

अंग्रेजी (केन्द्रिक) English (Core)

कक्षा/Class: XII
2024-25

विद्यार्थी अध्ययन सामग्री
Student Support Material



केन्द्रीय विद्यालय संगठन
Kendriya Vidyalaya Sangathan



संदेश

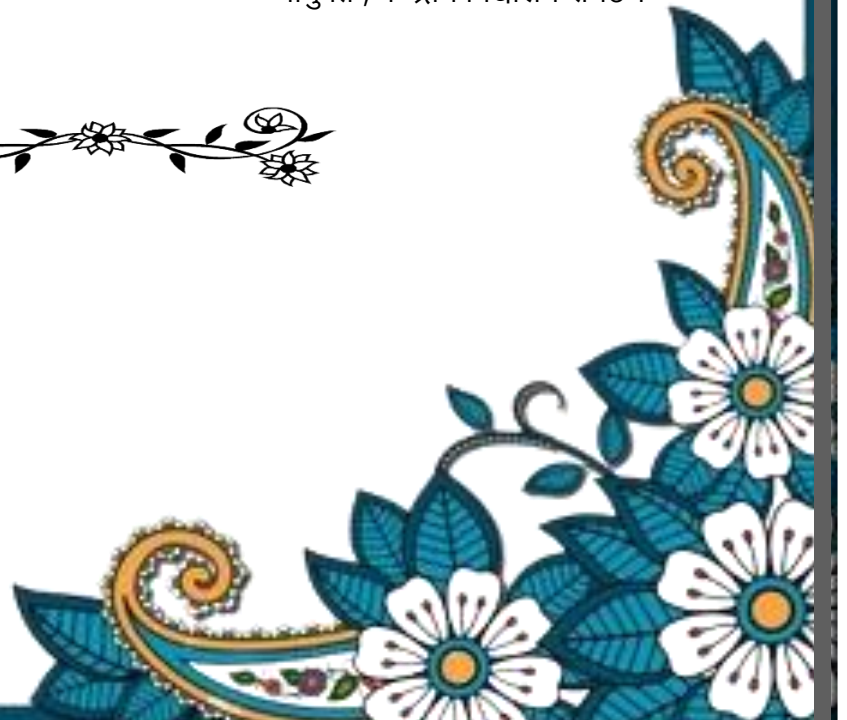
विद्यालयी शिक्षा में शैक्षिक उत्कृष्टता प्राप्त करना केन्द्रीय विद्यालय संगठन की सर्वोच्च वरीयता है। हमारे विद्यार्थी, शिक्षक एवं शैक्षिक नेतृत्व कर्ता निरंतर उन्नति हेतु प्रयासरत रहते हैं। राष्ट्रीय शिक्षा नीति 2020 के संदर्भ में योग्यता आधारित अधिगम एवं मूल्यांकन संबन्धित उद्देश्यों को प्राप्त करना तथा सीबीएसई के दिशा निर्देशों का पालन, वर्तमान में इस प्रयास को और भी चुनौतीपूर्ण बनाता है।

केन्द्रीय विद्यालय संगठन के पांचों **आंचलिक शिक्षा एवं प्रशिक्षण संस्थान** द्वारा संकलित यह 'विद्यार्थी सहायक सामग्री' इसी दिशा में एक आवश्यक कदम है। यह सहायक सामग्री कक्षा 9 से 12 के विद्यार्थियों के लिए सभी महत्वपूर्ण विषयों पर तैयार की गयी है। केन्द्रीय विद्यालय संगठन की 'विद्यार्थी सहायक सामग्री' अपनी गुणवत्ता एवं परीक्षा संबंधी सामग्री-संकलन की विशेषज्ञता के लिए जानी जाती है और अन्य शिक्षण संस्थान भी इसका उपयोग परीक्षा संबंधी पठन सामग्री की तरह करते रहे हैं। शुभ-आशा एवं विश्वास है कि यह सहायक सामग्री विद्यार्थियों की सहयोगी बनकर सतत मार्गदर्शन करते हुए उन्हें सफलता के लक्ष्य तक पहुंचाएगी।

शुभाकांक्षा सहित।

निधि पांडे

आयुक्त, केन्द्रीय विद्यालय संगठन



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ENGLISH CORE CODE NO. 301
CLASS – XII

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, inference and vocabulary. 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 600-750.

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

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

Section C 40 Marks

Literature Text Book and Supplementary Reading Text

This section will have variety of assessment items including Multiple Choice Questions, Objective Type Questions,

Short Answer Type Questions and Long Answer Type Questions to assess comprehension, interpretation, analysis, evaluation and extrapolation beyond the text.

7. One Poetry extract out of two, from the book Flamingo, to assess comprehension, interpretation, analysis, inference and appreciation. (6x1=6 Marks)
8. One Prose extract out of two, from the book Vistas, to assess comprehension, interpretation, analysis, evaluation and appreciation. (4x1=4 Marks)
9. One prose extract out of two from the book Flamingo, to assess comprehension, interpretation, analysis, inference and evaluation. (6x1=6Marks)
10. Short answer type questions (from Prose and Poetry from the book Flamingo), to be answered in 40-50 words each. Questions should elicit inferential responses through critical thinking. Five questions out of the six given, are to be answered. (5x2=10 Marks)
11. Short answer type questions, from Prose (Vistas), to be answered in 40- 50 words each. Questions should elicit inferential responses through critical thinking. Any two out of three questions to be done.
(2x2=4 Marks)

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

13. One Long answer type question, based on the chapters from the book Vistas, to be answered in 120-150 words, to assess global comprehension and extrapolation beyond the text. Questions to provide analytical and evaluative responses using incidents, events, themes, as reference points. Any one out of two questions to be done. (1x5=5 Marks)

Prescribed Books

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

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

(Poetry)

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

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

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

INTERNAL ASSESSMENT

Assessment of Listening Skills - 05 marks.

Assessment of Speaking Skills - 05 Marks

Project Work - 10 Marks

Following learning outcomes for the senior secondary stage developed by the National Council for Educational Research and Training (NCERT) state important knowledge, skills and dispositions students need to attain at the end of an academic year in classes 11 and 12 in the context of learning English.

CLASS 12 LEARNING OUTCOMES FOR ENGLISH

(1) Reads silently with comprehension and to identify the complexity of ideas in an argumentative text; and relates learning with personal, social experiences in writing and speech.

(2) Recites poems, identifies literary devices, and linguistic features, and sings songs with voice modulation, expression, and appropriate body language.

(3) Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)

(4) Writes and narrates, anecdotes, e.g., on celebration of festival, cultural fest in school etc. with appropriate multilingual vocabulary, proverbs grammar, sense and feelings.

(5) Writes reports based on survey conducted e.g., on preparedness of the school for dealing with fire, earthquake, drinking water arrangements, cleanliness etc. Speaks on the suggestions based on the reports.

(6) Listens with concentration/makes notes, on online platform, and follows the etiquettes of meetings/discussions e.g., taking turns, listening to others without interrupting etc.

(7) Develops tools, questionnaires, interview questions for collecting data or to execute interdisciplinary projects stating the purpose, plan, resources, method, findings; draws maps, diagrams, charts, tables for analysing information and preparing reports.

(8) Creates cartoons, brief accounts with humour, wit and satire. Shares and enjoys jokes with peers without hurting the sentiments of particular community, gender etc.

(9) Writes summaries with titles and subtitles on national, international news, editorials; political, economic and sports etc.

(10) Writes formal letters/ applications/ requests, resume etc.: seeking information regarding admission, courses, fees etc. with clarity and precision; and informal letters to friends, relatives using appropriate vocabulary, expressions etc.

(11) Speaks/ reads text with phonological awareness for ensuring comprehensibility. (e.g in the case of silent letters.)

(12) Solves grammar exercises with or without context following the definition and rule of the grammatical item.

(13) Converses using short phrases in c, e.g. you seem... Looks like you've... had a good day... You seem a bit tired what do you think? ...How does that sound? ...That sounds great (Oh) never mind.

(14) Uses ICT for browsing information, reading and writing e.g., develops PPT for presentations, short films with audio on nature, natural resources, art & craft monuments, peace, value, drug abuse, gender, environment, livelihoods of people, children in difficult circumstances etc. in collaboration with peers.

(15) Frames questions for interviews with community members, school staff, and others on issues e.g., health, education and other specific related areas. Converses with farmers, labourers, house helps etc. about their life/ problems etc. and provides help by sharing important government policies, schemes etc. (as read in other subject areas and newspapers).

(16) Speaks on issues related to gender, and transgender with logic, evidence and without any prejudice.

(17) Reads literature from different parts of the world, gives an opinion on the characters, events, traditions and cultural norms of societies; writes with logic, evidence etc. about Indian knowledge, traditions, and practices.

(18) Reads autobiographies and biographies of literary figures, statesmen and other personalities and makes diary entries.

(19) Reads and understands literature depicting, natural calamities, pandemics etc. in terms of medical, geographical contexts, terminology etc.; speaks on scientific facts, and economic issues in simple words using examples from everyday life.

(20) Actively participates; raises queries, notes down contact details etc. during career counselling sessions, speaks with clarity, if in need, to the counsellor.

(21) Writes notices, posters, speech etc. on bullying, ragging and cybercrime; develops multilingual charts, posters on healthy food etc. for school canteen, farewell parties etc.

(22) Peer reviews assignments, reports etc. with developed parameters and without any bias.

(23) Makes journal entries for self-assessment.

(24) Practices yoga, listens to spiritual music for pleasure and mental health and shares experiences in speech and writing.

(25) Share with peers (who are in need) resources, e.g., books, pen drives, stationery, ICT device etc. with humility.

(26) Collaborates with peers for organizing programmes for elderly, disadvantaged, girl child etc.

(27) Visits library for reading, preparing notes, references writing book reviews, etc.; forms book clubs taking guidance from teachers, seniors etc.

(28) Prepares manifesto for school and class election, uses fair means and environment friendly ways during the election.

तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

TEST PAPER DESIGN

Test Paper Design	Marks distribution
Reading Comprehension	20
Creative Writing Skills	20
Literature Textbooks and Supplementary Reading Text	40
Total	80

**Blue-Print
English Core -XII
Maximum Marks- 80**

Typology	Section	Testing Competencies	Objective Type Questions, MCQs, Very Short Answer Type (1 Mark each)	Short Answer Questions (2 Marks each) Word limit 40-50	Short Answer Questions (4 marks each)	Long Answer Question word limit 120-150 (5 marks each)	Total marks
Comprehension	Reading I. Unseen Passage (Factual, descriptive or literary) 2. Case-Based Unseen (Factual) Passage	Conceptual understanding, decoding, analysing, inferring, interpreting, appreciating literary conventions and vocabulary, summarising and using appropriate format/s.	6x1=6 (Descriptive passage) 6x1=6 (Case-Based Passage)	3x2=6 Short answer questions from Descriptive Passage 2x2 =4 Short answer questions from Case-Based Passage			12+10 = 22

Creative Writing Skills	Short Composition 3. Notice 4. Formal/Informal Invitation and Reply Long Composition Letter to the Editor/ Job Application	Conceptual understanding, application of rules, analysis, reasoning, appropriacy of style and tone, using appropriate format and			2x4 = 8 (Short writing task) (01 out of 02 Notices, 01 out of 02 Invitation s/	2x5= 10 (Writing skills) (01 out of 02 letters, 01 out of 02 Article/ Report)	18
	Report/ Article	fluency, inference, analysis, evaluation and creativity.			Replies) (50 words each)	(Word limit 120 – 150 words)	
Literature Textbooks and Supplementary Reading Text (Flamingo and Vistas)		Recalling, reasoning, appreciating literary convention, inference, analysis, and creativity with fluency	(6x1=6 (One Poetry extract out of two from the book 'Flamingo') 4x1=4 (One Prose extract out of two from the book 'Vistas') 6x1=6 (One prose extract out of two from the book 'Flamingo')	5X2=10 05 out of 06 questions from Prose and Poetry – Flamingo 2x2=4 02 out of 03 questions- Vistas		1x5=5 One out of two questions from Prose and Poetry- Flamingo 1x5=5 One out of two questions from Prose- Vistas	40
		TOTAL	38	14	8	20	

READING COMPREHENSION

PASSAGE 1 : Read the following passage carefully and answer the questions that follow: 12 M

- 1) The modern classroom has taken several steps forward in its evolution of the learning environment in the past 25 years. Many of the benefits that we have seen in this setting are due to the introduction of new technology options for students. Instead of having a single computer for a class to use or a laboratory environment for the entire school placed in one room, we can now help students learn at their table or desk with items issued to them directly. Thus, there are quite a lot of advantages of having technology in their classrooms.
- 2) Technology helps children to stay motivated during the learning process. Most students don't like to go to school if they feel like they are wasting time. When there is technology allowed in the classroom, then teachers have an opportunity to let children work at a pace which suits them the best without disturbing others. They can look up additional information about a subject they are learning about that day, play educational games that reinforce the lesson, or work on advanced material using a program.
- 3) Because many of today's technology options allow students to see how well they are doing compared to the average of all users, it gives them a chance to push harder for themselves and their education. Many of the programs that encourage learning also issue rewards or award certificates, which helps to make the lessons fun as well.
- 4) Technology encourages more communication between teachers and parents. When there is technology in the classroom, then there are more opportunities for parents and teachers to connect to each other. Using a blog for the classroom can help parents get to see what their children are learning each day. Apps and software options allow teachers to instantly report on a child's behavior to let parents know in real-time what is happening throughout the day. There are options for chat boxes, instant messaging, and other forms of communication as well.
- 5) Let's not forget about email here either. Since the 1990s when this technology option came into the classroom, it created more reliability in messaging between teachers and parents should there be a need to talk.
- 6) Technology also creates new ways to learn for today's students. There are three critical forms of intelligence that we see in children today: emotional, creative, and instructional. The traditional classroom environment, which typically encourages lecture based lessons, focuses more on the latter option. Standardized tests and similar ranking tools do the same. When children have access to technology today, then those who excel outside of the standard learning setup can still achieve their full potential.
- 7) Technology allows children to embrace their curiosity in multiple ways. They can try new things without embarrassment because their tech access gives them a level of anonymity. This process allows children to work, through trial and error if they wish, to see if a different strategy helps them to learn more effectively.
- 8) It even encourages students to stay engaged with their learning environment. Some children will transform into mentors or leaders in this situation to help their fellow students, but there are many more who disengage because they lack stimulation. By introducing technology to the classroom, there are fewer places where repetitive learning must take place. Teachers can introduce new subjects, try new techniques, or use different projects to encourage ongoing learning, which creates more overall engagement.

Q.1). Technology allows children to embrace their _____ in multiple ways. (1)

- i) intelligence
- ii) hard work
- iii) curiosity
- iv) passion

Q.2. Which of the following is not a method through which technology encourages more communication between teachers and parents? (1)

- i) Apps and software options that allow teachers to instantly report on a child's behavior.
- ii) Usage of a blog for the classroom to help parents get to see what their children are learning each day.
- iii) Communication options such as chat boxes, instant messaging, and other forms of communication.
- iv) Software programs that allow parents to access the child's tech and keep a check on their usage.

Q.3. Which of the following is not something that technology helps a student with in education? (1)

- i) Technology creates new ways to learn for today's student.
- ii) Technology encourages more communication between parents and students.
- iii) Technology helps children to stay motivated during the learning process.
- iv) Technology encourages students to stay engaged with their learning environment.

Q.4. Which of the following is not a way through which technology help children to stay motivated during the learning process? (1)

- i) play educational games that enforce a lesson
- ii) work on advanced material using a program
- iii) look up additional information about a subject they are learning about
- iv) allow them to work on a lesson beyond their curriculum

Q.5. Learning to support others regardless of your current situation to finish their tasks, complete a project and support them can help you cultivate great relationship with your classmates. This is a display of _____ intelligence. (2)

- i) social
- ii) instructional
- iii) creative
- iv) emotional

Q.6. Who is a mentor? (1)

- i) someone who gives someone help and advice related to something
- ii) someone who leads someone to become a better person
- iii) someone who help someone in their time of need
- iv) someone who provides a better learning standard

Q.7. What is the advantage of having a technology that allows students to see how well they are doing compared to the average of other students? (1)

- i) it gives them an opportunity to learn from other students
- ii) it tells how much more hard work is needed to achieve a goal
- iii) it motivates them to seek help where needed to reach the level of others
- iv) it gives them a chance to push harder for themselves and their education

Q.8. Choose an option that makes the correct use of 'stimulation' as used in the passage, to fill in the space. (2)

- i) Babies who sleep with their parents receive much more _____ than babies who sleep in a cot.
- ii) It was known that _____ made the heart to increase its oxygen consumption.
- iii) Near the boundary, the electrical _____ spreading enough to evoke both movements.
- iv) She has a low threshold of boredom and needs the constant _____ of physical activity.

Q. 9. Fill in the blank using the appropriate option:- (1)

The teacher devotes one session to Cooperative Learning because it is one of the most widely researched of _____ processes and there is considerable evidence that it contributes to gains in student learning.

- a) Creative
- b) Emotional
- c) Instructional
- d) Social

Q.10. Choose an option that is clearly a synonym of the word 'engaged'. (1)

- i) immerse
- ii) surrender
- iii) release
- iv) disrupt

PASSAGE 2

Read the following passage carefully and answer the questions that follow:

- 1) What were once upon a time seen in millions throughout the country, are today seen only in certain pockets of India? House sparrows. Why so? Conclusively, there have been no studies to identify the exact cause behind the sudden decrease in their numbers, but studies conducted in Jharkhand, India have pegged the decrease in sparrow count to be an alarming 80%. And lest you may assume, this is not limited to India alone!
- 2) There are a variety of reasons behind the declining sparrow count; with some pointing fingers at the architecture of modern houses which leaves little space for nesting sites. Add to it the decrease in shrub vegetation areas as well and the result is drastic loss in habitat. Excessive use of pesticides in agriculture is another cause, as it causes a decrease in reproductive efficiency of the sparrows by infecting their egg sheaths and its diet, since the chief diet of the sparrows is seeds, cereals and insects which in turn are direct victims of pesticide usage.

- 3) Sparrows are known to be sedentary birds that usually do not prefer undertaking long flights. However, with the advent of mobile telephony and the corresponding erection of mobile towers any and everywhere has made the sparrows an unwitting prey to technology. Mobile towers are known to emit radiation in the frequency of 900 to 1800 MHz which not only harms the thin chick skull and sparrow eggs, but also confuses and disorients the sparrow's navigational skills. Sparrows are rarely, or rather never found in areas having mobile towers.
- 4) The Nature Forever Society (NFS) was founded by an Indian conservationist Mohammed Dilawar. He started his work helping the house sparrows in Nasik. Emphasizing the crying need to conserve house sparrows, Dilawar said, " The indifference caused by the lack of emotional connect has pushed these birds to the edge of extinction."
- 5) The NFS started an international initiative to celebrate World Sparrow Day. This was first celebrated on 20 March 2010. After that, every year this day was celebrated all over the world to raise awareness about house sparrows and other common birds affected by the environment. In 2012, the sparrow was adopted as the state bird of Delhi.

Q.1) Based on the passage above, match column A with column B. there is one extra statement in column B. (1)

Column A	Column B
Paragraph nos.	Central idea
1	i) Predatory tech
2	ii) A resourceful enterprise
3	iii) Recognizing the need
4	iv) A cause for concern
5	v) Purposeful Technocrats
	vi) The grounds for the problem

- a) 1.iv, 2.vi, 3.i, 4.v, 5.ii
- b) 1.iii), 2.ii, 3.iv), 4.v, 5.i
- c) 1.iii, 2.ii, 3.vi, 4.iv, 5.i
- d) 1.iv, 2.vi, 3.i, 4.iii, 5.ii

Q.2) Match the following collective nouns with the animals and then tick the correct option. (1)



1

2

3

4

- i) murder ii) clowder iii) caravan iv) school
- a) 1.i, 2.ii, 3.iii, 4.iv
- b) 1.i, 2.ii, 3.iv, 4.iii
- c) 1.iv, 2.ii, 3.i, 4.iii
- d) 1.iv, 2.iii, 3.ii, 4.i

Q.3 Choose the option that completes the given paragraph by correctly using **five** of the seven phrases from the text:- (2)

- i) crying need, ii) here today, gone tomorrow, iii) pegged the decrease, iv) an unwitting prey,
- v) the advent of, vi) certain pockets, vii) lack of emotional connect.

The small artisans and crafts- persons of India have been_____to industrialization. There are ___in most regional communities that have, for generations, relied solely on weaving, handicrafts, etc. as a primary source of income. So, it is safe to say that there is a _____to now support these artisans especially, in the face of a ready availability of machine- made products, imported items, and a general _____with our own culture. If things continue this way, the future truly looks bleak for our local artisans – they could well be _____.

- a) vi, vii, ii, i, v
- b) iv, vi, i, vii, ii
- c) iii, vii, i, vi, ii
- d) i, vi, ii, vii, iv

Q.4. Based on your reading of the passage, complete this sparrow's plea for survival. (2)

Help please humans!

As you know, we don't like travelling long distances, but we have to because there's been a loss of habitat due to a) decrease in _____, and b) loss of _____. Moreover, c) _____ has made it difficult for us to find food. We request you to make d) _____ for us to stay safe and also put out e) _____ so that we don't go hungry and thirsty.

Record your answers_ a) to e) against the correct question no. on your sheet.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

Q.5. The text states that the World Sparrow Day is celebrated all over the world

i) because _____ ii) in order to _____. (1)

Q.6. The following is today's Delhite's response to the fact that the sparrow was adopted as the state bird of Delhi as far back as 2012.

Rearrange the following words to make sense of the response. (1)

DELHI'S STATE BIRD,/A RARE SPECIES/THAT DESPITE/ IS TODAY, / BEING/ IT IS/
IN THE/ THE HOUSE SPARROW/ IRONICAL, / CAPITAL

Q.7. Complete the following statement by choosing the correct option. (1)

Mohammad Dilawar is a conservationist. Such a person is one who

- a) manages natural habitats including parks, forests and rangelands.
- b) Favours traditional views and values.
- c) Is driven by a set of over- arching beliefs and ideologies.
- d) Advocates for the protection and preservation of the environment and wildlife.

Q.8. Choose the option that is NOT true according to the text. (1)

- a) Sparrows rarely undertake long flights.
- b) The house sparrow is the state bird of Delhi.
- c) Sparrows are often found perching on mobile towers.
- d) Sparrows are now visible only in some pockets in the country.

Q.9. List the possible reasons for the decline in the sparrow population. (1)

- a) _____
- b) _____

Q.10. Pesticides infect the egg sheaths of the sparrows. Based on your understanding of what a 'sheath' is, choose an option which lists the illustration/ image that uses a sheath. (1)



i

ii

iii

iv

- a) Image i)
- b) Image ii)
- c) Image iii)
- d) Image iv)

PASSAGE 3

Read the text carefully and answer the questions:-

1. Ghost nets aren't supernatural, but they are legitimately scary. A ghost net is a fishing net that's been lost or abandoned in the ocean. They are one particularly appalling part of the global ghost fishing problem, which includes fishing gear abandoned in the water. Any net or line left in the ocean can pose a threat to marine life. Just because a net is no longer used by fishers doesn't mean it stops working. These nets continue to trap everything in their path, presenting a major problem for the health of our oceans and marine life.
2. Ghost nets entangle sea turtles, dolphins and porpoises, birds, sharks, seals and more, apart from catching fish. The nets keep animals from moving freely, cause injuries and keep mammals and birds from rising to the surface for air. Since hundreds of animals can be caught in a single net, this threat is monumental. The ghost nets harm coral reefs too- breaking corals, exposing them to disease and even blocking the reefs from needed sunlight.
3. Ghost nets are also a major contributor to the ocean plastics' crisis. Most modern nets are made of nylon or other plastic compounds that can last for centuries. According to a 2018 study in Scientific Reports, ghost nets make up at least 46 percent of the Great Pacific Garbage Patch. Those abandoned fishing lines and nets that do breakdown never go away; they just become smaller pieces of plastic. Marine animals mistake this micro plastic for food and eat it, which can harm internal organs, keep them from eating and expose them to toxic chemicals.
4. Exorcising ghost nets from our oceans will require commitment, cooperation and innovation. Many groups are working to remove ghost nets from the sea and are collaborating with local fishers and governments around the world to identify target areas and remove as many nets as possible. In 2015, a single World Wildlife Fund for Nature (WWF)- led mission in the Baltic Sea hauled up 268 tons of nets, ropes and other materials.

5. To stop these nets becoming ghosts in the first place, conservation organizations advocate of fishing gear that can be traced to its owner so anyone dumping nets can be fined and refundable deposits on nets to encourage returning or recycling rather than littering. Tools like sonar reflectors that can make ghost nets easier to find and working with small scale fisheries to develop more sustainable fishing gear and practices are other suggestions. It is only by attacking this problem from all sides, together with conservation partners, fishers and supporters, can we banish ghost nets and protect our oceans. (437 words)

1) Complete the sentence by choosing an appropriate option. (1)

Ghost nets have been named so because they _____.

- a.) cause much harm to the marine life.
- b.) are functional though not in use by the fishers. are not owned by anyone.
- c.) act as a snare for all animals in oceans.

2) Comment on the writer's reference to the ghost nets in paragraph one, as a health problem for the oceans. (2)

3) List the two ways being entangled in a ghost net is likely to impact a walrus. (Think about the type of animal a walrus is) (2)

4) Select the option that conveys the opposite of 'negligible', from words used in paragraph 2. (1)

- a) Unimpressive
- b) Monumental
- c) Exposing
- d) Threat.

5) The writer would agree with the given statements based on paragraph 3, EXCEPT: (1)

- a) Most ghost nets take a few years to completely disintegrate.
- b) Ghost nets contribute to the Great Pacific Garbage Patch.
- c) Most ghost nets provide nutrition to marine animals upon disintegration.
- d) Ghost nets can curtail freedom of marine animals.

6) Some records share that fishing nets used to be made of common rope using natural fibres, prior to the 1960s. Based on your understanding of paragraph three, list one major advantage that these had over the fishing nets being used in present times. (1)

7) Why is it fair to say that commitment and innovation have to go hand-in-hand to rid the oceans of ghost nets? (1)

8) Complete the given sentence with an appropriate inference, with respect to the following: (1)

The writer quotes the example of the WWF- led mission in the Baltic Sea (paragraph 4), in order to

9) How can the solutions, suggested in paragraph five, best be described? (1)

- a) Practical
- b) Presentable
- c) Popular
- d) Prejudiced

10) Select the most suitable title for the above passage: (1)

- a) The Scary Side of Ghost Nets
- b) Ghost Nets- A Result of Human Dominance
- c) Ghost Nets- A Menace to Marine Life
- d) Ways to Tackle the Problem of Ghost Nets

PASSAGE 4

Read the text carefully and answer the questions:-

1. My dad and I both started playing tennis at the same time in 1967. Though i was small for my age, I was fast on my feet and seemed to have an instinct for where my opponent would hit his next shot. At the age of nine, I put on my white shorts and shirt and started playing in tennis tournaments around the New York area. By the time I was 12, I was No. 7 in the country in the under 12 category. When I was 16, I won my first national singles title. Then, in 1977, as a chubby faced 18 year old with brown ringlets and a red headband, I came out of nowhere to reach the semi-finals at Wimbledon. Though I wouldn't told a soul back then, that's when I realized I had the potential to be the best tennis player in the world.
2. I worked my way up the ranks and by 1979, I was world No.3, hunting down Jimmy Connors and Bjorn Borg. I was winning a lot and I loved it- loved being the lone gun fighter. I won the US Open in both '79 and '80. Then, more and more, the problem became that almost everybody was somebody I shouldn't lose to. There was so much pressure to win in the early rounds of the tournaments and make it to the finals. To conquer the pressure, I tried building defenses that almost nothing (and nobody) could get through.
3. But behind my defenses were some very dark places. There was always a devil inside me that I had to fight against. And that devil was fear of failure. Eventually I had made it to the finals at Wimbledon that year, earning the rematch I'd badly wanted with Borg. Though I had beaten the great, smooth Swede in last year's US Open, Borg had won Wimbledon an incredible five times in a row, including against me. I got off to a sluggish start. I was tight, over impressed with the occasion. Borg won the first set, 6-4. As I loosened up, the match turned into a dog fight. I won a tie breaker in the second set, and the third set was going in that direction too. Underneath my nerves and my certainty that I had to play every point to my utmost, a strange idea was starting to materialize. He's not quite as hungry as last year. This match is mine to take, if I can take it. After that, I knew in my bones that I was going to win, and I did. The final score was 4-6, 7-6, 7- 6, 6-4. When I beat Borg at the US Open a few months later, I officially replaced him as World No. 1. I had thought that No. 2 was a pretty big deal. But No.1 was a very strange place indeed- the peak of the mountain, the icy winds blowing around my head. For four years I was the biggest winner in men's tennis.

1. Choose the most appropriate option: (4x1=4)

According to the passage, at what age, do you think, the narrator started playing tennis?

- a) At the age of 9
 - b) At the age of 11
 - c) At the age of 12
 - d) At the age of 8
2. The narrator won the match because of his _____
 - a) Skills
 - b) Determination
 - c) Consistent practice
 - d) All of the above

3. The top position is called a very strange place because _____
 - a) Of high expectations of the spectators
 - b) Rivals
 - c) Happiness of leading others
 - d) None of the above
4. Answer the following questions briefly: (6x1=6)
 - a) What two distinctive qualities did the author possess at a tender age?
 - b) What did he realize when he reached the Wimbledon semi- finals?
 - c) Why did the Devil 'fear of failure' trouble him?
 - d) What helped McEnroe to win the match against Borg?
 - e) Do you think McEnroe loved being No.1 tennis player?
 - f) Discuss the attributes of John McEnroe briefly.
5. Find words in the passage similar in meaning as: (2x1=2)
 - a) Hidden qualities
 - b) Impossible to believe

PASSAGE 5

Read the passage carefully and answer the questions that follow:

1. Introducing Jonathan, the world's oldest animal on land at 191 years old. Born circa 1832- five years prior to the coronation of Queen Victoria- Jonathan the tortoise is due to turn 191 years in 2023. That makes him the oldest known land animal alive today. This puts him just one year away from the title of oldest chelonian ever, currently held by Tu'iMalila, a radiated tortoise that reached at least 192 years old. She was owned by the royal family of Tonga between 1777 and 1965, and had been presented to them by British Explorer Captain James Cook during his third- and final- Pacific voyage (1776-80).
2. In his lifetime, Jonathan has lived through two world wars, the Russian revolution, eight monarchs on the British throne and 39 U.S. Presidents. His estimated year of birth also predates the release of the Penny Black, the first postage stamp (1840), the building of the first skyscraper (1885) and the completion of the Eiffel Tower (1887)- the tallest iron structure. Other human milestones to have taken place in his long life include the first photograph of a person (1838) and the first powered flight (1903). Now the oldest animal in the world- among terrestrial animals- Jonathan has outlived the oldest person ever by about 65 years. The greatest authenticated age for a human is a 'mere' 122 years 144 days, achieved by Jeanne Calment (1875- 1997) from France.
3. Although originating from Seychelles in the Indian Ocean, Jonathan has resided on the remote island of St Helena in the South Atlantic since 1882. St Helena is perhaps best known for being the final resting place of Napoleon Bonaparte- who was exiled here after his defeat at the Battle of Waterloo in 1815. The banished Emperor and Jonathan would never have met, though, as the former died more than six decades prior to the arrival of this record breaking reptile. When Jonathan was brought to St Helena, he was already fully grown.

4. Based on known data for this species, that would indicate he was about 50 years of age at the time (hence his estimated birth year of 1832 to make him the longest lived animal on land). Jonathan was gifted to the then-governor of the overseas British territory, William Grey- Wilson (in office 1890-97), and he has lived in the governor’s residence ever since. Jonathan’s home is the manicured lawns of ‘ plantation’, a Georgian mansion built by the East India Company in 1791-92. Today he shares the grounds with three other giant tortoises: David, Emma and Fred. (Source: Created by Shivani Mehta, Delhi)

1. The writer of this piece seems to be: (1)

- a) Archeologist
- b) Travel writer
- c) Zoologist
- d) Philanthropist

2. Match the columns with the word meanings: (2)

Word	Meaning
a) Coronation	i) Trimmed
b) Monarch	ii) Bestowal of a crown
c) Authenticated	iii) Hereditary sovereign
d) Manicured	iv) Verified

3) Who am I? With the help of the clues given, identify the person/animal/ place being talked about: (5)

- a) The longest lived tortoise owned by a royal family:
- b) I have lived to see 39 US Presidents:
- c) This island is best known to be the resting place of a French Emperor:
- d) A Georgian Mansion built by the East India Company:
- e) A tiny island in the Indian Ocean, the birth place of Jonathan:

4. Fill in the blanks to complete the human milestone table: (2)

Year	Human Achievement
1840	
	First skyscraper
1878	
	First powered flight

5) Complete the notes made by Sasha to help her talk about Jonathan in class: (2)

THE BICENTENNIAL

1. Claim to fame

1.1 is 191 years old

1.2 _____

1.3 _____

1.4 _____

2. Origin and present home

2.1 _____

2.2 At present resides in St Helena

2.3 _____

PASSAGE 6

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

Every day, we put our trust in computing technology in the financial networks that drive the global economy, the aircraft control systems that guide thousands of flights safely to their destinations, the computers that store our documents at work and at home. Yet most people still do not count on computing the way they rely on electricity or the telephone. Individuals and businesses alike are concerned about the privacy, security and availability of their data, about upgrading their hardware, about how new applications might affect their systems. Until these concerns are addressed, computing's potential to enrich our daily lives will not be fully realized

Right now, we are only scratching the surface of what computing technology can do. Already, networks of smart, connected devices make it possible for us to do business, communicate, learn and be entertained using everything from full featured PCs to smart, handheld devices. And in the years ahead, a combination of inexpensive microchips and smart software will weave computing into almost every part of our lives. The advance of computing technology has in many ways, tracked the growth of electric power more than a century ago. Manufacturing companies were among the first to use electricity, mostly to improve the productivity. However, in the home, it remained a novel luxury. Many people were reluctant to use the new electrical appliances, unsure of their safety and reliability. By the 1930s, however, technology advanced industry safety initiatives and gradual public acceptance led to a rapid increase in electricity use in many countries- the technology was still not fully trustworthy, but it was safe and reliable enough.

Today, the developed world takes electricity for granted. For computers to be taken for granted they must always be available wherever and whenever people need them, they must reliably protect personal information from misuse, give people control over how their data is used and they must be unfailingly secure. We call this concept Trustworthy Computing.

Making Trustworthy Computing a reality is both an immediate challenge and a long-term research goal. Trustworthy Computing technology is far more advanced and used in vastly different ways than, it was in the

mid-20th century. Yet the way we build computers and the way we largely design software and services around those computers, has not really changed much.

Answer the following by choosing the correct option:

1. The examples of computing technology that are put to everyday use do not include: (1)
 - a) Financial network that drive the local economy
 - b) The aircraft control systems that guide thousands of flights safely
 - c) The computers that store our documents at work and at home
 - d) None of the above

2. What can possibly follow the last line of the passage? (1)
 - a) Changes that need to be made to make Trustworthy Computing a reality
 - b) Apologies for the state of affairs and details of research activities that are on
 - c) The legal hurdles that have, to be overcome to enable wider connectivity
 - d) None of the above

3. The writer draws an analogy between public acceptance of computing technology and(1)
 - a) industry initiatives
 - b) manufacturing companies
 - c) electric power
 - d) all of the above

4. The author uses the word 'weave' in the passage to imply _____(2)

5. What made people apprehensive about using new electrical appliances? (2)

6. How according to the author, can the concept of Trustworthy Computing be made a reality? (2)

7. Trustworthy Computing does not include (1)
 - a) availability of computers anytime and anywhere
 - b) securing personal information from misuse
 - c) controlling usage of others data
 - d) reliably protecting personal information

8. The word 'REALIZED' in the passage, means the same as (1)
 - a) not wanting
 - b) accomplished
 - c) unwilling
 - d) trustworthy

9. Which of the following comments, is applicable to trustworthy computing in the present scenario?
(1)

A. The key goal of trust worthy computing isn't to make computing so safe and reliable that people simply take it for granted.

B. Trust takes years to build, seconds to break and forever to repair

C. Trust comes by earning it and not by expecting it

D. The continued increase in deceptive tactics is striking... The number of computers impacted as a result of deceptive tactics has more than tripled.

PASSAGE 7

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

A conservation problem is equally important as that of soil erosion is to loss of soil fertility. Most agriculture was originally supported by the natural fertility of the soil; and, in areas in which soils were deep and rich in minerals, farming could be carried on for many years without the return of any nutrients to the soil other than those supplied through the natural breakdown of plant and animal wastes. In river basins, such as that of the Nile, annual flooding deposited a rich layer of silt over the soil, thus restoring its fertility. In areas of active volcanism, such as Hawaii, soil fertility has been renewed by the periodic deposition of volcanic ash. In other areas, however, natural fertility has been quickly exhausted. This is true of most forest soils, particularly those in the humid tropics. Because continued cropping in such areas caused a rapid decline in fertility and therefore in crop yields, fertility could be restored only by abandoning the areas and allowing the natural vegetation to return. Over a period of time, the soil surface would be rejuvenated by parent materials, new circulation channels would form deep in the soil, and the deposition of forest debris would restore minerals to the top soil. Primitive agriculture in such forests was of shifting nature: areas were cleared of trees and the woody material burned to add ash to the soil; after a few years of farming, the plots would be abandoned and new sites cleared. As long as populations were sparse in relation to the area of forestland, such agriculture methods did little harm. They could not, however, support dense populations or produce large quantities of surplus food.

Starting with the most easily depleted soils, which were also the easiest to farm, the practice of using various fertilizers was developed. The earliest fertilizers were organic manures, but later, larger yields were obtained by adding balanced combinations of those nutrients (e.g. Potassium, nitrogen, phosphorus, and calcium) that crop plants require in greatest quantity. Because high yields are essential, most modern agriculture depends upon the continued addition of chemical fertilizers to the soil. Usually, these substances are added in mineral form, but nitrogen is often added as urea, an organic compound.

Early in agricultural history, it was found that the practice of growing the same crop, year after year in a particular plot of ground not only caused undesirable changes in the physical structure of the soil but also drained the soil of its nutrients. The practice of crop rotation was discovered to be a useful way to maintain the condition of the soil and also to prevent the build-up of those insects and other plant pests that are attracted to a particular kind of crop. In rotation systems, a grain crop is grown in the first year, followed by a leafy vegetable crop in the second year, and the third usually contains legumes as they can restore nitrogen to the soil through the action of the bacteria that live in nodules of their roots.

In irrigation agriculture, in which water is brought in, to supply the needs of the crops in an area with insufficient rainfall, a particular soil management problem that develops is the salinization of the surface soil. This most commonly results from inadequate drainage of the irrigated land; because the water cannot flow freely, it evaporates and the salts dissolved in the water are left on the surface of the soil. Even though the water does not contain a large concentration of dissolved salts, the accumulation over the years can be significant enough to make the soil unsuitable for crop production. Effective drainage solves the problem; in many cases, drainage canals must be constructed and drainage tiles must be laid beneath the surface of the soil. Drainage also requires the availability of an excess of water to flush the salts from the surface of the soil. In certain heavy soils with poor drainage, this problem can be quite severe, for example large areas of formerly irrigated land in the Indus Basin, in the Tigris Euphrates region, in the Nile Basin, and in the Western United States, have been seriously damaged by salinization.

1. Natural fertility exhausts most quickly in -----(1)
 - (a) river valley lands.
 - (b) humid tropical forest lands.
 - (c) volcanic areas.
 - (d) river basins.
2. The areas most prone to heavy salinization are: _____(2)
3. How is crop rotation helpful? (2)
4. Which of the statements is/are not true. (1)
 - i) Volcanic ash maintains soil fertility.
 - ii) Annual flooding decreases soil fertility
 - iii) In forest soils of humid tropics, the fertility decreases with time.
 - iv) Growing different crops always increases soil fertility.
5. The best possible solution for salinization is; (1)
 - a) shifting agriculture
 - b) crop rotation
 - c) drainage system which is effective
 - d) adding manure and fertilizers to the land
6. The best and natural way of supplying Nitrogen to the crop is by: (1)
 - a) adding urea
 - b) adding chemical fertilizers
 - c) planting a pasture crop or legumes
 - d) adding organic manures
 - e)

7. Fertility of soil can be restored by (1)
- a) abandoning the areas and allowing the natural vegetation to return
 - b) rejuvenating the soil surface
 - c) forming new channels deep into the soil
 - d) all of these
8. Why was primitive agriculture less harmful? (2)
9. The word 'rejuvenated' in the passage means: (1)
- a) new energy or vigour
 - b) full of praise
 - c) accumulated
 - d) re-organized

PASSAGE 8

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

Comfortably enclosed in his Rome hotel room, the tourist switches on the console by his bed, and dons a special helmet like headset. He had to drop Paris from his tour programme- but that is no problem. He is about to "take" a personalized tour of the city, walking under the arcade Triomphe, travelling up by lift to the top of the Eiffel Tower and even boating past Notre Dame on the Seine. If the fancy takes him, he can even zoom over the cathedral as if in a helicopter. Half an hour later, he emerges from his helmet-back into the real world of his hotel room.

On board a hunter-killer submarine, the sonar operator is on red alert. An unidentified frigate has been detected and is closing in. The operator, again wearing special helmet-mounted display (HMD) and "tactile feedback gloves", operates the sonar system, tracks the target, and computes a "firing solution" for his weapon- torpedo. He can also "pull up" his periscope and peer over the surface at the vessel closing in. His target "destroyed", the operator removes the helmet, gloves and returns to the peaceful surroundings of the sub. There is no enemy anywhere around, indeed no alert of any kind.

The two scenarios-all of them based on fact- are only a few examples where users have been transported to the new seamless wonder world of virtual reality (VR)-one of the hottest, most ubiquitous chunk of computer technology. Two seemingly divergent interests- the military and entertainment industries have been the most enthusiastic devotees of VR- both for very sensible reasons. Using suitable computer hardware, both are able to put together systems where the user can enter a 3-dimensional space, where he can be tricked into believing he is someplace else, and where his eyes, hands-his very brain seems to interact with a new virtual world.

The applications are endless-limited only by one's imagination. Today teleconferencing - linking up individuals in different countries by TV has become old hat. The "in" thing will be "televirtuality", where participants on different continents can be brought together and will seem to hover in mid air in the same room. It will allow two distant parties, for example to edit a document projected in the air, in front of them, make successive corrections which both can see in real time and to append their signatures to it.

The Virtual Reality Team of Nottingham University, England, has exploited this new technological toy for a worthy educational task. Over 150 kids in town all physically challenged spastics- being trained to associate hand signs with familiar objects, now have the thrill of actually “handling”, even playing with such objects as balls, balloons and other toys.

The entertainment industry has been quick to gallop into the VR arena. Pierce Brosnan and Jenny Wright appeared in a landmark film, “The Lawnmower Man”, where the audience was made to share their experience as they entered a virtual world. Plenty of special effects wizardry was expended in the process.

These products for the geeky minded will inevitably proliferate, but this does not diminish the more serious applications. And none are more serious than defence technologists in the least half a dozen countries, for whom VR spells quantum jump in the realism of simulation. The cost of weapon systems and munitions has soared so rapidly that any simulator based on costly and hitherto esoteric technology like VR will always be cost effective.

Not surprisingly, the U.S. Congress has recently approved \$500 millions in the military research budget for projects, in just two fields- massively parallel programming and VR. And all three service wings have been swift to draw up plans to exploit the technology. Advanced technology submarine warfare displays for the navy; visually coupled aircraft systems simulators for the Air Force and for the Army, VR backed trainers, where the operator can fire a surface-to-air missile or drive a main battle tank across rough terrain in the teeth of enemy fire.

Perhaps it will now be time enough to worry over something that is already bothering the medical profession in the west: going where no man has gone before, software and hardware-wise may be fine: what happens to the “wetware” – the human brain- and are there any long term damages to the human user if he douses himself regularly in the unreal pleasures of VR?

1. What according to the author is the “in” thing about televirtuality? (2)
2. Virtual Reality is useful in training the spastic children in (1)
 - a) touching, feeling and playing with the toys
 - b) learning to read and write
 - c) helps them not to forget that they are spastics
 - d) none of the above
3. Virtual Reality is a blessing to the defence technologists because (1)
 - a) it helps in training the defence personnel
 - b) it's cheaper and safe
 - c) it is non destructive
 - d) all the above
4. Man had not yet completely explored (1)
 - a) software
 - b) hardware
 - c) wetware
 - d) all of the above

5. Read the passage carefully and choose the incorrect statement(s) (1)

- i. Virtual Reality applications are unlimited
 - ii. Tele Virtuality helps in bringing people closer physically in real time.
 - iii. Virtual Reality is a trick played on people making them believe its all true.
 - iv. Medical professionals have proved that the human brain would be damaged with the use of Virtual Reality
- a) i, iii and iv b) ii and iv c) i and iii d) i, ii and iv

6. What may be the possible damages caused to the 'wetware' if one douses in the pleasures of VR? (2)

7. "The military and entertainment industries have been the most enthusiastic devotees of VR- both for very sensible reasons". How? (2)

8. The word 'ubiquitous' in the passage means (1)

- a) omnipotent
- b) omniscient
- c) omnipresent
- d) chronologica

9. Entertainment industry has been using Virtual Reality for (1)

- a) special effects
- b) 3D effects
- c) magic and wizardry
- d) all the above

PASSAGE 9

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

Sherlock Holmes took his bottle from the corner of the mantelpiece and his hypodermic syringe from its neat morocco case. With his long, white, nervous fingers he adjusted the delicate needle, and rolled back his left shirt-cuff. For some little time his eyes rested thoughtfully upon the sinewy forearm and wrist all dotted and scarred with innumerable puncture-marks. Finally he thrust the sharp point home, pressed down the tiny piston, and sank back into the velvet-lined armchair with a long sigh of satisfaction.

