. Acclaimed directors like Mira Nair, Deepa Mehta, and Anurag Kashyap broke new ground with their bold and provocative narratives, challenging societal norms and sparking meaningful conversations.

In recent years, Indian cinema has undergone a renaissance, fuelled by a wave of independent filmmakers and fresh talent. Digital platforms and streaming services have democratized access to Indian films, empowering storytellers to reach audiences far and wide. Filmmakers like Greta Gerwig, Zoya Akhtar, and Taika Waititi have embraced the global stage, blurring the lines between cultures and redefining the language of cinema.

Today, Indian cinema stands as a testament to the nation's spirit of resilience, creativity, and unity in diversity. As it continues to evolve and adapt to changing times, Indian cinema remains a source of inspiration and pride for millions around the world, illuminating the human experience with its vivid colors and timeless stories.

In conclusion, Indian cinema is more than just entertainment; it is a reflection of India's past, present, and future—a celebration of its culture, heritage, and aspirations. Indian cinema holds the promise of even greater heights, inspiring generations to dream, explore, and create.

Now based your reading of the passage answer the following questions.

1. . The emergence of digital platforms has provided \_\_\_\_\_ for independent filmmakers to showcase their work. (Fill in the blank with a suitable word) [1]
2. Which filmmaker is renowned for challenging societal conventions through their cinematic expressions? [1]
  - a) Raj Kapoor
  - b) Satyajit Ray
  - c) Dadasaheb Phalke
  - d) Anurag Kashyap
3. How has the regional film industry contributed to challenging stereotypes and exploring diverse narratives in Indian cinema? (Answer in 40 words) [2]
4. Discuss the socio-cultural impact of iconic filmmakers like Satyajit Ray and Guru Dutt on shaping Indian cinema's artistic landscape. (Answer in 40 words) [2]

5. How has the digital revolution impacted the narrative structure and storytelling techniques in Indian cinema? [1]
  - a) Limited experimentation due to budget constraints
  - b) Increased reliance on traditional storytelling formulas
  - c) Exploration of non-linear narratives and unconventional storytelling
  - d) Decreased focus on character development and thematic depth
6. What distinguishes parallel cinema from mainstream Bollywood productions? [1]
  - a) Emphasis on commercial success
  - b) Exploration of socially relevant themes
  - c) Use of elaborate song-and-dance sequences
  - d) Focus on star-driven narratives
7. In what ways has the globalization of Indian cinema influenced cross-cultural storytelling and audience engagement? (Answer in 40 words) [2]
8. State whether the following statement is true or false. [1]
 

*Indian cinema's evolution has been solely driven by technological advancements, rather than artistic innovation and creative vision.*
9. One of the pivotal events in the late 19th century that laid the groundwork for the Indian film industry was \_\_\_\_\_ (Fill in the blank with a suitable phrase) [1]

### **PASSAGE 5 (UNSOLVED)**

Read the passage and answer the questions that follow-

1. Philosophy of Education is a label applied to the study of the purpose, process, nature and ideals of education. It can be considered a branch of both philosophy and education. Education can be defined as the teaching and learning of specific skills, and the imparting of knowledge, judgment and wisdom, and is something broader than the societal institution of education we often speak of.
2. Many educationalists consider it a weak and woolly field, too far removed from the practical applications of the real world to be useful. But philosophers dating back to Plato and the Ancient Greeks have given the area much thought and emphasis, and there is little doubt that their work has helped shape the practice of education over the millennia.
3. Plato is the earliest important educational thinker, and education is an essential element in "The Republic" (his most important work on philosophy and political theory, written around 360 B.C.). In it, he advocates some rather extreme methods: removing children from their mothers' care and raising them as wards of the state, and differentiating children suitable to the various castes, the highest receiving the most education, so that they could act as guardians of the city and care for the less able. He believed that education should be holistic, including facts, skills, physical discipline, music and art. Plato believed that talent and intelligence is not distributed genetically and thus is found in children born to all classes, although his proposed system of selective public education for an educated minority of the population does not really follow a democratic model.
4. Aristotle considered human nature, habit and reason to be equally important forces to be cultivated in education, the ultimate aim of which should be to produce good and virtuous citizens. He proposed that teachers lead their students systematically, and that repetition be used as a key tool to develop good habits, unlike Socrates' emphasis on questioning his listeners to bring out their own ideas. He emphasized the balancing of the theoretical and practical aspects of subjects taught, among

which he explicitly mentions reading, writing, mathematics, music, physical education, literature, history, and a wide range of sciences, as well as play, which he also considered important.

5. During the Medieval period, the idea of Perennialism was first formulated by St. Thomas Aquinas in his work "De Magistro". Perennialism holds that one should teach those things deemed to be of everlasting importance to all people everywhere, namely principles and reasoning, not just facts (which are apt to change over time), and that one should teach first about people, not machines or techniques. It was originally religious in nature, and it was only much later that a theory of secular perennialism developed.
6. During the Renaissance, the French skeptic Michel de Montaigne (1533 - 1592) was one of the first to critically look at education. Unusually for his time, Montaigne was willing to question the conventional wisdom of the period, calling into question the whole edifice of the educational system, and the implicit assumption that university-educated philosophers were necessarily wiser than uneducated farm workers, for example.

**Now based on your reading, answer the following questions**

- i. Philosophy of Education is a branch of both – (1)
  - a. Psychology and Education
  - b. Philosophy and Education
  - c. Psychology and Teaching
  - d. None of the above
- ii. What is the difference between the approaches of Socrates and Aristotle? (1)
  - a. Aristotle felt the need for repetition to develop good habits in students; Socrates felt that students need to be constantly questioned
  - b. Aristotle felt the need for rote-learning; Socrates emphasized on dialogic learning
  - c. There was no difference
  - d. Aristotle emphasized on the importance of paying attention to human nature; Socrates emphasized upon science
- iii. Why do educationists consider philosophy a 'weak and woolly' field? (1)
  - a. It is not practically applicable
  - b. Its theoretical concepts are easily understood
  - c. It is irrelevant for education
  - d. None of the above
- iv. What do you understand by the term 'Perennialism', in the context of the given comprehension passage? (1)
  - a. It refers to something which is of ceaseless importance
  - b. It refers to something which is quite unnecessary
  - c. It refers to something which is abstract and theoretical
  - d. It refers to something which existed in the past and no longer exists now
- v. Who is the author of 'The Republic'? What does he promote? Answer in about forty words (2)
- vi. 'The Republic' is an important work on (1)
  - a. Philosophy
  - b. Political Theory
  - c. Education



- d. both a and b above
- viii. Were Plato's beliefs about education democratic? (1)
- He believed that only the rich have the right to acquire education
  - Yes, Plato's beliefs were democratic but not his suggested practices
  - He believed that only a select few are meant to attend schools
  - He believed that all pupils are not talented
- viii. According to Aristotle ultimate aim of education is (1)
- Produce virtuous citizens
  - Produce intelligent citizens
  - Produce good citizens
  - both a and c above
- ix. Write two striking features of theory formulated by Thomas Aquinas. Answer in forty words. (2)
- x. Choose the word which is most nearly the same in meaning as the word given in bold 'Explicitly' (Para 4) (1)
- uncertain
  - precisely and clearly
  - indefinitely
  - questionable

### **PASSAGE 6 (UNSOLVED)**

Read the passage and answer the questions that follow-

- Born in the first decade of the 12<sup>th</sup> century A.D., Basavanna was a great saint, a true visionary and a revolutionary, who gave a universal religion to the mankind. He was born at Bagevadi near modern Vijayapura in Karnataka. He created tremendous awareness among the people by declaring, "None is high or low just by birth. Greatness can be acquired only through personality and pursuit of principles. He is the most influential personality in Karnataka. His influence is very much felt in South Maharashtra, Telangana, A.P and Tamilnadu. It is not an exaggeration to say that his life struggle was for the realization of social, educational and religious equality and rights of the people. He said that no one should be deprived of one's fundamental rights due to discrimination in the name of caste, status, occupation or anything else. He declared religious sanctification as one such fundamental right.
- Basavanna, keeping welfare as the ultimate aim, decided to start a revolution relying upon devotion as a main instrument. By preaching and writing religious literature in simple Kannada, he inspired and facilitated the people to sing their soul elevating experiences and realizations in the language of the soil. As a result of Basavanna's sustained efforts, the spiritual stream which flowed in the form of VACHANAS. It was an amazing moment even in the world history that men and women from all strata of society started writing vachanas (simple poetry without metre or rhyme scheme). We may note that even in 19<sup>th</sup> century woman writers were writing in pseudonyms in western countries.
- Many writers were even from washer man, drum-beater, stone-cutter, weaver, cobbler community. They were sharanas after getting samskara. Sharanas formed a socio-religious parliament called 'ANUBHAVA MANTAPA' where they discussed matters related to the new religious order, equality, women rights etc., aimed at the creation of a casteless society wherein everybody could pursue his or her own path leading to self-realization. Even women started wearing istalinga as a sign of equality. Basavanna's rational way of thinking is a model even to this 21<sup>st</sup> century. The world might not have

seen such a great thinker after Buddha. Basavanna staunchly believed in a caste-less society where each individual had equal opportunity to rise up in life. Anubhava Mantapa– an academy of mystics, saints and philosophers of the Lingayata faith and acted as the fountainhead of thoughts on common human values and ethics. Presided over another great mystic Allama Prabhu, the AnubHana Mantapa also had numerous Sharanas – people from the lower strata of society – as participants.

4. Basavanna gave rise to a system of ethics and education at once simple and exalted. But the spirit soon disappeared after the inter cast marriage that Basava facilitated came to an abrupt end when the couple were punished for the same by the King, Bijjala. It is one of the greatest steps taken by any reformer in the history of India.

- (i) The writings of Basavanna and his followers are called \_\_\_\_\_ (1)
- (ii) Go through the statements and choose the correct answer based on the statements (1)
  - 1. Basavanna was against the progressive thoughts
  - 2. Basavanna fought for a casteless society
    - A. Both the statements are true
    - B. Only Statement 1 is true
    - C. Only Statement 2 is true
    - D. Both the statements are false
- (iii) Write any two striking features of Anubhava Mantapa. Answer in about 40 words (2)
- (iv) Find a word which means ‘ENABLED’ from the paragraph-2 (1)
- (v) How do you see social justice was very much established in the court of Basavanna? (2)
- (vi) Find a word which means- ‘False name’ (Paragraph-2) (1)
- (vii) ‘We may note that even in 19<sup>th</sup> century woman writers were writing in pseudonyms in western countries.’  
By this we can conclude in connection with the passage- (1)
  - A. The Western writers are greater than Indian writers
  - B. The Western women writers were at par with men writers
  - C. The woman-writers at Basavanna’s time had great respect and position
  - D. The woman-writers of Basavanna’s time were inferior to women writers in Europe
- (viii) Basavanna gave importance to eradicate poverty among upper and lower class people. Mention whether the statement is TRUE/FALSE (1)
- (ix) Wearing \_\_\_\_\_ was a sign of equality of gender in 12<sup>th</sup> century. (1)
- (x) What incident led to an end of the married life of a couple as mentioned in the passage? (1)

## 2. CASE BASED FACTUAL PASSAGES

### Passage 1 (solved)

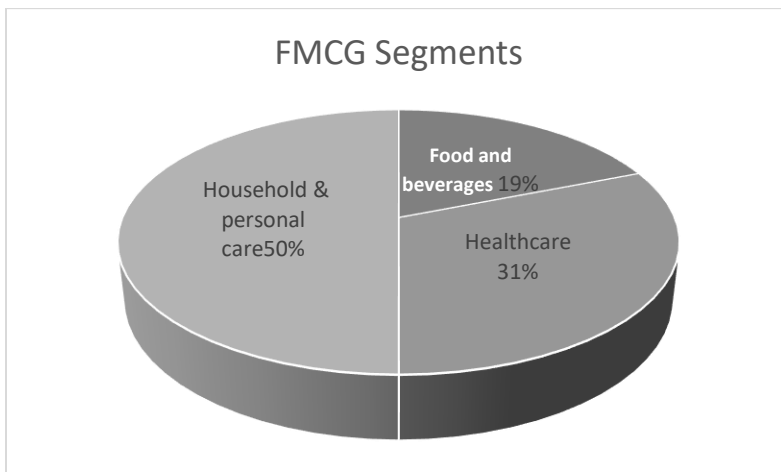
#### 1. Read the passage given below:

1. Fast-Moving Consumer Goods (FMCG) are products that sell quickly at relatively low cost. FMCG is the fourth-largest sector in the Indian economy. There are three main segments in the sector food and beverages, which accounts for 19% of the sector; healthcare, which accounts for 31% of the share; and household and personal care, which accounts for the remaining 50% share. The urban segment contributes to about 55% of the revenue share, while the rural segment accounts for 45%. Rise in rural consumption will drive the FMCG market. The Indian processed food market is projected to expand to US\$ 470 billion by 2025, up from US\$ 263 billion in 2019- 20.

2. The Indian FMCG industry grew by 16% in 2021, a 9-year high, despite nationwide lockdowns, supported by consumption-led growth and value expansion from higher product prices, particularly for staples. Real household spending is projected to increase 9·1% after 2021, after a decrease of 9·3% in 2020 due to the economic impact of the pandemic. Price increase across product categories will offset the impact of rising raw material prices, along with volume growth and resurgence of demand for discretionary items.

3. The FMCG sector has received good investments and support from the Government in the recent past. The sector witnessed healthy FDI inflows from April 2000- March 2022. Furthermore, as per the Union Budget 2022- 23, a substantial amount has been allocated to the Department of Consumer Affairs, an increased amount has been allocated to the Department of Food and Public Distribution. In 2021 -22, the Government approved Production-Linked Incentive Scheme for Food Processing Industry (PLISFPI) with an outlay of a larger amount to help Indian brands of food products in the international markets.

4. The Government's Production-Linked Incentive (PLI) Scheme gives companies a major opportunity to boost exports. The future outlook of the FMCG rural sector looks on track now. Rural consumption has increased, led by a combination of increasing income and higher aspiration levels. There is an increased demand for branded products in rural India. The growth of organised sector in FMCG is expected to rise with an increased level of brand consciousness, augmented by the growth in modern retail. (CBSE SET 1 DELHI 2023)



**Based on your understanding of the passage, answer the questions given below:** (10 x 1=10)

**(i) Does the following statement agree with the information given in para 1?**

Food and beverages segment dominates the Global FMCG market and is expected to retain its dominance.

Select from the following:

- I. The statement agrees with the information
- II. The statement contradicts the information
- III. There is no information on this
- IV. The statement neither agrees nor disagrees with the information

**(ii) What do you think gives opportunities to boost exports?**

**(iii) Select the option that displays the most likely reason for FMCG rural sector being on track.**

- (a) FMCG sector has been unable to get investments from the Government.
- (b) PLI schemes do not reach the rural sector.
- (c) Gross Merchandise Value (GMV) of the online grocery segment in India is expected to double in the next five years.
- (d) There is a desire to buy branded products in the villages too.

**(iv) Complete the sentence based on the following statement:**

The Indian FMCG industry grew by 16% in 2021, a 9-year high, despite nationwide lockdowns because \_\_\_\_\_.

**(v) From the given pie chart, which segment of FMCG accounts for the maximum percentage of the sector?**

**(vi) Complete the given sentence by selecting the most appropriate option:**

The combination of increasing income and higher aspiration levels in the rural areas has led to .

- (a) the Government taking a direct interest
- (b) the demand for branded products
- (c) price increases across product categories
- (d) the fall of supply in urban areas

**(vii) How is the Government trying to help Indian brands of food products in the international markets?**

**(viii) Complete the given sentence by selecting the most appropriate option:**

The concluding paragraph of the passage makes a clear case \_\_\_\_\_.

- (a) that the rural people also want branded products
- (b) that the FMCG industry will not focus on brand consciousness
- (c) for the role of data analytics in the FMCG industry
- (d) for the Government role by providing incentives

**(ix) What will be the impact of increased level of brand consciousness?**

**(x) Based on the reading of the passage, rewrite the sentence correctly.**

The urban segment contributes to about 45% of the revenue share, while the rural segment accounts for 55%.

**ANSWERS:**

<b>Q.2.</b>	<b>Based on your understanding of the passage, answer the questions given below:</b>	10 x 1= 10 marks
Ans.(i)	II. The statement contradicts the information	1
Ans.(ii)	PLI scheme	1
Ans.(iii)	(d) There is a desire to buy branded products in the villages too.	1
Ans.(iv)	it was supported by consumption led growth and value expansion from	1

	higher product prices.	
Ans.(v)	household and personal care	1
Ans.(vi)	(b) the demand for branded products	1
Ans.(vii)	by giving PLI scheme	1
Ans.(viii)	(a) that the rural people also want branded products	1
Ans.(ix)	the growth of organized sector in FMCG	1
Ans. (x)	urban segment 55% , rural segment 45%.	½ + ½

### Passage 2 (Solved)

Read the following text.

(1) In recent years, there has been a surge in both group and solo travel among young adults in India. A survey conducted among young adults aged 18-25 aimed to explore the reasons behind their travel preferences and recorded the percentage variation for 10 common points that influence travel choices.

(2) Among those who prefer solo travel, the most common reason cited was the desire for independence and freedom (58%), followed closely by the opportunity for introspection and self-discovery (52%). Additionally, solo travellers appreciated the ability to customize their itinerary to their preferences (44%) and the chance to meet new people on their own terms (36%).

(3) On the other hand, those who prefer group travel often cited the desire for socializing and making new friends (61%) as their primary reason. Group travel also provided a sense of security and safety in unfamiliar places (52%) and allowed for shared experiences and memories with others (48%). Additionally, group travellers enjoyed the convenience of having pre-planned itineraries and organized transportation (38%).

(4) Interestingly, both groups had similar levels of interest in exploring new cultures and trying new experiences (40% for solo travellers, 36% for group travellers). Similarly, both groups valued the opportunity to relax and escape from the stresses of everyday life (36% for solo travellers, 32% for group travellers).

(5) However, there were also some notable differences between the two groups. For example, solo travellers placed a higher priority on budget-friendly travel options (38%) compared to group travellers (24%). Conversely, group travellers were more likely to prioritize luxury and comfort during their travels (28%) compared to solo travellers (12%).

(6) Overall, the survey results suggest that both group and solo travel have their own unique advantages and appeal to different individuals, based on their preferences and priorities.

*(Courtesy: Shaala.com)*

**Answer the following questions, based on the given passage.**

(i) Infer two possible ways that the survey, mentioned in paragraph (1) could be beneficial. Answer in about 40 words. [2]

(ii) Which travel choice point of the survey would influence tour operators to incorporate group dinners, social events, and shared accommodations in their itinerary? [1]

- A. Freedom to customise itinerary
- B. Luxury and comfort
- C. Security and safety
- D. Desire for making new friends

(iii) What do the top choices in the survey, for traveling solo and in a group suggest about young adults? [1]

(iv) Based on the information provided in para 5, identify the solo traveller from the following three travellers: [1]

- (a) Reshma- I don't want to keep hunting for rickshaws or taxis. A pre-booked vehicle is perfect.
- (b) Nawaz-I'm happy sharing a room in a hostel. I don't need hotel accommodation.
- (c) Deepak-I'm not worried about my well-being, even while exploring remote areas.

(v) Which of the following is an example of an opportunity for self-discovery, as mentioned in paragraph 2? [1]

- A. Trying new cuisine
- B. Hiring a tour guide
- C. Purchasing local artefacts
- D. Advance booking travel tickets

(vi) How might the differences in budget priorities between solo and group travellers impact the types of accommodations and activities offered by the travel industry in India? [2]

(vii) Complete the sentence appropriately. The similarities in the percentage of both solo and group travellers who are interested in exploring new cultures and trying new experiences may be due to ..... [1]

(viii) State TRUE or FALSE. The title, "Wanderlust: The Solo Travel Trend Among Young Adults in India", is appropriate for this passage. [1]

Marking Scheme: 10 Marks

Q.No.	Value Points	Marks
(i)	<p>Some possible ways: (Any 2/ relevant)</p> <ul style="list-style-type: none"> <li>▪ Help travel companies to tailor their services to meet the expectations of young adult travellers, leading to increased customer satisfaction and loyalty.</li> <li>▪ Provide insights for the development of new travel packages and itineraries that cater to the specific needs and interests of young adult travellers.</li> <li>▪ Enable the tourism industry to better understand the changing preferences and behaviours of young adult travellers, which can inform future marketing and promotional strategies</li> </ul>	2 Marks

	<ul style="list-style-type: none"> <li>▪ Can help policymakers and tourism boards to identify key trends and areas of growth in the tourism sector, and plan accordingly.</li> <li>▪ Allow researchers to gain a better understanding of the motivations and travel behaviours of young adults, which can inform academic studies and literature in the field.</li> <li>▪ Can provide a benchmark for comparison with similar studies conducted in different regions or countries, helping to identify crosscultural differences in travel preferences</li> <li>▪ Help young adults themselves to gain a better understanding of their own travel preferences and motivations, and make more informed travel decisions in the future.</li> <li>▪ Can highlight the importance of certain factors in the decisionmaking process for young adult travellers, such as budget, safety, and cultural exploration, which can inform discussions and debates around the future of the tourism industry.</li> </ul>	
(ii)	D. Desire for making new friends	1 Mark
(iii)	The top choices in the survey, for traveling solo and in a group suggest that young adult travellers value independence and freedom when traveling alone and when traveling in a group, they value socializing and making new friends.	1 Mark
(iv)	(b) Nawaz [solo traveller-budget friendly	1 Mark
(v)	A. trying new cuisine [ It allows an individual to explore new flavours and ingredients that they may not have been exposed to before, thus helping them discover more about themselves by way of likes/ dislikes]	1 Mark
(vi)	To cater to budget-conscious solo travellers, the industry may need to provide more affordable accommodation options such as hostels and budget hotels <ul style="list-style-type: none"> <li>▪ For group travellers, the industry may need to focus on offering more luxury accommodations and experiences that cater to their desire for comfort and convenience.</li> </ul>	2 Marks
(vii)	(Any one) <ul style="list-style-type: none"> <li>▪ a shared desire for adventure</li> <li>▪ a willingness to step outside of their comfort zones.</li> <li>▪ the fact that that young adults in India are becoming more interested in cultural exchange and global understanding</li> </ul>	1 Mark
(viii)	FALSE [The passage is not about solo travel trend but more of solo vs group travel debate among young adults in India]	1 Mark

### Passage 3 (Unsolved)

**Read the passage given below:**

(1) News – If you can't remember the last time, you saw a teenager reading a book, newspaper or magazine, you're not alone. In recent years, less than 20 percent of teens report reading a book, magazine or newspaper daily for pleasure. More than 80 percent say they use social media every day, according to research published by the World Psychological Association.

(2) “Compared with previous generations, teens in the 2010s spent more time online and less time with traditional media, such as books, magazines and television,” said lead author of the book Y-Gen and professor of psychology at ABC University. “Time on digital media has displaced time once spent enjoying a book or watching TV.”

(3) Swaner and her colleagues analyzed data concluded from an ongoing study of a nationally representative sample of approximately 50,000 eighth, tenth and twelfth grade students annually. They looked at survey results from 1976 to 2016, representing more than 1 million teenagers. While the study started with only twelfth-graders in the 1970s, eighth- and tenth-graders were added in 1991.

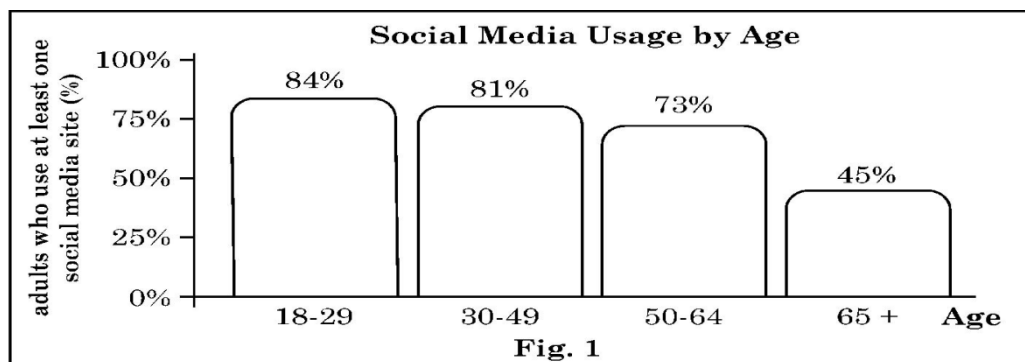
(4) Use of digital media increased substantially from 2006 to 2016. Among twelfth-graders, internet use during leisure time doubled from one to two hours per day during that period. It also increased 75 percent for tenth-graders and 68 percent for eighth-graders.

(5) “In the mid-2010s, the average twelfth-grader reported spending approximately two hours a day texting, just over two hours a day on the internet – which included gaming – and just under two hours a day on social media,” said Swaner. That’s a total of about six hours per day on just three digital media activities during their leisure time.”

(6) In comparison, tenth-graders reported a total of five hours per day and eighth-graders reported four hours per day on those three digital activities. Consequently, the spent time in the digital world is seriously degrading the time they spend on more traditional media such as print book and newspapers.

(7) The decline in reading print media was especially steep. In the early 1990s, 33 percent of tenth-graders said they read a newspaper almost every day. By 2016, that number was only 2 percent. In the late 1970s, 60 percent of twelfth-graders said they read a book or a magazine almost every day; by 2016, only 16 percent did. Twelfth-graders also reported reading fewer books each year in 2016 compared to how much they read in 1976, and approximately one-third did not read a book (including e-books) for pleasure in the year prior to the 2016 survey.

(8) There’s no lack of intelligence among young people. However due to over dependence on digital media they find it difficult to focus for long periods of time and to read long-form text. Subsequently they find it challenging to understand complex issues and develop critical thinking skills.



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

**(10 x1 =10)**

**(i) Does the following statement agree with the information given in paragraph 1?**

The writer believes that very few teens indulge in reading as a pleasurable activity.

**Select from the following:**

- a. The statement agrees with the information.
- b. The statement contradicts the information.
- c. There is no information on this.



**(ii) Select the option that displays the most likely reason for this research.**

In order to find out .....

- (a) reading choices of teenagers.
- (b) digital competency of teenagers.
- (c) speed of reading text.
- (d) the decline of time spent on traditional media.

**(iii) Complete the statement based on the following statement:**

**Traditional media has been replaced by digital media, we can say this because \_\_\_\_\_.**

**(iv) Do you think that the researchers of study added tenth and eighth graders to the survey deliberately?**

Support your answer with reference to the text.

**(v) Complete the given sentence by selecting the most appropriate option:**

The concluding sentence of the text makes a clear case for  
by listing it as a core competency for analysis and application.

- (a) following social media
- (b) reading long texts
- (c) building focus and concentration
- (d) developing constructive habits

**(vi) Complete the given sentence by selecting the most appropriate option:**

The digital activities that the twelfth-graders indulge in are \_\_\_\_\_.

- (a) texting, gaming, television
- (b) texting, gaming, social media
- (c) newspaper, books, magazine
- (d) television, books, gaming

**(vii) Complete the sentence appropriately with one/two words:**

Teens today hardly read print media for \_\_\_\_\_.

**(viii) Based on the reading of the text, state a point to challenge the given statement:**

“Time on digital media has displaced time once spent enjoying a book or watching T.V.”

**(ix) What does the author mean by ‘degrading the time’ in para 6?**

- (a) Spending less time
- (b) waste of time
- (c) Consuming more time
- (d) saving time

**(x) As per Fig. 1, the percentage of people above 50 yrs is \_\_\_\_\_ the percentage of teenagers using social media.**

- (a) greater than
- (b) less than
- (c) equal to
- (d) negligible to

**Passage 4 (unsolved)**

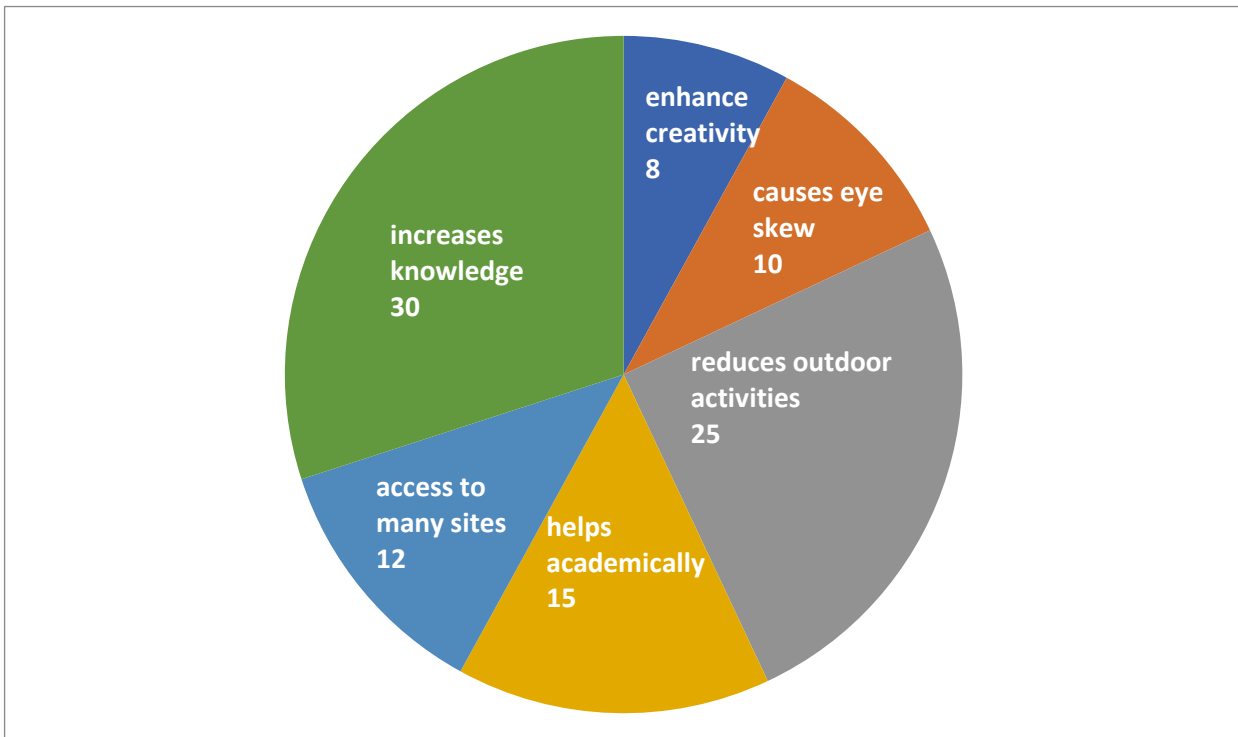
**Read the passage carefully and answer the following questions.**

(1) Technology has advanced tremendously and has taken control of our daily lives. Every household has at least one television set, a laptop or desktop. It is not an uncommon sight to see kids playing with smartphones or tablets nowadays. We cannot deny how much technology has helped us, but are we exposing ourselves and our children to too much of it?

(2) There has been much research and plenty of debate among educators, policy-makers, paediatricians and parents on the benefits and disadvantages of technology over the years. The kids are able to talk to friends and family who are far away. They enhance your child’s curiosity and encourage him to explore from the safety of your home. Pushing keys and using the mouse help in fine-tuning your child’s fine motor skills, which enhances their eye-hand coordination. Studies carried out by independent researchers have found that the use of technologies could support home learning.

(3) However, technological interactivity can never replace human interaction as current technology cannot replace the human element of interaction between parent and child. The technology may affect pre-schoolers’ developing cognitive and social skills. The extensive use of tablet computers does not encourage innovative learning. It also increases aggressive responses from playing violent video games. As mentally stimulating as they are, technological devices do not promote physical stimulation as much as physical activity.

(4) The responses received from parents and teachers during the survey conducted have been depicted in the form of a pie diagram.



1. What do kids play on nowadays?
  - (A) Television
  - (B) Smartphone
  - (C) Laptop
  - (D) All of these
2. What is the most important question faced by the parents and teachers today?
  - (A) Has technology helped us?
  - (B) Has technology advanced tremendously?
  - (C) Are we over exposing our kids to the technology?
  - (D) Do we need to conduct a research on pros and cons of technology?
3. Who among these have participated in the debate on advantages and disadvantages of technology for kids?
  - (A) Kids
  - (B) Computer vendors
  - (C) Smartphone dealers
  - (D) Pediatricians
4. Which of these helps in fine tuning the motor skills of the child?
  - (A) Pushing keys
  - (B) Using mouse
  - (C) Both (A) and (B)
  - (D) Neither (A) nor (B)
5. What was the status of the researchers conducting the studies?
  - (A) Politically motivated
  - (B) Education policy makers
  - (C) Independent
  - (D) Computer manufacturers
6. Which of these statements is correct?
  - (A) Technological interactivity can never replace human intervention.
  - (B) Technological interactivity can surely replace human intervention.
  - (C) Technological interactivity is better than human intervention.
  - (D) Technological interactivity is miles ahead of human intervention.
7. Which of these skills of pre-schoolers can be hampered by over exposure to technology?
  - (A) Physiological
  - (B) Cognitive
  - (C) Physical
  - (D) Emotional
8. Which is the least selected response from the following?
  - (A) Access to many sites
  - (B) Cause eye skew
  - (C) Increases knowledge
  - (D) Reduces outdoor activity
9. '... current technology cannot replace the human element of interaction between parent and child.'  
What is the author mean by saying these words?

(Courtesy: selfstudy.com)

## Passage 6 (unsolved)

### 3 Read the passage given below and answer the questions that follow.

1. The Hum is a generic name for a series of a phenomenon involving a persistent and invasive low frequency humming noise not audible to all people. Hums have been reported in various geographical locations. In some cases, a source has been located. A well – known case was reported in Taos, New Mexico, and thus the Hum is sometimes called the Taos Hum. Hums have been reported all over the world, especially in Europe. A Hum on the Big Island of Hawaii, typically related to volcanic action, is heard in locations dozens of kilometres apart. The local Hawaiians also say the Hum is most often heard by men. Typically, the Hum is difficult to detect with microphones, and its source is hard to localize.

2. The Hum is sometimes prefixed with the name of a locality where the phenomenon has been particularly publicized: for example, the ‘Bristol Hum’ or the ‘Taos Hum’.

3. The essential element that defines the Hum is what is perceived as a persistent low – frequency sound, often described as being comparable to that of a distant diesel engine idling, or to some similar low pitched sound for which obvious sources (for example, household appliances, traffic noise, etc.) have been ruled out.

4. Some people hear the Hum continuously, but others hear it only during certain periods. For some people, the perceived Hum can represent a faint sound and a mild annoyance while for others who notice the Hum’s sound or its vibrations more intensely, it can be a nuisance that can seriously interfere with daily activities. Common consequences include lack of sleep. Such cases have given rise to the expression ‘Hum sufferers’.

5. It is during the 1990s that the Hum phenomenon began to be reported in North America and to be known to the American public, when a study by the University of New Mexico and the complaints from many citizens living near the town of Taos, New Mexico, caught the attention of the media. However, in the 1970s and 1980s, a similar phenomenon had been the object of complaints from citizens, media reports, and of studies, mostly in the United Kingdom, and also in other countries such as New Zealand. The Taos Hum was featured on the television show, Unsolved Mysteries, where recorded footage of the Hum was aired for the benefit of the viewers. On 15 November 2006, Dr. Tom Moir of the University of Massey, New Zealand, made a recording of the Auckland Hum and published it on the University’s website. The captured Hum’s power spectral density peaks at a frequency of 56 Hertz.

6. It is difficult to tell if the Hum reported in those earlier cases and the Hum that began to be increasingly reported in North America in the 1990s should be considered identical or of different natures. During the last decade, the Hum phenomenon has been reported in many other cities and regions in North America and Europe and in some other regions of the world.

7. In the case of Kokomo, Indiana, a city with heavy industries, the source of the Hum was thought to have been traced to two sources. The first was a pair of fans in a cooling tower at the local Daimler Chrysler casting plant emitting a 36 Hertz tone. The second was an air compressor intake at the Haynes International plant emitting a 10 Hertz tone.

key Points	Analysis
The Hum is heard worldwide in different places.	The low-pitched noise, like far-off engines, is heard in many areas.
It bothers some people a lot, others less so.	Some hear it all the time, others only sometimes. It can be a big problem for some, just a small annoyance for others.
We're not sure if all cases are the same.	It's unclear if the noise experienced in the past is the same as what's happening now, especially in different countries.
Sometimes, we know where it's coming from.	In some places, like where factories are, we've figured out that machines are making the noise.

(Courtesy: Learn Cram)

1. Based on the table given above state whether the following statement is true or false. [1]  
*Hums can be caused by both man made and natural reasons.*
2. What were the two characteristics of a Hum? [1]
3. What is the cause behind the Hum on the Big Island of Hawaii? [1]
4. What are the adverse effects of the Hum? [1]
- 5 What is the source of the Hum phenomenon in the case of Kokomo, Indiana, as per the passage? [1]
  - i) Traffic noise
  - ii) Household appliances
  - iii) Industrial activities emitting specific frequencies
  - iv) Natural volcanic action
6. The word ....., in paragraph 4, is the opposite of the word 'pleasure' . [1]
  - i) bliss
  - ii) delight
  - iii) Annoyance
7. How did the people come to know about the Auckland Hum? Answer in forty words. [2]
8. Find words in the passage which convey the same meaning as the following: [2]
  - (a) extremely (para 4)
  - (b) found or discovered through investigation (para 7)

**SECTION - B CREATIVE WRITING SKILLS**

**SHORT COMPOSITIONS**

**NOTICE WRITING**

**Word Limit- 50 words**

Marks allotted- 4 marks

Marking Scheme- Format: 1 / Content: 2 / Accuracy of Spelling and Grammar: 1

A Notice is a written or a printed information or news announcement. Notices are either displayed at prominent places or published in newspapers/magazines. It is meant only for a selected group. Since a notice contains a formal announcement or information, its tone and style are formal and factual. Its language should be simple and formal. A notice is always brief and to the point.

**Value Points**

- Write a notice in a **BOX**
- Include all the field enumerated below
  - \* **NAME OF THE INSTITUTION**
  - \* **The word NOTICE (as title)**
  - \* **DATE:**
  - \* **HEADING**
  - \* **CONTENT:**
    - a. Who is organizing?
    - b. What is being organized and purpose
    - c. Date, Time of event
    - d. Place of the event
    - e. Additional information
    - f. Person to contact
- **SIGNATURE AND NAME**
- **(DESIGNATION)**

NAME OF THE INSTITUTION	
NOTICE	
9 <sup>th</sup> April 2024	HEADING
Content	a. Who is organizing? b. What is being organized and purpose c. Date, Time of event d. Place of the event e. Additional Information f. Person to contact
Name and Signature	}
(Designation)	

**Sample Questions**

Q.1 You are Kumar/Ankita, Secretary, West End Cooperative Group Housing Society, Century Eden. Write a notice in not more than 50 words, requesting the members to attend a meeting of the society to discuss the problem of irregular supply of drinking water to the residents.

WEST END COOPERATIVE GROUP HOUSING SOCIETY

NOTICE

19<sup>th</sup> September 2024

SUPPLY OF DRINKING WATER

All the residents are hereby informed that a society meeting will be held to address the problem of irregular supply of drinking water in the society for the past two months.

Venue: Clubhouse

Date: 20<sup>th</sup> September 2024

Time: 10:00a.m

Attendance of all the residents is mandatory and active participation along with valuable suggestions are anticipated for the same. For more information contact the undersigned.

Kumar/Ankita

[KUMAR/ANKITA]

(Secretary)

2. As a part of its silver jubilee celebrations, the Allanhalli Government school has decided to honour the meritorious old students who are now holding important positions in life. As a Head Boy/Girl, draft a notice in about 50 words inviting students of classes IX and XII to attend the function in the school hall.

ALANAHALLI GOVERNMENT SCHOOL

NOTICE

7<sup>th</sup> October 2024

SILVER JUBILEE CELEBRATIONS

Alanahalli Government School is celebrating its Silver Jubilee on 10<sup>th</sup> Oct 2024 in the school auditorium from 10am to 12 noon and has decided to honour the meritorious and prominent alumni who have made the school proud. All students of classes IX to XII are invited to attend the function. No movement is permitted during the event. All present will be given a hamper with snacks and juice during the event sponsored by the alumni. For further information contact the undersigned.

abc

[ABC]

(Head Boy/Head Girl)

### Questions for practice

1. A three day 'Kids Carnival' has been slated for the month of May 20XX by the AnubHana Decathlon, Benagaluru in collaboration with 'Get Out and Play'. As the Sales Executive of Decathlon, write a notice in not more than 50 words informing the customers about the programme. Include any other details you think is necessary.

\* **Correct format**

\* **Drawing attention- customers (specific age group)**

\* **Mentioning the event**

\* **Giving details- date, timing, venue, types of games, duration**

\* **Inviting Registration forms**

2. JNV, Mathura is hosting an inter-school drawing and painting competition as a part of the celebration of Parakaram Diwas, the birth anniversary of Netaji Subash Chandra Bose. As the CCA in-charge of the school, draft a notice to invite participants from the CBSE schools located in your district. Give necessary details.

\* **Correct format**

\* **Drawing attention- students (class IX-XII)**

\* **Mention Themes**

\* **Giving details- date, timing, venue, duration**

\* **Inviting Registration forms**

3. Venezia Charity Community has planned to conduct a drive to collect old and preloved books and magazines. As the director of the charity community, draft a notice in not more than 50 words to inform the residents of your Housing Society about the date and area of collection. Furnish necessary details also.

\* **Correct format**

\* **Drawing attention- residents of XYZ Housing Society**

\* **Mention articles to be collected**

\* **Giving details- date, timing, area of collection**

\* **Specific instructions**

4. An awareness programme will be conducted for the senior citizens and single ladies by the Local Police as a part of the observance of Safety Week. As the president of RWA of Pristine Meadows, draft a notice for the target group giving details of the awareness programme.

\* **Correct format**



**\* Drawing attention- residents (senior citizens and single ladies)**

**\* Mention purpose**

**\* Giving details- date, timing, venue, duration**

5. 'Mentoring Gurus Pvt.Ltd.' is organizing a career and guidance workshop at Model Public School, Patiala, for the students of classes IX to XII. As the Academic Co-ordinator of your school, draft a notice for the target group giving necessary details of the workshop.

**\* Correct format**

**\* Drawing attention- students (class IX-XII)**

**\* Giving details- date, timing, venue, duration, registration fee**

**\* Inviting Registration forms**

\*\*\*\*\*

## INVITATIONS AND REPLIES

**Word Limit- 50 words**

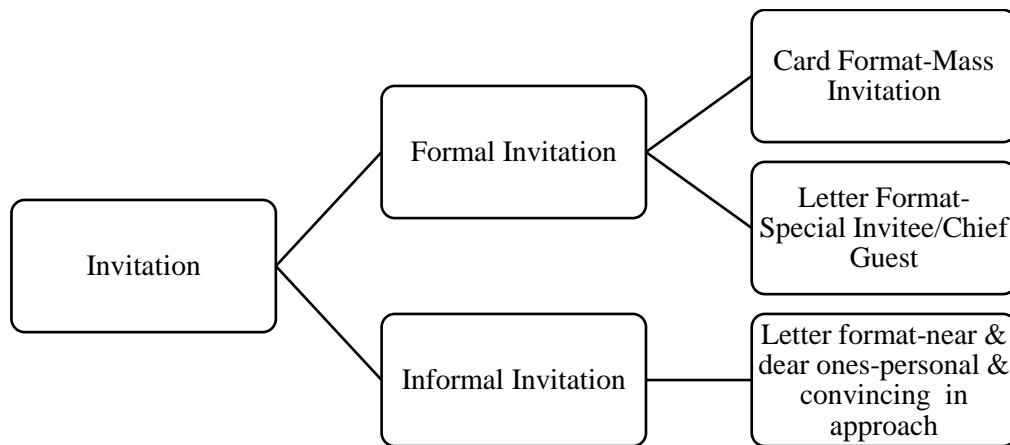
Marks allotted- 4 marks

Marking Scheme- Format :1 / Content : 2 / Accuracy of Spelling and Grammar : 1

An invitation is a means of communication that requests our relatives, friends and acquaintances to be a part of some important event like wedding ceremony, birthday celebration, house warming ceremony etc.

Invitations could be categorized into two major forms: \* **FORMAL** \* **INFORMAL**

This division is based upon the nature of the event and the relationship between the host and the – recipient.



**Main Characteristics:** An invitation gives complete information. It answers the questions like *who, whom, when, where, what time and for what.*

The important elements of an invitation are:

- Name of the Occasion
- Name(s) of the guest(s)
- Name(s) of the host(s)/ organiser
- Date, time and venue.
- Name(s) of the chief guest or special invitees, in case of an official invitation.

### **Format of writing a Formal Invitation [card format]**

In case of formal invitation, a single sentence gets divided in the following parts and each one is written in a separate line in different fonts of varying sizes.

- Names of the hosts
- Name of the guest (in case of a formal letter of invitation)
- Formal phrase of invitation, for example:
  - \* Request the pleasure of your benign presence/company,
  - \*Solicit your gracious presence on the auspicious occasion
- Date, time and venue of the event
- Occasion
- Must be in third person and do not use any abbreviation in the content
- keep the invitation centrally aligned.
- No punctuation is to be used at the end of lines.
- Use well defined layouts -presentation should be in single sentence.
- Each entry must be in a separate line.
- Under RSVP, address and phone no of the person who is inviting is to be added.
- Sometimes the words `regrets` only appear under RSVP which means that the host expects you to inform him only if you are unable to attend the function.
- May give specific time to be seated.
- Can write `valid for two` to limit attendees

### **Format of writing an Informal Invitation:**

- Written in a letter form, in an informal format. Such letters are strongly convincing in their approach.
- Written in the first person.
- Salutation is `Dear + Name of the guest`
- Complimentary close `Yours sincerely`
- Date of writing the invitation
- Sender's address
- Informal invitation: Things to remember
- Do not end with RSVP
- Top left hand corner address and date should be written
- Language is more warm and personal
- Last sentence suggests that a reply is expected

Sample Questions

**Q.1 You are the Principal of St. Martin's Diocesan School, Pune . The school has completed 25 years of its meritorious services to the society. The Silver Jubilee Celebrations are to be held on Wednesday, the 30 November 2024. Mrs. J.Jerwood, the founder Principal will preside. Draft a suitable formal invitation to be sent to important dignitaries of the city and the parents of students.**

The Students, Staff and Principal of  
ST. MARTIN'S DIOCESAN SCHOOL, PUNE  
request the pleasure of your benign presence  
on the occasion of  
GOLDLEN JUBILEE CELEBRATION  
of their school  
on Wednesday, 30th November 2024  
at 4.30 p.m. in the Vidyalaya premises.  
MRS. D. JERWOOD  
Founder Principal  
of ST.MARTIN'S DIOCESAN SCHOOL  
has kindly consented to preside over the function  
and give away the Prizes/Mementoes.

RSVP

Rehamatulla  
02114-284959  
PRINCIPAL

Best wishes  
Staff of St Martin's

**Q.2 On the occasion of World Health Day, your school is conducting an awareness camp on the importance of mental well-being among today's youth. As the Vice-Principal of the school, draft a formal invitation to Mr. Swapnil Joshi, an eminent Clinical Psychologist and motivational speaker to address the students on this occasion.**

ABC Model School  
Chennai

4<sup>th</sup> April 2024

Mr.Swapnil Joshi  
Heal Your World Ltd.  
Chennai

Subject: Addressing the students on World Health Day

Sir

XYZ school is celebrating the World Health Day on 7<sup>th</sup> April 2024, Sunday at 9:00 a.m., in the school premises. The theme for this year is the importance of mental well-being among today's youth. It would be an honour for our school to have you as one of the esteemed guests and to address the students with your exceptional oratory skills and expertise in this field. Kindly confirm your presence by 6<sup>th</sup> April 2024.

Yours Sincerely

XYZ  
(Vice-Principal)

**Q.3. You are Aashima, an avid reader of books. Write an informal invitation to your best friend, Nimisha who is equally interested in books to be a part of 'Book Hour' and read out some of her favourite literary passages or verses to the like-minded gentry, being hosted by you in the Clubhouse of your housing society.**

Woodland Retreat  
Bengaluru

7<sup>th</sup> April 2024

Dear Nimisha

It's been ages since we both enjoyed our literary orgies together. You call it luck or the best chance for both of us to get ourselves immersed in the fictional world all over again as I am hosting 'Book Hour' on 11<sup>th</sup> May 2024 at 6:00p.m., in the clubhouse of my housing society and your presence will truly enchant the gathering.

Eager to see you!

Yours lovingly  
Aashima

### Questions for Practice

**1. You are Tarriga/Tarriq. You are hosting the opening ceremony of your newly established Hair Studio at Commercial Street, Phase IV, Bengaluru on 23<sup>rd</sup> June 2024 at 10:00a.m. Ms. Shehnaj Hussain, the well renowned hair stylist has accorded to be the special guest on this occasion. Draft an invitation for this purpose.**

- ❖ Card format
- ❖ Name of host/hosts
- ❖ Formal standard expression-cordial
- ❖ Purpose of invitation
- ❖ Date/time of event
- ❖ Venue
- ❖ Name of special guest (if any)
- ❖ RSVP
- ❖ Contact detail/number

**2. You are Naina/ Nayan, the HR of ‘TVC Superfoods Company’. Write an invitation to Mr. Saatvik Bahuguna a prominent Food Inspector at Karnataka Food & Civil Supplies Corporation Ltd., to preside the seminar on ‘Nutrients and Quality Control’ as the Chief Guest on 21<sup>st</sup> June 2024.**

- ❖ Formal letter format
- ❖ Sender’s Address
- ❖ Date of writing invitation
- ❖ Recipient’s Name & Address
- ❖ Purpose of invitation as subject
- ❖ Formal standard expression
- ❖ Date/time of event
- ❖ Venue
- ❖ Formal Closure- Yours Sincerely

**3. You are hosting a success party of your directorial debut documentary film “The Barren Land” on 15<sup>th</sup> September 2024. Prepare an invitation to invite all your childhood friends. Give necessary details also.**

- ❖ Written in a letter form, in an informal format. Such letters are strongly convincing in their approach.
- ❖ Written in the first person.
- ❖ Salutation is ‘dear + name of the guest’
- ❖ Complimentary close ‘Yours sincerely’
- ❖ Date of writing the invitation
- ❖ Sender’s address

**4. Draft a formal invitation to invite the parents to a week-long Ganitha Mela being conducted at your school Bal Bharti Public School, Sector 22- Janakpuri, New Delhi to commemorate the birth anniversary of Srinivas Ramanujan, the renowned Indian Mathematician. Give necessary details of date, time and venue.**

- ❖ Card format
- ❖ Name of host/hosts
- ❖ Formal standard expression-cordial
- ❖ Purpose of invitation
- ❖ Date/time of event
- ❖ Venue
- ❖ Name of special guest (if any)
- ❖ RSVP
- ❖ Contact detail/number

**5. You are the CCA Co-ordinator of G.D. Public School, Jammu. Write an invitation to Dr. Stanzin, a certified art therapist from Leh to conduct a seminar for students on 'Art Therapy the Way Forward' to introduce them to the utility of art in dealing with personal and social problems. Give necessary details of date, time and venue.**

- ❖ Formal letter format
- ❖ Sender's Address
- ❖ Date of writing invitation
- ❖ Recipient's Name & Address
- ❖ Purpose of invitation as subject
- ❖ Formal standard expression
- ❖ Date/time of event
- ❖ Venue
- ❖ Formal Closure- Yours Sincerely

\*\*\*\*\*

**ATTEMPT EITHER AN  
INVITATION OR  
REPLY TO  
INVITATION**

**REPLIES TO INVITATION**

**Word Limit- 50 words**

Marks allotted- 4 marks

Marking Scheme- Format: 1 / Content: 2 / Accuracy of Spelling and Grammar: 1

**Formal  
Reply**

**Acceptance**

**Refusal**

**Informal  
Reply**

**Acceptance**

**Refusal**

**Value Points**

- Acknowledge the invitation
- Be brief and specific
- Express thanks in third person
- 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



## FORMAL REPLY – ACCEPTANCE/ REFUSAL

### FORMAT

Sender's Address

Date:

Receiver's Address

Sub:

Sir /Madam

Body of the letter

Yours Sincerely

Signature

[Name of the Sender]

### Sample Question

1. **You are Mr. Ajay Gupta of 7, Park Avenue Delhi. Draft a formal reply accepting a formal invitation sent by the Principal, Mr. Satish Kaushik, St. Martin's Diocesan School, Delhi to attend the Silver Jubilee Celebrations on Wednesday, the 30 June 2024.**

7, Park Avenue

Delhi

14 June 2024

Mr. Ajay Gupta thanks Mr. Satish Kaushik, Principal **St. Martin's Diocesan School, Delhi**, for his kind invitation to attend the Silver Jubilee Celebration to be held on 30 June 2024 at 11:00 a.m. He is delighted to accept the invitation and congratulates the school for achieving this glorious feat and wishes them all the best in all their new endeavours.