Three times a day for many months I had witnessed this performance, but custom had not reconciled my mind to it. On the contrary, from day to day I had become more irritable at the sight, and my conscience swelled nightly within me at the thought that I had lacked the courage to protest. Again and again I had registered a vow that I should deliver my soul upon the subject, but there was that in the cool, nonchalant air of my companion which made him the last man with whom one would care to take anything approaching to a liberty. His great powers, his masterly manner, and the experience which I had had of his many extraordinary qualities, all made me diffident and backward in crossing him.

Yet upon that afternoon, whether it was the Beaune which I had taken with my lunch, or the additional exasperation produced by the extreme deliberation of his manner, I suddenly felt that I could hold out no longer. "Which is it to-day?" I asked, "morphine or cocaine?"

He raised his eyes languidly from the old black letter volume which he had opened. "It is cocaine", he said,— "a seven-per-cent solution. Would you are to try it?"

"No, indeed," I answered, brusquely. "My constitution has not got over the Afghan campaign yet. I cannot afford to throw any extra strain upon it." He smiled at my vehemence. "Perhaps you are right, Watson," he said. "I suppose that its influence is physically a bad one. I find it, however, so transcendently stimulating and clarifying to the mind that its secondary action is a matter of small moment."

"But consider!" I said, earnestly. "Count the cost! Your brain may, as you say, be roused and excited, but it is a pathological and morbid process, which involves increased tissue-change and may at last leave a permanent weakness. Surely the game is hardly worth the candle. Why should you, for a mere passing pleasure, risk the loss of those great powers with which you have been endowed? Remember that I speak not only as one comrade to another, but as a medical man to one for whose constitution he is to some extent answerable."

He did not seem offended. "My mind," he said, "rebels at stagnation. Give me problems, give me work, give me the most abstruse cryptogram or the most intricate analysis, and I am in my own proper atmosphere. I can dispense then with artificial stimulants."

Source: The Sign of the Four

1. What could be the cause of "innumerable puncture marks" on Holmes' forearm? (1)
 - a) He was suffering from a disease
 - b) He had a tattoo on his arm
 - c) He was injecting a drug daily
 - d) Nothing is clearly mentioned

2. What do you understand about the narrator's response to what he saw for many months? (1)
 - a) he was not interested
 - b) he was annoyed
 - c) he was pleased
 - d) he was confused

3. What can we understand about the personality of the narrator's companion? He was (1)

- a) arousing wonder & respect
- b) easygoing
- c) quarrelsome
- d) fun loving

4. 'The game is hardly worth the candle' means (1)

- a) do not play games with a candle
- b) the risk is more than the pleasure
- c) I agree with our view
- d) Cocaine is costlier than a candle

5. What is the profession of Watson? (1)

- a) Writer
- b) detective
- c) engineer
- d) doctor

6. Why did Watson refuse to take cocaine? (2)

7. What is 'a pathological and morbid process' according to Watson? How does it affect human brain? (2)

8. How does Sherlock Holmes react to Watson's advice? (2)

Match the words in column A with their meanings in column B given below: (1)

A

A	Conscience
B	Vehemence
C	Nonchalance
D	Diffidence

B

1	Forceful expression
2	Lack of confidence
3	Knowing good and bad
4	Cool indifference

PASSAGE 10

Q.5. Read the passage given below and answer the questions that follow: (12 Marks)

Speaking of the best diets, we must first distinguish between the earlier food consumption habits of India and the way these have changed now. We should actually celebrate how our food consumption habits used to be – India’s dietary patterns have shown that food was connected to the local eco system. It was ecologically diverse – every part of India celebrated its biodiversity through its food culture. The traditional Indian food habit was possibly the most bio diverse diet of the world. Of course, other diets were similar before they were turned into monoculture diets where everyone eats, rice, wheat and a hamburger. But Indian diets were truly remarkable in how they optimized biodiversity and local ecologies. Individual health, local foods and seasonal factors all came together in our diet. This was intuitive in terms of what works for you because of the environment in which you live. And it was intuitive about your local ecology and the plants and foods grown around you.

The indigenous Indian diet understood that food, built into your day-to-day lives, is one of the most powerful forms of medicine we have. But these systems of belief and practice were disrupted by force of the market. From being a medicine which strengthened us, food has become a marketable commodity now. What you eat at home or learn from your local cuisine is changing because now you are designing your diet based on aspiration, based on what others eat, on what is supposed to be modern and what is easily available – this transmutation is happening because of the power of markets, food companies and food commodification.

Once you were taught about hot foods, cold foods and foods you must eat seasonally. Now, of course, there is nothing called a season because you can get the same food across the whole year. But there was a scientific reason to eat something in a particular season – this was for the goodness food gave you at that time of year. You don’t eat dry fruits in summer, for instance. These are traditionally eaten in winter because of the warmth they give you in colder months.

This science of food, interwoven into the art of diet, is something we grew up with. But we are discounting such indigenous knowledge now because of the signals we get from the outside world, which teaches you that food must be packaged, it must look good (even though it may not be good for you) and it must be addictive.

Food has also come to mean overindulgence – the meat industry now produces unbelievable amounts and does so using a number of chemicals and destroying vast forests. Further, people are now eating so much meat, it is seriously damaging their health. Both our bodies and our environment need us to return to indigenous diets and plant base choices, which are much healthier for us. These will empower us to feed more people from a less degraded earth.

Source – Times of India, 09 Jan 2021

1. Food consumption habits in India over the years (1)

- have changed for the better
- have changed for the worse
- have changed without any impact
- have changed very little

2. The one important feature of food consumption habits in the past was that they (1)

- a) were consistent with biodiversity
- b) were cheap but not nutritious
- c) included many processed food items
- d) had a high meat content

3. Which of the following features is absent in Indian diets? (1)

- a) individual factors
- b) local foods
- c) seasonal factors
- d) high consumption of processed foods

4. Original indigenous Indian diet had (1)

- a) a delicious taste
- b) fried items
- c) a medicinal effect
- d) mostly boiled items

5. One major factor that considerably changed the food consumption habits is (1)

- a) scientific development
- b) force of market
- c) western influence
- d) change of public taste

6. What is the significance of 'The Indigenous Indian Diet'? (2)

7. How does India celebrate its biodiversity through its food culture? (2)

8. "Food has become a marketable commodity now." Do you agree? Why /Why not? (2)

9. Effect of seasons on our food consumption habits is nullified as (1)

- a) climatic pattern has been disturbed
- b) most items are available throughout the year
- c) good rains produce good crops
- d) drought conditions prevail in some parts

तत् त्वं पूषन् अपावृणु
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ANSWER KEY

PASSAGE 1

- Q.1. Ans: iii) curiosity
Q.2. Ans: iv) Software program that allow parents to access the child's tech and keep a check on their usage
Q.3. Ans: ii) Technology encourages more communication between parents and students.
Q.4. Ans: iv) allow them to work on a lesson beyond their curriculum
Q.5. Ans: iv) emotional
Q.6. Ans: i) someone who give someone help or advice related to something
Q.7. Ans: iv) it gives them a chance to push harder for themselves and their education
Q.8. Ans: iv) She has a low threshold of boredom and need the constant _____ of physical activity.
Q.9. Ans: Instructional Q10. Ans: i) immerse

PASSAGE 2

- Q.1. Ans: d) 1.iv, 2.vi, 3.i, 4.iii, 5.ii
Q.2. Ans : (d) 1.iv, 2.iii, 3.ii, 4.i
Q.3. Ans: b) iv, vi, i, vii, ii
Q.4 Ans: a)shrub vegetation, b) nesting sites, c) use of pesticides, d) initiative, e) provision
Q.5. Ans: i) it is the need of the hour and
ii) to raise awareness about house sparrows and other common birds affected by the environment.
Q.6. Ans: It is ironical, that despite the house sparrow being Delhi's state bird is today, a rare species in the capital.
Q.7. d) Advocates for the protection and preservation of the environment and wildlife.
Q.8. Ans: c) Sparrows are often found perching on mobile towers
Q.9. Ans: a) the advent of mobile telephony and the corresponding erection of mobile towers any and everywhere.
b) Excessive use of pesticides in agriculture.
Q.10. Ans: (d) image iv

PASSAGE 3

- 1) C) are not owned by anyone
2) The ghost nets are the reason the marine life is frequently sick. If not addressed, this 'health issue' would soon be chronic.
3) i) entangle and cause injuries.
ii) entangle and prevent resurfacing, leading to death by drowning.
4) B) monumental
5) C) Most ghost nets provide nutrition to marine animals upon disintegration.
6) Used to be bio-degradable/ easily disintegrated, as compared to artificial fibre nets that do not disintegrate.
7) Commitment – This task will require perseverance/ a long time to accomplish Innovation-Creative ideas and strategies would be needed to address this problem

8) Draw attention to the magnitude of the problem

Indicate that governments need to collaborate with such groups for addressing the problem of ghost nets (Any 1 or similar)

9) A). practical

10) C) Ghost Nets- A Menace to Marine Life

PASSAGE 4

1. d) at the age of 8

2. b) determination

3. c) none of the above

4. a) fast on his feet, instinct for where the rival would hit his next shot.

b) he realized that he had the potential to be the best tennis player in the world.

c) the fear of defeat was what troubled him.

d) His assessment of his opponent that he was not quite as hungry as last year helped him to win the match.

e) he worked his utmost to be the no. 1, but he felt it like the peak of a mountain with icy wind blowing around his head.

f) he was a great tennis player. He was hardworking, determined and optimistic. He had the art of overcoming pressure.

5) a) potential

b) incredible

PASSAGE 5

1. C. Zoologist

2. a-ii, b-iii, c-iv, d-i

3. a. Tu'iMalila

b. Jonathan

c. St Helena

d. Plantation

e. Seychelles

4.1840- Penny Black, First Postage Stamp 1885- the first skyscraper

1878- first incandescent light bulb 1903- first powered flight

5) 1.2 one year away from the title of oldest Chelonoian

1.3 has lived through two world wars

1.4 outlived the oldest person by 65 years

2.1 originating from Seychelles

2.3 home is a Georgian Mansion

PASSAGE 6

1. a) Financial network that drive the local economy (1)

2. a) Changes that need to be made to make Trustworthy Computing a reality (1)

3. c) electric power (1)

4. a smooth blend of technology with our daily lives. (2)
5. Many people were reluctant to use the new electrical appliances, unsure of their safety and reliability. (2)
6. Trustworthy computing can be made a reality when computers can be taken for granted, they must always be available wherever and whenever people need them, they must reliably protect personal information from misuse, give people control over how their data is used and they must be unfailingly secure.(2)
7. d) reliably protecting personal information (1)
8. b) accomplished (1)
9. D. The continued increase in deceptive tactics is striking.... The number of computers impacted as a result of deceptive tactics has more than tripled (1)

PASSAGE 7

1. (b) humid tropical forest lands. (1)
2. (d) poor drainage system in heavy soils. (1)
3. ii) preserve soil condition iii) desalinate the soil iv) destroy pests (2)
4. d) ii and iv (1)
5. c) drainage system which is effective (1)
6. d) adding organic manures (1)
7. abandoning the areas and allowing the natural vegetation to return. (2)
8. Primitive agriculture in such forests was of shifting nature: areas were cleared of trees and the woody material burned to add ash to the soil; after a few years of farming, the plots would be abandoned and new sites cleared. As long as populations were sparse in relation to the area of forestland, such agriculture methods did little harm. (2)
9. a) new energy or vigour (1)

PASSAGE 8

1. Today teleconferencing - linking up individuals in different countries by TV has become old hat. The “in” thing will be “televirtuality”, where participants on different continents can be brought together and will seem to hover in mid air in the same room. (2)
2. a) touching, feeling and playing with the toys (1)
3. d) all the above (1)
4. c) wetware (1)
5. b) ii and iv (1)
6. “wetware” – the human brain-and are there any long term damages to the human user if he douses himself regularly in the unreal pleasures of VR. (2)
7. Two seemingly divergent interests- the military and entertainment industries have been the most enthusiastic devotees of VR- both for very sensible reasons. Using suitable computer hardware, both are able to put together systems where the user can enter a 3-dimensional space.(2)
8. c) omnipresent (1)
9. d) all the above (1)

PASSAGE 9

1. c) He was injecting a drug daily
2. b) he was annoyed
3. a) arousing wonder & respect
4. b) the risk is more than the pleasure
5. d) doctor
6. As he was not in the best of health
7. One's brain may be roused and excited, but it is a pathological and morbid process, which involves increased tissue-change and may at last leave a permanent weakness.
8. He admits that its influence is physically a bad one and adds," Give me problems, give me work, give me the most abstruse cryptogram or the most intricate analysis, and I am in my own proper atmosphere. I can dispense then with artificial stimulants."
9. A-3 B – 1 C – 4 D – 2

PASSAGE 10

- 1.b) have changed for the worse
- 2.a) were consistent with biodiversity
- 3.d) high consumption of processed foods
- 4.c) a medicinal effect
- 5.b) force of market
6. The indigenous Indian diet understood that food, built into your day-to-day lives, is one of the most powerful forms of medicine we have.
7. Every part of India celebrated its biodiversity through its food culture. The traditional Indian food habit was possibly the most bio diverse diet of the world. Indian diets were truly remarkable in how they optimized biodiversity and local ecologies. Individual health, local foods and seasonal factors all came together in our diet.
8. Yes. From being a medicine which strengthened us, food has become a marketable commodity now. What you eat at home or learn from your local cuisine is changing because now you are designing your diet based on aspiration, based on what others eat, on what is supposed to be modern and what is easily available. The outside world teaches us that food must be packaged, it must look good and it must be addictive.
9. b) most items are available throughout the year.

CASE BASED PASSAGES

PASSAGE 1 (Solved)

I. Read the passage and answer the questions that follow

(1) The Royal Bengal Tiger is the largest, fiercest, and most powerful member of the Big Cat family in India. Royal Bengal Tigers, also known as Indian Tiger and Bengal Tiger, constitute a large population of the tiger family in the world. It is the National Animal of India and is found mostly in India, China, Bhutan, Bangladesh, and Burma.

(2) The biological name of this Big Cat is *Panthera Tigris*, which comes under the Felidae family under the Mammalia category.

(3) No two Bengal tigers look alike! Every Bengal Tiger has a unique stripe pattern. Their colour ranges from yellow to light orange, with stripes from dark brown to black. Some of the Bengal Tigers are white in colour. The tail is orange in colour with black rings. Unlike the other white tigers that have blue eyes, Bengal tigers have yellow irises. They live for 10 to 15 years.

(4) Being fierce in nature, Royal Bengal Tigers are not very friendly in nature and live a solitary life, except in the winters when they can be seen in a group of 3 or 4. Bengal tigers are fast runners and good swimmers. Tigers attack their prey in a stealth mode. They are usually spotted in swamps, mangroves, and grasslands.

(5) Royal Bengal Tigers have very sharp memories; they never forget the faces. Their memory is sharper than that of humans and other animals.

(6) We can find the largest population of Royal Bengal Tigers in India. As per the latest tiger census report for 2017, there are 3,786 Royal Bengal tigers in India. India has more than 75% of the total tiger population in the world. Along with India, neighbouring countries to India hold a somewhat decent population of the Royal Bengal Tiger in the world. The latest census of the tigers in India and neighbouring countries is shown in the table.

S.No	Name of Country	Minimum	Maximum
1	Bangladesh	300	460
2	Bhutan	80	460
3	China	30	35
4	India	2500	3800
5	Nepal	150	250

(7) To know about the latest tiger population is always the government's concern, as they want to save this majestic animal from getting extinct. India has lost 97% of its Royal Bengal Tiger population in the last century. The main reasons are hunting, poaching, urbanization, habitat loss and illegal wildlife trade. Poaching means to illegally trade the tiger made products like tiger skins, tiger made jewellery, etc. These skin and jewellery are sold for millions in the international market. Poaching has reduced the number of tigers to just 3,800 from 1,00,000 in the starting of the 20th century. (Bigcatsindia.com)

Based on your understanding of the passage, answer the following questions.

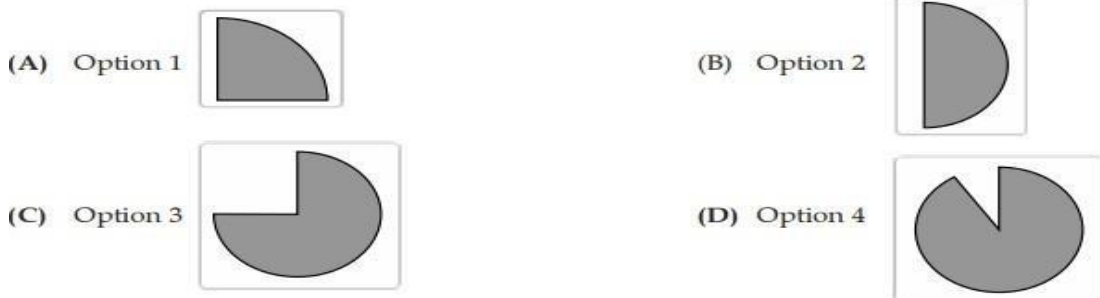
i. The Royal Bengal Tigers called the largest, fiercest, and powerful members of the Big Cat family, because----- (1)

- a) they have the largest population among all big cats
- b) they have unique stripe patterns
- c) of their size, strength, and aggressive nature
- d) they are the national animal of India

ii. What distinguishes Bengal Tigers' appearance from other tigers? (1)

- a) their white coloration with blue eyes
- b) yellow irises and a unique stripe pattern
- c) The black tail with orange rings
- d) the smaller body size compared to other tigers

iii. From the given pictorial representation, choose the option that correctly states the approximate percentage of total tigers in the world which are found in India. (1)



iv. What are the reasons for reduction in the population of the Tigers? (2)

v. In which habitats are Royal Bengal Tigers typically found? (1)

vi. Which pair of countries has approximately same number of maximum tigers? (1)

- (A) Nepal and Bangladesh
- (B) Bhutan and Bangladesh
- (C) China and Nepal
- (D) Bangladesh and India

vii. What is the significance of tiger conservation efforts in India? (2)

viii. **State TRUE or FALSE:** (1)

The Royal Bengal Tiger population in India has increased significantly over the last century.

PASSAGE 2

II. Read the passage and answer the questions that follow

Rural India faces serious shortages of power, water, health facilities, roads, etc. these are known and recognised. However, the role of technology in solving these and other problems is barely acknowledged and the actual availability of technology in rural areas is marginal. The backbone of the rural economy is agriculture which also provides sustenance to over half the country's population. The green revolution of the 1970s was, in fact, powered by the scientific work in various agricultural research Institutions. While some fault the green revolution for excessive exploitation of water and land resources through the overuse of fertilizers, it did bring about a wheat surplus and prosperity in certain pockets of the country. In rural India today, there is a dire inadequacy of both science (i.e. knowledge) and technology (which derives from science and manifests itself in physical form). The scope to apply technology to both farm and nonfarm activities in rural areas is huge, as are the potential benefits.

In fact, crop yields are far lower than what they are on demonstration farms, where science and technology are more fully applied. Technologies that reduce the power consumption of pumps are vital unfortunately; their use is minimal, since agricultural power is free or largely subsidized. Similarly, there is little incentive to optimize water use through technology or otherwise water use, especially in irrigated areas (a third of total arable land), given the water rates. Post harvest technologies for processing and adding value could greatly enhance rural employment and incomes, but at present the deployment of technology is marginal. Cold storage and cold chains for transportation to market are of great importance for many agricultural products particularly, fruits and vegetables but are non-existent. These are clearly technologies with an immediate return on investment, and benefits for all the farmer, the end consumer and the technology provider. However, regulatory and structural barriers are holding back investments. Power is a key requirement in rural areas, for agricultural as well as domestic uses. Technology can provide reliable power at comparatively low cost. In a decentralized manner. However this needs to be upgraded and scaled in a big way, with emphasis on renewable and non-polluting technologies.

Reliable and low cost means of transporting goods and people are an essential need for rural areas. The bullock cart and the tractor-trailer are present vehicles of choice. Surely, technology can provide a better, cheaper and more efficient solution. Information related to commodity prices, agricultural practices, weather etc. is crucial for the farmer. Technology can provide these through mobile phones, which is a proven technology however the challenge of ensuring connectivity remains. Thus there is a pressing need for technology as current economic growth though skewed and iniquitous has created an economically attractive market in rural India.



Based on your understanding of the passage, answer the following questions.

- i. How can we infer that regulatory and structural barriers hinder the deployment of technology in rural India?
(2)
- ii. Why are technologies that reduce power consumption of pumps not widely used in rural India?
(1)
 - a) Lack of knowledge about their existence
 - b) High cost of implementation
 - c) Limited availability of technology in rural areas
 - d) Free or subsidized agricultural power
- iii. State ONE potential benefits of applying technology to both farm and nonfarm activities in rural areas?
(1)
- iv. What is the main challenge in providing information to farmers through mobile phones in rural India?
(1)
 - a) Lack of mobile phone technology
 - b) High cost of mobile phones
 - c) Regulatory and structural barriers
 - d) Limited access to commodity prices

v. What is one technology that is currently non-existent in rural India but is of great importance for transporting agricultural products? (1)

- (a) Cold storage and cold chains
- (b) Mobile phones for information dissemination
- (c) Power-saving pumps for irrigation
- (d) Tractor-trailers for transportation

vi. Why is reliable and low-cost power crucial for rural areas in India? (Any two reasons) (2)

vii. It is challenging to provide information to farmers through mobile phones in rural India because _____ . (1)

viii. STATE TRUE OR FALSE: (1)

Postharvest technologies for processing and adding value are currently deployed extensively in rural India, enhancing rural employment and incomes.

PASSAGE 3

III. Read the passage and answer the questions that follow

1. The idea that coffee is bad for the heart pops up periodically. It was found that regularly drinking very strong coffee could sharply increase cholesterol levels. Researchers even isolated fatlike chemicals, cafestol and kahweol, responsible for the rise.

2. It turned out that the European brewing method—boiling water sits on the coffee grounds for several minutes before straining – produces high concentrations of cafestol and kahweol. By contrast, the filter and percolation methods remove all but a trace of these chemicals. Moreover, the studies involved large amounts of coffee—five to six cups a day. Moderate coffee drinkers down only two cups. Research has also shown that regular, moderate coffee drinking does not dangerously raise blood pressure. And studies have failed to substantiate fears that coffee might trigger abnormal heart rhythms (arrhythmias) in healthy people.

3. “For heart disease, I think the issue is closed,” says Meir Stampfer, an epidemiologist at Harvard who has studied many aspects of coffee and health. “Coffee drinking at reasonable levels is unrelated to heart risk.”

4. Evidence suggests that coffee may help fend off Parkinson’s disease. A 30-year study of 8000 Japanese- American men found that avid coffee drinkers had one-fifth the risk of those who didn’t drink the brew.

5. Scientists at Massachusetts General Hospital, USA, found indirect evidence that Caffeine- the habit forming stimulant in coffee – may actually combat Parkinson’s disease. The caffeine seemed to protect mice brain cells from depletion of the nerve chemical dopamine – the problem underlying Parkinson’s disease in humans. However, these are preliminary findings; human studies have- not consistently supported caffeine’s protective role.

6. The studies on coffee and cancer have focussed on three organs – which is reassuring. You may remember a brief coffee scare in the early 1980s when a single study linked coffee with pancreatic cancer. A false alarm: Many studies since then have shown that the association is either extremely weak or non-existent.

7. If there’s a connection between coffee and bladder cancer, it may apply just to coffee junkies. A reanalysis of ten European studies found an increased risk only among people who drank ten or more cups a day. And studies show that coffee seems to have no adverse influence on the risk of colon cancer.

8. Caffeine is such a powerful stimulant that the International Olympic Committee and the National Collegiate Athletic Association set limits on how much can remain in the blood during competition. In addition to boosting physical endurance, caffeine increases alertness and improves mood. The buzz may come at a price, though. People who drink more than they’re used to may become restless and unable to sleep. Moreover, it’s possible to become physically dependent on caffeine within days.

9. The question now arises: how much to drink? Those with heartburn and anxiety may want to see if cutting back coffee improves their condition. For most people, however, there’s virtually no risk in consuming up to three normal cups a day. Harvard’s Stampfer tries to keep his coffee drinking irregular enough to avoid habituation: “That way, I can get a buzz when I feel like it.”(cbsetuts.com)

Based on your understanding of the passage, answer the following questions:

- i. What can be inferred from the passage about the relationship between coffee drinking and heart disease risk? (2)
- ii. According to the passage, which disease did avid coffee drinkers have a lower risk of? (1)
 - a) Parkinson's disease
 - b) Heart disease
 - c) Pancreatic cancer
 - d) Bladder cancer
- iii. What is the potential health risks associated with drinking very strong coffee? (1)

iv. What do studies suggest about the effect of moderate coffee drinking on blood pressure?

- a) It dangerously raises blood pressure. (1)
- b) It has no effect on blood pressure.
- c) It lowers blood pressure.
- d) It varies depending on the individual.

v. What does the 30-year study of Japanese-American men suggest about coffee and Parkinson's disease? (1)

- a) Coffee drinkers have a higher risk of Parkinson's disease.
- b) Coffee drinkers have a lower risk of Parkinson's disease.
- c) Coffee has no effect on the risk of Parkinson's disease.
- d) The study did not provide conclusive results.

vi. How does the European brewing method differ from the filter and percolation methods in terms of cafestol and kahweol content? (2)

vii. Meir Stampfer, an epidemiologist at Harvard opines that _____ . (1)

viii. STATE TRUE OR FALSE: (1)

The International Olympic Committee and the National Collegiate Athletic Association have set limits on caffeine consumption due to its potential performance-enhancing effects.

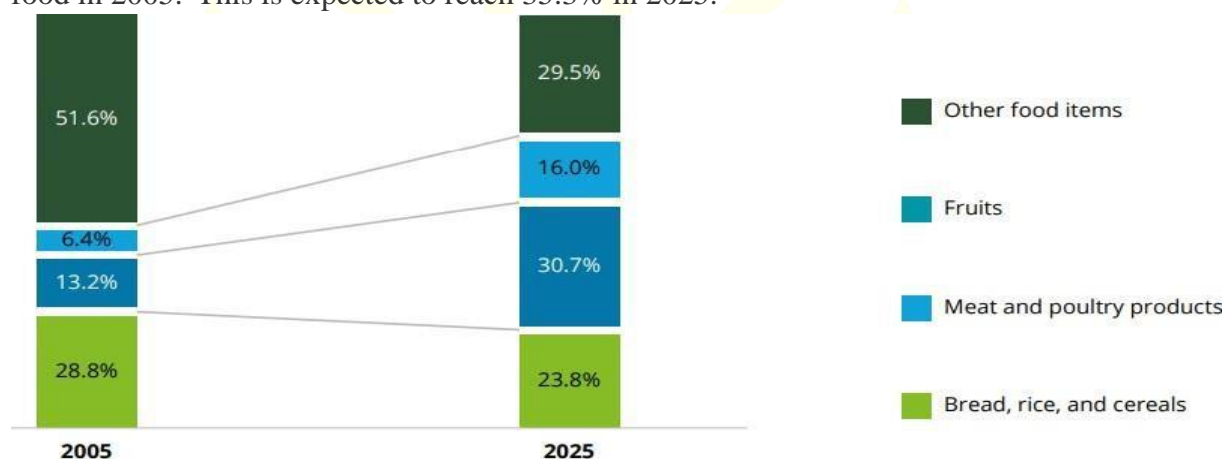
CASE – BASED PASSAGES: (UNSOLVED)

PASSAGE 4

I. Read the passage carefully and answer the questions that follow.

Over the last decade, there has been a tremendous shift in the way Indians have been purchasing and consuming food. Moreover, these trends are quickly moulding the dietary patterns and food habits of a large number of Indians. This can be attributed to intersecting demographic and socio-economic drivers such as rising population, urbanisation, increasing disposable income, changing lifestyles, cross-cultural influences and heightened exposure to social media platforms.

With an expected population growth of 273 million in the next twenty years, India is poised to be home to 1.64 billion people. Middle class households, which drive close to 75% of consumer spending, are expected to increase from the current 50% to 80% by 2030. The average Indian household spent 33.2% of the total household budget on food in 2005. This is expected to reach 35.3% in 2025.



Changing dietary pattern in India ^[3]

Growing wages, leading to more disposable income, are enabling Indians to afford more than basic staples. Traditionally a carb-loving country, India has been leaning more towards meat and protein-rich diets. In fact, meat and poultry is projected to account for 30.7% of the total food spending by 2025, with bread, rich and cereals accounting for 23.8% and fruits accounting for 16% by 2025, meat, poultry and fruits will constitute nearly 50% of the total spending on food. This number was at 20% in 2005.

Put in terms of calorie intake, Indian diets are transitioning from staple foods, such as coarse cereals, to vegetable- and animal – based proteins. They are projected to further diversify nutritionally and include healthy fats, fiber, and antioxidants in their diet. This apparent when one looks at India’s average per capita daily protein consumption. Though India is still below the world average, the protein intake has increased from the 55.3 grams to 63 grams over the last 15 years.

The adoption of online grocery delivery due to increased focus on health aspects and reliance on in - home cooking has increased, with the growth skewed more towards fresh food items. The Gross Merchandise Value (GMV) of fresh food has grown by 144% during the first half of 2020, while staples and Fast- moving Consumer Goods (FMCG) have shown 85% and 62% growth, respectively.

Indian consumers are more mindful of what they eat now. Apart from localized palette preferences, Indian consumers are also considering health quotient of what is on their plates, their sourcing, as well as their impact on the environment. (Adapted excerpt from Future of Food: Innovation in managing demand and supply disruptions, by Deloitte and CII)

Based on your understanding of the passage, answer the following questions.

- i. How has Indian diets transitioned in terms of protein consumption? (2)
- ii. How has India's average per capita daily protein consumption changed over the last 15 years? (1)
- iii. What kind of diversification in eating habits is expected in the near future? (1)
- iv. What factors do the Indian consumers consider when it comes to their food choices? (1)
 - a) Only localized palette preferences
 - b) Only health quotient
 - c) Only sourcing
 - d) Health quotient, sourcing, and impact on the environment
- v. What is one of the main drivers contributing to the shift in food consumption patterns in India? (1)
 - a) Rising population
 - b) Decreasing disposable income
 - c) Decreasing urbanization
 - d) Decreasing exposure to social media platforms
- vi. What percentage of consumer spending in India is driven by middle-class households, and how is it expected to change by 2030? (2)
- vii. Cite one reason behind the shift in Indian dietary pattern. (1)
- viii. State TRUE or FALSE: Indian consumers are only considering their localized palette preferences when it comes to their food choices. (1)

PASSAGE 5 (Unsolved)

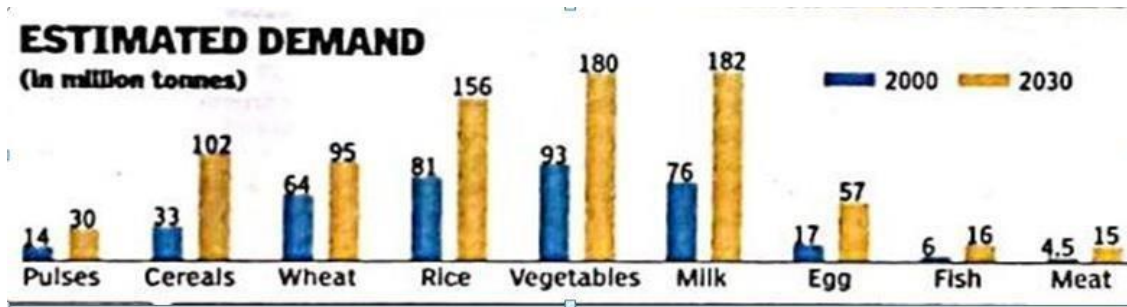
II. Read the passage given below.

(10 Marks)

- a. The future of food is unequivocally digital, and the future of digital is inevitably AI (Artificial Intelligence), research from IT FOR Change had noted in a 2019 paper discussing new technologies in agriculture.
- b. The country, which already accounts for 18% of the global population, has the pressure of feeding that many mouths. According to PMSTIAC, “AI expenditure in India is projected to grow with a CAGR of 39% during 2019-2025 to touch \$11.781 million by 2025.
- c. The Centre puts the value of the Indian Agri-tech market at an estimated \$204 million. Prof. A.K Sood, Principal Advisor to the Government, told TOI: “Private and public institutions must collaborate.”
- d. Output yield estimates and price forecasts will help farmers obtain maximum profits. AI sensors can detect weed affected areas to precisely spray herbicides preventing their over and under-use.
- e. Predictive insights such as timing for sowing for maximum productivity can help farmers reduce impact by weather. Early warnings for droughts in multiple vernacular languages can be done.
- f. AI- driven robots can be used to harvest huge volumes faster; be trained on data for specific crop variety; weather conditions & location, taking into consideration by-products to reduce wastage.
- g. Pointing out that AI cloud computing, satellite imagery and advanced analytics have created an ecosystem for **smart Agriculture**, Manoranjan Mohanty, Scientist G/advisor to the government said, “Agriculture AI applications can communicate **dates**, fertilization based on soil tests, seed treatment, diagnose pest/soil defects and nutrient deficiency etc.”



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AGRI MATRIX

- > India assumes significant importance in terms of acreage of key foodgrains, but productivity is low
- > Contribution percentage of key foodgrains in acreage terms is 15%, production contribution is 8.7%
- > Rice & maize yields are about one-half of the global yield
- > There's scope for increasing productivity through technologies, but fragmented land among other things is a problem

Source: ICAR, PSA'S OFFICE, PwC, FICCI

- > Average landholding size in India is about **1 hectare**
- > About **86%** farmers are small & marginal who cultivate **47%** of India's arable land
- > About **13%** are semi-medium farmers cultivating **43.6%** of the land
- > About **0.9%** large farmers cultivate **9%** of the land

8. Despite all the merits, Risk-aversion and resistance to change, lack of trust in technology and insufficient support of universities and academics in digital agriculture are some of the challenges of an AI Rollout.

Data rights regime, lack of enforcement of data regulations, transparency too needs upgrade. Language barrier, high illiteracy rates, lack of awareness regarding return on investment in AI systems, lack of formal/ informal education in data engineering and infrastructure, are some of the other challenges.

Poor internet connectivity, limited access to cloud-hosted data, erratic electric supply are some of the connectivity issues hampering this revolution. (www.timesofindia.com)

Based on your understanding of the passage, answer the following questions.

i. Does the following statement agree with the information given in bar graph? How? (2)

Estimates show that by 2030, demand for pulses, cereals, rice, eggs, fruits vegetables and milk will be more than twice of what it was in 2000.

- ii. “Agriculture AI applications can communicate dates,...” (para-7) (1)
By ‘dates’, Monaoranjan Mohanty here means the right time of _____.
- (A) rains
 - (B) sowing of seeds
 - (C) using the Internet
 - (d) soil-treatment
- iii. “India assumes significant importance in terms of acreage of key food-grains...” (1)
On the positive side, we can conclude from the above observation that:
- A. India has huge potential for production of food grains
 - B. India’s production of food-grains is grossly low
 - C. India has self-sufficiency in food-grains
 - D. None of the above
- iv. 1. “0.9% of large farmers cultivate 9% of the land.” (1)
2. 86% of the farmers are small who cultivate 47% of the arable land
- On the basis of the above two statistics, it’s clear that:
- A. Most of the farmers in India are rich and affluent
 - B. Many farmers are poor with small land holdings
 - C. Many farmers use AI technology
 - D. Some farmers exploit other farmers
- v. Mention a good use of AI sensors. (1)
- vi. How can AI can help reduce the wastage of crops? (2)
- vii. Harvesting of crops can be done faster with the help of: (1)
- A. Data Engineering
 - B. High speed internet
 - C. AI-driven robots
 - D. Right use of pesticides
- viii. “Risk-aversion and resistance to change” (para-8) in the passage means, farmers are: (1)
- A. Afraid of losing their crops
 - B. Unwilling to obtain higher crop yields
 - C. Scared of investing money in new technology
 - D. Happy earning benefits through traditional methods of farming

PASSAGE 6 (Unsolved)

I. Read the passage and answer the questions that follow.

Human Development Index (HDI) is an index that measures the key dimensions of human development in any country, city or state. The HDI was created to emphasise that people and their capabilities should be the ultimate criteria for assessing the development of a country, not economic growth alone. The human Development Index (HDI) is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and having a decent standard of living.

The health dimension is assessed by life expectancy at birth, the education dimension is measured by mean of years of schooling for adults aged 25 years and more, and expected years of schooling for children of school entering age. The standard of living dimensions is measured by gross national income per capita.

The HDI simplifies and captures only part of what human development entails. It does not reflect on inequalities, poverty, human security, empowerment, etc.

The United Nations Development Programme (UNDP) is the UN's global development network, which works for change and connects countries to scientific and technical knowledge, experience and resources to help people enjoy a better quality of life. Every year, the UNDP publishes a Human Development Report where it compares the different countries based on the general health, education and per capita income among the citizens.

Let's take a look at the UNDP Human Development Report of 2019 and see how India fared compared to its neighbouring countries.

Country	Gross National Income per capita (2018)	Life Expectancy at Birth (2018)	Mean Schooling Years of People Aged 25 and Above (2018)	HDI Rank (2017)
India	6,829	69.4	6.5	129
Pakistan	5,190	67.1	5.2	151
Sri Lanka	11,611	76.8	11.1	72
Bangladesh	4,057	72.3	6.1	136
Nepal	2,748	70.5	4.9	148
Myanmar	5,764	66.9	5.0	146

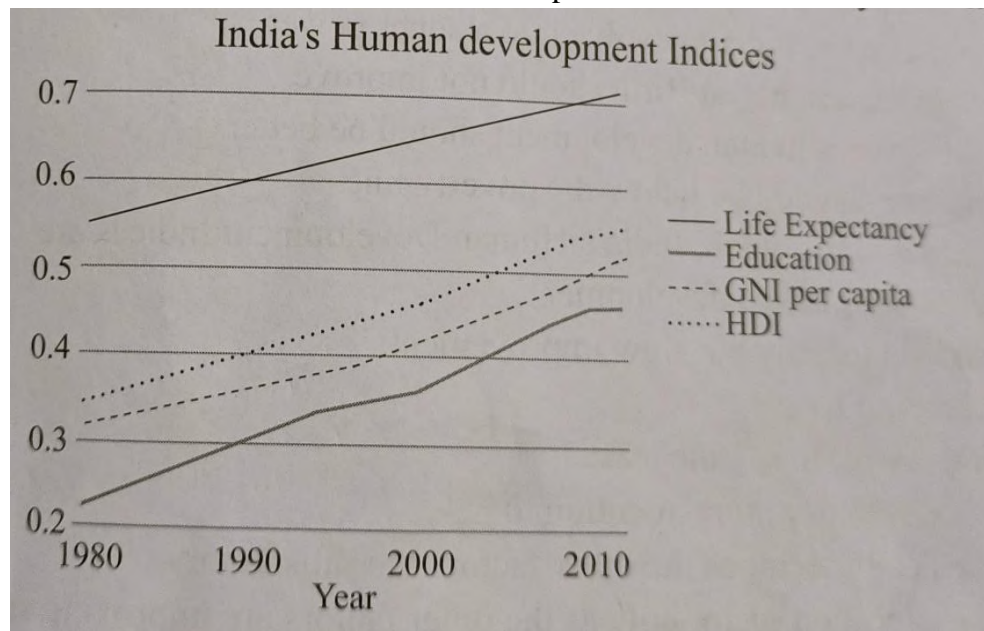
Data of Human Development, 2019 of South Asian Countries

For a country with so many resources and a well-prospering economy, the level of human development is quite low. In 2013, India's Human Development Index value was 0.552, lying in the medium human development category. Over time, India has demonstrated promising signs of improvement. Between 1980 to 2013, India's HDI value went up from 0.345 to 0.552, an increase of 61% and an average annual increase of 1.5%. This means that the country is taking the right steps to tackle poor human development, but it is a very slow rate.

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India's Human development Indices



This graph shows how India's HDI has improved over time, along with how the individual component indices have as well. It is encouraging to see that India has consistently been improving in all areas of human development. Health by far is India's greatest strength, while levels of education and income are lagging behind quite largely. This means that the government needs to direct its attention towards improving levels of individuals income and education more profoundly due to their low quantities. (United Nations Human Development Reports: <https://hdr.undp.org/data-center/human-development-index#/indicies/HDI>)

Based on your understanding of the passage, answer the following questions.

(i) What can be inferred of India's increase in HDI from 1980 to 2013? (2)

(ii) Which of the following statements is supported by the information provided? (1)

- a) The HDI only considers economic growth as a measure of human development.
- b) India's HDI value in 2013 was higher than the global average.
- c) India has shown consistent improvement in its human development over time.
- d) The UNDP's Human Development Report focuses solely on education.

(iii) Why the HDI is considered a summary measure of human development and not a comprehensive indicator. (1)

(iv) Which aspect is NOT reflected by the HDI? (1)
a) Inequalities. b) Poverty. c) Human security. d) Empowerment.

(v) Based on the information provided, which country category did India fall into in 2013? (1)
a) Very high human development.
b) High human development.

III. Medium human development.

IV. Low human development.

(vi) Explain the role of the United Nations Development Programme (UNDP) in promoting human

(vii) India's HDI value increased by an average of 1.5% per year during the period 1980 to 2013, indicating that

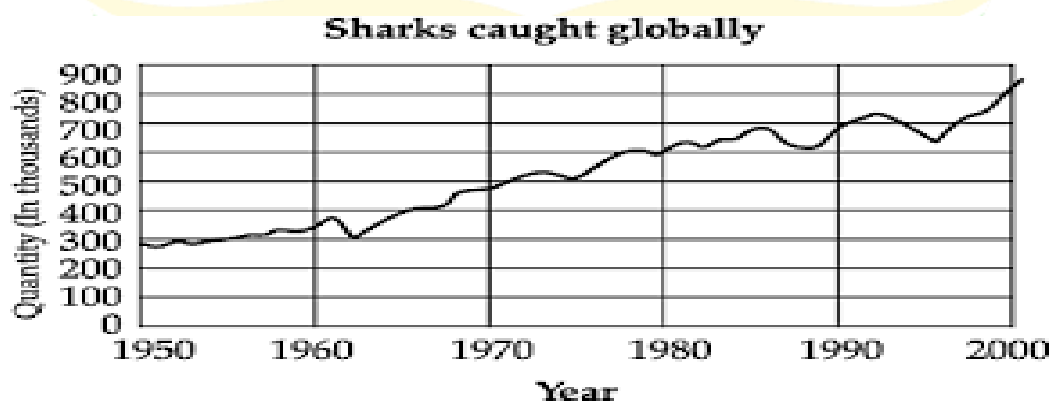
_____ (1)

(viii) The HDI reflects inequalities, poverty, human security, and empowerment. (1)

PASSAGE-7 (Unsolved)

IV. Read the passage and answer the questions that follow

(1) Andy Dehart is a shark expert and TV presenter who lives in the United States of America. He has had a lifelong interest in sharks and is always trying to look for ways to educate the public about them. Many people think that sharks have little or no intelligence, but Andy points out that recent study have shown that many shark species possess powerful problem-solving abilities and social skills. "Sharks do not want to attack humans," he asserts. "There is no shark species that eats humans as part of its regular diet. In most shark attack cases, the shark leaves after realising that it has mistakenly bitten a human and not its intended prey."



(2) In Andy's opinion, all shark fishing should be stopped until the shark populations have had time to grow again. We then need to do a better job of managing the fishing of sharks. However, even if the direct fishing of sharks is stopped, many will still be killed when they are caught up in the nets of boats fishing for other species of fish.

(3) When Andy was a boy, his father worked for a national oceanic organisation, and Andy travelled with him all over the Caribbean. He grew up by the coast and he has been connected with the sea for as long as he can remember. He also lived near one of the best aquariums in America. Andy then went on to build a career working with sharks in an aquarium environment. More recently, he has been involved with television and the making of programmes about the sharks.

4) Andy and his wife had their first child two years ago. They were amused and amazed to see to what extent their work with animals has proved to be useful in bringing up their daughter. They know how to observe her behaviour and teach her how to do things by rewarding her.

(5) Andy loves sharks and is very passionate about their survival and protection. He feels extremely lucky to have had opportunities working at the National Aquarium and the television station which presents the Nature Channel. He never wastes a moment in either place that could be spent educating people about sharks. He does admit that it is probably not possible for everyone to love sharks as he does. However, he does hope to persuade people personally or through the media, to respect sharks and the critical role they play in our environment. His main objective is to keep spreading awareness that sharks are not dangerous man-eaters but essential creatures in our oceans, as they provide ecological balance and help to control other species. (Practiceforeveryone.com)

Based on your understanding of the above passage, answer the questions given below:

- i. How can we infer that sharks can be intelligent? (Answer in about 40 words) (2)
- ii. How did Andy's work help him and his wife when bringing up their daughter? (1)

- (A) They knew how to teach her things by rewarding her.
(B) They taught her by reprimanding her.
(C) They taught her to observe behaviour of others.
(D) Connection of animals to the daughter's keenness

- iii. Why does Andy believe that Sharks only attack humans by mistake? (2)

- iv. Even after the ascending trend, in which year the number of sharks caught show maximum variation? (1)

- (A) 1990-2000 (B) 1970-1980
(C) 1980-1990 (D) 1960-197

- v. How does Andy hope to educate people about sharks? (1)
- vi. Complete the sentence appropriately: (1)

Sharks are indispensable creatures because _____.

- vii. Which word in Para 5 means the opposite of 'safe'? (1)
(A) Critical (B) Objective
(C) Balance (D) None of these

- viii. How does Andy hope to educate people about sharks? (1)
(A) Through his work at the National Aquarium.
(B) Through the media.
(C) Through the Nature Channel.
(D) All of these.

ANSWERS: Passage 1

- i. c) Because of their size, strength, and aggressive nature
ii. b) They have yellow irises and a unique stripe pattern
iii. Option (C) is correct. Explanation: Mentioned in Para 6, more than 75%.
iv. The main reason is hunting, poaching, urbanization, habitat loss and illegal wildlife trade.
v. Royal Bengal Tigers are usually spotted in swamps, mangroves, and grasslands
vi. Option (B) is correct
vii. India has the largest population of Royal Bengal Tigers in the world, and the Indian government is actively involved in tiger conservation to protect the species from extinction.
viii. False

ANSWERS: Passage 2

- i. Regulatory and structural barriers can create obstacles for technology investments in rural India, making it difficult to introduce innovations such as cold storage and cold chains, reliable power solutions, and improved transportation systems. These barriers may include complex bureaucratic procedures, lack of supportive policies, and infrastructure limitations.
ii. d) Free or subsidized agricultural power
iii. Some potential benefits include: increased crop yields, enhanced rural employment and incomes, improved postharvest processing and value addition, efficient transportation, and access to crucial information for farmers. (Any one)
iv. c) Regulatory and structural barriers
v. a) Cold storage and cold chains

- vi. Reliable and low-cost power is essential for rural areas in India as it supports both agricultural activities and domestic needs. It enables efficient irrigation, mechanization of farm operations, access to modern amenities, and overall development of rural communities.
- vii. Network coverage is very limited.
- viii. FALSE

ANSWERS: Passage 3

- i. The passage states that coffee drinking at reasonable levels is unrelated to heart risk, according to Meir Stampfer, an epidemiologist at Harvard who has studied coffee and health. However, it should be noted that this conclusion is based on the studies involving large amounts of coffee (five to six cups a day), and moderate coffee drinkers (two cups) were not found to have increased heart disease risk.
- ii. a) Parkinson's disease
- iii. Drinking very strong coffee can sharply increase cholesterol levels due to the presence of cafestol and kahweol, which are fat-like chemicals. It can also lead to restlessness, sleep disturbances, and physical dependence on caffeine.
- iv. b) It has no effect on blood pressure.
- v. b) Coffee drinkers have a lower risk of Parkinson's disease.
- vi. The European brewing method, which involves boiling water sitting on coffee grounds for several minutes before straining, produces high concentrations of cafestol and kahweol. In contrast, the filter and percolation methods remove most of these chemicals, leaving only a trace amount.
- vii. Coffee drinking at reasonable levels is unrelated to heart risk.
- viii. True

NOTICE WRITING (4 MARKS)

A notice is a formal means of communication. The purpose of a notice is to announce or display information to a specific group of people. Notices are generally meant to be pinned up on specific display boards whether in schools or in public places. Notices issued by the government appear in newspapers.

Format: A notice should be written in the following format:

- the name of the organization issuing the notice
- the title 'NOTICE'
- a heading to introduce the subject of the notice
- the date
- the body of the notice
- the writer's signature, name (in block letters) and designation

	Name of organisation/office issuing the notice
Date	Notice Heading
	Body of the Notice
Signature Name Designation	

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Points to remember:

- A well-written notice must inform the readers about the 5 Ws:
 - What is going to happen, (that is, the event)
 - Where it will take place
 - When it will take place (that is, the date and time)
 - Who can apply or is eligible for it
 - Whom to contact or apply to (that is, the issuing authority)
- Only the most important points should be written.
- A.O.D. – that is, any other detail given in the question.
- One is free to add any relevant information not included in the question.
 - The sentences should be short and grammatically accurate. They should be in the passive voice as far as possible.
- The notice should be presented within a box.
- The word limit for a notice is 40–50 words (only the words in the body of the notice are counted).
- Information given in a notice must be clear and should not cause any misunderstanding or confusion.
 - A notice must be catchy and appealing – it should attract the reader's attention at once.

Sample notices:

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

Residents' Welfare Association
Notice

10 Jan 2023

Holi Fiesta

The Residents' Welfare Association is organising a Holi bash in the colony as per the following details:
Date : 17 February 2023
Time : 9 am to 5 pm
Venue : Green Park Club
The residents are requested to come along with their families and friends and add colour to the rejoicings.

Ravi Kumar
President,
RWA

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

Delhi Public School, New Delhi
Notice

29 October 2023

Meeting of Science Society

On the occasion of National Science and Technology Day, the school has decided to organise a fair. All office bearers are requested to attend a meeting in the School Library on 30 October 2023 at 10 am to discuss the arrangements for the fair.

Vikram Singh
(Secretary, Science Society)

3. You are Parthasarthy Mishra, the Head Boy of St John's High School, Dalhousie. You have been asked to write a notice regarding a sports kit bag found on the school playground. Write the notice in not more than 50 words. Invent necessary details.

St John's High School, Dalhousie

Notice

29 October 2023

Found – A Sports Kit Bag

A sports kit bag was found on the playground on 28 October during the recess period. Anyone who has misplaced a grey sports bag with huge pockets can collect it from the undersigned within two days, that is, by 31 October 2023.

Parthasarthy Mishra
(Head Boy)

QUESTIONS FOR PRACTICE:

Q.1. You are Simar / Smriti of Lotus International School, Jodhpur. Your school has decided to contribute in controlling traffic near your school and requires the names of volunteers from IX to XII. Write a notice to be displayed on the notice board. (50 words)

Q.2. You are Rachael/Rueben, President of the Wellness Cell of your school. You decide to organise a workshop, to raise awareness of the importance of mental health. This workshop would be conducted by the school counsellor. Write a notice in about 50 words, informing the students of class XI-XII about the workshop.

Q.3. You are Joseph Mathew, the President of the school book club. The club is organising a drive for promoting reuse of study materials and books. Draft a notice in about 50 words, for the school notice board, addressing students of classes X-XII, informing them about this drive and urging them to contribute to the endeavour. Mention how the donated books would benefit a charitable cause.

Q.4. As the House Captain of A.B.M Public School, Telangana, draft a notice in not more than 50 words for the school notice board, informing House members from X-XII about the change in topic and submission dates for Round 1 of 'Discovery' - the upcoming Inter House Research-based Paper Presentation Competition. Do not forget to issue an apology for the above. You are Kruthika Reddy.

Q.5. Maruti Public School will be conducting an online course on news reading during the summer vacations for students of Class XI and XII. In this course, students will learn to understand news reports, build the habit of reading the news regularly, and will have a chance to interact with well-known journalists. As Ritwik Sen, Editor of the school magazine, draft a notice in about 50 words for the school notice board, urging students to sign up. Mention any other relevant details required for the notice.

Q.6. The Teen Well-Being Association of your society, Eco Tech World, Sector 13, Chandigarh, will be holding free yoga classes on Sunday mornings, in the common hall. As a member of the association, draft a notice in about 50 words informing the young residents. Mention any other relevant details required for the notice.

Q.7. You are the Anuj/Anu, Secretary of Saket Kunj, Saket, Navi Mumbai, Resident Welfare Association. Write a notice in 50 words to be circulated to all the residents informing them that there will be no water supply in your colony for two days due to necessary repair and maintenance work. Mention dates, and the timings that tankers will be available in the R.W.A. premises.

Invitation and Replies

Invitations are of two kinds:

- Formal → Invitation card/letter → In a fixed format
- Informal → A letter or a note → Free handwriting

To invite someone for an occasion, we use the written form Invitation.

Invitations are generally printed cards through which we invite our guests on some auspicious occasions like wedding, birthday, wedding anniversary, house warming, the inauguration of a shop/factory, etc.

Format of Formal Invitations:

In case of formal invitations, each of the following is written in a separate line with fonts of varying sizes.

- Names of the hosts
- Name of the invitee (in case of a formal letter of invitation)
- Formal phrase of invitation, for example:
Request the pleasure your benign presence/company
Seek your auspicious presence
Solicit your gracious presence on the auspicious occasion
- Date, time and venue of the event
- Occasion/ reason of the invitation.

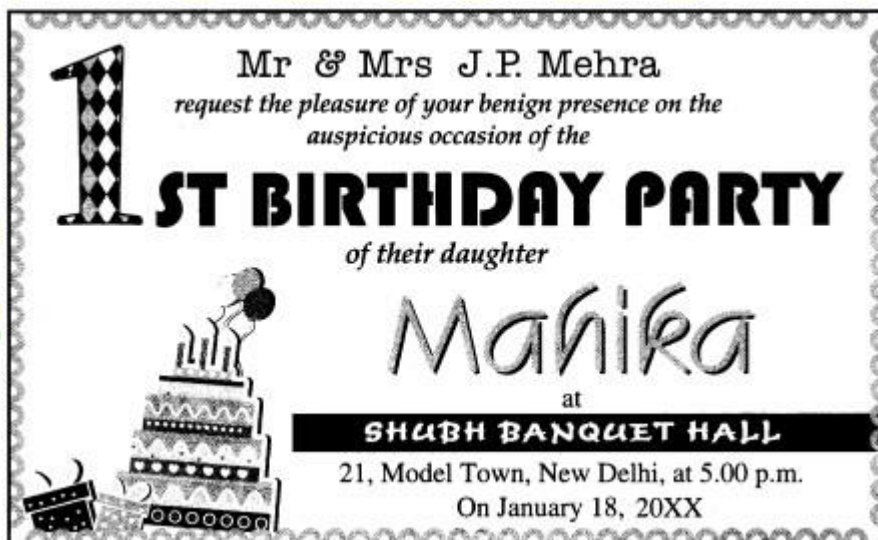
◆ Characteristics of Formal Invitations:

1. Meant for a lot of invitees:

- These are written in the third person
- In case a VIP is invited as the chief guest, the name of the VIP must appear prominently.
- Name of the invitee is not to be included. The addressee's address is to be written only on the envelope.
- Simple present tense is to be used.
- The date of writing is not to be given.
- There is no signature of the host.
- The abbreviation RSVP (French: repondez silvers plait) i.e. 'Please reply' is written below on the left side with name(s), address and phone number of the host(s).
- Put the invitation into a box.
- Do not exceed 50 words.

◆ Sample Invitations

1. Formal Invitation (4marks)



. Formal Invitation – (4marks)

Meant for an individual (a formal letter of invitation)

- Include the name of the invitee.
- These are to be written on run-on lines. The sentence is not broken into different words/phrases.
- Other details are similar to the mass-scale invitations.

School letterhead	Govt. Model Senior Secondary School Sector 19, Chandigarh
Receiver's name and address	Dr Geeta Sahni 75, Sector 11 A Chandigarh
Date	15 September 20XX
Salutation	Ma'am,
Subject statement	Subject: <u>Invitation to preside over Inter-School Declamation Competition</u>
Name of society/ association/organization	The English Literary and Debating Society of our school has organized an Inter-school Declamation Competition on the topic 'More Vocational Courses should be introduced at the +2 level'. A number of students from all over Punjab, Haryana and Himachal Pradesh are likely to participate in the competition.
Event/Occasion	
Additional details	
Request	We shall be honoured if you kindly consent to preside over the function to be held on 5 October 20XX at 10.00 a.m. in the school auditorium.
Date, time and venue	
Complimentary close	With warm regards,
Subscription	Yours faithfully
Sender's name and designation	Neha Rawat President

(a)

Inviting a dignitary as a Chief Guest for School Annual Day Function

Good Samaritan School
E-24, New Industrial Town
Faridabad : 28 XXXX
14th May 20XX

Mr P.M Agnihotri,
District Magistrate
Civil Lines
Faridabad : 28 XXXX

Sub : Invitation for 'Annual Day'

Respected Sir,

It is with immense pride that we wish to celebrate our 25th year in the field of education on 25th May, 20XX from 10 a.m., in our School Auditorium. We shall consider it a great honour, if you could grace the occasion and preside over the function and handover the prizes to the achievers.

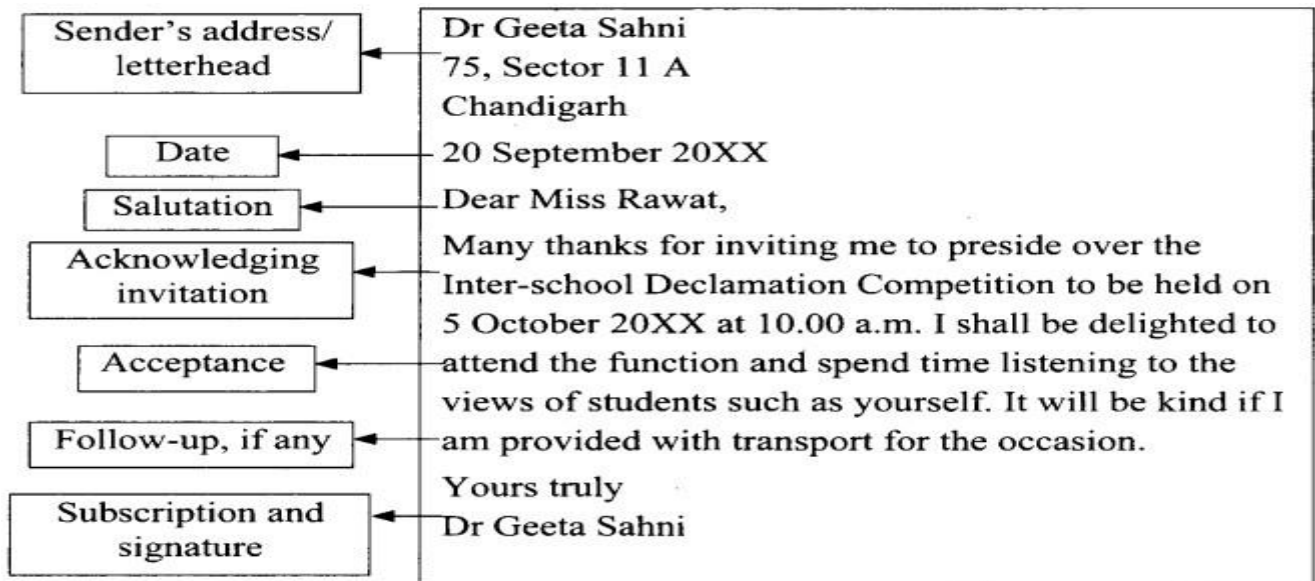
Soliciting a line in reply by email to confirm your gracious presence on gss.jubilee@gmail.com.

Yours faithfully
Principal
Good Samaritan School

Formal Replies of Acceptance: 4 Marks

Main characteristics:

- Acknowledge the invitation.
- Express thanks in third person.
- Mention acceptance/regret.
- Specify the reason for refusal.
- Be brief and specific.
- Be formal in tone and treatment.
- Do not exceed the word limit (usually 50 words).



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Sample Question:

You are Dr Stanzin, a certified Art Therapist from Leh. You have been invited by G.D. Public School, Jammu, to conduct a seminar for students on 'Art Therapy the Way Forward'. This seminar is to introduce students to the usefulness of art in dealing with personal and social problems. Write a reply, in about 50 words, accepting the invitation.

- Dr Stanzin
- 117-K Block
- B.N. Marg, Leh
- 27 December, 20XX
- The Principal
- G.D. Public School
- Jammu
- **Subject: Acceptance of the Invitation to a seminar on ' Art Therapy The Way Forward'**
- Dear Madam,
- It is certainly a matter of great honor for me to be invited to conduct a seminar for students on 'Art Therapy The Way Forward'. I shall be delighted to address the gathering and discuss the usefulness of art in dealing with personal and social problems and listening from you in return. It'll be kind if I am provided with transported for the occasion.
- Yours truly,
- Dr Stanzin

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Formal Replies expressing inability: 4 Marks

Mr and Mrs Somesh Basu wish to thank Mr & Mrs Suresh Pradhan for extending an invitation to the birthday celebrations of their son Akshay at their residence 1235, Vivekananda Marg, Belur on 20 March, 20XX and wish the young boy many happy returns of the day but regret their inability to be present personally on account of some previous engagements.

Somesh Basu
16 March, 20XX

C-5, GK-I,
New Delhi
15 July, 20XX

Mrs & Mr Navin Jain thank Mrs & Mr G.L. Bansal for the invitation to the inauguration of their showroom 'Regalia' on Sunday, the 20th July 20XX, at 11 a.m. at B-12, Rohini, Delhi.

However, they express their inability to be present on the occasion due to a prior commitments.
Jains

Informal Invitation (4marks)

Main Characteristics:

Informal invitations follow the pattern of ordinary personal letters. These letters are written to relatives, friends and acquaintances.

1. These letters are first/second person presentations.
2. Personal feelings and emotions find an expression.
3. The writer's address is given in the usual place.
4. The salutation is usually "Dear" plus "Name".
5. The date of writing is given, but the year is generally omitted.
6. The style and tone are relaxed and informal.
7. Different tenses are used as the sense demands.
8. The complimentary close is: 'Yours sincerely'.

765, Rahat Colony,
New Delhi,
January 17, 20XX

Dear Bhaveen

You have always wanted to see my school. Here is an occasion where you can see it in all its grandeur—come and join us for the Annual Day function of my school on 1 February, 20XX at 10 a.m. I am sure you will have a great time. Do bring along Aunty, Uncle and little Shloka.

Your Aunt
Radhima

76-B,
Bank Colony,
Mandoli,
New Delhi,
October 2, 20XX

Dear Vipin,

You will be glad to know that Aditi's wedding has been fixed, and the big occasion will take place on the 20th of October 20XX at Hotel Vikram, Lajpat Nagar. We look forward to your presence along with your family at the wedding. Rest when we meet.

*Yours affectionately
Nirbhay and Mita*

Informal Reply Confirming Acceptance: 4 Marks

217 MIG Flats
Surya Vihar, New Delhi
15 March, 20XX

Dear Shuchi

I have received your invitation for your birthday party on 25 March, 20XX at 5 p.m. at Hotel Janpath. I am extremely happy to know that all our old friends are likely to be there.

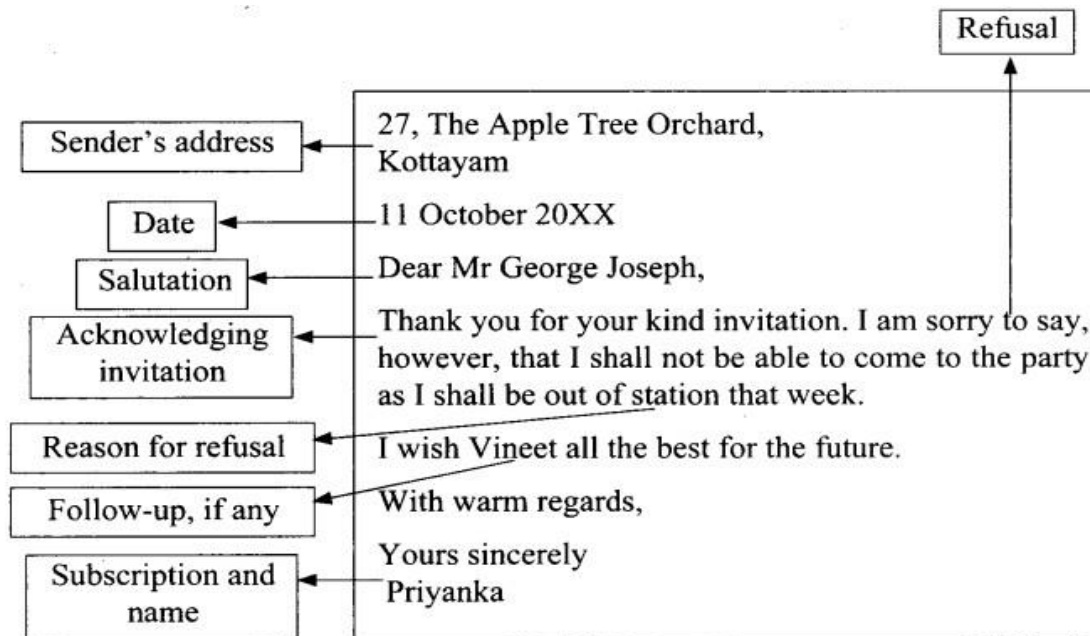
I would like to confirm my participation.

Looking forward to the momentous occasion.

With love.

Manoj/Mini

Informal invitation (Expressing inability) 4 Marks



Questions for Practice

1. You were invited by the local unit of Boogie Woogie, a talent search organisation, to make a selection of the local teams for participation in the zonal competition and performance at the national level. But you are not in a position to do so because you have met with an accident. Write a letter to the convener regretting your inability to honour the request explaining to him your position. You are Arun/Aruna Joglekar.
2. You have received an invitation to attend the prize giving ceremony on the occasion of the Regional Social Sciences Exhibition. Write a letter to the Secretary of the 'The World View' (the organiser of the exhibition) informing him about your inability to attend. Give three reasons.
3. You were invited by a friend of yours to spend some days at his farmhouse in Manali during the summer vacation. Respond to his invitation.
4. Write an informal reply to your pen-friend in the U.K assuring her of all help and guidance during her planned forthcoming visit to India.
5. You are Shirish. You have been selected as pilot officer in IAF. You want to celebrate : the occasion by hosting a grand party to your selected friends. Send an informal invitation to your intimate friend Madhu to join you on this occasion.
6. Your sister Nivedita is going to marry Akhilesh (S/o Mr & Mrs SM. Joshi, Nainital) Your father Mr K.S. Bhardwaj has planned to hold the wedding at Hotel Kunal, New Delhi on 25 May 20XX at 8 p.m. Write a formal invitation on behalf of Mr & Mrs K.S. Bhardwaj inviting guests to the auspicious occasion. Give other details. Do not exceed 50 words.

Letter to the Editor

A **Letter to Editor** may be written to the editor of a newspaper or a magazine. It is written to highlight a social issue or problem. It can also be written in order to get it published in the said medium.

As it is a **formal letter**, the format has to be followed strictly. Only formal language can be used i.e. abbreviations and slang language should be avoided.

The format of a **letter to editor of a Newspaper** is as follows –

1. **Sender's address:** The address and contact details of the sender are written here. Include an email and phone number, if required or if mentioned in the question.
2. **Date:** The date is written below the sender's address after Leaving one space or line.
3. **Receiving Editor's address:** The address of the recipient of the mail i.e. the editor is written here.
4. **Subject of the letter:** The main purpose of the letter forms the subject. It must be written in one line. It must convey the matter for which the letter is written.
5. **Salutation** (Sir / Respected sir / Madam)
6. **Body:** The matter of the letter is written here. It is divided into 3 paragraphs as follows –
Paragraph 1: Introduce yourself and the purpose of writing the letter in brief.
Paragraph 2: Give detail of the matter.
Paragraph 3: Conclude by mentioning what you expect from the editor. (For example, you may want him to highlight the issue in his newspaper/magazine).
7. **Complimentary Closing**
8. **Sender's name,** signature, and designation (if any)

तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

You are Bharat/Bharti of Safdarjung Development Area, New Delhi. You are disturbed to see the youth wasting their precious time in operating mobile phones. Write a letter to the Editor of The Times Newspaper, highlighting increasing technological addiction among the youth.

24D, Block 4 Defence Society New Delhi
24th June 20xx

The Editor The Times New Delhi

Subject: An appeal against rising tech addiction among the youth

Sir,

With great admiration and belief in the columns of your newspaper, I seek to bring to your kind notice the fast-growing menace of tech addiction and resultant health scares among the youth of our country.

Today, we are able to enjoy some of the most convenient gadgets to have ever existed, which offer far more information and sources of entertainment than any other. As a result, the upcoming generation has been becoming increasingly information-heavy. The number of hours an average person spends in gaining new information, whether wanted or unwanted, is fast increasing, with a screen in front of our eyes showing us new wonders every minute. And on top of that, the wonders are as per choice and preferences. All this temptation often leads young children to spend much more time on these gadgets than what's healthy. And even though we may not realise it instantly, it levies a huge load of tiredness on our brains and eyes, often leading to inexplicable stress and irritability.

Hence, through the pages of your esteemed newspaper, I would like to appeal to the youth worldwide to maintain a balance of all spheres of life to fully enjoy it.

Thanking you in anticipation Yours sincerely,

ABC

Job Application

Employment application means the letter written for getting a job. It is the primary means of introducing the job seeker to the employer. Through the job application, job seeker offers his or her labor and service for a return. Therefore, the application for employment acts as a personal advertisement. Job application contains appeal for the job along with the job seeker's personal data like name, address, qualification, and experience.

- ▶ A job Application consists of two parts- the covering letter (appeal) and the bio-data/CV.
- ▶ Cover letter
- ▶ The format for the covering letter is similar to the format of a Formal letter. It goes on like-
- ▶ **SENDER's ADDRESS-** The sender's address is usually put on the top left-hand corner.
- ▶ **DATE-** The sender's address is followed by the date just below it. This is the date on which the letter is being written. It is to be written in expanded form.
- ▶ **RECEIVER's ADDRESS-** Make sure you write the official title/name/position etc of the receiver, as the first line of the address.
- ▶ **SUBJECT-** Then we sum up the purpose of writing the letter in one line. This helps the receiver focus on the subject of the letter in one glance. It is important to underline the subject.
- ▶ **SALUTATIONS-** The general greetings used in formal letters are "Sir" or "Madam".
- ▶ **BODY-** This is the main content of the letter. It is either divided into three paragraphs or two paragraphs if the letter is briefer. The tone of the content should be formal. Do not use any flowery language. Another point to keep in mind is that the letter should be concise and to the point. And always be respectful and considerate in your language.
- ▶ **PARAGRAPH 1-** Begin the body of the letter by mentioning the source (from where you got to know about the job) of information about the job (e.g., newspaper) along with the day, date and advertisement number. Also mention the post you wish to apply for.
- ▶ **PARAGRAPH 2-** Here, you are supposed to offer your candidature by briefing about your qualifications, achievements, previous experiences and your strengths. In other words, this paragraph should be an answer to the question: 'How are you the perfect candidate for the job?'
- ▶ Keep in mind that it should be to the point and clear. You should not sound boastful.

- ▶ **PARAGRAPH 3-** In this part of the body, you are supposed to make a reference to the photograph (passport-sized), Bio-data or curriculum vitae and other detailed documents that you have enclosed. You can also appeal for a one-on-one interview.
- ▶ End the body on a promising note, e.g., Looking forward to your positive response.
- COMPLIMENTARY CLOSE-** At the end of your letter, we write a complimentary closing. The words “Yours Faithfully” or “Yours Sincerely” are used.
- SIGNATURE-** Here finally you sign your name. And then write your name in block letters beneath the signature. This is how the recipient will know who is sending the letter. (NOTE- Mention the name given in the question paper. Do not mention your personal details.)

What do you mean by Bio-Data?

- ▶ Bio data refers to a person’s life, experience and achievements. It should be representative of all your personal and professional details in a specified format. It is generally divided into four parts:
 - ▶ Personal Details
 - ▶ Qualifications
 - ▶ Experience
 - ▶ References
- ▶ The Biodata or CV is generally divided into four parts as follows-
 - ▶ Personal Details
 - ▶ Qualifications
 - ▶ Experience
 - ▶ References
- ▶ It goes like-
 - ▶ **BIO-DATA (HEADING)**
 - ▶ **NAME**
 - ▶ **FATHER’S NAME**
 - ▶ **DATE OF BIRTH – In expanded form**
 - ▶ **ADDRESS**
 - ▶ **AGE**
 - ▶ **CONTACT NO.**

- ▶ **EMAIL ID**
- ▶ **NATIONALITY-Indian**
- ▶ **MARITAL STATUS**
- ▶ **Qualifications must be written in tabular form with the above mentioned heads.**
- ▶ **WORK EXPERIENCE-** It should be written from latest to the oldest along with the duration.
- ▶ **REFERENCES-** One or two references can be given of the persons under whom the job seeker has worked.
- ▶ **DATE** **PLACE** **SIGNATURE**

NOTE: The resume can be a part of the letter or as an enclosure Sample Question

Q.1 Bal Vidya Public School, Bhilai, urgently requires a post-graduate teacher to teach political science for which they have placed an advertisement in The Bhilai Express. You are Sanjay/Sanjana Sharma from 21, Vasant Marg, Bhilai. Draft a letter including a CV, applying for the advertised post.

21, Vasant Marg
Bhilai

01 March, 20XX

The Principal
Bal Vidya Public School
Bhilai

Subject- Application for the post of a post-graduate teacher

Sir/Madam

In response to your advertisement in The Bhilai Express, dated February 25, 20XX for the post of a political science teacher in your renowned school, I wish to offer my candidature. I have 3 years of experience of teaching and I have produced meritorious students in my current school. I am proficient in Hindi and English equally with the knowledge of operating all the modern gadgets. I will prove an asset for your Vidyalaya. I am available for the interview on any day of your convenience. If given a chance to serve you, I assure you that I shall work with utmost sincerity and dedication up to your satisfaction. I am enclosing a copy of my bio-data for your perusal and kind consideration.

Thank you

Yours faithfully
Sanjay/Sanjana Sharma

Bio Data

NAME- Sanjay/Sanjana Sharma
FATHER's NAME- Mithun Sharma
DATE OF BIRTH- 25 July, 1984
ADDRESS- 21, Vasant Marg, Bhilai
PHONE-98100XXXXX
E-MAIL- sanjsharma@gmail.com
MARITAL STATUS- single
AGE- 28 years
NATIONALITY- Indian

Academic Qualification:

NAME OF THE EXAMINATION	NAME OF THE BOARD/ UNIVERSITY	NAME OF THE INSTITUTION	YEAR OF PASSING	PERCENTAGE
Secondary	C.B.S.E.	K.V. Umroi Cantt	2005	85
Sr. Secondary	C.B.S.E.	K.V. Umroi Cantt	2008	90
Graduation	Delhi University	Hansraj College	2011	68
Post Graduation	Delhi University	Hansraj College	2013	70
B.ed	Delhi University	Hansraj College	2015	79

► NAMES AND ADDRESSES OF REFERENCES-

- i) Mr. Vijay Mathur, Principal
D.A.V. School, Gurudwara Rd., Delhi
- ii) Mr. Satish Ohri
Head of Commerce Department
Punjab University, Chandigarh

Date: 1 March 2020

Place: Paresh Nagar Ranchi

Signature

REPORT WRITING

What is Report Writing?

A report is a factual description of an event, incident happened, programme conducted. It is a systematic and well-organized presentation of facts and findings. A report is written for a clear purpose and for a particular audience.

Types of Reports

- For Newspaper
- For Magazine

Points to Remember

- Be brief and to the point.
- Report an event in the order in which things happened.
- Stick on to the word limit.
- Use formal language
- Avoid jargons.
- Must use uniform verb tense, preferably past tense.

Format

- **HEADLINE OF TITLE:** Catchy and brief
- **BYLINE:** A Sub Headline/Name, rank, position etc. of the person writing the report (it can also come at the end.)
- **OPENING PARAGRAPH:** A brief mention of what happened, where, how and the most prominent consequence/effect along with the day, date and time when it took place.
- **DETAILS:** Paragraph 2 & 3 give details of the event being reported. Eye witness account (along with some quotes) is also included. In case of accidents, loss of life and property is listed, cause of the accident is concluded, police action and rescue operation, damage control exercise are detailed. Compensation and help announced by government is mentioned.
- **CONCLUSION:** A remark as to how the event had an impact on people.

Tips for report writing:

1. Write short and simple sentences.
2. Focus on the objective.
3. Use everyday English.
4. Plan well before you start writing
5. Use a clear layout

Sample Report

Q1. You are Ashima/Akshit. The Women Empowerment Organisation (WEO) in collaboration with Child and Women Care Society (CWCS), celebrated The Women Empowerment Day recently in Community centre, Pocket B, Rohini. As the city correspondent, write a report in 120-150 words for the city magazine, The Today.

Ans.

Women's Empowerment Day Observed

- By Ashima, Staff Reporter

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 about 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 defense 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. The participants expressed their gratitude to the organizers as they were now better informed.

Q2. A major bus mishap which left several people seriously injured took place at Nicholas Road, Nungambakkam, Chennai. Luckily no life was lost. Collect the information from the eyewitnesses and send a report in 100-125 words to 'The Nungambakkam Times'. You are Vinod/Vinodhini, a reporter.

Answer:

Bus Mishap

-by Vinod, Staff Reporter

Chennai, 14th Feb. 20xx: A major bus mishap took place at Nicholas Road in Nungambakkam, Chennai yesterday at about 10 a.m.

It resulted in serious injuries to almost twelve of the twenty-five passengers who were on board the bus. Luckily though, there was no loss of life. An eyewitness accounts how the high speeding bus overturned when it took a sharp turn in an attempt to avert a collision with a truck that was coming in the wrong direction.

The authorities have arrested the truck driver for his negligence. The bus driver could not be taken into custody for overspeeding as he is admitted in hospital with grievous injuries.

The state government has announced a compensation of? 25,000 for those seriously injured and '10,000 for those whose injurious are not very serious. A state-level inquiry has also been ordered into the mishap.

Q3. Cultural Society Sunshine Public School, Nellore organised an adult literacy camp in its neighbourhood. Write a report in 120 – 150 words on the camp for your school newsletter. You are P.V. Sunitha, Secretary. Use the following clues: no. of volunteers – hours spent in teaching – location of the class – chairs, blackboards – no. of people attending the camp – benefit.

Answer:

ADULT LITERACY CAMP

-BY P. V. SUNITHA, SECRETARY

An adult literacy camp was organised by Cultural Society Sunshine Public School, Nellore in the school neighbourhood yesterday extending educational options to those adults, who have lost the opportunity and have crossed the age of formal education. The activities of the camp were carried out by the cultural society of the school and there were a total of 25 volunteers.

The camp began with the welcome speech for the chief guest, Mrs. Kavita Naik, a renowned social worker. 400 people were a part of the camp. They were divided into different groups in accordance with their competencies. They were taught the basics for being able to read and write. Free books and stationery is being provided for quality education. All the arrangements including desks and blackboard were done in advance. Apart from the educational needs, special care was devoted to hygiene and sanitation. They were taught basics of cleanliness like types of wastes and their management.

Refreshments were also provided to the participants. The immense enthusiasm and zeal in the people to learn was the main driving factor.

The chief guest distributed the certificates of participation among the volunteers. The camp ended on a positive note. There was an atmosphere of learning and growing together.

Q4. MMD School, Nashik, recently organized a science symposium on the topic: 'Effect of pollution on quality of life'. You are Amit/Amita Raazdan, editor of the school magazine. Write a report on the event for your school magazine. (120 – 150 words)

Answer:

Science Symposium

-by Amita Raazdan

A symposium was organized on 1 January 2021 in the MMD school, Nashik on the topic "Effect of Pollution on Quality of Life". All the science students were a part of the elucidative program.

The event started with the felicitation of the guest speakers. Thereafter, the participants were espoused by Sh. Suraj Prakash. He acquainted them with the objectives and goals of the workshop. The resource person Dr. Hari Om Gupta reflected his profound knowledge on the topic and highlighted how important it is to curb the menace of pollution.

An exalting demonstration of the effects of pollution on our lives galvanized the engrossed participants. After the lunch break Dr. K.K. Arora, Resource Person, exhibited the possible steps that can be undertaken at the personal level to reduce pollution. It was followed by another session on the basic concept behind pollution reduction which triggered the young minds into thinking innovative ways.

An interactive concourse ignited the inquisitiveness of participants. They have committed themselves completely to bring about a change in the situation.

The informative workshop culminated with a vote of thanks proposed by the head of the science department.

PRACTICE QUESTIONS

1. You are Aniket/Ankita. You participated in a career counselling programme organized by Dream Careers. You had the opportunity of listening to professionals from various fields like Food technology, Biometric Sciences, nanotechnology, media management etc. Write a report of the programme in 120-150 words
2. You are Tapan/Tripti, a student of H.P Public School. Students of two schools from Germany Visited your school as part of a cultural exchange programme. Students of your school put up a Cultural show to welcome them. Write a report in the programme for your school magazine in 120-150 words.
3. You are Radha/Ramesh. As part of E-learning promotion drive, your school was invited to Visit .The New Learning – E-learning_, a prominent E-learning company. Write a report on the Visit for your school magazine in 120-150 words.
4. You are Asma, the Head girl of Queens Public School, Delhi. Recently your school hosted the Regional level CBSE Quiz competition. Write a report of this event for your school newsletter in about 120-150 words.

ARTICLE WRITING:

An article is an expression of one's thought on an issue or a subject logically and coherently written in meaningful paragraphs.

Points to Remember:

Give a title that catches the attention of the reader.

Begin with a striking opening sentence which addresses the readers and gets them interested in the topic.

Present a strong argument for your ideas supporting it with evidence or elaboration.

Use linking devices ('however', 'therefore', 'although', 'even though', 'in order to') to make the composition appear a whole.

Introduce a new point at the beginning of each paragraph that follows to strengthen your ideas.

Develop your ideas as much as you can to make them interesting and substantial.

Conclude with your strongest point.

Use passive voice, humour, emotive language, rhetorical questions to provide a specific effect.

Split-up of marks:

Marks will be awarded for:

Format (Title + Writer's name)

Content (logical organization, relevance)

Expression (Accuracy + Fluency)

ARTICLES FOR SCHOOL MAGAZINE**Question 1:**

Last week as you were coming back from school you happened to see a huge plastic bag full of leftovers of food being flung into the middle of the road from a speeding car. You wondered how people can be so devoid of civic sense. Write an article in 125-150 words on why we lack civic sense and how civic sense can be inculcated in children at a very young age. You are Shiva/Shamini.

Lack of Civic Sense

—Shamini

In the society, people of different types and different opinions live. They do not think for the betterment of the society. They only think about themselves. They have become selfish and narrow in their thought. In India, people hardly follow any rules. They have no respect for public property. On railway platform, they do not follow any instructions. They spit anywhere or at any place. They do not care for what they are doing. They even throw away the polythenes, water bottle etc. on the platform. They lack civic sense. Inculcating a civic sense is the need of hour. Parents must inculcate civic sense among children at an early age. The values of cleanliness, discipline and tolerance must be inculcated among them. Parents must encourage their children to keep their surroundings clean. All these things must be taught at an early age. They are the future of the nation and they must take the responsibility of a responsible citizen.

Question 2:

You are Varshini. This year your school arranged a special cultural programme on the theme ‘Service and Sacrifice’ in commemoration of the International Year of Volunteers. Write an article about this cultural programme for your school magazine in about 200 words.

Answer:**Service and Sacrifice**

(by Varshini)

‘Service before self’, keeping this motto in mind, ABC School, Vikaspuri organised a cultural programme in commemoration of the International Year of Volunteers. The programme commenced with a prayer service followed by a special presentation by the Scouts and Guides Cell of the school. The one-hour dance drama, ‘Service and Sacrifice’ depicted beautifully how volunteers and cadets from the NCC deal with exigencies, risking their own lives.

In a heart-wrenching situation, a few people buried under the debris of a shattered building were rescued by the volunteers, who, unmindful of their own wounds and injuries, spared no efforts in saving their lives.

In another situation, the panic-stricken people trapped on the twenty-second floor of a skyscraper, were saved by the fire personnel. These and many more. The special light and sound effects and realistic sets added great colour to the programme.

The expressions showing tense moments, hustle-bustle, anxiety and panic were brought out beautifully by the young and talented cadets of the school.

The audience sat spellbound as they were greatly touched by the pathos created by different traumatic situations coupled with the noble sacrifice of the volunteers. They gave a standing ovation to the participants reflecting their pleasure and appreciation. Eminent journalists were the special guests. Speaking on the occasion, they expressed immense satisfaction and pleasure at witnessing such a meaningful programme.

Congratulating the participants on their brilliant performance, she cited many more examples from her life highlighting the importance of duty before self.

Finally, Dr B.P. Singhal, the Principal proposed the vote of thanks. The evening became a memorable event for everybody.

Question 3:

Owning a car has become a status symbol these days. However, increase in the number of cars has added to various types of pollution and other problems. Write an article in not more than 200 words highlighting the urgent need for reducing these man-made problems, giving suitable suggestions. You are Vinod/Vidhi.

Answer:

Reducing Pollution

(by Vinod)

Delhi has become one of the most polluted cities in the country closely followed by Kolkata, Chennai and Mumbai. This is because of the millions of vehicles that ply on the roads of Delhi. Owning a car has become a status symbol. As a result the number of cars on the roads has become manifold. This has resulted in numerous problems. The primary one is of traffic congestion, traffic snarls and traffic-jams. Driving on the roads of Delhi has become a nightmare and a health hazard.

Vehicles emit fumes and poisonous gases which is a serious health hazard. Delhi has witnessed an increasing number of deaths among young children due to respiratory diseases caused presumably due to pollution. Man-made traffic hazards are creating havoc for the populace. The number of fatal accidents has also increased alarmingly. The Delhi Government has taken measures to bring down the pollution level such as use of CNG buses and auto rickshaws. The need of the hour is to support the government with public cooperation. Carpools should become the norm rather than the exception. Improved public transport system, use of lead free fuel and catalytic converters will go a long way in easing the situation and creating a healthy city. Every open space should be covered with green trees to create lungs in the city and help in bringing back its glory.

Question 4:

You have been awarded a prize for doing the best social service under 'Each one, teach one' project. Write an article for a monthly magazine in not more than 200 words on 'The Role of Students in Removing Illiteracy'.

Answer:

The Role of Students in Removing Illiteracy

-Ravi Bhargav

Illiteracy is a blot on the fair name of democracy in India. Although we have been celebrating golden jubilee of Independence, most of the people living in the villages and slums are unable to decipher what the leaders are talking about. The reason is obvious—they are illiterate. They can't read or write. Poverty, ignorance, and lack of opportunities have deprived them of the fruits of literacy and knowledge. All know that education makes a man enlightened and perfect and helps him to prosper physically, economically and spiritually. It broadens our outlook by interaction with the masterminds and the geniuses of the age. Illiteracy is a real handicap in the progress of a democratic society. Politicians and middlemen take advantage of these simple people by misguiding them with false promises and rosy pictures. Illiteracy is the main cause of their exploitation at the hands of those who are better off.

Students can play an effective role in removing the curse of illiteracy. They can organise classes in groups by following the motto: 'Each one, Teach one'. By sparing an hour a day, they can take the lamp of knowledge and literacy to the darkest nook and corner of the country. Their efforts must be supported by the government and non-government agencies. Follow-up programmes are essential. We must initiate a continuous campaign against illiteracy.

Question 5:

Advertisements have become a big business. They are promoted by celebrities drawn from various fields like films, sports, etc., leaving their influence on all people specially the young. Write an article in 150-200 words on 'The Impact of Advertisements on the younger generation'.

Answer:

Impact of Advertisements on the Younger Generation

Shubh Grewal

The advertisement industry has a tremendous impact on the younger generation. As citizens of the modern world, advertisements have become a part of the daily lives of youngsters and they have got used to being bombarded with numerous advertisements over the course of the day. Advertisements have become so common for them that they often do not even realize that they are hearing or viewing them. So they have a pervasive influence on the youth. In the ever-expanding world of consumerism and advertising, companies are constantly looking for new ways to sell their products to the youngsters by making their commercials and campaigns more memorable, to leave an impact on their minds. The younger generation has become their prime target because they have more spending power than ever before and increased avenues at their disposal. Therefore companies spend enormous amounts of money to rope in popular film stars, cricketers, musicians etc. to endorse their products.

This helps to ensure popularity and early brand loyalty. In the last decade many superbrands have looked towards new and outrageous ways to capture young audiences through appealing campaigns as these youngsters are cognitively and psychologically quite defenceless against advertisements. Clearly, advertisements represent 'big business' and has a significant effect on young people who need to be educated about the effects of advertising, that is, media literacy. This will prove to be helpful in mitigating the harmful effects of advertising on youngsters.

Questions for practice

1. The present-day youth are greatly stressed due to cut-throat competition and consumerist culture. Write an article in 150-200 words on the causes of the stress on the modern generation suggesting suitable solutions.
2. As compared to the older generation the youth of today are greatly inclined to pursue adventurous activities either for money or for fun. There is a latest craze for joining reality shows, rafting, rock climbing, mountaineering etc. Write an article in 150-200 words on which life you would prefer— safe or adventurous.
3. Compulsory value-based education is the only remedy for inculcating values among the future citizens of the country. This will also help in the prevention of crime in the country. Write an article in 150-200 words on the need of compulsory value-based education.
4. Corruption has become the order of the day. It has entered all walks of life. Write an article for your school magazine in 150-200 words on 'The Role of Youth in combating corruption'. You are Vijay/Vineeta.
5. India is said to be a young country and is emerging as a global power. The youth is getting increasingly concerned about the problems of corruption, environment, pollution, misuse of natural resources, etc. Write an article in 150-200 words on your vision of India in 2040.

तत् त्वं पुषन् अपावृणु
केन्द्रीय विद्यालय संगठन

FLAMINGO

THE LAST LESSON - ALPHONSE DAUDET

ABOUT THE AUTHOR

Alphonse Daudet was born in Nimes on May 13, 1840. He is considered one of the most iconic names of French literature, and all his novels have their roots in his life experiences, from which he would only at times break away for sudden incursions into the realms of fantasy.

Following the sudden financial ruin of his father in 1857, the young, impoverished Daudet was forced to seek work in a school at Alès, in the south of France, where he spent six unhappy months, later described in his semi-autobiographical novel *Le Petit Chose* (“The Little Thing”). In his unhappiness, he joined his equally poor brother in Paris and tried to support himself by writing.

During the Franco-German War, Daudet fled from Paris. His novel *Les Aventures prodigieuses de Tartarin de Tarascon* (1872) (“The Prodigious Adventures of Tartarin de Tarascon”) was initially not well received, but its hero was later widely celebrated as a humorous and adventurous caricature. His next novel, *Fromont jeune et Risler aîné* (1874) (“Fromont the Younger and Risler the Elder”), won an award from the French Academy, and for a few years, Daudet enjoyed prosperity and fame.

In his last years, Daudet suffered from an agonizing illness of the spinal cord, which he painstakingly described in *La Douleur* (“In the Land of Pain”), posthumously published in 1930. He died suddenly in Paris on December 16, 1897.

INTRODUCTION

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

BACKGROUND OF THE STORY

The story, ‘The Last Lesson’ has been set in the background of the Franco-Prussian war that was fought in 1870- 71 between Prussia and France. The Prussians captured the districts of Alsace and Lorraine.

New orders were issued according to which German language was to be taught in place of French in these two districts.

SUMMARY OF THE STORY

The narration of this story is by a French boy, Franz. Franz is a lazy boy. However, in spite of his laziness, Franz likes to play and is of a sensitive nature. Furthermore, Franz hates his teacher M. Hamel in his school and has no interest in studying French.

An order has come from Berlin after taking over the districts of Alsace and Lorraine in France that the German language rather than the French should be taught in the schools there. Furthermore, it is the school French teacher M. Hamel's last day. This teacher has been working there for forty years.

Moreover, the teacher has feelings of patriotism. He is also full of nostalgia and grief. The village men also attend his 'last lesson' so as to honour and respect him. The village is regretting and is sad that they didn't learn their mother tongue in their childhood.