2. **You are Priya Kurian, a well-acclaimed writer. Write a reply in letter format showing your inability to be the Chief Guest in the Literary Fest 2024 being held at Blooms Reading Room, Begumpet, Telangana.**

14 Castle Rock Towers

Banjara Hills, Hyderabad

Telangana

14<sup>th</sup> April 2024

The Editor

Blooms Reading Room

Begumpet

Telangana

Subject: Inability to accept the invitation

Sir

I would like to express my gratitude to the Blooms Reading Room for inviting me to preside over the the Literary Fest 2024 as the Chief Guest. I commend your efforts in promoting love for reading amongst youngsters. I regret to decline the invitation due to my prior engagement. I wish you all success in all your future endeavours.

Yours Sincerely

Priya Kurian

- 3. You are Akshara/Ashwin. You have been invited to attend the wedding of your friend's sister during summer break. Respond to the invitation, regretting your inability to attend it.**

205, Vasant Kunj  
New Delhi-67

4<sup>th</sup> March, 2024

Dear Neha,

Thank you for your cordial invitation on the occasion of your sister's wedding on May 6th 2024 at New Delhi. I, am sorry to state that I am unable to be with you on this happy occasion as we shall be leaving for Shimla for summer holidays on 1<sup>st</sup> May, 2024. Please excuse my absence.

Do convey my regards and best wishes to the couple.

Yours lovingly

Akshara/Ashwin

- 4. You are Akshara/Ashwin. You have been invited to attend the wedding of your friend's sister during summer break. Respond to the invitation, confirming your presence.**

205, Vasant Kunj  
New Delhi-67

4<sup>th</sup> March, 2024

Dear Neha,

Thank you for your cordial invitation on the occasion of your sister's wedding on May 6th 2024 at New Delhi. I am extremely delighted to attend this auspicious occasion. I will be there well on time to have maximum fun

Yours lovingly

Akshara/Ashwin

### Questions for Practice

**1. You are Dr. Shailesh Gupta, an eminent educationist. You have been invited to preside over an Inter Zonal Declamation Competition by Neha, the President of English Literary Club of Government Model Sr. Sec. School. Sector 19 Chandigarh. Write a letter of refusal of the invitation.**

- Acknowledge the invitation
- Be brief and specific
- Express thanks in third person
- Give reason of your refusal, convey your best wishes
- Give date and address at top left hand side
- Use simple language

**2. You are Rahul and has been invited to the post selection party of your friend Anuj. Write a reply accepting the invitation you received.**

- Acknowledge the invitation
- Be brief and specific
- Express thanks in third person
- When accepting, confirm date and time
- Give date and address at top left hand side
- Use simple language

**3. You are Dr. Suchitra Mukherjee. You have received an invitation from the Director, Health Services, Kharagpur, W.B, to preside over a gathering of leading medical practitioners attending a workshop on mental wellness on 09 November, 2024 at 11 a.m. in the Public Hospital, Jammu, J & K. Respond to accept the invitation in about 50 words.**

- Acknowledge the invitation
- Be brief and specific
- Express thanks in third person
- When accepting, confirm date and time
- Give date and address at top left hand side
- Use simple language

**4. Smt. Leelavati Khatri, your grandmother, has received an invitation from her childhood friend, residing at a distance in the same city. The invite is for the blessing ceremony and celebratory dinner, marking the birth of her granddaughter. Your grandmother wishes to attend the event but would need to be accompanied by a family member to assist her with her wheelchair. Create an appropriate reply, accepting this invitation, on behalf of your grandmother.**

- Acknowledge the invitation
- Be brief and specific
- Express thanks in third person
- When accepting, confirm date and time
- Give date and address at top left hand side
- Use simple language

**5. Sociology Club of Sarvodaya School, Vinod Nagar is organising Grandparents' Day in which you have invited as a special guest. Draft a reply to the invitation declining it. You are Mona of 121, Vikas Colony, Goa.**

- Acknowledge the invitation
- Be brief and specific
- Express thanks in third person
- Give reason of your refusal, convey your best wishes
- Give date and address at top left hand side
- Use simple language.

### **LETTER TO THE EDITOR**

Letter writing is the most common form of written communication. It is a means of connecting people. Letter is better than a telephonic conversation as it gives deeper better and more creative expression of thought than a conversation on phone.

Writing letters is an art which everyone must develop and master with continuous practice

Types of Formal letters in class 12 English core syllabus for the session 2024-25 :

Types of Formal letters in class 12

- 1. Letter to the Editor
- 2. Letter of Job application

**1. Letter to the Editor** is written to the Editor of a newspaper or a magazine in order to highlight social issues or problems expecting it to get published in the print media.

Reasons for writing a letter to the Editor include

- Expressing an opinion
- sharing one's views with the public on a particular subject
- draw the attention of the concerned authorities to a problem of public interest
- Communicating a certain piece of information.

The format has to be followed and formal language has to be used.

**(5 Marks:** Format: 1 /Content: 3 / Expression: 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.

**Paragraph 3-**Specify at least three effects of the problem.

**Paragraph 4-** Write the solutions you have,. (Minimum of 2

Preferred solutions)

**Paragraph 5** concluding lines [ egs :I hope this letter draws the attention of the concerned authorities and strict action is taken against the offenders]

### *Subscription*

Yours faithfully/sincerely

Signature

Name

## SOME SUGGESTIVE LINES

### *Paragraph 1-*

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

### *Paragraph 2-*

- The residents face many problems due to .....
- Many times, complaints have been made but the authorities have turned a deaf ear to our problem.
- The main reason is .....
- The most annoying/ important thing is .....
- The negligence of authorities has added fuel to fire.
- The situation has gone from bad to worse.
- The authorities are just watching from a distance and not taking any action.
- The problem has taken the shape of a hydra-headed monster.
- 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 .....
- In this situation, I would request you to publish an article in your esteemed newspaper, whereby awareness can be created among the citizens. The civic awareness about the issue can thus be enhanced. I also request the authorities concerned to take necessary steps for /reg.....

### **Solved Example:**

1. Write a letter to the Editor of Deccan Herald Bengaluru about the water scarcity in your locality suggesting ways to improve the problem of water supply. You are Sonia/

Sanjay of 24, Whitefield, Bengaluru-45.

H. No. A-24,

Whitefield

Bengaluru-45

April 2, 2024

The Editor

The Deccan Herald

Bengaluru-560001

Subject: Water crisis in Whitefield and surrounding localities

Sir

Through the columns of your esteemed newspaper, I wish to draw the attention of the authorities concerned 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 have not yielded any result as the authorities express their helplessness saying that one of the tanks of the KR Puram 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.

In this situation, I would request you to publish an article in your esteemed newspaper, whereby awareness can be created among the citizens. The civic awareness about the issue can thus be enhanced. I also request the authorities concerned to take necessary action.

Yours faithfully

Sonia/ Sanjay

2. Write a Letter to the Editor of the Hindustan Times complaining against the bursting level of noise pollution in your city. You are Anup /Arohi, no 606, Harmony apartments, Nagpur.

606 Harmony apartments

Nagpur

16 May 2024

The Editor

The Hindustan Times

Nagpur

Sub: Concern over rising level of noise pollution in the city

Sir

Through the columns of your esteemed newspaper, I wish to draw the attention of the authorities concerned towards the rising noise pollution in our cities.

Despite laws made by the government banning the use of loudspeakers and DJs after a particular time people seem to turn a deaf ear to what the government tells them.

Marriage processions till late night in the middle of the cities and DJ's loud music are all sources of noise which have an adverse effect on older and the ailing members of the society. Students are the main victims especially during examination days. Not only does it affect health of the people but also their behaviour. It causes ailments like hypertension, insomnia, sleeplessness, hearing impairment and what not.

It all speaks volumes of good planning on the part of the government. Strict adherence to rules must be implemented. Fines should be imposed on those who break the rules

It is hoped that this concern if published in your reputed newspaper will awake the authorities from their slumber and the needful will be done at the earliest possible.

Yours faithfully

Anup

---

### Practice Exercises:

1. You are Atif/Aiswarya, parent of a class 12 student. You were recently invited among others by the school to attend a two-day workshop on "Preparing youth for the road ahead". Write a letter to the Editor, 'The Hindu' expressing your views on the need for such workshops to create awareness of skill development and future opportunities. You may use the following cues along with your own idea:

- Skill development
- Vocational education, apprenticeship and internship
- Entrepreneurship

Skills for greater employment prospects and economic progress.

2. You are Gagan /Ginieve of Richmond town, Bengaluru. You feel sad to notice the people litter the roads with utter disregard for sanitation and cleanliness. As a responsible citizen, write a letter to the Editor of a national daily highlighting the need for educational institutions to instill civic responsibilities among school students. You may use the following cues along with your own idea to compose this letter.

- Cleanliness drive
- Spreading awareness campaigns
- Eco club activities in schools
- Volunteer for cleanup
- Workshops, seminars.



3.You are Riya/Ranjay of Rosewood colony, Bengaluru. You have recently observed that people waste a lot of food in hotels, at marriages and parties. You are upset at the casual attitude of people towards wastage of food. Write a letter to the Editor of a national daily expressing your concern and suggest ways to improve the situation. Use the given cues along with your own ideas to compose this letter.

- **Problems:** oversized servings, casual attitude towards food and ordering too much food, the effects of wastage.
- **Suggestions:**
  - Order only what can be consumed
  - Prepare less items
  - Donate unconsumed food
  - Create food banks

4.You are Shobana/Shabeer, residing in Prestige apartments, CV Raman Nagar, Bengaluru. You are concerned about the garbage collection in your locality as it is done without proper segregation. Write a letter to the Editor of a national daily in about 120-150 words explaining your concern along with the rationale behind the importance of garbage segregation. Suggests ways in which the Residents welfare association (RWA) can participate in this programme.

5.You have observed that differently abled persons do not get adequate opportunities and facilities from people or the authorities with regard to their participation in the workforce. As a concerned citizen, write a letter to the Editor of “The Times of India” in 120-150 words explaining the measures that should be initiated to provide necessary assistance to make their life meaningful and productive. You are Royston/Karen.

**Answer key:**

1. **Marks :5** (Format: 1 / /Content: 2 / Expression :1)

- **Format:** Sender’s address, date, receiver’s address, Subject and salutation or Salutation and subject, Complimentary close, Name.
- **Suggested value points in the question/input given in question**
  - Skill development
  - Vocational education, apprenticeship and internship
  - Entrepreneurship skills for greater employment prospects and economic progress.
  - Any other relevant point

2.**Marks : 5** (Format: 1 /Content: 2 / Expression :1)

- **Format:** Sender’s address, date, receiver’s address, Subject and salutation or Salutation and subject, Complimentary close, Name.
- **Suggested value points in the question/input given in question**
  - Cleanliness drive
  - Spreading awareness campaigns
  - Eco club activities in schools
  - Volunteer for clean-up

- Workshops, seminars.
- Any other relevant point

**3. Marks: 5** (Format: 1 //Content: 2 / Expression: 1)

- **Format:** Sender's address, date, receiver's address, Subject and salutation or Salutation and subject, Complimentary close, Name.
- **Suggested value points in the question/input given in question**
- **Problems:** oversized servings, casual attitude towards food and ordering too much food, the effects of wastage.
- **Suggestions:**
  - Order only what can be consumed
  - Prepare less items
  - Donate unconsumed food
  - Create food banks
  - Any other relevant point

**4. Marks: 5** (Format: 1 //Content: 2 / Expression: 1)

- **Format:** Sender's address, date, receiver's address, Subject and salutation or Salutation and subject, Complimentary close, Name.
- **Suggested value points in the question/input given in question**
  - Current practice of mixing all types of garbage, waste both organic and inorganic materials is not only unsanitary but also detrimental to the Environment.
  - RWA's can play significant role. Organize campaigns to educate residents about imp of garbage segregation.
  - Provide the residents with necessary infrastructure such as designated bins etc
  - RWA's can collaborate with local municipalities, BMP to ensure proper collection and processing of segregated waste.

**5. Marks:5** ( Format: 1 / Content: 2 / Expression :1)

- **Format:** Sender's address, date, receiver's address, Subject and salutation or Salutation and subject, Complimentary close, Name.
- **Suggested value points in the question/input given in question**
  - Draw attention to the issue
  - Sidelines by society
  - Need of equal opportunities
  - Need access to amenities
  - Accessibility to space
  - Any other relevant point

## LETTER OF APPLICATION FOR A JOB WITH BIO-DATA/ RESUME

This type of letter demands a very formal and precise treatment. Their format is almost the same as that of a forwarding cover letter and is accompanied by a curriculum vitae/bio-data /resume.

### Points to Remember

Job application letter has two parts-

**(a) Covering letter**

**(b) Resume/Biodata**

### **(A) COVERING LETTER**

#### **Content:**

**Para 1:** Start the body of the letter giving the source of information about the job, day, date or the advertisement in the newspaper.

Example- With reference to the advertisement published in the (name of the newspaper), dated (date), I would like to apply for the post of (name of the post) in your (firm/organization/institution).

**Para 2:** Reason for applying

Share your interest and competence level. Key words that can be used- (young, dynamic, communication skill, committed to hard work, qualification, etc.)

**Para 3:** Stating the suitability.

**Para 4:** Close the letter /concluding statement-giving note that Bio-data / resume is enclosed.

Ex: My Bio-data is enclosed herewith for your perusal/ sympathetic consideration.

### **B): Bio-data/ Curriculum Vitae/ Resume.**

**Content:** Write 10-12 points in Bio-Data. Bio-data / Resume/Curriculum Vitae is an integral part of the job application. It should include:

1. Full Name:

2. Address:

3. Contact No.:

4. E-mail ID:

5. Date of Birth:

6. Educational Qualifications:

- 7. Professional Qualifications:
- 8. Work Experience:
- 9. Skills
- 10. Languages Known:
- 11. Hobbies and Interests
- 12. Achievements
- 13. Salary Expected:
- 14. References: At least 2 references

(1) .....

(2) .....

**Word Limit: 120-150, Marks: 05 M** (Format: 1 /Content: 2 / Expression :1)

### Points to Remember

- Identify the newspaper, magazine, person, or other source from which you learned about the position. Specify what job you seek and briefly describe your major qualifications for the position.
- Explain how your education has prepared you for the position by discussing such things as significant courses, seminars, professors, presentations, projects, etc.
- Discuss other qualifications relevant to the position.
- Refer to your enclosed or attached resume and the kind of information that can be found there.
- Solicit an interview and provide information about how and when you can be contacted.
- **Example Phrases**
  - perfectly match my qualifications
  - according to the advertisement
  - am submitting my resume
  - am applying for
  - am confident that
  - am certain that an ideal candidate for the position of
  - are compatible with
  - as described in
  - as indicated in your job description
  - as advertised in
- **Example Phrases**
  - a wide variety of
  - ability to perform at
  - am expert in
  - am fluent in
  - am qualified as a

- am responsible for
- am currently supervising the work of
- as a result of my experience in
- because of my broad background in
- certified by the state as
- enabled me to progress from
- energy, experience, and skills are focused on
- extensive experience in
- have confidence in my ability to
- have the knowledge, skills, and experience necessary to
- have had considerable experience with
- have been working in the office of
- have a broad background in

**Solved Example:**

1. You are Sanush/Saneesha of 11, MG Road, Cochin. You have seen an advertisement in The Hindu for the post of Chief Chef in a 5-Star Hotel. Apply for the job with complete biodata. Write in 125-150 words.

11, MG Road

Cochin

4 January 2024

The Managing Director

The Radisson Hotel

Cochin

Sir

**Sub:** Application for the post of Chief Chef

This is with reference to the advertisement published in the esteemed daily The Hindu on December 20, 2021. I have completed my BHM in Hotel Management from MG University and MBA from Cochin University. I intend to apply for the post of chief chef in your esteemed organization as I am eligible for the post

Please find enclosed my bio data for the said purpose. I am hard working, honest and punctual. I assure you that I shall work with full devotion and sincerity.

In anticipation of an early reply,

Yours sincerely

Sanush /Saneesha

Enclosure: Detailed Resume /Biodata

<b>BIO – DATA</b>	
Name	Sanush /Saneesha
Date of Birth	11 January, 1989
Contact No.	8128780560
Marital Status	Unmarried
Educational Qualifications	Master of Business Administration, Cochin University, Kerala (2013)-95% Marks. Graduation in Hotel Management, SH College, (2011) - 94% Marks
Experience	Trainee at the Taj Hotel, Cochin.(May 2013-Dec. 2013)
Skills	Excellent interpersonal skills & communication skills
Languages Known	Hindi and English
Hobbies and Interests	Reading and Travelling
References:	<b>1. Prof. M. S Menon</b> , SH College, Kochi. 080-2343546 /menon@sks@gmail.com <b>2.Mr. PM Prabhakaran</b> Principal KV Port Trust.0345678932/kvporttrust@aol.com

**Solved Example:**

2.You are Sudha / Sudhir resident of A-7, Shanti Park, Bengaluru. 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.

A-7,  
Shanti Park  
Bengaluru

17 April, 2024

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 April, 2024 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.

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,

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
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, Mohit@GTBhosp.com
2. Mr. Ashok Kumar, Principal AB Public School, Ashok.principal@ABS.com

### **Practice Exercises:**

1. You are Raj/Ranjita of Keating road, Bengaluru, a qualified basketball coach. You saw the advertisement given below and wish to apply for the position advertised.

### **R J Sports Academy**

#### **Requires**

#### **Basketball Coach**

Qualification: Master's degree in specific game with NIS Diploma.

Work experience: Minimum 2 years in the relevant field

Skills: Patience, empathy, leadership qualities, attention to detail.

Apply with complete bio-data to the Director, RJ Sports Academy43, LM

Square, Bengaluru expressing your interest in the advertised post.



2. You are Sunita/Sumit, a qualified fashion designer. You came across the given advertisement in a newspaper and wish to apply for the position advertised. Write a letter of application along with biodata for the same.

**We are Hiring!**

**Apparel Designer**

Required qualification: Graduation in fashion design

Experience: Minimum 2 years in relevant field

Skills: Creativity, Computer designing of apparels, aptitude for sewing, business - sense, in depth knowledge of fabric drafting.

Apply to- The Director, Estelle House of Fashion, 45, MG Road, Mumbai.

3. You are Mr. K L Sareen. You have seen an advertisement in The Hindustan Times for the post of the marketing Manager. Write an application with complete bio-data.

4. You are Renny/Riya of 90, Tulip township, Mysore. You are a sports enthusiast. Kendriya Vidyalaya, M G road, Bengaluru has advertised the requirement of a sports teacher, in the local newspaper. You are excited and decided to apply for the post. Write a letter in 100-120 words responding to the given advertisement, submitting your candidature with a detailed bio-data.

**KENDRIYA VIDYALAYA, M G ROAD, BENGALURU**

**SITUATION VACANT**

Wanted P.E.T (B.P.ED); National level player, 2 years experience preferred. Specialisation in volleyball/hockey -a prerequisite. Salary 36k with perks. Apply with biodata before 20/05/2024.

Contact: Principal: Principal@kvmg.com.

5. You are Varun/ Vani, a resident of M-204, Block-C, Dilshad Garden and an MBA from Amity University. You come across an advertisement in **The Times of India** published by ICICI Bank, New Delhi. Write an application for the post of Business development Manager followed by your complete bio-data.

**Answer key:**

**Word Limit: 120-150**

**Marks: 5** (Format: 1 / Content: 2 / Expression: 1)

***Suggested value points:***

- Covering letter
- Reference to the advertisement
- Conveying suitability for post advertised
- Offer candidature
  
- Bio data/Resume/CV
- Personal profile
- Educational Qualifications (include advertised requirements)
- Work Experience/s
- Skills as per requirement
- References: minimum 02
- Any other relevant information.

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## **REPORT WRITING**

What is a report?

A report is a document or a statement that presents information in an organized format for a specific audience and purpose. It is a factual description of an event that has already taken place. In the AISSCE, it is asked as question no.6 as an option to article writing. It carries 5 marks.

It can be

- about an event or function
- about an accident or happening
- An enquiry or survey

## REPORT WRITING

- FOR THE SCHOOL MAGAZINE
- FOR THE NEWSPAPER

### FORMAT

REPORT FOR THE SCHOOL MAGAZINE	REPORT FOR THE NEWSPAPER
HEADING	HEADING
NAME OF THE REPORTER	NAME OF THE REPORTER
CONTENT	<b>PLACE AND DATE FOLLOWED BY CONTENT</b>

### CONTENTS OF THE REPORT (FOR THE NEWSPAPER)

HEADLINE- A SHORT PHRASE STATING THE TOPIC OF THE NEWS

BY LINE- NAME OF THE WRITER WITH DESIGNATION (CAN USE THE WORD,"BY")

BODY OF THE REPORT-

- WHAT, WHEN, WHERE, WHO WHY, HOW
- A DESCRIPTION OF THE EVENT WITH NECESSARY DETAILS
- EYEWITNESS ACCOUNTS TO AUTHENTICATE THE REPORT. CAN INCLUDE SOME QUOTES OF EYE WITNESSES IN REPORTED SPEECH DESCRIBING WHAT THEY FELT ABOUT THE EVENT OR INCIDENT.
- CONCLUSION- HOPE FOR IMPROVEMENT AND ANTICIPATION OF ANY COERSIVE ACTION.

<b>Gang Of Four Robs Student By Akhil,TOI</b>	Headline with name of reporter
<b>Bengaluru, Jan 19,2024:</b> A gang of four men robbed a B Tech student and made away with his wrist watch and forced him to make online payment of Rs 10000 to one of them. The robbery took place near Domlur flyover on Monday.	WHO, WHAT, WHEN, WHERE, WHY, HOW
The victim, Ashish Abhiraj, 27, was a resident of Koramangala. He was returning home on his motorcycle after visiting his friend at Marathahalli.	DETAILS
When he reached Domlur flyover around 11.30 PM, the accused intercepted him in a car. One of them pulled out an iron rod, grabbed the victim by his collar and demanded that he hand over the money. When the victim said he did not have any cash on him, the accused snatched his wrist watch and forced him to pay one of them Rs 10000 online. The robbers hit him on the head till he fell unconscious.	DETAILS

<p>A police patrol car spotted the unconscious body of the victim on the road. He was immediately taken to the hospital where he is receiving treatment. Early joggers had reported seeing the car of the robbers speeding away at an alarming speed. The police are working on arresting the culprits as details of the vehicle have been traced through CCTV cameras.</p>	<p>EYEWITNESS REPORTS</p>
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### **Floods in Patna**

-- by Akhil, Correspondent,TOI

**Patna,13 July 2024:** The unexpected rain with thunderstorm left the residents of most of the districts in Patna looking for safety. The continuous rains and winds resulted in floods in many areas. Almost every street and colony saw the same picture as the strong winds lashed and even uprooted trees, and left some homes destroyed too.

Those people living in the low- lying areas are worst affected and suffered a lot of difficulties. They had to vacate their homes and go to drier and higher grounds for safety. The NDRF rescue team arrived in time to help facilitate the easy transportation of these victims to the designated relief camps for the time being. The marooned people were taken to the safer places and provided shelter, food and medicines.

Many volunteers worked to help these teams work faster and local residents also helped by providing food and clothes to all affected. Their accounts bring to light a heart -wrenching scene. Even though there were numerous donations done to help them ease their pain their condition has not improved. Two teams of NDRF are still working on getting everyone to safety while nearly 15000 people have been evacuated so far.

### **Women’s Empowerment Day Observed**

By Ashima, Staff Reporter,HT

**New Delhi, March 3:** The Women Empowerment Organisation (WEO) in association with Child and Women Care Society (CWCS), both NGOs, observed the Women Empowerment Day at Community center, Pocket B, Rohini today. The main purpose was to create awareness of Women’s rights and to empower women.

As many as fifty members of the Self-Help Groups (SHGs) formed by WEO and CWCS in the area participated in the programme. The programme began with a welcome dance by the renowned dancer, Shobha Advait and was followed by a talk by WEO members.

Ms. Aradhna Srivastava, District Magistrate, Rohini, stressed upon the importance of education for girls. She also gave details about the Sarv Shiksha Abhiyaan (Education for All), an initiative by the Government under which students are given books free of cost. Ms. Radhika, the Director of WEO gave a speech detailing the various free classes organized by the society to teach young girls painting and soft toy making, which could be developed for self-employment. She also made the audience aware about the need for women safety and the various free defence classes organized by the organization.

Dr. Aniket, State Coordinator, CWCS, made the gathering aware of the importance of observing Women’s Day and informed the women about various governmental schemes to help and empower them. Later, a play named ‘Narishakti’ was staged. A total of 1500 people participated in the function and expressed that they were now better informed.

## UNSOLVED QUESTIONS

Q. Every Sunday morning, you have observed senior residents of the colony teaching children from the neighboring slums. You are impressed by this spirit of giving back to the community. You are Shalu or Shalin, news reporter of a national daily. Write a report in 120-150 words on a community initiative. You may use the following cues:

### Spirit of community

- Senior residents
- Teach underprivileged children
- Be a part of fundraising
- Help with animal shelters
- Join groups for clean- up drives

(AISSCE2024)5 marks

Q. You are the President of RWA, Preeti Nagar. Your society recently organized a cooking competition for the residents on the occasion of Women’s Day. Eminent chef Sanjay Kumar was invited to be judge. Write a report on the event to be published in a local daily.

Use the following cues along with your own ideas to draft the report.

- Date
- No. of participants
- Variety of dishes displayed
- Winner

(AISSCE 2024) 5 marks

## DISTRIBUTION OF MARKS

Format	1
Content	3
Expression	1
<b>TOTAL</b>	<b>5 MARKS</b>

### TIPS-

- Use the format appropriate to report for magazine/ newspaper
- Include the inputs given in the question
- Include any other relevant points (do not impose personal opinions)
- Write in third person form and avoid use of pronouns like “I, Me or You”
- Maintain the word limit

## CONTENTS OF THE REPORT (FOR THE SCHOOL MAGAZINE)

<b>Online celebration of National Sports Day</b>	<b>Afreen, Class XII D</b>	<b>HEADLINE &amp; BY LINE</b>
National Sports day was observed in Kendriya Vidyalaya NFR Maligaon on 29th August 2020. It was celebrated online among the school staff, students and parents.		<b>INTRODUCTION</b>

<p>The programme started at 1:00 PM sharp. It was celebrated online in keeping with the COVID protocol of social distancing. Participants joined the celebration through a zoom link shared with the twachers, students and their parents.</p>	
<p>The celebration started on an auspicious note with Saraswati Vandana sung by Aratrika Chakrabarty of class V. Welcome song was sung by Sagarika of class VIII. This was followed by a briefing by Mr N B Singh, PH&amp;E, about Dhyan Chand and the importance of National Sports Day. The Principal, Mr R K Das, addressed the participants of the webinar on “<b>The importance of Games and Sports.</b>” He said that developing only physical fitness was not enough. Games and Sports can help to control obesity and develop emotional maturity. It can also help in confidence building. Next, the Vice Principal, Mr T R Choudhary give a speech on “<b>Fitness and Wellness through sports.</b>” He stated that sports is the solution for everyone. Through sports, one can get immunity and happiness besides physical fitness. A fit body and a fit mind as well as emotional fitness invites happiness. Sports is a habit one should develop through life. It is the way to build a happy country. Reshmi Abedin of class IX spoke on Covid-19 fitness at home and Feedback. The guest of the webinar, Dr Ankan Sinha, delivered an inspirational message about how fitness is the best medicine. He emphasized on how immunity can be best developed through sports.</p>	<p><b>DETAILS</b></p>
<p>A short film on Major Dhyan Chand was played. It unfolded many unknown facts about his life and career. Some online competitions like Sports Quiz and Drawing and Painting Competition and Poster making had been conducted earlier to mark the occasion. Some of the good pieces of drawings, paintings and posters were displayed to the audience in the webinar. The webinar concluded at 3:30 PM. People left the meet with the conviction that Games and Sports plays an important role in our lives.</p>	<p><b>DETAILS &amp; CONCLUSION</b></p>

Q. The students of your class have received training in First Aid, organised by the Red Cross Society of your city. Prepare a report to be published in your school magazine about the training. You are Sagar/ Sagarika of St Joseph’s Higher Secondary School, Bengaluru.

**Clues:**

- |   |
|---|
| <ul style="list-style-type: none"> <li>● date, venue and duration of the programme <ul style="list-style-type: none"> <li>○ aim of the programme</li> </ul> </li> <li>● trainers <ul style="list-style-type: none"> <li>○ mode of training</li> <li>○ other participants</li> <li>○ expectations from the trainees</li> </ul> </li> </ul> |
|---|

**First Aid Training**  
By Sagar, Class XI

The students of St Joseph Higher Secondary School attended a training camp on 10<sup>th</sup> April 2024. The First Aid Camp was organised at Mission Hospital, Bengaluru by the Red cross society. It was a one-day camp. The training was provided by a team of doctors from WHO through various lectures, presentations and demonstrations. It was conducted to equip people with the ability to assess the emergency scene and provide appropriate care and life-saving first aid.

The audio-visual aids used by the team made the programme effective and interesting for the students. In his inaugural address the head of the team Dr. M. Kumar highlighted the importance of the first-aid. He said the knowledge of first aid can save many lives. Mock-drills for providing first aid was conducted.

The camp was attended by more than 500 students from all over Bengaluru. The students were given certificates at the end of the day. The trainees were expected to use their knowledge from the programme for the welfare of the society. It was a fruitful program.

Q. You are Ganesh/ Geeta. Your school recently celebrated its 25<sup>th</sup> Annual Day at Siri Fort Auditorium, New Delhi. As the school correspondent, write a report in 120-150 words for the school magazine.

### **Annual Day Function**

By Geeta, Literary Captain

The 25<sup>th</sup> Annual Day Function of Ideal Public School was held on 20<sup>th</sup> September 2024 at 6 p.m. at Siri Fort Auditorium, New Delhi. The Chief Guest for the occasion was Dr. B R Sharma, a prominent educationist.

The Director of the School delivered the welcome note, which was followed by a welcome dance by the students of Bal Vatika. Next, the Annual Report was presented by the school Headmistress. A colourful cultural programme representing different states of the country was presented by the school children. The skit 'Mission 2030' promoting optimism was appreciated by everyone. Prizes were given to the meritorious students in the field of academics, sports, and other activities. The best and second - best house in the field of extra-curricular activities and sports were also awarded.

In his speech, the Chief Guest, Mr. Sharma lauded the efforts of the students and the staff for putting up a good show. The program ended with a vote of thanks by the school Vice-Principal, Mr. R. N. Gupta. Refreshment was served to those who attended the programme. The Annual Day was observed in a most befitting manner and the audience found the performance of the students very colourful and entertaining.

### **UNSOLVED QUESTIONS**

Q. As part of community outreach programme, a group of 40 students from your school identified a neighbourhood slum and took up the initiative to teach basic language and numerical skills, environmental cleanliness and personal hygiene awareness to the slum children. As Head of the team, write a report on the programme to be published in your school newsletter.

Use the cues given below, along with your own ideas to draft the report. You are Rahul/Radhika.

- Date, venue, duration
- Activities carried out
- No. of children who attended
- Books distributed
- Feedback of people

**(AISSCE,2024)-5 marks**

Q. Your school recently organized an adventure trip to Manali. Students from various classes joined the trip and participated in various activities. As a student Editor, write a report on the trip to be published in your school newsletter. You are Lata of Class XII. Use the cues given below along with your own ideas to compose this report.

Date, duration  
No. of students  
Activities: Trekking, river rafting  
Students' feedback

**(AISSCE,2024)-5 marks**

Q. You are Mira/Mohan of Rose Public School, Vadodara. Your school recently celebrated its Annual Day. You were asked to cover this event as a student correspondent of the school magazine. Write a report in 120-150 words. Support your ideas with outline cues given below. Mention day, date, time and venue.

**Programme**

- Welcome Address
- Speech by Chief Guest
- Cultural Programme
- Award Ceremony
- Honoring Scholastic Students. Felicitation of teachers who have completed 25 years of service.
- Vote of thanks

**(AISSCE, 2023)-5 marks**



## ARTICLE WRITING

What is an article?

An article is a written work usually published in a print (newspaper, magazine or books) or electronic media (mass media that publishes through the internet). While they present information on a variety of topics, they are mainly written to communicate to a wider audience the writer's opinion, perspective or analysis of an issue.

In the AISSCE, it is asked as question no.6 as an option to report writing. It carries 5 marks.

An article should be

- COHERENT** - An article must be clear and logical.
- ORGANIZED**- An article must have an internal unity and structure.
- RELEVANT**- The points in an article must be pertinent to the topic
- ENGAGING** -The reader must be drawn to the article.

### CONTENT OF THE ARTICLE

**TITLE:** A brief and catchy statement that draws the reader to the article and gives basic information about the topic.

**BY- LINE:** The name of the writer

**Body:** It is the main component of the article. It can be broadly classified as

**Introduction:** It provides a few sentences to engage the attention of the reader. This can be in form of a relevant fact, a quote or a question. The introduction also provides some background information about the topic. Finally, the introduction provides a statement that describes the subject matter of the article.

**Discussion:** This part of the article needs to be developed according to the topic. The content should be convincing and engaging.

**Conclusion:** This part the article is usually three to four sentences in length and restates the main topic of the article. It could also summarize the new insights that are developed in the article.

### DISTRIBUTION OF MARKS

Format	1
Content	3
Organization & Expression	1
<b>TOTAL</b>	<b>5 MARKS</b>

## FORMAT OF AN ARTICLE

<b>India of my Dreams</b>	HEADING (brief & eye-catching)
By Sreshtha Barua	BY LINE (name of the person who had written it)
<p>One may feel like just a pinprick in the sea of humanity that India represents. One may question how one individual can envision and transform India into a country of his/her dream- a country where peace and happiness will reign supreme, where honesty and discipline will be a way of life and corruption a barbaric custom of Ancient History. But I believe it is possible.</p> <p>It has been rightly said “Little drops of water, little grains of sand, Make the mighty ocean, And the pleasant land”</p> <p style="text-align: right;">(Julia Abigail Fletcher Carney).</p> <p>Every individual is important, every action counts, every word matters as it sets a ripple effect- intangible yet very rewarding.</p>	Introduction
<p>As a student one can start by being honest, caring and disciplined. Parents and teachers should motivate students to believe in themselves. Not all children may excel academically but their understanding of their hidden talents, their belief in themselves will surely bring about a change in the fabric of society. I also believe that to attain peace and harmony in life one has to be in harmony with nature. Nothing can be better than studying in a clean and green environment, far from pollution, under the blue sky and the bright sun. Inculcating the right values: honesty, sincerity, kindness, sensitivity, respect for the elderly and women, will surely make every individual a complete human being.</p>	Para 1
<p>Let us break the barriers of caste, creed, language and religion, and instead embrace the religion of humanity. If the rich help the poor, if there are no hungry mouths, no old age homes and no corruption, the day won't be far when India will be a truly progressive country. Like our late Ex-President Shri A P J Abdul Kalam we believe in our country, in the innate goodness of man.</p>	Para 2
<p>As Noble Laureate Shri Rabindranath Tagore had envisioned, we too dream. “Where the mind is without fear and the Head is held high, Where Knowledge is free, Where the world has not been broken up into fragments by narrow domestic walls...Into that heaven of freedom, my Father, let my country awake.”</p>	Conclusion

**Q. Write an article as Abhay/Anita on the topic-“Online Education during the Covid 19 Pandemic”**

### **Online Education during the Covid 19 Pandemic**

By Anita

Online education is virtual classes offered through the internet. Virtual classes are conducted through the internet. Often referred to as “e- learning”, students use their home computers through the internet to interact with teachers and students. As a consequence, for many non-traditional students, those who want to continue working full time or raising families, online graduations and courses have become popular in the past decade.

During the Covid 19 pandemic, online education was the only method to interact with teachers. One could save time on travelling and get a lot of work done without going outside the house. Students got more time for self- study. People discovered ways of enhancing their life skills through online classes. People even learnt meditation through online classes.

However, Online education has been the reason for many health problems in teachers as well as students. Prolonged screen time has caused eye damage among people. Obesity, ear damage, loss in hearing, neural diseases were reported among youngsters. Use of mobile phones have affected students with its harmful radiations. Youngsters lost their ability to make new friends or socialize. Access to the internet proved to be a distraction to many. Students scrolled down their Whatsapp, Instagram and Facebook pages during their study hours. Tab surfing during classes kept many from being attentive to their online teachers. Close to 90% youngsters today own a smartphone without being aware of online safety settings.

The large number of Education technology companies and School learning apps we see today are direct or indirect outcomes of online education during the Covid 19 Pandemic.

### **UNSOLVED**

Q1. As sports captain of your school Rakshith/ Radhika, write an article in 120-150 words for your school magazine emphasising the need of adventure sports in youngsters' lives. You can use the following lines as clues

#### **Clues**

**Paragraph 1** The popularity of adventurous and exciting sports among young people is increasing rapidly-involve speed, height, physical exertion, specialized gear, and high risk or danger-Examples of adventure sports include trekking water rafting,etc

**Paragraph 2.** provides excitement and enjoyment but also positively impacts the mind and body.- contribute to increased confidence, physical abilities, and preparation to face life's challenges - .contribute to personal growth and confidence building.- promote health and fitness.

**Paragraph 3**-India offers abundant opportunities -due to its geographical diversity.- Teach self-reliance, teamwork, and improve self-esteem.- can raise awareness about wildlife conservation and protection.

**Paragraph 4**-considered a better alternative to virtual adventures in online games.- need to engage youth more in adventure sports.

**Q2. Choice of course after clearing Senior School Examination produces a great deal of stress on the minds of our students. Counselling can be of great help to them. Write an article in 120-150 words on the topic “Role of counselling in choice of course” You are Motilal/ Manav. Use the following clues.**

**Clues**

- deciding a career goal important
- discover their potential and interests
- the pressure starts building up- at the threshold
- counselling can help-decide your career based on your aptitude, skills, interests, performance and personality
- strengths and weaknesses
- Counsellor identifies that unique quality and guides informed choice.
- Even in the future, counselling helps in setting goals and gives directions to life

**Q3. You are Vinita, a student of Class XII. You decide to write an article on “Impact of OTT Platforms on Youth” for your school magazine. You may use the cues given below along with your own ideas to compose this article.**

- easy to access
- Teens’ addiction to OTT
- Insomnia
- Violent and brutal scenes

**Suggestions**

- Censor for OTT
- Choice of content
  
- Time limitation
- Parental monitoring

**(AISSCE 2024)-5 marks**

**Q4. You are Ravi/Rajani, a class XII student. Write an article for a youth magazine on selfie safety, advising youngsters to be more cautious and careful. Use the following cues along with your own ideas to draft the article:**

Don’t pose near moving trains or other moving vehicles  
Don’t pose with wild animals  
Be aware of your surroundings  
Keep away from stairs, drop-offs  
Casual posting of selfies-pose a threat

**(AISSCE 2024) 5 marks**

**Q5.. The rising obesity amongst youth today is a grave cause of concern. Addiction to technology, inactive life-style and eating sugary and highly processed foods are among the leading causes.**

Write an article for the school magazine, sharing the importance of a healthy lifestyle and nutritious diet. You may use the given cues along with your own ideas to compose this article. You are Shivani/ Satish of class XII B.

- Reasons for obesity
- Consequences-ill health

Suggestions-

- active lifestyle
- regular exercise
- change in eating habits
- support and encouragement

(AISSCE 2024) 5 marks

#### **SUGGESTED TOPICS FOR ARTICLE WRITING-**

- **POLLUTION**
- **CRUELTY TO ANIMALS**
- **DRUG ABUSE AMONG THE YOUTH**
- **INDISCIPLINE AMONG STUDENTS**
- **WOMEN EMPOWERMENT**
- **SHORTAGE OF WATER OR OTHER NATURAL RESOURCES**
- **EDUCATION**
- **HEALTH**
- **NEED FOR PEACE**
- **NEED FOR VALUE EDUCATION**
- **IMPORTANCE OF YOGA**
- **DEMOCRACY IS THE RIGHT FORM OF GOVERNMENT**

## SECTION C LITERATURE FLAMINGO

### PROSE: LESSON1- THE LAST LESSON

BY ALPHONSE DAUDET

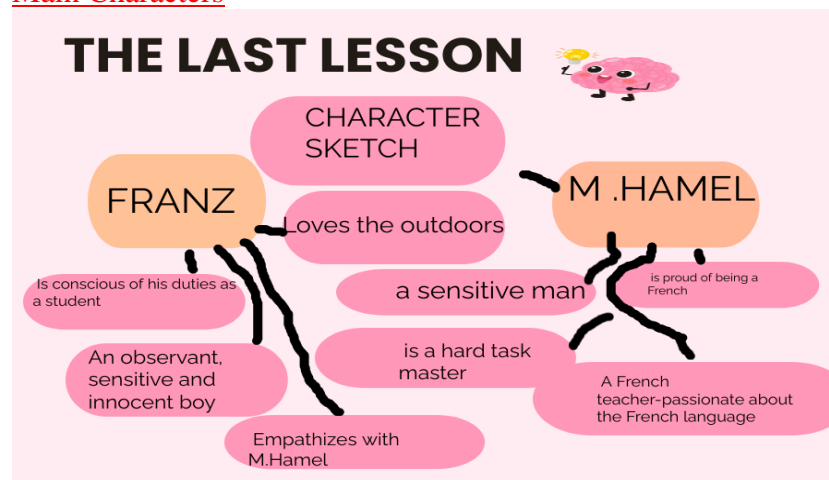
#### BACKGROUND OF THE STORY

The present story is set during the days of Franco – Prussian War (1870 – 1871) in which France was defeated by Prussia led by Bismarck. At that time Prussia consisted of Germany, Poland and some parts of Austria. Bismarck. The French district of Alsace and Lorraine were captured by Germans.

The Germans had ordered to discontinue the teaching of French in all schools of Alsace and Lorraine. The French teacher Monsieur Hamel was instructed to leave the country. The people regret not learning their mother tongue so far.

Image courtesy Britannica

#### Main Characters



**Franz:** A young French school boy from Alsace and Lorraine. As a student he had been negligent and felt happier outside the classroom than inside. He postpones learning and likes to spend time in nature.

**Monsieur Hamel:** French teacher who had been teaching for 40 years in Alsace and Lorraine. Extremely devoted, he is a strict disciplinarian who came to class with an iron ruler.

The story has a few other very minor characters:

- Watcher: the blacksmith
- M. Hamel's Sister
- Hauser: is an old gentleman

#### THEME:

**Linguistic chauvinism** is the idea that one's language is superior to that of others. In the story we see the people of Alsace and Lorraine become victims of Linguistic Chauvinism as they are forced to learn German and not their mother tongue French. The conquerors impose their language to seize the culture and identity of the native people.

#### **Importance of native language-**

'The Last Lesson' revolves around the native language and its importance to the citizens of a country. It is the duty of every citizen to safeguard the language of the country as it is the identity of that country. The lesson depicts how after defeating France in the war, the Prussians wanted to rule over not only the territory of France but also over the minds and hearts of the people. The story reinforces the fact that we value something more when it is lost. The pain and anguish of the students and the teacher is evident as everyone realizes how things were taken for granted.

The lesson emphasizes the importance of the mother tongue for everyone and the need to realize the fact that it is our language which gives us our identity, respect and freedom.

It connects our history, culture and literature. Language is a part of the rich cultural heritage of people

which is passed from one generation to the other. Language is a part of the identity and pride of the people.

### Sub themes

**Importance of education in life:** the people of Alsace and Lorraine realise the importance of education only on the last day of their French lesson. Parents used to send their children to work which they regret later.

**Procrastination:** The human tendency to postpone work for a later time is also highlighted here. Monsieur Hamel reprimands the people of Alsace and Lorraine for always putting off their work for some other day.

### GIST OF THE CHAPTER

The story is narrated by Franz, a young school boy who was running late to school.

He feared reprimand from his French teacher Monsieur Hamel. Also, he was not prepared for the test on participles.

He sees a crowd in front of the bulletin-board. He anticipates some wretched piece of news as usual but hurries to his classroom.

The school was unusually quiet as on a Sunday morning. There was no hustle and bustle of a regular working day.

Quite surprisingly, Monsieur Hamel allowed him to enter class without any comment. Franz noticed that M Hamel was wearing his green coat, frilled shirt and silk cap, which he wore only on special days. Franz was also surprised to see the villagers occupying the backbench.

Franz wondered what's happening. Meanwhile, M Hamel announced that it would be his last lesson as the Germans had ordered that French would no more be taught in schools. This announcement shocked him like a thunderclap.

He regretted wasting time and not learning French. His books which earlier felt like a burden now seemed to be his friends.

Franz is not able to recite the rules of participles but M Hamel does not scold him. He says that the people of Alsace and Lorraine had the tendency to put off work for the next day. And now they couldn't even read or write their own language.

Parents and society were to blame too as they did not value education and often sent the children to work for some extra income. The teacher blamed himself for giving students holidays so that he could go fishing.

Monsieur Hamel praised French as the most beautiful and logical language. Franz paid attention to each and every word and he felt that he could understand the language clearly now.

M Hamel was gazing at everything in class as if he wanted to carry the mental picture with him. He had been instructed to leave the country along with his sister.

Finally the time came for Monsieur Hamel to bid farewell and he was choked with emotions. The villagers too had tears in their eyes.

M Hamel writes "viva la France" and dismissed the class.

### Points to remember:

#### **1. Franz's reluctance to reach school:**

Was worried as he started late from home.

Was apprehensive of facing his teacher, M. Hamel as he had not prepared his lessons on participles, which was to be questioned in class.

Distracted by the chirping birds, warm and bright day and Prussian soldiers drilling.

#### **2. Usual scene of the classroom:**

Great commotion.

Opening and the closing of the desks.

Lessons being repeated in unison.  
Teacher's ruler rapping on the table.  
Back benches were usually empty.

**3. The difference on the last day of School:**

The quiet atmosphere as on Sunday mornings.  
All classmates occupying their respective places.  
M. Hamel walking to and fro with his iron ruler under his arm-was formally dressed-spoke to Franz in a gentle manner.  
Back benches were occupied by old Hauser, former Mayor, former postmaster and several other villagers.

**4. The response to M. Hamel and the class in the last lesson:**

M. Hamel taught the students without losing his temper-was patient-made special notebooks putting in extra efforts-giving his best on the last day-imparted knowledge about the importance of the mother tongue in each one's life.  
Children in the class were quiet and gave a patient ear to the teacher.  
Old people of the village attended the class.  
Franz made a special effort to understand the lesson for he found it comfortable to grasp-was guilty of not paying attention earlier.

**5. Old people of the village in the class:**

They were sorry that they had not gone to the school for longer.  
They wanted to pay respect to the language which they would not be able to learn anymore.  
They wanted to thank M. Hamel for his unflinching service to the village for the past forty years.  
To show respect to the country that was not theirs anymore.

**6. Responsible for neglecting French:**

Alsace as a city was responsible for procrastinating.  
Franz was responsible for delaying and avoiding the learning of the language.  
Parents were responsible for they were not keen for the education of their children and made them run errands.  
M. Hamel blamed himself for sending Franz to water his plants or even taking an off, the day he wanted to go fishing.

**7. Views of M. Hamel on the French language:**

The most beautiful language in the world.  
The clearest and most logical.  
It had to be guarded.  
It acts as a key to the prison if people are enslaved.

**8. Franz on M. Hamel:**

Franz desperately wanted to give the answer on participles to reassure his teacher that all his years of teachings have not been wasted.  
Franz felt that M. Hamel was giving his best on the day of the last lesson as he wanted to share all his knowledge before going away. Franz felt that his teacher was sitting motionless and was staring at things as he wanted to fix in his mind and take each memory with him from that school room where he had taught for forty years.  
Franz felt that the teacher must be heartbroken for he was to leave the country the next day.  
Franz could well identify with the teacher's sorrow as to what he felt on hearing his sister move boxes to pack and leave.

**9. M. Hamel as a teacher.**

Had been teaching for forty years without wavering.



Refused to give up on the last day of teaching-treated it as the most important day was in his best fineries-had prepared copies for the children in which he had written beautifully-was ready to teach all age groups without reservation-decided to be patient and impart whatever he could even if it was the last day-stood tall to bid and accept farewell.

Imparted knowledge about the importance of the mother tongue.

Instilled patriotism amongst his students with his wise words.

**Multiple Choice Questions based on an extract:**

***Q A) Poor man! It was in honour of this last lesson that he had put on his fine Sunday clothes, and now I understood why the old men of the village were sitting there in the back of the room. It was because they were sorry, too, that they had not gone to school more. It was their way of thanking our master for his forty years of faithful service and of showing their respect for the country that was theirs no more.***

I) Why does the narrator refer to M. Hamel as ‘Poor man!’?

- a) He empathizes with M. Hamel as he had to leave the village.
- b) He believes that M. Hamel’s “fine Sunday clothes” clearly reflected that he was not rich.
- c) He feels sorry for M. Hamel as it was his last French lesson.
- d) He thinks that M. Hamel’s patriotism and sense of duty resulted in his poverty.

II) Which of the following idioms might describe the villagers’ act of attending the last lesson most accurately?

- a) ‘Too good to miss’
- b) ‘Too little, too late’
- c) ‘Too many cooks spoil the broth
- d) Too cool for school

III) Choose the option that might raise a question about M. Hamel’s “faithful service”.

- a) When Franz came late, M. Hamel told him that he was about to begin class without him.
- b) Franz mentioned how cranky M. Hamel was and his “great ruler rapping on the table”.
- c) M. Hamel often sent students to water his flowers, and gave a holiday when he wanted to go fishing.
- d) M. Hamel permitted villagers put their children “to work on a farm or at the mills” for some extra money.

IV) Choose the option that most appropriately fills in the blanks, for the following description of the given extract.

The villagers and their children sat in class, forging with their old master a

(i) \_\_\_\_\_ togetherness. In that moment, the class room stood (ii) \_\_\_\_\_. It was France itself, and the last French lesson a desperate hope to (iii) \_\_\_\_\_ to the remnants of what they had known and taken for granted. Their own (iv) \_\_\_\_\_.

- a) (i) graceful; (ii) still; (iii) hang on; (iv) country
- b) (i) bygone; (ii) up; (iii) keep on; (iv) education
- c) (i) beautiful; (ii) mesmerised; (iii) carry on; (iv) unity
- d) (i) forgotten; (ii) transformed; (iii) hold on; (iv) identity

**ANSWERS**

- I) c
- II) b
- III) c
- IV) d

**PRACTICE QUESTIONS:**

*Q B) 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!*

- I) 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

II) Read the quotes given below.

Choose the option that might best describe M. Hamel’s viewpoint.

- a) Those who know nothing of foreign languages know nothing of their own. – Johann Wolfgang
  - b) Language is the road map of a culture. It tells you where its people come from and where they are going. – Rita Mae Brown
  - c) A poor man is like a foreigner in his own country. – Ali Ibn Abi Talib
  - d) The greatest propaganda in the world is our mother tongue, that is what we 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)

III. “*I was amazed to see how well I understood it.*”

Select the option that does NOT explain why Franz found the grammar lesson “easy”.

Franz was paying careful attention in class this time.

M. Hamel was being extremely patient and calm in his teaching.

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

IV. Franz was able to understand the grammar lesson easily because he was

- A. receptive
- B. appreciative
- C. introspective
- D. Competitive

QC. 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.

1. What does the speaker think the person calling after them is doing by saying not to go so fast?

- A. Mocking
- B. Encouraging

- C. Admiring
- D. Warning

2. Based on the passage, the speaker's school is most likely located:

- A. Close to M. Hamel's garden
- B. Far away from M. Hamel's garden
- C. In M. Hamel's garden
- D. Inside a building

3. 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 knew this was the last day of his French lesson.

- A. Both the statements are true
- B. Statement 1 is true, statement 2 is wrong
- C. Neither of the statements is true
- D. Statement 1 is wrong, statement 2 is right

4. The statement that 'he was all out of breath to reach the school' shows that he had a ..... character

- A. Lethargic
- B. disturbing
- C. duty-bound
- D. lazy

### **SHORT ANSWERS**

Q1. What did Franz notice that was unusual about the school that day?

Ans. - no commotion on that day; everything was as quiet as a Sunday morning. Mr Hamel was not annoyed when Franz walked into the classroom late. M. Hamel was in his Sunday best. The village folk were sitting on the back benches of the classroom

Q2. What do you infer about the schooling in those days from your reading of the last lesson?