Franz receives a big shock when he learns that this is his last lesson in French. He is shocked because he does not know French. Furthermore, on learning about the last lesson, a sudden interest arises in him for learning French. Moreover, he pays careful attention and learns everything taught on this last day.

Instantly, he develops a liking for the teacher M. Hamel. His feelings of hatred for him suddenly came to an end. Moreover, Franz develops respect for the hard work and sincerity of his teacher. Franz is sad and ashamed for being unable to recite his lesson.

Hamel explains that they all are at fault for lacking eagerness to learn. Furthermore, he also includes himself in this fault. He blames himself for lack of sincerity in teaching them.

There is a reflection of his patriotism in his praise for the French language. He says that the French language is the most logical and beautiful language in the world. It seems that M. Hamel got emotional on this occasion. Furthermore, he asks the class to guard their language. He says that being close to one's language is a way to escape the clutches of slavery. This language will assist them in attaining freedom from the Germans. The people realize the significance of their mother tongue. Moreover, they feel the reason for their defeat is illiteracy.

Franz feels that it is impossible to remove one's language from a person. This is because it is something that is natural to a person. This means that no matter how hard the opposition may try, they will fail to remove one's language.

MAIN POINTS

The story covers the times when French districts of Alsace and Lorraine were taken over by Prussia. The language German was imposed on French people. People were deeply shattered. They realized what they had lost.

कन्द्रीय विद्यालय संगठन

Franz notices the changes around him and in the school:

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

Franz's reaction to the last lesson in French:

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

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

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

Theme

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

EXTRACT BASED QUESTIONS:

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

A. Who was reading the bulletin & with whom?

- (i) M. Hamel with his pupils
- (ii) Mr. Hauser with the former postmaster
- (iii) Mr. Watcher with his apprentice
- (iv) Franz alone

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

- (i) sarcastic
- (ii) humorous
- (iii) depressive
- (iv) cheerful

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

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

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

- (i) Both the statements are true
- (ii) Statement 1 is true, statement 2 is wrong
- (iii) Neither of the statements is true
- (iv) Statement 1 is wrong, statement 2 is right

D. The speaker was in a hurry to

- (i) read the bulletin board
- (ii) to escape from a ferocious dog
- (iii) to water the garden of his teacher, M Hamel
- (iv) to reach his school

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

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

- 1) banging of desks
- 2) voices of students
- 3) tapping on wood
- 4) screams of students
- 5) swishing of rulers
- 6) rustle of paper

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

B. Choose another word that means 'bustle' and 'commotion'.

- a. tranquility
- b. serenity
- c. mess
- d. furore

C. How did Franz usually slip into class?

- a. By using magical powers
- b. By hiding his face behind his satchel
- c. By sneaking in through the window exploiting the noisy confusion
- d. By taking advantage of his teacher's carelessness

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

- a. The iron ruler was gigantic and sharp.
- b. Franz was used to seeing the iron ruler.
- c. The ruler was used as a drilling tool.
- d. Franz might have been at the receiving end of it.

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

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

- a. subject expertise
- b. nostalgic pride
- c. factual accuracy
- d. patriotic magnification

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

(i) Those who know nothing of foreign languages know nothing of their own-- Johann Wolfgang von Goethe 92 88

(ii) Language is the road map It tells you where people come from and where they are going. – Rita Mae Brown

(iii) A poor man is like a foreigner in his own country- Ali Ibn Abi Talib

(iv) The greatest propaganda in the world is our mother tongue, that is what learn as children, and which we learn –unconsciously. That shapes our perceptions for life. – Marshal McLuhan

(a) Option (i)

(b) Option (ii)

(c) Option (iii)

(d) Option (iv)

C. "I was amazed to see how well I understood it." Select the option that does NOT explain why Franz found the grammar lesson — "easy".

a. Franz was paying careful attention in class this time.

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

c. Franz was inspired and had found a new meaning and purpose to learning

d. Franz had realized that French was the clearest and most logical language

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

a. Receptive.

b. Appreciative.

c. Introspective.

d. Competitive

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

A. Why does the author compare the copies of writing to flags?

1) Because they were colourful and large.

2) Because they were in the colours of the French flag.

3) Because they were hung on the rod above the desks.

4) Because flag is an aspect of a nation's identity.

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

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

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

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

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

- (a) â
- (b) é
- (c)

D. "Will they make them sing in German, even the pigeons?" Who is referred to as 'they' here?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LONG ANSWER TYPE QUESTIONS-SOLVED. 120-150 WORDS

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

Ans. The main theme of the story is linguistic chauvinism of the proud conquerors who show an excessive or prejudiced support for their own language. It also shows the pain that is inflicted on the people of a territory conquered by them by taking away the right to study or speak their own language and make them prisoners in their own land of birth. The story also highlights the attitudes of the students and teachers to learning and teaching. The story theme has a universal appeal even though the story is located in a particular village of Alsace in France which had passed into Prussian hands. Taking away mother tongue from the people is the harshest punishment

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

- ❖ Mr. Hamel in the dress for ceremonial occasions.
- ❖ Talked of the French language as a proud French man.
- ❖ Explained everything with great patience grammar, writing, lesson in History.
- ❖ Sat motionless in the chair fixing everything around in his mind.
- ❖ Thought of leaving next day made him sad, choked, his voice became emotional.
- ❖ Mustered courage and wrote "Vive La France!" leaning sadly against the wall dismissed the Class with a gesture

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

Ans.

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

1. Comment on the significance of the villagers sitting at the back in M. Hamel's classroom.

Ans.

- ❖ As a sign of repentance for not attending school often.
- ❖ They wanted to thank M. Hamel for his 40 years of dedicated service.
- ❖ As a mark of respect for the country which was no longer theirs.

2. Who did M. Hamel blame when Franz was unable to answer a question on French participles?

Ans. M. Hamel blames:

- ❖ People of Alsace for postponing learning.
- ❖ Parents who preferred to send their children to work in fields and mills instead of sending them to school.
- ❖ Himself for not fulfilling his duty as a teacher sincerely - by sending the children to water the plants in the garden & declaring a holiday whenever he wanted to go fishing.

EXTRA QUESTIONS: UNSOLVED

1. How and why was M. Hamel dressed differently that day?
2. Why was Franz surprised by the school's atmosphere on that day?
3. Why was Little Franz scared to go to school that morning?
4. What were the usual sounds heard out at the street when school began?
5. What was like a thunderclap to Little Franz?
6. What was M.Hamel's view on the French language?
7. Give a brief character-sketch of M.Hamel.

केन्द्रीय विद्यालय संगठन

The Lost Spring

- Anees Jung

The story, “Lost Spring” describes the pitiable condition of poor children who have been forced to miss the joy of childhood due to the socio-economic condition that prevails in this man-made world. These children are denied the opportunity of schooling and forced into labour early in life. Anees Jung gives voice to eliminate child labour by educating the children and to enforce the laws against child labour by the governments strictly. The call is to end child exploitation and let the children enjoy the days of the spring that bring joy under their feet.

SHORT SUMMARY:

Summary of the Lesson “the Lost Spring – Stories of stolen Childhood” – The author tells us stories of her interactions with children from deprived backgrounds. She describes their poor condition and life in an interesting manner. The story touches the reader and is thought-provoking.

The author described two of her encounters with children from deprived backgrounds. Through them she wants to highlight the plight of street children forced into labour early in life and are denied the opportunity of schooling. Also, she brings out the callousness of society and the political class towards the sufferings of the poor. The first encounter is with a rag picker boy named Saheb – E – Alam who migrated from Bangladesh in 1971 and lives in Seemapuri in Delhi. These ragpicker children look for ‘valuables’ in the garbage – things like a coin or torn shoes which are as precious as ‘gold’ for them. They could hardly manage some food for themselves, other things like identity, education, shoes and sports are their unfulfilled dreams.

Their parents scrounged the garbage searching for things that helped them survive – afford food, clothing and shelter for the family. The children hunted through the garbage heaps looking for things which could partially fulfil their unfulfilled dreams. One day the writer saw the boy, holding a steel can, going towards the milk booth. He had got a job at a tea stall. He was happy that he would get eight hundred rupees and all the meals. The writer noticed that Saheb had lost the freedom of being his own master which he had enjoyed as a rag picker. The second boy was Mukesh who belonged to a family of bangle makers in Firozabad. The boy had a dream of becoming a car mechanic. On the contrary, his family was traditionally engaged in bangle making, although the profession harmed them physically and they hardly earned any money out of it. Still, no one dared to dream of doing something else due to the fear of the police and the middlemen. The family elders were content that other than teaching the art of bangle-making to their children, they had been able to build them a house to live in. The boy wanted to be a car mechanic. Cars were all that Mukesh had seen on the roads of his town and so, he could not dream any further.

PART – 1

The rag-pickers of Seemapuri (‘Sometimes I find a rupee in the garbage’)

Gist of the story:- (THE AUTHOR’S ENCOUNTERING SAHEB OVER THE MONTHS)

- The author examines and analyses the impoverished conditions and traditions that condemn children to a life of exploitation these children are denied an education and forced into hardships early in their lives.

- The writer encounters Saheb – a rag picker whose parents have left behind the life of poverty in Dhaka to earn a living in Delhi.
- His family like many other families of rag pickers lives in Seemapuri. They do not have other identification other than a ration card.
- The children do not go to school and they are excited at the prospect of finding a coin or even a ten rupee note for rummaging in the garbage.
- It is the only way of earning.
 - The writer is pained to see Saheb, a rag picker whose name means the ruler of earth, lose the spark of childhood and roam barefooted with his friends.
 - From morning to noon the author encounters him in a tea stall and is paid Rs. 800 He sadly realizes that he is no longer his own master and this loss of identity weighs heavily on his tender shoulders.

MAIN POINTS:

- The writer encounters Saheb every morning scrounging for gold in the garbage.
- Saheb – e – Alam, a refugee from Dhaka is a rag picker.
- He like many other children of his slum wants to go to school but can't – very poor.
- He lives in Seemapuri - a locality on the periphery of Delhi without any basic amenities.
- Most of the rag pickers live here. All are rag pickers. (squatters from Bangladesh)
- Food is more important for them than identity.
 - Rag picking is their only occupation where children are involved in this occupation but rag picking is different for children and adults.
- For adults – means of survival.
For children – wrapped in wonders. (sometimes they find a rupee or a five rupee note in the garbage and that makes them scrounge more and more)
- Sahib gets a job at a tea-stall; earns Rs. 800 a month and all his meals but is unhappy.
- He loses his freedom and carefree look and there he loses his childhood or we can say his spring is lost.

IMPORTANT QUESTIONS:

Read the story revolving around the mentioned points and answer the following questions.

- What could be some of the reasons for the migration of people from villages to cities?
 - Would you agree that promises made to poor children are rarely kept? Why do you think this happens in the incidents narrated in the text?
- What reasons do the children give for their roaming barefooted? What does this suggest about them?
- Why has the author narrated the story of a man from Udipi?
- Describe the irony in Saheb's name.

PART – II

The bangle makers of
Firozabad ('I want to
drive a car')

Gist of the story:-

(AUTHOR'S MEETING MUKESH WITH A SURVIVING DREAM)

- The author sheds light on another victim of child labour, Mukesh who dreams of becoming a motor mechanic.
- But the child has always worked in the glass making industry.
 - They get exposed to many health hazards such as losing their eyesight as they work in appalling conditions, in dark and dingy cells.
- Mukesh's father is blind and even his grandfather were blind.
 - So, the bangle makers of Firozabad are so burdened that they have stopped dreaming unlike Mukesh who wants to drive a car.

MAIN POINTS:

- The author comes across Mukesh in Firozabad.
 - His family like other families is engaged in making bangles over the generations but Mukesh insists on being his own master.
- He desires to become a motor mechanic.
- They work in dingy cells without any light or air and sit beside bright furnaces with high temperatures.
- Therefore, many of them become blind at a very young age.
- They don't have money to do anything else than carrying on the profession of bangle making.
- They can't organize themselves into a co-operative.
 - They are genuinely afraid of being hauled up by police, middlemen and sahu-kars due to their engaging children in their business and doing something illegal.
- There is no leader among them.
- They talk of poverty, apathy, greed and injustice.
- The author is happy to find the dream of doing something else alive with Mukesh.

IMPORTANT QUESTIONS:

Read the story revolving around the mentioned points and answer the following questions.

- Mention the hazards of working in the glass bangles industry
- What forces conspire to keep the workers of Firozabad in poverty?
- "It is his karam, his destiny." What is Mukesh's family's attitude towards their situation?
- How is Mukesh different from the other bangle-makers of Firozabad?
- How is Mukesh's attitude to his situation different from that of his family?

DEEP WATER

SUMMARY: William Douglas started fearing water since the age of four. It started when he was visiting California with his father. He visited a beach where a wave knocked him down and swept over him. This terrified him, although the father laughed at this knowing it was no danger. However, this experience terrified him and developed a fear of water in him. After that, when the author is 11 years old, he experiences another incident which further escalates his fear. He is at a swimming pool in Yakima, trying to learn swimming. On one fine day, a bully decides to pull a dangerous prank on him. He pushes him into the deep end of the pool which frightens the author. He dives nine feet into the water and starts struggling desperately to hold on to something. Moreover, he yells for help but starts feeling paralyzed and he gives up and readies himself to die but wakes up at the side of the pool. However, the terror he experiences while drowning never goes away. It continues to haunt him for many years and even spoils his future expeditions concerning canoeing, swimming, fishing and more.

He even visits Marine Lakes, Columbia, New Hampshire and more but is not able to enjoy it. Thus, he decides to overcome this fear by hook or by crook. He enrolls himself in a swimming class and tries to learn from the instructor. The instructor teaches him many tips and tricks for swimming. He begins with the inhaling and exhaling part then he practices it for many weeks. Further, he moves on to kicking the legs on the side of the pool. Finally, he combines all this with the final move of swimming. Although the author knows how to swim, he is still terrified of water. Thus, in order to get rid of the fear, he decides to confront it. He mocks it by thinking what can it really do? Consequently, he plunges in to the water and to his surprise, his fear goes away. He has faced it in many places and at last, manages to conquer it.

To sum up, we learn that if we are determined enough and have the courage, we can overcome any fear that comes our way without letting the fear overpower us.

MCOs

A. *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.*

1. 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.

2. "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

3. 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.

B. 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. I hated to walk naked into it and show my skinny legs. But I subdued my pride and did it.

4. The author subdued his pride and did it. This shows that he –

- A. Hated swimming
- B. Loved swimming
- C. did not want to swim
- D. Was forced to swim

Ans. B Loved swimming

5. What are water wings?

- A. A pair of wings to fly over the water
- B. A pair of life saving tube to swim in water
- C. both a and b
- D. None of these

Ans. B. A pair of life saving tube to swim in water

6. He got water wings before going to the pool. This shows that he – A Was brave

B. Was courageous

C. was rich

D. Was scared

Ans. D. Was scared

7. State true or False –

The writer could drown at the shallow end of the pool. Ans. False

8. Find a synonym of

overpower. Ans.

Subdue.

C. 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.

9. 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.

Ans. A) If Statement 1 is the cause, Statement 2 is the effect.

10. The 'curtain (of life) fell' corresponds to an aspect of

- A) Geometry.
- B) History.
- C) Sports.
- D) Drama

Ans. D) Drama

11. The purpose of using "...” in the above passage is to

- A) show omission.
- B) indicate pauses.
- C) shorten a dialogue.
- D) replace an idea.

Ans. B) indicate pauses.

12. 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.'

Ans. B) 'I crossed to oblivion.'

D. But I was not finished. I still wondered if I would be terror-stricken when I was alone in the pool. I tried it. I swam the length up and down. Tiny vestiges of the old terror would return. But now I could frown and say to that terror, "Trying to scare me, eh? Well, here's to you! Look!" And off I'd go for another length of the pool.

13. Find a

synonym of trace

Ans. Vestige

14. Did the narrator actually speak to the terror?

Ans. No, he said this in his mind.

15. What quality can be seen in the author?

- A) Courage
- B) Terror
- C) fear
- D) All of these

Ans. A) Courage

Q16. Who is the author of Deep Water?

- A) William Shakespeare
- B) William George Bernard Shaw
- C) William Wordsworth
- D) William Douglas

Ans. D) William Douglas

Q17. For how many years had the author taught in high school in Yakima?

- A) 2 years
- B) 4 years
- C) 3 years
- D) 5 years

Ans. A) 2 years

Q18. What is the story Deep Water speaking about?

- A) Fear of water and the way to overcome it
- B) Fear of people
- C) Fear of dogs
- D) Fear of swimming

Ans. A) Fear of water and the way to overcome it

Q19. The chap that threw me in was saying, "But I was only fooling." Choose the option mentioning the personality traits of this 'chap'.

1. persuasive
2. irresponsible
3. domineering
4. manipulative
5. Callous

- A) 1, 2, 4
- B) 2, 4, 5
- C) 2, 3, 5
- D) 1, 3, 5

Ans. C) 2, 3, 5

Q20. Where did the writer go when he was 3 or 4 years old in the story?

- A) Washington
- B) New Zealand
- C) California
- D) Canada

Ans. C) California

Q21. Why did he develop a fear of water?

- A) Because of knocking down by waves at a beach
- B) Because of a young boy
- C) Because of instructor
- D) Because of his mother

Ans. A) Because of knocking down by waves at a beach

Q22. The most appropriate justification for the title of the chapter 'Deep Water' is that

- A) it's about the dangerous depth of the swimming pool.
- B) It reveals the author's lack of surety about overcoming his fear of swimming.
- C) it underlines the author's fear of water and how he overcomes it.
- D) it includes the methods of the author's coach to overcome the fear of deep water

Ans. C) it underlines the author's fear of water and how he overcomes it.

Q23. How did the author learn swimming?

- A) With the help of a rope
- B) With the help of a friend
- C) With the help of his mother
- D) With the help of a swimming instructor

Ans. D) With the help of a swimming instructor Q24. What did William O Douglas desire for?

- A) Visit to California
- B) To be a judge
- C) To learn swimming
- D) To be with his mother

Ans. C) To learn swimming

Q25. Deep water is an excerpt from which book?

- A) Fear of water
- B) Of Men and Mountains
- C) How to Swim
- D) Fearless

Ans. B) Of Men and Mountains

Q26. Who threw Douglas into the swimming pool?

- A) A young boy
- B) Instructor
- C) Mother
- D) Watchman

Ans. A) A young boy

तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

Q27. What was the fear in Douglas' mind?

- A) To be defeated
- B) To be pushed
- C) Being drowned
- D) None

Ans. C) Being drowned

Q28. At the age of 3 or 4 Douglas visited the beach with his father. What caused a terror in his heart then?

- A) The sight of the sea waves
- B) The overpowering force of the waves
- C) The colour of the water
- D) All of these

Ans. D) All of these

Q29. What plans did he make to come to the surface of the pool?

- A) Tried to jump and push himself up
- B) Shouted
- C) Cried aloud
- D) Shouted "help"

Ans. A) Tried to jump and push himself up

Q30. How did this experience affect the author?

- A) Became fearless
- B) Confident
- C) Overconfident
- D) Became aquaphobic

Ans. D) Became aquaphobic

SHORT ANSWER TYPE QUESTIONS

Q1. How did Douglas finally get rid of the fear he had of water?

Ans. The terror that gripped Douglas as a result of his two mishaps with water was so intense that he sought professional help to overcome it. He hired a swimming instructor for six months of intensive training to ensure he overcame his fear of water, which he eventually did.

Q2. How did the incident at the YMCA pool affect Douglas?

Ans. Douglas, a ten-year-old boy, was standing alone at the YMCA pool when a big bully of a boy picked him up and tossed him into the deep end and he was instantly at the bottom. Even though he managed to escape with great difficulty, he could never return to the pool. He began to be afraid of and avoid water. When he was near water, a haunting terror gripped him.

Q3. When Douglas realized that he was sinking, how did he plan to save himself?

Ans. Douglas was terrified when he realized he was sinking, and it was then that he decided to make a big jump to the surface. He considered lying flat on the water for a while and then paddling to the pool's edge.

Q4. What did Douglas experience as he went down to the bottom of the pool for the first time?

Ans. When Douglas is pushed into the pool, he immediately sinks to the bottom. To him, the nine-foot-deep pool appears to be ninety feet deep. He has a strong feeling of unease and as if his lungs are about to burst. Despite feeling completely suffocated, he makes desperate attempts to survive.

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

Ans. It was a nightmare for Douglas when he went down the water with a yellow glow. His legs were nearly paralyzed, his lungs ached, and his head throbbed. The thumping of his heart and the pounding in his head reminded him that he was still alive.

Q6. Why did William Douglas develop aversion to the water when he was three or four years old?

Ans. When William Douglas was three or four years old, he developed a phobia of water. He was standing with his father on a beach when a wave swept over him and knocked him down. He became breathless after being submerged in water. He was terrified and developed a lifelong aversion to water.

Q7. What misadventure did William Douglas experience at the YMCA pool?

Ans. Douglas became afraid of water after an incident at the YMCA pool in which he was thrown into the deeper end of the pool by a big boy. He went down into the water three times but never came back up. Though he was eventually saved, he developed a fear of water as his lungs filled with water. His head throbbed and his legs felt paralyzed, making him fear water for the rest of his life.

Q8. Why did Douglas go to Lake Wentworth in New Hampshire?

Ans. Douglas went to Lake Wentworth in New Hampshire to see if he still feared water. He wasn't sure if his fear of water had gone away despite his rigorous swimming practice. So he decided to test his swimming abilities at Lake Wentworth. He dove into the lake, and it wasn't until he'd swum across the shore and back that he knew his fear of water was gone.

Q9. What did Douglas learn from his experience at the YMCA pool?

Ans. Douglas was deeply affected by his drowning experience at the YMCA pool. He became terrified and terrified of death. He had felt both the sensation of death and the terror that fear of death can cause. As a result, his desire to live grew stronger. He gradually overcame his fear of swimming and learned to swim.

Q10. Which two frightening experiences did Douglas have in water in his childhood?

Ans. Douglas' first terrifying experience with water occurred when he was three or four years old. While surfing at a California beach, he was knocked down by the waves. He had been terrified at the time. Years later, his experience at the YMCA pool brought back unpleasant memories of being thrown into the deep end of the pool by an eighteen-year-old boy. Douglas developed a fear of water as a result of both of these experiences.

LONG ANSWER TYPE QUESTIONS

Q1. "There was terror in my heart at the overpowering force of the waves." When did Douglas start fearing water? Which experience had further strengthened its hold on his mind and personality?

Ans. Douglas had been knocked down by the waves at a California beach when he was three or four years old. The waves swept over him, burying him beneath them. Water's overwhelming power terrified him, and he developed an aversion to it. When Douglas was eleven years old, his aversion to water reappeared and strengthened its grip on his mind and personality. Douglas was thrown into the deep end of the pool by an eighteen-year-old boy. For the second time, the descent into water was a terrifying experience. His legs were almost paralyzed, his lungs hurt, his head throbbed, and he felt like he was suffocating. Keeping his cool, he pushed himself to the surface of the pool, but his efforts were in vain.

When he regained consciousness, he was lying on his stomach beside the pool. Now the haunting fear of water gripped his heart, and he was mortally afraid of water for a long time.

Q2. A big boy threw Douglas into the swimming pool. How did this experience affect Douglas?

Ans. William Douglas had decided to overcome his childhood fear of water and joined the Y.M.C.A swimming pool. He had gradually gained confidence and was attempting to learn to swim by imitating other boys and using water wings. The misadventure occurred just as he was beginning to relax. A big boy, about eighteen years old, saw Douglas sitting by the pool and threw him into the deep end. Douglas was terrified, but he did not lose his mind. He planned on giving himself a thrust just as he touched the bottom, then rising to the surface of the water and floating towards the edge. His plans fell through, and he went up and down in the water three times, unable to reach the surface and breathe. When he was rescued, he had almost given up. The youngster admitted that he was merely 'fooling'.

Q3. We always admire those heroes who face challenges bravely in different phases of life and emerge successfully. Elaborate on this statement with reference to William Douglas.

Ans. Determination and perseverance are a set of characteristics and abilities that motivate people to set goals for themselves and then take action to achieve those goals. Douglas was able to overcome his fear of water by focusing on the values of positivity and courage. He was initially afraid of water, but his tenacity and determination led him to seek out an instructor and overcome his apprehension. Today's determination leads to tomorrow's success. It is that innate quality in our soul that comes to the surface when something irritates it. It reflects the values instilled in us by society and circumstance and enables us to overcome all obstacles.

There is always reverence for heroes like William Douglas who face challenges bravely and eventually triumph. For years, he was plagued by a fear of water. It took away his enjoyment of canoeing, swimming, fishing, and boating. Douglas was able to overcome his fear thanks to deliberate, planned, and consistent efforts. He was dead set on overcoming his fear, and it was only through his perseverance and tenacity that he triumphed.

Q4. With the help of courage one can achieve a lot. How did Douglas overcome his fear of water?

Ans. Douglas was terrified of water from a young age. His mishap at the YMCA pool exacerbated his fear of water. He was unable to participate in fishing and boating trips. He finally decided that he had to overcome his fear. He couldn't do it without professional assistance, so he hired a coach who gradually turned him into an excellent swimmer. Douglas was still unsatisfied. He took advantage of every opportunity to swim and dive in water, thereby confronting his fear. He was able to completely overcome his fear, prompting him to state that what one is afraid of is fear itself, and that if we can overcome that fear, we can achieve anything in life.

Q5. Douglas fully realized the truth of Roosevelt's statement, "All we have to fear is fear itself." How did this realization help him brush aside his fear and become an expert swimmer?

Ans. Fear is a crippling emotion. It limits all kinds of efforts, creativity, and ventures that one might consider. Fear, however, can be overcome with grit, determination, and hard work. This was demonstrated by William Douglas. He overcame his fear of water by first psychoanalyzing it and then treating it methodically. Douglas has developed hydrophobia as a result of his misadventure at the YMCA pool. Regardless, he hired a professional trainer and learned to swim step by step. Douglas was made a swimmer by the trainer due to his strong willpower and rigorous practice.

Douglas, however, was not satisfied and set a higher standard for his perfection, devising various tests and situations to overcome fear in all forms. As a result, Douglas was eventually able to overcome his fear of water and become an expert swimmer.

Q6. Desire, determination and diligence lead to success. Explain the value of these qualities in the light of Douglas' experience in "Deep Water".

Ans. Determination and perseverance are a set of characteristics and abilities that motivate people to set goals for themselves and then take action to achieve those goals. Douglas was able to overcome his fear of water by focusing on the values of positivity and courage. He was initially afraid of water, but his tenacity and determination led him to seek out an instructor and overcome his apprehension. Today's determination leads to tomorrow's success. It is that innate quality in our soul that comes to the surface when something irritates it. It reflects the values instilled in us by society and circumstance and enables us to overcome all obstacles. There is always admiration for heroes like William Douglas who face challenges bravely and eventually triumph. For years, he was plagued by a fear of water. It took away his enjoyment of canoeing, swimming, fishing, and boating. Douglas was able to overcome his fear thanks to deliberate, planned, and consistent efforts. He was dead set on overcoming his fear, and it was only through his perseverance and tenacity that he triumphed.

Q7. Describe the efforts made by Douglas to save himself from drowning in the YMCA swimming pool.

Ans. Douglas was dragged into the deep end of the YMCA swimming pool. Those nine feet seemed a long way down at the time. As soon as his feet touched the ground, he gathered all of his strength and sprung upward. He slowly arose, opened his eyes, and saw only water. He reached up as if for a rope, but his hands only clutched at water. He flailed at the water's surface, swallowed, and choked. He attempted to raise his legs, but they hung as if paralyzed. He began his journey back to the pool's bottom once more. Then he remembered the plan: he would spring from the bottom of the pool and float to the surface like a cork. He'd lie flat on the water and thrash around with his arms and legs. Then he would get to the pool's edge and be safe. The jump made no difference yet again and Douglas eventually gave up and relaxed as he passed out.

Q8. Courage and optimism are attributes that can make the impossible possible. Elucidate with reference to Deep Water.

Ans. Man has only succeeded in making the impossible possible through courage, desire, and determination. The best example is William Douglas' struggle to overcome his fear of water. Douglas developed a fear of water as a result of his near-drowning experience at the Y.M.C.A. swimming pool. Panic attacks paralyzed him the moment he entered the water. He had lived for many years with this fear. But, in the end, he decided to overcome his fear and was successful due to his perseverance and positive attitude. He hired a swimming instructor, who transformed him into a swimmer through rigorous training and special technique. Douglas had to overcome this fear for nearly seven months. But, in the end, Douglas demonstrated that it was courage, determination, desire, diligence, and optimism that enabled him to overcome his fear.

Q9. How did the instructor make Douglas a good swimmer?

Ans. The instructor worked hard to 'build a swimmer' out of Douglas. He recognised Douglas's deathly fear of water and practiced with him five days a week for an hour each day. He devised a novel method of teaching him to swim. He fastened a rope to Douglas' belt, which passed through a pulley that ran over an overhead cable. He made Douglas move back and forth in the pool while holding the end of the rope in his hand, without causing him much fear. Douglas was taught how to exhale underwater and inhale by raising his nose.

This exercise was repeated several times, and they swam across the pool week after week. Douglas was then taught to kick with his legs by the instructor. His legs did not work at first, but he was eventually able to control and command them. Finally, his instructor transformed him into a near-perfect swimmer.

Q10. 'This handicap stayed with me as the years rolled by.' Which handicap is being referred to and what are the events that made Douglas handicapped?

Ans. The handicap in question is Douglas's fear of water, which he developed as a result of some unfortunate events in his childhood. As a result, he was unable to participate in water sports or swim. His father took him to the beach in California when he was three or four years old. Douglas was knocked down by the sea waves and nearly drowned. He developed a phobia of water. Furthermore, when he was ten or eleven years old, a thug threw him into a swimming pool. He had a terrible experience at the time. He was almost submerged in water, which suffocated him and paralyzed his limbs. He did, however, avoid drowning. Since then, he has been afraid of water and has been unable to enjoy activities such as canoeing, swimming, rafting, fishing, and so on. This became a disadvantage for him because he was deprived of the enjoyment of water sports and swimming.

THE RATTRAP

SUMMARY

The Rattrap story is about a man who is a peddler. He has a pessimistic attitude towards the world. The peddler has not always been like this and was a fine man before. However, due to misfortune, he now resorts to selling rattraps, begging and even stealing to survive. Moreover, he also views the world as a big rat trap. He believes that much similar to the cheese we put for mice, the world offers us materialistic things to lure us. So, when we fall for these things, it traps us and takes everything away from us.

One cold evening he reaches at a cottage to ask for shelter. An old crofter who lived there, needed company and so he welcomed the peddler. He shared his food and tobacco. Then they played cards and chatted. The crofter showed him three ten kronor notes that he had earned by selling the milk of his cow. The next day the peddler steals them. Then he avoids the main road and walks through the woods. He gets lost in the woods and is unable to find his way out. He realizes that he himself is caught in the rattrap of the world.

Hearing the sound of an iron mill he manages to drag his tired body to the iron mill. There he takes shelter. The ironmaster, who reaches there on his nightly visit, mistakes him to be his old regimental comrade and invites him to his manor for Christmas. He refuses. But when the ironmaster's daughter Edla insists, he accompanies her home. Once the peddler has bathed and put on clean clothes the ironmaster realizes his mistake and threatens to hand him to the sheriff. The peddler gives the ironmaster a piece of his mind and then the ironmaster tells him to get out of the manor. But Edla insists that he should stay as they had promised to celebrate Christmas together. The father finally agrees and they celebrate Christmas together.

Next day in church the ironmaster and Edla learn that the peddler was a thief who had robbed the old crofter. They return in a hurry thinking that he must have stolen all their silver. However, to their surprise, the peddler did not steal a thing. Instead he left a small gift for Edla. It was a rattrap with the stolen money and a note thanking Edla for her kindness which had saved him from the rattrap he got caught in and requesting her to return the money to the crofter.

The story shows that we can change the world with kindness and compassion. It teaches us that materialistic things never bring inner joy, only love and respect does.

SHORT ANSWER TYPE QUESTIONS

Q1. How did the peddler of rattraps manage to survive?

Ans: He made rattraps of wire and went around selling them. He got material for making them by begging in the big stores or at big farms. Since his business was not quite profitable, he would beg or steal in order to survive.

Q2. How did the peddler look? Was he different from people of his type?

Ans: He was a man with a long beard, dirty, ragged, and with a bunch of rattraps dangling on his chest. His clothes were in rags, his cheeks were sunken, and hunger gleamed in his eyes. No, he looked like the way people of his type usually did.

Q3. What idea did he get about the world? What were its implications?

Ans: He got the idea that the whole world was only a big trap. It sets baits for people exactly as the rattrap offered cheese and pork. It offered riches and joys, shelter and food, heat and clothing as baits. It closed on the person who let himself be tempted to touch the bait. Then everything came to an end.

Q4. Why did the peddler think of the world as a rattrap? What became his cherished pastime?

Ans: The world had never been kind to the peddler. So, he got unusual joy to think ill of the world. His pastime was to think of people he knew who had let themselves be caught in the dangerous snare of the world, and of others who were still circling around the bait.

Q5. What hospitality did the peddler with rattraps receive from the old crofter?

Ans: The old crofter served the peddler hot porridge for supper and gave him tobacco for his pipe. He entertained his guest by playing cards with him. He also informed him about his prosperous past life and how his cow supported him in his old age now.

Q6. 'The old man was just as generous with his confidences as with his porridge and tobacco'. What personal information did he impart to his guest ?

Ans: The old man told his guest that in his days of prosperity he had been a crofter at Ramsjo Ironworks. Then he worked on the land. Now he was unable to do physical labour. His cow supported him now. He supplied her milk to the creamery everyday. Last month he had received thirty kronor in payment.

Q7. Where had the old man put his money? Why did he hold it up before the eyes of his guest and what did he do later on?

Ans: The man had put his money in a leather pouch which hung on a nail in the window frame. He picked out three wrinkled ten-kronor bills for his guest to see as he had a look of disbelief. Then he stuffed them back into the pouch.

Q8. 'The next day both men got up in good, season.' Why? Who are the men and what did they do after getting up?

Ans: The two men are the old crofter and his guest- the peddler with the rattraps. The crofter was in a hurry to milk his cow. His guest did not want to stay in bed when the host had risen. They left the cottage at the same time. The crofter locked the door and put the key in his pocket. The peddler bade him goodbye and thanked him. Then each went his own way.

Q9. Why did rattrap peddler return and how did he rob the old crofter?

Ans: The rattrap peddler was tempted by the thirty kronors he had seen in the leather pouch of the old crofter. He returned half an hour later, smashed a window pane, stuck in his hand and got hold of the pouch. He took out the money and thrust it into his own pocket. Thus, he robbed the old crofter.

Q10. How did the peddler feel after robbing the crofter? Why did he discontinue walking on the public highway?

Ans: At first he felt quite pleased with his smartness. Then he realised the danger of being caught by the police with the stolen money with him. He decided to discontinue walking on the public highway and turn off the road, into the woods.

Q11. Why did Edla plead with her father not to send the vagabond away?

Ans: Edla was kind and sympathetic. She was much pained by the plight of the peddler. Edla requested her father to let the peddler spend a day with them in peace as a respite from the struggle.

Q12. How did the peddler feel while walking through the wood? What did he realise?

Ans: During the first hours the woods caused him no difficulty. Later in the day, it became worse as it was a big and confusing forest. The paths twisted back and forth. He kept on walking but did not come to the end of the wood. He realised that he had been walking around in the same part of the forest.

Q13. What do you learn about the Ramsjo Ironworks from 'The Rattrap'?

Ans: The Ramsjo Ironworks used to be a large plant, with smelter, rolling mill and forge. In the summer time heavily loaded barges and scows slid down the canal. In the winter time, the roads near the mill were black from charcoal dust.

Q14. Why did the blacksmith fail to notice the entry of the peddler in the forge?

Ans: The forge was full of many sounds. The big bellows groaned and the burning coal cracked. The fire boy shovelled charcoal into the maw of the furnace with a great deal of clatter. A water fall roared outside. Sharp north wind made the rain strike the brick-tiled roof. Due to all this noise the blacksmith failed to notice the peddler's entry.

Q15. 'The blacksmiths glanced only casually and indifferently at the intruder', What prompted them to do so?

Ans: Usually poor vagabonds, without any better shelter for the night, felt attracted to the forge by the glow of light which escaped through the sooty panes. They came in to warm themselves in front of the fire. The intruder looked like other people of his type usually did.

Q16. What did the tramp ask? Was his request granted? What did he do then?

Ans: The tramp asked permission to stay. The blacksmiths hardly deigned to look at him. The master blacksmith nodded a haughty consent without uttering a word. The tramp too did not say anything. He had come there only to warm himself and sleep. So, he eased his way close to the furnace. ‘

Q17. Who was the owner of the Ramsjo Iron Mill? Why did he come to the forge that night?

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

Q18. What did the ironmaster notice in the forge? How did he react then?

Ans: The ironmaster noticed a person in dirty rags lying quite close to the furnace. Steam rose from his wet rags. The ironmaster went near him and looked at him very carefully. Then he removed his slouch hat to get a better view of his face. He thought that he was an old acquaintance of his and said : “But of course it is you, Nils Olof!”

Q19. Why did the man with the rattraps not want to undeceive the ironmaster all at once?

Ans: The peddler thought that if the fine gentleman thought he was an old acquaintance, he might perhaps throw him a couple of kronor. So he did not want to undeceive him all at once.

Q20. What observation did the ironmaster make about the stranger? What did he ask him to do?

Ans: The ironmaster saw the stranger in the uncertain light of the furnace and mistook him for his old regimental comrade. He said that it was a mistake on his part to have resigned from the regiment. If he had been in service at that time, it would never have happened. He asked the stranger to go home with him.

Q21. What did the peddler think about going up to the manor house? How did he react to the ironmaster’s invitation?

Ans: The peddler looked quite alarmed. He still had the stolen thirty kronor on him. Going up to the manor house would be like throwing himself voluntarily into the lion’s den. He did not feel pleased to go there and be received by the owner like an old regimental comrade. So he declined the invitation.

Q22. What did the ironmaster assume to be the reason behind his old comrade s refusal? How did he try to reassure him?

Ans: The ironmaster assumed that his old regimental comrade felt embarrassed because of his miserable clothing. He said that his house was not so fine that he couldn’t show himself there. He lived there only with his daughter as his wife Elizabeth was dead and his sons were abroad.

Q23. What reason did the ironmaster advance in support of his invitation to the stranger?

Ans: He said that they didn’t have any company for Christmas. He thought it was quite bad. He requested the stranger to come along with him and help them make the Christmas food disappear a little faster.

Q24. ‘The ironmaster saw that he must give in.’ What made him give in? What did he say? What did the blacksmith think about the ironmaster?

Ans: The stranger declined the ironmaster’s invitation thrice. The ironmaster then told the blacksmith that Captain von Stahle preferred to stay with him that night. He laughed to himself as he went away. The blacksmith, who knew the ironmaster, understood very well that he had not said his last word.

Q25. Who was the new guest at the forge ? Why had that person come there and how did she look? Who accompanied her and why?

Ans: The new guest was the ironmaster’s daughter. She drove in there in a carriage along with a valet who carried on his arm a big fur coat. She had been sent there by her father hoping that she had better powers of persuasion than he himself. She was not at all pretty, but seemed modest and quite shy.

Q26. Describe the scene at the forge when Edla Willmansson came there.

Ans: The master blacksmith and his apprentice sat on a bench. Iron and charcoal glowed in the furnace. The stranger had stretched himself out on the floor. He lay with a piece of pig iron under his head and his hat pulled down over his eyes.

Q27. What did the young girl notice about the stranger? What did she conclude? How did she make him feel confidence in her?

Ans: The stranger jumped up abruptly and seemed to be quite frightened. She looked at him sympathetically, but the man still looked afraid. She concluded that either he had stolen something or else he had escaped from jail. She spoke to him in a very friendly manner to make him feel confidence in her.

Q28. What did the peddler of rat traps think while he was riding up to the manor house?

Ans: While he was riding up to the manor house he had evil forebodings. He questioned himself why he had taken that fellow's money. He thought that he was sitting in the trap and would never get out of it.

Q29. Why did the peddler derive pleasure from his idea of the world as a rattrap?

Ans: The peddler was very happy with the idea of the world as a rattrap because he was never given kindly treatment by the world. He had quite different feeling for it and loved to think ill of it by comparing it to a rattrap.

Q30. How did the ironmaster try to convince his daughter about the stranger's?

Ans: He asked his daughter to have some patience. She would see something different as soon as the stranger got clean and dressed up. Last night he was naturally embarrassed. He asserted that tramp manners would fall away from him with tramp clothes.

Q31. What impression did the well-groomed guest make? How did the ironmaster react and why?

Ans: He looked truly clean and well dressed. The ironmaster did not seem pleased. He looked at him with contracted brow. It was because he had made a mistake in identifying the person in uncertain light at night. He demanded an explanation from the man.

Q32. What did the ironmaster threaten to do after knowing the mistake? How did the stranger save himself?

Ans: The ironmaster threatened to call in the sheriff. The stranger reminded the ironmaster that a day might come when he might get tempted, and then he would be caught in the big rattrap of the world. The metaphor amused the ironmaster. He dropped the idea of sending for the sheriff, but asked the stranger to leave at once.

Q33. 'The daughter stood there quite embarrassed and hardly knew what to answer.' What embarrassed her? Why did she intercede for the vagabond?

Ans: The daughter had drawn plans to make things homelike and typical of Christmas, for the poor hungry wretch. She could not get away from this idea at once. She felt embarrassed when her father asked the man to get out. She interceded for the vagabond to persuade her father to let him stay for Christmas.

Q34. What arguments did the young girl give in favour of the stranger's stay there?

Ans: She said that the whole year long, the stranger walked around. He was probably not welcome or made to feel at home even at a single place. He was chased away wherever he turned. He was always afraid of being arrested and cross-examined. She wanted him to enjoy a day of peace with them-just one in the whole year.

Q35. "He only stared at the young girl in boundless amazement." What made the man with the rattrops react in this manner?

Ans: The young girl told him after the Christmas dinner that the suit he wore was to be a Christmas present from her father. He did not have to return it. If he wanted to spend next Christmas Eve peacefully, without any evil befalling him, he would be welcomed back again. This amazed him.

Q36. "The young girl sat and hung her head even more dejectedly than usual." What two reasons forced her to behave in this manner?

Ans: First, she had learned at church that one of the old crofters of the ironworks had been robbed by a man who went around selling rattrops. Second, her father taunted her and held her responsible for letting that fine fellow" into the house.

Q37. Sum up the contents of the letter addressed to Miss Willmansson.

Ans: The stranger did not want her to be embarrassed at the Christmas season with a thief. As she had been nice to him as if he were a captain, he would be nice to her as if he were a real captain. He asked her to return the money to the old crofter. The rattrop was a present from a rat who would have been caught in the world's rattrop if he had not been raised to captain. It was as captain that he got power to clear himself.

38 Why did the peddler sign himself as Captain von Stahle?

Answer:

Edla Willmansson had been rather nice to the peddler and had treated him with the honour that was due to a Captain. The peddler, through this mistaken identity, got an opportunity to raise himself and get above the petty temptations of the world. So he signed himself as Captain von Stahle.

39 Why did the peddler think that the world was a rattrop?

Answer:

The peddler considered the whole world as a big rattrop, its sole purpose being to set baits for people. The joys and riches of this world are nothing but tempting baits and anyone who is tempted by them was captured by the rattrop which completely closed in on him.

40 Why was Edla happy to see the gift left by the peddler?

Edla was happy to see the gift left by the peddler as he had respected her faith in him. Edla had retained him in her house even after knowing his real identity and he, in turn, had shown her that the guest she had honoured was as honourable as the Captain. The latent goodness of his heart had been awakened and he had been able to overcome the bait of the rattrop.

41 Which act of the crofter surprised the peddler? Why?

Answer:

The peddler was always shunned away wherever he went. No one treated him with kindness and so he had lost all hope of being shown any kind of warmth. But when he approached the crofter's roadside cottage he was surprised by the latter's warm welcome and generous hospitality.

42 How was the peddler treated at the crofter's cottage?

At the crofter's cottage the peddler was welcomed warmly and received generous hospitality. The crofter was an old and lonely man and the prospect of getting the peddler's company overjoyed him. So he poured all his warmth and friendly courtesy on the peddler.

43 Why was the crofter so talkative and friendly with the peddler?

Answer:

The crofter was lonely. He lived alone in his cottage without a wife, a child or any companion. Since he suffered from acute loneliness he was extremely happy when he got the peddler's company. That is why he was so talkative and friendly with the peddler.

44 Why was the peddler surprised when he knocked on the door of the cottage?

Answer:

At the crofter's cottage the peddler was welcomed warmly and received generous hospitality. The crofter was an old and lonely man and the prospect of getting the peddler's company overjoyed him. So he poured all his warmth and friendly courtesy on the peddler.

45 What made the peddler finally change his ways?

Answer:

The peddler was touched by Edla's kind treatment. She treated him like a Captain in spite of knowing his real identity. This awakened the latent goodness of his heart because he wanted to show Edla he was worthy of the honour she had given him. So he finally changed his ways.

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

Answer:

The peddler discards the public highway and keeps to the woods after leaving the crofter's cottage because he wants to avoid being caught with the thirty kronors that he had stolen from the crofter's house. He walks through mazes of forest paths but lands nowhere. When he realizes he has been trapped he feels extremely tired and sinks to the ground in despair.

47 Did the stranger agree to go to the ironmaster's house? Why or why not?

Answer:

Initially the stranger declined the ironmaster's invitation. He had the stolen thirty kronors on him and thought it was like going into the lion's den. But then he accepted the ironmaster's invitation because Edla's sympathy and compassion allayed his fears and her friendly manner made him to have confidence in her.

48 Why did the peddler decline the invitation of the ironmaster?

Answer:

The peddler declined the ironmaster's invitation because he had the stolen thirty kronors on him. He feared that he would be caught there for stealing the crofter's money. For the peddler going to the manor house of the ironmaster would be like throwing himself voluntarily into the lion's den.