Heterogeneous class- school and teacher's residence in the same building -one teacher system-corporal punishment present

### **PRACTICE QUESTIONS:**

Q3. If this had been M Hamel's first lesson, how do you think the school experience of the students might have been impacted?

Q4. What a thunderclap these words were to me. What was Franz referring to? Describe in your own words the emotions felt by Franz when he said so.

Q5. Why were the old men of the village present in the classroom? Do you think that their lethargic attitude affected the students attitude towards learning?

Q6. How was M. Hamel's behaviour contrary to how he would usually behave?

Q7. What changes came over little Franz after M. Hamel's announcement?

Q8. What was the mood in the classroom when M. Hamel gave the last French lesson?

**LONG ANSWER QUESTION:**

Q1. Justify the title ‘The Last Lesson’.

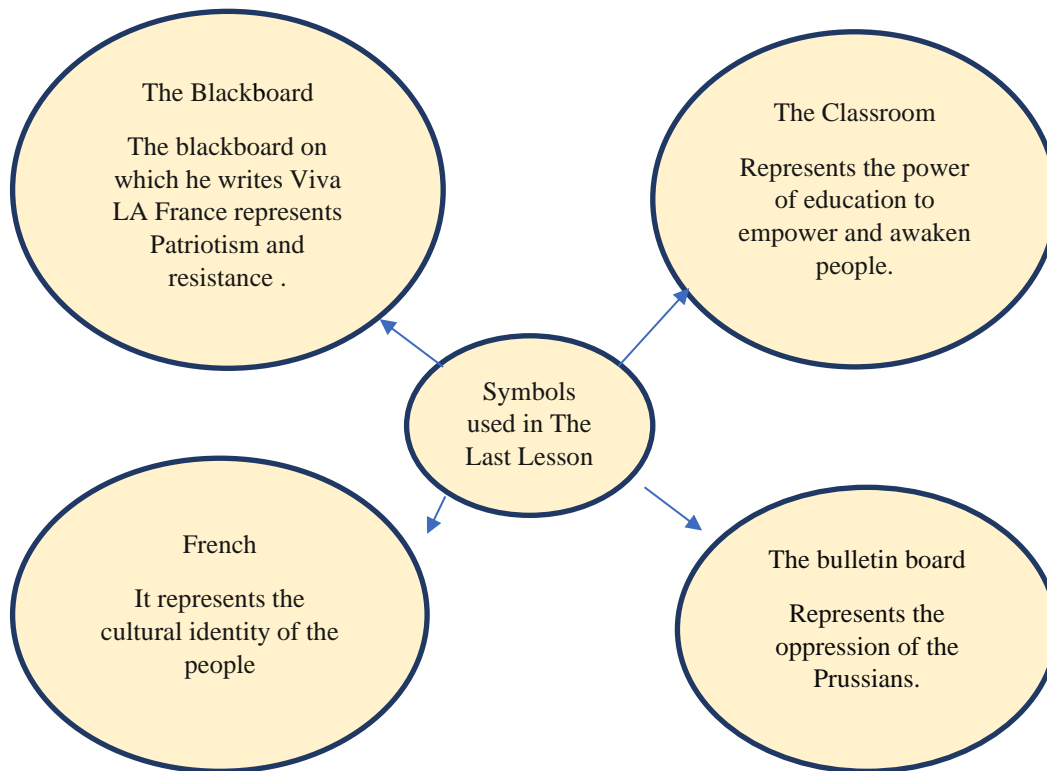
Ans. The title ‘The Last Lesson’ is significant and conveys the central theme of the story. The title highlights the fact that sometimes even the most precious things in our lives are taken for granted by us. The people of Alsace never gave much thought or importance to their mother tongue. They did not insist that their children should give it wholehearted attention. They did not encourage regular attendance of their children in French classes. They thought there was plenty of time to learn it. They preferred their children to work and earn rather than learn. They received a severe jolt when orders came from Berlin to ban French and make German compulsory. This brutal order from Prussians made them realise the importance of their mother tongue. So they came in full force to attend M. Hamel’s last lesson. In fact, the story shows the awakening of their conscience and the importance of their mother tongue. This was displayed by them by attending the last person of the French. Thus, the title ‘The Last Lesson’ reveals the theme of the story and is fully justified.

**LONG ANSWERS (unsolved)**

Q1.” My Last French Lesson! Why! I hardly know how to write!” The problem is that students don’t take school seriously and parents are not keen to make them study. Write an article on the role of society and the government in solving the problem.

Q2. What message does the story ‘The Last Lesson’ carry? How relevant is it today?

MIND MAP



**PROSE: CHAPTER 2: The Lost Spring : Stories of Stolen Childhood**  
**by Anees Jung**



**Characters:**

**Sahib e Alam:** A young boy who migrated with his family to Seemapuri. Dreams of education and playing tennis but works as a child laborer.  
**Mukesh:** From Firozabad, works in a glass bangle factory with aspirations to become a motor mechanic.

**LESSON AT A GLANCE**



**Skills Emphasized:**

- Understanding themes of poverty, child labor, and aspirations.
- Analysis of characters' dreams and challenges.
- Recognize the harsh realities faced by marginalized communities in India.

- **Lost Spring – STORIES OF STOLEN CHILDHOOD**

- Narrative of marginalized youth in India
  - The writer portrays how these children share similar dreams and aspirations as their peers, yet their impoverishment and situations sharply contrast with those of typical children.
  - Experience food scarcities
  - Trapped in the cycle of child labor
  - Endure physical, mental, and emotional hardships
- **Sahib e alam-Lord of the universe**
  - A young lad who migrated with his family from lush fields of Dhaka in 1971
  - Each morning, observed by the author as he searches for 'treasure' in the local rubbish heaps
  - Unable to attend school due to poverty, works barefoot
  - Resides in Seemapuri among numerous others surviving by collecting scraps - lacking basic necessities
  - Dreams of receiving an education and playing tennis but finds solace simply in donning discarded footwear - resigned to his destiny
  - Loses his carefree demeanor and liberty when he is employed as a child laborer at a tea stand
- **Mukesh**
  - Hails from Firozabad – renowned for its bangle industry
  - Works tirelessly in the glass furnace, fusing glass and crafting bangles at extremely high temperatures in a grimy, cramped space with no light – risking his eyesight.
  - Carries on the family tradition for now, but he is bold and distinct from the youth of Firozabad, who have relinquished all motivation after years of numbing labor.
  - Nurtures an aspiration- aims to pursue a career as a motor mechanic and desires independence- resolute in his decision 'I will persevere,' he asserts, even if the workshop is far from his residence.
  - Positioned to realize his aspiration because he is truly uninterested in continuing the craft of bangle making- he refuses to be confined by his societal caste.

### **Seemapuri: Community of Bangladeshi Squatters**

- Unauthorized inhabitants - displaced from their homeland due to a catastrophic storm in 1971, prioritizing food and basic existence
- Residing in a state of constant impoverishment
- Located on the outskirts of Delhi, far removed from its opulence and grandeur (paradoxical)
- A desolate area featuring makeshift dwellings of mud with tin and tarpaulin roofs
- Lacking basic amenities like sewage systems, proper drainage, and running water
- Home to 10,000 waste collectors who sustain themselves by scavenging through refuse
- Inhabiting this area without permits or formal identification for four decades, mastering the skill of waste collection
- They view garbage as a valuable resource, akin to gold.

## Overview of Working Conditions at the Glass Bangle Factory and Associated Risks

- Artisans creating glass bangles endure extreme poverty and go to bed hungry.
- The alleys in their makeshift community reek of waste, with crumbling shacks lacking proper infrastructure, crowded with both people and animals.
  
- A large number of adults and tens of thousands of children are employed in sweltering furnaces in Firozabad.
- They labor extensively under unsafe and harmful circumstances.
- Consistently high temperatures, poor ventilation, and inadequate lighting are commonplace.
- Piles of bangles clutter the untidy yards, pushed by young boys through the narrow pathways of the settlement.
- Boys and girls work under dim, flickering oil lamps to connect circular glass pieces, adjusting their eyes more to the darkness than the light outside.
- Eye irritation from glass polishing dust negatively impacts them.
- Moneylenders, law enforcers, officials, and politicians all stand against them, ensnaring the impoverished bangle makers in a complex system.
- A lingering fear of mistreatment by the authorities plagues them.
  
- **Possible Hazards:** Accidents, vision impairment, burns, respiratory problems, physical and mental fatigue, developmental delays, poor health due to unsanitary conditions and limited airflow, genetic issues from exposure to chemicals.

### **MCQ:**

READ THE QUESTIONS BELOW AND ANSWER THE EXTRACT BASED MCQ QUESTIONS:

*Q1.* 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 recognize each of them.

1. What is the tone of the passage?
- a. Melancholic
  - b. Joyful
  - c. Sarcastic
  - d. Angry

Ans: Melancholic

- 2 How does the narrator's knowledge of Saheb-e-Alam's name affect their interactions?
- a. It deepens their bond
  - b. It creates distance
  - c. It causes conflict
  - d. It leads to confusion

Ans: a. It deepens their bond

- 3 Which literary device is most noticeable in the description of Saheb-e-Alam and his friends?
- a. Simile
  - b. Metaphor
  - c. Personification
  - d. Hyperbole

Ans: a. Simile

4. How does the setting contribute to the overall mood of the passage?

- a. It creates suspense
- b. It evokes nostalgia
- c. It enhances realism
- d. It conveys despair

Ans: d. It conveys despair

*Practice questions*

*Q2. "I will learn to drive a car," he answers, looking straight into my eyes. His dream looms like a mirage amidst the dust of streets that fill his town Firozabad, famous for its bangles. Every other family in Firozabad is engaged in making bangles. It is the centre of India's glass-blowing industry where families have spent generations working around furnaces, wielding glass, making bangles for all the women in the land it seems.*

*Mukesh's family is among them. None of them know that it is illegal for children like him to work in the glass furnaces with high temperatures, in dingy cells without air and light; that the law, if enforced, could get him and all those 20,000 children out of the hot furnaces where they slog their daylight hours, often losing the brightness of their eyes. Mukesh's eyes beam as he volunteers to take me home, which he proudly says is being rebuilt*

1. The simile 'dream looms like a mirage amidst the dust of streets' indicates that this dream was

- a) a reality, yet seemed distant.
- b) lost in the sea of dust.
- c) illusory and indistinct.
- d) hanging in the dusty air.

2. 'I will learn to drive a car,' he answers, looking straight into my eyes. This sentence highlights Mukesh was

- 1. determined
- 2. fearless
- 3. hopeful
- 4. valiant
- 5. ambitious
- 6. stern

- a) 1 & 5
- b) 2 & 4
- c) 2 & 5
- d) 3 & 6

3. Which of the following statements is NOT TRUE with reference to the extract?

- a) Children work in badly lit and poorly ventilated furnaces.
- b) The children are unaware that it is forbidden by law to work in the furnaces.
- c) Children toil in the furnaces for hours which affects their eyesight.
- d) Firozabad has emerged as a nascent producer of bangles in the country.



4. Every other family in Firozabad is engaged in making bangles indicates that

- a) bangle making is the only industry that flourishes in Firozabad.
- b) the entire population of Firozabad is involved in bangle making.
- c) majority of the population in Firozabad is involved in bangle making.
- d) bangle making is the most loved occupation in Firozabad.

*Q2. She still has bangles on her wrist, but no light in her eyes. "Ek waqt ser bhar khana bhi nahin khaya." she says, in a voice drained of joy. She has not enjoyed even one full meal in her entire lifetime—that's what she has reaped! Her husband, an old man with a flowing beard says, "I know nothing except bangles. All I have done is make a house for the family to live in."*

*Hearing him one wonders if he has achieved what many have failed in their lifetime. He has a roof over his head!*

*The cry of not having money to do anything except carry on the business of making bangles, not even enough to eat, rings in every home. The young men echo the lament of the elders. Little has moved with time, it seems in Firozabad, years of mind-numbing toil have killed all initiative and the ability to dream.*

1. She still has bangles on her wrist, but no light in her eyes.' This implies that

- a) she is married but has lost the charm in her eyes.
- b) she is a married woman who has lost her grace and beauty.
- c) though she is married, her eyes are devoid of happiness.
- d) she is a married woman who has lost her eyesight.

2. 'He has a roof over his head!' The tone of the author is

- a) pessimistic.
- b) empathetic.
- c) sympathetic.
- d) optimistic

3. Choose the term which best matches the statement 'The young men echo the lament of their elders.'

- a) acceptance
- b) reflection
- c) reiteration
- d) doubtfulness

4. *Years of mind-numbing toil have killed all initiative and the ability to dream'.*

*This shows that*

- a) the bangle makers are exhausted yet they are enterprising and have dreams.
- b) the drudgery of work has destroyed their willingness to improve their lot.
- c) the daily grind has stolen the dreams of the bangle makers and made them dull.
- d) the bangle makers have been working so hard that there's no time to dream.

**Q3.** 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. "If at the end of the day we can feed our families and go to bed without an aching stomach, we would rather live here than in the fields that gave us no grain," say a group of women in tattered saris when I ask them why they left their beautiful land of green fields and rivers. Wherever they find food, they pitch their tents that become transit homes. Children grow up in them, becoming partners in survival. And survival in Seemapuri means rag-picking. Through the years, it has acquired the proportions of a fine art. Garbage to them is gold. It is their daily bread, a roof over

their heads, even if it is a leaking roof. But for a child it is even more

1. How do children in Seemapuri contribute to survival?
  - a. By attending school
  - b. By participating in rag-picking
  - c. By farming in green fields
  - d. By working in factories
2. What is described as a daily bread for the people in Seemapuri?
  - a. Rice
  - b. Garbage
  - c. Vegetables
  - d. Fruits
3. Where do the people in Seemapuri pitch their tents to create transit homes?
  - a. In the fields with no grain
  - b. Near green fields and rivers
  - c. Near factories
  - d. Wherever they find food
4. What do the children in Seemapuri become as they grow up?
  - a. Farmers
  - b. Politicians
  - c. Partners in survival
  - d. Teachers

### SHORT ANSWER QUESTIONS

Q1. What does the writer mean by saying that garbage holds different meaning for adults and children?

Value points

For elders – rag picking – a necessary evil-only means of survival

Children look it as a gold mine-full of unexpected surprises

There is always the hope of finding a coin or a rupee while rummaging through the garbage

So, it's wrapped in wonder for them.

Q2. Why do you think Mukesh is content to dream of cars and doesn't dream of flying a plane?

Value points

In Mukesh –we find a spark of motivation-he is ready to travel to garage-a long way from home

When asked if he ever dreams of flying airplane-he seems embarrassed and remains silent

He is satisfied with more tangible and attainable dream of fast moving cars –something seen on a daily basis

Airplanes symbolize something distant, just like far- fetched dream- people of Firozabad are not exposed to grand dreams like this .

### PRACTICE QUESTIONS:

Q1. Why does the narrator say that rag pickers live in a place at the periphery of Delhi yet miles away from it .

Q2. Do you believe that 'God-given lineage can be broken'? Support your position with a rationale.

Q3. Why is sahib unhappy working in the tea stall?

Q4. How do you think the author's life might have been impacted after her interactions with the children and their families mentioned in 'Lost Spring'?

Q 5. Contrast Mukesh's and Sahib's attitude to their respective dreams.

### LONG ANSWERS QUESTIONS

Q 1. Elucidate the significance of the title 'The lost spring'

Value points

Title – metaphorical-talks of stealing something abstract and effervescent

-Portrayal of the broken spirit of millions of children involved in child labour-undergoing exploitation.

-Have lost the moment of spring in their life –the time of growth, limitless joy and rejuvenation-have

turned adults before time-deprived of childhood.

-Author exposes a national shame through the portrayal of them –shows the dark side of progress.

-Society is apathetic –prefers to look away – those guilty include not only the employer but even the society and their own family

-the writer grasps the heartstrings of the reader –reminds them of the onus of recapturing the spring from the lives of innumerable children in India.

### **Practice questions.**

Q1. How does the story, 'Lost Spring' highlight the apathy of society and those in power to end the vicious cycle of poverty? Support your answer with textual evidence.

Q2. Certain traditions and lineage condemn thousands of children to a life of abject poverty and choke their aspirations. Do you agree? Explain .how can we change this? Suggest some ways to tackle this issue.

Q 3.The joy of wearing bangles in seven colours of a rainbow is derived at the expense of the labour of eyes that are more adjusted to the dark than to the light outside. Justify this statement with reference to the plight of bangle makers as described in the lesson and also highlight the irony contained therein.

#### **Literary Devices:**

**Imagery:** Vivid descriptions of the work environments, like the stifling heat of the bangle factory and the dirty tea stall, portray the children's hardships.

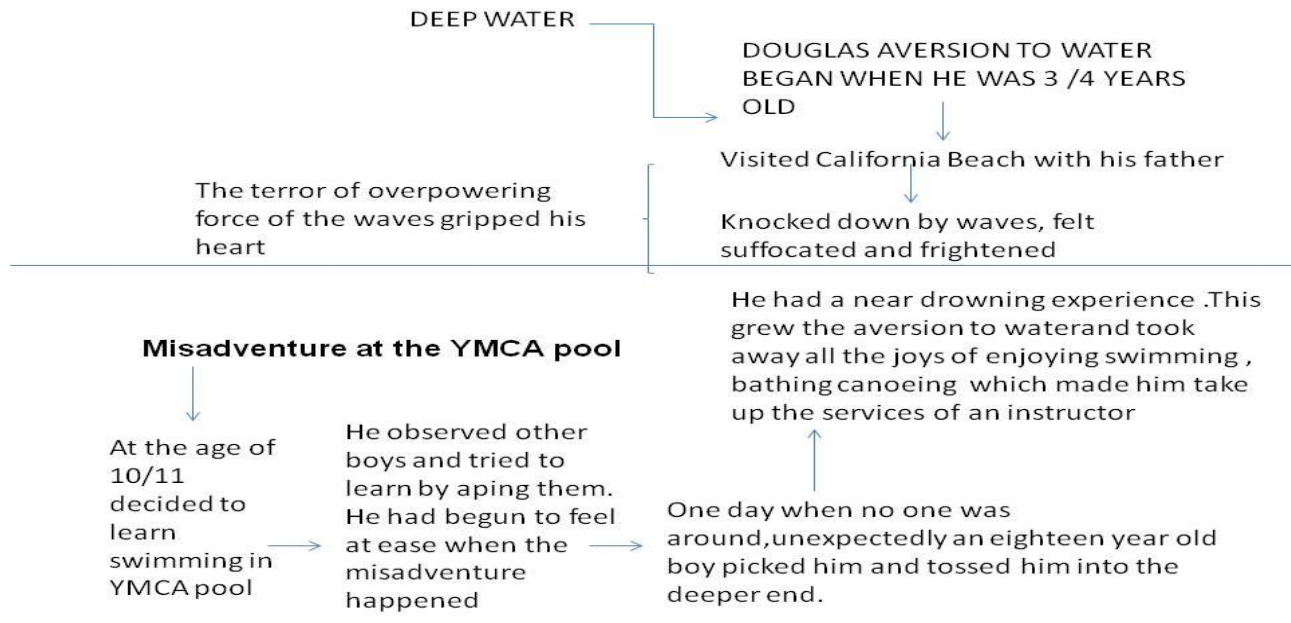
**Metaphor:** The title "The Lost Spring" itself is a metaphor for the stolen childhood of these children. Spring represents innocence, joy, and growth, which are denied to them.

**Irony:** The contrast between the children's dreams and their harsh realities highlights the injustice of their situation.

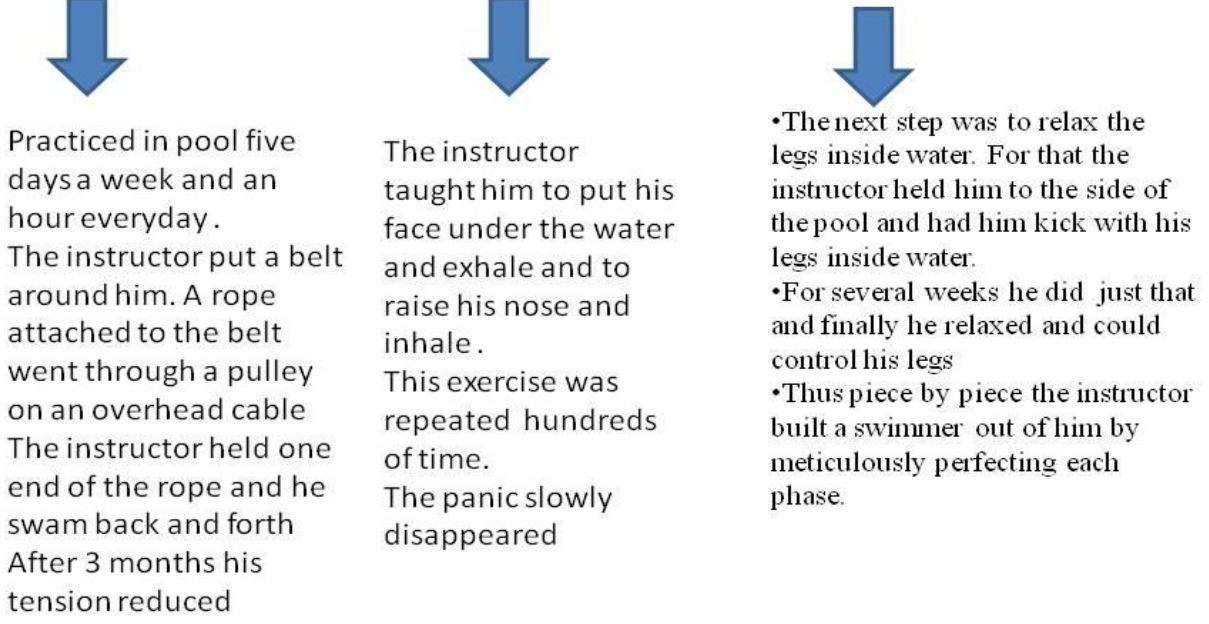
**Pathos:** The emotional descriptions of the children's pain and suffering evoke sympathy and anger towards their exploitation.

### **PROSE: CHAPTER 3: DEEP WATER** **BY WILLIAM DOUGLAS**

This is an extract from William Douglas' autobiographical book, *Of Men And Mountains*. The theme of the lesson is overcoming fear of water. This fear haunted him from childhood owing to a bad experience when he was 3 - 4 years old. And the final nail in the coffin was when he had a near drowning experience at the Y.M.C.A pool. Sheer grit and determination made him fight back and overcome his fear.



**HOW THE INSTRUCTOR BUILT IN DOUGLAS A SWIMMER INCH BY INCH**



**MasterCard**

**The author -William Douglas**

- Had suffered from Hydrophobia from childhood.
- When he was 3 or 4 years old, he went to a beach in California with his father.
- While both stood on the surf a huge wave knocked him down and buried him in water Felt suffocated and frightened

### **Introduction to the Y.M.C.A pool**

- Decided to learn swimming in a YMCA pool in Yakima
- Yakima river different from YMCA pool
  - \* Yakima river was treacherous while YMCA pool was safe
  - \* There were many drowning incidents at Yakima river
  - \* Yakima river was deep and dangerous while YMCA pool was 2 or 3 feet deep at the shallow end and 9 feet deep at the other and the drop was gradual
- Got a pair of water wings to learn swimming
- The childish fear and the unpleasant memories filled his mind.
- Gradually eased as he became familiar and imitated the other boys for a few days.
- But the ease he began to feel was short lived.

### **The misadventure at the pool**

- One day he went to the pool before others joined in
- Scared to hit the pool alone, he waited for others to join in
- A big, well-built boy, with a fine physique came in and threw him into the deep end of pool
- His mind was alert and he remembered the strategy taught – while going down to the bottom he should hit his feet on the bottom of the pool and with all force, jump to the surface like a cork and swim to the side and come out of the pool.
- But before his feet touched the bottom his lungs were ready to burst
- Contrary to his belief he came up slowly and opened his eyes to see water everywhere
- Was terrified tried to grab a rope but his hands clutched only at water
- Tried to scream but no sound came.
- His eyes and nose were out of water- but his mouth was still under water.
- Thrashed his hands at the surface of water, swallowed water, tried to bring his legs up but they were paralyzed and rigid
- Went down again second time hit the bottom again and began to feel dizzy
- Remembered the strategy but was paralyzed with fear and was absolutely stiff
- Tried to hit, groped for support, called for help- but nothing happened
- The only sign of life was the pounding in his heart and head
- His eyes came out of the water and his nose also was almost out of water,
- Went down into the water for the third time, stopped struggling.
- His legs became numb and limp, blackness swept his brain
- He felt fearless, peaceful and drowsy.

### **The rescue and aftermath -He was rescued from the pool.**

- When he became conscious
  - \* Was lying on his stomach besides the pool vomiting.
  - \* Heard the voice of the boy who threw him in.
  - \* Heard someone say that he nearly died.
- On reaching home, he felt weak and could not come out of the shock.
- Cried endlessly, did not eat that night, feared water and avoided it whenever he could

### **A few years later:**

- Wanted to get into the waters of Cascades
- Wanted to wade the Tieton or Bumping River
- Wanted to bathe in Warm Lake of the Goat Rocks
- But fear seized him, his legs became paralyzed and he was petrified by the very idea of doing anything with water.

- It also spoiled his time with his friends and his vacations as he felt uncomfortable when they went for Canoeing on Maine Lakes or Salmon or Bass fishing in New Hampshire or fishing for trout on the Deschutes or while fishing for salmon on Columbia, at Bumping Lake or in the Cascades
- Thus the fear of water ruined his fishing trips, deprived him of the joy of Canoeing, boating or swimming

### **Decision to overcome the fear**

- **Got** an instructor to learn swimming

#### **First phase-**

- \* Practiced in pool five days a week and an hour everyday
- \* The instructor put a belt around him. A rope attached to the belt went through a pulley on an overhead cable
- \* The instructor held one end of the rope and he swam back and forth
- \* After 3 months his tension reduced

#### **Second phase –**

- \* The instructor taught him to put his face under the water and exhale and to raise his nose and inhale
- \* This exercise was repeated hundreds of time
- \* The panic slowly disappeared

#### **Third phase –**

- \* The next step was to relax the legs inside water. For that the instructor held him to the side of the pool and had him kick with his legs inside water.
- \* For several weeks he did just that and finally he relaxed and could control his legs
- \* Thus piece by piece the instructor built a swimmer out of him by meticulously perfecting each phase.

### **The instructor was finished but Douglas was not**

- Douglas was not confident and wondered whether the terror would return if he was alone in the pool or if he is in unfamiliar waters.
- To get over it he swam the length of the pool alone and talked back to the terror.
- He was sure of himself in the pool but was not sure if the terror would return if he swam in unfamiliar waters.
- To test himself
  - \* He went to Lake Wentworth in New Hampshire.
  - \* Dived off a dock at Triggs Island.
  - \* Swam two miles across the lake to Stamp Act Island.
  - \* Laughed and talked back to the terror which fled away seeing his willpower and determination.
  - \* Went to Warm lake, swam across to the other side and back.
  - \* Was no longer afraid – realized with joy that he had finally managed to conquer his fear of water.

### **The impact on Douglas**

- The experience had a deep meaning for him
- Douglas felt only those who have known fear know how it feels to be free of it
- Recalled Roosevelt's words that one must be afraid of fear only
- Understood that as he experienced both the sensation of dying and the terror the fear of it can produce, the will to survive and live life to its fullest had grown in intensity
- Felt confident of facing challenges of life ahead

## MCQ AND ONE WORD ANSWERS

*Q1. My breath was gone. I was frightened. Father laughed, but there was terror in my heart at the overpowering force of the waves. My introduction to the Y.M.C.A. swimming pool revived unpleasant memories and stirred childish fears. But in a little while I gathered confidence. I paddled with my new water wings, watching the other boys and trying to learn by aping them. I did this two or three times on different days and was just beginning to feel at ease in the water when the misadventure happened*

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

Statement 1: The author's father laughed to mock his son's inability to swim.

Statement 2: The author wanted to swim just to prove to his father that he can swim.

- 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

Ans: c) Both Statement 1 and Statement 2 cannot be inferred.

II. "My introduction to the Y.M.C.A swimming pool revived unpleasant memories and stirred childish fears." It can be inferred that this was a clear case of

- a) suppression
- b) oppression
- c) depression
- d) repression

Ans: d) repression

III. The misadventure that took place right after the author felt comfortable was that

- a) the author slipped and fell into the swimming pool.
- b) a bully tossed him into the pool for the sake of fun.
- c) his coach forgot to teach him how to handle deep water.
- d) his father couldn't help him from drowning into the water.

Ans: b) a bully tossed him into the pool for the sake of fun

IV) The passage suggests that the narrator's fear of water is:

- a) Completely irrational
- b) Based on a specific past event
- c) Unrelated to his current experience
- d) Caused solely by his father's reaction

Ans: b) Based on a specific past event

### **Practice questions**

Q2. It happened when I was ten or eleven years old. I had decided to learn to swim. There was a pool at YMCA in Yakima that offered exactly the opportunity. The Yakima River was treacherous. Mother continually warned against it and kept fresh in mind the details of each drowning in the river. But the

YMCA pool was safe. It was only two or three feet deep at the shallow end; and while it was nine feet deep at the other, the drop was gradual. I got a pair of water wings and went to the pool.

1. Mother always warned the author against the river Yakima. But she recommended the Y.M.C.A pool. Why?

- (i) Because it was shallow.
- (ii) Because she liked the pool.
- (iii) Because it was near her house
- (iv) Because it was shallow and safe.

2. Complete the sentence appropriately.

‘Mother continually warned against it and kept fresh in my mind the details of each drowning in the river’ suggests that \_\_\_\_\_.

3. Pick evidence from the extract that helps one infer that the narrator was as concerned about his safety as was his mother.

4. Which of the following is the correct form of Y.M.C. A?

- (i) Young Men’s Christian Association
- (ii) Young Male Care Association
- (iii) Youth Mentoring Christian Association
- (iv) Young Male Christian Association

*Q 3. Then all effort ceased. I relaxed. Even my legs felt limp; and a blackness swept over my brain. It wiped out fear; it wiped out terror. There was no more panic. It was quiet and peaceful. Nothing to be afraid of. This is nice... to be drowsy... to go to sleep... no need to jump... too tired to jump... it’s nice to be carried gently... to float along in space... tender arms around me... tender arms like Mother’s... now I must go to sleep... I crossed to oblivion, and the curtain of life fell.*

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

Statement 1: The author tried his best to jump out of water.

Statement 2: After a while, the author was not anxious in water.

- a) If Statement 1 is the cause, Statement 2 is the effect.
- b) If Statement 1 is the effect, Statement 2 is the cause.
- c) Both the statements are the effects of a common cause.
- d) Both the statements are the effects of independent causes.

2. The ‘curtain (of life) fell’ corresponds to an aspect of

- a) Geometry.
- b) History.
- c) Sports.
- d) Drama.

3. The purpose of using “...” in the above passage is to

- a) show omission.
- b) indicate pauses.
- c) shorten a dialogue.
- d) replace an idea.

4. Which option indicates that the poet lost consciousness?

- a) ‘It was quiet and peaceful.’
- b) ‘I crossed to oblivion.’
- c) ‘Tender arms like Mother’s.’
- d) It wiped out fear



**Short Answer Questions (Answer in 50 words):**

Q 1. How did the near drowning experience at the pool affect him?

**Value Points**

- Felt weak and trembling as he walked back home
- Shook and cried as he lay on the bed
- Couldn't eat that night
- Haunting fear gripped him for days
- Slightest exertion tired him
- Knees felt wobbly
- Sick feeling in the stomach

Q2. Why did Douglas determine to get over his fear of water when he grew older?

**Value Points:**

- Realized that the fear of water had gripped him firmly
- Ruined his fishing trips, deprived him of the joy of canoeing, boating, swimming.
- Could not enjoy his holidays with friends or relatives
- Came to know of the waters of the Cascades
- Wanted to get into them to overcome his fear, tried, but terrorizing memory of the pool came back
- Fear would grip him completely, legs would become paralyzed.
- Was uncomfortable and then decided to learn swimming

**Practice questions**

- Q3. Seemingly small everyday wins are actually the greatest learnings of life. Comment on the statement with reference to the chapter "Deep Water".
- Q4. If you could give the chapter a new title, what would it be? Support your answer with reference to the chapter "Deep Water".
- Q5. Why was the writer's second attempt to come out of the pool unsuccessful?
- Q6. Why did William Douglas avoid water whenever he could? What did the writer miss out on because of his fear of water?
- Q7. How did Douglas make sure that he conquered the old terror?
- Q8. Describe his first few days in the pool.
- Q9. Even after the instructor had finished his job of teaching him how to swim, why was Douglas still not satisfied?

**Long Answer Questions(Answer in 125-150 words):**

Q1. How did Douglas know that he had finally conquered his fear? What was the lesson that the writer learnt during his lessons in swimming and his conquest of the fear of it?

**Value Points**

- Went to Lake Wentworth in New Hampshire
- Dived off at a dock at Triggs Island
- Swam across the lake to Stamp Act Island
- In the middle of the lake-terror struck again
- Tried to laugh it off
- Residual doubts were still there
- Went to Warm Lake-swam its length
- Was not afraid this time, realized he had overcome fear
- **Lesson Learnt**-one should not fear death but fear the fear of it
- Knew what being free of terror was being like

Q2. “There is terror only in the fear of death”. Comment with reference to Deep Water.

**Value Points**

- One should not be afraid of dying or drowning or the challenges that life poses
- It is the fear of facing and undergoing these ordeals that can cripple a man’s will to overcome them
- It requires sheer grit and determination to realize one’s potential and understand our strengths
- People who are strong on the inside can defeat and surpass the hurdles of life
- Terror lies only in being afraid of the unknown
- Once you overcome that fear one can defeat fear.

Q 3. Imagine that the bully who threw Douglas into the pool, reads this chapter and realizes his mistake.

As the bully, write a letter expressing your guilt and penning down your apology to Douglas’

Q 4. Douglas’ mother writes to the YMCA authorities holding them accountable for the mishap as well as demanding that the authorities employ a team of guards near the pool for supervision of the children.

As the mother, write a letter to the authorities with reference to the case of your son.

You may begin like this:

Sir

Subject: Negligence on Premises

This is with reference to the incident of near fatal drowning of my son, William on your premises. We were...

Q 5. How did the instructor ‘build a swimmer’ out of Douglas?

Q 6. Only those who have known stark terror and conquered it can appreciate its value. Do you agree? Refer to the chapter and give reasons for your answer.

Q7. “Preserve and conquer fear, if you do so success is yours.” Do you agree? Give reason.

**PROSE: CHAPTER-4 Rattrap**  
**BY SELMA LAGERLOF**

**Title**

The ‘Rattrap’ is an appropriate title. Sema Lagerlof has used the metaphor of a Rattrap to highlight the human predicament. Human beings are lured by baits of materialist things and trapped just the way a rat is trapped using baits like cheese and pork. The story revolves around a rattrap seller who is amused by the thought that the whole world is like a rattrap enticing people with baits like riches and joys, shelter and food, heat and clothing and finally trapping people in his/ her greed. But then the peddler himself gets caught in the rattrap, the bait being- money. It also speaks about the struggles of extricating oneself from the trap. Therefore, the title is apt.

**Theme**

The story of the Rattrap revolves around the theme of compassion, respect for fellow human beings and the transformational power of kindness. This captivating story uses the metaphor of the rattrap to portray human predicament and how essential goodness in a person can be awakened, through acts of kindness and care.

### **Main points of the story:-**

- 'The Rattrap' is a story that underlines a belief that essential goodness in human beings can be aroused through sympathy, understanding and love.
- Once a man went around selling small rattraps he took to begging and petty thievery to keep his body and soul together.
- One day he was struck with the idea- the whole world is a big rattrap and it offers riches as bait.
- People let themselves be tempted to touch the bait then it closes in on them bringing an end to everything.
- One dark evening the rattrap peddler sought shelter in an old crofter's roadside cottage
- The old man gave him food, tobacco they enjoyed the card game too.
- Next morning the peddler stole his thirty kronors.
- The rattrap peddler lost his way in a big confusing forest.
- While resting on the ground he recollected his idea that the world is a rattrap and thought his end was near.
- Hearing a thumping, sound he reached Ramsjo iron works for a night shelter.
- The owner came on his nightly rounds and noticed the ragged wretch near the furnace.
- He mistook him to be an old acquaintance from the army 'Nils olof'.
- He invited him to stay with them for Christmas but the stranger declined the offer.
- His daughter Edla Willmansson persuaded him to go home with her.
- She requested him to stay Christmas eve only.
- On his way to the Manor House he peddler thought that he had thrown himself into the lion's den.
- The next day in broad day light the iron master realized the stranger was not his comrade from the regiment and threatened to call the sheriff.
- Edla pleaded for him and asked him to stay back.
- Christmas eve at Ramsjo was as usual and the stranger ate and slept.
- She made him understand that if he wanted rest and peace he was welcome next Christmas also. This had a miraculous effect on him.
- Next morning they went for an early church service leaving behind the guest who was asleep.
- They learnt at church that a rattrap peddler had robbed an old crofter. On reaching home they enquired to find that the peddler had left behind a gift – a wrapped rattrap with 30 kroners inside and a note addressed to Edla thanking her for her kindness and also for treating him with dignity as if he were a real captain. He also requested her to return the 30 kroners to the crofter.
- The kindness shown by Edla had turned the peddler into a new leaf.

# THE RATTRAP



**CROFTER**

Lived alone-Source of livelihood- cow  
-earned 30 kroners- extended  
hospitality to peddler-peddler stole  
the money



**IRON MASTER**

Mistakes the peddler to be his  
comrade in the army, invites him  
home, realizes his mistake,  
threatens to hand him over to  
sheriff



**PEDDLER**

Sold rattraps, kind crofter lets  
him in, shows him his money- 30  
kroners, peddler steals it, caught in  
a rattrap, invited home by Edla  
for Christmas -her kindness turns  
him into a new leaf

**EDLA WILMANSON**

Invites peddler home for Christmas Eve, her kindness makes him accept  
her invitation, intercedes on peddler's behalf when her father threatens to  
hand him over to sheriff, her kindness brings about a change in him

## Characters:

**The rattrap peddler (tramp/ vagabond/ragamuffin)**

**The Old man/ the Crofter**

**Ironmaster (owner of Ramsjo iron mill)**

**Edla Willmansson (daughter of Ironmaster)**

**Blacksmiths in Ramsjo Iron Mill (Master Blacksmith and his apprentice)**

## Vocabulary:

1. **Rattrap**- a trap/device for catching rats
2. **Monotonous** -dull, tedious and repetitive;
3. **Vagabond**- tramp; a person who has no home or job and who travels from place to place
4. **Ragamuffin** – a ragged, dirty person, especially a child
5. **Bait** – a small amount of food on a hook or in a special device used to attract and catch a fish or animal
6. **Snare** – trap; a device for catching small animals and bird, usually with a rope or wire that tightens around the animal
7. **Trudge** -a long difficult walk; to walk slowly with a lot of effort, especially over a difficult surface or while carrying something heavy.
8. **Incredulous** -unbelievable; not wanting or not able to believe and usually showing this
9. **Thicket**- a group of bushes or small trees growing closely together.
10. **Perspiration** -sweat
11. **Dangling** -swinging
12. **Modest** -polite)-
13. **Foreboding**- fearful apprehension
14. **Queer** -strange
15. **Crofter**- someone who lives and works on a croft (a very small farm especially in Scotland)
16. **Iron Master**- the manager, and usually owner of a forge (blast furnace for processing iron.

## Literary devices

1. **Metaphor – the whole world with its lands and seas, its cities and villages – was nothing but a big rattrap**
2. **Simile- to go up to the manor house would be like throwing himself voluntarily into the lion’s den**
3. **Symbolism- The rattrap as a symbol of life and the foibles of human nature**

## QUESTIONS & ANSWERS

### Extract based questions with answers: Very short Answers

**Q1.** *He had naturally been thinking of his rattraps when suddenly he was struck by the idea that the whole world about him- the whole world with its lands and seas, its cities and villages- was nothing but a big Rattrap. It had never existed for any other purpose than to set baits for people. It offered riches and joys, shelter and food, heat and clothing, exactly as the rattrap offered cheese and pork, and as soon as anyone let himself be tempted to touch the bait, it enclosed on him, and then everything came to an end.*

- i) Who is ‘he’ referred to in the extract?  
a) The ironmaster  
b) The peddler  
c) The crofter  
d) The narrator  
Ans: b) the peddler
- ii) The purpose of the world is to .....  
Ans: Set bait for the people
- iii) What does the world set as bait for people?  
Ans: *It offered riches and joys, shelter and food, heat and clothing, exactly as the rattrap offered cheese and pork*
- iv) “*the whole world with its lands and seas, its cities and villages- was nothing but a big Rattrap*”. Identify the figure of speech in the above line.  
Ans: Metaphor
- v). “*And then everything came to an end*”. What is the author referring to?  
Ans: The end refers to the end of control exercised by people when they are faced with temptations.

### PRACTICE QUESTIONS:

**Q2.** *To go along up to the manor house and be received by the owner like an old regimental comrade — that, however, did not please the tramp. ‘No, I couldn’t think of it!’ he said, looking quite alarmed. He thought of the thirty kronor. To go up to the manor house would be like throwing himself voluntarily into the lion’s den. He only wanted a chance to sleep here in the forge and then sneak away as inconspicuously as possible. The ironmaster assumed that he felt embarrassed because of his miserable clothing. ‘Please don’t think that I have such a fine home that you cannot show yourself there’, He said... ‘Elizabeth is dead, as you may already have heard. My boys are abroad, and there is no one at home except my oldest daughter and myself. We were just saying that it was too bad we didn’t have any company for Christmas.*

- i) “No, I couldn’t think of it!” he said, looking quite alarmed.”  
What do these words reflect about the peddler?  
a) Casual  
b) Anxious  
c) Terrified  
d) Dejected
- ii) Why was the peddler not pleased with the idea of going to the manor house?
- iii) Which among the following words doesn’t mean inconspicuous?

- a) Unnoticeable
- b) Ostentatious
- c) Undistinguished
- d) Modest
- iv) Select the suitable word from the extract to complete the following analogy:  
Embarrassment: uneasy :: pathetic:.....
- v) What did the peddler want to do in the forge?
- vi) How did the Ironmaster try to convince the peddler to accept his invitation to come home?

**Q3.** *I never pretended to be anything but a poor trader, and I pleaded and begged to be allowed to stay in the forge-----*

- (a) Who is the speaker?  
i) Edla ii) Iron master iii) Crofter iv) Peddler
- (b) Why was he in the forge?
- (c) What is the character trait shown by speaker when he says the above?
- (d) The word ‘pleaded’ in the extract means the same as  
i) beseech ii) implore iii) both i & ii iv) None of the above
- (e) To whom does the speaker say this?
- (f) Why did the speaker react as above?

**Q4.** *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 --*

- a) What is the ‘mistake’ being spoken about?
- b) ‘Christmas Cheer’ here refers to  
i) warmth and happiness shared during Christmas ii) Sharing the joy of the festival  
iii) Both i & ii iv) None of the above
- c) Who is the speaker defending?
- d) ‘we’ in the extract refers to  
i) the crofter and the ironmaster ii) the father and the daughter  
iii) the peddler and the crofter iv) the blacksmith
- e) What would be your reaction if you were in place of the speaker?

### Short- Answer Questions

Answer the questions in 40-50 words

(Content-1; Spelling & Grammar-1/2; Coherence of ideas -1/2)

1. Why did he compare the world to a rattrap?  
Ans: The peddler compared the world to a rattrap because the world was unkind to him and he understood that everyone gets tempted and gives in at some point or the other in his life- the baits could be riches, luxury etc.
2. Why did the peddler leave the highway?  
Ans: The peddler left the highway due to fear of being caught after having stolen the thirty kroners from the crofter.

### PRACTICE QUESTIONS:

3. What made the ironmaster send his daughter to persuade the peddler?
4. Why does the iron master agree to not chase the peddler away?
5. Why does Edla stop the peddler from going away though she knew that he was not the captain?
6. What trait of the daughter is brought out when her father talks about her being worse than the parson?
7. Why does he sign as ‘Captain’?
8. Edla was a keen observant unlike her father. Discuss.

Questions (Unsolved)

1. What was peddler's gift to Edla?
2. Why was the crofter hospitable?
3. What did the peddler do to keep his 'body and soul together'?
4. The peddler comes across as a man with a sharp sense of humour. Explain.

**Long Answer/ CCT Based Questions**

**Answer the following in 120-150 words**

**(Content- 3; Spelling-1/2 ; Fluency-1; Grammar-1/2 )**

**Q1.** 'Sometimes it takes only one act of kindness and caring to change a person's life.' ( Jackie Chan). Imagine you are Edla Willmanson (Rattrap). Pen down your thoughts in the form of a Diary Entry, reflecting on the events leading to the change in the rattrap seller.( 120 words)

**Answer Value Points :** meeting the rattrap seller at Ramsjo Ironworks- her father mistaking him for his old comrade from the army, Capt Von Sahle-persuading him to join them for Christmas - her father gets angry when he realizes it was a case of mistaken identity- threatens to hand him over to sheriff- she intercedes and lets him take rest at home- next morning, at church, they hear the news of a peddler who had stolen an old crofter's money- on reaching home discovers that nothing is lost- peddler left gift for her – rattrap with a note signed off as Capt Von Stahle, requesting her to hand over the stolen money to the rightful owner and thanking her for treating him with kindness and dignity- the act of kindness shown by her led to his mending ways.

**PRACTICE QUESTIONS:**

**Q2.** Edla Willmanson from the lesson, Rattrap was able to bring about a change in the peddler with her kindness and magnanimity. The changed peddler now happens to meet Sophie from the lesson, Going Places, who he befriended on one of his ploddings and decides to help a dejected Sophie who had lied to her brother about meeting Danney Casey and was now afraid of everyone branding her as a liar. He decides to write a letter and hand it over to Sophie. You may start like this-----

Dear Sophie

I can understand the struggle that you are going through. The whole world is a rattrap waiting to trap people with baits like power, money, acceptance, fame etc. I too was caught once. I happened to steal 30 Kroners from an old crofter, who had extended hospitality to me.....

Yours affectionately

Peddler

**Q3.** The course of both Derry's (Lesson – On the face of it) and the peddler's (Lesson- Rattrap), lives changed for better due to the influence of altruistic people they were lucky to have met- Mr Lamb and Edla Wilmanson, respectively. There is a need to sensitize students about helping each other overcome barriers of discrimination, being empathetic and being less judgemental. Write a speech to be delivered during the morning assembly of your school about the importance of optimism and kindness and how it can change other's lives.

**(References to both the lessons to be included in the speech).**

**Q4.** In a world where kindness does not always beget kindness, do you think Edla Willmanson was being wise in throwing caution to the winds, showing compassion and lodging a stranger in her house, even when she had observed the fearful, shifty eyes of the peddler and knew that he had either stolen something or had escaped from jail? Having read about this story from a magazine, write a letter to

Edla, voicing your concerns about how compromising on one's safety to help others can prove to be dangerous and suggesting alternative solutions. (**At least 02 suggestions to be given**)

## **PROSE: Chapter 5. 'Indigo' by Louis Fischer**

### **Introduction**

The story is based on the interview taken by Louis Fischer of Mahatma Gandhi. In order to write on him he had visited him in 1942 at his ashram- Sevagram where he was told about the Indigo Movement started by Gandhi. The story revolves around the struggle of Gandhi and other prominent leaders in order to safeguard sharecroppers from the atrocities of landlords. This is an excerpt from his book "The Life of Mahatma Gandhi". The book has been reviewed as one of the best books ever written on Gandhi.

### **Theme**

The leadership shown by Mahatma Gandhi to secure justice for oppressed people through convincing argumentation and negotiation.

### **Sub- theme**

Contributions made by anonymous Indians to the freedom movement.

### **Key Words/ Phrases**

- \* Conflict of duties -clash of obligation or responsibility
- \* Seek a prop -try to find support or assistance
- \* Chided – Scolded
- \* Tenacity – Obstinacy, firmness
- \* Yeoman – Farmer
- \* Advent – Arrival
- \* Arable land – Fit for farming or tilling
- \* Irsome – troublesome
- \* Thugs – Hooligans, Ruffians, criminals
- \* Vast multitude – Huge crowd, gathering
- \* Summons – Command, directive (Court's order)
- \* Baffled – Confused, perplexed
- \* Conferred – Discussed, consulted
- \* Upshots – Outcomes, consequences
- \* Desertion – To leave or neglect, departure
- \* Vehement - Intense, violent
- \* Depositions – Statements, testimony
- \* Protracted – Prolonged, lengthy
- \* Entreaty – Plea, appeal, Request
- \* Unlettered – Uneducated
- \* Adamant – Rigid, obstinate
- \* Deadlock – Lock jam, standstill, gridlock
- \* Trenches – Ditches, dugouts
- \* Alleviate – To ease, remove, relieve



## Literary Devices

**Irony:** Example: When Gandhi, a prominent figure, is refused water from a tap due to his perceived social status as an “Untouchable,” it highlights the absurdity and injustice of the caste system. The irony lies in the fact that a man advocating for justice and equality is himself subjected to discrimination.

Example: The irony lies in the fact that while synthetic substitutes from Germany bring an end to indigo farming, the land remains in the clutches of British owners who demand payment for relinquishing ownership rights. The very innovation that brings hope also perpetuates exploitation.

**Symbolism:** Example: Indigo serves as a powerful symbol throughout the chapter. Indigo represents exploitation, oppression, and the struggle faced by the Indian peasants. It becomes a metaphor for their fight against British landlords.

**Imagery:** Example: Descriptions of the fertile lands of Champaran and the peasants’ plight. Fischer’s vivid descriptions transport readers to the heart of the struggle. The emaciated visitor, the gloomy days, and the synthetic blue evoke powerful mental images, the lush fields, the suffering of the sharecroppers, and the oppressive conditions they endure.

**Characterization:** Example: The portrayal of Rajkumar Shukla and Gandhi. Through their actions, dialogue, and interactions, we learn about their personalities, motivations, and the impact they have on each other. His determination to seek justice and his unwavering commitment to Gandhi’s cause showcase his character and resilience.

**Conflict:** Example: The conflict between the Indian peasants and the English landlords. The struggle for justice and freedom becomes the central conflict, driving the narrative forward.

**Parallelism:** Example: The parallel between the fight against British oppression and the global context of World War I. By drawing this parallel, the author emphasizes the significance of the peasants’ struggle within a broader historical context.

## Lesson at a Glance

Situation of Sharecroppers in Champaran	Large Indian states were owned by the British who forced the poor peasants to grow indigo on 15% of their holdings and pay as rent. Germany developed synthetic indigo; the British landlords demanded compensation from the peasants to free them from the old agreement. Poor peasants were beaten, tortured for not obeying the orders of the British landlords. Rajkumar Shukla met Gandhi at Annual Convention of Indian National Congress at Lucknow in 1916. Rajkumar Shukla told Gandhi about the plight of poor peasants at the hands of British landlords and invited him to Champaran. Gandhi was busy but Shukla didn’t leave Gandhi and kept following him wherever he went. Gandhi was impressed by Shukla’s tenacity, persistence and determination.
Gandhi in Champaran	Gandhi accompanied Shukla to Rajendra Prasad’s house, was treated like a poor yeoman, not allowed to take water from the well. Left for Muzaffarpur to gather more information about the case of indigo peasants. The lawyers briefed Gandhi and mentioned about fighting for their cause and the

fee.

Gandhi chided the lawyers for charging big fee from the poor peasants. When Gandhi asked what would be their course of action, they were clueless. Later, they realised their mistake that Gandhi being an outsider was ready to go behind the bar for the poor peasants, they decided to follow Gandhi in jail.

Gandhi visited the Secretary of the British landlord's association but was denied to get any information being termed as an outsider.

He called on the British Official Commissioner of the Tirhut division; he is bullied and asked to leave the district.

He proceeded to Motihari, the capital of Champaran, continued his investigation. Decided to meet a peasant maltreated in a nearby village. Got a notice to leave Champaran.

He disobeyed the order and was summoned by the court. During the court trial, he called it 'conflict of duties' but listened to his 'voice of conscience'.

He received a letter from the Magistrate that the case was being dropped -civil disobedience had triumphed. A commission was set up to look into the matter. Gandhi was appointed as the lone representative from peasants' side.

He demanded 50% refund to poor sharecroppers but agreed to 25%. He explained that the amount of refund was less important. More important fact was that the British had to subdue a part of their prestige with the amount.

Peasants got 25% refund; in due course of time their land was reverted. Indigo sharecropping completely disappeared.