49 Describe the crofter's meeting with the rattrap peddler.

Answer: The crofter gave the rattrap peddler shelter for a night. He was very hospitable with the peddler. He gave the peddler supper, tobacco to smoke, played cards with him and even shared his confidences with him.

50 Why did Edla invite the peddler?

Answer:

Edla invited the peddler because she wanted to celebrate Christmas in the true spirit of the festival by having a guest over for Christmas supper. Moreover, she wanted to give the peddler a day of peace.

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

Answer:

When the iron master saw the stranger lying close to the furnace he walked up to him and looked him over carefully. Mistaking him for an old acquaintance, a comrade from his regiment, he got very excited and invited him to come to his cottage.

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

Answer:

When the ironmaster mistakes the stranger for Captain Nils Olof, an old regimental comrade, the stranger decides not to correct him as hopes to get a couple of kronors from the ironmaster. So he does not want to undeceive him all at once.

53 Why was the crofter happy when the peddler knocked on his door?

Answer:

The crofter was very lonely. He lived alone in his cottage without a wife, a child or any companion. Since he was suffering from acute loneliness he felt very happy when the peddler knocked on his door. He treated the peddler in the most kind and hospitable manner.

54 How was the crofter 'generous with his confidences' when he spoke to the peddler?

Answer: The crofter was generous not just with his porridge and tobacco but also with his confidences with the peddler. He informed the peddler that he had been a crofter but now his cow supported him. She would give milk for the creamery every day, and last month he had even received thirty kronors as payment.

55 What did the peddler do to keep his body and soul together?

Answer:

The peddler made and sold rattraps but his business was not really profitable so he had to resort to both begging and petty thievery to keep his body and soul together.

56 Why did the peddler derive pleasure from his idea of the world as a rattrap?

Answer:

The world had never been kind to the peddler so it gave him unwanted joy to think ill of it by considering it as a rattrap. It became his cherished pastime to think of people he knew who had let themselves be caught in the dangerous snare and of others who were still circling around the bait in the rattrap.

57 Why did Edla plead with her father not to send the vagabond away?

Answer: Edla pleaded with her father not to send the vagabond away as it was Christmas eve and she wanted to keep the spirit of Christmas alive. She wanted to provide the vagabond with a day of comfort and solace. She justified that they had invited him against his will and since he was lonely she wanted to do something special for him on Christmas eve.

58 In what sense was the world a big rattrap according to the peddler?

Answer:

According to the peddler the whole world with its lands, seas, cities and villages was nothing but a big rattrap. It only existed to set baits for people. If offered riches and joys, shelter, food and clothing as the rattrap offered cheese and pork and as soon as anyone let himself be tempted to touch the bait, it closed on him and then everything came to an end.

59 Why did the peddler knock on the cottage by the roadside? How was he treated by the owner of the cottage?

Answer:

The peddler knocked on the cottage by the roadside to ask shelter for the night. The owner, who was an old man, without a wife or child, greeted him warmly, served him supper and played cards with him as he was happy to get someone to talk to in his loneliness.

60 What conclusion did the ironmaster reach when he heard that the crofter had been robbed by the peddler?

When the ironmaster heard that the crofter had been robbed by a man who went around selling rat-traps, he sarcastically remarked to his daughter that she had let a fine man into the house and was wondering as to how many silver spoons were left in their cupboard by that time.

61 What were the contents of the package left by the peddler as a Christmas gift for Edla Willmansson?

Answer:

The package that the peddler left as a Christmas gift for Edla Willmansson contained a small rattrap which had a letter he had written in large, jagged characters and in it also lay three wrinkled ten kronor notes.

62 How was the peddler received by the crofter?

Answer:

The crofter was a lonely person who received the peddler warmly, gave him supper and tobacco to fill his pipe and played a game of cards with him. He was very friendly with the peddler. He shared the details of his life with him and showed him the thirty kronor notes he had received as payment.

63 What brought about a change in the life of the peddler?

Answer:

Edla's warmth, sympathy and compassion brought about a change in the life of the peddler. He is touched by the kind treatment Edla gives him despite knowing his real identity. The latent goodness of his heart is awakened and he actually behaves like a true Captain.

64 At the crofter's home, why did the peddler feel very happy?

Answer:

The peddler was received very warmly and received generous hospitality at the crofter's home. The crofter, an old and lonely man, served him porridge, treated him kindly and the two smoked and played cards. This made the peddler feel very happy.

65 Why was the peddler amused at the idea of the world being a rattrap?

Answer:

The world had never been very kind to the peddler. So it gave him unwanted joy to think of the world with its lands and seas, cities and villages as nothing but a big rattrap that sets baits for people in the form of riches, joys and other necessities, and as soon as one got tempted, it closed in on him.

66 What hospitality did the peddler receive from the crofter?

Answer:

Instead of the sour faces which normally met the peddler, the crofter who was an old and lonely man received the peddler most warmly and offered him generous hospitality. He gave him porridge for supper and the two smoked tobacco and played cards. The crofter also shared his confidences with the peddler.

67 What do we learn about the crofter's nature from the story, 'The Rattrap'?

Answer:

The crofter was an old man who was very lonely as he had no family. He was very happy when the peddler knocked on his door as he got someone to talk to in his loneliness. He treated the peddler most courteously and offered him food and tobacco. The crofter was as generous with his confidences as he was with his hospitality.

68 Why did the crofter show the thirty kronor to the peddler?

Answer:

The crofter was too happy to get someone to talk to in his loneliness so he was generous with his confidences with the peddler. The stranger must have seemed doubtful, for the crofter took down a leather pouch hanging on a nail near the window and showed the thirty kroner notes to the peddler.

69 Why did the ironmaster speak kindly to the peddler and invite him home?

Answer:

The ironmaster mistook the peddler to be an old acquaintance Nils Olof, his old regimental comrade, so he spoke kindly to the peddler and invited him to his house. He and his daughter Edla did not have any company for Christmas so he wanted the peddler to join them for Christmas dinner.

Long Answer Type Questions (5-6 MARKS)

1 The Rattrap' highlights the impact of compassion and understanding on the hidden goodness in human beings. Substantiate with evidence from the story.

Answer:

The theme of the story 'The Rattrap' is that most human beings are prone to fall into the trap of material gains. However, love and understanding can transform a person and bring out his essential human goodness. The peddler had been treated very cruelly by the world. So even though the old crofter was kind and hospitable to him, he betrayed his trust and stole thirty kronors from him. He was not impressed by the ironmaster's invitation also. But Edla Willmansson's compassion and understanding brought about a transformation in his nature. Her human qualities helped in raising him to be a gentleman. He was easily able to overcome petty temptations. The peddler who always considered the whole world to be a rattrap finally felt released from this rattrap due to the sympathetic, kind, loving and generous treatment of Edla Willmansson that was able to bring out his basic human goodness.

2 Given his temperament, Edla's father would have failed in reforming the peddler. How did Edla succeed?

Answer:

Unlike her father Edla is a compassionate, sympathetic and understanding girl and because of these virtues she succeeded in reforming the peddler. The ironmaster, on the other hand, is impulsive and whimsical. He invites the stranger to his house without confirming the latter's identity and as soon as the peddler's true identity is revealed he decides to refer the whole matter to the sheriff. But Edla continues to be nice and hospitable to him and does not turn him out of their house on Christmas eve. She treats the peddler like a real captain and he too behaves like one. She thus awakened the potential goodness of his heart and before leaving the manor house he leaves behind a rattrap as a Christmas gift for Edla and the money he had stolen from the crofter's cottage along with a letter in which he confesses his crime and requests Edla to return the thirty kronors to the old crofter.

3 Why did the peddler accept Edla's invitation when he had already declined the ironmaster's to go home with him?

Answer:

The peddler first meets Edla Willmansson, the ironmaster's daughter, when on her father's insistence she comes to invite the peddler to their manor house for Christmas. The peddler who had earlier refused to accept the ironmaster's invitation could not decline Edla's invitation. She looked at him with compassion because she immediately noticed that he was afraid. So she spoke to him in such a friendly and warm manner that the peddler felt a kind of confidence in her. In fact the peddler even tells her that it would never have occurred to him that she would bother herself over him and he would come with her immediately. So he accepted the fur coat which Edla's valet handed him and followed the young lady out to the carriage.

4 To be grateful is a great virtue of a gentleman. How did the peddler show his gratitude to Edla?

Answer:

Edla knew that her father was mistaken when he invited the peddler home thinking he was his long lost friend. Later it was revealed that he was a complete stranger and not a straight forward man. Despite this Edla begged her father not to send him away on Christmas eve. She invited him home and gave him food, shelter and clothes. Her kindness, compassion and sympathy brings out the goodness in the tramp. He leaves a packet for her as a Christmas gift which contains a rattrap and three ten kronor notes stolen from the crofter. It also contains a letter in which he signs himself as captain. Edla's care and concern changes the peddler into a dignified gentleman.

5 The people we meet in life leave an impression on us. How is the rattrap peddler affected by meeting the crofter and Edla?

Answer:

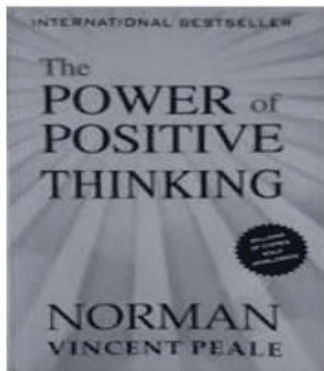
The good people we meet sometimes leave an impression on us. Compassion and understanding can transform a person and bring out his essential human goodness. As is the case with the rattrap peddler whose meeting with the crofter and Edla bring about a positive transformation in his nature. The lonely old crofter was extremely kind to the peddler. Despite his hospitality the peddler stole his money and committed a breach of trust. Edla too treated him nicely, even after she came to know his true identity. The peddler who had always considered the world to be a rattrap that enclosed upon people finally felt released from this rattrap due to the kind, generous and sympathetic treatment of the crofter and Edla. He leaves behind a letter of thanks for Edla with a Christmas gift and the money he had stolen from the crofter, to be restored to its rightful owner.

MCQs with answers

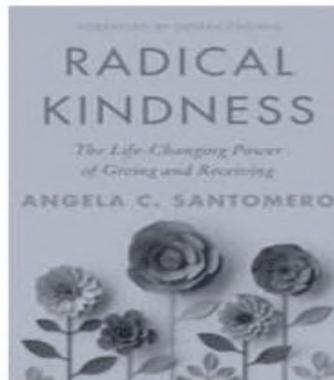
- Q. No. 1) The writer tones down the philosophical load inherent in ‘The Rattrap’ with the inclusion of
- a. ironical situations.
 - b. satirical dialogues.
 - c. classical references.
 - d. humor and wit.

Ans. Option (d)

Q. No. 2) Imagine that the peddler from ‘The Rattrap’ turned his life around, and decided to write of his experience. Which of the following is likely to be the peddler’s book, from the popular books shown below?



(i)



(ii)



(iii)

- a. Option (i)
 - b. Option (ii)
 - c. Option (iii)
 - d. Option (iv)
- Ans. Option (b)

Q. No. 3) “Left to his own meditations”, one day the peddler fell into “a line of thought, which really seemed to him entertaining”. What does the peddler’s conception of the world as a rattrap, signify about him?

- a. The peddler had a lot of time on his hands, with nothing much to do.
 - b. The peddler was a reflective man whose wisdom did not depend on his status.
 - c. The peddler was a lonely vagrant trying to make sense of his fortunes.
 - d. The peddler was a rattrap seller, and his work deeply inspired him.
- Ans. Option (c)

Q. No. 4) “Yes, that was a fine fellow you let into the house,” said her father. What light does the given line throw on the ironmaster as a father?

- a. The ironmaster was disapproving of Edla’s decision to let the peddler stay.
 - b. The ironmaster blamed his daughter for harboring a criminal at home.
 - c. The ironmaster was playful with Edla and supported her decisions.
 - d. The ironmaster loved Edla but thought her to be too naïve and idealistic.
- Ans. Option (a)

Q. No. 5) Though the reader does not meet Captain von Stahle in person, they encounter the captain symbolically. How?

- a. The ironmaster misidentifies the peddler as his old friend, the Captain, and invites him home.
 - b. The reader realizes the peddler is actually Captain von Stahle when he signs off the letter.
 - c. Edla attends to the peddler as respectfully, caringly, and kindly, as she would have the Captain.
 - d. The peddler accepts the error of his ways and displays the qualities expected of a Captain.
- Ans. Option (d)

QUESTIONS BASED ON EXTRACT:

I No one can imagine how sad and monotonous life can appear to such a vagabond, who plods along the road, left to his own meditations. But one day this man had fallen into a line of thought, which really seemed to him entertaining. 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.

- i. According to the extract, which of these words best describes the man?
 - a. Reflective
 - b. impulsive
 - c. indifferent
 - d. Simpleminded

Ans. Option (a)

ii. Rewrite the given sentence after replacing the underlined phrase with its synonym.
It had never existed for any other purpose than to set baits for people.

Ans. It had never existed for any other purpose than to lure people.

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

1. The world offers living beings a life full of pleasure.
2. However, only compassionate people can enjoy those pleasures.

- a. (2) has been caused by (1)
- b. (2) is a hypothesis based on (1)
- c. (1) cannot be inferred from the extract but (2) can be
- d. (1) can be inferred from the extract but (2) cannot be.

Ans. Option (d)

iv. In one sentence, rationalize the given statement.

It is challenging for others to be able to understand the despair of a vagabond's life.

Ans. because most people's experiences are different from that of the vagabond/people typically live with others (family, friends, community) while a vagabond has no one to call his own and lives alone / because most people live a predictable and stable life while a vagabond lives a nomadic life

v. Replace the underlined word with its antonym from the extract.

The man who thought that the world was a rattrap lived a life that was interesting.

Ans. Monotonous

vi. The mood of the extract can be best described as _____.

- a. cautious
- b. malicious
- c. melancholic
- d. Apprehensive

Ans. Option (a)

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

i. How would you characterize the mood of the above extract?

- a. mysterious, restful
- b. ominous, despairing
- c. thoughtful, whimsical
- d. philosophical, anguished

Ans. Option (b)

ii. By what bait had the peddler been fooled?

- a. He had chosen to take the 'safe' forest route.
- b. He had decided to avoid the public highway.
- c. He had stolen money from the trusting crofter.
- d. He didn't realize the power of his rattrap analogy.

Ans. Option (c)

iii. The consequence of 'his own turn' having come was that the peddler had _____

- a. got irreversibly lost in the thick, warped forest.
- b. been fooled and imprisoned in a hopeless prison.
- c. been walking around the same part of the forest.
- d. walked the whole forest without finding the end.

Ans. Option (a)

iv. The above extract richly employs literary devices. Look at the table below.

Choose the option that correctly matches the instances/ examples in Column A with the literary devices in Column B:

Column A

- 1. The forest closed in upon the peddler like an impenetrable prison.
- 2. The big and confusing forest with its twisted paths, trunks, branches, thickets, and fallen logs.
- 3. The lost peddler was reminded of the world and the rattrap.
- 4. It was a big and confusing forest that he had gotten into. The peddler had been fooled and was trapped i forest.

- a. 1 - (i); 2 - (ii); 3 - (iii); 4 - (iv)
- b. 1 - (iv); 2 - (i); 3 - (ii); 4 - (iii)
- c. 1 - (iii); 2 - (iv); 3 - (i); 4 - (ii)
- d. 1 - (ii); 2 - (iii); 3 - (iv); 4 - (i)

Ans. Option (b)

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

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

*"Written with friendship and high regard,
Captain von Stahle."*

i. Which of the following CANNOT be attributed to the peddler, according to the above extract?

- a. indebtedness
- b. reform
- c. self-pity
- d. self-awareness

Ans. Option (c)

ii. Why did the peddler gift a rattrap as a Christmas present?

- a. It was all the peddler had that he could give away, and represented his turn to honesty.
- b. It symbolized his successful escape from entrapment as he returned the stolen money.
- c. It served as a reminder for Edla to be wary of the dangerous temptations of the world.
- d. It was a practical and convenient present that the lady of the house could effectively use.

Ans. Option (a)

iii. The word 'frame' has been used to indicate a rigid structure that surrounds something such as a picture, door, or windowpane. There are other meanings of 'frame' too.

- 1. a person's body with reference to its size or build
- 2. a single complete picture in a series forming a cinema, television, or video film.
- 3. a triangular structure for positioning the red balls in snooker.
- 4. a seal lid

Choose the option that DOES NOT list the meaning of 'frame'.

- a. Option (1)
- b. Option (2)
- c. Option (3)
- d. Option (4)

Ans. Option (d)

iv. This communication includes

- 1. a promise
 - 2. regret
 - 3. an apology
 - 4. shame
- a. only 4
 - b. only 1
 - c. 1 & 3
 - d. 2 & 4

Ans. Option (c)

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

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

"Written with friendship and high regard,
Captain von Stahle."

1. Which of the following is NOT a reason why the peddler left a Christmas present for Edla?

a To show his gratitude for her kindness

b To repay her for her hospitality

c To make amends for his past crimes

d To avoid embarrassing her at Christmas

Answer - d. To avoid embarrassing her at Christmas

2. What was the significance of the rattrap in the peddler's gift?

a. It was a symbol of his transformation

b. It was a reminder of his humble origins

c. It was a warning to Edla to be careful of strangers

d. It was a practical gift that she could use

Answer- a. It was a symbol of his transformation

3. Who is the intended recipient of the money mentioned in the passage?

a) The captain b) The narrator c) The old man on the roadside d) The thief

Answer- c) The old man on the roadside

Complete the Statement:

The peddler leaves Edla a Christmas present because he wants to be nice to her, just like she was nice to him. He signs the letter as Captain von Stahle to show her.....

Answer- that he has been inspired by her to be a better person.

PRACTICE QUESTIONS

- 1 What is the symbolic meaning of the rattrap and how does it relate to the concept of being raised to a captain?
- 2 How does the narrator's intention to protect the recipient of the pedler's gift from embarrassment tie into the theme of the passage?

LONG ANSWER TYPE QUESTIONS WITH ANSWERS

1 If the world is “nothing but a big rattrap” as the tramp stated in the story ‘The Rattrap’, who might the rattrap peddler be? Discuss.

Ans. In the story "The Rattrap," if the world is considered "nothing but a big rattrap," the rattrap peddler could symbolize the individuals who manipulate and deceive others, trapping them in a cycle of greed and materialism. He represents the temptations and traps that lead people astray from genuine human connection and happiness.

2 Despite his philosophical insights, the vagabond fails to resist temptations. What would you attribute this to? Explain with reference to any instance from the text.

Ans. Despite his philosophical insights, the vagabond fails to resist temptations due to his deep-rooted desire for material comfort and security. This is evident when he succumbs to the allure of money and steals the ten kronor notes from the generous old crofter's house, disregarding his own principles and succumbing to the temptation of immediate gain.

3 What might be the significance of setting the story's events during Christmas? Justify your opinion.(HOTS)

Ans. Setting the story's events during Christmas adds a significant layer of symbolism. Christmas is a time associated with generosity, compassion, and the spirit of giving. By placing the events during this holiday, the author highlights the themes of redemption, kindness, and the potential for positive transformation, emphasizing that even those who are trapped in their circumstances can find hope and a chance for change.

4 Do you think the story reinforces a stereotype that women are more trusting, forgiving, and less practical than men? Comment with reference to Edla's actions in the story.(HOTS)

Ans. The story does not necessarily reinforce the stereotype that women are more trusting, forgiving, and less practical than men. Edla's actions in the story, where she shows kindness and compassion towards the vagabond, can be seen as acts of empathy and a belief in the potential for goodness in others, rather than solely based on her gender.

5 How did Edla persuade her father to let the pedlar stay in their home till Christmas?

Ans. Walks the whole year long/chased away/ no home that makes him feel welcome/afraid of being arrested/wants him to enjoy at least one day of peace/morally they ought not to turn away a human whom they have invited for Christmas and promised Christmas cheer.

6 How does the setting of the remote for (HOTS)

Ans. Serves as a significant backdrop for the events that unfold in the story.

- creates a sense of isolation and desolation, emphasizing the loneliness and despair that the peddler experiences
- the harsh winter conditions and the barren landscape add to the overall tone of melancholy and hopelessness
- the forest also represents the metaphorical wilderness of the human soul, highlighting the struggles and temptations that people face in their journey through life.

Therefore, the setting plays a vital role in establishing the mood and atmosphere of the story.

A mistaken identity led to a discovery of a new one for the rattrap peddler. How did this impact him? (HOTS)

Ans.

- Gave him the power to clear his conscience
- Brought out his latent goodness
- Lent him the conviction to become a better human/ a chance at elevating himself from being a thief
- Allowed him the opportunity to behave in a dignified manner befitting that of a Captain.

7 If the Christmas spirit is about selflessness, forgiveness, and becoming 'better' versions of ourselves amongst other things, Edla Willmansson is the epitome of this spirit. Justify with two points of evidence from The Rattrap.

Ans. Edla - Despite knowing the truth about the peddler –

- gave him shelter and treated him with full respect. (forgiveness)
- even invited him for Christmas next year. (a better version of herself)

8 What did the gift of the rat trap signify?

Ans.

- small rat trap with thirty kronor and a note
- wishes money to be returned to the crofter
- confesses that he had made a mistake
- got caught in his own rat trap
- thanks for treating him like a real captain
- turns over a new leaf
- Life is one big rat trap, one gets trapped by own deeds
- everyone should get a second chance to improve oneself.

9 How does the story, 'Rattrap' highlight the importance of community over isolation? Support your rationale with textual evidence.

Ans.

- The rattrap seller undergoes a change in his personality as he experiences the shift from isolation to community.
- Rattrap seller is devoid of family and friends, he is depicted as a loner
- Instances that depict his engagement with the community
- the hospitality of the old man, the Christmas episode
- His experience of friendship leads to a change in his persona.

10 Edla is able to bring about a change of heart in the Pedlar. Justify this with reference to the story, 'The Rattrap'. What qualities helped her bring about this transformation?

Ans.

- Edla's kindness and hospitality awaken his conscience
- The ironmaster's daughter treats him with respect and shows compassion and understanding toward his condition.
- She does not force herself upon him but tries to persuade him to spend Christmas Eve with them.
- He reposes trust in her due to her friendliness.
- Later she persuades her father not to send the man away when his identity is revealed as they had invited him and promised him Christmas cheer.
- She also tells him that he is welcome again next year if he wishes so.
- This brings about a change in the man and he is reformed.
- Realizes that there is a way out of the trap.
- Returns the money through Edla.

11 Edla's empathetic and compassionate behavior changed the life of the rat trap seller. Do you think that an act of kindness can change a person's view of the world?

Ans.

- The peddler had been living a despicable life of poverty, despair, and frustration
- he repaid the crofter's hospitality by stealing his earnings
- he repaid the ironmaster's invitation to the manor house by giving a piece of his mind when the latter talked of taking the matter to the sheriff.
- the meeting with the ironmaster's daughter was a turning point in his life.
- the kindness, concern, and understanding that she showed him touched the core of his heart and transformed his way of thinking.
- the ironmaster's daughter understood that he needed security and succor
- she convinced her father to allow him to stay on in their house to share the Christmas cheer.
- she restored his dignity and self-worth.
- she treated him like a captain of the army though she was aware that he was a common tramp.
- when the girl treated him like a Captain, he spontaneously behaved like a real Captain.
- he left a rattrap as a Christmas gift for her and enclosed a letter of thanks and confession in it.
- leaving behind the stolen money to be restored to the owner, he redeemed himself from his dishonest ways
- he emerged as an altogether transformed person.

12 How would you compare the peddler's actions in relation to the crofter and Edla?

Would you say kindness does not always beget kindness, and that the conditions for receiving kindness are important for it to truly transform people? Elaborate.

Provide relevant textual details to support the analysis.

Ans. The peddler's actions in relation to the crofter and Edla highlight the complexities of human behavior and the transformative power of kindness. While the peddler initially approaches the crofter with dishonest intentions, trying to deceive him, the crofter shows kindness by offering him shelter and treating him with compassion. However, the peddler steals the crofter's money and escapes, demonstrating that his initial experiences of kindness did not lead to a transformation in his behavior. On the other hand, when the peddler encounters Edla, she treats him with genuine kindness and offers him a safe haven. She shows trust in him and believes in his potential for goodness. This act of kindness has a profound impact on the peddler, leading to a change in his attitude and actions. He feels remorse for his past behavior and decides to return the stolen money.

This suggests that while kindness has the potential to transform people, the conditions for receiving that kindness are crucial. Edla's unconditional kindness, trust, and belief in the peddler's goodness create an environment where he feels genuinely valued and worthy of redemption. In contrast, the crofter's kindness, although well-intentioned, is not enough to evoke a lasting change in the peddler.

13 Franz from The Last Lesson and the peddler from The Rattrap demonstrate the importance of learning from our mistakes to evolve into better people. Imagine that Shubhangi, your friend, feels as if she has made a mistake by not taking her academics seriously. Write an essay to Shubhangi in 120–150 words discussing instances from the two texts to give her an insight into the human tendency to make mistakes and learn from them.

You may begin like this:

Shubhangi, all of us have made mistakes at one point or another in our lives. After all, to err is human.....

Ans.

- Mistakes are common - all of us, whether old or young, may make numerous mistakes. For example, little Franz is careless, indisciplined, and unpunctual while the vagabond, who is much older than Franz, remains greedy and chooses to engage in petty thievery.
- If not corrected in time, our mistakes bring our growth to a standstill. As in the case of Franz, since he does not take Mr. Hamel's classes seriously, he is unable to learn French despite being present in the classroom. The man with the rattrap, on the other hand, is not satisfied by people's kindness to him. Instead, he steals from compassionate people like the old crofter who shared his meal with him and gave him a place to rest, without any remorse. He also greedily pretends to be the ironmaster's long-lost acquaintance, hoping for money from him.
- However, when they are confronted with their respective situations, they realize their mistakes. Franz attends the last lesson only to realize that he had lost the only opportunity to learn his mother tongue while the vagabond who pretended to be Captain Von Stahle was taken aback by the goodness of Edla.
- Upon this realization, Franz is filled with remorse and tries his best to recite the lesson. He is unable to do so and feels guilty, so he listens to the remaining part of the lesson with rapt attention. Similarly, inspired by Edla's kindness to him, the rattrap man returns the stolen money.
- Both of these characters thus realize their mistakes and take the initiative to fix them. They make the choice to evolve into better people by learning from their mistakes, something that makes a difference in their lives.

14 Imagine that you overheard the following snippet of an interaction between the valet and the housekeeper at the ironmaster's mansion at the end of the story.

Speaker 1 - Trust is a difficult choice, which may or may not be rewarded.

Speaker 2 – Yes, indeed. Ms. Willmansson really believed in that fellow, didn't she? And he didn't disappoint. She was so happy reading his letter, oh her tears of joy filled my heart with so much admiration for her. Such a kind, wonderful young lady.

Speaker 1 – Absolutely. But I wonder, what if that vagabond had run away with the silver spoons? Would you speak so glowingly of Ms. Willmansson then? Our master's daughter was a bit too gullible. Wouldn't you say?

Speaker 2 – But she did what was right. That must count for something. It's Christmas, and she helped that poor man. It didn't matter what he did. Surely the choice of right and wrong does not depend on the outcome.

Speaker 1 – Wouldn't it? I should jolly well think so.

How would you respond to the questions raised in this conversation in relation to the story? Write your response in the form of an entry in your daily journal.

Ans. Dear Journal,

Today, I overheard an intriguing conversation between the valet and the housekeeper at the ironmaster's mansion. They were discussing the actions of Ms. Willmansson, the ironmaster's daughter, in relation to the vagabond in the story "The Rattrap." The conversation raised thought-provoking questions about trust, kindness, and the choice between right and wrong.

Speaker 1 questioned whether the valet would still speak highly of Ms. Willmansson if the vagabond had stolen the silver spoons. The valet, Speaker 2, defended Ms. Willmansson, emphasizing that she did what was right by helping the poor man, regardless of the outcome. He believed that the choice of right and wrong should not depend on the result.

These contrasting viewpoints shed light on the complexities of moral decisions. While Speaker 1 seemed to question Ms. Willmansson's trust and labeled her as gullible, Speaker 2 argued that her actions were praiseworthy because she chose to do what she believed was right.

Reflecting on the story, I believe that Speaker 2's perspective resonates with the author's intention. Selma Lagerlöf uses the character of Ms. Willmansson to highlight the power of kindness and the potential for transformation. Ms. Willmansson's unwavering belief in the vagabond's goodness and her act of helping him symbolize the importance of extending kindness without expecting anything in return.

In the end, it is not solely about the outcome or whether the vagabond could have betrayed her trust. It is about the choices we make and the values we uphold, even when faced with uncertainty. Ms. Willmansson's compassion and kindness exemplify the true spirit of Christmas and the potential for positive change in all of us.

Yours contemplatively,
[Your Name]

तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

INDIGO

LOUIS FISCHER

About the Author: Louis Fischer was born on 29 February 1896 in Philadelphia, Pennsylvania, USA. First, he worked as a school teacher. Then he served as a volunteer in the British Army during the First World War and then he made a career as a journalist and wrote for 'The New York Times', 'The Saturday Review' and for 'European and Asian Publications'. As a journalist he lived through and reported the Second World War. he was a Jewish-American who was greatly influenced by Gandhiji's use of non-violence and spiritualism as political tools. he wrote highly acclaimed books on Gandhi and Lenin. he died at the age of 73 on 15 January 1970 in Princeton, New Jersey, USA

About the Chapter : This chapter is an excerpt from Louis Fischer's famous book 'The Life of Mahatma Gandhi'. The writer observed Gandhiji's work to fight for the cause of the voiceless, downtrodden Indians who reeled under the rule of the indifferent, oppressive colonial British rule. 'Indigo' is one of the many episodes of Gandhi's long political struggle. The chapter describes the Champaran visit of Mahatma Gandhi which was undertaken casually on the entreaty of a poor peasant, Rajkumar Shukla, in the expectation that it would last a few days, occupied almost a year of Gandhi's life.

The story describes Gandhiji's struggle for the cause of the sharecroppers of Bihar and how he asked the Britishers to leave the country. It highlights the leadership shown by Gandhi to secure justice for oppressed people.

About the Characters: **Gandhiji**- A prominent political leader of India (The Father of The Nation). **Rajkumar Shukla**- A poor, emaciated but resolute peasant of Champaran. **Rajendra Prasad**- A lawyer who later became the First President of India. **J.B. Kripalani**- A professor of the Arts College in Muzzafarpur. **Malkani**- A Government school teacher. **Sir Edward Gait**- The Lieutenant Governor. **Mahadev Desai** and **Narhari Parikh**- Volunteer teachers. **Kasturbai**- Gandhi's wife. **Devadas**- Gandhi's youngest son.

Theme The chapter: 'Indigo' emphasizes the fact that an effective leadership can solve any kind of problem without any harm to anybody. This chapter deals with the way Mahatma Gandhi solved the problem of poor sharecroppers of Champaran in a non-violent way.

POINTS TO REMEMBER

Rajkumar Shukla- A poor sharecropper from Champaran wishing to meet Gandhiji.

- Raj Kumar Shukla- an illiterate but resolute hence followed Gandhiji Lucknow, Cawnpore, Ahmedabad, Calcutta, Patna, Muzzafarpur & then Champaran.

- Servants at Rajendra Prasad's residence thought Gandhiji to be an untouchable.

केन्द्रीय विद्यालय संगठन

- Gandhiji considered as an untouchable because of simple living style and wearing, due to the company of Rajkumar Shukla.

Gandhiji was released without bail- Civil Disobedience triumphed.

- Gandhiji agreed to 25% refund by the landowners, it symbolized the surrender of the prestige.
- Gandhiji worked hard towards social economic reforms, elevated their distress aided by his wife, Mahadev Desai, Narhari Parikh.
- Gandhiji taught a lesson of self-reliance by not seeking help of an English man Mr. Andrews.

SUMMARY Gandhi had gone to the December 1916 annual convention of the Indian National Congress in Lucknow where he made a poor peasant named Rajkumar Shukla who pleaded Gandhi to visit Champaran. Under an old agreement, the peasants of the Champaran district were sharecroppers.

Rajkumar Shukla was one of them who was determined enough to accompany Gandhi everywhere till he fixed a date to visit his district. Impressed by the resolution of the peasant, Gandhi agreed to meet him in Calcutta and go with him to Champaran from there. After a few months when Gandhi went to Calcutta, Shukla met him there and took him to Patna with him. There Shukla took him to meet with a lawyer named Rajendra Prasad who later became the President of the Congress Party and of India.

Rajendra Prasad was not there to welcome him, but the servants recognized Shukla as a sharecropper who needed help and let him inside the house with Gandhi who was also considered another peasant. However, Gandhi was not allowed to draw water from the well as they thought that he might turn out to be an untouchable. Gandhi decided to go to Muzaffarpur to gather more information about the condition of the peasants in Champaran. He sent a telegram to Professor J.B. Kripalani, of the Arts College in Muzaffarpur. When Gandhi reached the station, Kripalani was waiting with a large number of students. Gandhi stayed with Professor Malkani for two days and appreciated him for being courageous enough to harbour a person like him who was fighting for the country's freedom, despite being a government official. The news of Gandhi's advent and his mission spread rapidly through Muzaffarpur and Champaran. Gandhi came to know that the lawyers were charging a fee from the peasants. Gandhi advised them against taking their cases to the law court as he felt that all that was needed was to make them feel liberated from fear. Most of the arable lands in the Champaran district were divided into estates owned by Englishmen who employed Indian tenants to work for them. The peasants were forced to be a part of a long-term contract to plant fifteen percent of their land with indigo. When the landlords got to know that Germany had developed synthetic indigo, they compelled the sharecroppers to pay them compensation for being released from the 15 percent agreement. When the sharecroppers protested against this injustice and hired lawyers to fight for them, the landlords hired thugs. Meanwhile, the news of the synthetic indigo reached the illiterate peasants who had already signed and wanted their money back. Gandhi had arrived to Champaran at this point of time and he decided to get his facts right before proceeding to do anything. He visited the secretary of the British landlord's association who refused to give information to an outsider, to which Gandhi replied that he was no outsider. Next, he called the British official commissioner of the Tirhut division who advised Gandhi to leave Tirhut immediately.

Gandhi proceeded to Motihari with several lawyers where he was greeted by a vast crowd and found out that a peasant had been maltreated. He decided to pay and visit. On his way he was stopped by the police superintendent's messenger who warned him to leave the town. The messenger served Gandhi an official notice to quit Champaran immediately. Gandhi signed a receipt for the notice and wrote on it that he would disobey the order. He was summoned to court the next day. That night Gandhi telegraphed Rajendra Prasad to come from Bihar with influential friends, sent instructions to the ashram and forwarded a full report to the viceroy. In the morning, Motihari was swarming with peasants. They had only heard that some Mahatma who wanted to help them, was in trouble with the British authorities.

This spontaneous courage to support Gandhi and to stand up against the British marked the beginning of their freedom from their fear of the British. The officials were unable to handle the crowd without Gandhi's cooperation. Perplexed by this incident that served as a proof that the British would be challenged by the Indians, the prosecutor requested the judge to postpone the trial. But Gandhi protested against the delay and read a statement pleading guilty. He was in a conflicting state of being. On one hand, he did not want to set a bad example as a lawbreaker and on the other hand, he had to follow his conscience to stand up for his people. The magistrate asked Gandhi to furnish bail for 120 minutes during the recess, but Gandhi refused. Finally, the judge released him without bail. Rajendra Prasad, Brij Kishor Babu, Maulana Mazhatul Huq and other prominent lawyers had arrived from Bihar. Gandhi demanded that the lawyers should fight against the injustice if he went to jail. They thought that if a stranger like Gandhi was prepared to go to jail for the peasants then it would be a shame if they did not contribute their bit. Finally, they assured Gandhi that they were ready to follow him to jail. The unity and courage of the people to stand up against the British made Gandhi exclaim- "The battle of Champaran is won."

Several days later, Gandhi learnt from the magistrate that the case against him was ordered to be dropped. For this first time, civil disobedience had triumphed in modern India. Gandhi delved deep into the enquiry and collected relevant documents from the peasants which led the landlords to protest violently. In June, Gandhi had four interviews with the Lieutenant Governor. The appointed commission consisted of landlords, government officials and Gandhi, as the only representative of the sharecroppers. Finally, the committee agreed to reimburse the peasants as a mountain of evidence was gathered against the planters. Everyone thought that Gandhi would ask for the full refund but to everyone's surprise, he only asked for 50 percent of the money that the landlords had illegally taken from the peasants. However, he finally settled for only 25 percent. Gandhi felt that the money was less important than the fact that the landlords had to submit to the peasants. They had to surrender their self-esteem. Also, the peasants realized their rights and became more courageous to stand up against injustice. Within a few years, the British planters left their estates because of which indigo sharecropping disappeared. Gandhi saw the cultural and social backwardness in Champaran and felt like doing something for its upliftment. He requested twelve teachers to teach the people at Champaran. Two young disciples of Gandhi, Mahadev Desai and Narhari Parikh and their wives volunteered for the work. Gandhi's youngest son, Devadas and his wife also joined in. Kasturbai educated the village about ashram rules on personal cleanliness and community sanitation. Gandhi got a doctor to serve the community for six months. Castor oil, quinine and sulphur ointment were available. Gandhi maintained communication with the ashram and sent regular instructions and asked for financial accounts. The Champaran movement had a deep impact on Gandhi's life as it made it evident that the British could not order Indians in their own country. It was not a political agenda to begin a movement by defying the British.

The Champaran movement grew out of an attempt to release the tension of the poor peasants. Politics, for Gandhi, was intertwined with the day-to-day problems of the ordinary mass. Gandhi's attempt was to mould a self-reliant India. When Gandhi's lawyer friends thought that it was a good idea to have the English pacifist, Charles Freer Andrews, stay in Champaran and help, Gandhi refused. He said that having an Englishman by their side in the time when every Indian should be strong and self-reliant, would just indicate the weakness of their minds. Rajendra Prasad proudly comments that Gandhi had successfully taught everyone a lesson in self-reliance.

Short Answer Type Questions (3 Marks, 30-40 words)

Question.1. Why did Gandhiji feel that taking the Champaran case to court was useless?

Answer. When Gandhiji got to know about the plight of the peasant groups in Champaran from his discussion with the lawyers, he came to the conclusion that the poor peasants were so crushed and fear-stricken that law courts were useless in their case. Going to courts overburdened the sharecroppers with heavy litigation expenses. What really needed to be done was to make them free from fear.

Question.2. How did the Champaran peasants react when they heard that a Mahatma had come to help them?

Answer. When the Champaran peasants heard that a Mahatma had come to help them, they assembled in Motihari in large number. Thousands of peasants held a demonstration around the courthouse where Gandhiji was supposed to appear. The crowd was so uncontrollable that the officials felt powerless, and Gandhiji himself helped the authorities to regulate the crowd.

Question.3. What made the Lieutenant Governor drop the case against Gandhiji?

Answer. When Gandhiji was asked to appear in the court in Motihari, thousands of peasants held a demonstration around the courthouse. The officials felt helpless and the government was baffled. The trial was postponed, as the judge did not want to aggravate the situation. He held up the sentence for several days, after which Gandhiji was released without bail. All these events made the Lieutenant Governor drop the case against Gandhiji.

Question.4. Why did Gandhiji oppose when his friend Andrews offered to stay in Champaran and help the peasants? or Why did Gandhiji object to C.F. Andrews' stay in Champaran?

Answer. C.F. Andrews, an English pacifist, was a devoted follower of Gandhiji. The lawyers thought that being an Englishman, Andrews could be of immense help to them in their cause of fighting the battle of Champaran. Gandhiji, however, was against this because he felt that enlisting an Englishman's help showed weakness. Their cause was just, and they had to win the battle by relying on themselves. This would make them self-reliant.

Question.5. Why do you think Gandhi considered the Champaran episode to be a turning point in his life?

Answer. The Champaran episode began as an attempt to alleviate the distress of poor peasants. Ultimately, it proved to be a turning point in Gandhiji's life because it was a loud proclamation that made the British leave India.

It infused courage to question British authority in the masses and laid the foundation of non-cooperation as a new tool to fight the British tooth and nail. It proved as a testimony to the success of his non-violent way to get freedom for India.

Question.6. What did the peasants pay to the British landlords as rent?

Answer. The British landlords had entered a long-term contract with the farmers according to which they compelled all tenants to plant 15% of their holdings with indigo. The sharecroppers had to surrender the entire indigo harvest as rent.

Question.7. Why did Gandhiji decide to go to Muzaffarpur before going to Champaran?

Answer. Rajkumar Shukla had given quite a lot of information to Gandhiji about the indigo sharecroppers of Champaran. However, Gandhiji wished to obtain more complete information about the conditions than Shukla had imparted. He visited Muzaffarpur, which was en route to Champaran, to inquire from the lawyers there about the issue, as they frequently represented the peasant groups in the court.

Question.8. Why do you think the servants thought Gandhi to be another peasant?

Answer. The servants knew that Rajkumar Shukla was a poor farmer who pestered their master to help the indigo sharecroppers. Since Gandhiji accompanied Shukla and was dressed simply, they mistook him for a peasant. Gandhiji's modesty and unassertiveness also led to the assumption that he was a peasant.

Question.9. "The battle of Champaran is won!" What led Gandhiji to make this remark?

Answer. The lawyers first decided to return home if Gandhiji was arrested. But they soon realised their mistake. When they declared that they would fight for the peasants' cause in the event of Gandhiji's arrest and volunteered to court arrest for the cause of the sharecroppers, Gandhiji was very pleased and exclaimed, "The battle of Champaran is won!"

Question.10. Why did Gandhi agree to the planters' offer of a 25% refund to the farmers?

Answer. Gandhiji agreed to a settlement of 25% refund to the farmers to break the deadlock between the landlords and peasants. For him, the amount of the refund was not very important. The fact that the landlords had been obliged to surrender a part of their money as well as their prestige gave a moral victory to the farmers. Thus, Gandhiji not only made the landlords accept their dishonesty but also made the farmers learn a lesson in defending their rights with courage.

Question.11. How was Gandhi able to influence the lawyers? Give instances. or How was Gandhiji able to influence the lawyers?

Answer. Gandhiji's sincerity towards the peasants' cause and convincing arguments and negotiations, thoroughly influenced the lawyers. He chided them for overcharging the peasants and encouraged them to court arrest for the peasants' noble cause. He even rejected their proposal to seek Mr Andrews help in their battle against the Britishers to be self-reliant and independent.

Long Answer Type Questions (6 Marks, 120-150 Words)

Question.1. Why is the Champaran episode considered to be the beginning of the Indian struggle for independence?

Answer. The Champaran episode was one of the major events in the struggle for independence. It was in the course of this small but significant movement that Gandhiji decided to urge the departure of the British from India. A close examination of the problems of the Champaran peasants opened Gandhiji's eyes to the unjust policies of the British. He realised that people had to be made free from fear and only then could they be freed from foreign oppression. The spontaneous demonstration of the people proved that Gandhiji had the nation's support in his fight against the Britishers. It also aroused patriotism in the heart of the Indians. The triumph of The Civil disobedience at Champaran motivated the launching of the movement on a large scale during the freedom movement. Gandhiji's winning the case of the sharecroppers proved that British authority could be challenged. Hence, the Champaran episode served as a steppingstone to the Indian struggle for independence.

Question.2. Gandhiji's loyalty was not a loyalty to abstractions; it was a loyalty to living human beings. Why did Gandhiji continue his stay in Champaran even after indigo sharecropping disappeared?

Answer. After the Champaran battle was won and the land reverted to the peasants, Gandhiji continued to stay on in the region. His loyalty was, indeed, to living human beings and he realised that a lot needed to be done for the upliftment of the peasants in the villages of Champaran. Gandhiji took the initiative and began the work of eradicating their cultural and social backwardness. Primary schools were started so that the poor peasants and their children could be educated. Gandhiji appealed to teachers, and many of his disciples, including his wife and son, volunteered for the work. Health conditions in the area were also miserable. Gandhiji got a doctor to volunteer his services for six months. All this goes to prove that Gandhiji's loyalty was not to abstractions, but his politics was always intertwined with the practical day to day problems of the millions.

Question.3. Describe how, according to Louis Fischer, Gandhiji succeeded in his Champaran campaign.

Answer. The Champaran campaign was an attempt to free the poor peasants of Champaran from injustice and exploitation at the hands of the Britishers. Gandhiji succeeded in this campaign using his method of satyagraha and non-violence. He visited Muzaffarpur to obtain complete information about the actual condition of the sharecroppers. He first appealed to the concerned authorities, but when there was no positive response, he organised a mass civil, disobedience movement with the support of the peasants. Gandhiji's main objective was to remove the fear of the British landlords from the heart of the poor peasants and mould a new free Indian, who could participate in the freedom movement of the country. He made the peasants aware of their rights and gave them a new-found confidence for fighting their own battles. He also taught them to be self-reliant by refusing to take the help of C.F. Andrews, his English friend.

Question.4. Why did Gandhiji agree to a settlement of 25% refund to the farmers? How did it influence the peasant-landlord relationship in Champaran?

Answer. Under an ancient arrangement, the peasants of Champaran were sharecroppers. The landlords forced the Indian tenants to plant 15% of their holding with indigo and surrender the entire indigo harvest as rent. After Germany developed synthetic indigo, the landlords wanted to dissolve the agreement, as synthetic indigo would be cheaper. They asked the peasants for compensation to release them from this arrangement. Most of them signed it willingly but felt cheated after they learned about synthetic indigo. Gandhiji fought their case and the evidence that he collected was so overwhelming that the landlords were asked to repay. When Gandhiji asked for 50% repayment, the landlords offered to pay only 25%, as they wanted to create a deadlock, and thus prolong the dispute. To everybody surprise, Gandhiji agreed to a refund of only 25%. Gandhiji explained that the amount of refund was not important. What mattered was that the landlords were obliged to surrender a part of their money and with it, part of their prestige.

Question.5. Give an account of Gandhiji's efforts to secure justice for the poor indigo sharecroppers of Champaran.

Answer. During his journey to Champaran with Rajkumar Shukla, Gandhiji stayed at Muzaffarpur where he met the lawyers and concluded that fighting through courts was not going to solve the problem of the poor sharecroppers of Champaran. He declared that the real relief for them was to be free from fear. With this intention, he arrived in Champaran and contacted the Secretary of the British Landlord's association. The Secretary refused to provide him any information. After this, Gandhiji met the Commissioner of the Tirhut division who served a notice on him to immediately leave Tirhut. Gandhiji accepted the notice by signing it and wrote on it that he would not obey the order. He was even willing to court arrest for the cause of the peasants. After four rounds of talks with-the Governor, an official commission of inquiry was appointed in which Gandhiji was made the sole representative of the peasants. Through this commission Gandhiji succeeded in getting 25% of the compensation award for the poor sharecroppers from the British landowners.

Question.6. The Champaran episode was a turning point in Gandhiji's life. Elucidate.

Answer. Gandhiji himself accepted the proposition that the Champaran episode was a turning point in his life. It was then that he decided to urge the departure of the British from India. In fact the Champaran episode was the first experiment of civil disobedience in India. When Gandhiji was on his way to Champaran, he stayed in Muzaffarpur, where he met the lawyers who were fighting cases for the sharecroppers. The peasants were so crushed, and fear stricken. that Gandhiji concluded that law courts were useless. The real relief for them was to be free from fear. The spontaneous demonstration by the peasants showed that they were instilled with a new strength and spirit. Gandhiji showed the poor peasants how to fight the British with 'satyagraha'. He made them aware of their power and the power of ahimsa. All this laid the foundation of his future movements and served as a great source of strength and motivation for all Indians.

TEXTUAL QUESTIONS

Ques: Strike out what is not true in the following:

(a) Rajkumar Shukla was:

(i) a sharecropper (ii) a politician (iii) delegate (iv) a landlord.

(b) Rajkumar Shukla was:

(i) poor (ii) physically strong (iii) illiterate.

Answer: (a) (ii) a politician (b) (ii) physically strong

Ques: Why is Rajkumar Shukla described as being 'resolute'?

Answer: He had come all the way from Champaran district in the foothills of Himalayas to Lucknow to speak to Gandhi. Shukla accompanied Gandhi everywhere. Shukla followed him to the ashram near Ahmedabad. For weeks he never left Gandhi's side till Gandhi asked him to meet at Calcutta.

Ques: Why do you think the servants thought Gandhi to be another peasant?

Answer: Shukla led Gandhi to Rajendra Prasad's house. The servants knew Shukla as a poor villager. Gandhi was also clad in a simple dhoti. He was the companion of a peasant. Hence, the servants thought Gandhi to be another peasant.

Ques: List the places that Gandhi visited between his first meeting with Shukla and his arrival at Champaran.

Answer: Gandhi's first meeting with Shukla was at Lucknow. Then he went to Cawnpore and other parts of India. He returned to his ashram near Ahmedabad. Later he went to Calcutta, Patna and Muzaffarpur before arriving at Champaran.

Ques: What did the peasants pay the British landlords as rent? What did the British now want instead and why? What would be the impact of synthetic indigo on the prices of natural indigo?

Answer: The peasants paid the British landlords indigo as rent. Now Germany had developed synthetic indigo. So, the British landlords wanted money as compensation for being released from the 15 percent arrangement. The prices of natural indigo would go down due to the synthetic Indigo.

Ques: The events in this part of the text 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?

Answer: Gandhi's politics was intermingled with the day-to-day problems of the millions of Indians. He opposed unjust laws. He was ready to court arrest for breaking such laws and going to jail. The famous Dandi March to break the 'salt law' is another instance. The resistance and disobedience were peaceful and a fight for truth and justice... This was linked directly to his ideas of Satyagraha and non-violence

Ques: Why did Gandhi agree to a settlement of a 25 percent refund to the farmers?

Answer: For Gandhi, the amount of the refund was less important than the fact that the landlords had been forced to return part of the money, and with it, part of their prestige too. So, he agreed to a settlement of a 25 percent refund to the farmers.

Ques: How did the episode change the plight of the peasants?

Answer: The peasants were saved from spending time and money on court cases. After some years, the British planters gave up control of their estates. These now reverted to the peasants. Indigo sharecropping disappeared.

Ques: Why do you think Gandhi considered the Champaran episode to be a turning- point in his life?

Answer: The Champaran episode began as an attempt to ease the sufferings of a large number of poor peasants. He got spontaneous support from thousands of people. Gandhi admits that what he had done was a very ordinary thing. He declared that the British could not order him in his own country. Hence, he considered the Champaran episode as a turning- point in his life.

Ques: How was Gandhi able to influence lawyers? Give instances.

Answer: Gandhi asked the lawyers what they would do if he was sentenced to prison. They said that they had come to advise him. If he went to jail, they would go home. Then Gandhi asked them about the injustice to the sharecroppers. The lawyers held consultations. They concluded that it would be shameful desertion if they went home. So, they told Gandhi that they were ready to follow him into jail.

Ques: “What was the attitude of the average Indian in smaller localities towards advocates of ‘home rule’?”

Answer: The average Indians in smaller localities were afraid to show sympathy for the advocates of home-rule. Gandhi stayed at Muzaffarpur for two days at the home of Professor Malkani, a teacher in a government school. It was an extraordinary thing in those days for a government professor to give shelter to one who opposed the government.

Ques: How do we know that ordinary people too contributed to the freedom movement?

Answer: Professor J.B. Kriplani received Gandhi at Muzaffarpur railway station at midnight. He had a large body of students with him. Sharecroppers from Champaran came on foot and by conveyance to see Gandhi. Muzaffarpur lawyers too called on him. A vast multitude greeted Gandhi when he reached Motihari railway station. Thousands of people demonstrated around the courtroom. This shows that ordinary people too contributed to the freedom movement in India.

Ques: Discuss the following: “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?

Answer: For the poor of India means of survival is far more important than freedom or legal justice. I do not think the poor of India are free from fear after Independence.

The foreign rulers have been replaced by corrupt politicians and self-serving bureaucracy. Power-brokers and moneylenders have a field day. The situation has improved in cities and towns for the poor but the poor in the remote villages still fear the big farmers and moneylenders. The police and revenue officials are still objecting of terror for them. The poor, landless workers must still work hard to make both ends meet. Peasants and tenant- farmers must borrow money from rich moneylenders on exorbitant rates of interest, which usually they fail to repay due to the failure of monsoon or bad crops. Cases of small farmers committing suicide are quite common. If this is not due to fear, what is the reason behind it?

The qualities of a good leader.

Answer: A good leader has a mass appeal. He rises from the masses, thinks for them, and works for them. He is sincere in his approach. He is a man of principles. Truth, honesty, patriotism, morality, the spirit of service, and sacrifice are the hallmarks of a good leader. He never mixes politics with religion or sect. He believes in working for the welfare of the nation and does not think in the narrow terms of class, caste, or region. Corruption and nepotism are two evils that surround a leader in power. The life of a good leader is an open book. There is no difference between his words and actions. Such good leaders are exceedingly rare. What we find today are practical politicians, who think of achieving their end without bothering about the purity of means. The law of expediency gets the better of morality.

Multiple choice questions :

Q1. 'It was an extraordinary thing in those days.' This indicates that-----

- (a) Professor Malkani gave shelter to Gandhi
- (b) Indians were not frightened to give shelter to a person like Gandhi who was anti British rule
- (c) Champaran peasants revolted against the British rule
- (d) The British sheltered Gandhi, an anti-British leader

Q2. 'The battle of Champaran was won.' This indicates that-----

- (a) the lawyer helped the peasants win the battle
- (b) the peasants of Champaran were no longer afraid of the British
- (c) Gandhi helped the peasants defeat the British
- (d) the British were afraid of the peasants

Q3. 'Conflict of duties' implies that Gandhi-----

- (a) did not want to break the law but wanted to help the poor peasants
- (b) wanted to help the British
- (c) wanted to go to the prison
- (d) none of these

Q4. Gandhiji considered the Champaran episode to be a turning point in his life because he -----

- (a) insisted that the British must leave India
- (b) declared that the British could not order him in his country, which made Gandhi decide to urge the departure of the British
- (c) defied the secretary of the British landlords' association
- (d) gathered peasants against the British

Q5. Gandhi was against getting the help from C. F. Andrews because-----

- (a) he did not want the support of an Englishman as a prop for his cause
- (b) he wanted the peasants to be self-reliant
- (c) both (a) and (b)
- (d) C. F. Andrews told Gandhi he will follow him into jail

Q6. 'The battle of Champaran was won.' This means that-----

- (a) peasants were no longer afraid of the British
- (b) when the lawyers told Gandhi that they were ready to follow him into jail
- (c) conscience of the peasants triumphed
- (d) Gandhi gave the peasants inspiration to live with freedom

Q7. The greatest lesson that Indians learnt through Champaran episode is -----

- (a) self-esteem
- (b) loyal to the nation
- (c) self-reliance
- (d) national integrity

Q8. The cultivation of indigo will not be viable because-----

- (a) Germany had developed synthetic indigo
- (b) the British cultivated indigo
- (c) Indians cultivated indigo
- (d) peasants developed synthetic indigo

ANSWERS :

Answer 1. (a) Professor Malkani gave shelter to Gandhi.

Answer 2. (b) the peasants of Champaran were no longer afraid of the British.

Answer 3. (a) did not want to break the law but wanted to help the poor peasants.

Answer 4. (b) declared that the British could not order him in his country, which made Gandhi decide to urge the departure of the British.

Answer 5. (c) both (a) and (b)

Answer 6. (b) when the lawyers told Gandhi that they were ready to follow him into jail.

Answer 7. (c) self-reliance

Answer 8. (a) Germany had developed synthetic indigo

POETS AND PANCAKES

By ASHOKMITRAN

This piece, Poets and Pancakes, has been taken from Asokamitran's book 'My Years with Boss'. He was a Tamil writer, writing about his years in the company. He worked in The Gemini Studios. His duty was to cut out newspaper clipping on a wide variety of subjects and preserve them in files.

Gemini Studios was located in Madras (Chennai). Film making was its infancy in India. Asokamitran writes humorously in a rambling style. To begin with he talks of the make-up department of the studios. It was at the up-stairs of a building that was popularly supposed to have been Lord Clive's stables. Then there are quite a few buildings which were supposed to have been Clive's residences. Asokamitran does not believe all this to be true. Lord Clive's stay in India was very short. He lived in Madras for still shorter time. He couldn't have lived in all these houses.

'Pancakes' was a strange brand name for a make-up material. The Gemini Studios bought truckloads of this material. It was used by the make-up department. The author humorously says that it made decent looking boys and girls ugly.

Talking about the make-up department, he talks of his office boy. He was in fact a grown-up man of forty. He aspired to be a director or a top star. But he remained an office boy. He blamed his neglect on Subbu, who was considered to be No. 2 in The Gemini Studios.

Now the author tells us about Kothamangalam Subbu. He was a talented person. He was a poet, novelist, actor and film maker, all rolled into one. But he had no aspirations. He was loyal to boss.

Then he tells us of the legal advisor who was a member of the story department. He wore western clothes and looked odd among khadi-clad writers and poets, who were averse to communism. The legal advisor ruined the career of talented actress unwittingly.

Talking of communism the, author speaks of the arrival of Moral Re-armament Army at the studios. It was a sort of counter-communism movement. It presented plays in the studios. Their plays influenced Tamil dramas but their anticommunism had no effect. Later an English poet paid a visit to the studios. But nobody could understand what the poet said or what the purpose of his visit was.

The poet, which the author discovered, was the editor of the periodical, The Encounter. He wrote an essay on his disillusion with communism. His visit to the Studios had been in this connection.

Multiple Choice Questions

1. Which department did Subbu work for in the chapter 'Poets & Pancakes'?

- (A)Lights department (B)Story department
(C)Camera department (D)Production department

2. What did the story department also consist of in the chapter 'Poets & Pancakes'?

- (A)Lawyer (B)Scriptwriter (C)Dialogue writer (D)None of the above

3. How was Subbu amidst a room full of dreamers, as in the chapter 'Poets & Pancakes'?

- (A)A logical & neutral man (B)A daydreamer himself
(C)A legal practitioner (D)A friend, philosopher cum guide

- 4. What chance did Gemini Studios get in the chapter ‘Poets & Pancakes’?**
 (A) to host a group of international performers
 (B) to release movies under their banner
 (C) to sponsor the filmfare awards
 (D) None of the above
- 5. What were the international performers called, as in the chapter ‘Poets & Pancakes’?**
 (A) Moral Rearmament Army (B) Moral warriors
 (C) Moral Army (D) Moral saviours
- 6. What was the specialty of the Moral Rearmament Army, as in the chapter ‘Poets & Pancakes’?**
 (A) their plots and messages were not complex
 (B) their sets and costumes were near to perfection
 (C) their style of shooting was very different
 (D) Both (A) & (B)
- 7. What did the Tamil plays display for many years, as in the chapter ‘Poets & Pancakes’?**
 (A) the artwork of international performers
 (B) sunset and sunrise in a way inherited from ‘Jotham Valley’
 (C) names of international performers (D) None of the above
- 8. Who visited the Tamilians after international performers, as in the chapter ‘Poets & Pancakes’?**
 (A) Robert Clive (B) Stephen Spender (C) Ruskin Bond (D) Robert Frost
- 9. Why couldn’t people connect with Stephen Spender, as in the chapter ‘Poets & Pancakes’?**
 (A) Because of cultural difference (B) Because of linguistic barriers
 (C) Because of caste difference (D) None of the above
- 10. Why had Asokamitran joined Gemini Studio, as in the chapter ‘Poets & Pancakes’?**
 (A) To become an actor (B) To become a screenwriter/lyricist
 (C) To become a director (D) All of the above
- 11. Where did the author work in earlier days, as in the chapter ‘Poets & Pancakes’?**
 (A) in an office (B) inside a cubicle (C) in a centre (D) None of the above
- 12. Why did the author think that Subbu had an advantage, as in the chapter ‘Poets & Pancakes’?**
 (A) Because he was an office boy (B) Because he was a born Brahmin
 (C) Because he knew a lot of people (D) None of the above
- 13. What was Subbu, as in the chapter ‘Poets & Pancakes’?**
 (A) Subbu was a resourceful man whose loyalty made him stand out
 (B) He was tailor-made for films and it was difficult to imagine film-making without him
 (C) He was very welcoming and was known for his hospitality
 (D) All of the above
- 14. What does ‘truck loads’ mean, as in the chapter ‘Poets & Pancakes’?**
 (A) large amounts that could fill a truck (B) in very large quantities
 (C) things to be loaded in a truck (D) None of the above
- 15. Why does the author feel that Rati Agnihotri may not have even heard about the brand ‘Poet & Pancakes’?**
 (A) as she entered the industry late
 (B) probably, the brand was no longer in use then
 (C) she used a different brand of cosmetics (D) Both (A) & (B)
- 16. Who was Robert Clive, as in the chapter ‘Poets & Pancakes’?**
 (A) the English soldier and statesman (B) he expanded British power in India
 (C) he was a nobel writer (D) Both (A) & (B)
- 17. How did the make-up room look, as in the chapter ‘Poets & Pancakes’?**
 (A) It had the look of a hair-cutting salon
 (B) with lights at all angles around half a dozen large mirrors
 (C) they were all incandescent lights (D) All of the above

18. Who was the make-up department first headed by, as in the chapter 'Poets & Pancakes'?
- (A)Maharashtrian (B)Bengali (C)Dharwar Kannadiga (D)None of the above
19. Who was the make-up department second time headed by, as in the chapter 'Poets & Pancakes'?
- (A)Bengali (B)Gujrati (C)Marwari (D)Maharashtrian
20. What was the style of shooting films in the earlier days, as in the chapter 'Poets & Pancakes'?
- (A)mainly indoor shooting (B)only five per cent of the film was shot outdoors
(C)limited artists (D)Both (A) & (B)
21. What strict hierarchy was maintained in the make-up department, as in the chapter 'Poets & Pancakes'?
- (A)The chief make-up man made the chief actors and actresses ugly
(B)his senior assistant the 'second' hero and heroine
(C)the junior assistant the main comedian (D)All of the above
22. What was the idea behind applying make-up on the crowd player's faces, as in the chapter 'Poets & Pancakes'?
- (A)to close every pore on the surface of the face(B)to make them look ugly
(C)to make them look beautiful (D)all of the above
23. What was present on both the sides of the cubicle in the chapter 'Poets & Pancakes'?
- (A)Lush green trees (B)Snow clad mountains
(C)Pretty lakes (D)French windows
24. What does 'barge into' mean, as in the chapter 'Poets & Pancakes'?
- (A)dig into Something fishy(B)to walk into a room quickly, without being invited
(C)deliberately trying to prove something (D)None of the above
25. What was the plight of actors & actresses as in the chapter 'Poets & Pancakes'?
- (A)They had to face a lot of cosmetic issues as makeup quality was bad
(B)They had to bear too many lights on their face while getting ready in the make-up room
(C)They did not get high end brand dresses
(D)All of the above

ANSWERS:-

1. (B) story department 2. (A) Lawyer 3. (A) A logical & neutral man
4. (A) to host a group of international performers5. (A) Moral Rearmament Army
6. (D) Both (A) & (B) 7. (B) sunset and sunrise in a way inherited from 'Jotham Valley'
8. (B) Stephen Spondor 9. (B) Because of linguistic barriers10. (D) All of the above
11. (B) inside a cubicle12. (B) Because he was a born Brahmin13. (D) All of the above
14. (A) large amounts that could fill a truck15. (D) Both (A) & (B) 16. (D) Both (A) & (B)
17. (D) All of the above18. (B) Bengali19. (D) Maharashtrian 20. (D) Both (A) & (B) 21. (D) All of the above22. (A) to close every pore on the surface of the face
23. (D) French windows24. (B) to walk into a room quickly, without being invited
25. (B) They had to bear too many lights on their face while getting ready in the make-up room

Extract Based questions

Read the extracts and answer the questions that follow.

1. ‘... This gang of nationally integrated make-up men could turn any decent-looking person into a hideous crimson-hued monster with the help of truck-loads of pancake and several other locally made potions and lotions ... ’

(a) What is implied by ‘gang of nationally integrated make-up men’?

Ans: People in the make-up department were from different parts of the country.

(b) What was the job of the make-up artists?

Ans: Their job was to beautify the actors and make them look presentable.

(c) Bring out the irony in these lines.

Ans: The job was to beautify the actors but they turned any decent-looking person into a tedious monster because they overdid the make-up to make them look presentable in films.

2. ‘.....On the days when there was a crowd-shooting, you could see him mixing his paint in a giant vessel and slapping it on the crowd players. The idea was to close every pore on the surface of the face in the process of applying make-up. He wasn’t exactly a ‘boy; he was in his early forties, having entered the studios years ago in the hope of becoming a star actor or a top screenwriter, director or lyrics writer. He was a bit of a poet ...’

(a) Who is the ‘him’ in these lines?

Ans: ‘Him’ is the office boy. He was junior-most in the hierarchy of people in the make-up department.

(b) What was his job?

Ans: He had to put the make-up on the crowd players when a crowd scene was to be shot.

(c) Why was he ‘a bit of a poet’?

Ans: His ambitions of becoming a star actor or a top screenwriter, director or lyrics writer had been thwarted so the circumstances had turned him into a poet.

3. ‘.....The “boy” in the make-up department had decided I should be enlightened on how great literary talent was being allowed to go waste in a department fit only for barbers and perverts. Soon I was praying for crowd shooting all the time. Nothing short of it could save me from his epics ... ’

(a) Who is the ‘I’? What was his job?

Ans: He is the narrator/ writer. His job was to extract the relevant newspaper clippings and file them.

(b) What did the ‘boy’ talk to him about?

Ans: He told him how his ‘great literary talent’ was being allowed to go waste.

(c) Why did ‘I’ wish for crowd shooting?

Ans: That was the only time that the ‘boy’ was occupied and so the writer was saved from his lectures.

4. ‘....He could look cheerful at all times even after having had a hand in a flop film. He always had worked for somebody—he could never do things on his own—but his sense of loyalty made him identify himself with his principal completely and turn his entire creativity to his principal’s advantage. He was tailor-made for films. Here was a man who could be inspired when commanded ...’

(a) Who is the person being talked about?

Ans: Kothamangalam Subbu.

(b) How was he viewed by the others employed in the studio?

Ans: They were generally angry with him and blamed him for all their woes and humiliation.

(c) What were the strengths that endeared him to his seniors?

Ans: He was a Brahmin and had exposure to more affluent situations and people. He looked cheerful and was creative. Moreover, he could be inspired when required. He was loyal to his seniors and assisted them when they had a problem. He could suggest fourteen alternative ways of shooting a scene. He was also a great actor.

5. ‘... Often he looked alone and helpless—a man of cold logic in a crowd of dreamers—a neutral man in an assembly of Gandhiites 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 ...’

(a) Who is the person being talked about?

Ans: The legal adviser is being talked about.

(b) Why was he a misfit in the studio?

Ans: Unlike the rest, he was logical, while the others were poets/dreamers. He wore a pant, coat, and a tie in an assembly of Gandhiites and khadiites.

(c) Why did he lose his job?

Ans: He lost his job because the Boss decided to close down the story department.

6. ‘.....A Communist was a godless man—he had no filial or conjugal love; he had no compunction about killing his parents or his children; he was always out to cause and spread unrest and violence among innocent and ignorant people. Such notions which prevailed everywhere else in South India at that time also, naturally, floated about vaguely among the khadi-clad poets of Gemini Studios. Evidence of it was soon forthcoming ...’

(a) What ideology did the people in the Gemini Studios align with?

Ans: Most of them wore khadi and worshipped Gandhiji but beyond that, they had not the faintest appreciation for the political thought of any kind.

(b) What did they think about Communism?

Ans: They felt that the Communist was a godless man with no love and was always out to cause and spread unrest and violence among innocent and ignorant people.

(c) What was the ‘evidence’?

Ans: Years later, it was found out that MRA was a kind of counter-movement to international Communism and the big bosses of Madras, like Mr Vasan, had played into their hands.

Short Answer Type Questions (30 to 40 words)

1. What is the significance of the words ‘poet’ and ‘pancake’?

Ans: ‘Pancake’ was the brand name of the make-up material that Gemini Studios bought in large quantities. It was used as a make-up base for the actors shooting in the studio. Thus this chapter deals with the people working in Gemini Studios, most of them in the make-up department. The word ‘Poets’ comes from the fact that Gemini Studios was the favourite haunt of poets, who had influenced the thinking of the employees of the Studios. It was also visited by the English poet Stephen Spender.

2. What does the writer say about national integration in the Studio? (Imp.)

Ans: The writer says that the make-up department did not have people belonging to the same geographical region. It was first headed by a Bengali who was succeeded by a Maharashtrian who was assisted by a Dharwar Kannadiga, an Andhra, a Madras Indian Christian, an Anglo-Burmese and the usual local Tamils. All this shows that people from all over the country worked together. So, in a light-hearted manner, he refers to this as national integration.

3. Bring out the humour in the job done by the make-up men. (Imp.)

Ans: The writer says that the ‘gang’ (not group) of men from all corners could transform any decent-looking person into a repulsive crimson coloured fiend because of the enormous amount of make-up they used on the actor. The chief make-up man-made the chief actors and actresses ugly. According to the writer, they used ‘truck-loads of pancake’. Other than the pancake, they used locally manufactured ‘potion and lotions’. He feels with so much make-up, they looked uglier than in real life. This was required to make them look acceptable in the movie.

4. Why was the 'office boy' disgruntled in the Studios?

Ans: The job of the 'office boy' was to paint the faces of the crowd on the days when there was an outdoor shooting. Such occasions in those days were rare as only 5 per cent of the film was shot outdoors. Moreover, he wasn't a 'boy' but a man in his early forties, who had joined the studios years ago in the hope of becoming a star actor or a top screenwriter, director or lyrics writer. He felt that his literary talent was being allowed to go waste in a department that was suitable only for 'barbers and perverts'.

5. What was the writer's job? How was it viewed by the others in the Studio? (Imp.)

Ans: The duty of Asokamitran in the Studios was to cut out relevant newspaper clippings on a wide variety of subjects and store them in files. People who saw him at work felt that he was doing next to nothing. They saw him sitting at his desk tearing up newspapers the whole day long. So anyone, who felt he should be given some occupation, would barge into his cubicle anytime and deliver an extended lecture. More often than not, it was the 'boy' in the make-up department who pushed his way in to enlighten him on how his great literary talent was being allowed to go waste in a department fit only for barbers and perverts.

6. Why was the anger directed at Kothamangalam Subbu?

Ans: According to the writer, whenever people are frustrated, their anger gets directed towards one person, openly or secretly. At Gemini Studios, this man was Kothamangalam Subbu. He had begun his career as a 'boy' in the make-up department. All were convinced that all their sorrow, humiliation, and neglect were due to him. Subbu was the No. 2 at the Studio and was a generous man. It could have been because he seemed so close and intimate with the Boss or because his general conduct resembled that of a flatterer. He was quick to say nice things about everyone.

7. Subbu had made tremendous progress at the Studios. What does the writer feel about Subbu's talent? (Imp.)

Ans: Subbu began as an office boy and had risen to the position of being No. 2 at Gemini Studios. It was even more commendable in his case as he began his career at a time when there was no firmly established film producing companies or studios.

Although he barely had any formal education, Subbu was cut-out for films. He could be inspired when desired. When asked by the producer, he would come up with ideas. He gave direction and definition to Gemini Studios. He was capable of higher forms of poetry but he purposely chose to address it to the masses. His success in films eclipsed his literary achievements. He was an amazing actor and whatever role he played, he performed better than the main players.

8. Why was the legal adviser referred to as the 'opposite'? (Imp.)

Ans: The lawyer was also officially known as the legal adviser, but everybody referred to him as the opposite because he did not give legal but illegal and destructive advice. He marred the career of an extremely talented actress. Once, when that actress threw a tantrum on the sets, the lawyer switched on the recording equipment and when she paused for breath he replayed it. It was an outburst against the producer. When she heard her voice again, she was struck dumb. A girl from the countryside, she never recovered from the terror she felt that day.

9. How did the legal adviser look different from the rest in the department?

Ans: While every other member of the department wore a 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. As a consequence, often he looked alone and helpless. He was a man of logic in a crowd of dreamers; a dispassionate man in a group of Gandhiites and khadiites. Then the Boss closed down the Story Department and this was perhaps the only instance in all human history when a lawyer lost his job because the poets were asked to go home.

10. What does the writer say about the political leanings of the people at Gemini Studios?

Ans: Barring the office boys and a couple of clerks, everybody else at the Gemini Studios radiated leisure and was a lover of poetry. Most of them wore khadi and worshipped Gandhiji but beyond that, they had no political leanings at Gemini Studios. Since most of the employees were apolitical and worshipped Gandhiji, they wore khadi. However, all of them disliked the term 'Communism'. To them, a Communist was a godless man who had no love and could kill his own family. He was always out to cause and spread unrest and violence among innocent and ignorant people.

11. What impact did Frank Buchman have on the Gemini Studios?

Ans: When Frank Buchman's Moral Re-Armament army visited Madras, it was given a very warm welcome. They presented two plays most professionally. Their Jotham Valley and The Forgotten Factor ran several shows and the Gemini family saw the plays over and over again. The message of the plays was usually plain and simple, but the sets and costumes were first-rate. Madras and the Tamil drama community were so impressed that for some years, almost all Tamil plays had a scene in the style of Jotham Valley.

12. What truth about the Moral Re-Armament army disillusioned the writer?

Ans: Initially, when the writer saw the plays staged by the Moral Re-Armament army he was impressed by the message of the plays. Their sets and costumes were first-rate. Madras and the entire Tamil drama community were so impressed that for some years almost all Tamil plays had a scene in the style of Jotham Valley.

Years after the Moral Re-Armament army had come and gone, the writer learnt that it was a kind of counter-movement to international Communism and the big bosses of Madras, like Mr Vasan, had been led into believing them.

13. Stephen Spender's visit to the Gemini Studios baffled one and all. Why? (Imp.)

Ans: When the Gemini Studios prepared to welcome Stephen Spender, no one knew who he was. They tried guessing whether he was a poet or an editor. Certainly, he was not so well known that his fame had travelled to India from The Manchester Guardian or the London Times. When he arrived, the Boss introduced him but the speech was ambiguous. Then the poet spoke, which confused the audience even more. No one knew what he was talking about and his accent could not be understood. The poet, too, looked equally baffled.

14. How did the writer discover Spender's identity?

Ans: The writer read an announcement in The Hindu for a short story contest organized by a British periodical by the name 'The Encounter'. The writer wanted to get an idea of The Encounter before he sent his manuscript to England. So, he went to the British Council Library and saw copies of The Encounter almost untouched by readers. He read the editor's name. It was Stephen Spender. The name was familiar and he recalled that this was the man who had visited the Studios.

15. How did the writer discover Spender's identity?

Ans: When Gemini Studios prepared to welcome Spender, they did not have any clue about the identity of the visitor. All they knew was that he was a poet from England. However, he was not one of the poets from England that they had heard of. Later, they heard that he was an editor. But again, he wasn't the editor of any of the known British publications. When the gentleman arrived, the mystery of his identity deepened. He spoke but none understood because of the British accent.

Much later, when The Encounter, a relatively unknown periodical, announced a short story contest through The Hindu, the writer went to the British Council Library to find out more about the periodical. When he read the editor's name, it sounded familiar. It was the poet who had visited the Gemini Studios. His name was Stephen Spender.

HOTS QUESTIONS 100 -150 words each

1. Describe the make-up department in Gemini Studios.

Ans: The make-up department of Gemini Studios was on the upper floor of a building that was supposed to have been Robert Clive's stables. The make-up room had the look of its hair salon with lights at all angles around half a dozen huge mirrors. They were all glowing lights that made the place so warm that the person on whom make-up was being done, had to undergo a great deal of inconvenience. The make-up department had people from various parts of the country, who were adept at painting faces. The chain of command in the make-up department, distributed the duties of the employees, by their position in the hierarchy. The chief make-up man did the makeup for the main actors and actresses; his senior assistant worked on the second hero and heroine, the junior assistant on the main comedian, and so on. The players who played the crowd were the responsibility of the office boy, who was the junior-most.

2. The 'office boy' of the Gemini Studios was not as blessed as Subbu. Explain.

Ans: In the make-up room, as per the hierarchy, the 'office boy' was the junior-most and hence, was responsible for the make-up of the players who played the crowd. He wasn't exactly a 'boy'; he was in his early forties and had entered the studios years ago in the hope of becoming a star actor or a top screenwriter, director, or lyrics writer. The 'boy' felt that his great literary talent was being allowed to go waste in a department fit only for barbers and perverts.

On the other hand, Subbu had risen to the position of No. 2 at Gemini Studios only by his being a Brahmin. He had joined the films as a make-up boy. He must have had to face more uncertain and difficult times because when he began his career, there was no well-established film producing companies or studios.

3. Write a brief character sketch of Kothamangalam Subbu.

Ans: Kothamangalam Subbu was universally hated by all in the make-up department. He had a modest beginning as an office boy and had now reached to the position of No. 2 at Gemini Studios. He was a Brahmin and hence, had contacts with affluent people. He looked cheerful at all times. He could never do things on his own but his loyalty endeared him to the Boss. His creativity surfaced when commanded. He could come out with various alternatives for enacting a scene. He gave direction and definition to Gemini Studios during its golden years. Subbu was also a poet and capable of complex and higher forms of poetry but he purposely addressed it to the masses. His success in films overshadowed his literary achievements. He composed several 'story poems' and also wrote a novel, Thillana Mohanambal. He was an amazing actor and performed better than the main players. He loved people and his house was a permanent residence for guests. Despite this, he had enemies. It could be because he seemed so close to the Boss or because he seemed like a sycophant.

4. The Gemini Studios was the haunt of poets and it had its due effect on the employees of the Studios. justify. (Imp.)

Ans: Gemini Studios was the favourite hang-out place of poets like S.D.S. Yogiari, Sangu Subramanyam, Krishna Sastry and Harindranath Chattopadhyaya. The employees wore a khadi dhoti with a clumsily tailored white khadi shirt. It was a crowd of dreamers and an assembly of Gandhites and khadiites. Then, Congress rule meant prohibition and most employees worshipped Gandhiji but beyond that, they had no admiration for the political thought of any kind. They disliked a Communist and to them, he was a godless man with no love. He could kill his parents or his children and he was always out to cause and spread unrest and violence among innocent and ignorant people. Such notions which prevailed everywhere else in South India at that time also, naturally, floated about vaguely among the khadi-clad poets of Gemini Studios.

The Interview

Summary

The lesson begins with the introduction to interview as a commonplace of journalism since its invention, which was a little over 130 years ago. According to the author, it is not very surprising that people have very distinct opinions about the usage of interview. Some think of it in its highest form whereas some people can't stand being interviewed. An interview leaves a lasting impression and according to an old saying, when perceptions are made about a certain person, the original identity of his soul gets stolen. Famous celebrities, writers and artists have been heard criticising interviews. Rudyard Kipling's wife wrote in her diary how their day in Boston was ruined by two reporters. Kipling considers interviewing an assault, a crime that should attract punishment. He believes that a respectable man would never ask or give an interview.

There is an excerpt from the interview between Mukund (from The Hindu newspaper) and Umberto Eco, a professor at the University of Bologna in Italy who had already acquired a formidable reputation as a scholar for his ideas on semiotics (the study of signs), literary interpretation, and medieval aesthetics before he turned to writing fiction. The interview revolves around the success of his novel, The Name of the Rose whose more than ten million copies were sold in the market. The interviewer begins by asking him how Umberto manages to do so many different things to which he replies by saying that he is doing the same thing. He further justifies and mentions that his books about children talk about peace and non-violence which in the end, reflect his interest in philosophy. Umberto identifies himself as an academic scholar who attends academic conferences during the week and writes novels on Sundays. It doesn't bother him that he is identified by others as a novelist and not a scholar, because he knows that it is difficult to reach millions of people with scholarly work. He believes there are empty spaces in one's life, just like there are empty spaces in atoms and the Universe. He calls them interstices and most of his productive work is done during that time. Talking about his novel, he mentions that it is not an easy-read. It has a detective aspect to it along with metaphysics, theology and medieval history. Also, he believes that had the novel been written ten years earlier or later, it would have not seen such a huge success. Thus, the reason for its success still remains a mystery

POINTS TO PONDER THROUGH THE LESSON – The Interview

PART I

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

PART II

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

Extract based questions

A .—Lewis Carroll, the creator of Alice in wonderland , was said to have had a _just horror of the interviewer and he never consented to be interviewed- It was his horror of being lionized which made him thus repel would be acquaintances, interviewers and the persistent petitioners for his autograph and he would afterwards relate the stories of his success in silencing such people with much satisfaction and amusement!

I. Choose the most appropriate option that resonates LewisCarroll’s opinion about interviews.

i. Frightening ii. Satisfying

iii. Pleasing iv. Appalling

a. ii and iii

b. i and iv

c. I and ii

d. iii and iv

II. Which of the following statements CAN berelatedto the opinion of interviews as expressed in the above extract.

a. Interview is a source of truth and ,in its practice an art.

b. Interview is a satisfying and amusing mode of journalism.

c. A repulsive and horrifying experience

d. A supremely serviceable medium of communication

III. What does the word lionised mean?

- a. To show disrespect
- b. To give a lot of public attention and approval
- c. To dishonour
- d. To treat with contempt

IV. Why did Lewis Carroll never consent to be interviewed?

- a. He disliked interviews.
- b. He did not consider interview as a medium of communication
- c. Had horror of the interviewer.
- d. Considered interviews as thumbprints on his windpipe.

B. —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”

I. To whom is the above opinion about interviews attributed ?

- a. Saul bellow
- b. Rudyard Kipling
- c. Lewis Carroll
- d. H G Wells

II. Find a word from the passage that can be replaced by — extremely unpleasant

III. The use of the word ‘ assault’ indicates that interviews are _____

- i. Harmful ii. Offensive
- iii. Entertaining iv. Righteous

- a. i and iv
- b. iii and iv
- c. i and ii
- d. Only iii

तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

IV. The above extract indicates _____ attitude towards interviews

- a. Discouraging
- b. Condemnatory
- c. Laudatory
- d. Positive

C. —Maybe I give the impression of doing many things. But in the end, I am convinced I am always doing the same thing!

I. The above is in reply to the question asked by _____

- a. Christopher Silvester
- b. Rudyard Kipling
- c. Umberto Eco
- d. Mukund Padmanabhan

II. What are the many things mentioned in the above extract?

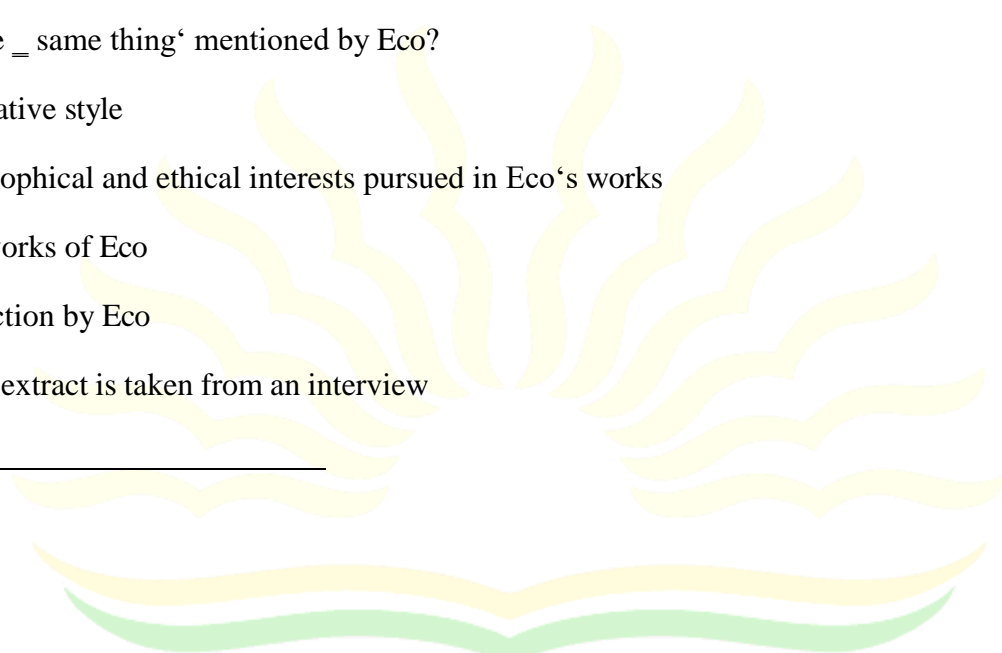
- a. Different novels written by Eco
- b. Newspaper articles by Umberto Eco
- c. Eco's academic works, novels, books for children etc
- d. Scholarly works on semiotics

III. What is the 'same thing' mentioned by Eco?

- a. Similar narrative style
- b. Same philosophical and ethical interests pursued in Eco's works
- c. Academic works of Eco
- d. Works of fiction by Eco

IV. The above extract is taken from an interview

between _____



D. — It’s a detective yarn at one level but it also delves into metaphysics, theology, and medieval history. Yet it enjoyed a huge mass audience. Were you puzzled at all by this?”

I Who were puzzled at the huge mass audience?

- a. Umberto Eco
- b. Journalists and publishers
- c. Readers
- d. Community of writers

II What does ‘it’ stand for?

III What is the thing that puzzled many?

- a. The success of a novel that provided difficult reading experiences.
- b. The plot of the novel
- c. complexity of the theme
- d. Eco’s style of writing

IV Which of the following options convey the meaning of ‘yarn’ as used in the extract?

- a. She still spins the yarn and knits sweaters
- b. Douglas has a yarn or two to tell me about his trips into the bush
- c. The shop sells yarn and embroidery floss.
- d. He took a ball of yarn from the basket

E. —Almost everything of moment reaches us through one man asking questions of another. Because of this ,the interviewer holds a position of unprecedented power and influence”

I Whose opinion about interviews is given in the above extract?

- a. Dennis Brian
- b. Christopher Silvester
- c. Umberto Eco
- d. Caroline

II The interviewer occupies a position of power and influence

as _____

- a. everything reaches us through one man asking questions of another
- b. Interviews are immoral, vile and cowardly
- c. Interviews are unwarranted intrusion
- d. Interviews are integral part of journalism

III. Find a word from the extract that means the same as —not known, experienced or one before.

IV —Almost everything of moment reaches us through one man asking questions of another“.

It highlights interviews as

- a. An attractive mode of communication
- b. Highly useful
- c. Despicable
- d .Detestable

Answer key

EXTRACT A	EXTRACT B	EXTRACT C	EXTRACT D	EXTRACT E
I b	I b	I d	I b	I a

II c	II Vile	II c	II The Name of the Rose	II a
III b	III c	III b	III a	III Unprecedented
IV c	IV b	IV Eco and Mukun d Padman abhan	IV b	IV b

Short Answer Questions

Q1 Other than celebrities, what do some people think about an interview?

Ans. Other than celebrities, mostly common persons think that an interview is the only and best source of truth. It, according to them, is an art.

Q2 In which way do the celebrities take an interview?

Ans. Celebrities find themselves as victims, they take interviews as an unwarranted intrusion into their lives which somehow diminishes them.

Q3 How can we say that Umberto Eco had a wide range of writing?

Ans. Umberto Eco had an expertise in semiotics and other than this he started to write fiction, literary fiction, academic texts, essays, children's books, newspaper articles etc. So his versatility in writing can be easily understood.

Q4 What made 'The Name of the Rose' a highly successful novel?

Ans. According to Umberto Eco, the most possible reason for the success of the novel was a mystery and actually nobody could predict the exact reason for it.

Q5 What is Umberto Eco's theory of interstices?

Ans. Umberto Eco says that if we eliminate the empty spaces from the universe, then the universe would become as big as his fist. He stresses on the importance of the empty spaces of time.

Q6 Umberto Eco does many things, but says, 'I am always doing the same thing but that is more difficult to explain.' What does he mean to say?

Ans. Umberto Eco says that he has philosophical interests which reflect in all his writings, fiction and nonfiction. In this way, he does the same thing, though he seems to pursue various activities: writing notes for newspapers, teaching novels, writing essays, children's books etc.

Q7 Despite the drawbacks, the interview is a supremely serviceable medium of communication. Explain.

Ans. Though an interview is an intrusion into the personal life of the interviewee, it is always a supremely serviceable medium of communication. Through the interviews only we get vivid impressions of our contemporary celebrities. We get a glance of their way of working, their personal life and experiences.

Q8 What are some of the positive views on interviews?

Ans. Interview is considered as a reliable source of truth. Contemporaries and their success can be read through the interviews. Nowadays, a very important part of journalism is interviews.

Q9 Why do most celebrity writers despise being interviewed?

Ans. Most celebrity writers despise being interviewed because they have faced the fright of interview. Among them, the interview is regarded as an unwarranted entrance into their privacy.

Q10 What do you understand by the expression "thumbprints on his windpipe"?

Ans. Thumbprints on his windpipe expresses the blockage to any person's freedom and privacy. It can be considered as a suffocation felt by the interviewees.

Q11 Do you think Umberto Eco likes being interviewed? Give reasons for your opinion.

Ans. Umberto Eco surely likes being interviewed as a part of his interview is presented in this chapter. He answers every question asked by Mukund and never frustrates or criticizes the interview like many other celebrity writers do.

Q12 How does Eco find the time to write so much?

Ans. Umberto Eco uses each and every moment of time. He is capable of utilizing the little space of free time between different activities. So he calls it the usage of interstices, the management of time.

Q13 What was distinctive about Eco's academic writing style?

Ans. Eco's academic writing style can be said as a narrative which is personalised and interesting. Eco's writing style is not dull and boring like the others.

Q14 Did Umberto Eco consider himself a novelist first or an academic scholar?

Ans. Umberto Eco firstly considered himself as an academic scholar because he was a professor and wrote many academic texts while he wrote his first novel at the age of 50, that too, accidentally.

Q 16. Why does Denis Brian believe that interviewer holds a position of unprecedented power and influence?

Ans. Denis Brian believes that almost everything of moment reaches us through one man asking questions of another. So, interviewer holds a position of unprecedented power and influence. It highlights the utilitarian aspect of interview.

The Interview Long Answer Questions

Q1 Explain the word Interview and how many writers find favor with it.

OR

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.

Ans. The word 'interview' is derived from the French derivative word "entrevue". It is a conversation between a journalist or broadcaster and a person of public interest. It is an oral examination of an applicant for a job through the process of formal questioning. Since the word has wider implications, it duly involves screening, interaction and introspection. During the process, both the interviewer and the interviewee participate and the interviewee has to face the horror of the interviewer.

The word interview was inserted 130 years ago. Since then it has become a commonplace in journalism. In this world, all have to undergo the process of the interview. Thousands of people are interviewed daily for one or the other kind. Depending on the merit of the interview, people have claimed in its highest form as a source of truth and in its practice, it is an art. H.G. Wells remained averse to 'interview' and in 1894 he referred to it as an ordeal. But forty years later he himself was found interviewing Joseph Stalin of Russia. People view that almost everything reaches us through asking the interviewer who holds a position of unprecedented power and influence.

Q2 Mukund Padmanabhan was a reporter from 'The Hindu'. In the context of the chapter, reveal his traits as an interviewer.

OR

How would you evaluate Mukund Padmanabhan as an interviewer? Mention at least two qualities he displays in his interview, supported by textual evidence.

Ans. Mukund Padmanabhan was surely a successful and well thought-out reporter who always used to ask answerable and dexterous questions to his interviewees. He used to plan and prepare to conduct an interview of a celebrity. He never asked ugly or embarrassing questions and on the other hand, the celebrity whom he interviewed always seemed to be comfortable with his questions.

Through the interviews, readers not only got the information about the celebrities but many other important aspects of Mukund's personality also came in their knowledge. He asked brief and quality questions to his interviewees scrupulously. He let the interviewees speak in their own manner and never tried to interrupt or cross-questioned them.

His interviewees used to be free and frank with him. He was always a prepared interviewer. Mukund, in advance arranged the information and personality traits of his interviewees and then with full preparations started his sessions. In all we can say that Mukund Padmanabhan was a disciplined and dedicated interviewer.