Peasants were free from fear, learned courage and realised that they had rights and defenders to protect their rights.

After resolving the political issue, Gandhi aimed at improving the social, cultural and economic condition of poor peasants.

Invited people to offer voluntary service as teachers, doctors, and social activists. His wife and son also joined him. Kasturbai taught the women about personal hygiene and cleanliness.

The lawyers wanted CF Andrews to help in Indian freedom struggle, Gandhi vehemently refused, taught everyone a lesson of self-reliance.

Gandhi's foresight and political acumen was based on day-to-day problems of poor people rather than abstract ideals.

Champaran, a turning point in Gandhi's political career

### **Extract Based Questions (6x1= 6 Marks)**

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

**Q1. *He had gone to the December 1916 annual convention of the Indian National Congress party in Lucknow. There were 2, 301 delegates and many visitors. During the proceedings, Gandhi recounted, "a peasant came up to me looking like any other peasant in India, poor and emaciated, and said, "I am Rajkumar Shukla. I am from Champaran, and I want you to come to my district!" Gandhi had never heard of the place. It was on the foothills of the towering Himalayas near the kingdom of Nepal.***

(i) Who does 'he' refer to in the above extract?

- Rajkumar Shukla
- Mahatma Gandhi
- Rajendra Prasad
- None of the above

Ans. b) Mahatma Gandhi

(ii) What was 'he' doing in Lucknow?

Ans. He was attending the annual convention of the Indian National Congress Party.

(iii) In this part of the story, Gandhi recounts.....

Ans. He recounts about a poor emaciated peasant who had come up to him and asked him to visit Champaran to help the sharecroppers.

(iv) Complete the given analogy:

Confident: Diffident                      Emaciated:.....

Ans. Healthy & strong/ corpulent / fat / chubby

(v) Rajkumar Shukla's met Gandhi in Lucknow because

- a) He was a great admirer of Mahatma Gandhi and wished to join India's freedom struggle.
- b) He wanted Gandhi to visit Champaran to look into the problems faced by the poor peasants.
- c) He had come to attend the annual convention of the Indian National Congress Party.
- d) Both b and c.

Ans. b) He wanted Gandhi to visit Champaran to look into the problems faced by the poor peasants.

(vi) "Gandhi had never heard of the place."

What do you infer from the above statement?

Ans. It suggests that Gandhi was not familiar with the place Champaran and its location.

**PRACTICE QUESTIONS:**

**QII. *Gandhi decided to go first to Muzaffarpur, which was enroute to Champaran, to obtain more complete information about conditions than Shukla was capable of imparting. He accordingly sent a telegram to Professor J.B. Kriplani, of the Arts College in Muzaffarpur, whom he had seen at Tagore's Shantiniketan school. The train arrived at midnight, 15 April 1917. Kriplani was waiting at the station with a large body of students. Gandhi stayed there for two days in the home of Professor Kriplani, a teacher in the government school. "It was an extraordinary thing in those days, Gandhi commented, "for a government professor to harbour a man like me." In smaller localities, the Indians were afraid to show sympathy for advocates of home-rule.***

- (i) Gandhi went to Muzaffarpur.....
- (ii) Whom did he contact in Muzaffarpur?
- (iii) Gandhi arrived in Champaran on:
  - a) 15<sup>th</sup> April 1917
  - b) Night of 15<sup>th</sup> April 1917
  - c) Midnight of 15<sup>th</sup> April 1917
  - d) Midnight of 15<sup>th</sup> April
- (iv) Gandhi commented, "It was an extraordinary thing in those days for a government professor to harbour a man like me." Explain the phrase 'a man like me'.
- (v) Find the odd one out which does not convey the same meaning as "Harbour" as used in the extract:
  - a) Shield
  - b) Shelter
  - c) Anchorage
  - d) Refuge
- (vi) In smaller localities, the Indians were afraid to show sympathy for advocates of home-rule because:

**QIII. *They thought, among themselves, that Gandhi was a stranger, yet he was prepared to go to the prison for the sake of peasants; if they, on the other hand, being not only the residents of the***

*adjoining districts but also those who claimed to serve these people, should go home, it would be shameful desertion. They accordingly went back to Gandhi and told him they were ready to follow him into jail “The battle of Champaran is won”, he exclaimed. Then he took a piece of paper and divided the group into pairs and put down the order in which each pair was to court arrest.*

- (i) Who are ‘They’ in the first line?
- (ii) ‘They’ were ready to follow Gandhi into jail.’ What do you infer from this?
- (iii) What do you understand by the ‘Battle of Champaran’?
- (iv) Gandhi said, “The battle of Champaran is won.” What does he mean by this? Choose the correct option:
  - I) Gandhi won the trust of lawyers of Champaran and they gave him full support.
  - II) The lawyers realised Gandhi’s determination towards the peasants’ liberation.
  - III) The lawyers were reluctant about Gandhi’s plan to fight against the British.
  - IV) The lawyers were seeking the help of C F Andrews in India’s freedom struggle.
    - a) Only I and III
    - b) Both I and II
    - c) Only IV
    - d) I, II, and III
- (v) What is being referred to as ‘shameful desertion’?
  - a) Mahatma Gandhi’s arrest by the British authority.
  - b) The lawyers fighting the case of poor peasants charging high fee.
  - c) The lawyers’ decision to go home if Gandhi was imprisoned.
  - d) Extortion of money from the poor peasants by the British landlord.
- (vi) ‘Gandhi took a piece of paper and divided the group into pairs and put down the order in which each pair was to court arrest.’ What does this statement suggest about Gandhi’s style of working?

**QIV. *The news of Gandhi’s advent and of the nature of his mission spread quickly through Muzaffarpur and to Champaran. Sharecroppers from Champaran began arriving on foot and by conveyance to see their champion. Muzaffarpur lawyers called on Gandhi to brief him; they frequently represented peasant groups in court; they told him about their cases and reported the size of their fee. Gandhi chided the lawyers for collecting big fee from the sharecroppers.***

- (i) The ‘Champion’ as used in the extract refers to:
- (ii) Why did sharecroppers arrive at Muzaffarpur?
  - a) To fight for their cause in the court of law.
  - b) They were ardent admirer of Gandhi.
  - c) The sharecroppers wanted to see Gandhi.
  - d) They were taking out a protest rally against the British.
- (iii) Pick out the statement which is NOT TRUE in the context of the extract.
  - a) Sharecroppers arrived at Muzaffarpur on foot and by conveyance.
  - b) The lawyers met Gandhi to brief him about the case.
  - c) The lawyers were representing the sharecroppers in court.
  - d) Gandhi applauded the lawyers for collecting big fee.
- (iv) Find a word from the extract which means same as ‘Arrival’.
- (v) Arrange the following statements in the sequence of their occurrence:
  - I. Sharecroppers from Champaran arrived on foot and by conveyance.
  - II. Gandhi chided the lawyers for collecting big fee from the sharecroppers.
  - III. Muzaffarpur lawyers called on Gandhi to brief him.
  - IV. The news of Gandhi’s advent and of the nature of his mission spread quickly.
  - V. The lawyers frequently represented peasant groups in court.I, II, III, V, IV

III, IV, I, V, II

IV, V, I, II, III

IV, I, III, V, II

(vi) Find a word from the extract which is opposite of the word, 'Appreciated'.

**QV.** *Gandhi's lawyer friends thought it would be a good idea for Andrews to stay in Champaran and help them. Andrews was willing if Gandhi agreed. But Gandhi was vehemently opposed. He said, "You think that in this unequal fight, it would be helpful if we have an Englishman on our side. This shows the weakness of our heart. The cause is just and you must rely upon yourselves to win the battle. You should not seek a prop in Mr. Andrews because he happens to be an Englishman." "He had read our minds correctly." Rajendra Prasad comments, "and we had no reply.....Gandhi in this way taught us a lesson in self-reliance."*

(i) How the Champaran episode was a turning point in Gandhi's life?

- a) He taught peasants a lesson of self-reliance
- b) It was Gandhi's final triumph
- c) It gave a spark to Civil Disobedience Movement
- d) It kickstarted Quit India Movement

(ii) C F Andrews was:

- a) a social activist
- b) an English pacifist
- c) a regimental officer
- d) a British landlord

(iii) Gandhi's words in the above extract reflect.....

(iv) The 'unequal fight' here refers to:

(v) Find a word from the above extract which means same as 'Strongly':

(vi) "This shows the weakness of our heart." What do you infer from this statement?

**Short Answer Type Questions (40-50 words) 2 Marks**

**Q1.** 'Rajkumar Shukla was an unlettered peasant from Champaran but he was resolute to take up the cause of poor sharecroppers at the Congress convention.' Justify this statement on the basis of your reading the chapter.

**Ans.** Rajkumar Shukla was an unlettered peasant from Champaran who decided to complain about the injustice done to the poor sharecroppers by the British landlords at the Congress Convention in Lucknow. Somebody asked him to meet Gandhi. He met Gandhi and invited him to Champaran to see the plight of poor peasants. He is described as being resolute because even after being told about the prior engagements of Gandhi at Cawnpore and other parts across the country, he did not quit. He continued to accompany Gandhi everywhere. Furthermore, he persistently asked Gandhi to fix a date for his visit to Champaran. Gandhi was impressed with his resolution and determination, and finally complied with his request to visit Champaran.

**Q2.** There are many events in the text that illustrate Gandhi's method of working. Can you identify some instances of this method and link them to his ideas of Satyagraha and non-violence?

**Ans.** There are many instances in the narrative that can be linked to Gandhi's idea of non-cooperation and Satyagraha. One such instance is Gandhi's refusal to obey the court order asking him to leave Champaran immediately. Besides that, Gandhi's protest against the delay of the court proceedings is also an instance of his belief in civil disobedience. Furthermore, Gandhi does not falter to plead guilty in front of the court. He accepts his guilt but presents a rational case as to what made him disobey the law. For him, truth is above everything and, thus, he decides to follow the voice of conscience and obey the "higher law of our being".

**PRACTICE QUESTIONS:**

- Q3.** Gandhi surprised everyone by agreeing to a settlement of 25% refund to the farmers.' What made Gandhi accept the offer given by the British landlords? Do you agree with his decision? Why / why not?
- Q4.** How did the Champaran episode change the plight of the poor peasants?
- Q5.** How was Gandhi able to influence lawyers? Give instances.
- Q6.** How did Gandhi's meeting with Rajkumar Shukla in 1917 ultimately lead to his involvement in helping sharecroppers in Champaran?
- Q7.** What challenges did Gandhi face when trying to gather information about the indigo contract in Champaran, and how did he overcome them?

**Unsolved Short Questions (40-50 words) 2 Marks**

- Q1.** 'The contribution made by the ordinary people to India's freedom movement was praiseworthy. They contributed without expecting any name and fame, just out of sheer love for their motherland.' Do you agree with this statement. Why/ why not?

**Value points:**

- Ordinary people, often unsung heroes, played a crucial role in India's struggle for independence
  - They acted out of sheer love for their motherland – no desire for personal recognition or fame.
  - Many faced hardships, imprisonment, and even loss of life.
  - Ordinary people's contributions fostered a sense of unity across diverse backgrounds, languages, and regions.
  - Their legacy lives on, inspiring generations to stand up for justice, equality, and freedom.
  - Their love for the motherland continues to resonate.
- Q2.** What made Gandhi exclaim, "The battle of Champaran is won"?

**Value points:**

- The farmers faced exploitation, inadequate compensation, and an exclusive focus on indigo farming.
  - Gandhi's exclamation marked a pivotal moment - a declaration that the struggle for justice had begun, everyone was united
  - The battle was not fought with weapons but with the unwavering resolve to uplift the downtrodden and challenge oppressive systems.
  - The seeds of India's independence movement were sown in Champaran
- Q3.** C.F. Andrews was an ardent admirer and follower of Gandhi. Despite this, Gandhi was against his involvement in India's freedom struggle. Do you agree with Gandhi's decision?

**Value points:**

- He was a British
  - His support would mean showing the weakness of Indians
  - Rely on an outsider to fight for their cause
  - Taught them a lesson of self-reliance
- Q4.** 'Since Gandhi was accompanied by Rajkumar Shukla to Rajendra Prasad's house, he was not allowed to draw water from the well.' What do you infer from this statement?

**Value points:**

- Untouchability and caste system prevailing in Bihar
  - People- poor and orthodox
  - Gandhi was treated as an untouchable since he went with Rajkumar Shukla
- Q5.** What made the British realize that the Indians could challenge their might hitherto unquestioned?

**Value points:**

- Victory of Gandhi and farmers in Champaran episode
- Realised their mistake that they could not rule over Indians without being questioned
- They were not lords above law
- The common people had rights and people to defend their rights

**Long Answer Type Questions (120-150 words) 5 Marks**

Q1. ‘Champaran Movement was a turning point in Gandhi’s political career and made him a national hero.’ Justify this statement with reference to the story.

Ans: Champaran Movement was definitely a turning point in Gandhi’s political career and made him a national hero. The Movement which started on the plea of a poor sharecropper from Champaran, Rajkumar Shukla to get them justice from the British landlords who extorted money from them and tortured them occupied more than a year of Gandhi’s life. Gandhi introduced civil disobedience to get them 25% refund. Gandhi began to work on their socio- economic condition. He himself said that Champaran episode did not begin as an act of defiance but as an attempt to alleviate the distress of countless poor peasants. Gandhi’s politics was intertwined with day-to-day problems of the millions. He not only fought for their rights but also taught them to be courageous and confident. The peasants saw that they had rights and defenders. He gave a clear message to British that they could not order him about in his own country. He vehemently opposed his lawyer friends who sought the support of C F Andrews in freedom struggle. Thus, taught them self-reliance. Indigo sharecropping, self-reliance and Indian independence were all bound together.

Q2. “Freedom from fear is more important than legal justice for the poor.” Do you think that the poor of India are free from fear after Independence?

Ans: In the story, ‘Indigo’, Gandhi makes it possible for the sharecroppers of Champaran to shed their fear of the British landlords. According to Gandhi, freedom from fear is the first step towards self-reliance. However, it is unfortunate that the poor of the country are not free from fear, even decades after the independence. Their actions, work, etc. are still under pressure; they are under the mercy of the bureaucratic system. Furthermore, the poor live in a constant fear of the police, who instead of taking care, often end up maltreating them. The poor farmers are becoming poorer day by day, because of globalization and the fad for the foreign products. This leaves them in the fear of further destitution. They find themselves trapped in a vicious circle from where they cannot come out unless help is granted.

**PRACTICE QUESTIONS:**

Q3. ‘Gandhi used Satyagraha and non-violence at Champaran to achieve his goal.’ What were some of the challenges and hurdles that he faced during his unequal fight against the British?

Q4. ‘Indigo’ and ‘Lost Spring’ both deal with the plight of poor people who are often exploited by the rich and powerful section of the society. They literally suffer in their day-to-day life but their voice goes unheard. In ‘Indigo’, Gandhi’s made an effort to secure justice for the poor sharecroppers of Champaran. But, in ‘Lost Spring’ the ragpickers and bangle makers have no one to fight for their cause. They remain in utter state of poverty. What according to you is needed to change the system to ensure equal right and justice for all? Write your views in the form of an article in about 120-150 words taking a cue from both chapters.

Q5. Bring out the struggles of poor and deprived people against the system as depicted in the stories “Indigo” and “Lost Spring”.

Q6. Imagine yourself as Rajkumar Shukla, a poor peasant from Champaran. Write a diary entry in about 120-150 words sharing your experiences about the time spent with Gandhi in Champaran, his style of working to resolve the problem of poor sharecroppers.

Ans: Diary Entry:

April 11, 1917

10:30 pm

Dear Diary

Today was a day etched in my heart, a day that will echo through the ages. I, Rajkumar Shukla, a humble peasant from Champaran, had the privilege of accompanying Mahatma Gandhi on his mission to unravel the plight of our suffering brethren.

Gandhiji arrived in our parched land, his presence like a monsoon breeze after a long drought. His eyes held both compassion and determination. We walked together through the indigo fields, where the sharecroppers toiled under the oppressive British system. Their sweat, their tears—etched into the soil—cried out for justice.

Gandhiji's style of working was unlike any I had seen. He listened to the stories of the farmers. He sat with them, absorbing their pain. His pen danced across the pages of his notebook, capturing their woes. He didn't just preach; he acted. His Satyagraha was not mere words—it was a revolution of the soul.

As we met the landlords, Gandhiji demanded justice, not with anger, but with unwavering resolve. And they listened. The indigo planters trembled as what would happen to them.

In court, Gandhiji stood tall, defending the rights of the sharecroppers. His legal acumen was unmatched. I watched Gandhiji transform our suffering into strength. He taught us that nonviolence was not weakness—it was our greatest weapon. His spinning wheel spun threads of hope, weaving a fabric of unity. We were no longer peasants; we were warriors of truth.

Gandhiji's footsteps echoed in my heart, and I vowed to stand by him. Champaran would rise, not in rebellion, but in Satyagraha—a force more potent than any empire. And so, I write these words, my ink infused with the spirit of Gandhi. Tomorrow, we march, not as peasants, but as champions of justice. Our voices will resonate, breaking the chains that bind us. For Champaran, for India, for humanity.

Jai Hind.

### **Unsolved Long Answer Type Questions (120-150 Words) 5 Marks**

Q1. Gandhi's elevation as a national hero was not sudden after the battle of Champaran was won. Gandhi's journey at Champaran was not a smooth sailing rather it was filled with trials and tribulations.' It takes perseverance and determination to fight for a noble cause. Justify the statement with reference to the chapter 'Indigo'.

#### **Value points:**

- Gandhi's journey in Champaran exemplified perseverance, determination, and the challenges he faced during the Champaran Satyagraha.
- The farmers faced exploitation, inadequate compensation, and an exclusive focus on indigo farming.
- Raj Kumar Shukla, an indigo cultivator, persuaded Gandhi to visit Champaran.
- Gandhi was arrested by the police on April 16, 1917, charged with creating unrest. He refused to pay the security deposit and humbly accepted the consequences.
- Despite challenges, Gandhi stayed committed. His refusal to be constrained by authority demonstrated unwavering determination.
- Gandhi admitted that he initially knew little about Champaran or indigo plantations. Yet, he persisted, driven by a sense of justice.
- The Champaran Satyagraha was the first satyagraha movement in British India.
- Transformed Gandhi into the Mahatma and marked a turning point in India's independence struggle.
- Gandhi's use of satyagraha as a powerful tool inspired India's youth.



Q2. “Gandhi was not so much a rebel against the British, as he was a messiah for the down-trodden.” Explain this statement with reference to the story.

**Value points:**

- Champaran Satyagraha: Poor peasants subjected to oppressive conditions.
- The British landlords enforced cultivation indigo on a portion of their land.
- farmers received meager compensation, refusal to grow indigo led to heavy taxation. trapped in a cycle of poverty
- Gandhi’s visit to Champaran marked the beginning of his first satyagraha in India. He listened to the farmers, understood their plight, and resolved to fight for justice.
- Gandhi, a messiah for the Downtrodden
- Gandhi embodied compassion and empathy, immersed himself in the lives of the oppressed, understanding their pain and struggles.
- Gandhi advocated for the farmers’ rights and took practical steps to alleviate their suffering. His legal acumen and eloquence were powerful tools.
- Gandhi’s satyagraha was a nonviolent resistance, He mobilized people, and stood up against the British landlords, demanding fairness.
- Gandhi transformed the peasants into warriors of truth. He empowered them to fight not with weapons, but with their collective will.

Q3. The struggle in Champaran convinced Gandhi that the curse of poverty is the root cause of exploitation by the Whites. Write an article highlighting the significance of education to eradicate social evils like poverty, and empower the poor people to fight for their cause. Take cue from the lesson ‘Indigo’.

**Value points:**

- The transformative ‘Power of Education’
- Helps breaking the ‘Chains of Poverty’
- Education equips individuals with skills and knowledge, enhancing employability
- Accessible quality education breaks the cycle of deprivation.
- Fosters resilience and enables informed decision-making, lifting millions out of poverty
- Education cultivates awareness about rights and social issues.
- Just as Gandhi’s struggle in Champaran highlighted the plight of indigo farmers, education empowers marginalized communities to advocate for their rights.

**PROSE: Chapter 6. ‘Poets and Pancakes’ by Asokamitran**

**Theme**

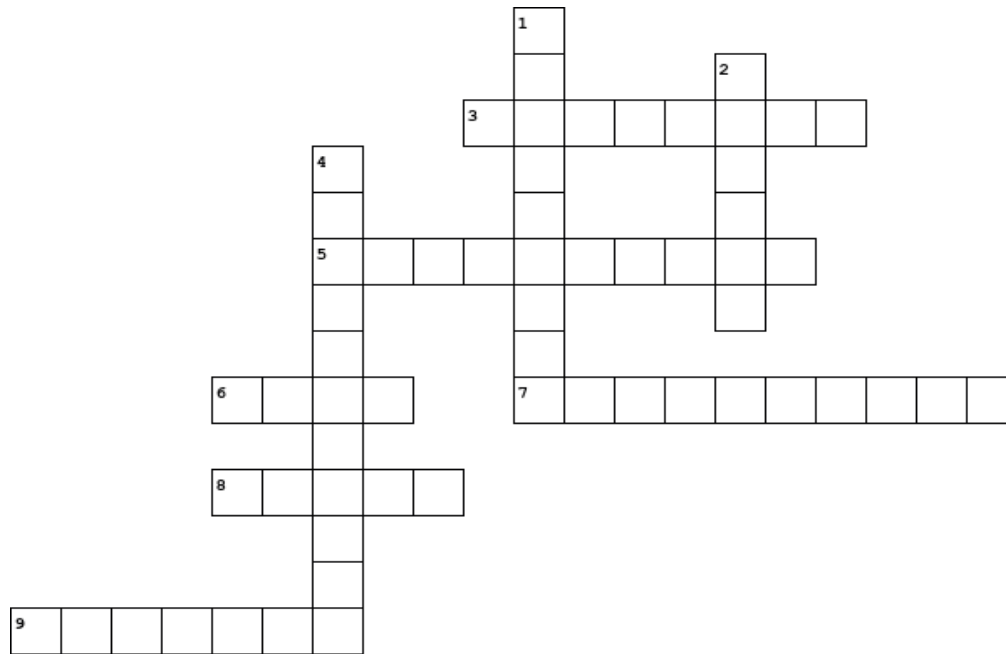
An account of the events and personalities in a film company in the early days of Indian cinema.

**Sub Theme**

Poets and writers in a film company environment.

**CROSSWORD PUZZLE**

Complete the given **Crossword** with the following hints:



**Across**

**Down**

- |     |   |     |   |
|-----|---|-----|---|
| 2.  | Name of a make-up brand                                       | 1.  | Someone who doesn't plan his expenses               |
| 6.  | Confusion   | 3.  | Deep red colour                                     |
| 8.  | Lines that are repeated in poetry                             | 4.  | A liquid mixture                                    |
| 10. | The style of enunciation in speaking or singing; articulation | 5.  | Spreading over a large area, detailed               |
| 12. | Flatterer   | 7.  | Struggles   |
| 13. | Red-hot; scorching  | 9.  | extremely ugly                                      |
| 14. | Skilfully   | 11. | Emitting light as a result of being heated; burning |
| 15. | Perfect   |     |   |

**Literary Devices**

**Gentle Humour & Satire:** Asokamitran uses gentle humour to highlight human foibles. Instances like the strict hierarchy in the makeup department and the office boy’s dream add a touch of wit and irony to the narrative. This humour keeps readers engaged and adds depth to the storytelling. The underlying tone of humour in “Poets and Pancakes” is satirical. The author uses wit to highlight human foibles, eccentricities, and idiosyncrasies without making direct or rude comments about anyone.

**Symbolism:** The term “Pancake”, which refers to a makeup material used in large quantities by the studio, serves as more than just a cosmetic item. It becomes a symbol of glamour and stardom, reminiscent of Hollywood and international film industries<sup>2</sup>. Through this symbolism, Asokamitran subtly comments on the allure and illusions associated with showbiz.

**Imagery:** Asokamitran paints vivid pictures of the makeup room, describing it as having lights at all angles around large mirrors. The incandescent lights create a fiery misery for those undergoing makeup. The diverse makeup team—comprising individuals from different regions- adds to the rich imagery of the bustling studio.

**Metaphor:** The makeup process, where every pore on the face is closed during application, becomes a metaphor for the surface-level transformations that actors undergo. It hints at the layers of artifice and the hidden struggles behind the glamorous façade.

**Alliteration:** The phrase “makeup man made the chief actors and actresses ugly” employs alliteration, emphasizing the contrast between the actors’ on-screen beauty and their off-screen appearance. This

repetition of the initial consonant sound adds rhythm and impact to the sentence.

**Antithesis:** ‘A man of cold logic in a crowd of dreamers.’ Antithesis juxtaposes contrasting ideas or qualities to create emphasis and highlight the stark difference between them. In this case, it contrasts the rational, logical nature of the individual with the imaginative, idealistic nature of the dreamers around him.

**Hyperbole:** “He wasn’t exactly a ‘boy’; he was in his early forties...” The exaggeration of calling a middle-aged man an “office boy” adds humour and emphasis.

**Synecdoche:** “Coat of mail”: Referring to the entire suit of armour by mentioning one part (the coat) represents the whole.

In summary, Asokamitran skilfully weaves these literary devices into “Poets and Pancakes,” creating a captivating exploration of the film industry’s backstage world.

### Word-Meanings

- \* ‘Pancakes’ - It is the name of a make-up brand that Gemini Studios used in large amounts.
- \* Blew over: Give a long, angry speech of criticism or accusation
- \* Was struck dumb: Render speechless, as by surprise or shock
- \* Catapulted into: To shoot forth or launch, move suddenly or at great speed
- \* A coat of mail: An armored coat made of chain mail, interlinked rings, or overlapping metal plates
- \* Played into their hands: To act or behave so as to give an advantage to (an opponent)
- \* Heard a bell ringing: Stirring an often-indistinct memory
- \* Incandescent- emitting light as a result of being heated; burning
- \* Fiery- red-hot; scorching
- \* Hideous- extremely ugly
- \* French window - each of a pair of glazed doors in an outside wall, serving as a window and door, typically opening onto a garden or balcony
- \* Perverts- a person whose behaviour is regarded as abnormal and unacceptable
- \* Covertly- secretly
- \* Ignominy- public shame or disgrace
- \* Tailor-made – Perfect, ideal
- \* Diction- the style of enunciation in speaking or singing; articulation
- \* Sprawling- spreading over a large area, detailed
- \* Improvident- a person who does not plan his expenses and ends up wasting money
- \* Sycophant- a person who acts obsequiously (excessively obedient) towards someone important in order to gain advantage, flatterer.
- \* Direst- terrible
- \* Temperamental - liable to unreasonable changes of mood.
- \* Blew over- to pass by or to end
- \* Incriminating- making someone appear guilty of a crime or wrongdoing.
- \* Tirade – Outburst, lecture
- \* Trapeze- a horizontal bar hanging with two ropes and free to swing, used by acrobats in a circus
- \* Homilies- sermon; lecture
- \* Filial– Family, loving, devoted
- \* Conjugal - Marital
- \* Compunction – A feeling of regret, guilt or shame
- \* Bafflement – Perplexity, confusion
- \* Averse – Hostile, loath/ dislike
- \* Surmise – Guesswork, inference

- \* Incongruity – Strangeness, absurdity, oddness
- \* Drudge - a person made to do hard menial or dull work
- \* Travails – Efforts, struggles, hardships

### Lesson at a Glance

#### **Make-up Department**

- |                      |  |
|----------------------|--|
| Pancake              | <ul style="list-style-type: none"> <li>* Brand name of a make-up material</li> <li>* Bought by Gemini Studios in truck loads</li> <li>* Used to turn decent looking artists into hideous looking monsters</li> </ul>   |
| Make-up Room         | <ul style="list-style-type: none"> <li>* Upstairs of a building, believed to be Robert Clive’s stable.</li> <li>* Looked like a hair cutting salon</li> <li>* Large mirrors and incandescent lights caused intense heat</li> <li>* Miserable experience of being scorched</li> </ul>                                 |
| National Integration | <ul style="list-style-type: none"> <li>* Headed by a Bengali, succeeded by a Maharashtrian</li> <li>* Assisted by a Dharwad Kannadiga</li> <li>* An Andhrite, a Madras Indian Christian, an Anglo Burmese and local Tamils</li> </ul>  |
| Hierarchy            | <ul style="list-style-type: none"> <li>* Chief make-up man did make-up for the leading actors and actresses</li> <li>* Senior assistant for the Supporting actor and actress</li> <li>* Junior Assistant for the main comedian</li> <li>* Office Boy for the crowd shoot</li> </ul>                                  |
| Office Boy           | <ul style="list-style-type: none"> <li>* Not a boy but a man in his forties</li> <li>* Joined studios in the hope of becoming an actor, director, script writer or lyricist</li> <li>* Frustrated, blames Subbu for all his ignominy, woes and neglect</li> <li>* Wore formal coat and pant unlike others</li> </ul> |

#### **Story Department**

- |                     |  |
|---------------------|--|
| Kothamangalam Subbu | <ul style="list-style-type: none"> <li>* No. 2 in the Gemini Studios, very close to Mr. S. S. Vasan</li> <li>* Ability to always look cheerful despite failures</li> <li>* Loyal, creative and talented -for the advantage of his Boss</li> <li>* Tailor made for films, film making easy with Subbu around</li> <li>* A good poet who wrote poems and novel – Thillana Mohanambai, created life like characters</li> <li>* Good poet, could write poems of a higher order</li> <li>* An excellent actor but never aspired for lead roles</li> <li>* Charitable and improvident man who had enemies</li> </ul> |
| Legal Adviser       | <ul style="list-style-type: none"> <li>* Always wore formal dress like pant, shirt and tie while others wore khadi dhoti and shirt</li> <li>* Looked alone and helpless, a man of cold logic in crowd of dreamers</li> <li>* A neutral man in the assembly of Khadiites and Gandhiites</li> <li>* Unwittingly brought an end to the career of a promising actress</li> </ul>   |
| Author              | <ul style="list-style-type: none"> <li>* Collected newspaper clippings on wide variety of subject and filed them</li> </ul>  |

- Asokamitran
- \* Anybody would barge into his cubicle and give some work
  - \* Well informed, and an aspiring author
  - \* Office boy vent his anger against Subbu in front of him
  - \* He wished for crowd shooting to avoid Office Boy's epics/ stories

### **MRA- Moral Re -Armament Army**

- Founded by Frank Buchman visited Gemini Studios in 1952
- A kind of counter- movement to international communism
- A group of 200 strong people from 20 different nations
- More like a group of an international circus
- Presented two plays in a most professional manner
- Jotham Valley and The Forgotten Factor
- The message of the plays were simple homilies
- Sets and costumes were first- rate
- Scene of sunrise and sunset with a bare stage, white background curtain and a tune played on flute became popular
- All Tamil films and Tamil drama community followed the same for many coming years

#### **Stephen Spender: Mystery Solved**

- Stephen Spender, an English poet and writer
- Visited Gemini Studios, his visit remained a mystery
- No one could understand his accent and the purpose of his visit.
- Asokamitran was a struggling writer, applying for a short story contest.
- Noticed about a short story contest by 'The Encounter' Magazine.
- He visited British Council Library to gather more information about the magazine.
- Editor of the magazine - Stephen Spender.
- Low-cost paperback edition on 50<sup>th</sup> Anniversary of Russian Revolution – 'The God that Failed' included an essay by Stephen Spender who described his journey into communism and thereafter his disillusionment.
- Mystery cleared- Mr. Vasam welcomed Stephen Spender to his Studios as he was also an anti-communist.

#### **Extract based Questions (6 Marks)**

**Q1. Gemini Studios was the favourite haunt of poets like S.D.S. Yogiari, Sangu Subramanyam, Krishna Sastry and Harindranath Chattopadhyaya. It had an excellent mess which supplied good coffee at all times of the day and for most part of the night. Those were the days when Congress rule meant Prohibition and meeting over a cup of coffee was rather a satisfying entertainment. Barring the office boys and a couple of clerks, everybody else at the Studios radiated leisure, a pre-requisite for poetry. Most of them wore khadi and worshipped Gandhi but beyond that they had not the faintest appreciation for political thought of any kind.**

**i.** Why did all the four poets mentioned above gathered at the Gemini Studios?

Ans. All the four poets mentioned above gathered at Gemini Studios because it was an excellent place for discussion and they felt relaxed gathering there.

**ii.** The mess at Gemini Studios.....

Ans. The mess at Gemini Studios supplied good coffee at all times of the day and for most part of the night.

**iii.** The 'Congress rule' those days meant.....

Ans. Congress rule, those days meant 'Prohibition'.

iv. Why was leisure, a pre-requisite for poetry?

Ans. Leisure was a pre-requisite for poetry because on the pretext of creating a poetic atmosphere, the entire staff except the office boys or the clerks enjoyed leisure doing nothing.

v. Which of the following statements is not TRUE in the context of the above extract?

- a) Gemini Studios had an excellent mess which supplied good coffee.
- b) Most of the people at Gemini Studios wore khadi and worshipped Gandhi.
- c) Prohibition meant meeting over a cup of coffee with entertainment.
- d) They had not the faintest appreciation for any kind of political thoughts.

Ans. c) Prohibition meant meeting over a cup of coffee with entertainment.

vi. Find a word from the extract which means same as 'Meeting place'.

Ans. Haunt

#### PRACTICE QUESTIONS:

**QII. *Even in the matter of education, especially formal education, Subbu couldn't have had an appreciable lead over our boy. But by virtue of being born a Brahmin—a virtue, indeed! He must have had exposure to more affluent situations and people. He had the ability to look cheerful at all times even after having had a hand in a flop film. He always had work for somebody – he could never do things on his own – but his sense of loyalty made him identify himself with his Principal's advantage. He was tailor-made for films. Here was a man who could be inspired when commanded.***

- i. Subbu's position in Gemini Studios was.....
- ii. What do you infer from 'our boy'?
- iii. Subbu was given importance in the Gemini Studios because:
  - a) Subbu was highly educated.
  - b) He was a Brahmin by virtue of his birth.
  - c) He had the ability to look cheerful.
  - d) He always had work for somebody.
- iv. Choose the option which does not convey the same meaning as the phrase 'tailor-made' used in the extract.
  - a) The company primarily concentrates on developing tailor-made products for investors and borrowers.
  - b) It is a job that appears almost tailor-made for her.
  - c) The cap fits so well that it feels like it was tailor-made for me.
  - d) His tailor-made statements did not strike anyone's attention in the meeting.
- v. Find a word from the above extract which conveys the same meaning as 'wealthy/ prosperous'.

**QIII. *He had a genuine love for anyone he came across and his house was a permanent residence for dozens of near and far relations and acquaintances. 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! Was it because he seemed so close and intimate with the Boss? Or was it his general demeanor that resembled a sycophant's? Or his readiness to say nice things about everything? In any case, there was this man in the make-up department who would wish the direst things for Subbu.***

- i. Who were the people Subbu fed and supported?
- ii. Subbu was close and intimate with the Boss because:
  - a) Subbu's readiness to say nice things about everything.
  - b) His house was a permanent residence for dozens of people.
  - c) He had a sense of loyalty to work according to his Boss' advantage.
  - d) Subbu was a sycophant.

iii. 'Charity and generosity were part of Subbu's character.' Explain briefly.

iv. Complete the given analogy:

Improvident: Imprudent                      Direst: -----

v. Choose the best option from the given ones which conveys the same meaning as 'sycophant' used in the extract.

- a) My sister is a sycophant who won't flatter anyone for benefits.
- b) The rapper's assistant was a sycophant who often criticized his boss.
- c) It helps to be a sycophant if you want to excel in politics.
- d) Everyone knows a sycophant is nothing but a "no" man.

vi. 'Such a charitable and improvident man, and yet he had enemies!'

What do you infer from the above statement?

**QIV. When Frank Buchman's Moral Re-Armament army, some two hundred strong, visited Madras sometime in 1952, they couldn't have found a warmer host in India than the Gemini Studios. Someone called the group an international circus. They weren't very good on the trapeze, and their acquaintance with animals was only at the dinner table, but they presented two plays in a most professional manner. Their 'Jotham Valley' and 'The Forgotten Factor' ran several shows in Madras and along with the other citizens of the city, the Gemini family of six hundred saw the plays over and over again. The message of the plays were usually plain and simple homilies, but the set and costumes were first-rate.**

i. 'They' here refers to \_\_\_\_\_

ii. What was the purpose of 'MRA's' visit to the Gemini Studios?

iii. 'They weren't very good on the trapeze, their acquaintance with animals was only at the dinner table.'

What do you infer from the above statement?

iv. The MRA presented two plays 'Jotham Valley' and 'The Forgotten Factor'. How did it impact the Tamil Drama Community?

- a) The plays ran several shows in Madras in local language.
- b) They continued to imitate the scenes of sunrise and sunset, sets and costumes.
- c) It was presented in the most professional manner.
- d) Their expertise on the trapeze and the dinner table won everyone's heart.

v. Which of the following does not convey the same meaning as 'homilies' as used in the extract?

- a) Discourse
- b) Profundity
- c) Sermons
- d) Preachings

vi. The MRA was described as a group of an international circus because:

**QV. That was the end of a brief and brilliant acting career — the legal adviser, who was also a member of the Story Department, had unwittingly brought about that sad end. While every other member of the Department wore a kind of uniform — khadi dhoti with a slightly oversized and clumsily tailored white khadi shirt — the legal adviser wore pants and a tie and sometimes a coat that looked like a coat of mail. Often, he looked alone and helpless — a man of cold logic in a crowd of dreamers — a neutral man in an assembly of Gandhites and Khadiites. Like so many of those who were close to the Boss, he was allowed to produce a film and though a lot of raw stock and pancake were used on it, not much came of the film. Then 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.**

i. The unintended consequence of the legal adviser's actions on the actor's career was:

- a. The legal adviser quit his job
  - b. The actor's career ended abruptly
  - c. The Story Department was disbanded
  - d. The legal adviser was promoted
- ii. How did the legal adviser stand out from the other members of the Story Department?
- a. By wearing a uniform
  - b. By wearing khadi clothing
  - c. By wearing pants, tie, and sometimes a coat
  - d. By being a Gandhiites
- iii. The legal adviser's demeanour is described in the passage as:
- a. Confident and authoritative
  - b. Cold logic and alone among dreamers
  - c. Friendly and outgoing
  - d. Emotional and sensitive
- iv. In what way did the legal adviser differ ideologically from the rest of the Department members?
- a. He was a Gandhiites
  - b. He favoured khadi clothing
  - c. He was neutral among Gandhiites and dreamers
  - d. He was a dreamer
- v. Which literary device is exemplified in the following expression: 'a man of cold logic in a crowd of dreamers'?
- a. Metaphor
  - b. Antithesis
  - c. Hyperbole
  - d. Alliteration
- vi. 'First time it ever happened in all human history where a lawyer lost his job since the story department closed.' Explain briefly.

**Short Answer Type Questions (40-50 words) 2 Marks**

**Q1.** What makes the author say that the actors were subjected to 'the fiery misery' in the make-up department'?

Answer: The make-up department had incandescent lights at all angles and around half a dozen large mirrors. The heat produced by the lights in the make-up room brought about a lot of discomfort to the actors in the make-up room. Hence the writer refers to this pain and trouble as 'fiery misery'.

**Q2.** 'The makeup department of the Gemini Studios was a good example of national integration.' Substantiate the statement with reference to the story.

Answer: The make-up department of the Gemini Studios was a classic example of national integration. According to the author, this is so because people from different regions and religious groups worked together in the same department. The department was headed by a Bengali who was succeeded by a Maharashtrian. The others included a Dharwad Kannadiga, an Andhra, a Madras Indian Christian, an Anglo-Burmese and the local Tamils.

**PRACTICE QUESTIONS:**

**Q3.** "The 'office boy' was not exactly a boy but a man in his early forties."

What do you infer from the above statement?

**Q4.** The office boy always remained frustrated due to his professional career. Who did he show his anger on?



- Q5.** Subbu is described as a many-sided genius. List four of his special abilities. /  
Why was Kothamangalam Subbu considered No. 2 in Gemini Studios? /  
'Subbu was the real trouble shooter at the Gemini Studios.'
- Q6.** Gemini Studios was influenced by the plays staged by MRA. Explain.
- Q7.** 'Englishman's visit to Gemini Studios remained a mystery.' Why do you think it happened so?
- Q8.** What does 'The God that Failed' refer to?
- Q9.** The author has used gentle humour to point out human foibles. Pick out instances of this to show how this serves to make the piece interesting.
- Q10.** What do you understand about the author's literary inclinations from the account?

**Short Answer Type Questions (40-50 words) 2 Marks (Unsolved)**

Q1. "Mr. Vasan extended a warm welcome to the Moral Re-armament Army at the Gemini Studios." Why do you think he did so? / What was MRA and why it was welcomed at the Gemini Studios?

**Value points:**

- MRA – a kind of counter movement to international communism
- Mr. Vasan welcomed MRA due to their political affiliations. He literally played into their hands.
- People at the Gemini Studios were averse to communism.
- Moral Rearmament Army could not have found a better host in India

Q2. How does the author describe the incongruity of an English poet addressing the audience at Gemini Studios?

**Value points:**

- The English poet's address was a complete misfit
- His speech was incongruous and his English accent defeated any effort to understand him
- Tamil knowing audience at Gemini Studios could not understand anything
- He was talking about the thrills and travails of an English poet
- Never addressed to a dazed audience, an ordeal for them

Q3. 'Everybody in the studio thought of giving the author some work to do.' What made people do so?

**Value points:**

- The author's job was to cut out newspaper clippings on a wide variety of subjects
- He used to store them in files - Most people felt he was doing next to nothing
- Everyone thought of giving the author some work to do

Q4. "The 'office boy' in the makeup department used to visit the author frequently to enlighten him but the author always avoided him and prayed for crowd shooting all the time." Elucidate.

**Value points:**

- The 'boy' in the makeup department thought that he had a great literary talent
- He wanted to enlighten the author how this talent was being wasted
- Author was very eager to avoid his epical narrations
- He prayed for crowd-shooting all the time to keep the 'boy' busy

Q5. 'Subbu was a multi-faceted genius.' Justify this statement with reference to the story.

**Value points:**

- Subbu was a multi-faceted genius.
- He was a poet, a writer and a great actor.
- He gave definition and direction to Gemini Studios in its golden years

- Film-making was quite easy with him around
- He used all his energy and creativity to the company' advantage
- He had a noble and charitable nature

**Long Answer Type Questions (120-150 words) 5 Marks**

Q1. Kothamangalam Subbu was a 'many-sided genius.' Elaborate this statement with reference to the story.

Answer: It is through the character of Kothamangalam Subbu, that the author depicts a caricature of the so-called 'go-getters' who are not really talented but manage to create an aura of talent around themselves. Though officially on the rolls of the Story Department at Gemini Studios, he was always with the boss. Subbu directs all his energies and creativity to his boss' advantage. He delves into the various spheres of film-making successfully giving the impression of being a brilliant story-writer, a talented actor and a man who is always ready with many solutions for any problem. He makes the art of film-making appear rather easy for his boss. Thus, Subbu with his scheming nature takes advantage of his boss' gullibility and passes off himself as a multi-sided genius with multi-faceted abilities.

Q2. Asokamitran has used gentle humour and satire effectively in 'Poets and Pancakes' to highlight human foibles. Discuss.

**OR**

How does humour and satire enliven the account of the events and personalities at Gemini Studios as portrayed by Asokamitran in 'Poets and Pancakes'?

Answer: In the chapter, 'Poets and Pancakes', Asokamitran uses a lot of subtle humour and satire to highlight human foibles. Petty professional differences and inconsequential differences not only keep our minds occupied but also bring out a subtle humour that is spontaneous without being superfluous. The characterization of the office boy, Subbu and the legal advisor, have subtle touches of humour. Asokamitran's friendly style changes from one thought to the other rather quickly. For example, he makes fun of the makeup applied to artists which can change any decent looking person into a hideous crimson hued monster. Such references invoke laughter. The purpose of the visits of the Moral Rearmament Army and the English poet also baffles everyone. Satire is also directed towards people who are against communism and can go to any length to oppose it. The writer's tone of ridicule is devoid of the slightest trace of mockery, which is most commendable.

**PRACTICE QUESTION:**

Question 3. Mr. S S Vasan welcomed the Moral Re-armament Army to the Gemini Studios. Later, how did it influence the work culture of the studios?

Question 4. 'Subbu was a trouble shooter.' Do you agree with this statement? Give an account of Subbu's qualities of head and heart.

Question 5. After reading this story, you are impressed by the author's use of gentle humor to point out human foibles. Evaluate whether using such humor contributes towards bringing about change in people's attitudes and accepting their foibles.

**Long Answer Type Questions (120-150 words) 5 Marks (Unsolved)**

Q1. Subbu was 'tailor-made for films'. How did he use his genius in various activities in the Gemini Studios?

**Value points:**

- Subbu, a multi-faceted personality, tailor-made for films
- Gave definition and direction to Gemini Studios during its golden years
- Associated with the Story Department at Gemini Studios - Always with the boss
- Directed all his energies and creativity to his boss' advantage
- A brilliant story-writer, a talented actor and a poet

- He was always ready with many solutions for any problem
- He makes the art of film-making appear rather easy for his boss
- He understood all the complications of film-making and could showcase his talent in every artistic arena.

Q2. How does the author describe the incongruity of an English poet addressing the audience at Gemini Studios?

Q3. What political significance does Gemini Studios' invitation to Moral Re-Armament Army and Stephen Spender show?

- The MRA was a counter movement to international communism.
- The people at Gemini Studios had a natural aversion towards Communists and Communism.
- By welcoming the MRA, Gemini Studios aligned itself against communist ideologies and demonstrated its political stance
- Stephen Spender, an English poet and editor of the British periodical "The Encounter," visited Gemini Studios.
- His presence was incongruous amidst the Tamil-speaking audience.
- The purpose of his visit remained unclear
- 'The God That Failed' contained an essay where he described his journey into communism and thereafter his disillusionment.
- Mr. Vasana, an anti-communist, obviously welcomed both.

Q4. Imagine Asokamitran witnesses a film shooting and visits a film set of present-day Bollywood. As Asokamitran, write a diary entry penning down the transformation you notice between the film-making of yesteryears and today.

**Value points:**

You can begin like this....

April 11, 2024

10:00 pm

Dear Diary

Today was a day of revelation. As I stepped onto the bustling film set, memories of my own days as a screenwriter and director flooded my mind. The air smelled different, and the energy crackled with a new kind of urgency. Bollywood, once a realm of celluloid dreams, now pulsates with digital life.

- Use of technology and visual effects
- Story-telling, diversity
- Budget, Marketing and Distribution.....

Q5. What does the story of Subbu's success in the film industry reveal about the importance of loyalty, creativity, and versatility in this field?

**Value points:**

- The story of Subbu's success underscores the indispensable qualities required in the film industry.
- Subbu was tailor-made for films, a multi-faceted personality
- Gave definition and direction to Gemini Studios in its golden years
- Mr. Vasana trusted him; he was loyal to him and always worked for his Boss' advantage
- Creativity: He could come up with different creative ideas to shoot a specific scene
- Versatility: He was a versatile person – an actor, poet, writer, etc.
- People who have these qualities will certainly attain success in any walk of life

**PROSE: CHAPTER 7: THE INTERVIEW**  
**BY CHRISTOPHER SILVESTER**

**THEME**

The Interview by Christopher Silvester is an excerpt from his Penguin Book of Interviews. It is set against the backdrop of journalism and the art of interviewing. It is considered the most recent innovation in journalism. In this, he explores several celebrity opinions on interviews, including their roles, strategies, and traits. It also includes an excerpt from an interview with Umberto Eco, a renowned writer and semiotics professor at the University of Bologna known for his brilliant use of language and symbols, a remarkable array of allusions and references, and intelligent use of puzzles and narrative innovations.

The story explores people's perceptions of interviews and their varied characteristics. It suggests that an interview might leave a lasting impression. Furthermore, according to an old saying, when we acquire opinions about a person, the original identity of their soul is lost. We find out how the most popular celebrities have criticised interviews. While celebrities regard interviews to be an intrusion into their lives, listeners, viewers, and interviewers see them as a source of truth.

**Main points.**

- Celebrities have been interviewed over time.
- Interviews have become a common part of journalism.
- Some regard them as a valuable source of truth and art. 4. Most celebrities see them as unnecessary "intrusions" into their lives.
- Most celebrities see them as unnecessary "intrusions" into their lives.
- V.S. Naipaul believes that during an interview, people "lose a part of themselves."
- Lewis Carroll regards it as an attack against his person.
- H.G. Wells refers to them as 'ordeals'.
- Saul Bellow refers to interviews as "thumbprints on his windpipe."
- Mukund Padmanabhan interviews Umberto Eco, a renowned novelist and academic.
- He wonders how Eco manages to perform all of the job. Eco is extremely modest. He replies that he has been doing only one job.
- He has been following his philosophical interests through his academic work.
- He reveals a secret about his work. His success stems from his ability to identify and use 'empty spaces' in life.
- Umberto Eco favours the title "academician" rather than "novelist."
- On Sundays, he thinks of himself 'a university professor' who writes novels.
- Mukund Padmanabhan asks Umberto Eco why his work "The Name of the Rose" was so successful.
- The interviewer believes that the novel's medieval setting may have contributed to its enormous success.
- Eco reminds him that numerous volumes have been written about the medieval past.
- Perhaps he wrote "The Name of the Rose" at an appropriate time. Had he written it ten years earlier or later, it would not have been as successful.

**I. READ THE EXTRACT GIVEN BELOW AND ANSWER THE QUESTIONS THAT FOLLOW: (SOLVED)**

Q1. 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 merit's punishment. It is cowardly and vile. No respectable man would ask it, much less give it," Yet Kipling had himself perpetrated such an 'assault' on Mark Twain only a few years before. 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.

a... ".....as an offence against my person, as an assault, and just as much merit's punishment." The tone of Kipling in the above line is of:

- i Anger
- ii. Annoyance
- iii. Both i & ii
- iv. Only(i)

**Answer: iii. Both i & ii**

b. State whether true or false with reference to the extract:

H.G Well's was fond of giving interviews.

**Answer: False**

c. Complete the sentence appropriately.

Yet Kipling had himself perpetrated such an 'assault' on Mark Twain. This means.....

**Answer: Kipling did not see his interview with Mark Twain as immoral or criminal.**

d. Identify a word from the text that means a severe trial or suffering.

**Answer: Ordeal**

e. "She reports her husband as saying to the reporters."

Who is referred to as "She"?

**Answer: Kipling 's Wife**

### **PRACTICE QUESTIONS:**

Q2. Mukund: The English novelist and academic David Lodge once remarked, "I can't understand how one man can do all the things he [Eco] does."

Umberto Eco: Maybe I give the impression of doing many things. But in the end, I am convinced I am always doing the same thing.

Mukund: Which is?

Umberto Eco: 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 nonviolence and peace...you see, the same bunch of ethical, philosophical interests.

- a) The two different kinds of interest that Umberto Eco has is:
  - i) Ethical and moral
  - ii) Philosophical and ethical
  - iii) Religious and ethical
  - iv) Philosophical and peaceful
- b) State whether the following statement is true or false with reference to the extract:  
Umberto Eco is always doing the same thing.
- c) Complete the sentence appropriately.  
Umberto Eco pursues his philosophical interest through.....
- d) What does David Lodge feel about Umberto Eco?

### **III. SHORT ANSWER TYPE QUESTIONS (SOLVED)**

a. What do Rudyard Kipling and his wife express about interviews?

Ans: Rudyard Kipling and his wife passionately opposed interviews, believing them to be an immoral and offensive act against an individual. They felt the interviews violated their privacy, distorted their words, forced outsider perspectives, sensationalised their life, and dehumanized them.

b. What do you know about Mukund Padmanabhan?

Ans: Mukund was knowledgeable about his career and committed to journalism. He did not make the interviewee uncomfortable at any point during the interview and asked only relevant, intelligent, and good questions. His questions were designed to elicit positive responses from Umberto and extract the most from his expertise and perspectives.

### **PRACTICE QUESTIONS:**

c. Who is Umberto Eco?

d. Why do you think Christopher Silvester describes the viewpoints of other writers and authors when discussing the concept of an interview? Support your opinion with reference to any one writer cited.

e. How would you evaluate Mukund Padmanabhan as an interviewer? Mention at least two qualities he displays in his interview, supported by textual evidence.

f. Christopher Silvester shares authors' reservations about interviewing. Bearing that in mind, would you interview a writer of your choice? If so, what would you pay particular attention to in interviewing the said writer?