Q3 Several celebrities despise being interviewed. Is this justified? Why? Why not?

Ans. There are several celebrities mentioned in this chapter like Rudyard Kipling, VS Naipaul, H.G. Wells, Saul Bellow, etc. who dislike interviews very strongly. They never became ready to be interviewed. Most of them considered interviews as an unwarranted intrusion into their lives. They did not want to reveal the secrets of their personal lives.

Even an interview is considered as an immoral activity, as a crime or sometimes as an assault. They feel that the interviewers waste their precious time which can be used by them for more creativity. On the other hand, the common mass takes interviews very positively as they come to know about the inner and hidden things of their ideals. But interviews have their drawbacks also.

Celebrities feel shy and disappointed when they are asked for interviews but they forget that they become famous and wealthy through the successful interviews. General mass become their fan and devotee by knowing more and more about their ideals. Celebrities are even worshipped. In this regard, it can be said that an interview cannot be termed as an immoral activity.

Q4 Give a character sketch of Umberto Eco on the basis of the chapter 'The Interview'.

OR

What do you think about Umberto Eco? Does he like being interviewed? Give reasons in support of your answer. (CBSE 2008)

OR

What impression do you form about Umberto Eco as a scholar and writer on the basis of 'The Interview'? (CBSE 2010)

Ans. Umberto Eco, a university professor at the University of Bologna in Italy, is an academician and a famous novelist. He, through various interviews, discloses his secret of success in life and never hates the interviewers. He has his taste in various fields of writings as academic texts, fiction and nonfiction, literary fiction essays, children's books, newspaper articles etc.

He always wanted to be called an academician not a novelist. He used to participate in academic conferences, on the other hand, he avoided the meetings of writers and Pen Club Members. He has written forty scholarly works and five novels. He used to denote time for writing novels on only Sundays. He discovered a magical trick of working in interstices.

He used to use even the seconds of his time. He captured the empty spaces for writing notes or any content. He had an expertise in Semiotics, the study of signs. He never became a slave of pride as he openly admitted that his novel 'The Name of the Rose' got success accidentally and the time was in his favour. He didn't have any celebrity attitude though his novel was bought by more than 10 million of the readers.

CHAPTER 8 GOING PLACES By A.R.Barton

Hero worship is the natural phenomenon of adolescent stage but needs guidance and monitoring. Life is to realize our dreams with our potential, possibility and limitation. Since, when reality hits, it may shatter the dreams.

Points to Remember

- Sophie's ambition and unrealistic dreams
- wants to start a boutique
- wants to earn money by becoming a manager, an actress or even a fashion designer
- she comes from a weak socio-economic background
- her friend Jansie - simply wants Sophie to be happy.
- Jansie – realistic can't keep information or secrets to herself.

Sophie's Dad

- is strong, sweaty and hardworking
- loves to watch football matches
- does not believe in Sophie's imaginary stories

Sophie's brother – Geoff

- is an apprentice mechanic
- speaks less
- Sophie trusts him, shares her secrets with him

Sophie lives in a world of her own fantasy

- Sophie is fond of hero worshipping and fantasizing.
- Sophie's hero is an Irish player, Danny Casey
- dreams of meeting him
- obsessed about meeting him, makes up stories about her meeting with him
- starts believing her imagination as real.
- nobody believes her, feels disappointed
- still believes that she has met Danny Casey

MULTIPLE CHOICE QUESTIONS

And I knew it must be him because he had the accent, you know like when they interviewed him on the television. So I asked him for an autograph for little Derek, but neither of us had any paper or pen. So then we just talked a bit. About the clothes in Royce's window. He seemed lonely. After all, it was a long way from the west of Ireland. And then, just as he was going, he said, if I would care to meet him next week, he would give me an autograph then. Of course, I said I would. "

- i) Danny Casey was a player in the football team belonging to
- A) England
 - B) Scotland
 - C) Ireland
 - D) Finland. Answer. C) Ireland
- ii) According to Sophie, the place she had chosen to meet Danny Casey was:
- A) Behind the walls
 - B) Near the canal
 - C) The hidden valley
 - D) The ascade. Answer D) The ascade

- iii) Select the appropriate antonym from the extract to complete the given analogy:
Indifference = _____
Populous = lonely
Answer: Surprised
- iv) Find the figure of speech in the lines “ words had to be prized out of him like stones out of the ground “.
A) Metaphor
B) Simile
C) Hyperbole
D) Irony. Answer. B) Simile
- v) Trace one trait of Sophie after reading the above lines:
A) Optimistic
B) Jealous
C) Coward
D) Outspoken Answer A) Optimistic

SHORT ANSWER TYPE QUESTIONS

1. Why does Jansie want Sophie to be sensible?

Jansie knew Sophie's family background and financial position, She knew that both of them were earmarked for the biscuit factory. Sophie's dreams were big and needed a lot of money and experience for their fulfilment. Sophie had neither. So, Sophie asks her to be sensible.

2. Who was Danny Casey? Why did Sophie talk about him?

Danny Casey was a young Irish player of the first United team. She was infatuated by this sportsman and took him to be her lover and so wanted to date with him.

3. Why was Sophie Jealous of Geoff's silence?

Geoff was grown up and spoke little. Sophie was jealous of him as she wanted to share his secret thoughts. She craved for his affection.

4. Jansie and Sophie, in spite of being friends were poles apart in their approach to life. How?

Jansie and Sophie were poles apart in thinking and temperament. Sophie was an incurable dreamer and escapist. On the other hand Jansie was realistic and practical she knows big things require money and experience money and experience which they didn't have.

5. Why did Sophie not want Jansie to know anything about her meeting with Denny Casey?

Sophie knew that Jansie was 'nosey'. She was very inquisitive by nature. Sophie did not trust Jansie as she could not keep a secret. She could spread the rumour in the whole neighbourhood.

LONG ANSWER TYPE QUESTIONS:

1. Comment on the social background and the life of the people in 'Going places'.

Ans. .VALUE POINTS: Helpless, hardworking and law abiding, middle class people.

- Sophie's father and brother work hard at their jobs, mother busy with the house hold chores.
- Geoff is an apprentice mechanic. His jacket is shapeless.
- Sophie's father lacks sophistication.
- There is stove in the same room where dirty washing is piled in a corner.
- All these indicators confirm their lower middle class family background.

2. Sophie was a dreamer, an escapist. How?

VALUE POINTS:

Ans. Sophie was given to fantasies.

She walked by the canal along a shattered path in the late evening.

Imagined Casey coming, excited.

Watched for him, imagined asking for an autograph.

Sad while waiting and knowing he would not come.

Inventing explanations to satisfy her family.

POEM- MY MOTHER AT SIXTY-SIX - KAMALA DAS

ABOUT THE POETESS

Kamala Das (1934 – 2009) started her career as a poet writing under the name of Madhavi Kutty. The renowned Indian author was bilingual and wrote in her mother tongue, Malayalam, as well as in English.

Born in Punnayurkulam, India as Kamala Surayya, she was better known in her home state of Kerala for her short stories and her autobiography, and in the rest of the country, for her English poetry.

Her explosive autobiography, *My Story*, written in Malayalam (her native tongue), gained her both fame and notoriety. Later, it was translated into English.

Kamala attended literary events in Germany, Jamaica, London and Canada, where she was invited to read her poetry. She also held literary positions in her state of Kerala and for a national daily. In 2009, the Times called her the “mother of modern English poetry.”

Among her many notable achievements are the Pen Asian Poetry Prize in 1963 and a nomination for the Nobel Prize in 1984. She also became a syndicated columnist expressing her views on women, children, and politics. Kamala lived by her own terms all of her life, which is clearly visible in her writings.



SUMMARY

My mother at sixty-six is a poem whose author is Kamala Das. The writer is famous for capturing the complications of relationships between human beings. This poem is one of the best examples of bonding in humans. Especially the bond between a mother and a daughter. This poem defines the fear of the author of losing her mother. *My mother at sixty-six* summary will elaborate on the feelings of the author and will also define the meaning of the poem.

Ageing is an inescapable phase of every human’s life. A person enters their childhood, experiences adolescence when they are energetic and have so many dreams. Finally, every person approaches their old age and then they die. Relationships between people become much stronger in every phase of life. No one can’t bear the separation from their loved ones just because of ageing.

Firstly, when the author is going to the Cochin airport with her mother she looks at her carefully and presents before us her image. As she looks at her mother’s soft and whitish face, she gets stuck with the fear of losing her mother. Her mother with a sleepy face and open mouth is comparable to a corpse. Here, the author shows love and affection in a relationship between a mother and a daughter.

The poet is hurt and sad and shifts her attention outside the car for driving out the undesirable feelings. She changes her bad mood. The scene from the window of the car is of rising life and energy. The fast sprinting green and huge trees alongside the cheerfully playing kids represent life, youth, and vitality. The poet here is remembering her own childhood. In her childhood, her mother was young and beautiful. Whereas now her mother is surrounded by the fear of losing her life and that made her insecure and sad.

She reaches the airport to take her flight. It shows departure and parting which makes her sad. As she said goodbye to her mother, the image of the old mother in the dusk of years strikes her. Here again, a simile is comparable with her mother with a late-night moon of the winters. The light of the moon is an obstacle by the fog and haze as she appears older now.

The poet is now feeling the pain of getting separated because of leaving her mother. Her childhood fear of losing her loving mother now became so terrifying. Now her mother could die of old age anytime unexpectedly. She is so sad that she starts crying slowly without control but keeping a brave heart she hides her tears and starts smiling. Thus, she offers her farewell to her old mother and keeps her hope of seeing her mother alive again. She says “see you soon, Amma”. She hides her tears and sorrow as she does not want to make a painful and emotional environment. Moreover, she doesn’t want her mother to cry and shows her that she is enjoying her life. She expects her mother to be happy and enjoy her life just like her.

To conclude, my mother at sixty six summary revolves around the beautiful relationship between the poet and her mother. The summary shows the theme of the advancing age of the mother of the author and the fear of separation. This apparently short poem touches upon the theme of a beautiful bond between the mother and the daughter. It shows how beautiful a relationship a mother and a daughter can have.

POETIC DEVICES USED IN THE POEM

RHYME SCHEME:

The poet does not use any identifiable rhyme scheme in this poem. It’s a blank verse.

RHETORICAL/POETIC DEVICES:

SIMILE: This rhetorical device is used when an overt comparison is made between two different things. In this poem, the poet uses the device of simile on two instances. When she compares her mother’s face with that of a corpse and also uses the word “like” while making that comparison. She again compares her mother with the moon in wintertime and also uses the word “as” while making this comparison.

PERSONIFICATION: This rhetorical device is used to bestow human qualities on something that is not human. In this poem, the poet uses the device of personification with respect to trees. She imagines the trees to be figures that are running alongside her car.

APOSTROPHE: This rhetorical device is used when a poet addresses his or her poem to an absent audience. In this poem, the poet uses the device of apostrophe, when she speaks directly to her mother, addressing her as “Amma”, even though we never see the mother replying to the poet.

METAPHOR: This rhetorical device is used when a word or phrase is applied to an object or action to which it is not literally applicable. In this poem, the poet uses the device of metaphor in line when she speaks ‘Trees sprinting, the merry children spilling out of their homes’ to show the contrary image of her mother’s age and approaching end.

REPETITION: This rhetorical device is used when a word or phrase is repeated. In this poem, the poet uses the device of repetition in last line ‘all I did was smile and smile and smile.....’ when she had to subdue her feelings and tried not to show her emotion to her mother. She says she believes that she will meet her mother again.

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

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

CENTRAL IDEA OF THE POEM

On her way to the airport from her parents’ house as she is leaving for Cochin, the poet is driving in her car with her mother beside her. When she chances upon her mother sleeping, she notices how old her mother has grown for the first time. She is disturbed and turns her eyes away to focus on young trees and younger children instead. Again after the security check at the airport, she notices her mother’s aging face. This fills her with the fear she had experienced since childhood – that of her mother dying. But she does not let that fear show on her face. She smiles and bids her mother goodbye, promising to see her soon.

THEMES OF THE POEM

COMPARISONS: The poet compares her mother’s pale face with two things – the white face of a corpse, and the moon on a winter night. The first comparison is made chiefly on the basis of the similarity of hue between the two objects. When a person dies, blood stops being pumped out of the heart and circulating through the brains. In the absence of the flow of blood, the body loses its healthy glow and takes on an unnatural white pallor. When her mother is sleeping, the poet’s mother also has reduced heart function. As a result the life-giving flow of blood is also reduced and her skin appears paler than usual. After their arrival at the airport, her mother has woken up, but the creases on her skin that have appeared due to aging are still there. These creases look like the craters on the moon’s surface that disrupt its otherwise immaculate appearance. Hence they take away some amount of the moon’s beauty, but certainly not all of it. Similarly, age does show on her mother’s face, but it cannot really mar her beauty.

CONTRASTS: When the poet notices how old her mother has grown, she tries to focus her attention on other things. She ends up noticing only those things that are not old. She notices the trees that her car is going past and they appear to be moving at an equally fast pace by themselves. This leads the poet to feel that the trees must be very young to be filled with such invigorating energy. She also notices children pouring out of their houses excitedly. It is not possible that on an average day there are no adults out on the street. However, the poet's attention does not fall on adults, but only on children, who are just starting out on their journey of life. Both these images serve as a contrast to her mother who is almost at the end of that journey. Another instance of the poet using a contrast to express herself clearly comes at the very end of the poem. The sorrow in her heart is in contrast with the smile she has bravely put on her face as she says goodbye to her mother.

TONE OF THE POEM

The tone of this poem is predominantly pensive and sorrowful. The poet suddenly notices that her mother looks as old as she is. This could have surprised her since she only sees her mother during holidays and not on a daily basis. However, it does not surprise her because she has always been aware of the certainty of her mother's death. As she does when she turns away from her mother to look at the trees and the children, she has simply chosen not to think about losing her mother anytime soon. Yet that fear has always plagued her and it plagues her still. This saddens her and one can see her silent tears even when she has forced herself to smile.

MAIN POINTS

- Poetess is travelling back to Cochin airport with her mother in a car.
- Looks at the wan, pale face of her dozing mother.
- Her face has a dull, colorless appearance and reminds her of a corpse.
- Thought is very painful; realizes she is now an old woman and could be nearing death.
- Turns to look at Sprinting trees outside; sees merry children running out of their homes.
- A welcome change from the gloomy thoughts that grip her.
- Reaches the airport, after the security check looks at the mother again.
- Sees her pale and ageing face; is reminded of the winter moon with all the vitality and brightness gone.
- Feels pained at being reminded of a childhood fear---had always been scared of losing her mother one day.
- Does not want to show her agony and fear to her mother now.
- Tells her that she would see her soon and bids her goodbye with a bright smile on her face

EXTRACT-BASED QUESTIONS

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

- I. *“Driving from my parent’s home to Cochin last Friday
Morning, I saw my mother.....
Put that thought away, and Looked out at young
Trees sprinting, the merry children spilling
Out of their homes,”*

1. What did the poet see?
2. What is the mother’s face compared to and why?
3. Why does the poet look out at the sprinting trees and the merry children spilling out of their homes?
4. Identify and elaborate the figure of speech.
5. Why are the trees spoken of to be sprinting?

Answers:

1. The poet noticed her mother sitting beside her, dozing open-mouthed, her face pale like that of a corpse.
2. The pale face of the mother is compared to that of a corpse, dull and lifeless.
3. The poet is filled with pain, looking at the ashen face of her mother. To distract her mind from these deadly thoughts, she looks out at the sprinting trees and the merry children spilling out of their homes.
4. The figure of speech is simile. The ashen face of the mother is compared to a corpse.
5. Looking out of the window of the moving car, the poet experiences a visual illusion. The trees seem to her to be racing back.

- II. *“after the airport’s
security check,
standing a few yards
away, I looked again at.....
.....smile.”*

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

Answers:

1. The face of the poet’s mother looked wan and pale. It looked dull like a late winter moon.
2. The childhood fear which the poet refers to is the fear of being distanced from the companionship of the mother.

3. The 'familiar ache' is the poet's childhood fear of being separated from her mother. This ache now haunts her in another way. The current fear is that the mother is very old and that she is inching closer to death.
4. The 'childhood fear' threw the poet into disillusion. She tries to compensate her wan mood by flashing a deliberate smile.

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

1. What did the poet do to recover from the death thoughts about her mother?
2. How is death contrasted with life in the poem?
3. What is the 'childhood fear' which the poet speaks of?
4. How do you explain the 'smile' on the lips of the poet when she waits at the airport?

Answers:

1. The wan and pale expression on the face of her mother, floods her mind with thoughts of her impending death. She succeeds the necessity of switching her mind, by looking out of the window of the car. Outside the car, she sees the trees racing back in a direction opposite to the movement of the car.
2. The poet indirectly introduces symbols to contrast life with death. The pale and corpse-like appearance of the mother is analogous with death. On the contrary, life is demonstrated by the introduction of the racing trees and the merry children spilling out of their homes.
3. When she was a girl, the poet too had the customary fear of being separated from her mother through marriage or through other circumstances. This is a subconscious fear which lurks within and haunts her without warning.
4. Thoughts of having to bade good bye to her aged mother, throws the poet into inhibition. She finds it difficult to accomplish the formalities associated with parting. Instinct tells her it is probably that last time she sees her mother alive. She tries to compensate her incapacity and depression, by flashing a deliberate smile on her lips.

III. Long answer type questions: (120-150 words)

1. In the last line of the poem, 'My Mother at Sixty-six', the word 'smile' is repeated three times. What is its significance ?
2. What are the main ideas combined in the poem 'My Mother at Sixty-six'?
3. In the poem "My Mother at Sixty-six," how does the poet convey the nuance of human relationships?

Answers:

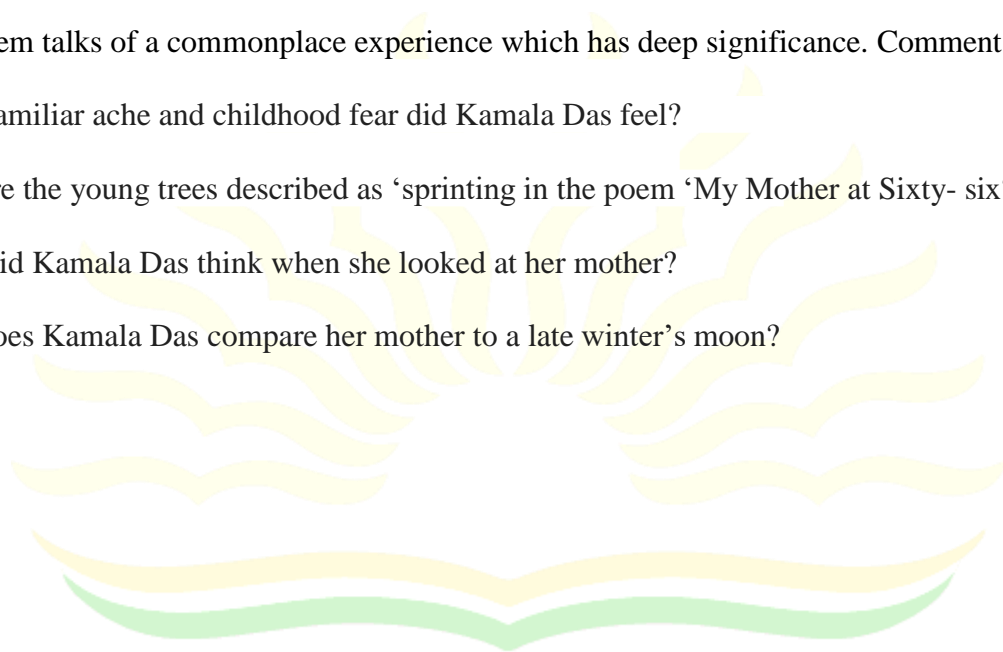
1. Even after attempting to distract her from the fact that her mother was aging, the poet couldn't help but notice her mother's fading face. She is afraid that this is the last time she will see her mother. However, the poet chose to conceal her fear from her mother. The poet uses the word "smile" three times in the final line to emphasize that, while she is afraid of losing her mother and is distressed by their separation, she does not let it show on her face. She smiles to persuade herself and her mother that they will meet soon.

2. In this poem, the poet details what her mother looks like at the age of 66. She also shares her pain at seeing her deteriorate so much. It was her last Friday morning at home when she looked up at her mother as she drove to the airport. The poet was not only injured but also shocked to see her sleeping with her mouth open. She became all the more worried as she looked pale, shriveled and withered like a corpse. To distract himself from this pain and suffering, she looked outside and saw young trees and children. She understood in them life, vigor and vitality. Then to airport security. A similar old age was reflected in her pale body. She compared her to a late winter month and realized that it was due to old age. The poet smiled at her to see her again and left. The poem was an example of the pain caused by old age and separation.

3. In the poem 'My Mother at Sixty-six,' the poet Kamala Das depicts a close relationship between a mother and a daughter with such sensitivity that the reader is moved by similar emotions. The poem is written in one continuous sentence and depicts a single thread of thought interspersed with real-world sights and sounds that connect to the main idea of old age and death. The poet is about to leave the airport with her elderly mother. Her heart is gripped by the agony of losing her mother to death, but she suppresses it. The fear in her heart is hidden by a smile on her face, and she leaves knowing she will see her mother again.

IV. Extra Questions: Unsolved

1. What were the poet's feelings at the airport? How did she hide them?
2. The poem talks of a commonplace experience which has deep significance. Comment.
3. What familiar ache and childhood fear did Kamala Das feel?
4. Why are the young trees described as 'sprinting' in the poem 'My Mother at Sixty-six'?
5. What did Kamala Das think when she looked at her mother?
6. Why does Kamala Das compare her mother to a late winter's moon?



तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

KEEPING QUIET

PABLO NERUDA

Pablo Neruda – A Short Biography:

Pablo Neruda, born **Ricardo Eliécer Neftalí Reyes Basoalto** (12 July 1904 – 23 September 1973) was a Chilean [poet-diplomat](#) and politician who wrote in a variety of styles, including surrealist poems, logical epics, overtly political manifestos, prose autobiography and passionate love poems such as the ones in his collection *Twenty Love Poems and a Song of Despair*. Neruda won the Nobel Prize for Literature in 1971.

Theme :

The poet, Pablo Neruda, urges mankind to cease all activity for a little while. During these few moments of silence and inactivity, all human beings would be one, united, and in harmony with each other and nature. This togetherness and oneness is most desirable for the survival of the earth and of human beings. Neruda believes that the soul housed within the human body is capable of performing this feat if given a chance to shine out through introspection, for which absolute silence and stillness is essential.

Summary:

“Keeping Quiet” is a poem written by the poet Pablo Neruda. Their busy lives for retrospection and introspection. The poem is symbolic of stopping all activities and understanding the purpose of the world. He is promoting Universal brotherhood and peace.

The poet asks humanity to count numbers from one to twelve - twelve being the number of hours shown in a clock or the number of zodiac signs. He requests everyone not to speak in any language because it creates barriers between people of our society. The moment will be exotic when everyone stops moving their body as we have never experienced such a moment before. The poet says that in this period of inactivity the fishermen would not harm the whales, the salt gatherers will not hurt their hands, those who are busy destroying the nature will adopt a new approach towards life, the men who are preparing for wars and victory based on deaths of innocent people will join their enemy and stand in unity with them, doing nothing. No one will harm himself or any other person. Everyone will unite and ponder upon his acts and realize the results of his deeds. The poet clarifies his idea and says further that he does not want that people should stand idle. He wants that there should be no war because he does not want to see trucks laden with dead bodies of the soldiers.

The poet says that everyone is working continuously, to achieve one's goals. People are threatened by death and the fear forces them to work endlessly so that they can achieve everything quickly. In this mad rush, they do not realize the repercussions of their acts. He wants us to pause and come out of the mad rush. He wants us to be happy about our achievements and celebrate them. He wants us to overcome the fear of death and to relax for a while. We should know the results of our deeds and celebrate our achievements. When the people will remain quiet for a while, they will realize the purpose of their lives. Just like all the creations of nature undergo a rebirth with the change of seasons, similarly, keeping quiet will be a rebirth for the human soul. It will give a new meaning to our life. Again, the poet says that he will count till twelve and asks everyone to remain quiet while he leaves.

The poet makes use of the image of the earth to explain how life exists in things that seem dormant. In winter, the earth becomes very silent and it seems to be dead. The Earth becomes lively again in spring. Furthermore, in spring, the addition of fresh new beauties and colours takes place. In a similar fashion, man can resume his activities in a better manner after a little silence and quietness.

Form :

Keeping Quiet is written in blank verse and has no rhyme scheme.

Message of the poem – Keeping Quiet ‘Keeping Quiet’ leaves a message of universal brotherhood and peace. It urges people to stop all sorts of aggression, including that towards the environment.

Poetic Devices:

‘Count to twelve’ — symbolizes a measure of time. The clock has twelve markings on it, the year has twelve months and the day has twelve hours.

‘Fishermen in the cold sea...hurt hands’-symbolic image showing how man is ruthlessly destroying nature for his selfish need. The ‘hurt hands’ of the salt gatherer symbolises how he is harming himself by his mindless activities. Fisherman and whale stand for the oppressor and oppressed respectively.

‘Cold sea’ — **transferred epithet.**

‘Put on clean clothes’ - **Alliteration**

Introspection will make us comprehend the destructive nature of wars. Man would cleanse his heart purging it of hatred.

‘Brothers’ — a symbol of mankind

‘In the shade’ — **metaphor** — just as shade protects us from the harsh sun, we will protect and shelter each other as brothers, thus live in peace and harmony. `

Clean clothes’ symbolize peace and change in one’s perspective.

‘Earth can teach us as when everything’ — **Personification.** Earth is personified as a teacher. When the earth appears to be dead, it is actually dormant and carefully preserving the seeds of life, human beings too need to keep still and quiet to re-awaken the life forces to be productive.

Alliteration –

sudden strangeness (stanza 3)

clean clothes (stanza 5)

(Referring to clean minds and bodies)

SAMPLE QUESTIONS AND ANSWERS:

***Multiple Choice Questions/Objective type questions:**

Q.1) 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 one second,

and not move our arms so much.

It would be an exotic moment without rush,

without engines, we would all be together

(i) The poet counts up to twelve as a countdown to

(a) lift arms.

(b) speak in different languages.

(c) stop all activities.

(d) be without engines.

Ans. (c) stop all activities.

(ii) The poet appeals to the people that they should

- I. keep quiet.
- II. .not move.
- III. celebrate festivals.
- IV. not hibernate.

Choose the most appropriate option :

- (a) Only II
- (b) I and II
- (c) Only I
- (d) I and IV

Ans. (b) I and II

(iii) Choose the option that displays the same poetic device as used in the third line of the extract :

- (a) lightning danced across the sky
- (b) greedy good doers
- (c) children spilling out of their homes
- (d) fight like cats and dogs

Ans. (a) lightning danced across the sky

(iv) The benefits of 'Keeping Quiet' include

- I. harmony
- II. non-violence
- III. brotherhood
- IV. meditation
- V. Choose the most appropriate option :

- (a) I and II
- (b) II and IV
- (c) I, II and III
- (d) I, II, III and IV

Ans. (c) I, II and III

(v) Complete the statement with reference to the extract : The poet suggests we will all be together when _____.

Ans. Suggested value points - we stop all movements/activities - we keep still - we all become silent - we do not move arms (any one) (any other relevant point)

(VI) The word 'exotic' in the extract most nearly mean

- (a) unique
- b) luxurious
- (c) rich
- (d) illusive

Ans. (a) unique

Q.2. Read the following extract and answer the following questions briefly:

What I want should not be confused with total inactivity.

Life is what it is about; I want no truck with death.

(i) Name the poem and the poet of the above stanza.

Poem- Keeping Quiet, Poet- Pablo Neruda

(ii) What does the poet mean by “inactivity”?

complete stillness/no movement

(iii) Explain what life is all about, according to the poet?

life is about movement/development/action/live to the fullest with happiness

(iv) What is the ultimate expectation of the poet from all human beings?

live by maintaining harmony with earth/stop destruction/introspect and live in peace and brotherhood

Q.3. Identify the tone of Pablo Neruda in the following line: Perhaps the Earth can teach us....

- A. Confident and clear about the future events.
- B. Dramatic about the prediction he made.
- C. Convinced about the sequence of events to follow.
- D. Uncertain, yet hopeful about the possibility.

ANS: Uncertain, yet hopeful about the possibility.

Q.4. ‘Keeping Quiet’ uses fishermen to symbolize man’s

- a. persistent pollution of the natural environment.
- b. rapid degradation of human values.
- c. limitless exploitation of natural resources.
- d. constant participation in acts of terror.

Ans: limitless exploitation of natural resources.

Q.5. Which of these does the speaker imply through the following lines:

Life is what it is about; I want no truck with death.

- A. Life is meant to be lived and death should not be the focus here.
- B. Life is meant to teach us lessons and near-death experiences are not always bad.
- C. Life is full of adventures and the fear of death should not stop us from exploring them all.
- D. Life is full of many choices and thoughts about death should not be a point of consideration.

ANS:A. Life is meant to be lived and death should not be the focus here. [The speaker mentions that his suggestion of being completely still should not be confused with being dead. Life is what 'it' is about implies that life is all about living. He wants nothing to do with death in his message.]

Q.6. What does the speaker mean when he describes people as 'single-minded'?

- A. People who only work towards understanding themselves.
- B. People who are driven by only one passion in their life.
- C. People who only focus on rushing through their life.
- D. People who can focus on only one task at a time.

ANS: C. People who only focus on rushing through their life. [The speaker mentions 'single-minded' to say that people are limited in the kind of life they live as they only rush through life to keep it moving. This option captures the contextual meaning of this term appropriately.]

****SHORT ANSWER TYPE QUESTIONS :**

1. What is the poet's appeal to the people?

Ans. The poet appeals to all the people to count up to twelve and then to be completely silent. During this period of silence, he urges them to remain calm and stop all physical activity. He only wants peace during this time.

2. What does the poet mean by 'exotic moment' and how can man achieve it?

Ans. By 'exotic moment' the poet means the moments of silence and inactivity which will be extraordinary and memorable because man will reflect on his activities and hence be able to make amends. This exotic moment can only be achieved through total silence and inactivity even it is for a few seconds.

3. What are the kinds of wars mentioned in the poem?

Ans. The poet mentions green wars, i.e., wars that man is waging against nature hence causing environmental degradation, wars with gas and fire or using harmful biological and nuclear weapons to cause maximum destruction to life and property. War with fire refers to the conventional mode of combat.

4. What can the Earth teach us? How?

Ans. Earth can teach us to be productive and useful even when there is silence. The Earth nurtures all living beings, plants and animals and quietly maintains the balance in nature. It helps in the rebirth of a new life. We can all learn to be productive yet silent.

5. What will 'counting up to twelve and keeping still' help us to achieve?

Ans. Counting up to twelve and keeping still will help us to reach an understanding with each other and to introspect. We will be able to realize the real impact of our selfish actions on each other and, finally, on the entire humanity.

6. 'Life is what it is all about.' How is keeping quietly related to life?

Ans. 'Keeping quiet' is related to life because, in order to live a complete life, one must live life Atoll India In order to live a quality life, which is full of happiness, peace and satisfaction, we must develop a habit of thinking deeply and this can be achieved through introspection.

7. Why does one feel a sudden strangeness on counting to twelve and keeping quiet? Ans. When one keeps quiet and stops all his selfish actions and takes a break from the monotonous routine' one gets time to introspect and analyse one's actions. This brings a feeling of sudden strangeness'

8. Which is the exotic moment that the poet refers to in 'Keeping Quiet'?

Ans. The poet refers to the exotic moment when everyone would be silent and still and there would be no noise or mad race. It will evoke an environment of peace and quietness with no conflicts, quarrels, agreements or wars. This moment will bring a sense of togetherness among all human beings.

9. What is the sadness the poet refers to in the poem "Keeping Quiet"?

Ans. The poet refers to the sadness which will arise due to the total destruction of mankind. According to the poet, if the people have no time to think and retrospect, it will lead to the end of life on earth and a huge silence will follow.

10. What are the different types of wars mentioned in the poem? What is Neruda's attitude towards them?

Ans. Pablo Neruda has mentioned 'green wars', 'wars with fire' and 'wars with gas'. The poet does not appreciate the concept of war. He condemns it by saying that these wars will result in victory with no survivors. So instead of these wars and conflicts, we must develop the concept of mutual understanding and co-existence.

11. How can the suspension of activities help?

Ans. The suspension of activities will help us to introspect. It will provide enough time from the mad rush and selfish actions, when we all are able to ponder and analyse our own actions and attitude and finally develop mutual understanding and realise the importance of co-existence.

12. Why is Pablo Neruda against total inactivity?

Ans. The poet is against total inactivity because it means death whereas the poet has a firm belief in only wishes us to take a break from the hectic, aimless life and introspect.

13. What does the narrator mean by 'green wars'? What will be the consequence of such a war?

Ans. 'Green wars' means the war against the environment. In our pursuit of progress and materialism, we forget the harm we cause to the world. Our resources are depleting. If we don't take measures to save our environment, our children will not enjoy the resources available to us.

14) What does Neruda mean by 'an exotic moment without rush' in his poem, 'Keeping Quiet'?

Ans: Value points: moment of world peace/ universal brotherhood - love forged through introspection in silence

15) Give two reasons why, according to Pablo Neruda, is 'keeping quiet' essential to attaining a better, more peaceful world.

Value Points :Guidance • Makes us introspect and reflect upon our actions. • Helps us better understand ourselves and what we want. • Enables us to realise that many of our mindless actions are only harming us and not giving us happiness.

A THING OF BEAUTY

JOHN KEATS

SUMMARY: A Thing of Beauty is about appreciating anything and everything around us. Anything that looks beautiful is a source of joy for us. A beautiful thing becomes more attractive as we keep enjoying it. The more we look closely at its beauty, the more we discover its stunning features. We never forget a thing of beauty as its memory is etched into our minds due to the joy and loveliness received from it. The aftereffect of a beautiful thing is that it will always prove to be a source of happiness and peace, just like a shade under a tree or a sleep full of sweet dreams. Our lives, as a consequence, will be full of good health and peace.

Humans are connected to nature in a very close way. We participate in various earthly activities to keep ourselves attached to mother nature. Bonding with nature around us has been compared to wreathing flowery bands. There are many negative things in our lives, like dealing with hopelessness, encountering people who are not kind or compassionate by nature and facing various immoral and inhuman activities that lessen our belief in humanity. Despite acknowledging the presence of these things, a beautiful thing never fails to uplift our moods. It makes us forget our worries and troubles away.

We can find beauty anywhere if we want to see it. We can find it in ordinary things around us like the sun, the moon, trees or something as simple as a shade for sheep. The poet gives more examples to show the richness of beauty around us, like flowers, rills and the mid-forest brake. He also points out that we can find beauty in places where we generally do not look, like the reasons and circumstances behind the deaths of mighty heroes and warriors. Beauty exists in intangible things like the stories that we read or hear.

The poet urges us to see the immense reserve of beauty around us. He calls it an 'endless fountain of immortal drink': 'endless' because sources of beauty are limitless and 'immortal' to denote the effect of beauty on our minds. The memory of a beautiful experience is forever. It never dies. We are blessed to experience beauty in all forms around us. A direct reference to 'heaven' has been made to show that God has provided us with many sources of beauty.

MCOs

Question1. Who is the poet of A think of beauty?

1. John Updike
2. William Blakes
3. William Wordsworth
4. **John Keats**

Question2. What are the things of beauty mentioned in the poem?

1. Sun and moon
2. Young trees and streams
3. Flowers
4. **All of these**

Question3. Which things cause suffering to human beings?

1. **Lack of virtues and inhuman acts**
2. withering flowers
3. blooming flowers
4. flowing streams

Question4. How is a thing of beauty joy forever?

1. Because it is beautiful
2. because it is nature
3. because it is joyful
4. **because its beauty never ends and leaves a lasting impact**

Question5. What is the message of the poem?

1. beauty never fades
2. beauty lifts spirits high
3. beauty is a joy forever
4. **All of these**

Question6. What does a thing of beauty do for us?

1. Gives hope
2. Gives happiness
3. Removes pain and suffering
4. **All of these**



तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

Question7. What is the endless fountain and what is its effect?

1. Moving streams
2. the sunlight
3. **a thing of beauty is endless fountain and it give happiest**
4. None of these

Question8. What does a thing beauty is a joy forever mean?

1. Joy is in memory
2. joy is precious
3. joy is not sold
4. **it will keep giving happiness for a longer time**

Question9. What is beauty in Keats' opinion ?

1. a suffering
2. A cause of suffering
3. A cause of pain
4. **A joy forever**

Question10. How does a thing of beauty provide shelter and comfort?

1. by giving a sense of joy and happiness
2. by removing pain
3. by removing suffering
4. **All of these**

Question11. Whose loveliness will keep on increasing?

1. of rivers
2. of mountain
3. of nature
4. **of all beautiful things**

तत् त्वं पश्यन् अपावृणु
केन्द्रीय विद्यालय संगठन

Question12. Write the phrase which means it immortal?

1. it will never fade
2. it will never pass into nothingness
3. **it will never cease**
4. it will keep giving happiness for a longer time

Question13. What is a bower?

1. A river
2. A stream
3. A big tree
4. **A shady tree**

Question14. What are mighty dead in the poem?

1. Dead people
2. Dead relative
3. Dead plants
4. **Greet respect worthy ancestors especially dead soldiers**

Question15. Why are our spirits referred as dark?

1. Because of dark clouds
2. because of spirits around
3. because of shady trees
4. **because of sadness and disappointments**

SHORT ANSWER TYPE QUESTIONS

Question 1. Read the extract given below and answer the questions that follow:

Therefore, on every morrow, are we wreathing
A flowery band to bind us to the earth,
Spite of despondence, of the inhuman dearth
Of noble natures, of the gloomy days,
Of all the unhealthy and o'er-darkened ways
Made for our searching:

- 1. What are the flowery bands that bind us to the earth?**
- 2. What message do the above lines convey?**

Answer:

1. The flowery band that binds us to earth is beauty in one shape or the other. It removes all sufferings and sorrow that covers our mind and spirit. There is disappointment and dejection all around but the presence of some objects of beauty removes this sadness from our hearts.

2. There are many things that bring us troubles and sufferings. The message conveyed in these lines is that the natural beauty of objects around us takes away the suffering from our sorrowful hearts.

Some beautiful shape or any object of beauty removes the pall of gloom from our mind and spirit.

Question 2. According to Keats, what makes man love life in spite of all its problems and miseries?

Answer: In spite of all the problems and miseries that make man's life gloomy and cause him suffering and pain, he does not cease to love life because a thing of beauty removes all the sadness that covers his spirit. The beautiful things of nature make life sweet and happy.

Question 3. What image does Keats use to describe the beautiful bounty of the earth?

Answer: Keats uses the image of a perennial fountain that constantly pours forth bounties on the earth in the form of an immortal drink from the heavens into our hearts. The beauty of the sun, the moon, the trees, the daffodils and clear rivers are reflections of the beautiful bounties God has blessed us with.

Question 4. What makes human beings love life in spite of troubles and sufferings?

Answer: It is the occasional phases of joy and happiness that make life beautiful and make human beings love life in spite of troubles and sufferings. Natural beauty in its various forms, like the clear rivers, the gurgling brooks and forest vegetation, motivates us to live life and moves away the pall from our dark spirits.

Question 5. Mention any two 'things of beauty' that Keats has described in his poem. How do they make us joyful?

Answer: According to Keats every small or big thing of nature is a thing of beauty and a source of pleasure. The sun, the moon, the trees and daffodil flowers are all things of beauty. So are the small streams with clear water, mass of ferns and the blooming musk roses.

Question 6. Mention any two things which, according to Keats, give us pain and suffering.

Answer: According to Keats man suffers from pain and suffering due to the inhuman dearth of noble natures on earth and due to the inhuman and hostile attitude that makes our days sad and darkens our ways with distress and wretchedness.

Question 7. Read the extract given below and answer the questions that follow:

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

1. List any two things of beauty mentioned above.
2. What does the phrase, 'pass into nothingness' mean?
3. What are the effects of beautiful things on man's spirit?

Answer:

1. The things of beauty mentioned above include a quiet bower, peaceful sleep and quiet breathing.
2. The phrase 'pass into nothingness' means it will never cease to exist but will continue to have a lasting impression.
3. Beautiful things leave a lasting impression on man's spirit. They give him great joy and happiness and also help him to gain inner peace and calm.

Question 8. Read the extract given below and answer the questions that follow:

Therefore, on every morrow, are we wreathing

A flowery band to bind us to the earth,

Spite of despondence, of the inhuman dearth

Of noble natures, of the gloomy days,

Of all the unhealthy and o'er-darkened ways

Made for our searching:

1. What are the flowery bands that bind us to the earth?
2. What message do the above lines convey?

Answer:

1. The flowery band that binds us to earth is beauty in one shape or the other. It removes all sufferings and sorrow that covers our mind and spirit. There is disappointment and dejection all around but the presence of some objects of beauty removes this sadness from our hearts.
2. There are many things that bring us troubles and sufferings. The message conveyed in these lines is that the natural beauty of objects around us takes away the suffering from our sorrowful hearts. Some beautiful shape or any object of beauty removes the pall of gloom from our mind and spirit.

Question 9. Why and how is grandeur associated with the mighty dead?

Answer: Grandeur is associated with the mighty dead because of their grand deeds and achievements. Their achievements make their lives extraordinary. Therefore, the grandeur of the mighty dead is a thing of beauty that is a source of inspiration for other.

Question 10. What is the message of the poem, 'A Thing of Beauty'?

Answer: John Keats was a worshipper of beauty and he saw it as an everlasting source of joy and happiness. Through his poem he conveys that a thing of beauty removes the pall of sadness and sorrow and gives us joy and pleasure. The beauty of a thing goes on increasing and never passes into nothingness.

Question 11. How is a thing of beauty a joy forever?

Answer: A thing of beauty is a joy forever because it gives us eternal and everlasting happiness and leaves such an impact in our mind that we are able to relive the wonderful feeling we get from it each time we think about it. It never fades into nothingness, in fact its loveliness increases with each passing moment.

Question 12. Why is 'grandeur' associated with the 'mighty dead'?

Answer: Grandeur is associated with the mighty dead because of their grand deeds and achievements. Their achievements make their lives extraordinary. Therefore, the grandeur of the mighty dead is a thing of beauty that is a source of inspiration for other.

Question 13. What makes human beings love life in spite of troubles and sufferings?

Answer: It is the occasional phases of joy and happiness that make life beautiful and make human beings love life in spite of troubles and sufferings. Natural beauty in its various forms, like the clear rivers, the gurgling brooks and forest vegetation, motivates us to live life and moves away the pall from our dark spirits.

केन्द्रीय विद्यालय संगठन

Question 14. Describe any three things of beauty mentioned in the poem, 'A Thing of Beauty'.

Answer: The poet sees beauty in various natural things. He sees simple and scenic beauty in the image of the sun, the moon, the trees, the sheep, the green pastures and the clear water of the small streams. All these things of beauty are a constant source of joy for us.

Question 15. Why does a thing of beauty never pass into nothingness?

Answer: The joy provided by a thing of beauty is ever-lasting. It leaves an indelible imprint on our mind. Its loveliness never fades away and so it does not pass into nothingness. It increases manifold each time we think about it and thus we are forever able to relive the joyful experience.

Question 16. Mention any two things of beauty that Keats talks of in his poem and explain how they influence us.

Answer: The two things of beauty that influence us are the lush green surroundings of meadows and pastures that provide life to all living beings and the simple lambs and sheep that Keats envisions as the embodiments of serene and divine beauty.

Question 17. Read the extract given below and answer the questions that follow:

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:

- 1. What are we doing everyday?**
- 2. Which evil things do we possess and suffer from?**
- 3. What are the circumstances that contribute towards making humans unhappy and disillusioned with life?**

Answer:

1. Every day we are wreathing a flowery band which binds us to the earth and enables us to live life despite the dejection that surrounds us. We are looking for lovely things around us and establishing a close bond with the earth and nature.
2. We suffer from selfishness and self-centredness due to which there is dearth of noble souls on earth.
3. Man becomes unhappy and disillusioned because he suffers from pain and hopelessness at various junctures in life. Also the lack of nobility in human beings and gloomy days make him unhappy.

Question 18. Read the extract given below and answer the questions that follow:

Therefore, on every morrow, are we wreathing

A flowery band to bind us to the earth,

Spite of despondence, of the inhuman dearth
Of noble natures,

1. **What is 'morrow'?**
2. **Why do we need 'a flowery band'?**
3. **What is inhuman in life?**

Answer:

1. 'Morrow' means the next day.
2. Everyday we are wreathing a flowery band because it binds us to earth and makes us live our life despite the dejection that surrounds us.
3. Man's self-centred nature and his inability to rise above pettiness is inhuman in life.

Question 19. What does Keats consider an endless fountain of immortal drink and why does he call its drink immortal?

Answer: Keats considers beauty, in all its forms, which is God's greatest gift to man as an endless fountain of immortal drink. He calls it immortal because the beauty bestowed by God is everlasting and perennial and men can bask in its glory forever.

Question 20. According to Keats, what spreads the pall of despondence over our dark spirits? How is it removed?

Answer: According to Keats, suffering and pain caused by man's malice and his evil ways spreads the pall of despondence over our dark spirits. Man lacks noble qualities and his hostile and inhuman nature makes the world gloomy. This can be removed by some shape of beauty that is a source of constant joy.

A ROADSIDE STAND

ROBERT FROST

Summary

A Roadside Stand is a poem written by American poet Robert Frost to portray the miserable living conditions of marginalised economic classes in the countryside. He puts the owners of road stalls in the spotlight to talk about their plight. They set up their small shops near the roads to sell their small produce of vegetables and fruits. The city people who pass by the roads in luxury cars do not want to spend their money on the frugal products. The poor roadside stall sellers desperately want to get a taste of some city money. But the ones who stop, only ask the price of the products on display, or to back up their car or for directions to their destination or some gas for their vehicles. They consider these shops as a blot on the scenic beauty of the landscape with their artless paint and the signboards with the N and S turned wrong. The poet looks at this behaviour with disgust.