### **IV. ANSWER THE FOLLOWING QUESTIONS BRIEFLY: 40 to 50 words**

a. What book did Umberto Eco write? How many copies were sold of Umberto Eco's book?

b. What do celebrities despise the most about interviews?

c. What beliefs do primitive cultures have regarding being photographed?

d. How does Eco find time to write so frequently?

e. Why is *The Name of the Rose* such a popular novel?

### **V. LONG ANSWER TYPE QUESTIONS: (SOLVED)**

(a) You are a professor. You have been called to Delhi University to talk about the great success of Umberto Eco's work, *"The Name of the Rose,"* even though it is a difficult and serious novel? Tell the audience why and when Umberto Eco began writing novels?

**Answer:** A very good morning to all of you!!

I am delighted to be in the University of Delhi to talk about Umberto Eco who was a scholar who wrote about his research. He wrote over 40 non-fiction books before becoming a novelist by accident. That was why he began writing books at the age of nearly fifty. Eco describes himself as 'a university lecturer who writes books (only) on Sundays'. He isn't even sure why his novel *'The Name of the Rose'* was such a success. He feels that the timing was appropriate.

The novel's success was primarily due to its release. The fact that it looks to be a detective novel while also delving into metaphysics, theology, and medieval history adds to its appeal. Even though the novel is a lengthy read, it drew a large audience and established Eco's reputation as a novelist rather than an academician.

I am sure you would enjoy reading this book.

(b) Why do you believe Christopher Silvester presents the perspectives of other writers and authors while addressing the concept of an interview? Cite any one of the writers mentioned to back up your point of view.

**Answer:** The term 'interview' comes from the French derivative word "entrevue". It is a chat between a journalist or broadcaster and someone of public interest. It is an oral examination of a job application that is conducted using formal questioning. Because the term has broader implications, it requires screening, engagement, and contemplation. During the procedure, both the interviewer and the

interviewee take part, and the interviewee must confront the interviewer's dread.

The word interview was introduced 130 years ago. Since then, it has become ubiquitous in journalism. In this world, everyone has to go through the interview procedure. Depending on the quality of the interview, many have claimed it to be a source of truth in its highest form, as well as an art in its execution. H.G. Wells remained hostile to the 'interview', referring to it as an ordeal in 1894. But forty years later, he was caught interviewing Russia's Joseph Stalin. People believe that practically everything we learn comes from asking the interviewer, who wields incredible power and influence.

**VI. ANSWER THE FOLLOWING QUESTIONS IN 120 -150 word**

Eco's scholarly work has a playful, personal feel to it. Comment.

You have interviewed Umberto Eco. What impression do you form about him as a scholar and writer? Write in the form of a diary entry.

Every renowned person has the right to privacy. Interviewers can embarrass celebrities with intimate queries. Write an article on the same.

Some celebrities detest being interviewed. Is this justifiable? Why? Why not? Furthermore, despite its disadvantages, the interview is a highly effective mode of communication. Explain your point of view in a morning assembly speech.

Provide rationales to support the given opinion: To suggest that an interview, in its purest form, is a source of truth is a bold assertion.

**PROSE –CHAPTER 8**

**GOING PLACES**

**BY-AR BARTON**

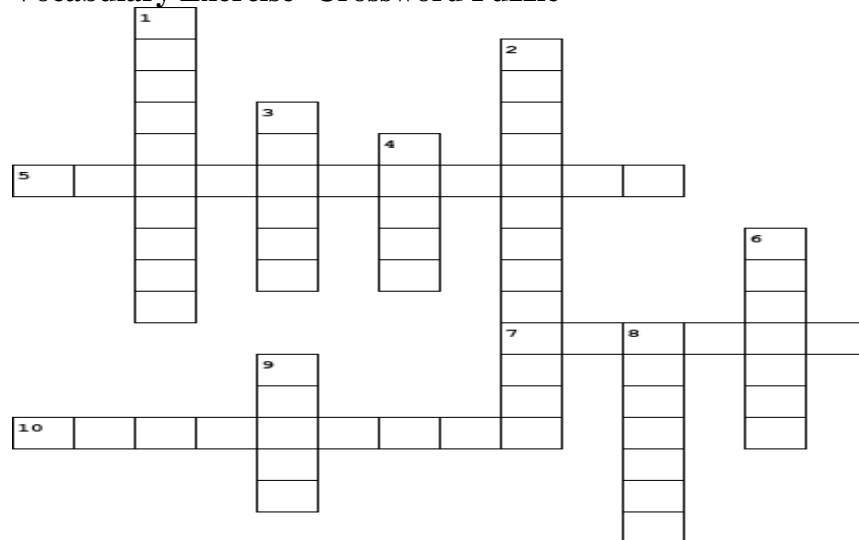
**Background**

Sophie's character represents the adolescent anguish of having to conform to the norms set by the society. She rebels against the system by creating a make believe reality. In a way, Sophie's struggles are that of every teenager standing on the brink of adulthood and the myriad of other responsibilities that it brings.

**Theme**

The story, 'Going Places', describes the aspirations and dreams of the youth and the pain of unfulfilled promises and shattered dreams. It deals with the complexities of human relationships along with the adolescent fantasizing and hero-worship.

**Vocabulary Exercise -Crossword Puzzle**



Across		Down
5. Not matching, strange		1. Sad
7. Gallery with arch		2. Elegant, Stylish
10. Destined		3. attempt to repair, fiddle with
		4. Full of dirt
		6. A talented young person
		8. Became happy
		9. a level quayside area to which a ship may be moored to load and unload

### Main Points

- Sophie and Jansie are both in the last year of high school and both knew that they were destined to work in the biscuit factory as they belong to a working-class family.
- Yet, Sophie, always dreams of big and beautiful things, glamour, and glory. Her ambitions are not rooted i.e., have no relation with the harsh realities of life.
- In contrast is Jansie, Sophie's friend, a realistic and practical girl. Sophie lives in male-dominated family where her mother was only a shadow.
- The men were football fans and the conversations around the dinner table were about Danny Casey, their Hero.
- Sophie wants some attention from her father and brother and telling them that she met Casey, was her way of drawing their attention towards her.
- But she carries her fantasies too far when she starts to live them.

### Literary Devices

- Going places- idiom
- Money grows on trees- idiom
- "This another of your wild stories?" - rhetorical question
- Shiny and shapeless- alliteration

### Extract Based Questions

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

"She thinks money grows on trees, don't she, Dad?" said little Derek, hanging on the back of his father's chair. Their mother sighed. Sophie watched her back stooped over the sink and wondered at the incongruity of the delicate bow which fastened her apron strings. The delicate-seeming bow and the crooked back. The evening had already blacked in the windows and the small room was steamy from the stove and cluttered with the heavy-breathing man in his vest at the table and the dirty washing piled up in the corner. Sophie felt a tightening in her throat. She went to look for her brother Geoff.

1. Choose the correct option about Sophie's parents based on the extract given above.
  - a) Sophie's parents' marriage was an example of harmony and affection.
  - b) Sophie's relationship with her parents was warm and friendly.
  - c) Sophie's mother was subdued while her father was detached.
  - d) Sophie and her brother didn't like to stay with their parents.

Ans-c)

2. Choose the option that supports the contention coming through Derek's dialogue, "She thinks money grows on trees, don't she, Dad?".



- a) Derek thought his sister to be unreasonable at times.
- b) Derek had no faith in Sophie's abilities to open a boutique.
- c) Derek thought of his sister as someone who was realistic.
- d) Derek was not at all happy about Sophie's habit of day dreaming

Ans-a)

3. It could be inferred that Sophie's mother was fatigued and burdened. Choose the option listing the elements that form the basis of this inference.

- 1) her sigh
- 2) the delicate bow
- 3) the apron's strings
- 4) her crooked back

- a) 1, 2
- b) 3, 4
- c) 2, 3
- d) 1, 4

Ans-d)

4. "Sophie felt a tightening in her throat." Pick the option that lists Sophie's feelings in this context.

- 1) anxious
  - 2) annoyed
  - 3) uneasy
  - 4) terrified
- a) Options 1 & 3
  - b) Options 2 & 3
  - c) Options 1 & 4
  - d) Options 2 & 4

Ans-a)

### Short Answer Questions (40 -50 words ) 2 marks

#### Solved

1. 'Jansie , knowing they were both earmarked for the biscuit factory, became melancholy'. What inference about Jansie's character is drawn from the above line?

Ans- Jansie is practical- rooted to reality-unlike Sophie

2. Why does Jansie discourage Sophie from having certain dreams?

Ans- Jansie aware of reality...Sophie building castles in air- doesn't want her friend to get hurt

3. What does Sophie think about Geoff's job?

Ans – Very exciting -fun filled -full of freedom-meeting new people-motorcycle rides-all these were out of her reach.

#### Unsolved

4. Why does Sophie like her brother Geoff more than anybody else?

5. Describe the temperament of Sophie's father?

6. Does Sophie's father believe her stories?

7. What are the indicators of Sophie's family's financial status?

8. Did Sophie really meet Danny Casey?

### Long Answer Questions (120 -150 words )

**5 marks**

#### Solved

1. “Well I’ll be a manager then -yes, of course - to begin with”. Sophie lives in a world of fantasy instead of facing reality. Write an article on how the youth of today must inculcate an attitude of doing rather than dreaming. You may begin – The youth today must....

Ans - The youth today must work for their dreams-Dreaming is necessary but pointless if we never wake up and implement-no one will ever accomplish your ambitions for you. Additionally, getting caught up in a dream and not acting on it can be quicksand- ask yourself what you’re waiting for and get going -as young children, we are taught to dream big and know we can become what we want.... *(to be elaborated)*.

2.Sophie’s dreams and disappointments are all in her mind. Many people in our society go through pain because of psychological issues. These issues could be easily cured through counselling and medication. Write an article on the importance of mental wellbeing and the need to shed the attitude surrounding psychological treatment/counselling.

Ans-Counseling is known as one of the greatest helping professions on Earth- yet many people remain perplexed about its true meaning, purpose, and intention-Psychotherapy and other counseling techniques help individuals explore moods and behaviors- provide fresh perspectives, and offer a better understanding of emotions- improves mood, treat mental illness, reduce medical costs, improve communication and relationships, and promote self-esteem and resilience.... *(to be elaborated)*.

### Unsolved

3. It is natural for teenagers to have unrealistic dreams. What would you say are the benefits and disadvantages of such fantasizing ? Draft a conversation between Sophie and Jansie on this issue.

4. ‘I can see the future and now I will have to live with this burden’ ,says Sophie. Sophie returns home broken hearted and vents out her feelings in her diary. Imagine yourself as Sophie and draft the diary entry.

5. Sophie’s family is well aware that she sometimes believes in her fantasy world . They are sad but helpless. Draft a conversation between Sophie’s father and Geoff where they discuss how they could help Sophie.

## **POEM1: MY MOTHER AT SIXTY-SIX BY KAMALA DAS**

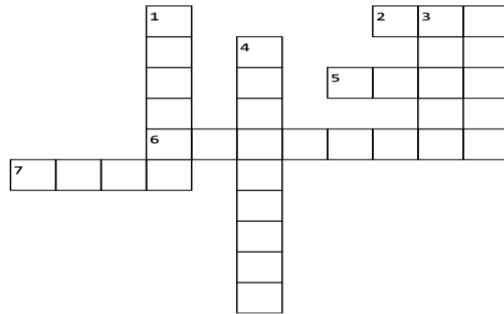
### **THEME: OLD AGE, DEATH AND SEPARATION**

My Mother at Sixty-Six is a poignant poem by Kamala Das which deals with the themes of **ageing, a person’s love for her mother, separation, uncertainty and death**. A sensory and deeply sensitive poem, My Mother at Sixty-Six is a **first person confessional poem** that captures the reader’s attention and provides a glimpse of the subtle intricacies of a mother-daughter relationship. The poem captures the speaker’s train of thought and the entire poem is written in a **single sentence**.

The poet confesses her innermost fears about her mother’s old age and impending death. The tone is conversational. Death is inevitable but people still fear the death of their loved ones.

The poet also captures the subtleties of human relationships, this poem being the best example of the bonding between a mother and her daughter. The poem defines her fear of losing her mother.

## VOCABULARY



**Across**

2. PALE  
5. PAIN  
6. OVERFLOWING  
7. TO SLEEP LIGHTLY

**Down**

1. DEAD BODY  
3. PALE  
4. RUNNING

### POETIC DEVICES IN THE POEM

**Simile:** Comparison between two things that are different from each other but have similar qualities. It is introduced by words such as like and as.

Eg: as a late winter's moon

Her face ashen like that of a corpse.

**Personification:** Attributing human qualities to inanimate things. E.g.: trees sprinting.

**Alliteration:** It is a figure of speech wherein the sentence consists of a series of words that have the same consonant sound at the beginning.

Eg: And all I said was, see you soon, Amma

**Repetition:** A word or phrase is repeated to enhance the poetic effect.

Eg: all I did was smile and smile and smile.....

**Imagery and contrast:** It presents an image of sharp contrasting things or ideas. E.g.: merry children spilling-a picture of youth and vitality as opposed to the old and ageing mother.

Note: There is no consistent rhyme scheme. It's written in free verse.

### POEM AT A GLANCE:

- The poet is travelling to Cochin Airport with her mother beside her.
- The mother dozes off with her mouth open, her face looks lifeless like a dead body.
- The poet realises with pain that her mother is ageing, weak and fragile. Her death is fast approaching. As she confronts the mortality of her mother, the old familiar ache of separation which she had experienced in her childhood resurfaces.
- The thought disturbs her and she tries to distract herself by looking outside the window.
- She sees trees "sprinting" and merry children "spilling" out of their homes.
- "Sprinting" means to run fast. When observed from the moving car, the trees appeared to be sprinting.
- "Merry children" present happy picture. Both the trees and children represent life, growth and vitality. This picture is in sharp contrast to that of her old and fragile mother.
- The poet's mother looks dull and hazy like the winter's moon, a sign of ebbing life.
- The poet reaches the airport and bids farewell to her mother. She hides her fear and emotions behind her smile and says, "See you soon Amma".
- The poet masks her anxiety and fear with her smile and reassures her mother to meet again. She is being brave and hopeful.

### EXTRACT BASED QUESTIONS:

**A) “ I looked again at her, wan, Pale  
As late winter’s moon and felt that  
Old Familiar ache, my childhood’s fear,  
But all I said was, see you soon, Amma,  
All I did was smile and smile and smile...”**

What is the poet’s mother compared to in the above lines and why?

Ans: The poet’s mother is compared to the late winter’s moon. Both are wan, pale and lifeless. Winter is the last season of a year and similarly the poet’s mother is also in the last stage of her life.

Define her childhood’s fear.

Ans: The poet feared separation from her mother in her childhood. This fear resurfaces now when she sees her mother old and approaching death.

Identify the sentence which has the same figure of speech as in the line (underlined) above:

The plants were begging for water.

Life is a game of chess.

The raindrops fell from the sky like teardrops.

Sally sells seashells by the sea shore.

Ans: The raindrops fell from the sky like teardrops.( simile)

Pick up the line which is an example for repetition in the above lines.

Ans: All I did was smile and smile and smile...

**B) “..... but soon  
Put that thought away, and  
Looked out at young  
Trees sprinting, the merry children spilling  
Out of their homes...”**

What was the thought which she had to put away?

Ans: The poet was perturbed by the sight of her mother’s old age and impending death. She wanted to put away the thought of separation from her mother.

Explain “trees sprinting”.

Ans: The trees appeared to be sprinting when observed from a moving car. Trees have been personified here.

Why does she mention the trees and children here?

Ans: Trees and children present an image of growth and vitality. They symbolise life. The poet mentions them to bring a contrast with her ageing mother.

In the provided extract, the speaker's transition from introspective reflection to observing external elements suggests:

A) A sense of nostalgia for childhood innocence.

B) A shift in focus from internal contemplation to external surroundings.

C) A metaphorical representation of the passage of time.

D) A psychological exploration of the human mind's capacity for imagination.

Ans: B. A shift in focus from internal contemplation to external surroundings.

**C) ANSWER THE FOLLOWING IN 40-50 WORDS: (SHORT ANSWER)**

I) Why does the poet look outside the window of the car?

Ans: wants to distract herself from the uncomfortable thoughts pertaining to her mother’s mortality , inevitable separation.

II) What has the poet’s mother been compared to?

Ans: poet’s mother- compared to a corpse and winter’s moon- symbols of ebbing life.

## PRACTICE QUESTIONS:

- III) The poet's reaction in the end is contrary to what she felt. Why?
- IV) What fear did she experience once again now?

### D) Long answer questions

Q1. Compose a diary entry depicting Kamala Das's mother's reflections after bidding farewell to her daughter at the airport.

#### **How to frame your answer**

Format of Diary writing- first person narration

#### **Introduction and Setting the Scene:**

After bidding farewell to my daughter...

With a heavy heart, I entered...

#### **Feelings and Emotions:**

My heart was heavy with...

Tears welled up in my eyes as I...

Loneliness engulfed me as I...

#### **Reflections on the Farewell:**

Watching my daughter leave filled me with...

Seeing her disappear into the crowd left me with...

#### **Regrets and Hopes:**

I wish I had...

I hope she knows...

I pray for her safety and..."

#### **Conclusion and Closure:**

Despite the sadness, I find solace in...

Tomorrow is another day, and I must...

With love and longing, I sign off....

### E. EXTRA QUESTIONS (UNSOLVED)

- i) What fear does the poet confess in this poem? Does it throw light on human nature?
- ii) A smile can convey countless things silently. How does the poet use her smile here?
- iii) Imagine you are the poet. You feel disturbed after seeing your mother old and frail. Make a diary entry.

## POEM – 2 Keeping Quiet

### **Theme of the poem**

The central idea or theme of the poem is mindfulness, introspection, and retrospection. The poet wants us to take some time off from our busy lifestyles, reflect on the harm that we have caused to ourselves and the environment with our selfishness and to live in harmony with nature and learn from mother earth.

### **Gist of the poem**

The poem 'Keeping Quiet' highlights the importance of quiet introspection in a world full of strife and chaos. Pablo Neruda suggests that we count to twelve and also stop speaking in any language as it may cause confusion and lead to misunderstanding. An introspection is only possible when we are free from the disturbing sounds of engines and rush of people. We would all be connected together with peace and harmony with our fellow human beings. He goes on say that its only in that quietness that the

fishermen would understand the extent of harm caused to the whales and the salt gatherer would also get time to look at the hurt caused to his hands. Those preparing for wars would stop doing it and bring about peace and love. They would realize that wars can only cause destruction of life and misery even if they win. The poet wants us to take time off from our busy schedule and ‘do nothing’. He goes on to clarify that by ‘doing nothing’ he wants us to introspect and does not mean being idle or the state of death. He goes on to say that when we introspect, we would be overcome with sadness of never understanding ourselves and threatening ourselves with death. Neruda says that there is still hope- the earth teaches us that when everything looks like its dead a new lease of life is given to it- like germination of seed or spring season where it looks like everything is dead and later proves to be alive.

### 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, —clean clothes symbolise world peace, —shade symbolises protection/ security, etc.
5. **Personification:** It is the attribution of human characteristics to non-human things and animals. e.g., —Earth can teach us.
6. **Irony:** When everything seems dead, later proves to be alive.
7. **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’ refers to ‘weapons’.
8. **Transferred Epithet-** fishermen in the cold sea.

### Mind map



### Extract Based question (Solved)

**Q1.** *What I want should not be confused with total inactivity.*

*Life is what it is about;*

*I want no truck with death.*

*If we were not so single-minded about keeping our lives moving,*

*and for once could do nothing, perhaps a huge silence*

*might interrupt this sadness of never understanding ourselves*

*and of threatening ourselves with death.*

a). *What I want should not be confused with-----?* What is the confusion that the poet is referring to?

Ans: The poet is trying to clarify that by not doing anything he does not mean idleness or the state of death.

b). What does single-minded mean?

Ans: Single-minded refers to man's only selfish pursuit of his happiness, oblivious to the harm that he is causing to himself and nature.

c). What is the sadness that the poet talks about?

Ans: The sadness is of never understanding ourselves and not realizing that we are pushing ourselves to the brink of extinction.

d). If we were not so **single-minded-----**. Choose the word/phrase which does NOT mean single minded

i) determined    ii) concentrating on only one aim    iii) single celled    iv) focussed

Ans: d) Single celled

### Q2. Extract based question (solved)

*Now we will count to twelve*

*and we will all keep still*

*for once on the face of the earth,*

*let's not speak in any language;*

*let's stop for a second,*

*and not move our arms so much.*

1. Why does the poet want us to keep quiet?

Ans: The poet wants us to keep quiet so that we can do self-analysis.

2. How long does the poet exhort us to be silent?

Ans: The poet wishes that we become still till we count twelve.

3. Identify the poetic device used in the last line?

Ans: Pun on the word **arm**. Arm here refers to use of weapons

4. The poet does not want to speak in any language because-----

Ans: it would lead to confusion and misunderstanding.

### PRACTICE QUESTIONS:

#### Q3. Extract based questions (Unsolved)

*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?

**Q4. Extract Based questions**

“Perhaps the earth can teach us  
As when everything seems dead  
And later proves to be alive.  
Now I will count up to twelve  
And you keep quiet and I will go.”

- i) What does the earth teach us?
- ii) Perhaps the earth can teach us as when everything seems dead and later proves to be alive Which poetic device is used in the above lines?  
a) Anaphora b) Alliteration c) Apostrophe d) Analogy
- iii) What does the poet want to achieve by counting up to twelve?  
a) controlling anger b) introspection c) wasting time c) recollecting counting
- iv) The poetic device used in this expression “the earth can teach us” is \_\_\_\_\_

**Q5. Read the following extract and answer the questions that follow (CBSE Question Bank)**

*For once on the face of the Earth let’s not speak in any language, let’s stop for one second, and not move our arms so much. It would be an exotic moment without rush, without engines, we would all be together in a sudden strangeness.*

1. The poet uses the word “let’s” to \_\_\_\_\_  
a) initiate a conversation between the poet and the readers.  
b) invite readers as part of the poem’s larger call to humanity.  
c) welcome readers into the world of the poem and its subject.  
d) address readers as fellow members of the human race.
2. Margaret Atwood said, “Language divides us into fragments, I wanted to be whole.” Choose the option that correctly comments on the relationship between Margaret Atwood’s words and the line from the above extract – “let’s not speak in any language”  
a) Atwood endorses Neruda’s call to not speak in any language.  
b) Atwood justifies Neruda’s request to not engage in any speaking.  
c) Atwood undermines Neruda’s intent to stop and not speak in any language.  
d) Atwood surrenders to Neruda’s desire for silence and not speak in any language.
3. Why do you think the poet employs words like “exotic” and “strangeness”?  
a) To highlight the importance of everyone being together suddenly for once.  
b) To emphasize the frenetic activity and chaos that usually envelops human life.  
c) To indicate the unfamiliarity of a sudden moment without rush or without engine.  
d) To direct us towards keeping quiet and how we would all be together in that silence.



4.

Choose the option that correctly matches the idioms given in Column A with their meanings in Column B.

Column A	Column B
1. On the face of the earth	(i) In existence
2. What on earth	(ii) To do all possible to accomplish something
3. Move heaven and earth	(iii) To express surprise or shock
4. The salt of the earth	(iv) To be good and worthy

### Short answer Questions (Solved)

Answer the following in 40-50 words

Q1. What is Pablo Neruda's complaint against fishermen? (Keeping Quiet)

Ans: The poet feels that fishermen are a threat to the marine life since they kill and hunt whales causing their extinction.

Q2. What is the sadness that the poet refers to in the poem?

Ans: The poet refers to the sadness of failing to understand ourselves and pushing ourselves to the brink of extinction. The poet feels that we are destroying ourselves, upsetting our harmony with nature and ruining the relationship we share with each other with our selfishness.

### PRACTICE QUESTIONS:

Q3. What will counting up to twelve help us achieve?

Q4. In a world that is constantly running after "more", chasing the next new things, would it be fair to think of Neruda's call as merely fanciful idea?

Q5. How will keeping quiet protect environment?

Q6. What is the significance of twelve?

Q7. "Life is what it is all about..." How is keeping quiet, related to life?

Q8. Mention the symbol from nature which the poet invokes to say that there can be life under apparent stillness?

Q9. What is the 'exotic moment' that the poet refers to?

Q10. What does the earth teach us? Is the prognosis bad for us or is there still hope according to the poet?

### Long Answer/CCT Based Questions (Solved)

Answer the following in 120-150 words

Q1..... *but will keep A bower quiet for us.* (A Thing of Beauty)

*Perhaps the Earth can teach us as when everything seems dead and later proves to be alive.* (Keeping Quiet)

Based on ideas from 'Keeping Quiet' and 'A Thing of Beauty', as President of Eco Club of your school. Draft a speech on the importance of preserving nature for posterity. You may begin like this. Good morning to one and all! After reading both the poems, I strongly believe .....

### Answer

Good morning to one and all! After reading both the poems, I strongly believe its time to take conservation of environment on a serious note. Our mother earth has bounties to offer and its our duty to conserve them. We must realize that all the natural resources that we are enjoying, the beauty of nature – trees old and young providing a shady boon to the simple earth, the rivers etc are fast being depleted. We are to be blamed for the same. If only we had paid heed to warnings by nature and not been so selfish about thinking only about ourselves, about preparing wars against our fellow human beings to satisfy our greedy desires we would not be facing the dire consequences of global warming.

We must remember that it is the duty of every one to preserve our earth for posterity. Perhaps the earth can teach us that there is still hope – under apparent stillness, when everything seems to be dead, like a seed sown or in autumn season and later a new lease of life is given to it with the germination of the seed or with the onset of spring.

I hope the message is clear and loud. Let's all join hands to make the earth a better place to live

Thank You

Q2. Imagine you are Pablo Neruda of 'Keeping Quiet. He advises Robert Frost ( Road side Stand ) in the context of his conflict and pain at the plight of the road side stand owners. Pen down your advice in a letter to Robert Frost. You may begin

Dear Frost,

You seem very pained at the plight of the roadside stand owners, and I would like to advise you...  
(CBSE sample paper 2024)

**Answer**

Dear Robert

I recently read your poem, "A Roadside Stand," and was struck by the conflicting emotions that you expressed towards the end. I understand that it can be difficult to make decisions when we are overwhelmed by our emotions. In my own experience, I have found that taking a moment of stillness and reflecting can be very helpful in gaining a deeper understanding of the situation and connecting with our own humanity and that of others. This is the message that I try to convey in my poem, "Keeping Quiet." I would advise you to take a moment to be still and contemplative before making any decisions about the fate of the people at the roadside stand. By quieting your mind and being present in the moment, you may be able to understand their struggles and pain objectively, and gain a new perspective about your own place in the world too. I also feel that by breaking from your routine and taking a moment of stillness and reflection, you might gain a deeper understanding of the situation and make a more functional decision. I believe that this moment of reflection could help you to see beyond your conflicting emotions. We are all human, after all, and before connecting with others, and resolving their issues, we must try to connect with our own selves to advice from a place of balance and calm. I hope this advice is helpful to you.

Please let me know if there is anything else I can do to support you.

Warm Regards

Pablo Neruda

**PRACTICE QUESTIONS:**

Q3. *Wars with gas, wars with fire. Victory with no survivors.* (Keeping Quiet) Pablo Neruda in the above lines, highlights the futility of war. Gandhi also brought about a change in the plight of the Champaran sharecroppers through civil disobedience and non-violence. Write an article on the importance of peace suggesting peaceful solutions to war.

Q4. Imagine that Tishani Doshi, of 'Journey to the end of the Earth' and Pablo Neruda met at a 'save the Earth' campaign in which both were invited as speakers. Write an article compiling both the speeches, as the reporter for a leading newspaper and carrying their message to the world about the importance of conservation of Earth.

## POEM – 3 A THING OF BEAUTY

John Keats

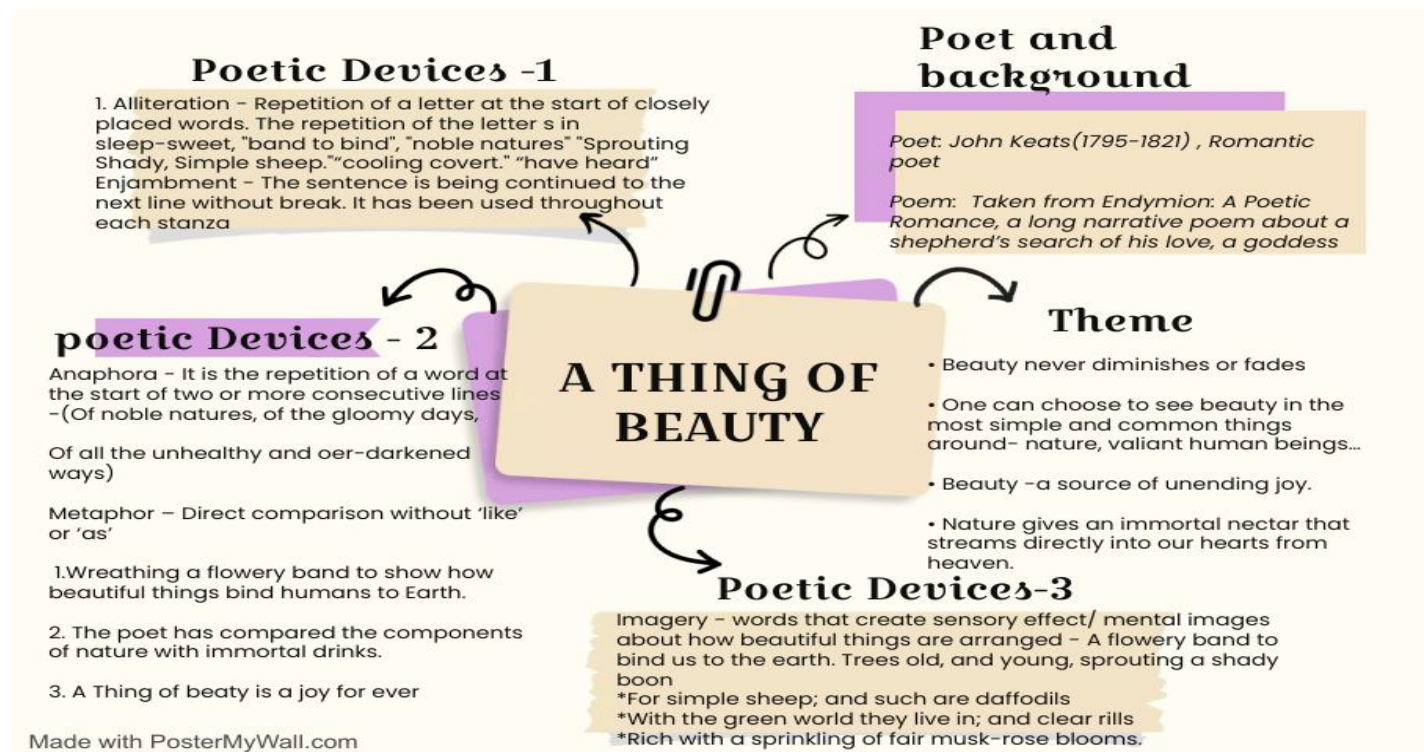
### **THEME:**

"A Thing of Beauty" is an excerpt from John Keats' poem "Endymion: A Poetic Romance." It is based on a Greek legend. In this poem, the poet speaks about love, beauty, and youth. This poem is largely about nature, and the poet claims that nature's beauty is intransient. It brings us eternal joy and never fades away. The beauty of nature is what keeps us cheerful and content in this sad, monotonous world. It also can unite people and generate a sense of harmony and oneness. The poet feels that nature has a therapeutic effect that eases the mind. We constantly remember whatever is beautiful since it provides us with eternal enjoyment. The pleasure that a beautiful object provides never fades but increases many times over every time we think of it.

### Main Points.

- A thing of beauty is an eternal source of joy.
- Its value never diminishes.
- A thing of beauty shelters us, and provides us with a restful night's sleep and pleasant dreams.
- Our melancholy, rude character, and harmful habits make our lives quite uncomfortable.
- However, a beautiful object lifts our emotions.
- Sheep benefit greatly from the shade provided by trees.
- Clear tiny streams offer a refreshing, shady cover of thickets throughout the warmer season.
- Daffodils blossom amid the lush surroundings. Beautiful musk roses blossom in the mid-forest thickets.
- These lovely natural objects bring more beauty than any story we have heard or read.
- Nature gives us an immortal nectar that streams directly into our hearts from heaven.

Mind Map



## IMPORTANT POETIC DEVICES:

1. Alliteration: Use of consonant sound at the start of two words which are close in series
  - (Sleep-Sweet)
  - ('b' in Band Bind, 'n' in Noble nature, 's' in some shape).
  - ('s' in Sprouting Shady, Simple sheep, 'c' in cooling covert)
  - ('h' in have heard)
2. Metaphor:
  - bower Quiet (calmness of the bower is compared to the calming effect of a beautiful thing)
  - wreathing a flowery band (the beautiful things of our life bind us to the earth)
  - Immortal drinks (beautiful objects of nature are forever like a never-ending portion of a drink)
3. Imagery:
  - creating a sensory effect of beautiful things lined up in a string (A flowery band to bind us)
  - Trees giving shade (sprouting shady boon)
  - growing process of daffodils (daffodils with the green world they live in)
  - clean river streams (Clear rills)
  - Bushes full of musk roses (sprinkling of fair musk rose blooms)
  - books describing valour of fighters (grandeur-..Mighty dead)
  - god providing us with best things (pouring from the heaven's brink)

## Reference to context :

### I. Read the extracts given below and answer the questions that follow:

Q1. 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.

- a) Why does the poet state that a thing of beauty is joy forever?
- i) Because it gives us eternal and everlasting happiness
  - ii) Because it leaves an impact on our mind
  - iii) Because we are able to relive the wonderful feeling, we get from it whenever we think about it
  - iv) All the above

**ANSWER:** iv.all the above

- b) Explain: "Nothingness"
- i) Beauty never goes off with the passing time
  - ii) Beauty fades away with time
  - iii) Refers to a freedom of the soul
  - iv) None of the above

**ANSWER:** i. Beauty never goes off with the passing time

- c) "A bower quiet for us", What does it mean?
- i) The stillness of the night sky

- ii) Nature's beauty performs like the shade of a tree, soothing and relaxing
- iii) The quiet afternoon breeze that helps the creatures sleep
- iv) The quietness of nature

**ANSWER:** ii. Nature's beauty performs like the shade of a tree, soothing and relaxing

Q2. Therefore, on every morrow, are we wreathing

A flowery band to bind us to the earth,  
 Spite of despondence, of the inhuman dearth  
 Of noble natures, of the gloomy days,  
 Of all the unhealthy and o'er-darkened ways  
 Made for our searching:

a) What does "spite of despondence" mean?

- i) Mind filled with ill will and hatred for others
- ii) Mind full of dreams for the future
- iii) Desperate to get fame and recognition
- iv) Desire to do noble deeds

**ANSWER:** i). mind filled with ill will and hatred for others

b) What are the flowery bands that bind us to the earth?

- i) The beautiful things present in nature like flowers that we wreath into a band
- ii) The beautiful "flowery bands" that keeps us connected to the earth
- iii) Both i and ii
- iv) None of the above

**ANSWER:** iii. Both i and ii

c) What does the poet mean by over darkened ways?

- i) Refers to the trials and tribulations of life
- ii) The path darkened by clouds
- iii) Course of life full of dependence, sadness, cruelty
- iv) Both i and iii

**ANSWER:** iv. Both i and iii

## **PRACTICE QUESTIONS:**

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

Q1. Rich with a sprinkling of fair musk-rose blooms;  
 And such too is the grandeur of the dooms  
 We have imagined for the mighty dead;  
 All lovely tales that we have heard or read;  
 An endless fountain of immortal drink,  
 Pouring unto us from the heaven's brink

a) Pick the words from the poem which mean: stories, magnificence.

- i) Tales and grandeur
- ii) Old, and young
- iii) Green world and clear rills
- iv) Sweet dreams and health

- b) Who are the mighty dead?
  - i) All the people who are dead and gone
  - ii) Great men of history who sacrificed their life for a cause
  - iii) Those who have tasted the immortal drink or nectar
  - iv) The sick and the dying
  
- c) What does the immortal drink refer to?
  - i) A cold soothing drink on a hot summer day
  - ii) A refreshing mocktail
  - iii) The nectar that nature provides her in the form of her bounties
  - iv) All the above

Q2. With the 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) Who said that a thing of beauty is a joy forever?
  - i) John Millet
  - ii) Christopher
  - iii) A young shepherd
  - iv) John Keats
  
- b) Name the figure of speech in 'cooling covert'.
  - i) Simile
  - ii) Alliteration
  - iii) Metaphor
  - iv) Hyperbole
  
- c) Mid forest brake refers to:
  - i) A thick mass of ferns and bushes growing in the midst of the forest
  - ii) An oasis
  - iii) A canopy of trees
  - iv) Cactus

Q3. Such the sun, the moon,  
 Trees old, and young, sprouting a shady boon  
 For simple sheep; and such are daffodils  
 With the green world they live in;

- a) Explain: With the green world they live in;
  - i) Moss covered green house
  - ii) Greenhouse effect
  - iii) Green surroundings in which the daffodils grow
  - iv) A green garden
  
- b) Sprouting means---

- i) Growing, giving out new leaves
  - ii) Fading away
  - iii) Withering
  - iv) None of the above
- c) The poetic device used in Shady Boon is....
- i) Imagery
  - ii) Personification
  - iii) Simile
  - iv) Alliteration

Q4. Spite of despondence, of the inhuman dearth  
 Of noble natures, of the gloomy days,  
 Of all the unhealthy and o'er-darkened ways  
 Made for our searching:

- a) 'Spite of despondence' refers to:
- i) Sadness, disappointment and depression
  - ii) Guilt and anger
  - iii) uncontrollable rage
  - iv) Hallucination
- b) 'Inhuman dearth' refers to:
- i) Lack of human beings with good values
  - ii) Most people are self-centered
  - iii) People pursue evil ways
  - iv) All the above
- c) What is the cause of gloomy days and dark spirits?
- i) Sufferings and pain caused by man's evil ways
  - ii) Man lacks noble quality
  - iii) Man's hostile and inhuman nature
  - iv) All the above

Q5 .....it will never Pass into nothingness;  
 but will keep A bower quiet for us,  
 and a sleep Full of sweet dreams, and health, and quiet breathing.

- a) What will never pass into nothingness?
- i) Beauty of nature that leaves a lasting impression on man's life
  - ii) Man's soul will never pass into nothingness
  - iii) The process of self-discovery
  - iv) All the above
- b) What will a quiet bower lead to?
- i) Peaceful sleep and sweet dreams
  - ii) Rain followed by rainbow
  - iii) Dark cloudy sky
  - iv) None of the above
- c) What image does the poet use to convey that beauty is everlasting?
- i) A bower quiet for us

- ii) Some shape of beauty
- iii) Endless fountain of joy
- iv) Sprouting a shady boon

Q6. Rich with a sprinkling of fair musk-rose blooms;  
 And such too is the grandeur of the dooms  
     We have imagined for the mighty dead;  
     All lovely tales that we have heard or read;  
     An endless fountain of immortal drink,  
     Pouring unto us from the heaven's brink.

1. Pick the quote that matches best with—  
*'And such too is the grandeur of the dooms we have imagined for the mighty dead.'*
  - a) In the night of death, hope sees a star, and listening love can hear the rustle of a wing.
  - b) When a great man dies, for years the light he leaves behind him, lies on the paths of men.
  - c) Endings are not always bad, most times they're just beginnings in disguise.
  - d) Cowards die many times before their death; the valiant never taste of death but once.
  
2. Pick the option that refers to what 'an endless fountain of immortal drink' suggests.
  1. inspirational deeds of great men
  2. a ceaseless series of dreams
  3. an infinite source of strength
  4. an elixir of life for upliftment of the soul
  5. an eternal source of delight
  6. a boundless gift of love
  - a) 1, 4 and 5
  - b) 2, 3 and 5
  - c) 1, 2 and 6
  - d) 2, 4 and 6
  
3. Pick the option that pairs the TRUE statements based on the extract, from the list below.
  1. The bushes with fragrant flowers lift the human spirit and bring joy.
  2. Death is inevitable and everyone faces it no matter how powerful.
  3. Immortality is achieved by man when he drinks the nectar of joy.
  4. Legendary heroes and their heroic deeds instil inspiration in us.
  - a) 1 and 2
  - b) 2 and 4
  - c) 1 and 4
  - d) 2 and 3
  
4. Pick the option that uses the same literary device as the 'mighty dead'.



- a) sleepless nights
- b) deafening silence
- c) glaring lights
- d) time is a thief

### III. SHORT ANSWER TYPE QUESTIONS: (SOLVED)

1. Mention any six things of beauty that brings joy to our life. (CBSE 2015)

Ans. Any object from nature is a thing of beauty, and the joy it brings surpasses eternity. The sun, the moon, the old and young trees, the daffodils, the ferns, the flowering musk rose, and the streams with clear water are all items of beauty, that provide delight and pleasure.

2. Can “mighty dead” be a thing of beauty. How?

Ans. In this poem, grandeur and beauty are associated with the powerful dead. Our mighty ancestors' courageous actions are truly magnificent. Their unbreakable character and heroic acts revealed their physical and spiritual beauty.

#### PRACTICE QUESTIONS:

- 3. Explain: “Therefore are we wreathing a flowery band to bind us to earth”.
- 4. What spreads the pall of despondence over our dark spirits? How can it be removed?
- 5. Why does Keats refer to the ‘immortal drink’? What does ‘immortal drink’ mean?

### IV. ANSWER THE FOLLOWING QUESTIONS:

- 1. What philosophy of life is highlighted in the poem?
- 2. In spite of the troubles they face, what makes human beings love life?
- 3. What picture does the poet use to describe the earth's incredible bounty?
- 4. What evils do we humans endure over time?
- 5. What kind of sleep does a thing of beauty provide?

### V. LONG ANSWER TYPE QUESTIONS: (SOLVED)

Q1. Rationalise why Keats uses the metaphor, “an endless fountain of immortal drink” in his poem “A thing of beauty”? (CBSE 2020)

Ans. People's lives are filled with sadness as a result of disappointments and frustrations. Nature's lovely objects, on the other hand, bring us eternal joy. Things of beauty are like the immortal wine or nectar from heaven that raises people's spirits. It never stops flowing and never dies. Keats depicts a permanent spring that continually pours out riches on the land in the shape of an immortal drink from the heavens into our hearts. He uses it because God's beauty is eternal and permanent, and men can bask in its splendour eternally. He describes it as a divinely granted, precious elixir of life. It brings us great joy. The beauty never fades. It continues on indefinitely.

Q2. There are a number of things that we need to keep ourselves happy. Is a thing of beauty enough to give us joy?

Ans. I agree with Keats that an object of beauty is a source of eternal joy. Nature heals our damaged souls and infuses us with hope and optimism. However, beauty alone will not make us happy. If we are anxious because of a problem and cannot find a solution to it, simply looking at beauty will not bring us joy. Nothing can make us happy as long as we don't find a solution to the problem. A beautiful thing cannot make us happy if we have conflicts with one another. If we worked hard to succeed in our examination but were unable to obtain the scores we wanted, and those marks weren't enough to get us into college, a thing of beauty can't give us happiness. So, apart from beauty, there are many other things that are essential to giving us joy.

## PRACTICE QUESTIONS:

Q3. The poem “A thing of Beauty” stimulates the readers inner sight as well as the sense of touch. Explain.

### VI. ANSWER THE FOLLOWING QUESTIONS :(130 to150 Words).

1. You are a travel blogger who enjoys documenting your experiences. You just visited a beautiful location and were captivated by its beauty. Write a blog entry that vividly describes the natural beauty of this location. Add Keats' views about beauty to your writing.
2. "Beauty is best when left undefined." Support your viewpoint on this statement with your reasoning and ideas from the poem.
3. The adage "Beauty is only skin deep" is well-known. Despite this, we frequently find people idolising good-looking and handsome stars and celebrities. You have a discussion about it with a friend who feels that physical beauty defines a person. Write down that conversation.

### Poem 4. ‘A Roadside Stand’ by Robert Frost

#### Theme

Robert Frost, a highly acclaimed American poet, in his poems usually focused, on the themes of human tragedies and fears and their ultimate acceptance or their solution. In his poem, ‘A Roadside Stand’ he deals with the lives of poor deprived people of the villages with a clarity that is perceptive and at the same time portrays his deepest sympathies and his feelings of humanity. The poem also brings in to focus the unfortunate fact that progress and development is unequal between the cities and the villages leading to feelings of distress and unhappiness among the dwellers of the latter.

The poem, A Roadside Stand, is Robert Frost’s criticism of an unequal society where there is a large division between, the rich and the poor, the haves and the have nots owing to the iniquitous distribution of wealth. The poem depicts with clarity the plight of the poor and the complex dynamics of their existence. It also so focuses on the unfortunate fact that the unequal progress and development between cities and villages have led to the feeling of distress and unhappiness in the rural people.

#### Poem - Analysis

**Form** (structure or pattern) of the poem – The poem has 56 lines divided in 6 Stanzas.

**Style** (literary elements used by the poet) of the poem – The poem is written in a rhyme scheme of ABAB. (This four-stanza poem combines both narrative and lyrical qualities, and Frost’s use of a relatively simple rhyme scheme contributes to its impact. The first few lines rhyme AAAA, followed by BCADC)

**Tone** (the poet’s or reader’s attitude towards the subject) of the poem – The poem has a sympathetic tone.

#### Literary Devices used in the Poem

“A Roadside Stand” by Robert Frost is a thought-provoking poem that delves into the struggles faced by rural communities and economic disparity. The stand becomes a powerful symbol of resilience and the complexities inherent in addressing societal disparities.

**Metaphor** – A figure of speech that directly refers to one thing by mentioning another.

Example: “Trusting Sorrow”, “Flower of the City”

**Alliteration** – The occurrence of the same letter or sound at the beginning of adjacent or closely connected words. From the poem: “Greedy good doers”, “Beneficent Beasts”, 'pathetically pled'

**Personification** – A literary device where you assign the qualities of a person to something that isn’t human.

Example: “A roadside stand that too pathetically pled”,  
‘The sadness that lurks behind the window’.

**Transferred Epithet** – A figure of speech in which the syntactic relationship between two terms is interchanged.

Example: “Polished Traffic”, “Selfish cars”

**Oxymoron** – A figure of speech containing words that seem to contradict each other.

Example: “Greedy good doers”, “Beneficent Beasts”.

**Repetition** - Frost employs repetition to emphasize certain elements. For instance, in the first line, he repeats the word “little” twice: “The little old house was out with a little new shed.” This repetition draws attention to the modest and unassuming nature of the roadside stand.

**Enjambment** - Enjambment occurs when a line of poetry doesn’t end with a natural pause but continues into the next line. Frost uses enjambment effectively throughout the poem. For example:

“The little old house was out with a little new shed. In front at the edge of the road where the traffic sped...” The continuation of thought across lines creates a sense of urgency and movement, mirroring the bustling traffic near the roadside stand.

### **Main points at a Glance**

- 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.
- The sellers say that they don’t like to promote their business at the cost of humiliation.
- They explain that they have set up their stand at a convenient distance from the city.
- 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 rehabilitated.
- They are to be accommodated near to the theatre and the store in the city.
- The rehabilitators claim that these poor do not have to think for themselves any more.
- The industrial routine will teach them to sleep all day and destroy their sleep all night.
- The poet experiences tremendous pain, looking at the awesome expectation of the sellers.
- They sit at their window, looking out with expectant air 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 traveler would stop to ask for a gallon of fuel.
- The poet wishes that he could put this entire poor out of pain with one stroke.
- The plight of the poor puts the poet out of ease.
- He prays that when his mind comes round, we would help him to ease his pain.

## Summary

In the poem, the poet describes the feelings of the owners of a roadside shed who seem to wait interminably for those whizzing past, their house in their shiny cars, to stop and buy something from the shack-some fruit, some humble vegetables, or even stop and rest in the beautiful mountain scape. They long for the feel of hard currency that is a symbol of poverty alleviation in their lives of deprivation. It appears to be a vain hope, however, that those who do glance their way are either reproachful of the blot on the landscape, their shed, that seems to mar the beauty of the landscape, or

## Extract Based Questions (1x6 = 6 Marks)

Read the given extract and answer the questions that follow:

**Q1. “It is in the news that all these pitiful kin  
Are to be bought out and mercifully gathered in  
To live in villages, next to the theatre and the stone,  
Where greedy good-doers, beneficent beasts of prey  
Swarm over their lives enforcing benefits  
That are calculated to soothe them out of their wits,  
And by teaching them to sleep all day,  
Destroy their sleeping at night the ancient way”.**

i. It was in the news that.....

Complete the given statement appropriately.

Ans. It is in the news that the poor are to be relocated to better surroundings near the theatre and the shops.

ii. Which word means the same as ‘beneficent’ used in the above lines? Choose the correct option:

- a) Maleficent
- b) Adamant
- c) Generous
- d) Autocrat

Ans. c) Generous

c. Who is going to exploit the rural people and how?

I. The rich and the powerful people by cheating them and making them work.

II. The politicians and the government by offering benefits that are supposed to solve their problems.

III. Their own people by grabbing their land and property on the pretext of helping them.

IV. The promise given to them to change their lives as shown in the movies.

(i) I, III and IV

(ii) Both I and IV

(iii) Only I and II

(iv) Both III and IV

Ans. (iii) Only I and II

d. How will the greedy good-doers soothe the rural poor out of their wits?

Ans. By offering them free benefits like housing and other facilities, they rob the poor of their voice to protest and lull them into a feeling of false security.

e. Who is referred to as beasts of prey and why?

Ans. The politicians in power and in opposition and they make no difference in the conditions of the rural poor.

f. Complete the given analogy:

All I could do was smile, and smile, and smile: Repetition, Greedy good doers:.....

**QII. *The little old house was out with a little new shed,  
In front at the edge of the road, where the traffic sped,  
A roadside stand that too pathetically pled,  
It would not be fair to say for a dole of bread,  
But for some of the money, the cash, whose flow supports  
The flower of cities from sinking and withering faint.***

(a) Why had a new shed put up by the occupants of the little old house?

Ans. The occupants of the little old house had put up the new shed to extend their area to sell their goods to earn some money.

(b) What makes the poet refer to the roadside stand as ‘Pathetic’?

- (i) It is very small without any adornment
- (ii) It is not comfortable and attractive, looks shabby
- (iii) It is situated at the edge of the highway
- (iv) The roadside stand is run by small children who are forced into child labour

Ans. (ii) It is not comfortable and attractive, looks shabby

(c) The purpose of putting the shed is.....

Complete the above statement with a small phrase.

Ans. To earn some money / earn livelihood/ sell goods to get cash

(d) Which literary device is used in the third line of the extract?

- (i) Alliteration
- (ii) Metaphor
- (iii) Transferred epithet
- (iv) Personification

Ans. (iv) Personification

(e) Pick the correct option for the name of the poet and the poem.

- (i) The Roadside Stand by Robert Forst
- (ii) The Roadside Stand by Stephen Spender
- (iii) A Roadside Stand by Robert Frost
- (iv) A Roadside Stand by Jack Finney

(f) The ‘Flower of cities’ refers to.....

Ans. It refers to rich people of the society. / wealthy persons / powerful people.

**PRACTICE QUESTIONS:**

**QIII. *No, in country money, the country scale of gain,  
The requisite lift of spirit has never been found,  
Or so the voice of the country seems to complain,  
I can't help owning the great relief it would be  
To put these people at one stroke out of their pain.  
And then next day as I come back into the sane,  
I wonder how I should like you to come to me  
And offer to put me gently out of my pain.***

i. The ‘country money’ contextually here refers to:

- a) money kept aside for the rural development.
- b) wealth accumulated by the whole country.
- c) meagre income earned by the countryside people.

- d) riches collected by the ancestral farmers over time.
- ii Pick the option that mentions elements justifying monetary aspect as the ‘requisite lift of spirit’.
1. confidence
  2. ego
  3. self-esteem
  4. status
  5. fame

- a) 1, 2, 4
- b) 2, 4, 5
- c) 1, 3, 4
- d) 1, 3, 5

- iii Choose the correct option with respect to the two statements given below:

Statement 1: The poet is agitated and depressed.

Statement 2: The poet realizes the futility of his thought about giving up.

- a) Statement 1 can be inferred but Statement 2 cannot be inferred.
- b) Statement 1 cannot be inferred but Statement 2 can be inferred.
- c) Statement 1 and Statement 2 can be inferred.
- d) Statement 1 and Statement 2 cannot be inferred.

- iv. Choose the option that correctly paraphrases the given lines from the above extract.

“I can’t help owning the great relief it would be

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

- a) The poet wants to kill the impoverished people.
- b) The poet feels that death is better than living such a miserable life.
- c) The poet wants to eliminate poverty from the society.
- d) The poet states that it is important that these people become rich.

- v. Find a word from the extract which means same as ‘Essential/ Necessary’ .....

- vi. Which word rhymes with ‘gain’ from the first four lines of the extract?

Gain- .....

***QIV. The polished traffic passed with a mind ahead,  
Or if ever aside a moment, then out of sorts  
At having the landscape marred with the artless paint  
Of signs that with N turned wrong and S turned wrong...***

- i. The polished traffic in particular refers to the
- a) sophisticated city dwellers in their vehicles.
  - b) shiny cars that the poet sees on the road.
  - c) extremely affluent people living in the neighborhood.
  - d) civilized manner in which traffic is coordinated.

- ii ‘The urban and educated people have their minds ahead.’

Choose the option suggesting the correct meaning behind this line.

1. The people are well educated and knowledgeable about the condition of the poor.
  2. The people are concentrating on the road that is ahead in order to drive safely.
  3. The people are preoccupied only by the thoughts of their life.
  4. The people are focused on their goal of bettering the country.
- a) Option 1
  - b) Option 2

- c) Option 3  
d) Option 4
- iii. What do the urban rich feel about the ‘S’ and ‘N’ signs that have been painted wrong?  
a) Tolerant  
b) Amused  
c) Sympathetic  
d) Annoyed
- iv. Fill in the blank with just one word:  
The passers-by find the sign artless and the landscape \_\_\_\_\_.
- v. Mention the literary device used in the first line. Give example.
- vi. Which of the following sentences conveys appropriately the same meaning as the phrase ‘Out of sorts’ used in the extract?  
a) The trying events of the day had put him out of sorts.  
b) She was excited and out of sorts by the time she arrived home.  
c) He was not out of sorts physically, as well as disordered mentally.  
d) David follows the rule - out of sorts; out of the world.

**QV. *Sometimes I feel myself I can hardly bear  
The thought of so much childish longing in vain,  
The sadness that lurks near the open window there,  
That waits all day in almost open prayer  
For the squeal of brakes, the sound of a stopping car,  
Of all the thousand selfish cars that pass,  
Just one to inquire what a farmer’s prices are.***

- i. The speaker feels \_\_\_\_\_ when thinking about the longing near the open window.
- ii. Why does the sadness near the open window pray for the sound of a stopping car?  
a) To sell the farmer's produce  
b) To make friends  
c) To avoid loneliness  
d) To inquire about the farmer's prices
- iii. The sadness near the open window waits for \_\_\_\_\_ all day.
- iv. Choose the option that correctly categorizes the given literary devices as per the given analogy.  
selfish cars: \_\_\_\_\_ :: \_\_\_\_\_ : personification  
a) personification; the squeal of brakes  
b) transferred epithet; the sadness that lurks near the open window  
c) metaphor; so much childish longing in vain,  
d) oxymoron; the sound of a stopping car

v. “*Sometimes I feel myself I can hardly bear  
The thought of so much childish longing in vain,*”

What does poet want to convey through these lines? Answer briefly.

- vi. Pick a word from the first four lines of the extract that rhymes with ‘bare’.

**Short Answer Type Questions (40-50 words)**

Q1. What was the plea of the folk who had put up the roadside stand?

Ans. The folk who had put up the roadside stand expected that the city people would stop there to buy something or the other so that they could earn some money to support their life. They were not seeking any alms but the affluent passersby considered the owners of the stand as beggars.

Q2. What is the childish longing that the poet refers to? Why is it vain?

Ans. The poor people waiting for the prospective customers is the childish longing. It is vain because they never turn up. No one stops to enquire or buy something from their roadside stand. They keep waiting for whole day for 'a squeal of brake' but of no use. It leads them to disappointment.

**PRACTICE QUESTIONS:**

Q3. Discuss in brief: "The economic well-being of a country depends on a balanced development of the villages and the cities?"

Q4. What should the government do for the rural poor?

Q5. Have you ever stopped at a roadside stand? What have you observed there?

Q6. The poet refers the 'childish longing' of the poor people in 'vain.' What makes him think so?

Q7. Why didn't the 'polished traffic' stop at the roadside stand?

Q8. 'The government and other social service agencies appear to help the poor rural people, but actually do them no good.' Explain with reference to the poem.

Q9. What does the phrase "soothe them out of their wits" mean in the context of the poem?

Q10. 'Robert Frost sympathizes with the rural poor.' What makes him do so?

**Short Answer Type Questions (40-50 words) 2 Marks (Unsolved)**

Q1. How does the author portray the relationship between poor rural people and the rich and powerful in 'A Roadside Stand'?

**Value points:**

In "A Roadside Stand", Robert Frost vividly portrays the stark contrast between the poor rural people and the rich and powerful.

- Poor people live a life of desperation, face indifference and apathy at the hands of rich people
- Yearn for equality and basic amenities, wait for a squeal of brake
- Promises made by rich are often empty, and the rich exploit their innocence
  
- The polished traffic of the city conveniently ignores the roadside stand
- Their minds are solely focused on reaching their destination

Q2. What does the poet mean by the line, 'the requisite lift of spirit has never been found?'

**Value points:**

- The necessary upliftment of the soul has never been found among poor due to poverty, apathy and indifference of the rich people
- Conveys a sense of longing or unfulfilled aspiration of the poor people
- Emphasizes the absence of a transformative experience that could elevate their spirit

Q3. What specific examples from 'A Roadside Stand' do you think resonate with current social injustices?

**Value points:**

- Economic Disparity remains a pressing issue in today's society, where some struggle to survive while others thrive.
- The poem portrays the dependence of the poor on the charity of the rich. In contemporary times, we still see disparities in access to resources and opportunities, leading to unequal dependence.
- Frost's poem deals with the consequences of urbanization. As cities grow, rural areas often suffer from neglect and lack of investment.
- The rich versus poor theme in the poem reflects the broader issue of wealth and power disparities.

Q4. Although the poem deals with the plight of poor people, the poet concludes the poem on a positive



note hoping that the rich and learned section of the society would take initiative to bridge the gap between rich and poor, provide them an access to education and opportunities to flourish. Do you think it is the need of the hour to ensure equal right and opportunity to all?

**Value points:**

- Ensuring equal rights and opportunities for all is need of the hour.
- Promotes social justice, fosters inclusivity, and contributes to a more harmonious and prosperous society.
- By bridging the gap between the privileged and the underprivileged, we can create a world where everyone has a fair chance to thrive and contribute positively.

Q5. ‘The roadside stand and the moving cars are a contrast around which the entire poem is woven.’ Illustrate.

**Value points:**

- “A Roadside Stand,” presents the contrast between the ‘static roadside stand’ and the ‘passing cars.’
- Roadside Stand: Represents rural simplicity and permanence.
- Symbolizes the traditional way of life in the countryside.
- Implies stability and a slower pace of existence.
- Moving Cars: Symbolize modernity and urban influence.
- Represent the fast-paced, ever-changing nature of modern society.
- Highlight the transient and dynamic aspect of city life.

**Long Answer Type Questions (120-150 words) 5 Marks**

Q1. How do the themes of power dynamics and economic disparity in ‘A Roadside Stand’ reflect similar issues present in contemporary society?

Answer: In Robert Frost’s poem “A Roadside Stand,” the themes of power dynamics and economic disparity resonate with contemporary society, shedding light on the struggles faced by marginalized communities. He portrays a humble roadside stand, owned by individuals yearning for a better life. These owners symbolize the unseen casualties of change—those left behind by economic shifts. Similarly, in today’s world, we witness economic disparities where some thrive while others struggle to make ends meet. The gap between the affluent and the marginalized continues to widen, leaving many, feeling abandoned and powerless. It also highlights the indifference of those who have the means to offer assistance. Passersby ignore the stand, emphasizing the power dynamics at play. The powerful often overlook the plight of the less fortunate, perpetuating economic disparities. The marginalized remain voiceless, their struggles dismissed. In our time, rapid technological advancements and urbanization can crush the spirit of rural communities. Economic shifts disrupt livelihoods, leaving people emotionally drained and powerless. Despite adversity, the stand owners persist. Their resilience reflects the human spirit’s capacity for hope and dignity. Contemporary society also witnesses stories of resilience—individuals fighting against economic odds, seeking dignity, and striving for a better life. To summarize, “A Roadside Stand” serves as a powerful indictment of economic and emotional marginalization. Frost’s exploration of hope, despair, and dignity resonates with the challenges faced by those on society’s fringes.

Q2. What parallels can be drawn between the injustices faced by the characters in ‘A Roadside Stand’ and ‘Lost Spring’? Do such real-world issues still exist today? On the basis of your reading of the texts, write a speech highlighting the problems of the poor people and the measures required to alleviate them. You are Akash/ Ankita, a class XII student.

Answer:

Good morning, everyone!

Today, I, Akash/ Ankita of class XII, stand before you to share my views and insight about the poverty-stricken people. Let's first delve into the parallels between the injustices faced by the characters in "A Roadside Stand" and "Lost Spring" and explore their relevance in today's world.

Both narratives shed light on the plight of the impoverished. In "Lost Spring", Anees Jung vividly portrays the childhoods snatched away by poverty in India. Saheb and Mukesh, young rag pickers in Seemapuri (a Delhi wasteland), live in filthy conditions—makeshift huts without basic amenities of life. Their education is a distant dream, as they toil to survive. The story underscores the vicious cycle of poverty, governmental apathy, and exploitation.

Similarly, "A Roadside Stand" symbolizes life's impermanence. The stand, like the fleeting springtime, represents transient existence. The socio-economic factors impacting the characters mirror the harsh realities faced by the poor today. These issues persist: child labor, lack of education, and societal indifference. To alleviate them, we must advocate for accessible education, social reforms, and compassionate policies. Only then can we break the chains of poverty and empower the marginalized. Let us strive for a world where every child's springtime is not lost, but blossoms with promise and opportunity.

**PRACTICE QUESTIONS:**

Q3. Though money holds the same value everywhere, the poet draws a distinction between city money and country money. Elaborate in 120-150 words.

**Long Answer Type Questions (120-150 words) 5 Marks (Unsolved)**

Q1. In what ways can the lessons learned from the injustices depicted in 'A Roadside Stand' be applied to address current social and economic inequalities?

**Value points:**

- The story highlights the stark income disparities between the rich and the poor.
- Addressing income inequality today requires policies that promote fair wages, progressive taxation, and social safety nets.
- In the story, the protagonist's lack of opportunity to sell his produce reflects broader issues of unequal opportunities.
- We must ensure equal access to education, healthcare, and job opportunities for all, regardless of background.
- The caste system in India perpetuates inequality.
- Policies promoting social inclusion and affirmative action can help level the playing field.
- The need for affordable and accessible healthcare services for marginalized communities.
- The story's portrayal of wealth accumulation by a few while others struggle underscores the importance of wealth redistribution.
- Progressive taxation, social programs, and philanthropy can help bridge the gap

Q2. Imagine you are Pablo Neruda, the poet of Keeping Quiet. What advice might you offer to Robert Frost, the poet of 'A Roadside Stand', in the context of his conflicted emotions, as displayed in the given lines:

The requisite lift of spirit has never been found,  
Or so the voice of the country seems to complain,  
I can't help owning the great relief it would be  
To put these people at one stroke out of their pain.

Pen down your advice, in the form of an informal letter to Robert Frost.

Q3. 'The cry of not having money to do anything except carry on the business of making bangles, not even enough to eat, rings in every home.' (The Lost Spring)

'...far from the city we make our roadside stand and ask for some city money to feel in hand'.  
(A Roadside Stand)

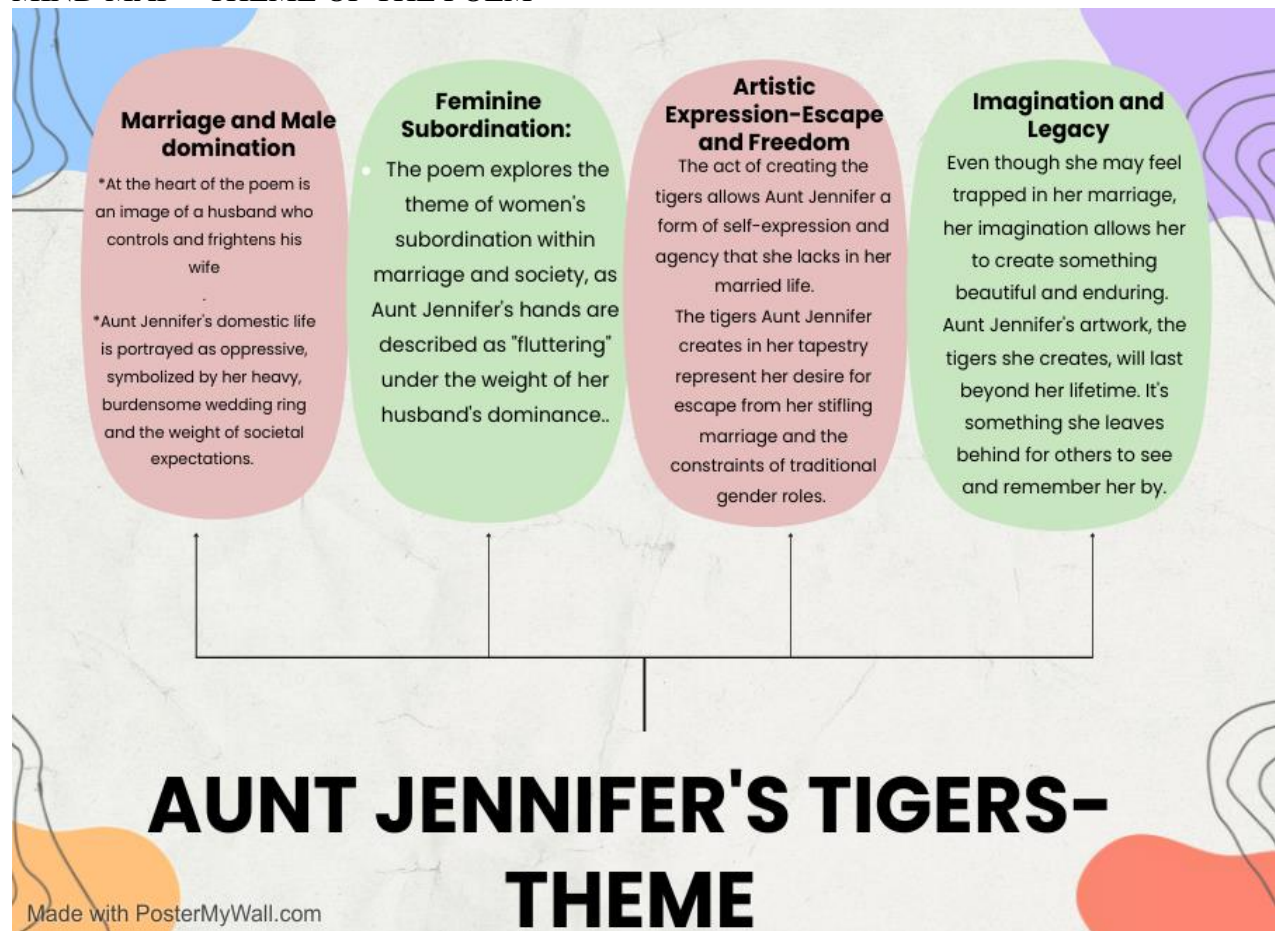
Create a conversation between a bangle maker and the owner of a roadside stand with reference to the above extracts.

You may begin the conversation like this:

Owner of a roadside stand: Your bangles are pretty. Tell me about your experience in this business.

### POEM – 5 Aunt Jennifer's Tigers by Adrienne Rich [1929]

#### MIND MAP – THEME OF THE POEM



Distinguishing traits of a Tiger

Courageous, Confident, Passionate, Rebellious, Fiery, Impulsive, Magnetic, Sensitive, Emotional and Romantic

Vocabulary :

Aunt Jennifer's tigers prance across a screen	Prance – to move quickly with exaggerated steps across a screen -A work of embroidery
Bright topaz denizens of a world of green.	Bright Topaz – fiery Denizens –inhabitants a world of green – in the forest
They do not fear the men beneath the tree;	Tiger- very courageous They do not fear - Attacks man without fear with immediate response Men- hunters →Killing for Passion Tiger's action → attacking to defend
Aunt Jennifer's fingers fluttering through her wool	Fluttering – moving lightly and quickly Through her wool – This image suggests the oppression of the woman
The massive weight of Uncle's wedding band	An Image of husband's dominance over her
Sits heavily upon Aunt Jennifer's hand	Aunt Jennifer's married life was miserable Wedding ring symbolizes oppression
When Aunt is dead, her terrified hands will lie	The social environment will remain unaffected with her death
Still ringed with ordeals she was mastered by.	Ordeals – difficult and unpleasant experience The sacred bond of marriage

Poetic Devices	
Bright topaz	Metaphor
Fingers Fluttering	Alliteration
Ivory needle	Metaphor
weight of Uncle's wedding band	Alliteration
her terrified hands	Synecdoche
her terrified hands	Alliteration

Gist of the poem

- Aunt Jennifer's tigers jump and prance across the screen.
- They look bright like shining yellow Topaz.
- They do not fear the men under the tree.
- They pace in dignified manner.
- Aunt Jennifer feels difficult to pull her ivory needle smoothly.
- The heavy weight of marriage band that makes her feel depressed.
- Her terrified hands will reveal all the ordeals through which she had to pass during her life time.
- Even after her death the Tigers on the panel will remain proud and fearless which symbolizes her internal longing to be proud and fearless.

**Read the extract and answer the questions that follow:**

Q1. 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 prance in sleek chivalric certainty.

i. Who does 'denizens of a world of green' refer to?

- a) non-residents of the forests
- b) environmentalists
- c) inhabitants of the forests
- d) flora and plants

Ans: c) inhabitants of the forests

ii. What poetic device has been used in "bright topaz denizens"?

Ans: metaphor

iii. Complete the sentence by choosing the most appropriate option.

The men beneath the tree refer to \_\_\_\_\_

- a) travellers
- b) tribal people
- c) forest dwellers
- d) Tiger hunters

Ans: D. Tiger hunters

iv. State whether the following statement is TRUE or FALSE.

Aunt Jennifer's Tigers in the panel is a reflection of the qualities of the tiger she admires who do not fear men beneath the tree.

Ans: True

v. Identify two words that shows the two opposite movement of the tigers?

Ans: Prance & sleek

vi. How does the poet emphasise the phrase "sleek chivalric certainty" suggested in the tigers in the poem ?

Ans: The poet emphasises the confidence of the tiger in facing men with grace movements not in panic or fear.

Q2. 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.

i. How does the author use evidence in the passage to highlight Aunt Jennifer's struggle?

- A) By describing her fingers as fluttering through the wool
- B) By mentioning the ivory needle she finds hard to pull
- C) By referencing the weight of Uncle's wedding band on her hand
- D) By contrasting Aunt Jennifer's actions with Uncle's possessions.

Ans: B) By mentioning the ivory needle she finds hard to pull

ii. In the context of the passage, what is the effect of describing the needle as "ivory"?

Ans: It emphasizes the delicacy and elegance of the needle.

iii. Complete the statement by choosing one of the right options given below:

The wedding band, here, symbolizes \_\_\_\_\_

- A) Aunt Jennifer's wealth and status in society
- B) Aunt Jennifer's commitment to her marriage
- C) Uncle's dominance and control over Aunt Jennifer
- D) Aunt Jennifer's desire for precious jewellery

Ans: C) Uncle's dominance and control over Aunt Jennifer

iv. State whether the following statement is TRUE or FALSE.

*The emotional state of Aunt Jennifer is not a struggle with a difficult task after her marriage but a peaceful life with embroidery work*

Ans: False

v. What is the significance of the word "fluttering" in the line "Aunt Jennifer's fingers fluttering through her wool"?

- A) It suggests Aunt Jennifer's hands are strong and capable.
- B) It indicates Aunt Jennifer's hands are trembling or weak.
- C) It symbolizes Aunt Jennifer's joy and excitement.
- D) It represents Aunt Jennifer's determination and resolve.

Ans: B) It indicates Aunt Jennifer's hands are trembling or weak.

#### PRACTICE QUESTIONS:

Q3. 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.

i How does the author use evidence in the passage to portray Aunt's hands after her death?

Ans: They will exhibit signs of hardship she overcame.

ii. Complete the sentence by choosing the right option given below:

The author's choice of words in describing the tigers contribute to the overall tone of the passage

\_\_\_\_\_.

- A) It adds a sense of calm and tranquillity.
- B) It creates a feeling of unease and danger.
- C) It signifies power and strength.
- D) It reflects sorrow and grief.

iii. State TRUE or FALSE

In the context of the passage, the phrase "ordeals she was mastered by" most likely refers to the Challenges she faced and yet to be conquered.

iv. Identify the figure of speech in 'terrified hands'.

- A) Hyperbole
- B) Transferred epithet
- C) Imagery
- D) Synecdoche

Q4. Read the following extract and answer the questions. (Unsolved)

*Aunt Jennifer's finger 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.*

i. How would you describe Aunt Jennifer based on the above extract?

- a) oppressed
- b) malnourished
- c) aging
- d) diseased

ii. Uncle's wedding band sits heavily on Aunt Jennifer's hand because:

- a) it is an expensive and heavy ring.
- b) she was married against her will.
- c) she feels burdened in her marriage.
- d) their relationship is lacking in love.

iii. Which of the following is an example of an alliteration?

- a) finger fluttering through the wool
- b) upon Aunt Jennifer's hand
- c) ivory needle hard to pull
- d) massive weight of Uncle's wedding band

Answer the questions in 40 to 50 words- SOLVED

Q1. What does Aunt Jennifer mean when her life is ringed with ordeals?

Ans : The word ringed ordeals refer to a vicious grip of her unhappy married life which she is finding it difficult to come out of the clutches.

Q2. How does the poet portray the legacy of Aunt through the imagery of the tigers in the panel?

Ans: The poet portrays the legacy of Aunt as powerful and enduring through the imagery of the tigers in the panel.

**PRACTICE QUESTIONS:**

Answer the questions in 40 to 50 words- UNSOLVED

Q1. How do 'denizens' and 'chivalric' add to our understanding of the tiger's attitudes ?

Q2. Why do you think Aunt Jennifer's hands are 'fluttering through her wool' in the second stanza ? Why is she finding the needle so hard to pull ?

Q3. What is suggested by the image 'massive weight of Uncle's' wedding band' ?

4. What are the 'ordeals' Aunt Jennifer is surrounded by ?

**Answer the following questions in 120-150 words.**

Q1. Why has Aunt Jennifer created animals that are so different from her own character? What might the poet be suggesting, through this difference?

Value points: Aunt Jennifer has created animals different from her own character to bring out the contrast. The poetess wants to suggest the struggles and dreams of the human spirit. They represent her dreams of escaping from the terrifying power of the husband. She produces the very image of her oppression, yet her art is presented as positive, bouyant, triumphant, Trans-historical (the tigers will "go on prancing, proud and unafraid," presumably forever). Her innermost desire for freedom from oppression she finds expression in her art. That is the medium through which she gives an outlet to her innermost desires.

**PRACTICE QUESTIONS:**

Q2. "The massive weight of Uncle's wedding band, Sits heavily upon Aunt Jennifer's hand." Reflect that marriage is unequal due to male domination/Inequality. (Write an article to elaborate the concept that today the society is not completely male dominated but gender equality is spread all over the world.

Women get equal opportunities and married life is not so miserable like those days. Quote instances from the poem Aunt Jennifer's Tigers and compare to support your article. (120-150 words)

Q3. Imagine that Aunt Jennifer read the poem that Adrienne Rich wrote about her. After much contemplation, she decided to write a letter to her husband expressing her feelings and thoughts. Write the letter as Aunt Jennifer.

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## **SECTION C LITERATURE VISTAS** **CHAPTER 1: THE THIRD LEVEL BY JACK FINNEY**

**About the story:** **The Third Level** by Jack Finney is about the harsh realities of war. War has irreversible consequences which leaves people in a state of insecurity. It is also about the modern day problems and how the common man tends to escape reality by various means. In this story, the protagonist Charley hallucinates and reaches the third level of the Grand Central Station which has only two levels.

### **THEME**

The Third Level is a Science-fiction which explores the concept of Time travel. Jack Finney interweaves reality and fantasy. The story moves between past and present. The Third level is a medium to connect both the past and the present.

The Third Level represents a break from war, worry and the modern day anxieties. The 1890's depict a tranquil life. Charley wants to escape to Illinois with his wife Louisa. His Psychiatrist friend Sam calls it a "waking- dream wish fulfilment". Charley's escapism as a refuge from reality and his attempts to be connected to the past by glorifying it form the theme of the story. The third level, the imaginary subway that takes one to the places in the past, becomes a medium of escape for Charley.

### **CHARACTERS**

#### **Charley:**

- ❖ A 31 year old ordinary guy
- ❖ wears a tan gabardine suit & straw hat with a fancy band
- ❖ hobby of stamp collecting
- ❖ Gets lost in the Grand Central - once got into a tunnel but got out in Roosevelt Hotel lobby - another time came up in office building on 46th Street.

#### **Louisa**

- ❖ wife of Charley
- ❖ sad to know about her husband's unhappiness
- ❖ becomes worried after Charley withdraws money for getting old style currency
- ❖ convinces Charley to stop looking for the third level till getting the note signed by Sam

#### **Sam Weiner**

- ❖ Charley's Psychiatrist friend
- ❖ dismissed Charley's visit to the third level as waking-dream wish fulfilment
- ❖ Charley's hobby (stamp collecting) as temporary refuge from reality
- ❖ His disappearance & First Day Cover with note dated July 18, 1894 was a Proof that made Charley & Louisa look for the Third Level.
- ❖ He wrote that he was running Hay feed & grain business & not a psychiatrist in the new place.



## THE STORY AT A GLANCE

### 1. Charley's Entry to the Third Level

- On his way home
  - Boarded subway instead of bus
  - Entered Grand Central to go to Second level
  - Got lost, reached Third Level

#### Third Level – description of the place

- small rooms, fewer ticket windows & train gates
- wood & old looking info booth
- flickering gas lights & brass spittoons
- steam engine (Currier & Ives locomotive with funnel shaped stack)

### 2. Third Level – people

- Dressed like 1890 something
- Green eye shade & long black sleeve protectors – man in info booth
- Derby hat, black four-button suit with tiny lapels, big, black, handlebar moustache – man with gold watch in vest pocket
- Dress with leg-of mutton sleeves & skirts, high-buttoned shoes – woman entered through train gate
- Solid Proof – The World (not in circulation in Charley's times)
- news boy selling copies (dated June 11, 1894)
- lead news about President Cleveland (helped Charlie locate copy in Public Library files)

### 3. Fleeing Third Level

- Approached clerk for two tickets to Galesburg, Illinois
- Threatened by clerk for trying to give new style currency
- Left for fear of being in jail

### 4. Reason for Consulting Psychiatrist

- Only person to be in Third level
- Presidents of the New York Central and the New York, New Haven and Hartford railroads not ready to accept existence
- Waking-dream wish fulfilment
- Means to escape
- Unhappy – as the modern world is full of insecurity, fear, war, worry etc.
- Stamp collecting as evidence
- his temporary refuge from reality – friends
- Charley – unconvinced for his grandfather & President Roosevelt had stamp collection.

### 5 Charley

- 31 yrs old ordinary guy, wearing tan gabardine suit & straw hat with a fancy band
- ordinary like others
- not escaping but to be with wife Louisa

- getting lost
- once got into a tunnel but got out in Roosevelt Hotel lobby
- another time came up in office building on 46th Street

## 6 Grand Central

- growing like a tree
- new corridors & staircases like roots
- new tunnels
- an exit, way of escape for people

## 7 Search for Third Level

- stopped looking as Louisa was worried
- Sam Weiner's disappearance
- First Day Cover with note dated July 18, 1894, signed by Sam - Proof
- Charley & Louisa looking every weekend
- running Hay feed & grain business & not as psychiatrist
- Visit to Stamp & coin store – for Old currency
- Charley less than 200 dollars
- Sam 800 dollars

## 8 Galesburg, Illinois

- wonderful town still
- in 1894- peaceful world

### MCQ based on extract:

**Q1. Sometimes I think Grand Central is growing like a tree, pushing out new corridors and staircases like roots. There's probably a long tunnel that nobody knows about feeling its way under the city right now, on its way to Times Square, and maybe another to Central Park. And maybe — because for so many people through the years Grand Central has been an exit, a way of escape — maybe that's how the tunnel I got into... But I never told my psychiatrist friend about that idea.**

i) The above extract is NOT an example of \_\_\_\_\_.

- allegory
- analogy
- imagery
- metaphor

Ans: a) allegory

ii) Charley decided not to tell his psychiatrist friend about his idea. Choose the option that reflects the reaction Charley anticipated from his friend.

- “That's such a lovely comparison. Why don't you become a writer, Charley?”
- “Oh Charley. It is so sad to see your desperation to run away! So very sad.”
- “Maybe that's how you entered the third level. Who would have thought?!”
- “You need help, my raving friend. You are way too invested in this crazy world.”

Ans: d) “You need help, my raving friend. You are way too invested in this crazy world.”

iii) The idiom ‘feeling its way’ implies \_\_\_\_\_ movement.

- a) swift
- b) tentative
- c) circular
- d) disorganized

Ans: b) tentative

iv) The image of a tree to describe the Third Level lists some of the ways in which the symbolism of a tree is employed.

Which of the following would represent an example as used by Charley in the above extract?

- a) ‘Stay grounded’ as the train station is underground.
- b) ‘Connect with your roots’ as he desires to go back to his past.
- c) ‘Enjoy the view’ as the station leads to all tourist sights of the city.
- d) ‘Keep growing’ as the station keeps renovating and expanding.

Ans: d) ‘Keep growing’ as the station keeps renovating and expanding.

#### PRACTICE QUESTIONS:

**Q2. 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. And in 1894, summer evenings were twice as long, and people sat out on their lawns, the men smoking cigars and talking quietly, the women waving palm-leaf fans, with the fire-flies all around, in a peaceful world. To be back there with the First World War still twenty years off, and World War II over forty years in the future... I wanted two tickets for that.**

i) Who does ‘you’ refer to?

- a) Charley’s psychiatrist, Sam Weiner
- b) Charley’s wife, Louisa
- c) The reader
- d) Nobody in particular, it is a figure of speech.

ii) Choose the option that best describes the society represented in the above extract.

- a) content, peace-loving
- b) leisurely, sentimental
- c) orthodox, upper class
- d) comfortable, ancient

iii) Imagine that the city of Galesburg is hosting a series of conferences and workshops. In which of the following conferences or workshops are you least likely to find the description of Galesburg given in the above extract?

- a) Gorgeous Galesburg: Archiving a Tourist Paradise
- b) Welcome to the home you deserve: Galesburg Realtors
- c) Re-imagining a Warless Future: Technology for Peace
- d) The Woman Question: The world of women at home

iv) “Tremendous trees whose branches meet overhead and roof the streets” is NOT an example of

(i) imagery (ii) metaphor (iii) alliteration (iv) anachronism

- a) Options (i) and (ii)
- b) Options (i) and (iii)
- c) Options (ii) and (iii)
- d) Options (ii) and (iv)

**Q3. Of course the money was old-style bills, half again as big as the money we use nowadays, and different-looking. I turned away and got out fast. There's nothing nice about jail, even in 1894.**

- i) From where did Charley get out fast?
  - a. Psychiatrist's consulting room
  - b. Roosevelt Hotel
  - c. Subway
  - d. Third Level
- ii) What made Charley think about jail?
  - a) For trespassing into the third level
  - b) Clerk's threat that he can't escape
  - c) His failure to get tickets
  - d) His failure to keep change
- iii) Why was Charley unable to get tickets from the Third level to go to Galesburg?
  - a) Didn't have enough money
  - b) Didn't have new style currency
  - c) Didn't have old style currency
  - d) Couldn't communicate to clerk
- iv) Why did Charley turn away and get out fast?
  - a) Clerk refused to give tickets for he was looking strange
  - b) Clerk refused to give tickets for he did not have change
  - c) Clerk refused to give tickets for there were no trains to Galesburg
  - d) Clerk refused to give tickets because he thought that Charley was trying to cheat him.

## SHORT ANSWERS

Q 1. What does the third level refer to?

Ans. Third level refers to an additional floor at the Grand Central Station which originally only had two levels.

. It becomes a medium of escape for Charley.

Q 2. Do you see an intersection of time and space in the story?

Ans. Yes, there are a lot of instances that tell us about the intersection of time and space in the story. First intersection being the one between the first two levels of the Grand Central Station and its third level which is based somewhere in the 1890s whereas the former exists in the present times. Also, when Charley went to buy tickets for Galesburg which existed in 1894 while he and his wife exist in the present times. Not to ignore the old-fashioned architecture of the third level in contradiction to the modern interiors of the first two levels. Lastly, the letter dated 18th July, 1982 that Charley found also throws light upon the intersection of time and space as both the sender (Sam) and the receiver (Charley) exist in the present times.

**PRACTICE QUESTIONS:**

- Q3. Why do you think Charley withdrew nearly all the money he had from the bank to buy old-style currency?
- Q 4. What do you infer from Sam's letter to Charley?
- Q 5.. Do you think that the third level was a medium of escape for Charley? Why?
- Q 6. How did Charley make sure that he was not in the present time?
- Q 7. What did Charley learn about Sam from the stamp and coin store?
- Q 8. Why did the booking clerk refuse to accept the money?
- Q 9. Why did Charley rush back from the Third Level?
- Q 10. What was a first day cover?

**LONG ANSWERS:**

**Q1.** Imagine that you come across Charley's diary. What might you find in it about the third level? Compose at least one diary entry based on any of the events from the story, 'The Third Level'.

**Ans:** VALUE POINTS

- The room was small and ticket windows were few
- Man at the ticket counter wore green eyeshade and sleeve protectors • Lights were dim and open gaslights were being used
- Brass spittoons were on the floor
- A man taking out a pocket watch
- Men with beards, sideburns and handle bar moustaches, dressed in old-fashioned suits
- Women wearing leg-of-mutton sleeves, skirts, high-buttoned shoes
- An old style locomotive with funnel-shaped stack

**PRACTICE QUESTIONS:**

- Q2. In the story 'The Third Level', Charley wanted to go to Galesburg, Illinois in the year 1894. If you had an opportunity to go to another time and place, where would you like to go? Why? How would Sam analyse your choice of alternate time and place?
- Q3. Write a diary entry of Sam describing his peaceful existence in Galesburg and how relieved he is to be free from his job of a psychiatrist.

**CHAPTER-2 Tiger King ( Vistas)**  
**About the Author - Kalki**

**Theme**

The story of the Tiger King revolves around the political landscape of the time and the struggle of local rulers against the domination of the Britishers. It is a satire on the callousness of those in power towards the welfare of their subjects as portrayed by the Tiger King.

**Summary**

The Maharaja Sir Jilani Jung Bahadur was called "Tiger King". When he was just 10 days, the chief astrologer foretold that he would be killed by a tiger as he was born in the hour of the bull (since the bull and the tiger were enemies). But, the 10day old prince spoke, much to everybody's surprise and uttered "Let tigers beware!". The child grew up like any other royal child drinking white cow's milk,

taught by an English tutor, looked after by an English nanny and watched English films. When he was 20, he was crowned as king. When he killed a tiger and stood before the astrologer trying to prove the prediction wrong, he was told by the astrologer that it was the 100<sup>th</sup> tiger that would kill him. From then on, he started killing tigers and no one else was allowed to hunt tigers. A high-ranking British officer who was fond of hunting tigers visited the state and expressed his desire to hunt tigers but his wish was declined. The officer requested for at least a photograph with the carcass of a tiger but even this request was rejected. He was in danger of losing his throne. In order to please the British officer, he sent 50 diamond rings to his wife, the Duraisani, expecting her to choose two rings and return the rest. Instead, she kept all the rings costing 3 lakh rupees and sent a 'thank you' note to the Maharaja. Thus, he saved his throne. In 10 years, he killed 70 tigers and had exhausted the tiger population in Pratibandapuram. So, he decided to marry a girl from a royal state which had more tigers to achieve his target. Whenever he visited his father-in-law, he killed 5-6 tigers. Thus, he killed 99 tigers and was feverishly anxious to kill the 100<sup>th</sup> one, but couldn't find it. News about the presence of a tiger in a nearby village proved disappointing. Now the Dewan was in danger. So, he visited People's Park in Madras' and brought an old tiger and placed it in the forest and informed the Maharaja. The Maharaja took great care and shot the tiger at close range and left the place triumphantly thinking that he killed the 100<sup>th</sup> tiger. Unfortunately, the bullet had missed the mark and the tiger had collapsed due to sheer exhaustion. The hunters killed the tiger and brought it in a grand procession. The relieved Maharaja now wanted to turn his attention to his family and on his son's 3rd birthday he bought a gift for his son, wooden toy tiger. While the Maharaja was playing with the prince, a tiny sliver of the poorly carved wooden tiger pierced his right hand which later on led to his death. Thus, the hundredth tiger takes his final revenge upon the "Tiger King".

### **Important Points at a glance**

#### **Vocabulary**

- 1.Strategic-** helping to achieve a plan
- 2.Stuka bomber-** a war plane
- 3.Indomitable-**strong, brave and impossible to defeat
- 4.Stupefaction-**unable to think clearly
- 5.Enunciated-**to pronounce words or parts of words very clearly
- 6. Incoherent-**expressed in a way that it is unclear
- 7.Confiscated-** seize; take by force
- 8.Durai-** British officer
- 9. Duraisani-** British officer's wife
- 10. Harakiri-**A ritual suicide practised in Japanese samurai
- 11. Suppurating-** infected.

### **Extract based questions Very Short Answers**

#### **Q1.Extract based questions ( Solved)**

*From that day onwards it was celebration time for all the tigers inhabiting Pratibandapuram. The State banned tiger hunting by anyone except the Maharaja. A proclamation was issued to the effect that if anyone dared to fling so much as a stone at a tiger, all his wealth and property would be confiscated. The Maharaja vowed he would attend to all other matters only after killing the hundred tigers. Initially the king seemed well set to realise his ambition. Not that he faced no dangers. There were times when the bullet missed its mark, the tiger leapt upon him and he fought the beast with his bare hands. Each time it was the Maharaja who won.*

**i** "From that day onwards, it was celebration time for all the tigers inhabiting Pratibandapuram". The

reason for the celebration by the tigers was\_\_\_\_\_.

Ans: The reason for celebration by tigers was that the Tiger King had banned hunting tigers in his Kingdom and the property of those who even flung a stone at a tiger would be confiscated.

**ii** What were the dangers faced by the Tiger King in achieving his target?

Ans: There were times when the bullet missed its mark, the tiger leapt upon him and he fought the beast with his bare hands.

**iii** *The Maharaja vowed he would attend to all other matters only after killing the hundred tigers.* What does this tell us about the Maharaja?

- a) he was concerned about his people
- b) he was least concerned about his subjects
- c) he was concerned about tigers
- d) None of the above

Ans: b) he was least concerned about his subjects.

**iv)** The word closest in meaning to **proclamation** is

- a) manifesto
- b) ultimatum
- c) edifice
- d) decree

Ans: d) decree

**v)** '..... if anyone dared to fling so much as a stone at a tiger, all his wealth and property would be confiscated'. What trait of the king is reflected in the above line ?

Ans: determination

### **Q2.Extract based questions ( Solved)**

*The dewan went home convinced that if the Maharaja did not find the tiger soon, the results could be catastrophic. He felt life returning to him only when he saw the tiger which had been brought from the People's Park in Madras and kept hidden in his house. At midnight when the town slept in peace, the dewan and his aged wife dragged the tiger to the car and shoved it into the seat. The dewan himself drove the car straight to the forest where the Maharaja was hunting. When they reached the forest, the tiger launched its satyagraha and refused to get out of the car. The dewan was thoroughly exhausted in his efforts to haul the beast out of the car and push it down to the ground.*

**i)** The tiger was brought from \_\_\_\_\_

Ans: People's Park in Madras

**ii)** The word closest in meaning to **catastrophic** in the passage is -----

- a) Exhausted
- b) disastrous
- c) Both a&b
- d) None of the above

Ans: **b) disastrous**

**iii)** Why was the Dewan '**thoroughly exhausted**'

**Ans:** – in his efforts to haul the tiger out of the car  
-and push it down to the ground

**iv)** Why did the Dewan feel like life returning to him when he saw the tiger?

Ans: He was relieved to have found a tiger otherwise he would have to face the consequences.

**v)** Why did the tiger launch its satyagraha?

Ans: It refused to budge from the car

### **PRACTICE QUESTIONS:**

**Q3.** Extract Based questions ( Unsolved)

*The British officer's secretary sent word to the Maharaja through the dewan that the Durai himself did not have to kill the tiger. The Maharaja could do the actual killing. What was important to the Durai was a photograph of himself holding the gun and standing over the tiger's carcass. But the Maharaja would not agree even to this proposal. If he relented now, what would he do if other British officers turned up for tiger hunts?*

i) The Durai wanted to \_\_\_\_\_

ii) Why did the Tiger King not agree to the proposal of the British officer's secretary?

iii) What was the **proposal** put forward?

iv) "What was important to the Durai was a photograph of himself holding the gun and standing over the tiger's carcass".

Use an appropriate word to describe the attitude of the Durai?

v) In your opinion who is to be blamed for the situation in the above passage?

Q4. Extract Based questions ( Unsolved)

*Shuddering at the sight of the gun," Your majesty, I am not a tiger \_\_\_\_\_ "*

a) Who is the speaker? And to whom?

b) Why did the speaker shudder at the sight of the gun?

c) Why did the speaker say "I am not a Tiger"?

d) Name the lesson and the author.

e) What would have been the reply to "Your majesty I am not a tiger"?

### Short answer Questions

Answer the following in 40-50 words

Q1. Describe the efforts made by the tiger king to achieve his target of killing a hundred tiger?

#### Value Points

The tiger king started killing tigers due to prophecy by the Chief astrologer – the king would be killed by the hundredth tiger. After taking over the state affair, he started his tiger hunt. In ten years – killed 70 tigers – tiger population became extinct in his state – decided to marry a princess whose state has large no. of tigers – managed to kill 99 tigers-Tigers became extinct in his father-in-law's state –the king got annoyed. The dewan brought the tiger from people's park in Madras. The king aimed and shot at it–the bullet missed the mark- oblivious of this the king was relieved–turned to home affairs- brought a wooden toy tiger as a gift for his son on his third birthday – a sliver pricked his hand & he died. The prediction proved true.

( Any 03 value points)

Q2. How was the king about to lose his throne and how did he save it?

#### Suggested Answer / Value Points-

The king made a firm resolution to kill 100 tigers – banned tiger killing – even if anyone dared to fling a stone – all his wealth would be confiscated.

- was in danger of losing his throne – a high ranking British officer visited his state – desire for being photographed with the tiger, he had shot or at least with the carcass– Maharaja refused the permission – thinking other British officers would make similar requests – Naturally, it had displeased the British officer – in order to resolve – sent samples of 50 diamond rings to British officer's wife hoping that she would choose any 02 and return the rest– instead she thanked him for the gift and kept all 50– the king was happy but he had to pay 3 lakh Rupees.

#### PRACTICE QUESTIONS:

Q3. "The story is a satire on the conceit of those in power". How does the author employ the literary device of dramatic irony in the story?

#### Suggested Answer / Value Points-

-The story – a satire on the conceits, whims & fancies of people in power.

-The king's arrogance.

-his insensitivity towards the welfare of his subjects and animals.

-king spending money from the treasury to please the British officer by sending 50 diamond rings to his



wife, so that he could save his throne

- his decree banning hunting of tigers in his kingdom

( any 1 point or any other relevant)

Dramatic irony – though 99 tigers were mercilessly killed by the Tiger King, he was killed by a toy tiger

-his subjects anticipate his death while the Tiger king celebrates his triumph

( any 1 point or any other relevant point)

**Q4.** There is a paradox in “The operation was successful. The Maharaja is dead” What does the author intend to suggest?

Suggested Answer / Value Points-

A tiny sliver from the 100<sup>th</sup> tiger- a toy tiger, pierced the finger of the King which developed an infection and killed the King. The doctors operated on his finger-the operation was “successful” but the maharaja was no more and the prediction by the chief astrologer proved to be true.

Q5. How does ‘The Tiger King’ show man’s callousness towards wildlife?

Suggested Answer / Value Points-

‘The Tiger King’ is mostly about the Maharaja’s tiger hunt of 100 tigers to avert his death. It reveals indirectly the ruler’s appetite for tiger hunt. It doesn’t show any remorse in taking the lives of tigers.

Q6. Bring out the irony in the statement ‘From that day onwards, it was celebration time for all tigers inhabiting Pratibandhapuram.

Suggested Answer / Value Points-

-State had banned hunting of tigers

-Irony in the fact that the King was allowed to hunt them and their was inevitable

Q7. Who is Tiger king? Why does he get that name?

Q8. What unforeseen hurdle brought his mission to a standstill?

Q9. How the 100th tiger was finally found & killed?

Q10. How was the Tiger King was brought up?

Q11. Explain how the Tiger King had endangered his throne?

### **Long Answer/CCT Based Questions**

**Answer the following in 120-150 words**

**Q1.** *Your Majesty, I have two wives already. If I marry you-----* ( Tiger King)

No doubt it adds humour to the story. Humour always captures the mind of readers. Taking ideas from the story ‘Tiger King’, write an article on the ‘Importance of Humour in Life’. You may begin like this; Sense of humour helps us deal with problems of life and improves one’s mental and physical health.---

### **Suggested value Points**

Importance of Humour

-laughter is the best medicine

-stress buster

- helps face critical situation with ease

- tense situations diffused

Textual Reference

-threat to kingdom- tense situation gets diffused when Durraisani is Offered 50 diamond rings

-The tension created on Tiger King’s failure to shoot more than 70 is diffused when the king holds discussion about his marriage

-the humourous way in which the dewan and his wife bring the hundredth tiger from Madras and how it behaves before and after being shot

( Any 03 value points)

**Q2.** The boy drank the milk of an English cow, was brought up by an English nanny, tutored in English-  
-----  
( Tiger king)

You realize that western influence on Indian culture is deep rooted since the days of the Tiger King. Write an article using textual references on the pros and cons of western influence on Indian society. You may begin like this-----

Indian's exposure to English language and western influence -----

**Answer**

**Western influence on Indian Society**

Indian's exposure to English language and Western education have opened doors to new opportunities and advancements, enabling individuals to broaden their horizons, acquire knowledge and connect with the global community. Western influence has also played a significant role in shaping India's modernization and development. It has introduced innovative ideas, technologies, and systems that have contributed to economic growth, scientific progress and cultural exchange. The adoption of Western practices in various fields such as education, governance, and industry has facilitated India's integration into the global economy and enhanced its competitiveness on the world stage. The blind emulation of Western values, customs and lifestyles can lead to cultural erosion, diluting the rich heritage and traditions that define Indian identity with a critical and balanced perspective. In the story, Tiger King the prince grew up drinking milk of English cow, brought up by an English nanny tutored in English and watching English movies. It only affirms the fact that Indians were influenced by western culture even when they were ruled by the British.

Embracing the positive aspects of Western influence while safeguarding India's cultural integrity and heritage is key to fostering a harmonious and inclusive society that celebrates diversity and promotes mutual respect between cultures. Let us strive to strike a balance between embracing progress and preserving our cultural roots.

**PRACTICE QUESTIONS:**

**Q3.** Tiger population became extinct in the forests of Pratibandapuram.” Tiger King is a typical example of man's conceit and wilfulness towards nature and fellow human-beings. As a member of your school Eco Club, write an article for your school magazine on how man should follow the policy of, Live and Let Live'. You may begin like this. The noblest principle, man should follow in his life is co-existence. (The Tiger King)

**Q4.** Until he had killed the 100 tigers, the Maharaja had given his entire time and energy to tiger hunting. He had no time to spare for the crown prince. (The Tiger King)

In the present times, we see people chasing their dreams and running after money and neglecting their children. As a professional counsellor, you address working parents, stressing the need to spend quality time with children. Take instances from the story 'The Tiger King' to re-inforce your points of view. You may begin like this. Spending time with children will boost their confidence....

## CHAPTER 3-Journey to the End of the Earth

– Tishani Doshi

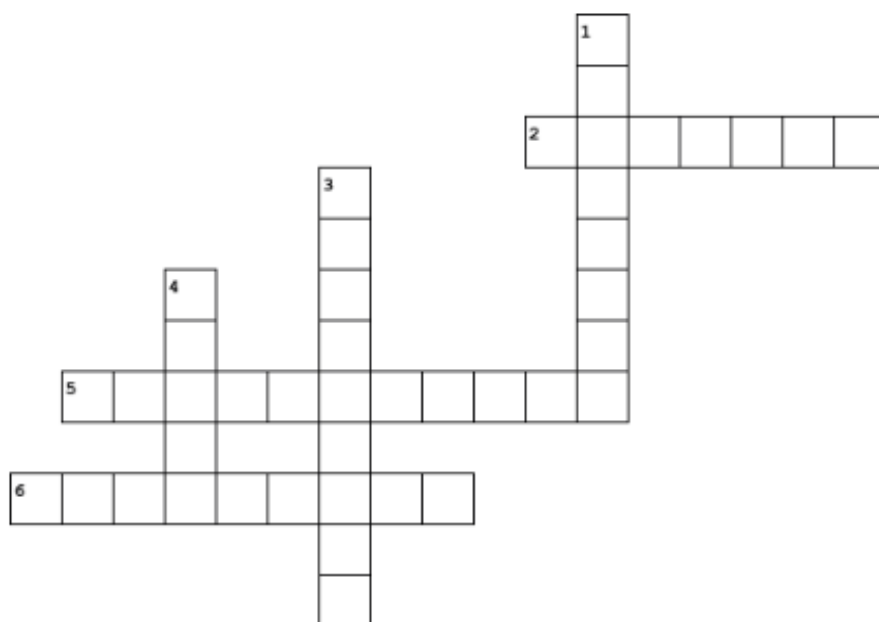
### **Background**

Before human evolution, Antarctica was part of a huge tropical landmass called Gondwanaland which flourished 500 million years ago. Geological, geographical and biological changes occurred and Antarctica separated and moved away, evolving into what it is today. A visit to Antarctica gave Tishani Doshi a deeper understanding of the earth's history, ecology and environment.

### **Theme**

The 'Students on Ice' programme takes high school students to Antarctica to create awareness in them, the future policy makers, and helps students realise that the threat of global warming is very real. Also it reiterates that if you take care of the small things, the bigger ones will automatically be taken care of. Everything in nature is interconnected and survival depends on cooperation, not domination.

### **Vocabulary Exercise -Crossword Puzzle**



#### **Across**

2. Containing
5. Combined
6. Extremely Large size

#### **Down**

1. Very Intense
3. Separateness
4. Without any kind of worries

### **Main points**

- The writer visited Antarctica, the coldest, the driest and windiest continent in the world, aboard the Russian research vessel, Akademik Shokalskiy.
- The journey, beginning at Chennai, passed through many areas, geographical, legal, ecological, and temporal.
- The writer's first reaction to the continent was of relief, followed by wonder at its vastness, seclusion, and geological history.

Part of History

- Before human evolution, Antarctica was part of a huge tropical landmass called the Gondwana land, which flourished 500 million years ago.
- Biological (flora and fauna), geological (changing continents) and geographical (climatic) changes occurred, and Antarctica separated and moved away evolving into what it is today.
- A visit to Antarctica gave the writer a deeper understanding of fold mountains, the earth's history, ecology, and environment.
- The writer felt unsettled in two weeks' time not only because she came from a much hotter place, but also because all features of human civilization were absent from an already desolate landscape.
- The long summers, the silence is broken occasionally by cracking ice sheets and avalanches, the blue whales, and icebergs, all contribute to an ecological implication that the future for humans is not good.

### Human Impact

- Humans, who are known to have existed for a mere 12000 years, have caused tremendous impact, and played havoc with nature.
- Population explosion, putting a strain on available resources, carbon emissions, fossil fuels and global warming have all resulted in climatic and ecological imbalances that have also affected Antarctica.
- Antarctica, though unpopulated, has been affected and there are concerns for its half a million-year-old carbon records trapped under its ice sheets.
- The 'Students on Ice' programme, an initiative of Canadian adventure educator, Geoff Green takes students on expeditions to Antarctica, to create awareness in them, the future policymakers.
- The stark proof of global warming and environmental threats helps students attain an understanding of ecosystems and biodiversity of our planet.
- An amazing display of the food chain of the Southern Ocean helps in the understanding that further depletion of the ozone layer, will set off a chain reaction that will affect the global carbon cycle.
- The simple truth is, take care of the small things and the bigger ones will automatically be taken care of.

### Literary Devices

Antarctica because of her simple- personification

Chilling prospect-pun

### Extract Based Questions

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

Q1. Students on Ice, the programme I was working with on the Shokalskiy, aims to do exactly this by taking high school students to the ends of the world and providing them with inspiring educational opportunities which will help them foster a new understanding and respect for our planet. It's been in operation for six years now, headed by Canadian Geoff Green, who got tired of carting celebrities and retired, rich, curiosity-seekers who could only 'give' back in a limited way. With Students on Ice, he offers the future generation of policymakers a life-changing experience at an age when they're ready to absorb, learn, and most importantly, act.

1. Students on Ice is ..... headed by Geoff Green.

Select the option to fill in the blank correctly.

- a) a travelogue
- b) an expedition
- c) a globetrotting
- d) a tour

Ans-b)

2. Choose the option that marks the ODD ONE OUT based on your reading of the above extract.

- a) Sumit donates 10% of his monthly income to the environment-friendly NGOs.
- b) Manmeet and her twin plant a new plant on their birthday every year.
- c) Vivek invests in eco-friendly cosmetics that are packaged in plastic containers.
- d) Afsana plans to device a machine that recycles the biodegradable wastes from home.

Ans-c)

3. Pick the option that characterizes the celebrities based on your understanding of the extract.

- 1. overachiever
- 2. zealous
- 3. miserly
- 4. impassive

- a) 1, 2
- b) 3, 4
- c) 1, 3
- d) 2, 4

Ans-d)

4. Choose the option that lists the reasons for Green's programme.

- 1. making youngsters realize the gory reality of the planet.
- 2. provoking the youth to think about the future earnestly.
- 3. giving a chance of exploring the north pole to the young generation
- 4. providing travel opportunities to students that were unfortunate.

- a) 1, 2
- b) 3, 4
- c) 1, 3
- d) 2, 4

Ans-a)

## PRACTICE QUESTIONS

*Q2. You lose all earthly sense of perspective and time here. The visual scale ranges from the microscopic to the mighty: midges and mites to blue whales and icebergs as big as countries (the largest recorded was the size of Belgium). Days go on and on and on in surreal 24-hour austral summer light, and a ubiquitous silence, interrupted only by the occasional avalanche or calving ice sheet, consecrates the place. It's an immersion that will force you to place yourself in the context of the earth's geological history. And for humans, the prognosis isn't good*

1. The 'visual scale' refers to

- a measuring device
- range of things one can see
- visionary's belief
- the magnitude of preparation



### Short Answer Questions (40 -50 words) 2 marks

Solved

Q1. Describe Gondwana

Ans- Gondwana is a huge landmass – a super continent, the undivided earth, which exists million of years ago. Gondwana was centred roughly around the present day Antarctica. It had no human life, but only flora and fauna.

Q2. What prevented the Shokalskiy from going further? What did the captain instruct the passengers to do?

Ans- wedged herself into a thick white stretch of ice between the peninsula and Tadpole Island preventing further progress-.captain ordered passengers to disembark

Q3. For Tishani Doshi going to Antarctica was a challenge not only to her body but to her mind also. Explain.

Ans- felt relieved to have set foot on the Antarctic continent after travelling for over 100 hours- was amazed by its vastness and immense white landscape- endless blue horizon and the fact that it was isolated from the rest of the world created an added sense of wonder and mystery about the continent.

**PRACTICE QUESTIONS:**

Q4. What does the parable of phytoplankton mean to you?

Q5. Why is it said that 'The world's geological history is trapped in Antarctica' ?

Q6. What visual treat does Antarctica present?

Q7. What is the importance of 'Drake Passage' ?

Q8. What precautions should one take while walking on ice?

Q9. Based on the chapter, elucidate any three consequences that global warming will have on Antarctica.

Q10. Antarctica is unlike any other place on Earth. Justify the statement

Q11 *Students on Ice* is a programme that prepares global citizens. Discuss.

### Long Answer Questions (120 -150 words ) 5 marks

Solved

Q1. What did Geoff Green switch over to? Write a diary entry on what led to his transformation from carting celebrities to starting 'Students On Ice' program?

Ans - It's been quite a journey, and I find myself reflecting on how I got here, leading up to the creation of the "Students On Ice" program. Looking back, it's amazing to see how a simple idea has evolved into something truly meaningful- At first, it seemed like a dream job, and I found myself craving something more fulfilling. That moment planted the seed for what would eventually become the "Students On Ice" program. I couldn't shake the idea from my mind, and I began to envision a program that would take students from all walks of life on expeditions to explore the wonders of Antarctica- The transition wasn't easy. It required stepping out of my comfort zone and taking a leap of faith into the unknown. But with each step forward, I felt more alive than I had in years. I poured my heart and soul into building the program- I may have started out carting celebrities, but now I'm on a mission to inspire the next generation of changemakers. And I couldn't be more excited for what lies ahead.

Q2.. 'Students on Ice' is a program that prepares global citizens. Imagine that you are a student who went on this journey to the Antarctica. On your return, you have been asked to give a speech in the morning assembly on how life changing this trip was. Draft this speech.

Ans- Ladies and gentlemen, esteemed faculty, and fellow students,

I stand before you today with a heart full of gratitude. Just a few weeks ago, I had the incredible opportunity to embark on a journey to Antarctica with the "Students On Ice" program, and I can honestly say that it was a journey like no other. Imagine standing on the deck of a ship, surrounded by nothing but endless stretches of icy wilderness. The air is crisp and invigorating, and the only sounds you hear

are the gentle lapping of waves against the hull and the distant cry of seabirds overhead. What made this experience truly life-changing wasn't just the stunning scenery or the thrill of adventure. It was the people I met along the way – my fellow students from all corners of the globe, our passionate educators, and the dedicated scientists who shared their knowledge and expertise with us. Together, we formed a community united by a common love for exploration and a shared commitment to environmental conservation-realized just how interconnected we all are, and how important it is for each and every one of us to do our part to protect the world we call home. Antarctica may be a distant and remote place, but its impact on me has been profound and far-reaching.

I urge you all, my fellow students, to seize every opportunity that comes your way, to embrace new experiences with open hearts and open minds. Because you never know where those experiences might lead you or how they might change you for the better.

Thank you.

#### **PRACTICE QUESTIONS:**

Q3.As the head boy/head girl of your school, draft a speech on the topic 'Take care of the small things and the big things will take care of themselves- with respect to Antarctica 'to be delivered in the morning assembly.

Q4.The author states that Antarctica was full of epiphanies. Draft a conversation between Tishani Doshi and her friend where Tishani Doshi is describing how enlightening her trip was.

Q5.You are one among the lucky students who visited the Antarctica through the 'Students On Ice' program. Draft a report on your experience, to be published in your school magazine.

### **CHAPTER 4: The Enemy** **BY -Pearl S Buck**

#### **The Enemy By Pearl S Buck**

**Central idea- what is more important –loyalty to your country or saving a person`s life no matter who they are**

- Story is set during World War II –story of conflict between humaneness and patriotism
- Ideally there should not be any conflict but most people are unable to achieve this balance of devoted to the country and also have the ability to transcend all pettiness and narrow barriers of caste, colour and nationality
- War dehumanizes and desensitizes people – it prevents people from thinking about others with compassion and empathy
- Shown through the situation between Tom the American POW [Prisoner of War] and the Japanese couple Dr. Sadao And Hana
- As professional and human beings Sadao wants to save the life of the American
- Under goes a conflict due to the POW 's identity
- Is also countered by prejudice within his own mind as he had experienced cultural prejudice and bias during his stay in USA
- His conscience and professional ethics emerge as the winner –removes bullet and staunches the blood though he feels the burden of being labelled a traitor
- So, informs his superior –The General, who agrees to have him killed by assassins
- Under goes a deep dilemma and conflict again – spends three sleepless nights in apprehension
- Adopts humane approach – overcomes conflict- realizes as a doctor his nationality is mankind- helps the soldier escape to safety and wonders at his own action



### **The American Soldier**

- Flung out of the ocean
- A prisoner of war-escaped but was shot at the back
- Suffered torture and hunger – exposes the brutality associated with war
- Wounded, bleeding lay unconscious –needed medical aid
- Had strong will power and extra ordinary vitality
- Apprehensive of future but feels secure with the Japanese couple
- Full of gratitude towards Sadao

### **Sadao and Hana help the soldier**

- Sadao packed the wound with sea moss to stop bleeding
- Intended to save his life before giving him to the police, brought him home
- Hana washed his wounds
- Sadao operated on his body , pulled the bullet out, Hana helped Sadao with the anaesthetic
- Took care of his weak body- Hana fed him with her own hands

#### Reaction of servants

- Unhappy, wanted their master to give the American soldier to the police
- Hated the soldier, Yumi refused to touch him
- The gardener felt that Sadao should have allowed the soldier to bleed to death
- He said the sea and the gun would take revenge if Sadao saved the soldier
- They felt that Hana and Sadao liked Americans and did not care for their own nation
- The cook said that Sadao was proud of his skill and used it irresponsibly
- They left the house when the American continued to be treated and nursed by their masters

### **The General**

- Selfish – did not move Sadao for the benefit of the troops fighting at the warfront but kept him for his own personal treatment
- Had faith in Sadao and his skills
- Promised to sent assassins and remove the body of the soldier but forgot to sent assassins as he was busy thinking about himself
- Did not want Sadao to think he was not patriotic
- Promised to reward Sadao for his loyalty

### **Escape of The American Soldier**

- Sadao explained his plan . he put his boat with clothes, water and food and asked the soldier to row to an uninhabited island nearby
- Suggested that he could catch fish but advised him to eat it raw
- Asked him to wait for a Korean fishing boat to sail to his freedom
- Gave him his flashlight. Asked the soldier to flash the light in case of an emergency
- Sadao gave him Japanese clothes and covered his hair with a black cloth

### **True Patriots And Human Beings**

- Both Sadao and Hana are full of Fellow –feeling and kindness for people in distress

- Saved the American soldier, took care of his health, sent him out of Japan, risked their own life by sheltering an enemy
- Truly patriotic – both wanted to give the soldier to the police
- Had no objection if assassins killed the soldier
- Revealed the secret to the general
- Wanted to get rid of the enemy after saving his life
- Overcomes the narrow line of Patriotism to become humane
- Dedicated surgeon and global citizen

#### Character Sketch of Hana

- Balance of qualities of head and heart – near perfect woman
- Capable of switching over to any role with effortlessness – when servants decides to leave, immediately takes on their responsibilities and is dignified and graceful about it
- Enthusiasm for patriotism does not make her blind to the need for showing fellow feeling towards POW
- Maintains her calm in the times of conflict though she is extremely tense and fearful
- ‘becomes and anaesthetist when the need arises – cooperative and understanding
- In spite of her dislike for the POW, she washes him treats him respectfully
- Is a true human being before being a Japanese

#### Read the given extracts and answer the questions :

Q1.Sadao knew that his education was his father’s chief concern. For this reason he had been sent at twenty-two to America to learn all that could be learned of surgery and medicine. He had come back at thirty, and before his father died he had seen Sadao become famous not only as a surgeon but as a scientist. Because he was perfecting a discovery which would render wounds entirely clean, he had not been sent abroad with the troops.

i.How has education become important to Dr. Sadao?

Ans: Sadao knew that his education was his father’s chief concern. For this reason he had been sent at twenty-two to America to learn all that could be learned of surgery and medicine.

ii. Why was it necessary to retain Dr. Sadao in station?

- A. Due to illness
- B. Due to his father's death
- C. As he was doing the research.
- D. He was busy with politics

Ans: C.As he was doing the research.

iii. Dr. Sadao was not only a famous surgeon but also \_\_\_\_\_.

Ans: A Scientist

iv. Why were doctors sent along with the troops?

Ans: As war was going on and the doctors services were required in the war field to tend to the wounded soldiers.

### PRACTICE QUESTIONS:

Q2.They saw when they came toward him that indeed it was so. The sand on one side of him had already a stain of red soaking through. “He is wounded,” Sadao exclaimed. He made haste to the man, who lay motionless, his face in the sand. An old cap stuck to his head soaked with sea water. He was in wet rags of garments. Sadao stopped, Hana at his side, and turned the man’s head. They saw the face. “A white man!” Hana whispered. Yes, it was a white man. The wet cap fell away and there was his wet yellow hair, long, as though for many weeks it had not been cut, and upon his young and tortured face was a rough yellow beard. He was unconscious and knew nothing that they did for him.

i. Complete the statement.

The man at the feet of Dr.Sadao was \_\_\_\_\_ .

ii. How did Dr.Sadao react on knowing that ‘the man lying at his feet’ was a white man’?

- A. He ran away in fear
- B. He called for help immediately
- C. He examined the man and exclaimed that he was wounded
- D. He ignored the man

iii. What was the need for Dr.Sadao “made haste to the man”?

iv. Why did Hana whispered, “A white man!”?

Q3.“I have never washed a white man,” she said, “and I will not wash so dirty a one now.” Hana cried at her severely. “You will do what your master commands you!” There was so fierce a look of resistance upon Yumi’s round dull face that Hana felt unreasonably afraid. After all, if the servants should report something that was not as it happened?

i. What is the tone of Hana's statement in the passage?

- A. Defiant
- B. Compliant
- C. Curious
- D. Indifferent

ii. Complete the sentence.

On knowing that the man for treatment was a Whiteman, Yumi's \_\_\_\_\_.

iii. What made Yumi refuse to obey her master?

iv. How can servants contribute to a harmonious work environment?

- A. By spreading rumors
- B. By being dishonest
- C. By protecting their own interests
- D. By being truthful and reliable

Q4.As for Sadao, every day he examined the wound carefully. The last stitches had been pulled out this morning, and the young man would, in a fortnight be nearly as well as ever. Sadao went back to his office and carefully typed a letter to the Chief of police reporting the whole matter. “On the twenty-first day of February an escaped prisoner was washed up on the shore in front of my house.”

So far he typed and then he opened a secret drawer of his desk and put the unfinished report into it.

i. How does Sadao show his attention to the soldier after the operation?

- A. By examining the wound daily
- B. By immediately contacting the Chief of Police

- C. By putting the unfinished report in a secret drawer
- D. By going back to his office quickly

ii. State if the statement is true or false.

Dr.Sadao was a caring and diligent person, if not he would have neglected him on the sea shore.

iii. What is the purpose of Sadao typing a letter to the Chief of Police?

iv. Why did Dr.Sadao put the unfinished letter in the "secret drawer" ?

Q5.“Don’t thank me too early,” Sadao said coldly. He saw the flicker of terror again in the boy’s eyes — terror as unmistakable as an animal’s. The scars on his neck were crimson for a moment. Those scars! What were they? Sadao did not ask.

i. What does the phrase "terror as unmistakable as an animal's" suggest about the boy's demeanor ?

- A. The boy is calm and collected.
- B. The boy is experienced in handling difficult situations.
- C. The boy appears to be extremely fearful.
- D. The boy is brave and courageous.

ii. State if the statement is true or false.

The scars on the boy's neck reveals that reveals that he is a survivor of a traumatic event.

iii. What is the tone of Sadao's statement, "Don't thank me too early"?

iv. Why do you think that Dr.Sadao did not ask about the scar?

Q6.Sadao did not see him again until evening. As soon as it was dark he had dragged the stout boat down to the shore and in it he put food and bottled water that he had bought secretly during the day, as well as two quilts he had bought at a pawnshop. The boat he tied to a post in the water, for the tide was high. There was no moon and he worked without a flashlight.

i. Complete the statement.

Dr.Sadao worked in the night because \_\_\_\_\_

ii. Why did Dr.Sadao tie the boat to a post in the water?

- A. To prevent it from floating away.
- B. To keep it close to the shore.
- C. To hide it from view.
- D. To make it easier to access.

iii. What can be inferred about Sadao's actions regarding the boat?.

iv. State if the statement was true or false.

Dr.Sadao wished that even if he was an enemy soldier he was a human being. Being a Doctor he didn’t want a life to be under threat.

Q7. But after a week Sadao felt the General was well enough to be spoken to about the prisoner. "Yes, Excellency, he escaped," Sadao now said. He coughed, signifying that he had not said all he might have said, but was unwilling to disturb the General further. But the old man opened his eyes suddenly. "That prisoner," he said with some energy, "did I not promise you I would kill him for you?"

i. Which of the following can be more suitable to the character of the General's is understood about his killing the prisoner suggest?

- A. The General is generous
- B. The General is kind-hearted
- C. The General is deceptive
- D. The General is revengeful

ii. What can be inferred about Sadao's feelings towards the General?

iii. Why does Sadao cough while speaking to the General?

iv. Complete the statement.

Dr. Sadao's conversation with the General shows that he was \_\_\_\_\_

**Answer the following questions briefly. ( 40-50 Words )**

Q1. The servants decided to leave the house of Dr. Sadao. Why do you think they couldn't obey their master?

Ans. The servants were patriotic and did not approve the actions of their master Dr. Sadao. They felt that he wanted to prove that he was a genius surgeon. It was anti-patriotism to serve the Whiteman who was an enemy soldier.

Q2. Even after knowing that the man lying unconscious was an Whiteman- an enemy, why did Dr. Sadao decided to treat on the Whiteman on the shore?

Ans. Dr. Sadao decided to treat the wounded White man as he was bleeding and unconsciously lying on the sea shore. As a Doctor, he had to treat the wounded man. First, he was a doctor whose priority was to save life no matter who he was.

Q3. What is an 'absolute state'? Why are assassins necessary in such a state?

Value points

- An absolute state is one that is dictatorial and tyrannical and is ruled by an autocratic ruler
- resistance of any kind is not tolerated in such a state
- During the world war two, Japan was in this state and it was necessary for rulers to keep assassins in order to repress and silence any kind of disgruntlement or hostility.

**PRACTICE QUESTIONS:**

Q3. How did Dr. Sadao treat on the Whiteman?

Q4. Why was Dr. Sadao not sent with the troops?

Q5. The enemy had recovered but Dr. Sadao did not hand over him to police but helped the soldier to escape from his House. How did he plan and execute it?

Answer the questions in 120-150 words:

Q1. Prepare a speech on the topic “Patriotism and Humanity”. Site examples to prove that Sadao and Hana were true patriots and human being. Justify with reference to the story.

Ans: Value Points:

- Both full of patriotism, proud of Japan and its culture.
- Hated Americans, found them repulsive, full of prejudices against Japanese.
- Both Sadao & Hana considered humanity above patriotism
- As a doctor, he could not leave his patient in distress, could not stop himself from saving the life of the wounded American soldier
- Both risked their lives and reputation by helping and sheltering the soldier Hana was equally compassionate-- washed the soldier's wounds herself when Yumi refused
- Considered every soldier as a human being in distress
- Did not hand him over to police initially as the soldier was weak and could die Did not want to keep the American soldier when he fully recovered
- Sadao told the General about the soldier. He had no objection if the soldier was killed by the assassins but was ill-at ease and worried that harm may come to him shows that he is essentially kind
- Helped the soldier to escape, gave him food, clothes and water on his boat
- Sadao found relief when the soldier did not give any signal through his flash light as he was safe
- Saved the soldier as true human beings
- Wanted to get rid of him as true patriots

PRACTICE QUESTIONS:

Q2. Dr.Sadao behaved a human more than a patriotic’. Can you justify his actions to be right? Write a speech to be delivered to the freshers welcome function in a Medical College, emphasising the need to be humane in action was they had chosen to be a doctor highlighting the character of Dr.Sadao.

You may begin this way:

Good morning,

Esteemed and honoured Administrators of the Medical college, Erudite lecturers and dear friends. ....

Q3. The enemy-Whiteman must be thankful to the Japanese Doctor Dr.Sadoo. He safely escapes from Japan and reaches America. On reaching, he feels thankful. He sits down to write a diary .

You may begin this way:

Dear Diary,

I had a second life which was a gift by Dr. Sadao.....

**CHAPTER-6 ON THE FACE OF IT**  
**BY SUSAN HILL**

**THEME**

Susan Hill's "On the Face of It" is a play that examines issues of solitude, perception, and acceptance. It is a socio-psychological narrative about two invalids who hold opposing viewpoints. The plot revolves around two individuals, Derry and Mr Lamb. Derry is a young child who has led a wretched life since a bottle of acid distorted his face, while Mr. Lamb is a lame old man who lives a joyous life despite losing one of his legs in a blast. The chapter discusses human vulnerabilities and the constraints that society imposes on them. It also deals with the differences in people's mental processes, how people perceive and experience life.

**Main points.**

1. Derry climbs over the garden wall to access Mr Lamb's Garden.
2. Mr. Lamb offers to give Derry crab apples.
3. Derry panics, but Mr Lamb calms him.
4. Derry claims that people fear him because of his hideous appearance.
5. One side of his face was burned when a bottle of acid dropped on it.
6. Derry has a complex. He remains alone and avoids others.
7. He can't stand the people who make disparaging remarks about him.
8. Mr Lamb cautions him that he cannot keep himself locked up in a room indefinitely.
9. He must close his ears and cease listening to what others say about him.
10. Mr Lamb shows him the way. Derry has two eyes, ears, and legs. He possesses both a tongue and a brain.
11. Mr Lamb has a tin leg. But he does not bother. He accepts life as it comes. He doesn't mind when kids call him "Lamey-Lamb".
12. Derry should follow his philosophy in life. If he works hard, he can become like the others. He can even outperform the others.
13. Derry returns home. He promises Mr Lamb that he would return.
14. According to Mr Lamb, most people make promises but seldom follow through.
15. Derry's mother prohibits him from meeting Mr Lamb.
16. When Derry arrives, Mr Lamb is on the ladder, with a stick. The ladder slips, and Mr Lamb falls. He dies.
17. Derry shouts, "Lamey-Lamb." "I did come back."

**I. READ THE EXTRACT GIVEN BELOW AND ANSWER THE QUESTIONS THAT FOLLOW: (SOLVED)**

Q1.DERRY: What do you do all day?

MR LAMB: Sit in the sun. Read books. Ah, you thought it was an empty house, but inside, it's full. Books and other things. Full.

DERRY: But there aren't any curtains at the windows.

MR LAMB: I'm not fond of curtains. Shutting things out, shutting things in. I like the light and the darkness, and the windows open, to hear the wind.

DERRY: Yes. I like that. When it's raining, I like to hear it on the roof.

MR LAMB: So you're not lost, are you? Not altogether? You do hear things. You listen.

DERRY: They talk about me. Downstairs, When I'm not there.

- a. What does Mr. Lamb mean by being 'lost'?
- i He who ignores what others say is lost.
  - ii. He who does not value humans and nature is lost.
  - iii. He who does not halt to consider wind and rain is lost.
  - iv. He who rejects nature and its wonders is lost.

**Answer: option (ii)**

- b. Choose the one that best represents a message from the play.
- i. People's attitudes should not prevent individuals from experiencing life.
  - ii. What others say has no bearing on how you feel about things.
  - iii. People can't be altered. One can and should only change oneself.
  - iv. One's opinions should not be influenced by what others say behind one's back.

**Answer: option (i)**

- c. Complete the sentence appropriately. "Shutting things out, shutting things in" suggests that.....

**Answer: Curtains are used to prevent or restrict the passage of light and air into the home.**

- d. State whether the following statement is true or false with reference to the extract.

The listener likes to hear the pitter-patter of the rain drops.

**Answer: True**

- e. "DERRY: They talk about me." "They" refer to .....

**Answer: Derry's parents who are worried about his burnt face.**

**PRACTICE QUESTIONS:**

Q2.MR LAMB: Look, boy, look.... what do you see?

DERRY: Just....grass and stuff. Weeds.

MR LAMB: Some call them weeds. If you like, then.... a weed garden, that. There's fruit and there are flowers, and trees and herbs. All sorts. But over there.... weeds. I grow weeds there. Why is one green, growing plant called a weed and another 'flower'? Where's the difference? It's all life.... growing. Same as you and me.

DERRY: We're not the same.



MR LAMB: I'm old. You're young. You've got a burned face; I've got a tin leg. Not important. You're standing there.... I'm sitting here. Where's the difference?

DERRY: Just....grass and stuff. Weeds.

a. The tone of Derry in the above extract is:

- i. Enthusiastic
- ii. Gloomy
- iii. Cheerful
- iv. Hostile

b. Some call them weeds. Select the option, which conveys the meaning of weed as reflected in the above lines.

- i. A wild plant growing where it is not wanted and in competition with cultivated plant
- ii. Something thin, physically weak
- iii. Grass
- iv. None of the above

c. State whether the following statement is true or false with reference to the extract.

Mr. Lamb endorses the belief that all the plants in the garden have life, therefore there should be no distinction between a weed garden, fruit, flowers, trees and herbs.

d. Complete the sentence appropriately.

'I'm old. You're young. You've got a burned face; I've got a tin leg. Not important.'

Through these lines Mr. Lamb wants to say that.....

e. 'All sorts. But over there.... weeds.' The phrase "all sorts" suggests.....

f. Identify the line from the text that reinforces the theme of individual perception and belief.

### III .SHORT ANSWER TYPE QUESTIONS (SOLVED)

(a) In the play, why does Derry tell Mr. Lamb that he fears looking in the mirror?

Ans. Derry has acid burns on one side of his face. He had an extremely terrible face. Everyone would frequently talk about his face. Derry then admits to Mr. Lamb his phobia of looking in the mirror.

(b) What brought Derry to the garden?

Ans Derry assumed it was a deserted place with no occupants. He wanted to learn more about the place. He had no desire to take the apples. He walked inside out of curiosity, as the place appeared to be unoccupied.

(c) Describe Mr. Lamb's Garden.

Ans Mr. Lamb's garden outside his house includes flowers, grass, trees, and bees. Every inch of his garden is to his taste. He thinks constructively. Even the weeds in his garden are considered living beings in his eyes. He loves hearing bees buzz. He kills time by making jam with crab apples. He stays active because of his garden. As a result, he likes it.

#### PRACTICE QUESTIONS:

- (a). What is the bond that unites the two – the old Mr. Lamb and Derry the small boy? How does the old man inspire the small boy?
- (b). Why does Mr. Lamb say, “So you are not lost, are you? Not altogether?”
- (c). Why did Derry return to Mr. Lamb's garden despite opposition?
- (d). Compare and contrast the personalities of Mr. Lamb and Derry.
- (e). Do you feel Derry's mother is protective of him? Justify your position with textual evidence.

#### V.LONG ANSWER TYPE QUESTIONS: (SOLVED)

- (a). Derry sneaked into Mr. Lamb's Garden and it became a turning point in his life.

Ans. Derry is a fourteen-year-old boy with low self-esteem. Since his face had been damaged by acid, he believed that everyone was afraid of him and pitied him. When he sneaked into Mr. Lamb's garden and had a brief talk with him, it marked a turning point in his life.

Mr. Lamb's outlook on life transformed Derry. Despite losing one leg in the battle, Mr. Lamb was cheerful. He didn't care about what others thought of him. He befriended Derry and urged him to enjoy his life as it is. He helped Derry realise that he must learn to accept both the positive and negative aspects of life. This helped Derry change.

Derry's self-esteem and regard for himself improved as a result of their brief encounter. He realised that he was self-sufficient. This enabled Derry to undergo a spectacular transformation. He recognised that his appearance wasn't significant and that it was not important how the rest of the world perceived him. This transformation in Derry is permanent because, after Mr. Lamb's death, he did not return to his solitary life.

- (b). The actual pain or inconvenience caused by a physical impairment is often much less than the sense of alienation felt by the person with disabilities. What is the kind of behaviour that he expects from others?

Ans. A person with a physical disability can live a life of dignity and honour if he is not mocked and punished with uncaring sympathy. He expects empathy, not sympathy. If everyone looks down on him with a negative attitude, he may never be able to recover from his sorrow and, as a result, retreat to his own lonely world. He is already under immense mental and emotional stress. As a result, he expects others to understand his condition instead of trying to remind him of it.

In the play, Derry and Mr. Lamb find themselves in a similar situation. Mr. Lamb, as an adult, is capable of dealing with such issues, but Derry, as a youngster, cannot disentangle this web alone. He develops a strong liking for this old man because this old man's words were exactly what a person with a problem needed to hear.

## PRACTICE QUESTIONS:

- (a). Mr. Lamb, a man with positive attitude taught Derry to be happy with himself in spite of his burnt face. How is fear a deterrent for the people to realise their true potentials? Illustrate your answers with respect to the conversation between Mr. Lamb and Derry.
- (b). Imagine if Derry's experience with Mr. Lamb was a watershed moment in his life. Many years later, Derry is invited to give a TED Talk about the struggles he experienced and overcame. He reflects on his previous animosity towards people and the world, and how his perspective has evolved. He decides to talk about the change in his connection with himself and what kindness to oneself means.  
As Derry, prepare the TED Talk speech.
- (c). In which section of the play does Mr. Lamb display signs of loneliness and disappointment? What are the ways in which they try to overcome these feelings?
- (d). How does Derry's family, especially his mother contribute to his sense of alienation and isolation? Write with examples from the story.
- (e). Mr. Lamb calls Derek his friend while Derek refuses his affirmation. Would you consider their relationship with each other as friendship? Support your answer with reference to the instance(s) from the text.

## CHAPTER 8 -MEMORIES OF CHILDHOOD

- **The Cutting of My long Hair - Zitkala Sa**
- **We Too Are Human Beings – Bama**

### **Background**

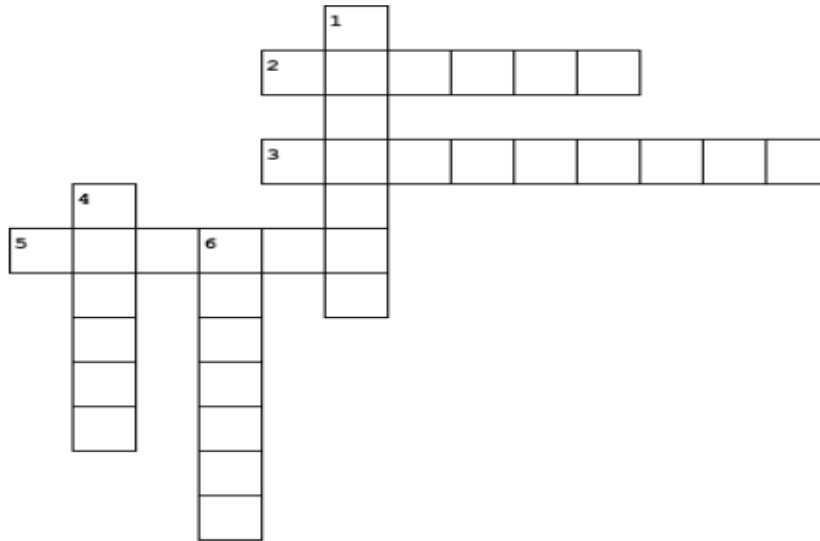
The chapter contains two extracts from two different autobiographical episodes from the lives of two women – Zitkala Sa and Bama. Both are victims of social discriminations. Zitkala Sa is the victim of racial discrimination whereas Bama is the victim of caste discriminations.

### **Theme**

Both the accounts are based in two distant cultures. The first is that of Native Americans and the second is that of the Tamil Dalits. But the commonality that brings them closer is the fact that in both cases, the mainstream culture marginalized the underprivileged section of that society. This gave rise to the conflict between the mainstream culture and the marginalized community, which is exquisitely showcased in 'Memories of Childhood'.

In both the extracts, the writers look back on their childhood and reflect on their relationship with mainstream culture which ill-treated them when they were child. But both the accounts are not simple narratives of oppression. Rather they reveal how oppression was resisted by both the narrators in their own ways. Zitkala-Sa and Bama were very young but not so young that they would not understand the evil scheme of the mainstream culture. The injustice of their society did not escape their notice also. Their bitter childhood experience sowed the seeds of rebellion in them earlier on.

## Vocabulary Exercise - Crossword Puzzle



### Across

2. move slowly and idly in a particular direction
3. a soft leather slipper or shoe
5. attach a person or animal to a fixed object

### Down

1. food that is salty or spicy and not sweet in taste
4. a scene of uproar and confusion
6. crowded together; nestled closely

## Main Points

### PART –I The Cutting of My Long Hair

- Zitkala Sa describes her experiences on her first day at the Carlisle Indian School.
- The customs and rules of the place were strange and new to her.
- She was forced to wear clothes that were considered undignified in her culture
- At breakfast, she was embarrassed as she did not know the routine of the place.
- When she comes to know that they were planning to cut her hair, she protests by hiding under the bed, even though she knew it was futile. In her culture, it was the cowards whose hair was shingled.
- She felt like an animal driven by a herder.

### PART – II We Too are Human Beings

- Bama was in her third grade when she becomes aware of the indignities that the lower caste people face.
- She happens to see an elderly person from her community abase himself in front of a higher caste person as he was not supposed to touch the food that he was ordered to fetch for the landlord.
- Later, her brother explains to her that the incident was not at all funny as she initially thought, but very pathetic. The people from the lower caste were treated as untouchables.
- She was deeply saddened and decided to study hard to overcome discrimination.

## Literary Devices

- Squeaking shoes – onomatopoeia
- Cold blades- pun and transferred epithet
- Shingled like a coward's -simile

## Extract Based Questions

Q1. When I heard this, I didn't want to laugh any more, I felt terribly sad. How could they believe that it was disgusting if one of us held that package in his hands, even though the vadai had been wrapped first in a banana leaf, and then parcelled in paper? I felt so provoked and angry that I wanted to touch those wretched vadais myself straightaway. Why should we fetch and carry for these people, I wondered. Such an important elder of ours goes meekly to the shops to fetch snacks and hands them reverently, bowing and shrinking, to this fellow who just sits there and stuffs them into his mouth. The thought of it infuriated me.

1. The elder handing snacks reverently, bowing and shrinking to the fellow indicates that the 'fellow' was

1. condescending.
2. unassuming.
3. submissive.
4. disdainful.
5. aggressive
6. domineering.

- a) 2, 3 and 6
- c) 1, 4 and 6

- b) 1, 4 and 5
- d) 2, 3 and 4

Ans-c)

2. Pick an idiom that DOES NOT describe how the author felt about this incident.

- a) at the end of one's tether
- c) up in arms

- b) be in a black mood
- d) throw up one's hands

Ans-a)

3. Based on the given context, choose the option that illustrates when a person can be provoked, out of the examples given below.

1. The employees organised a peaceful protest outside the firm.
2. The manager ill-treated one of the employees and wrongfully terminated him.
3. The employees wrote a letter of complaint against the manager.
4. The director of the firm scheduled a meeting for reconciliation.

- a) Option 1
- c) Option 3

- b) Option 2
- d) Option 4

Ans-b)

4. The given extract DOES NOT talk about

- a) author's realization of her misconception
- b) elders being ill-treated in her society.
- c) the haughtiness of the 'fellow'.
- d) how the author was enraged.

Ans-b)

### PRACTICE QUESTIONS

*Q2. I cried aloud, shaking my head all the while until I felt the cold blades of the scissors against my neck, and heard them gnaw off one of my thick braids. Then I lost my spirit. Since the day I was taken from my mother I had suffered extreme indignities. People had stared at me. I had been tossed about in the air like a wooden puppet. And now my long hair was shingled like a coward's! In my anguish I moaned for my mother, but no one came to comfort me. Not a soul reasoned quietly with me, as my own mother used to do; for now I was only one of many little animals driven by a herder.*

1. 'Then I lost my spirit'. Choose the option that DOES NOT refer to 'spirit'.

- 1. resolve
- 2. energy
- 3. determination
- 4. indifference
- 5. enthusiasm
- 6. will power

- a) 1, 2 and 5
- b) 2, 4 and 6
- c) 1, 3 and 6
- d) 3, 4 and 6

2. How would you describe the author's tone when she says, "I was only one of many little animals driven by a herder"?

- a) austere
- b) apathetic
- c) dismal
- d) resentful

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

Statement 1: The author had been subjected to humiliation when she was separated from her mother.

Statement 2: Nobody was able to ease her distress and empathise with her.

- 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 cannot be inferred from the passage
- d) Both Statement 1 and Statement 2 can be inferred from the passage.

**4. What cultural difference between Zitkala-Sa's background and the boarding school is highlighted in the passage?**

- a) Emphasis on education vs. manual labor
- b) Importance of hierarchy vs. equality
- c) Value of individuality vs. conformity
- d) Focus on competition vs. cooperation

**Q3. "A paleface woman, with white hair, came up after us. We were placed in a line of girls who were marching into the dining room. These were Indian girls, in stiff shoes and closely clinging dresses. The small girls wore sleeved aprons and shingled hair. As I walked noiselessly in my soft moccasins, I felt like sinking to the floor, for my blanket had been stripped from my shoulders."**

- (i) "A paleface woman, with white hair" referred to in the extract is\_\_.
- (ii) How was the narrator feeling in her new school?
  - (a) Relieved
  - (b) Uncomfortable
  - (c) Ecstatic
  - (d) Mesmerised
- (iii) "As I walked noiselessly in my soft moccasins." What are moccasins?
- (iv) Why did the narrator feel like "sinking into the floor"?

Short Answer Questions (40 -50 words)

Solved

Q1.What did Judewin tell the narrator? What was the effect?

Ans-Judewin overheard a white woman suggesting that Zitkala's long hair will be cut-Zitkala-Sa, became scared and apprehensive about her fate as a result of Judewin's warning.

Q2.How did Zitkala -Sa try to save her long hair?

Ans- determined to resist this shingling of her hair and so when she gets an opportunity-crept up the stairs to hide under a bed in large dark room hoping that the authorities will not find her.

Q3."I felt like sinking to the floor", said Zitkala -Sa . When did she feel so and why?

Ans-her blanket had been stripped from her shoulders.

**PRACTICE QUESTIONS:**

Q 4.Describe at least two scenes that Bama used to witness on her way home from school.

Q5.What was odd about the way the elder was walking?

Q6.What does Zitkala-Sa mean by 'eating by formula' ?

Q7.What details of discrimination by the upper castes were given to Bama by her brother?

Q8.What kind of discrimination did Zitkala -Sa face?

## Long Answer Questions (120 -150 words)

### Solved

Q1. A grown up Zitkala-Sa, reflects on the incident about cutting of her long hair and is conflicted that she did not do enough to resist and surrendered easily. She also wonders if she could have tried something else to prevent the incident. As the grown-up Zitkala-Sa, create a diary entry, expressing these thoughts and conclude by absolving yourself of any blame. You may begin like this: I find myself reflecting on an event that happened many years ago... (Memories of Childhood)

Ans- I find myself reflecting on an event that happened many years ago, one that has continued to haunt me ever since. It is the incident where my long hair was forcefully cut off at the Carlisle Indian School. As I sit here today, I cannot help but feel conflicted about my actions that day. On one hand, I am proud that I stood up for myself and refused to submit to their demands at first. I remember the fire in my belly as I declared that I would struggle before giving in. However, as time passed, my spirit wavered, and eventually, I allowed them to cut my hair. Looking back now, I cannot help but feel that I gave in too easily, that I did not do enough to resist. As I ponder over what I could have done differently, I realize that there might have been other options. Perhaps I could have sought help from my fellow students. Maybe I could have tried to escape or find another way out of the situation. But in that moment, I was so overwhelmed and confused that I could not think straight. I know that I have blamed myself for this incident for far too long. But today, I choose to absolve myself of any blame. As a young girl, I forced into a strange place. I was not given the chance to make my own choices, to decide what was best for me. I was a victim of a system that sought to strip away my identity and forced me to assimilate. Today, I choose to forgive myself and honour the brave little girl who stood up for herself that day. I am grateful for her courage and strength, and I will continue to honour her memory by fighting for justice and equality for all.

Q2. Untouchability is not only a crime, it is inhuman too. Imagine yourself as Bama create a diary entry pouring out her feelings.

Ans- Today, as I sit down to pour my thoughts onto paper, I find myself grappling with a reality that is both heartbreaking and infuriating. Untouchability – a practice so deeply ingrained in the fabric of our society – continues to haunt me, to plague me with its insidious presence and its relentless cruelty. As a Dalit woman, I have known firsthand the pain and humiliation of untouchability-From a young age, I was taught to believe that I was somehow less-than, unworthy of basic human dignity simply because of the circumstances of my birth-I was forced to endure discrimination and exclusion at every turn, to live in fear of the violence and abuse that often accompany caste-based oppression.

### PRACTICE QUESTIONS:

Q 3. “The words that Annan spoke to me that day made a deep impression on me.” Draft the conversation that would have happened between Annan and Bama.

Q4. Both Bama and Zitkala were from marginalised communities. They challenged the system to bring dignity into their lives in their own ways. They voiced out against injustice. There are many other kinds of oppression that are rampant in our society, but people rarely oppose it due to fear. Write an article on the topic “Need to fight for once rights”.

Q5. Bama and Zitkala-Sa are from two different cultures and who lived during different time periods. Imagine that they met up at a common platform. Draft a conversation that would have happened between the two.



**SAMPLE QUESTION PAPER – 1**

केन्द्रीय विद्यालय संगठन, बेंगलुरु संभाग  
**KENDRIYA VIDYALAYA SANGATHAN, BENGALURU REGION**  
**SAMPLE PAPER**

**ENGLISH CORE (CODE: 301)**

**CLASS XII**

**MAX. MARKS – 80**

**TIME – 3 HOURS**

**General Instructions:**

1. All questions are compulsory.
  2. Reading Time of 15 minutes has been allotted to read this question paper.
  3. The question paper contains THREE sections.
  4. Attempt questions based on specific instructions for each part.
  5. Write the correct question number in your answer sheet to indicate the option being attempted.
  6. Do not exceed the prescribed word limit while answering the questions.
- 

**SECTION A: READING SKILL (22 Marks)**

**1. Read the following text.**

**12**

1. Self-respect is very different than relying on one's ego or False Self persona that serves as a cover to show the world only "the good stuff" of a person's personality. It is the gift we give ourselves when we become less motivated to please others in order to get their approval and more motivated to live a life of authenticity and personal integrity despite whatever anyone else thinks about us.

2. The dismal fact is that self-respect has nothing to do with the approval of others—who are, after all, deceived easily enough; has nothing to do with reputation which is something that people with courage can do without. It is to know the difference between the price of things and their value and the courage to own your mistakes.

3. In brief, people with self-respect exhibit a certain toughness, a kind of moral nerve; they display what was once called character, a quality which, although approved in the abstract, sometimes loses ground to other, more instantly negotiable virtues. Its slipping prestige is dismissed when one sees people coveting success or money or fame at all costs. Nonetheless, character—the willingness to accept responsibility for one's own life—is the source from which self-respect springs.

4. To live without self-respect is to lie awake some night, beyond the reach of warm milk, phenobarbital, and the sleeping hand on the coverlet, counting up the sins of commission and omission, the trusts betrayed, the promises subtly broken, the gifts irrevocably wasted through sloth or cowardice or carelessness. However long we postpone it, we eventually lie down alone in that notoriously uncomfortable bed, the one we make ourselves.

Whether or not we sleep in it depends, of course, on whether or not we respect ourselves.

5. To have that sense of one's intrinsic worth which, for better or for worse, constitutes self-respect, is potentially to have everything: the ability to discriminate, to love and to remain indifferent. To lack it is to be locked within oneself, paradoxically incapable of either love or indifference. If we do not respect ourselves, we are on the one hand forced to despise those who have so few resources as to consort with us, so little perception as to remain blind to our fatal weaknesses. On the other, we are peculiarly in thrall to everyone we see, curiously determined to live out-since our self-image is untenable—their false notions of us. We flatter ourselves by thinking this compulsion to please others an attractive trait: a gift for imaginative empathy, evidence of our willingness to give.

**Answer the following questions, based on the passage above.**

- I. Select the option that states the false self-persona in a person according to author. (1)
- (a) self-respect (b) a person's true personality  
(c) unauthentic mask (d) 'real good stuff'
- ii. The writer would not agree with the given statements based on paragraph 3 EXCEPT \_\_\_\_ (1)
- (a) self-respect is a virtue not appreciated in modern times.  
(b) it used to be a non-negotiable virtue.  
(c) self-respect has stood its ground come what may.  
(d) it is losing ground to more instantly negotiable virtues.
- iii. Why is it fair to say that the intrinsic worth of a person and self-respect have to go hand-in-hand? Answer in about 40 words. (2)
- iv. Complete the given sentence with an appropriate inference, with respect to the following. Character—the willingness to accept responsibility for one's life is the source \_\_\_\_\_. (1)
- v. Select the option that conveys the opposite of 'logical', from words used in paragraph two. (1)
- (a) intrinsic (b) paradoxical (c) consort (d) untenable
- vi. Comment on the writer's reference to self-respect as a gift we give ourselves. Answer in about 40 words. (2)
- vii. In the line "...people with self-respect exhibit a certain toughness, a kind of moral nerve, they display what was once called character ...". What does the word 'nerve' mean here? (1)
- viii. Based on your understanding of paragraph 4, interpret the metaphor used by the author in the given statement in about 40 words. (2)
- 'However long we postpone it, we eventually lie down alone in that notoriously uncomfortable bed, the one we make ourselves.'
- ix. Read the five statements (1) to (5) given below. (1)
- (1) If you don't stand for something, you'll fall for anything.  
(2) Handsome is as handsome does.  
(3) Putting backbone into someone.

(4) Neither fish, nor fowl.

(5) Rolling stone gathers no moss.

Identify the option that displays the title/s that DOES/DO correspond with the passage.

(a) (1) and (2)

(b) Only (1)

(c) (2) and (3)

(d) Only (5)

**2. Read the following text.**

**(10)**

i. The internet has become the integral part of today's generation of people; from communicating through instant messages and e-mails to banking, travelling studying and shopping, internet has touched every aspect of life. With the growing use of the internet by people, protecting important information has become a necessity. A computer that is not having appropriate security controls can be infected with malicious logic and thus any type of information can be accessed in moments.

ii. Hacking of important data, network outages, computer viruses and other cyber related threats affects our lives that range from minor inconvenience to serious incidents. Cyber threats can be caused due to negligence and vulnerabilities, or unintentional accidents. Such hackers are a part of what is called Cybercrime. With the increasing use of net, the number of cybercrime complaints has seen a rise by 350% from 2013 and by over 44% from 2016, according to cyber cell statistics.

iii. Most crimes are related to online banking, emphasizing why policymakers are concerned about digital security as the government pushes for a more cashless economy and card-based or wallet-based transactions. As many as 3,474 cybercrime complaints have been registered in the past 10 months till October, 2017. A total of 2,402 such complaints were registered last year and 760 in 2013. Cyber cell cops said the online transaction was by cyber offenders who used IMPS/RTGS transfer after blocking Kumar's SIM, which was linked to his bank account.

iv. The number of online banking fraud-related complaints had increased nearly nine times in the last five years. The number jumped from 248 in 2013 to 2,095 in 2017 (till October). While online banking and credit card fraud tops the list, social networking-related crime, email hacking, online sexual harassment, lottery fraud, data-theft and job-related fraud are also frequent. Social networking related complaints have doubled from 2016. Cyber cell cops blame ease of access to information and technological advancement for the spurt in cybercrime cases. Net-banking has made it easy for criminals to siphon off money from accounts. Bank-related fraud takes time to solve and constitute the maximum of cybercrime cases lying unsolved with the police, said an official with the cyber cell.

v. As the number of data networks, digital applications, as well as internet and mobile users are growing, so do the chances of cyber exploitation and cyber-crimes. Even a small mistake in securing data or bad social networking can prove to be extremely dangerous. If accounts are not properly secured, it makes easier for hackers or unauthorized users to spread viruses or social engineered attacks that are designed to steal data and even money. Such types of issues highlight the need for cyber security as an essential approach in protecting and preventing data from being used inappropriately.

vi. In simple language, Cyber security of Information technology security means protecting data, networks, programs and other information from unauthorized or unintended access, destruction or change. It encompasses all the mechanisms and processes that protect digital equipment, information and records from illegal or unintended access, manipulation or destruction. In today's dynamic environment, cyber security has become vital for individuals and Jar. files, as well as organisations

(such as military, government, business houses, educational and financial institutions, corporations and others) that collect and store a wide range of confidential data on computers and transmit that to other computers across different networks. For families, protection of children and family members from cyber-crime has become substantially important.

**Answer the following questions, based on given passage.**

i. Do you think that cyber security alone would be able to reduce cyber-crimes? Give reasons for your answer in about 40 words. (2)

ii. Complete the given sentence by selecting the most appropriate option. Regarding the increasing cybercrimes, the cyber cell blames \_\_\_\_\_. (1)

- (a) the unlimited access to internet (b) technological advancement  
(c) lack of cyber wall (d) lack of investment in cyber security

iii. Based on the reading of the text, state a point to challenge the given statement. The internet can easily become secure if we teach people about its correct usage. (1)

iv. Select the option that displays the list of people who could be a cybercriminal. (1)

- (a) Tech-savvy youth (b) Unemployed youth (c) Poorly paid people

v. What has made it easy for people to illegally take out money from banks? (1)

- (a) Aadhar numbers (b) Smart cards (c) Net-banking (d) Mobile numbers

vi. Ease of access to information and technological advancement is the reason for the spurt in cybercrime cases. Give reason for such a claim. Answer in about 40 words. (2)

vii. Complete the sentence based on the following statement. (1)

According to the passage, if accounts are not properly secured, hackers can easily \_\_\_\_\_.

viii. State TRUE or FALSE. (1)

The government's push for a more cashless economy and card-based or wallet-based transactions is not a well thought of decision.

### **SECTION B: CREATIVE WRITING SKILLS (18 Marks)**

**3. Attempt ANY ONE question out of the two given below. (4)**

A. Neelam/Neelesh is the head girl/boy of Surya Public School, Agra. She/He decides to call for a meeting of all the house badge holders for the prize distribution ceremony on the Annual Day. Draft a notice for the meeting on her/his behalf in not more than 50 words.

**OR**

B. You are Sukant/ Sukeerthi Roy, the head of Ujjwal Bhavishya Educational Institution, Bhuvneshwar.

You are touched by the condition of the destitute children near your area. You decide to uplift their lives by deciding to raise funds to ensure that they lead a better quality of life. Draft a notice for your fellow colleagues and students, in 50 words, making an appeal for monetary donations or any other assistance. You can also include additional details which you may think be necessary for the purpose.

**4. Attempt ANY ONE question out of the two given below. (4)**

A. You are Sahil/ Sagarika of Green Valley Public School, Tumkuru. The Literary Club of your school is putting up the play “The Merchant of Venice”. As the Secretary of the club, draft an invitation for inviting the parents. The famous writer Ketan Anand is the Guest of Honour. Write an invitation in about 50 words. Invent necessary details.

**OR**

B. You are Liza/ Jacob. You are going for a picnic with a group of your friends to Rang Mahal Lake near Ghaziabad. Write an informal invitation to your friend to join you on that day. Invent all necessary details.

**5. Attempt ANY ONE question out of the two given below. (5)**

A. You witnessed a train accident last week when a passenger train collided with a goods train while changing the track. Write a letter in 120-150 words to the editor of a national newspaper describing the accident and expressing your concern. Also offer suggestions as how to avert such incident in future. You are Nitin/Riya Chawla of Sewa Kutir, Pankha Road, Faridabad.

**OR**

B. Study the following advertisement and then write a suitable application for the post of a receptionist.

Wanted smart and dynamic female with good communication skills to serve as a receptionist in the front office of a five star Hotel. Fresh graduates with knowledge of foreign languages preferred. Apply with two passport sized photographs & complete biodata to The Times of India, P.B. No 73XX within 7 days from the date of the publication of this advertisement.

**6. Attempt ANY ONE question out of the two given below. (5)**

A. You visited Delhi Public School, Kanpur. You were impressed at seeing the students participate in various co-curricular activities of the school such as debates, music and theatre workshops. Write a report on it in 120-150 words for your school magazine. You are Shalini/Sumiti, Editor of the local newspaper.

**OR**

B. Does getting more degrees really help in getting employment in this fast competitive scene of unemployment? Describe your views in an article in 120-150 words. You are Megha/Mayur.

**SECTION C: LITERATURE (40 Marks)**

7. Attempt **ANY ONE** of the two questions with reference to the context. (6)

**A. “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”.** (Aunt Jennifer’s Tigers)

- i. Which of the following best captures the symbolism of tigers created by Aunt Jennifer? (1)
- (a) They represent just an artwork on cloth, nothing else.
  - (b) Although Aunt Jennifer has created the tigers, they are the ones who control her.
  - (c) They reflect the true nature of a woman.
  - (d) They represent assertiveness, fearlessness and strength which the Aunt lacked.
- ii. State whether the given statement is TRUE or FALSE. (1)  
By referring to the line ‘ringed with ordeals’ the poet wants to emphasize that the wedding ring and the problems are besetting the Aunt.
- iii. Complete the sentence appropriately. (1)  
Aunt Jennifer was stuck to traditional activity like embroidery but the tigers \_\_\_\_\_.
- iv. “When Aunt is dead, her terrified hands will lie.” Here, in ‘terrified hands’ the figure of speech used is \_\_\_\_\_. (1)
- v. Based on the poem rhyme scheme, evident in lines 2-4, of the given extract, which word would rhyme with line? (1)  
(a) dry      (b) die      (c) try      (d) high
- vi. Identify the effect of the figure of speech used in ‘Will go on prancing, proud and unafraid’. (1)
- (a) Assonance in ‘prancing’ and ‘proud’ heighten the sense of irony.
  - (b) Hyperbole in ‘prancing’ and ‘proud’ heighten the sense of irony.
  - (c) Personification in ‘prancing’ and ‘proud’ heighten the sense of irony.
  - (d) Alliteration in ‘prancing’ and ‘proud’ heighten the sense of irony.

**OR**

**B. “Therefore, on every morrow, are we wreathing  
A flowery band to bind us to the Earth,  
Spite of despondence, of the inhuman dearth  
Of noble natures, of the gloomy days,  
Of all the unhealthy and o’er darkened ways  
Made for our searching: yes, in spite of all,  
Some shape of beauty moves away the pall from our dark spirits.”**  
(A Thing of Beauty)

- i. Pick the option that enumerates what ‘noble natures’ would include. (1)
- (a) Selflessness      (b) Judiciousness      (c) Enthusiasm      (d) All of these

- ii. Pick the phrase from the extract that suggests that human life is full of hardships. (1)
- iii. The Earth without the beautiful things is a place full of despair and unpleasantness.
- iv. Which of the following poetic devices has been used in ‘of noble natures’?  
 (a) Assonance      (b) Imagery      (c) Paradox      (d) Alliteration (1)
- v. The poet says that we wreath a flowery band that binds us to Earth. He means to state that nature’s beauty fills man with \_\_\_\_\_. (1)
- vi. What makes our life full of inhuman dearth? (1)

**8. Attempt ANY ONE of the two questions with reference to the context. (4)**

**A. “He said I was unhappy. That made my wife kind of mad, but he explained that he meant the modern world is full of insecurity, fear, war, worry and all the rest of it and that I just want to escape. Well, who doesn’t? Everybody I know wants to escape, but they don’t wander down into any third level at Grand Central Station. But that’s the reason, he said, and my friends all agreed. Everything points to it, they claimed. My stamp collecting, for example; that’s a ‘temporary refuge from reality.’ Well, maybe, but my grandfather didn’t need any refuge from reality.” (The Third Level)**

- i. Why didn’t Charley’s grandfather need refuge from reality? (1)
- ii. Why did Sam’s verdict make Charley’s wife ‘mad’? (1)
- iii. Select the option that signifies the condition of people of the ‘modern world’ mentioned in the extract. (1)  
 (a) afraid      (b) anxious      (c) unsure      (d) All of these
- iv. Complete the sentence appropriately.  
 Sam’s explanation to the reaction of Charley’s wife was \_\_\_\_\_ in nature. (1)

**B. “Will the West Antarctic ice sheet melt entirely? Will the Gulf Stream Ocean current be disrupted? Will it be the end of the world as we know it? Maybe. Maybe not. Either way, Antarctica is a crucial element in this debate – not just because it’s the only place in the world, which has never sustained a human population and therefore remains relatively ‘pristine’ in this respect; but more importantly, because it holds in its ice-cores half-million-year-old carbon records trapped in its layers of ice.” (Journey to the End of the Earth)**

- i. What does the phrase ‘May be. Maybe not’ in the extract indicate? (1)  
 (a) Uncertainty      (b) Foretelling      (c) Suspicion      (d) Despair
- ii. Find a word in the extract which is a synonym of ‘perfect’. (1)
- iii. Why does Antarctica holds importance? (1)
- iv. Complete the sentence appropriately. (1)  
 The questions asked by the narrator signify \_\_\_\_\_.

**9. Attempt ANY ONE of the two questions with reference to the context. (6)**

**A. “Only the desks and benches had been worn smooth; the walnut-trees in the garden were taller, and the hopvine that he had planted himself twined about the windows to the roof How it must have broken his heart to leave it all, poor man; to hear his sister moving about in the room above, packing their trunks! For they must leave the country next day.**

**But he had the courage to hear every lesson to the very last. After the writing, we had a lesson in history, and then the babies chanted their ba, be bi, bo, bu. Down there at the back of the room old**

*Hauser had put on his spectacles and, holding his primer in both hands, spelled the letters with them. You could see that he, too, was crying; his voice trembled with emotion, and it was so funny to hear him that we all wanted to laugh and cry. Ah, how well I remember it, that last lesson!"*

*(The Last Lesson)*

- i. List any two sensory details present in this extract. 1
- ii. What qualities of M. Hamel have been reflected in this extract? 1
  - (a) patient, emotional (b) impatient, insensitive
  - (c) proud, reproachful (d) miserable, resigned
- iii. Complete the given sentence appropriately. 1
 

M. Hamel was making preparations \_\_\_\_\_
- iv. Pick evidence from the extract that helps one infer that the atmosphere in the class was bitter sweet. 1
- v. What does 'courage to hear every lesson to the last' mean? 1
- vi. Select the most suitable option for the tone of the speaker in the given extract. 1
  - (a) Inquisitive (b) Alert (c) Monotonous (d) Doleful

**OR**

*B. I went to the pool when no one else was there. The place was quiet. The water was still and tiled bottom was as white and clean as a bathtub. I was timid about going in alone, so I sat on the side of the pool to wait for others. I had not been there long when came a big bruiser of a boy, probably eighteen years old. He had thick hair on his chest. He was a beautiful physical specimen, with legs and arms that showed rippling, muscles. He yelled. "Hi, Skinny! How'd you like to be ducked?"*  
*(Deep Water)*

- i. What is the purpose of the description of the bully? Present your views. 1
- ii. Select the option that completes the given sentence appropriately. 1
 

When the narrator went to the pool it was \_\_\_\_\_.

  - (a) pleasant and lively (b) thrilling and attractive (c) dirty (d) still and clean
- iii. What did the big bruiser of a boy do? 1
- iv. Identify the textual clue that allows the reader to infer that the big boy was a bully? 1
- v. Why did the narrator sit on the side of the pool? 1
  - (a) To enjoy the beauty of the pool (b) He was afraid of venturing into the pool alone
  - (c) To wait for the coach (d) To prepare himself mentally to enter
- vi. Complete the sentence with one word. 1
 

The word 'bruiser' in the extract means \_\_\_\_\_.

**10. Answer ANY FIVE of the following questions in about 40-50 words. 5x2=10**

- i. Why did Edla close the door when the ironmaster opened the door for the peddler to leave?
- ii. Why did Gandhi agree to a settlement of 25 percent refund to the farmers?
- iii. How did the poet prove that there can be life under apparent stillness in the poem 'Keeping Quiet'.
- iv. Why does the wedding band 'sit heavily' upon Aunt Jennifer's hand?
- v. How can 'mighty dead' be a 'thing of beauty'?
- vi. What caused the lack of communication between the Englishman and the people at Gemini Studios?



**11. Answer ANY TWO of the following questions, in about 40-50 words.**

**2x2=4**

- i. What were the feelings of Dr. Sadao and his wife on seeing the wounded man? What did they finally decide to do?
- ii. What arguments does Charley offer to show his disagreement with the psychiatrist's diagnosis?
- iii. Do you think Derry's brief association with Mr. Lamb will change his outlook towards life?

**12. Answer ANY ONE of the following questions, in about 120-150 words.**

**5**

A. The characters in prose sections, Mukesh in 'Lost Spring' and Sophie in 'Going Places' are two different kinds of daydreamers. One is who fulfilled his dreams in real and the other is one who always lives in imaginary dreams. The daydreaming can affect our lives positively as well as negatively. Imagine yourself as a motivational speaker who has to address high school students. Write a speech in about 120-150 words elaborating on occurrences from the two texts highlighting realistic and unrealistic types of day dreaming.

**OR**

B. Imagine a child from the farmer's family migrates to the city for his education. As the child, write back to your family telling them whether you would or would not want to turn into a city person. Use the context of the poem "A Roadside Stand" in mind to pen down this letter. You may begin this way:  
**12, Davidson County**

**23 January 'XX**

**Dear Mom**

**I have been thinking about the roadside stall lately. Now that I find myself surrounded by city-people all the time, I think.....**

**With love Jenny**

**13. Answer ANY ONE of the following questions, in about 120-150 words.**

**5**

A. On returning home, Bama narrated the funny incident she witnessed in the market place to her elder brother Annan. Her brother became serious and explained it to her that there was not anything funny in what she witnessed, rather all these incidents show discrimination based on caste. As she understood the gravity of the incident, she felt disgusted and sad. Imagine yourself as Bama and discuss what the 'Constitution of India' does for this.

**OR**

B. The lesson 'The Tiger King' also speaks about cruelty against animals. In order to defy his destiny, the Tiger King killed as many as 99 tigers unaware of the consequences of his imprudent act. Humans and animals have equal rights to co-exist on this planet to maintain the ecological balance. Consider yourself as an ardent environmentalist who is involved in the 'Save the Tiger' Campaign. You have been asked to deliver a speech in a seminar related to your campaign and the need for the youth to be involved in such campaigns. Draft your speech appropriately.

**SAMPLE QUESTION PAPER – 2**  
केन्द्रीय विद्यालय संगठन बेंगलुरु सम्भाग  
**KENDRIYA VIDYALAYA SANGATHAN BANGALORE REGION**

CLASS: XII  
SUBJECT: ENGLISH CORE (301)

MAX. MARKS: 80  
TIME: 3 hours

**General Instructions:**

1. 15-minute prior reading time allotted for Question-paper reading.
2. The Question Paper contains THREE sections-READING, WRITING and LITERATURE.
3. Attempt questions based on specific instructions for each part.
4. Write the correct question number in your answer sheet to indicate the option/s being attempted.
5. Do not exceed the prescribed word limit while answering the questions.

**SECTION A : READING SKILLS (22 marks)**

Reading Comprehension Through Unseen passages

**1. Read the following text.**

12

1. Many of us believe that “small” means “insignificant”. We believe that small actions and choices do not have much impact on our lives. We think that it is only the big things, the big actions and the big decisions that really count. But when you look at the lives of all great people, you will see that they built their character through small decisions, small choices, and small actions that they performed every day. They transformed their lives through a step-by step or day-by-day approach. They nurtured and nourished their good habits and chipped away at their bad habits, one step at a time. It was their small day-to-day decisions that added up to making tremendous difference in the long run. Indeed, in matters of personal growth and character building, there is no such thing as an overnight success.

2. Growth always occurs through a sequential series of stages. There is an organic process to growth. When we look at children growing up, we can see this process at work: the child first learns to crawl, then to stand and walk, and finally to run. The same is true in the natural world. The soil must first be tilled, and then the seed must be sowed. Next, it must be nurtured with enough water and sunlight, and only then will it grow, bear fruit, and finally ripen and be ready to eat.

3. Gandhi understood this organic process and used this universal law of nature to his benefit. Gandhi grew in small ways, in his day-to-day affairs. He did not wake up one day and found himself to be the “Mahatma”. In fact, there was nothing much in his early life that showed signs of greatness. But from his mid-twenties onwards, he deliberately and

consistently attempted to change himself, reform himself and grow in some small way every day. Day by day, hour by hour, he risked failure, experimented, and learnt from mistakes. In small and large situations alike, he took up rather than avoided responsibility.

4. People have always marvelled at the effortless way in which Gandhi could accomplish the most difficult tasks. He displayed great deal of self-mastery and discipline that was amazing. These things did not come easily to him. Years of practice and disciplined training went on to make his successes possible. Very few saw his struggles, fears, doubts and anxieties, or his inner efforts to overcome them. They saw the victory, but not the struggle.

5. This is a common factor in the lives of all great people: they exercised their freedoms and choices in small ways that made a great impact on their lives and their environment. Each of their small decisions and actions added up to have a profound impact in the long run. By understanding this principle, we can move forward, with confidence, in the direction of our dreams. Often when our “ideal goal” looks too far from us, we become easily discouraged, disheartened and pessimistic. However, when we choose to grow in small ways, taking small steps one at a time, performing it becomes easy.

**Answer the following questions based on the passage above**

- |             |  |   |
|-------------|--|---|
| <b>I</b>    | The main idea in the first paragraph is that.  | 1 |
|             | a. Big things, big actions and big decisions make a person great.                      |   |
|             | b. Small actions and decisions are important in one’s life.                            |   |
|             | c. Overnight success is possible for all of us.  |   |
|             | d. Personal changes are not important  |   |
| <b>ii</b>   | What does the writer mean by saying ‘chipped away at their bad habits’?                | 1 |
|             | a. Completely gave up bad habits.  |   |
|             | b. Slowly produced bad habits  |   |
|             | c. Gradually gave up bad habits.   |   |
|             | d. Ignored bad habits  |   |
| <b>iii</b>  | Which of the following statements is true in the context of the third paragraph?       | 1 |
|             | a. Gandhi became great overnight.  |   |
|             | b. Gandhi showed signs of greatness in childhood itself.                               |   |
|             | c. Every day Gandhi made efforts to change himself in some small way.                  |   |
|             | d. Gandhi never made mistakes  |   |
| <b>iv.</b>  | What is done by great people to transform their lives?                                 | 1 |
|             | a. They approach life on a day-by-day basis.   |   |
|             | b. They build character in small ways.   |   |
|             | c. They believe in performing every day.   |   |
|             | d. All of these  |   |
| <b>V</b>    | Find out the word which is opposite of ‘shallow’ or ‘superficial’. (Para 5)            | 1 |
| <b>vi</b>   | How did Gandhi demonstrate the sequential nature of growth? (30- 40 words)             | 2 |
| <b>vii</b>  | How do small actions and choices impact our lives?                                     | 1 |
| <b>viii</b> | How can we achieve our ‘ideal goals’?  | 2 |
| <b>Ix</b>   | State your understanding of the ‘universal law of nature’ with example, in 30-40 words | 2 |

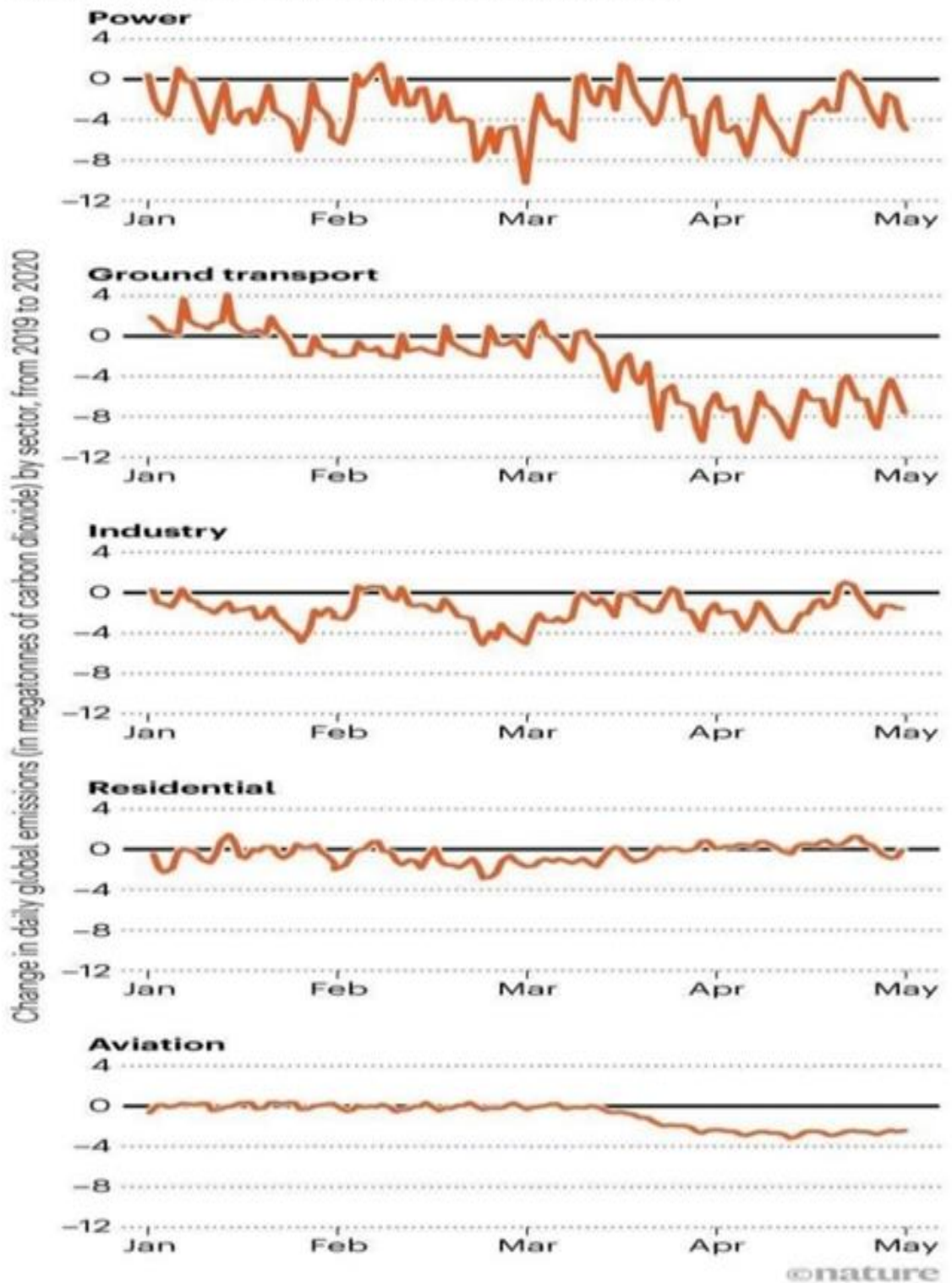
## 2. Read the following text:

10

1. The international response to the corona virus pandemic had towards mid 2020 slashed global carbon emissions by more than 8%, according to detailed estimates from a pair of independent research teams. That's roughly three times the annual emissions of Italy. But energy consumption was already rebounding in China and elsewhere, and the pandemic could register as little more than a blip in the climate system as government-imposed lockdowns come to an end.
2. Most reporting on carbon emissions takes place annually, but the unprecedented social and economic shock brought about by the pandemic had spurred interest in tracking energy and emissions trends in real time. Pulling information from a variety of sources—including energy and weather reports, satellite-based observations and traffic data collected by vehicle navigation systems in more than 400 cities around the world — two international teams provided the first estimates of how carbon emissions were changing daily across the globe.
3. “The question was in the air,” says Corinne Le Quéré, a climate scientist at the University of East Anglia in Norwich, UK, and lead author of one study, published on 19 May in *Nature Climate Change*. “We developed two different methods, so it's quite encouraging to see that our results are comparable.” Le Quéré's team compiled information on daily emissions from different sectors in a variety of cities, regions and countries, and then analysed the measures taken by governments to control the spread of corona virus.
4. On the basis that these measures were to be relaxed over the course of the year, the team projected that the cumulative global emissions for 2020 could drop by anything from 4 –7%, which would represent the largest drop since the Second World War. “We've never seen anything like this,” LeQuéré says.
5. Lockdowns in China helped to maintain lower emission levels in the country, accounting for a 10% reduction until the end of March 2020 compared with year 2019. As economic activity picked up in China, other countries went into lockdown mode, depressing global emissions throughout April 2020.
6. The aviation industry experienced a dramatic decline, with emissions falling by more than 21% in the first four months of the year, but the largest emission reductions in absolute numbers were in the electric power and ground transport sectors

## ROADS AND POWER

Emissions reductions across the world were dominated by declines in vehicle and electricity use.



**Answer the following questions based on the passage above**

- i.** Select the correct inference with reference to the impact of the pandemic on climate 1
- a. impact on climate is negligible
  - b. impact on climate is prominent
  - c. emissions across the globe never changed
  - d. there was no impact
- ii.** Select the central idea of the paragraph. 1
- a. the global threat of Corona Virus
  - b. global warming trends
  - c. decline in power consumption.
  - d. the pandemic slashed carbon emissions
- iii.** Select the option that displays the true statement with reference to Figure (1) 1
- a. power sector touched the lowest level of emission.
  - b. residential and aviation sectors touched lowest emission levels.
  - c. industrial sector dipped to the lowest emission level.
  - d. ground transport and power sectors hit the lowest mark of emission.
- iv.** The phrase ‘the question was in the air’ implies that ..... 1
- v.** Enlist the sources that acted as the basis for carbon emission studies 2
- vi.** **Select the option that displays the correct cause-effect relationship.** 1
- a. Cause-Governments across the world over took measures to combat corona virus Effect - There was reduction in carbon emissions from various sectors
  - b. Cause - The measures were to be relaxed over the course of the year Effect – projected drop by 4-7%in 2020
  - c. Cause–Economic activity picked up in China Effect – Other countries went into lockdown mode
  - d. Both options A and C
- vii.** The survey projected that the cumulative drop in emissions for 2020 would be a. 4% - 7% 1
- b. the utmost since world-war II
  - c. both A and B
  - d. none of the options
- viii** What method did Le Qure adopt for her studies? 2

**SECTION B: CREATIVE WRITING SKILLS (18 marks)**

- 3.** **Attempt ANY ONE of two, in about 50 words:** 4

**A.** You are Radha/Rohan, Secretary of the Arts Club of Vidyanjali Public School, Bengaluru. The club has decided to start a music band. Draft a notice informing children about the same and asking the interested ones to appear for an audition. Invent necessary details.

**OR**

**B.** Water supply will be suspended for eight hours (10 am to 6 pm) on 6th of March for cleaning of the water tank. Write a notice in about 50 words, advising the residents to store water for a day. You are Karan Kumar/Karuna Bajaj, Secretary, Janata Group Housing Society, Palam Vihar, Kurnool.

**4. Attempt ANY ONE of two, in about 50 words:**

4

- A. A You are the Student Head, Cultural Affairs, at M.K. Sr. Sec. School. Your school is organising a 2-day Yoga camp over the weekend, for parents of the school students. Create an invitation, inviting the school parents for this Yoga camp. Share information about the camp organisers and include other necessary details.**

**OR**

- B. You are Mamta/ Mohan. You have been invited by the Pegasus Club, New Delhi to be one of the judges for an Elocution Competition for school children. But due to a previous engagement, you cannot accept this invitation. Write a formal reply to the President of the Club regretting your inability to accept the invitation.**

**5. Attempt ANY ONE of two, in about 120-150 words:**

5

- A. With the technological explosion, we notice that cyber crimes have increased considerably. As a concerned citizen, write a letter to the editor of the Deccan Herald, Hyderabad pointing out the issue and suggesting measures to prevent such happenings. You are Devi/Dev Verma 103, New Ray Apartment, High Court Road, Hyderabad. The given cues may be used to compose the letter**
- Daily reports of cyber crimes in news paper
  - various means of cyber frauds - lack of awareness in people
  - Measures to prevent - Efforts to create awareness of Cyber safety
- Examples of cyber safety tips.

**OR**

- B. Bal Vidya Public School, Bellary, urgently requires a post-graduate teacher to teach Social Science for which they placed an advertisement in 'The Indian Express'. You are Kruthi / Karthik from 19, Vasant Marg, Bellary. Draft a letter including a CV, applying for the advertised post.**

**6. Attempt ANY ONE of two, in about 120-150 words:**

- A. The untimely rains, flash floods, deluge, severe draughts, are all signalling a bleak future to the planet. As a responsible citizen you are really concerned about the visible proof of climatic change. Write an article to be published in a leading daily in about 150 words discussing the issue and suggesting solutions. Use the given cues with your own ideas to compose this article**
- The Issue**
- Impact of human activities like deforestation, burning of fossil fuel
  - global warming at alarming condition resulting in climatic changes
  - catastrophies - affecting all areas of life - food production, global economies

**Solutions**

- Be responsible and respectful towards environment
- reduce carbon emission

**OR**

- B.** An exhibition titled ‘75 Golden Years of Independence’, was hosted by Army Public School, Trivandrum under the banner of Azadi Ka Amrut Mahotsav. Write a report covering this event in about 120-150 words to be published in a leading daily. You are Suman, Special Correspondent. You may make use of the outline cues.
- Purpose of the celebration - date & venue
  - Chief guest- inaugural ceremony, words of the Chief Guest
  - arrangement of exhibits - categories, types of exhibits - visited by - Opinion of visitors.

### SECTION C:

#### LITERATURE TEXTBOOK AND SUPPLEMENTARY READING TEXT (40 MARKS)

- 7. Read the given extracts and answer the questions for ANY ONE of the two, given.** 6
- A.** *And such too is the grandeur of the dooms  
We have imagined for the mighty dead;  
All lovely tales that we have heard or read:  
An endless fountain of immortal drink,  
Pouring unto us from the heaven's brink.  
(A Thing of Beauty)*
- I Which of the following themes is best represented in the given extract?** 1
- A. The beauty of nature
  - B. The power of imagination
  - C. The immortality of art and literature
  - D. The inevitability of death
- ii State whether the given statement is TRUE or FALSE, with reference to the extract.** 1
- By referring to the dead as "mighty", the poet emphasizes their importance and the power they exerted on the people.
- iii Complete the sentence appropriately.** 1
- The "endless fountain of immortal drink" is an apt analogy for the tales of the mighty dead because \_\_\_\_.
- Iv** The use of the word "brink" in the extract suggests that the immortality that is being poured onto us is on the verge of overflowing. This creates a powerful image of \_\_\_\_\_. 1
- V** Based on the poem rhyme scheme, evident in lines 2-5, of the given extract, which word would rhyme with line 1? 1
- 1.thinks 2. tombs3.things**
- Vi** Select the option that is NOT true about the lack of punctuation at the end of line 1 in the extract. 1
- A. Creates a sense of continuity and flow that connects the line with the second line.
  - B. Encourages the reader to continue reading seamlessly without any pause.



- C. Creates a sense of anticipation and expectation for the reader.
- D. Encourages the revisit to the ideas in the preceding lines.

**OR**

- B. ...I looked again at  
her, wan, pale  
as a late winter's moon and felt  
that old  
familiar ache, my childhood's fear,  
but all I said was, see you soon, Amma,  
all I did was smile and smile  
and smile.....  
(*My mother at Sixty-six*)
- I What is the speaker's emotional state when looking at her mother? 1
- A. Confused and disoriented
  - B. Nostalgic and longing
  - C. Empathetic and understanding
  - D. Fearful and apprehensive
- ii What does the use of the word "but" at the beginning of the line, 'but all I said..', suggest? 1
- iii Select the word that WILL NOT complete the sentence appropriately. 1  
The description of the mother as "wan, pale / as a late winter's moon" creates a vivid image of \_\_\_\_\_.  
  - A. vulnerability
  - B. sensitivity
  - C. frailty
  - D. mortality
- iv State whether the given statement is TRUE or FALSE. 1  
The poetic device used in the line, 'pale as a winter's moon' is the same as the one used in the line, 'the winter wind wistfully wailed at night'.
- v What message do these lines highlight, in the context of familial relationships, and the speaker's sense of anxiety and fear at the prospect of losing her mother? 1
- vi Complete the sentence appropriately. 1  
The repetition of the word, 'smile' suggests that \_\_\_\_.
- 8. Read the given extracts and answer the questions for ANY ONE of the two, given.** 4
- A.** *Students on Ice, the programme I was working with on the Shokalskiy, aims to do exactly this by taking high school students to the ends of the world and providing them with inspiring educational opportunities which will help them foster a new understanding and respect for our planet. It's been in operation for six years now, headed by Canadian Geoff Green, who got tired of carting celebrities and retired, rich, curiosity-seekers who could only 'give' back in a limited way. With Students on Ice, he offers the future generation of policymakers a life-changing experience at an age when they're ready to absorb, learn, and most importantly, act.*
- i.** The writer refers to the educational opportunities as 'inspiring' because..... 1
- ii.** Which of the following would NOT be a 'life changing experience'? 1
- A. Being given a lead role in a play.
  - B. Going on an adventure trip.
  - C. Playing a video game.

- D. Meeting a great leader whom you admire.
- iii. Why does the writer refer to 'act' as more important than 'absorb' or 'learn'? 1
- iv. The rich curiosity seekers failed to fulfil Geoff Green's objective as ... 1

**OR**

- B. In other words, the Tiger King is dead.  
The manner of his death is a matter of extraordinary interest. It can be revealed only at the end of the tale. The most fantastic aspect of his demise was that as soon as he was born, astrologers had foretold that one day the Tiger King would actually have to die.  
"The child will grow up to become the warrior of warriors, hero of heroes, champion of champions. But..." they bit their lips and swallowed hard. When compelled to continue, the astrologers came out with it. "This is a secret which should not be revealed at all. And yet we are forced to speak out. The child born under this star will one day have to meet its death."  
(*The Tiger King*)
- i Complete the sentence appropriately. 1  
The author's purpose in using foreshadowing, is to .
- ii In the given extract, what emotion were the astrologers feeling when they "bit their lips and swallowed hard"? 1
- A. Humiliation  
B. Disbelief  
C. Grief  
D. Unease

\*\*\*\*\*

**SAMPLE QUESTION PAPER – 3**

**केंद्रीय विद्यालय संगठन बेंगलुरु संभाग**

**KENDRIYA VIDYALAYA SANGATHAN, BENGALURU REGION**

**Class: XII**

**Maximum Marks: 80**

**Subject: English Core (301)**

**Time : 3 hrs.**

**General Instructions**

1. The Question Paper contains THREE sections-READING, WRITING and LITERATURE.
2. Attempt questions based on specific instructions for each part.

**Section A: READING SKILLS (22 marks)**

1 Read the following text.

12 M

I got posted in Srinagar in the 1980s. Its rugged mountains, gushing rivers and vast meadows reminded me of the landscapes of my native place – the Jibhi Valley in Himachal Pradesh. Unlike Srinagar that saw numerous tourists, Jibhi Valley remained clouded in anonymity. That's when the seed of starting tourism in Jibhi was planted. I decided to leave my service in the Indian Army and follow the urge to return home.

We had two houses – a family house and a traditional house, which we often rented out. I pleaded with my father to ask the tenant to vacate the house so that I could convert it into a guesthouse. When my family finally relented, I renovated the house keeping its originality intact, just adding windows for sunlight.

I still remember the summer of 1992 when I put a signboard outside my first guesthouse in Jibhi Valley! The village residents, however, were sceptical about my success. My business kept growing but it took years for tourism to take off in Jibhi Valley. Things changed significantly after 2008 when the government launched a homestay scheme. People built homestays and with rapid tourism growth, the region changed rapidly. Villages turned into towns with many concrete buildings. Local businesses and tourists continued putting a burden on nature.

Then, with the 2020-21 pandemic and lockdown, tourism came to a complete standstill in Jibhi Valley. Local people, who were employed at over a hundred homestays and guesthouses, returned to their villages. Some went back to farming; some took up pottery and some got involved in government work schemes. Now, all ardently hope that normalcy and tourism will return to the valley soon. In a way, the pandemic has given us an opportunity to introspect, go back to our roots and look for sustainable solutions.

For me, tourism has been my greatest teacher. It brought people from many countries and all states of India to my guesthouse. It gave me exposure to different cultures and countless opportunities to learn new things. Most people who stayed at my guesthouse became my repeat

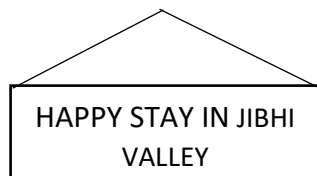
clients and good friends. When I look back, I feel proud, yet humbled at the thought that I was not only able to fulfil my dream despite all the challenges, but also play a role in establishing tourism in the beautiful valley that I call home.

**Answer the following questions based on the passage above.**

- i The scenic beauty of Srinagar makes the writer feel
  - A. awestruck
  - B. nostalgic
  - C. cheerful
  - D. confused
- ii A collocation is a group of words that often occur together. The writer says that Jibhi valley remained clouded in anonymity. Select the word from the options that correctly collocates with *clouded in*.
  - A. disgust
  - B. anger
  - C. doubt
  - D. terror
- iii Select the option that suitably completes the given dialogue as per the context in paragraph II.
 

Father: Are you sure that your plan would work?  
 Writer: I can't say (1) .....  
 Father: That's a lot of uncertainty, isn't it?  
 Writer: (2)..... , father. Please let's do this.

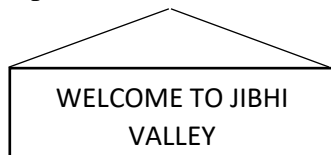
  - A. (1) that I would be able to deal with the funding (2) Well begun is half done
  - B. (1) anything along those lines, as the competition is tough (2) Think before you leap
  - C. (1) that, because it's a question of profit and loss (2) All's well that ends well
  - D. (1) I'm sure, but I can say that I believe in myself (2) Nothing venture nothing win
- iv Which signboard would the writer have chosen for his 1992 undertaking, in Jibhi Valley?



Option 1



Option 2



Option 3



Option 4

- A. Option 1
  - B. Option 2
  - C. Option 3
  - D. Option 4
- v Select the option that clearly indicates the situation before and after 2008, in Jibhi Valley.

	Before 2008	After 2008		Before 2008	After 2008
A	Picturesque landscapes	Construction sites and commerce	B	Zero tourism in the valley	Sceptical villagers
	Before 2008	After 2008		Before 2008	After 2008
C	Buildings and hotels	Profitable ventures	D	Scenic surroundings	Zero tourism in the valley

- vi The writer mentions looking for sustainable solutions. He refers to the need for sustainable solutions because he realises that \_\_\_\_\_
- A. even though all natural ecosystems are essential pillars of resilience, we need to focus on using their resources to address the economic needs of mankind, as a priority.
- B. the exposures to pandemics are a reality and a big threat to the countries across the world.
- C. for an economic recovery to be durable and resilient, a return to ‘business as usual’ and environmentally destructive investment patterns and activities must be avoided.
- D. there is an increasing urgency in the climate movement and the need for collaborative action for the future.
- vii Select the option that lists the customer review for the writer’s project.
- A. Beautiful accommodation in the lap of nature. Luxurious cottage with indoor pool and garden.
- B. Comfortable and peaceful. Neat room with ample sunlight. Pleasant and warm host.
- C. Enjoyed the sprawling suite on the fifth floor. Great view. Professional service.
- D. Remote locale, good food and clean room. Would have loved more natural light, though.
- viii List out the impact of the 2020-21 pandemic and lockdown on tourism in Jibhi Valley . How did the people associated with it cope with the situation?
- ix Which quote summarises the writer’s feelings about the pace of growth of tourism in Jibhi Valley?
- A. We kill all the caterpillars, then complain there are no butterflies. - John Marsden
- B. Nature will give you the best example of life lessons, just open your eyes and see. – Kate Smith
- C. We do not see nature with our eyes, but with our understanding and our hearts. - William Hazlett
- D. I’d rather be in the mountains thinking of God than in church thinking of the mountains. -John Muir
- x How did the author transform their family house into a guesthouse?
- xi Select the option that lists what we can conclude from the text.
- (1) People of Jibhi Valley practiced sustainable tourism.
- (2) The people of Jibhi valley gradually embraced tourism.
- (3) Tourists never revisited Jibhi Valley.
- (4) The writer was an enterprising person.
- A. (1) and (2) are true
- B. (2), (3) and (4) are true
- C. (2) and (4) are true
- D. (1), (3) and (4) are true
2. Read the following text.

The Yerkes-Dodson law is a simple model of the relationship between performance and stress. It was created in 1908 by psychologists Robert Yerkes and John Dodson. It says that stress and performance are positively correlated, but only up to a certain point, after which more stress reduces performance. We like to procrastinate a bit on big projects or tasks. The deadline pressure gets us into a focused state, but if we procrastinate too much, the pressure becomes overwhelming and our performance suffers.

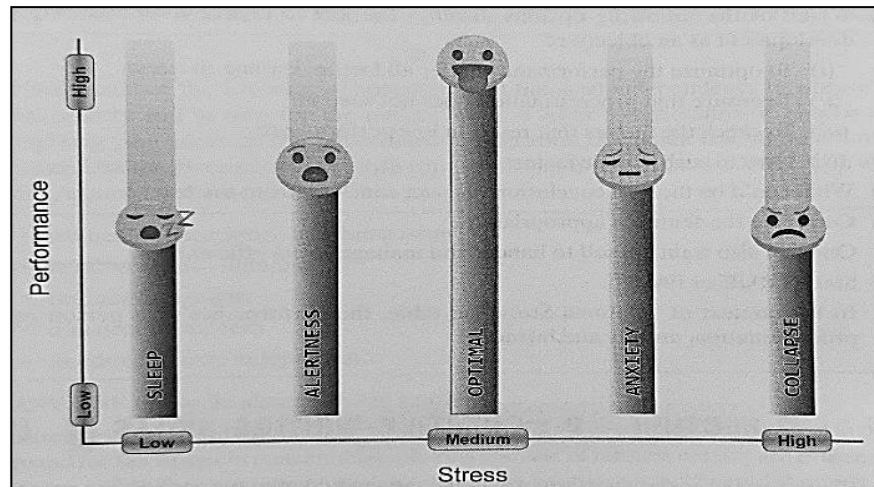
There are effectively three states of stress to be aware of:

**Low Stress:** This state is necessary for recovery, but it is generally not conducive to performance. Working on important tasks while in this state is not ideal.

**Optimal Stress:** It is the "goldilocks" level—just right. When you are in this state, you are well-positioned to work on important tasks.

**High Stress:** This is typically where we see a biological 'fight-or-flight' response. It may lead to a complete shutdown from system overload. Working on important tasks while in this state is not ideal.

As you think about optimising your own performance; mapping your curve is an important first step. For a week, log your levels of stress while completing various activities through an average day, and then log your relative performance. Create a mental map of your curve; develop an awareness of where you are on the curve at any point in time.



When working on important tasks, leverage this awareness to spend more time in an optimal stress state and less time in a low or high-stress state. While the three general states are the same for everyone, the absolute levels of stress that place you into a state can be different. Lewis Hamilton, the renowned racing driver is capable of performing at an optimal level under much higher relative stress than an average knowledge worker. There are genetic factors at play, but you can also train yourself to handle and manage stress more efficiently.

Example: Get into a cold shower or ice bath and see if you can focus on a mental task and perform (math, reciting a poem, etc.) for a fixed period of time. This type of training may slow the decay in your performance—enabling you to perform in a wider variety of situations. Learning to manage stress is the first step. Learning to wield it as a weapon in your personal arsenal is the next step.

**On the basis of the understanding of the passage, the questions that follow.**

- i Infer whether the researchers of the study, in the given passage, have aimed to prove an effective relationship between a person's capacity to perform when under stress, directly or indirectly? Answer in about 40 words.

- ii Focusing on which of the following does the 1908 study attempt to explain a connection between levels of stress and performance?
  - (i) The three states of stress and reason of their effect.
  - (ii) Lessons gained from the instances shared.
  - (iii) Relationship of procrastination and stress.
  - (iv) Managing your mental and physical faculties.
- iii What is the reason for including a simple model of Yerkes-Dodson law (1908)?
- iv Who would be the best trained person as explained in the text?
  - (i) Jaypee can learn to perform according to her stress level.
  - (ii) Leena can train herself to perform accordingly under particular level of stress.
  - (iii) Rajat already knows how to perform accordingly under particular level of stress.
- v Which of the following options displays the key to create a mental map of your curve- development as an objective?
  - (i) To optimize the performance under all factors leading to stress.
  - (ii) To ensure that procrastination does not seep in.
  - (iii) To check the factors that result in low performance.
  - (iv) How to curb genetic factors.
- vi What could be the best conclusion one can draw from the text?
- vii Complete the sentence appropriately.  
One can also train oneself to handle and manage stress efficiently if.....
- viii State TRUE or FALSE.  
In the context of "Optimal Stress" in table, the performance of a person refers to lack of procrastination, anxiety and laziness.

**SECTION B : CREATIVE WRITING SKILLS (18 marks)**

**Note : All details presented in the questions are imaginary and created for assessment purposes**

- 3. Attempt **ANY ONE** of two, in about 50 words. 4
  - A You are Arjun Ram, the Secretary of Residents' Welfare Association, Purva Apartments, Hubli. Recently there has been an increase in the case of kidnappings, especially children. On closer investigation, it has been found that domestic helps or some persons familiar with the family were involved in most cases. Draft a notice to be put up on the notice board of the Society informing the residents about the following:
    - police verification of servants-mandatory- identity cards to be made-register entry of visitors at the gate-installation of CCTV in the premises

OR
  - B Atal Tinkering Lab of your school is organizing a Mini Satellite Designing Competition aimed to motivate the students in understanding and designing small satellites. As Riya/Rayan, the Science Club Captain, draft a notice for students of classes IX-XII to come up with novel ideas and participate in the competition.
- 4. Attempt **ANY ONE** of two, in about 50 words. 4

A You are M K Menon, Librarian at Happy Readers Library, Mysore. Your library is holding a Book Exhibition to attract young readers to the world of books. Draft an invitation to invite the Principal of Excellent Learning Academy as a chief guest.

OR

B You are Rhea Verma. As the principal of a reputed college, you have been invited to inaugurate a Book Exhibition in your neighbouring Library. Draft a reply expressing your inability to attend the event.

5. Attempt **ANY ONE** of two in about 120 – 150 words.

5

A You are Sana/Sahil, residing at 114, Lake View Apartment, Belgaum. You came across the following advertisement in a local newspaper and wish to apply for the position advertised. Write an application along with your resume, expressing your interest in the advertised post.

<p style="text-align: center;"><b><u>Ranco Chemical Industries, Mumbai</u></b></p> <p style="text-align: center;"><b><u>WANTED</u></b></p> <p style="text-align: center;"><b><u>ACCOUNTS OFFICER</u></b></p> <p style="text-align: center;">To manage accounts</p> <p style="text-align: center;"><b>Only Experienced Hands</b></p> <p style="text-align: center;">Skills: Maintaining books of accounts, preparation of balance sheets, etc.</p> <p style="text-align: center;">Please send your resume to Managing Director, RCI, B-12, Pedder Road, Mumbai.</p>
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OR

B The high-pitched sounds caused by human beings and their activities not only threaten the environment but also cause various health issues in animals and humans. Development, urbanization and industrialization undoubtedly bring comfort to our daily lives in many ways. Nevertheless, they also inflate the level of noise pollution in the environment. Write a letter to the editor of a national daily to draw the attention of the general public on the issue highlighting its effects. Suggest some ways to counter the problem. You are Pravan/Priyanka.

6. Attempt **ANY ONE** of two in about 120-150 words.

5

A Students are less aware about courses available after school education and their career options . The need for career counselling cannot be sidelined. Write an article emphasizing the need for career counselling to help students gain exposure to various options and avenues to reach there. Use the given cues along with your own ideas to compose this article. You are Fathima/Faheem.

- Career counselling-must in education-success and contentment-numerous opportunities-various streams-child-free to choose the area of interest

OR

B The 13<sup>th</sup> edition of the prestigious Bangalore Literature Festival was held on December 7th-8th 2023. You were one of the fortunate few to attend the two-day event. Write a report on your visit and your experience at the event to be published in The Sunday Times. You may use the following cues along with your own ideas.

-local, national and international writers- interactive sessions-presentations and readings by authors



**SECTION C : LITERATURE TEXTBOOK**  
**AND SUPPLEMENTARY READING TEXT (40 marks)**

- 7 Read the given extracts and answer the questions for ANY ONE of the two given 6 M
- A. 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(Aunt Jennifer's Tigers)
- i How would you describe Aunt Jennifer based on the above extract? 1  
oppressed and depressed  
malnourished and weak  
(c) aging and having ugly looks  
(d) diseased and sick
- ii Why are Aunt Jennifer's hands fluttering through her wool? 1
- iii Complete the sentence appropriately 1  
*Uncle's wedding band sits heavily on Aunt Jennifer's hand suggests that \_\_\_\_\_*  
She feels burdened in her marriage  
The ring was very heavy in design  
(c)The ring carries the burden of uncle's absence  
(d)The ring symbolizes a deep responsibility
- iv State whether the given statement is TRUE or FALSE. 1  
*' Aunt Jennifer's fingers flutter through her wool because it is a cold weather and she is not perfect in embroidery.'*
- v What do the symbol 'tigers', 'fingers' and 'ring' stand for in the poem? (any 1) 1
- vi Identify the figure of speech in "finger's fluttering". 1
- OR
- B But for some of the money, the cash, whose flow supports  
The flower of cities from sinking and withering faint  
The polished traffic passed with a mind ahead,  
Or if ever aside a moment, then out of sorts  
At having the landscape marred with the artless paint  
Of signs with N turned wrong and S turned wrong
- i Choose the tone of the poet in the given extract 1  
Optimistic  
Resigned  
Sympathetic  
Indifferent
- ii With reference to the given extract, what harm has been caused by the 'artless paint' ? 1
- iii Complete the sentence appropriately . 1  
The city is compared to\_\_\_\_\_.
- iv Complete the analogy with a word from the given extract. 1  
Donate : contribute Dying: \_\_\_\_\_
- v Choose the correct option. 1  
The roadside stand is:  
(a) at the edge of the road

- (b) marred with artless paint
- (c) like the flower of cities
- (d) well maintained

What type of expectations do the stand owners have from the city dwellers? 1

vi

8 Read the given extracts and answer the questions for ANY ONE given. 4 M

A I cried aloud, shaking my head all the while until I felt the cold blades of the scissors against my neck, and heard them gnaw off one of my thick braids. Then I lost my spirit. Since the day I was taken from my mother I had suffered extreme indignities. People had stared at me. I had been tossed about in the air like a wooden puppet. And now my long hair was shingled like a coward's! In my anguish, I moaned for my mother, but no one came to comfort me. Not a soul reasoned quietly with me, as my own mother used to do; for now, I was only one of many little animals driven by a herder.

i Complete the sentence appropriately. 1

The act of cutting the author's hair was a traumatic moment for Zitkala-Sa because

ii The author sums up the agonising experience of cutting of her braids in the words 'Then I lost my spirit.'

Which of the options below explains this statement perfectly well as described in the extract?

Her shingled hair made her feel like a coward.

She felt that she had lost her identity.

It was an act of extreme indignity.

She lost her resolve and determination to fight.

iii Zitkala-Sa mentions '... for now I was only one of many little animals driven by a herder.' What is meant by this statement? 1

iv Which figure of speech exists in the statement- 'I had been tossed about in the air like a wooden puppet'? 1

OR

B. 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. And in 1894, summer evening were twice as long, and people set out on their lawns, the men smoking cigars and talking quietly, the women waving Palm-leaf fans, with the fire-flies all around, in a peaceful world. To be back there with the First World War still 20 years off, and World War II over 40 years in the future.... I wanted two tickets for that.

i Which place is the narrator talking about? 1

ii The society represented in the above extract is \_\_\_\_\_ . 1

iii Why does the narrator wish to visit that place ? 1

iv "Tremendous trees whose branches meet overhead and roof the streets" is not an example of 1

1. imagery 2. metaphor 3. alliteration 4. Anachronism

(a) Options 1 and 2

(b) Options 1 and 3

(c) Options 2 and 3

(d) Options 2 and 4

9 Read the given extracts and answer the questions for ANY ONE of the two given. 6 M

A. Rudyard Kipling expressed an even more condemnatory attitude towards the interviewer. 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.’ Yet Kipling had himself perpetrated such an ‘assault’ on Mark Twain only a few years before. H.G. Wells in an interview in 1894 referred to the ‘Interview ordeal’, but was a fairly frequent interviewee and forty years later found himself interviewing Joseph Stalin. (The Interview)

- i Kipling viewed interviews with  
compassion  
condemnation  
reconciliation  
gratitude 1
- ii Why does Rudyard Kipling describe interview as ‘a crime’? 1
- iii Kipling assaulted \_\_\_\_\_ with an interview. 1  
H.G. Wells  
Joseph Stalin  
T.S.Eliot  
Mark Twain
- iv The word ‘wrecked’ in the extract most nearly means 1  
ravaged  
broken  
annihilated  
ruined
- V Identify the writer who the above extract has been taken from 1  
Mukund Padmanabhan  
H.G.Wells  
Christopher Silvester  
Umberto Eco
- vi H.G. Wells violated his own observation about interview on interviewing \_\_\_\_\_ . 1

OR

- B. Usually when the 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 a Sunday morning. Through the window I saw my classmates, already in their places, and M. Hamel walking up and down with his terrible iron ruler under his arm. I had to open the door and go in before everybody. You can imagine how I blushed and how frightened I was. (The Last Lesson)
- i The narrator feels anxious about entering the classroom because \_\_\_\_\_ 1  
the teacher was in bad mood.  
all the students were looking at him.  
he was late and the classroom was quiet.  
there were villagers sitting at the back of the classroom.
- ii The phrase “as quiet as a Sunday morning” suggests that \_\_\_\_\_. 1
- iii What does the term ‘terrible iron ruler’ indicate about M. Hamel? 1

- iv Find a word in the extract which means the same as ‘chaos.’ 1
- v Which of the following headlines best suggests the central idea of the extract? 1  
 The Fears of a Latecomer  
 The Importance of Punctuality  
 The Rigidity of the School System  
 The Anxiety of a Young Student
- vi How did the narrator plan to get into the class without being noticed that he was late? 1
- 10 Answer ANY FIVE of the following six questions, in about 40-50 words. 5x2=10
- i What does Gandhiji in Indigo refer to as ‘conflicts of duties’?
- ii Why did the iron master compare Edla to a parson?
- iii “It was all much more tempting than the rule for participles.” What did Franz found ‘much more tempting’ . How he reacted to it?
- iv Are Mukund and Eco on the same page when it comes to their views about Eco’s work? How can you substantiate your response with reference to “The Interview”?
- v What is the ‘sadness’ that the poet refers to in the poem?( Keeping Quiet)
- vi How are Aunt Jennifer’s tigers different from her?
- 11 Answer ANY TWO of the following three questions, in about 40-50 words. 2x2=4
- i Mention any 2 unforeseen hurdles the tiger king encountered in the fulfillment of his mission. How did he overcome them?
- ii What kind of relationship did Dr Sadao Hoki share with his father?
- iii Why are the youngsters called the future policy makers of the earth?
- 12 Answer ANY ONE of the following two questions, in about 120-150 words. 5
- A Obstacles determine the quality of life. Sweet are the uses of adversity. Problems are opportunities. Elucidate these sayings taking ideas from the given lines. “Events justified Gandhi’s position. Within a few years, the British planters abandoned their estates , which reverted to the peasants. Indigo sharecropping disappeared.”

OR

B Flamingo introduces you to three instances of suppressed women. Aunt Jennifer is the representative of exploited women in her society. She succumbs to tortures and ordeals. In Lost Spring, women in Mukesh’s family are shown resigned to their fate . In Going Places, Sophie dreams big but cannot choose an option she wants. Do you find such women around you? In the modern century, we boast of development but exploit and ill treat women. Thus, there is a need to empower women. Write your views on the need for empowerment of women in India.

13 Answer ANY ONE of the following two questions, in about 120 – 150 words. 5

A In the lesson ‘ On the Face of It’, both Derry and Mr Lamb are physically impaired and lonely. It is the responsibility of the society to understand and support people with infirmities so that they do not suffer from a sense of alienation. As part of your ALS presentation , your teacher wishes you to address your peers on this topic. Draft your speech on our role in creating a beautiful world with simple acts of kindness, respect and understanding to bring about a change in the lives of such people

OR

B Tom, the POW reaches home safe . He feels blessed and is very grateful to Dr Sadao and his wife for their thoughtfulness, dedication and being compassionate throughout the treatment and till he's sent back home . After reaching home, he writes his thoughts reflecting on how being an enemy Dr Sadao and his wife Hana prove that " The greatness of humanity is not in being human, but in being humane." Imagine yourself as Tom and express these thoughts. You may start with....

Wednesday xx January xxxx

10.30 p.m.

Dear Diary

May God bless Dr Sadao and his family-the angels in human disguise with long life! I owe my life to them....

.....

Good night, Diary

\*\*\*\*\*

**REFERENCE**

CBSE Sample Question Papers  
CBSE Question Bank  
CBSE Previous Year Question Papers

**COURTESY**

Canva  
Poster My Wall  
Cross Word Labs

Both reading and writing are experiences – lifelong – in the course of which we who encounter words used in certain ways are persuaded by them to be brought mind and heart within the presence, the power, of the imagination." – Eudora Welty

Writing and reading decrease our sense of isolation. They deepen and widen and expand our sense of life: They feed the soul.

Anne Lamott

You can always edit a bad page. You can't edit a blank page"

- Jodi Picoult