The villagers pay a heavy price as they had to lose their land. The authorities fool them by promising a better life and good sleep. However, they are the ones who sleep peacefully while snatching the peaceful sleep of the villagers whose lives have become miserable. Work during the day and sleep during the night was the norm in ancient times. But this has been reversed as the villagers are not able to sleep at night. The poet is filled with empathy for the innocent rural people who are exploited by the government and other social agencies who make promises for their betterment but when the time comes to deliver their promise, they either forget them or fulfil them keeping in view their own benefits

SHORT QUESTIONS AND ANSWERS

1 What is the 'childish longing' that the poet refers to?

The poet calls the countryside people's wish to elevate their living conditions through access to city money by way of their daily business of selling fruits and vegetables childish. 'Childish' refers to their innocent dream of finding happiness and prosperity in their lives that might never be fulfilled.

2 What is the theme of 'A Roadside Stand'?

The poem talks about oppression and unfavourable luck that become hurdles to the betterment of poor people in the countryside.

3 Why does the poet call the politicians 'greedy good-doers'?

The politicians portray themselves as people who want to work for the betterment of society. However, when it comes to fulfilling the promises of goodwill made to the poor people, these politicians simply turn away, once their self-interest is taken care of. That is why the poet calls them 'greedy good-doers'.

4 Why do the people who run the roadside stand wait for the squeal of brakes so eagerly?

The "squealing of brakes" means that a car has stopped at their roadside stand. It raises their hopes that the city-folk have stopped there to buy something from their roadside stand and some city money will come into their hands.

5 Explain: "soothe them out of their wits" with reference to the poem 'The Roadside Stand'.

The powerful men approach the country folk with false promises of providing them with better living conditions and a better life. These innocent and simple rustics repose blind faith in their false claims and feel soothed and satisfied. They fail to see through their crookedness and selfishness.

6 Why does Robert Frost sympathise with the rural poor?

Robert Frost feels an unbearable agony at the plight of the rural poor who are ignored and neglected by the rich politicians. The Government and the party in power are indifferent to their welfare. They fool them by making false promises and then fully exploit them to suit their own selfish interests.

7 What was the plea of the folk who had put up the roadside stand?

The folk who had put up the roadside stand pleaded to the city dwellers to stop and buy their products so as to enable them to earn some extra money for a decent living. They wanted that the rich people who passed from there in their cars should stop there and buy some goods from them. The money that these folks would earn from the rich people would help them to lead a better life.

8 What is the ‘childish longing’ of the folk who had put up the roadside stand? Why is it ‘in vain’?

The ‘childish longing’, refers to, the dreams and desires of the rural folk who expect that passers by from city will stop there and purchase the products that they have put up for sale. They have a child-like longing for a better life that they hope to get from the money earned from the city dwellers. Their longing is in vain because the city folk are not willing to help them. They ignore the roadside stand and so their ‘childish longings’ are not likely to be fulfilled.

9 Why didn’t the ‘polished traffic’ stop at the roadside stand?

The ‘polished traffic’ conveniently overlook the roadside stand and do not stop there as their mind is focussed only on their destination. Moreover, they were critical of the poor decor of the stand, its artless interior and paint.

10. What news in the poem ‘A Roadside Stand’ is making its round in the village?

The news making its round is about the resettlement of the poor, rural people who will be resettled in the villages, next to the theatre and the store. They would be close to the cities and will not have to worry about themselves any more.

11 Why do people at the roadside stand ask for city money?

The rural people running the roadside stand are poor and deprived, unlike the people of the city. They thus ask for city money so that they too can lead a life of happiness and prosperity. This much-needed city money can give them the life that had been promised to them by the party in power.

12. What does Frost himself feel about the roadside stand?

The poet is distressed to see the interminable wait on the part of the shed owners for their prospective buyers. He is agonised at the ‘childish longing in vain’ of the people who have put up the roadside stand.

13 State any two characteristics that can be inferred about the people from the countryside in The Roadside Stand.

Ans.

- The people from the countryside wait endlessly for the kindness of the people from the city, as shown by the poet. This demonstrates their patience/persistence.
- They have a desire to live an ideal/a perfect/a happy life like it is shown in the movies, which shows that they are hopeful/optimistic.

EXTRACT BASED QUESTIONS WITH ANSWERS

**1 The little old house was out with a little new shed
In front at the edge of the road where the traffic sped,
A roadside stand that too pathetically pled,
It would not be fair to say for a dole of bread,
But for some of the money, the cash, whose flow
supports
The flower of cities from sinking and withering faint.**

1. Where was the new shed put up? What was its purpose?

A little house at one side of the road was extended and a shed was added to it to put up a road stand. It was set up to attract passersby to buy things from them so that they could earn some money.

2 Why does the poet use the word 'pathetic'?

By using the word 'pathetic' the poet emphasizes on the fact that the condition of the shed was most humble and that it presented a rather pitiable sight.

3 Explain: 'too pathetically pled'

It was as if by putting up the shed the owner was desperately pleading to the rich city folks to stop by at his roadside stand and buy things from there so that they could earn some extra money.

4 Who are referred to as 'the flower of cities'?

The flower of the cities' here refers to the rich and wealthy city-dwellers who can afford the best things.

**2 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
Offered for sale wild berries in wooden quarts**

1. What does the poet mean by 'with a mind ahead'?

The phrase 'with a mind ahead' suggests that the people who pass the roadside stand in their polished cars conveniently overlook the roadside stand as their mind is focussed only on their destination.

2. What are N and S signs?

The N and S signs stand for the North and the South direction.

3. Why have these signs turned wrong?

These signs have turned wrong because they have been painted in the wrong way hinting at the illiteracy of the rural folk

**3 Or beauty rest in a beautiful mountain scene,
You have the money, but if you want to be mean,
Why keep your money (this crossly) and go along.
The hurt to the scenery wouldn't be my complaint
So much as the trusting sorrow of what is unsaid**

1. What attraction does the place offer?

The place offers a scenic view of the beautiful mountains

2. What should one do if one wants to be mean?

If one wants to be mean he can keep his money and move on ahead.

3. What does the poet not complain about?

The poet does not complain about the landscape which has been spoilt because of the artless painting done on the building.

4. What do you think is the real worry of the poet?

The poet's real worry is the unexpressed sorrow of the people who have put up the roadside stand.

**4 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 store,
Where they won't have to think for themselves
anymore,
While greedy good-doers, beneficent beasts of prey,**

1. Name the poem and the poet.

The poem is 'A Roadside Stand' by Robert Frost.

2. Explain why politicians have been called 'greedy good-doers' and 'beneficent beasts of prey'?

The crooked politicians, greedy people are pretending to be good, who only pose as beneficiaries. These powerful men are actually beasts of prey in the guise of beneficiaries who ruthlessly exploit the common people.

3. Why won't these poor people have to think for themselves any more?

These poor people are now in the hands of the so-called ‘merciful beneficiaries’, who will actually do them more harm than any good, so they will not have to think about themselves any more

**5 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.**

1. What cannot be borne by the poet and why?

The poet cannot bear the thought of how these country folks are lured with false promises which are never going to be fulfilled because he feels genuinely sad about so much deprivation to these innocent people.

2. What is the ‘childish longing’?

Like children, these country folk have many unfulfilled wishes and desires. So they keep their shop windows open expecting some prospective customers to turn up so that some good fortune can fall into their share.

3. Why the longing has been termed as ‘vain’?

The longing has been termed as ‘vain’ because it will never be fulfilled.

4. Why do the people driving in the cars stop sometimes?

The people driving in the car stop sometimes either to just enquire about the way to their destination or to ask for a gallon of gas if they ran short of it or to back up their car or to enquire about the price of the products displayed.

**6 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,**

1. Why is the longing called childish?

Like children, these rural folk nurture many unfulfilled dreams and desires which might never be satisfied. They crave in vain like children waiting for prospective buyers but their wishes are not to be fulfilled.

2. Where is the window?

The window is a part of their roadside stand where they wait expectantly.

3. Why does sadness lurk there?

Sadness lurks there because no car halts there to buy anything from their roadside stand and the rural folk are unable to earn some extra money.

**7 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 a farmer's prices are.**

1. Which open window is referred to? Why does sadness lurk there?

The open window is that of the roadside stand where they wait expectantly for a car to stop by. Sadness lurks there because no city dweller halts there and thus the hopes of the country folk are belied as no customer stops there.

2. What does the farmer pray for?

The farmer prays that the city folks apply the brakes of the car and halt at their roadside stand to buy something from there.

3. Is the farmer's prayer ever granted? How do you know?

The farmers' prayers are not granted. The poet tells us that even if city folk do stop at the roadside stand it is only to enquire about the prices of the goods, to ask direction to their destination, to back up the car or ask for gas for their car.

**8 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.

Ans. Option (a)

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 order to drive safely. |
| 3. The people are preoccupied only with the thoughts of their lives and nothing else. | 4. The people are focused on their goal |

- a. Option 1
b. Option 2
c. Option 3
d. Option 4
Ans. Option (c)

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
Ans. Option (d)

iv. The passers-by find the sign artless but the landscape _____.

- a. animated
b. aesthetic
c. amusing
d. ancient
Ans. Option (d)

a. Based on your reading of the poem, choose the option that correctly lays out the difference between the city dwellers and the countryside people.

City dwellers	Countryside people
1. • unaware • casual	• greedy • concerned
2. • indifferent • grumpy	• suffering • disappointed
3. • short-tempered • materialistic	• optimistic • savage
4. • stressed • dismissing	• protesting • objectionable

- a. Option 1
b. Option 2
c. Option 3
d. Option 4

Ans. Option (b)

*vi I wonder how I should like you to come to me
And offer to put me gently out of my pain."*

The tone of the poem by the end, as depicted by the given lines is

- a. frustrated.**
b. commanding.
c. Introspective.
d. emotional.

Ans. Option (d)

**9 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 rural development.**
 - b. wealth accumulated by the whole country.**
 - c. meager income earned by the countryside people.**
 - d. riches collected by the ancestral farmers over time.**

Ans. Option (c)

ii. Pick the option that mentions elements justifying the 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

Ans. Option (d)

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.

Ans. Option (b)

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 society.
- d. The poet states that it is important that these people become rich.

Ans. Option (b)

**10 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 store,
Where they won't have to think for themselves anymore,
While 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 how to sleep they sleep all day,
Destroy their sleeping at night the ancient way.**

i. What is the tone of the poet in the above lines?

1. aggressive
2. tolerant
3. sarcastic
4. resigned
5. sentimental

Choose the most appropriate option.

- a. Only (1)
- b. (2) and (3)
- c. (1), (4), and (5)
- d. Only (3)

Ans. Option (d)

ii. Identify the phrase from the extract, that suggests the following:

No one bothers to take 'their' consent before pushing the promise of a better life, their way.

Ans. Enforcing benefits

iii. What quality of the villagers can be inferred through these lines?

- a. gullible
- b. futuristic
- c. hypocritical
- d. Ambitious

Ans. Option (a)

iv. Complete the following analogy correctly. Do NOT repeat from the used example.

greedy good doers: alliteration :: _____: Oxymoron

Ans. beneficent beasts of prey

v. On the basis of the extract, choose the correct option with reference to (1) and (2) given below.

1. The city dwellers make promises for the betterment of the villagers.
2. The city dwellers have ulterior motives.

- a. (1) is true but (2) is false.
- b. (2) is true but (1) is false.
- c. (2) is the reason for (1).
- d. Both (1) and (2) cannot be inferred from the extract.

Ans. Option (c)

vi. Fill the blank with an appropriate word, with reference to the extract.

'... *calculated to soothe them out of their wits*' implies that 'them' are being _____.

Ans. manipulated/fooled/duped.

vii) Pick the option with the slogan that is likely to be used by a person selling at the roadside stand.

Slogan 1	Slogan 2	Slogan 3	Slogan 4
Men and women inequality; a road to dignity.	By the people and for the people.	I see humans but no humanity.	Corruption, corruption That's all I pray!

- a. Slogan 1
- b. Slogan 2
- c. Slogan 3
- d. Slogan 4

Ans. Option (c)

viii) Choose the option that correctly categorizes the given literary devices as per the given analogy.
selfish cars : _____ :: _____ : metaphor

- a. personification; polished traffic
- b. transferred epithet; trusting sorrow
- c. metaphor; pitiful kin
- d. oxymoron; greedy good-doers

Ans. Option (b)

ix) Choose the option that correctly mentions the complaints made by the poet through this poem.

- 1. The rich people drive carelessly on the road hitting the poor people on purpose.
 - 2. The city-dwellers remain highly insensitive and offhand towards the poor people.
 - 3. The urban people are unable to understand the struggles of the impoverished people.
 - 4. The goods are not being bought by wealthy people even at discounted rates.
- a. 1, 2
 - b. 2, 3
 - c. 3, 4
 - d. 1, 4

Ans. Option (b)

**11 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..**

i. Why had a new shed been put up?

Ans. To make a living out of the city money.

ii. Which traffic is referred to here?

Ans. The cars and other vehicles speeding towards the city.

iii. Why is the stand's existence said to be 'pathetic'?

Ans. Because their expectations are never fulfilled as the rich men are not considerate of them/ Because their very purpose is destroyed as city money does not flow into their hands.

iv. '*That too pathetically pled*'. Name the figure of speech used.

Ans. Personification

LONG ANSWER TYPE QUESTIONS

1 Though money holds the same value everywhere, the poet draws a distinction between city money and country money. Elaborate.

Ans. In the poem "A Roadside Stand," the poet Robert Frost draws a distinction between city money and country money. He implies that while money may have the same value everywhere, the way it is earned and spent in the city differs from how it is earned and spent in the country. In the city, money is acquired through complex and impersonal transactions, whereas in the country, it is earned through hard work and personal connections. The poet suggests that city money lacks the genuine human touch and simplicity found in country money.

2 The roadside stand and the moving cars are a contrast around which the entire poem is woven. Expound.

Ans. In the poem "A Roadside Stand," the contrast between the roadside stand and the moving cars is a central theme. The stand represents a fixed, simple, and traditional way of life in the countryside, while the moving cars symbolize fast-paced, modern, and impersonal city life. This stark difference highlights the clash between old and new, tradition and progress, and reflects the poet's contemplation on the changing times and the loss of rural simplicity.

3 Comment on the significance of the symbol of the car in the poem.

Ans. The symbol of the car in the poem "A Roadside Stand" represents urbanization, modernity, and progress. It contrasts with the traditional rural life depicted by the roadside stand, emphasizing the impact of urbanization on the simplicity and authenticity of the countryside.

4 Does the poet reach a conclusive solution for the issue at hand? Discuss.

Ans. No, the poet Robert Frost does not provide a conclusive solution for the issue at hand in the poem "A Roadside Stand." Instead, he presents the contrasting images of the roadside stand and the moving cars to provoke contemplation on the impact of urbanization and modernization on traditional rural life. The poem does not offer a definitive answer but encourages readers to reflect on the complexities of societal changes.

5 *'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.

Ans. Owner of a roadside stand: Your bangles are pretty. Tell me about your experience in this business.

Bangle Maker: Thank you. Well, it's a tough life being a bangle maker in Firozabad. We have been doing this work for generations, but it doesn't pay enough to meet our needs. We barely have enough to eat, let alone educate our children. The lack of education keeps us trapped in this business, and we can't find better job opportunities. It's like a vicious cycle of poverty that never ends.

Owner of a roadside stand: I can understand. We, too, struggle to make ends meet here at the roadside stand. We wait all day for city people to stop by and buy something from us. We depend on their city money to get by.

Bangle Maker: It's sad to know that we all face similar financial difficulties. In Firozabad, we fear the police, bureaucrats, and sahkars who exploit us and prevent us from forming a collective to demand our rights.

Owner of a roadside stand: Here, in the countryside, people are misled by promises from the government and other agencies pretending to help us. But in reality, our situation remains the same.

Bangle Maker: It seems like there's no easy solution for either of us to improve our financial positions. Poverty is a constant shadow, and it's disheartening.

Owner of a roadside stand: Yes, it is. We can only hope for a better future, but for now, we must carry on with our struggles.

Bangle Maker: Indeed, we must keep going. Thank you for listening and understanding our plight.

Owner of a roadside stand: Thank you for sharing your story. Let's continue to support each other as we try to survive in this harsh world.

6) Imagine a car stops and actually buys from the roadside stand.

Keeping in mind the reaction you think the peasants would have, write a diary entry as the farmer describing not only your immediate experience but also your after-thoughts on being able to earn "city money".

You may begin this way:

Wednesday, 2nd March XX 9 PM

We had an unexpectedly good day today!...

Ans. Wednesday, 2nd March XX 9 PM

We had an unexpectedly good day today! As the scorching sun slowly set behind the horizon, a miracle occurred - a car actually stopped at our humble roadside stand. My heart pounded with excitement and nervousness as a well-dressed city dweller stepped out and looked at our handmade crafts.

To my amazement, the city visitor admired our work and purchased a few items. The joy in our hearts was immeasurable, and a sense of pride swelled within me. We exchanged a few words, and I noticed how different our lives were - the way we dressed, the way we spoke, and the worlds we came from - so contrasting, yet connected at that moment.

As the car drove away, leaving behind a trail of dust, I couldn't help but reflect on the significance of this encounter. Earning "city money" felt like a triumph, a glimmer of hope amidst the endless struggle for survival. With a hint of optimism, I thought about the possibilities this could bring - perhaps a chance to provide better opportunities for my children, to break free from the chains of poverty that bound our family for generations.

But even in my excitement, a part of me feared that this could be a fleeting moment of relief. The reality of our harsh lives gnawed at me, reminding me of the uncertainty that still lay ahead. Would the car return tomorrow? Would others like them to come by? Or was this just a temporary stroke of luck in an otherwise unchanging landscape?

As I lay under the starry sky, I felt gratitude mixed with apprehension. The taste of "city money" was sweet, but I knew that true change required more than occasional encounters. It demanded resilience, unity, and a collective effort to break free from the cycle of poverty. Until then, I would cherish this day as a glimmer of hope and a reminder that amidst the struggles, there still exists a chance for a better tomorrow.

7) Imagine a child from the farmer's family migrates to the city for their 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

Jennifer

Ans.

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 about our little stand in the countryside. The memories of our hard work, the simplicity of life, and the genuine connections we shared with our customers flood my mind.

Living in the city has its perks, and I cherish the opportunity to pursue education and explore new horizons. But amidst the bustling streets and fast-paced life, I can't help but miss the tranquility of our village and the warmth of our community.

In the city, I witness both the wonders of progress and the harsh realities of urban life. The city people are always on the move, seemingly chasing something elusive. While the glittering lights and towering buildings are captivating, I see the struggles and loneliness that often lurk behind the facade.

As I navigate through this new world, I yearn for the simplicity and authenticity of our roadside stand. The city money may offer comforts and possibilities, but it cannot replace the value of genuine human connections and the sense of belonging we had back home.

For now, I am grateful for the chance to learn and grow in the city, but my heart will always carry a piece of our countryside. I hope to return someday, not as a city person, but as someone who brings back the knowledge and experiences to uplift our community and preserve the essence of our humble roadside stand.

With love,
Jennifer

8) 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 a letter to Frost.*

You may begin this way:

Dear Robert

I recently read your poem, "A Roadside Stand," and...

You may end this way:

I hope this advice is helpful to you. Please let me know if there is anything else I can do to support you.

Warmly,

Pablo Neruda

Ans. 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 reflection 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.

Warmly

Pablo Neruda

PRACTICE QUESTIONS

1 "You see us here, day in and day out, by the side of the road, offering our wares. We are the ones who provide you with fresh produce, hand-crafted goods, and a glimpse into a way of life that is far removed from your own. But what do you really know about us? Do you ever stop to think about the lives we lead, the struggles we face, the dreams we hold?." Write a letter from a farmer to a city dweller keeping in view the theme of the poem "A Roadside Stand" offers.

2 Have you ever stopped at a roadside stand? What have you observed?

AUNT JENNIFER'S TIGERS BY ADRIENNE RICH

About the Poet: Adrienne Cecile Rich (May 16, 1929 – March 27, 2012) was an American poet, essayist and feminist. She was called "one of the most widely read and influential poets of the second half of the 20th century", and was credited with bringing "the oppression of women to the forefront of poetic discourse. "Widely read and hugely influential, Rich's career spanned seven decades and has hewed closely to the story of post-war American poetry itself. Her earliest work, including *A Change of World* (1951) which won the prestigious Yale Younger Poets Award, was formally exact and decorous, while her work of the late 1960s and 70s became increasingly radical in both its free-verse form and feminist and political content.

Summary Aunt Jennifer's Tigers

Tigers is an interesting poem which looks at the life of a married woman, the institution of marriage within which she suffers and shows how she uses art as a medium to escape the reality she's in. Divided into three stanzas of two couplets each, the poem employs a rhyme scheme of a b b c c d d e e f f. The poem uses the figure of Aunt Jennifer and her needlework – a tapestry of magnificent tigers in a forest in order to explore the themes of womanhood, marriage, repression of one's personality and the importance of artistic expression. One look at the poem tells us that the first stanza is all about Aunt Jennifer's tigers, the second about the aunt herself and the third stanza brings the two together where a part of Aunt Jennifer is preserved in the tigers she's stitched. In three short stanzas, the speaker demonstrates how marriage as an institution has failed to allow Aunt Jennifer the full realization of herself, how the artistic expression through her needlework provides a space where she can project her bottled-up aspirations and how her art will live beyond her death as an expression of her identity. With its striking colour imagery and highly sensory language, *Aunt Jennifer's Tigers* gives a glimpse in the life of a woman who finds herself weighed down by the institution of marriage and finds her only escape in the art that she produces.

FIRST STANZA

Aunt Jennifer's tigers prance across a screen, Bright topaz denizens of a world of green. They do not fear the men beneath the tree; They pace in sleek chivalric certainty.

EXPLANATION

- The poet is talking about a lady whom she addresses as aunt, Jennifer.
- She is embroidering a piece of cloth. It could be a table cloth or a wall hanging.
- The pattern shows tigers who are moving and jumping around all over the fabric.
- They are bright yellow in colour like the colour of the topaz stone (use of metaphor).
- The dense green forest background is their home.
- They are the proud and fearless citizens of the forest.

Here is a contrast between Aunt Jennifer and her tigers. The tigers are fearless but this lady, who is embroidering them is not so.

- The tigers look elegant, shining and full of the gentleman's grace. The poet is describing a lady whom she addresses as Aunt Jennifer. She says that Aunt Jennifer is doing embroidery on a piece of cloth which could be a table cloth or a wall hanging. She has designed it with beautiful tigers which are running fearlessly in the green forest. She has described their beauty by comparing them with a precious yellow stone known as topaz. She says that they appear bright yellow in the green backdrop of the forest. They are fearless and they are not affected by the presence of men. Here we can sense the contrast of behaviour between the tigers and aunt, though the tigers designed by her are fearless but she herself is afraid of her husband. Further, the poet says that the tigers are proud and fearless citizens of the forests. They are very shiny and elegant.

Rhyme scheme: aabb Literary Devices Anaphora: use of same word in two consecutive lines (they do not ... and they pace in...) Metaphor: Use of topaz to describe the yellow colour of tigers (Bright topaz)

SECOND STANZA

Aunt Jennifer's fingers fluttering through her wool Find even the ivory needle hard to pull. The massive weight of Uncle's wedding band Sits heavily upon Aunt Jennifer's hand.

EXPLANATION

- The lady's fingers are trembling with the fear of her husband.
- She is pursuing her hobby in her free time but probably, she is still afraid of her husband who could scold her.
- Her fingers are so tired of working endlessly all her life
- The needle is also heavy for her to pull out of the cloth.
- The words 'uncle's wedding band' as the band was bought by her husband, it is his till today.
- The lady is dependent on her husband.

She is still burdened by the weight of the ring. 'weight' means the encirclement or trapping that has fallen upon her by getting married to him, she has been burdened by the obligations of married life, has become the man's property.

- She has been living a demanding life due to which she has worn out in her old age. Here the poet describes the fear of Aunt Jennifer towards her husband. She says that while she is doing embroidery, her fingers are quivering (shaking) with fear of her husband. Her husband doesn't approve of her hobby of embroidery. Therefore, she trembles while she is embroidering the piece of cloth. It has become difficult for her to pull her needle up and down. Then she describes the wedding ring which was given by uncle to Aunt Jennifer on their wedding day. She says that it is a kind of burden for her to wear this ring. She has been tortured by her husband so much that the wedding ring which could have been a beautiful gift for her seems like a burden to her. She has faced so many difficulties in her married life that the little ring is described as a heavy band on her trembling fingers.

- This means that the ring is associated with some bad experiences in the form of torture she has faced because of her husband's dominating behaviour.

Rhyme scheme: a a b b Literary device: Alliteration: 'f' sound is repeated in finger fluttering

THIRD STANZA

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.

EXPLANATION

- Her wish to live a free, fearless life is indicated by her choice of design – tigers.
- It shows her innermost desire of being strong, fearless which has been overpowered by her husband.
- Probably, her ordeal will end upon her death.

Her frightened, shaking fingers will be put to rest.

- But still, even after death, the ring shall remain on her hand, i.e. her husband's rule over her is not yet over!

• After her death, her desire of freedom and fearlessness shall remain alive in these tigers which she has embroidered. The poet says that one can easily sense aunt's desire for freedom and fearlessness through her design of tigers. Further she says that it is not possible for aunt to achieve this freedom during her lifetime. She will attain it only after her death but here also the irony of her life is that still, she will be tied up with shackles in the form of her husband's wedding ring. The ring was the sole proof of the tortures which she had faced from her husband. On the other hand, there are the tigers designed by Aunt Jennifer which will always depict her desire of living a fearless life by jumping proudly and bravely on the piece of cloth.

Rhyme scheme: aabb Literary devices alliteration: 'p' is repeated in prancing proud New words **Prance** : walk or move around with high springy steps. **Topaz** : a bright yellow coloured stone. **Denizens** : here, an animal that lives or is found in a particular place. **Sleek** : elegant.

Chivalric : being courteous esp. to women, an act of a gentleman. **Ordeals**: extremely severe tests or experiences. **Prancing** : to move around proudly. **Fluttering** : to move in quick, irregular motions as if being agitated.

Question 1 : Read the extract given below and answer the questions that follow:

Aunt Jennifer's fingers fluttering through her wool Find even the ivory needle hard to pull. The massive weight of Uncle's wedding band

Sits heavily upon Aunt Jennifer's hand.

a) Why is Aunt Jennifer doing with her wool?

Answer : Aunt Jennifer is embroidering beautiful images of tigers by using wool.

b) Why does she find it difficult to pull her ivory needle?

Answer : She finds it difficult to pull her ivory needle as she is terrorised and traumatised by the constraints of her married life.

c) What does 'wedding band' stand for?

Answer : The wedding band stands for her marital responsibilities but she feels burdened by them as she is not able to express herself.

d) Describe the irony in the third line.

Answer : The irony in the third line is that her marriage instead of proving blissful has overburdened her with responsibilities and her wedding band symbolises her bondage to her husband and his overpowering nature.

Question 2 : Read the extract given below and answer the questions that follow:

Aunt Jennifer's tigers prance across a screen, Bright topaz denizens of a world of green. They do not fear the men beneath the tree; They pace in sleek chivalric certainty

a) Why are the tigers called Aunt Jennifer's tigers?

Answer : The tigers are called Aunt Jennifer's tigers as they were being embroidered on the tapestry of Aunt Jennifer.

b) How are they described here?

Answer : The tigers have been described here as bold and fearless and they move across the screen with confidence.

c) How are they different from Aunt Jennifer?

Answer : The tigers are different from Aunt Jennifer as they are shown as symbols of strength, fearlessness and confidence. Aunt Jennifer has been described as a timid female who is burdened with marital responsibilities and she is lacking in confidence.

d) What does the word, 'chivalric' mean?

Answer : The word 'chivalric' means 'gallant' or 'brave'.

Question 3 : Read the extract given below and answer the questions that follow:

When Aunt is dead, her terrible hands will lie Still ringed with ordeals she was mastered by The tigers in the panel that she made Will go on prancing, proud and unafraid

a) Who is the aunt mentioned here?

Answer : The aunt mentioned here is Aunt Jennifer, the protagonist of Adrienne Rich's poem 'Aunt Jennifer's Tigers'.

b) Why is she "ringed with ordeals"?

Answer : The 'ring' here refers to her wedding band or ring, which has brought with it a host of family responsibilities. She feels so surrounded (i.e., ringed) by her marital constraints that it seems like an ordeal to her.

c) What is the difference between her and the tigers?

Answer : Aunt Jennifer is quiet weak and submissive, whereas the tigers are strong, bold and powerful. She is bound by the constraints of her married life, while the tigers are free to move about in the green woods.

d) Why has Aunt Jennifer created the tigers so different from her own character?

Answer : The tigers created by Aunt Jennifer are an expression of her desire to free herself from the constraints of her married life. She wants to be bold and fearless like her tigers.

Question 4 : Read the extract given below and answer the questions that follow:

Bright topaz denizens of a world of green. They do not fear the men beneath the tree; They pace in sleek chivalric certainty

a) Who are 'They'? Where are 'They'?

Answer : 'They' refers to the tigers that Aunt Jennifer has knit on the panel. They are prancing in the forest (across a screen).

b) Why are 'They' not afraid of men?

Answer : The tigers are not afraid of men because they are gallant and fearless creatures who are not afraid of anyone.

c) What is the meaning of 'sleek'?

Answer : The meaning of 'sleek' is 'elegant'.

d) Who is the poet of this poem?

Answer : The name of the poet is Adrienne Rich.

SHORT ANSWER TYPE QUESTIONS (30 – 40 Words)

Question 1 : What picture of male chauvinism (tyranny) do we find in the poem 'Aunt Jennifer's Tigers'?

Answer : In the poem, 'Aunt Jennifer's Tigers', Aunt Jennifer was oppressed by her husband. She was confined within the four walls of her husband's house and was not free to do what she wished. She was also overburdened by her marital responsibilities.

Question 2 : Aunt Jennifer's efforts to get rid of her fear proved to be futile. Comment.

Answer : Although Aunt Jennifer tried her best to conquer her fear, she continued to be traumatised and oppressed by her husband. Her act of embroidering fearless, prancing tigers could only give her a temporary release to her pent up feelings of liberation.

Question 3 : What is suggested by the phrase, 'massive weight of Uncle's wedding band'?

Answer : The weight that lies heavily on Aunt Jennifer's hand is the wedding band, which symbolises the harsh and difficult experiences of her married life. It is associated with her husband as he has traumatised her.

Question 4 : Why does Aunt Jennifer create animals that are so different from her own character?

Answer : In creating animals that are different from her own character, Aunt Jennifer found a means of living an alternate life that is denied to her, a life that is proud, free and fearless. Through this difference, the poet suggests Aunt Jennifer's suppressed desire to become bold and fearless, and free from oppression.

Question 5 : What are the difficulties that Aunt Jennifer faced in her life?

Answer : Aunt Jennifer was probably a victim of oppression at the hands of the patriarchal society. She was subjugated by her husband and was not free to do what she wished.

Question 6 : How are Aunt Jennifer's tigers different from her?

Answer : Aunt Jennifer's tigers present a sharp contrast to her. While the Aunt is weak, meek, submissive and bound by restrictions, the tigers are strong, fearless, confident and free to move wherever they wish.

Question 7 : How does Aunt Jennifer express her bitterness and anger against male dominance? Answer :

Aunt Jennifer expresses her bitterness and anger against male dominance silently through her art. She creates tigers on her tapestry; animals that are unafraid of men and are symbolic of bravery, fearlessness and strength.

Question 8 : Why has Aunt Jennifer made ‘prancing proud and unafraid’ tigers?

Answer : Aunt Jennifer lived a fearful and restricted life. She expressed her desire of being free, unafraid and proud by knitting tigers that were ‘prancing, proud and unafraid’.

Question 9 : What will happen to Aunt Jennifer’s tigers when she is dead?

Answer : The tigers created by Aunt Jennifer would live forever. They will keep on prancing proud and unafraid even after her death.

Question 10 : What kind of married life did Aunt Jennifer lead?

Answer : Aunt Jennifer was confined to live inside her husband’s house and was not free to do what she wished. She was burdened with her marital responsibilities and led a traumatic married life.

Question 11 : Why did Aunt Jennifer choose to embroider tigers on the panel?

Answer : Aunt Jennifer chose to embroider tigers on the panel because for her, the tigers were the symbols of bravery, fearlessness and strength. Unlike her, they were not afraid of men around them.

Question 12 : How do the words, ‘denizens’ and ‘chivalric’ add to our understanding of Aunt Jennifer’s tigers?

Answer : ‘Denizens’ means that the tigers inhabit a green world where they are free from any boundations. ‘Chivalric’ means that they are brave and courageous.

Question 13 : What do the symbols , ‘tigers’, ‘fingers’ and ‘ring’ stand for in the poem, ‘Aunt Jennifer’s Tigers’?

Answer : The ‘tigers’ are symbols of bravery and courage and also of Aunt Jennifer’s desire for freedom. The ‘fingers’ are symbol of fear experienced by Aunt Jennifer and ‘ring’ symbolises an oppressive and binding marriage.

Question 14 : How has Aunt Jennifer created her tigers? What traits of tigers do they reveal?

Answer : According to the poet, Aunt Jennifer’s tigers are golden-yellow in colour and are prancing across the screen. They live in a forest and are sleek, chivalric, majestic, elegant and unafraid of men.

SUPPLEMENTARY READER

Chap : The Third Level by Jack Finney

About the Author :

Jack Finney was born on the 2nd of October, 1911, in the state of Wisconsin, United States.

He was a prominent American author renowned for his contributions to the genres of fiction and thrillers. His literary prowess was particularly celebrated for his adeptness in crafting vivid narratives. In the year 1954, he marked his literary debut with the publication of his inaugural work, titled "Against The House." However, it was his novel "Time and Again" that truly catapulted him to the zenith of literary recognition. This particular work delved into the theme of time travel and has earned the esteemed distinction of being labeled the "greatest time-travel story," an accolade ascribed to it by none other than Stephen King himself. It is worth noting that Jack Finney's literary repertoire has seen several of his works adapted into cinematic productions, although his primary claim to fame remains as a writer of short stories.

Among his noteworthy creations are included titles such as "Body Snatchers," "Breakfast in Bed," and "Assault on a Queen."

Introduction :

Jack Finney's "The Third Level," a literary contribution which graced the pages of The Magazine of Fantasy & Science Fiction in the year 1952, is a work that delves into profound thematic dimensions, most notably those of escapism and the relentless yearning for tranquility.

The central protagonist, ensnared within the intricate labyrinth of his own psyche, becomes entrapped in a self-constructed delusion. This self-deception is characterized by an unwavering conviction that he has stumbled upon a clandestine avenue to journey backward in temporal epochs, with the earnest aspiration of translocating to the year 1894. There, he envisions an existence replete with the virtues of security and serenity, an idyllic sanctuary away from the tumultuous vicissitudes of contemporary existence.

As the narrative unfolds, the main character's enthrallment with his hallucinatory refuge becomes increasingly apparent. His perceptions become so inextricably interwoven with this fabricated realm that disentanglement from this artifice proves an insurmountable challenge, rendering him captive to a counterfeit reality that remains impervious to escape. In this context, the work poignantly explores the boundaries of the human mind, the power of illusion, and the elusive pursuit of temporal sanctuary.

Summary :

Charley, the main character, believes he discovered a secret level in Grand Central Station. Even though it sounds strange, he's convinced he's been to a third level in the station, even though in reality, there are only two levels. His doctor calls this a "waking dream wish fulfillment," which worries and upsets his wife. His friends also agree with this diagnosis, and they think that Charley's interest in stamp collecting is just a way to escape from reality.

But Charley disagrees. He says his stamp collection was started by his grandfather when there was no need to escape from anything. He believes it's not an escape. Many people collect stamps, including President Roosevelt.

One summer night, Charley decided to take the subway instead of the bus to save time. He knew Grand Central Station well and often discovered new doors and tunnels. That night, he wasn't interested in exploring; he just wanted to get home to his wife. However, he stumbled upon a strange tunnel and decided to follow it. This is how he found the third level of Grand Central Station, which seemed to be from the year 1894. People were dressed in old-fashioned clothes, there were spittoons on the floor, and he saw a small old-fashioned locomotive.

To confirm his suspicions, he checked a newspaper and realized he was in the past. He wanted to buy train tickets to move with his wife to Galesburg, Illinois, a place without worries, stress, or wars in the near future. But he couldn't buy the tickets because he didn't have the old-style currency. He left in a hurry. The next day, he withdrew most of his savings, converted them to the right currency, and tried to find the third level again. He searched but couldn't find the passage, so he gave up.

Now, he and his wife look for that tunnel every day. He discovers an old stamp in his collection that wasn't there before. The stamp is on a letter from Sam, who tells Charley to keep looking for the third level. Charley keeps searching and is happy that his friend Sam found a way to a new life. In the end, Charley reveals that Sam, who moved to the year 1894, is actually his psychiatrist

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Reference to Context :

Question : Read the given extracts and answer the questions .

I. There were brass spittoons on the floor, and across the station a glint of light caught my eye; a man was pulling a gold watch from his vest pocket. He snapped open the cover, glanced at his watch and frowned. He wore a derby hat, a black four-button suit with tiny lapels, and he had a big, black, handlebar mustache. Then I looked around and saw that everyone in the station was dressed like eighteen-ninety-something; I never saw so many beards, sideburns and fancy mustaches in my life. A woman walked in through the train gate; she wore a dress with leg-of-mutton sleeves and skirts to the top of her high-buttoned shoes. Back of her, out on the tracks, I caught a glimpse of a locomotive, a very small Carrier & Ives locomotive with a funnel-shaped stack. And then I knew.

Questions :

a. What caught the protagonist's eye across the station?

- A) A gold watch B) Brass spittoons
C) A man with a derby hat D) A locomotive

Answer: A) A gold watch

b. What style of clothing did the people in the station appear to be wearing?

Answer: The people in the station appeared to be dressed in clothing from the 1890s.

c. Why does the protagonist feel a sense of recognition and understanding at the end of the passage?

Answer: The protagonist sees the clothing, the locomotive, and other details that strongly suggest he has traveled back in time to the year 1890, which is why he feels a sense of recognition and understanding.

d. What does the phrase "leg-of-mutton sleeves" refer to in the passage?

Answer: "Leg-of-mutton sleeves" refers to a style of puffed, wide sleeves often seen in clothing from the late 19th century.

II. But I've never again found the corridor that leads to the third level at Grand Central Station, although I've tried often enough. Louisa was pretty worried when I told her all this, and didn't want me to look for the third level any more, and after a while I stopped; I went back to my stamps. But now we're both looking, every weekend, because now we have proof that the third level is still there.

My friend Sam Weiner disappeared! Nobody knew where, but I sort of suspected because Sam's a city boy, and I used to tell him about Galesburg "I went to school there" and he always said he liked the sound of the place. And that's where he is, all right. In 1894.

Questions :

a. What is the protagonist searching for at Grand Central Station?

A) A lost friend B) The third level

C) His stamp collection D) Proof of time travel

Answer: B) The third level

b. Why is the protagonist and his wife now searching for the third level at Grand Central Station?

Answer: They are searching for the third level because their friend Sam Weiner disappeared and is believed to have traveled to 1894 through that level.

c. Why did the protagonist's wife initially want him to stop looking for the third level, and why did he stop looking for a while?

Answer: The protagonist's wife, Louisa, was worried about his obsession with finding the third level. She initially wanted him to stop because it was causing him distress. He stopped for a while to focus on his stamp collection.

d. What does the mention of Sam Weiner's disappearance and his preference for Galesburg reveal about his whereabouts?

Answer: The mention of Sam Weiner's disappearance and his preference for Galesburg suggests that he has traveled to Galesburg in 1894 through the third level, as the protagonist suspected.

III.

That night, among my oldest first-day covers, I found one that shouldn't have been there. But there it was. It was there because someone had mailed it to my grandfather at his home in Galesburg; that's what the address on the envelope said. And it had been there since July 18, 1894 "the postmark showed that" yet I didn't remember it at all. The stamp was a six-cent, dull brown, with a picture of President Garfield. Naturally, when the envelope came to Granddad in the mail, it went right into his collection and stayed there "till I took it out and opened it. The paper inside wasn't blank.

IV. Questions :

a. Why did the protagonist find an unusual first-day cover among his oldest covers?

- A) It was from a distant relative. B) It was a rare stamp.
C) It was wrongly placed there. D) It had a postmark from 1894.

Answer: C) It was wrongly placed there.

b. What was significant about the first-day cover found among the protagonist's oldest covers? Answer: It had an address from 1894 and contained a paper inside.

c. Why did the first-day cover have an address from 1894, and what does this discovery signify?

Answer: The first-day cover had an address from 1894 because it had been mailed to the protagonist's grandfather in Galesburg at that time. This discovery suggests that the protagonist's earlier experiences and beliefs about time travel may have some validity, as the cover appears to have traveled through time.

d. : What does the phrase "first-day cover" refer to in the passage?

Answer: A "first-day cover" is an envelope with a stamp that is postmarked on the first day of its release, often collected by philatelists.

V. That night, among my oldest first-day covers, I found one that shouldn't have been there. But there it was. It was there because someone had mailed it to my grandfather at his home in Galesburg; that's what the address on the envelope said. And it had been there since July 18, 1894 " the postmark showed that" yet I didn't remember it at all. The stamp was a six-cent, dull brown, with a picture of President Garfield. Naturally, when the envelope came to Granddad in the mail, it went right into his collection and stayed there " till I took it out and opened it. The paper inside wasn't blank.

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C) It was wrongly placed there. D) It had a postmark from 1894.

Answer: C) It was wrongly placed there.

b. What was significant about the first-day cover found among the protagonist's oldest covers? Answer: It had an address from 1894 and contained a paper inside.

c. Why did the first-day cover have an address from 1894, and what does this discovery signify?

Answer: The first-day cover had an address from 1894 because it had been mailed to the protagonist's grandfather in Galesburg at that time. This discovery suggests that the protagonist's earlier experiences and beliefs about time travel may have some validity, as the cover appears to have traveled through time.

d. What does the phrase "first-day cover" refer to in the passage?

Answer: A "first-day cover" is an envelope with a stamp that is postmarked on the first day of its release, often collected by philatelists.

Short answer type questions to be answered in 40- 50 words.

1. Explain the phrase –‘swear on a stack of timetables’.

In the story "The Third Level," the expression "swear on a stack of timetables" is a rhetorical device employed to underscore the absolute certainty and conviction of the presidents of the New York Central and New York, New Haven, and Hartford railroads. They use this phrase to assert that Grand Central Station has only two levels. It conveys their unwavering confidence in their statement, as if they were taking a solemn oath on a pile of crucial documents.

2. Why do you think Charley withdrew nearly all the money he had from the bank to buy old-style currency?

Ans. In the story "The Third Level," Charley decides to withdraw a significant portion of his funds from the bank to acquire old-style currency. He does this because he firmly believes that the third level at Grand Central Terminal serves as a gateway to the past. His intention is to secure a financial means of sustenance in the year 1894. Charley's confidence stems from his belief that the currency from that era would have greater value in the past, providing him and his wife, Louisa, with a financial safety net in case they cannot return to the present day.

3. How did Charley often get lost on the Grand Central Station? (2010 Delhi)

Answer: The Grand Central Station's expansion resembled the growth of a tree, with countless corridors, doorways, and stairs extending like roots. Its pathways were complex and interwoven, leading to confusion. Navigating the station often involved moving both up and down as one searched for entrances and exits, causing Charley to frequently lose his way.

4. Do you think that the third level was a medium of escape for Charley? Why?

Answer: The challenges, stresses, and uncertainties of the modern world are having a significant impact on people's mental well-being. They often feel powerless and overwhelmed, leading them to seek temporary relief from the harsh realities of life. Charley, facing a fast-paced and stressful life, saw the third level as a means of escape. However, this was a product of his own imagination. His intention was to break free from the modern world's insecurities, fears, worries, and stress by entering a world of dreams and fantasies.

5. What made Charley believe that he was actually standing at the third level?

Answer: One evening, Charley worked late at his office, feeling rushed to return home. He decided to take the subway from Grand Central Station. While navigating, he entered an arched doorway and unintentionally found himself on the third level of Grand Central Station. This level had a distinctly old and romantic atmosphere with fewer, wooden ticket windows, open flame gaslights, and people sporting beards and vintage clothing. Charley's experience led him to believe he was truly on the third level, longing to escape from the challenges of the modern world into the serene setting of 1894.

6. What is being inferred from Sam's letter to Charley?

Answer: Sam's letter to Charley is postmarked July 18, 1894, and originates from Galesburg, Illinois. In response to Charley's claim of having visited the third level, Sam, who shares similar doubts and insecurities, expresses his desire for the entire experience to be true. He, too, believes in the existence of the third level. The letter contains some noteworthy inferences. The introductory section of the letter validates Charley's belief in the third level's existence. It also suggests that those who discover the third level can journey to Galesburg and partake in the merriment, music, and serenity of the 1890s. In this manner, the author utilizes Sam's letter to blend elements of reality and fantasy, creating a unique narrative.

7. Do you see an intersection of time and space in the story?

Answer. This story exemplifies the interplay of time and space. It features a dichotomy between the contemporary world and the 1890s, symbolized by the two levels of Grand Central Station. The presence of 21st-century elements like New York Central and references to Galesburg, Illinois in 1890s underscores this intersection. Charley and Louisa, rooted in the present, seek to access the past, emphasizing the convergence of different temporal and spatial dimensions. The letter sent to Charley's grandfather in 1894 further accentuates this interplay, as it involves individuals from different time periods.

8. Apparent illogicality sometimes turns out to be a futuristic projection. Discuss.

Answer. Yes, apparent illogicality sometimes turns out to be a futuristic projection. This is not only true but has been proved time and again. Sometimes what seems to be illogical at the very beginning turns out to be a reality in the future. World's greatest discoveries and the technologies without which we can't imagine our lives today were once an idea in someone's mind and were unimaginable to most people. The idea of the light bulb was regarded as impossible until Thomas Edison invented it. The invention of aeroplanes and cars, electricity and the internet, mobile phones, and televisions were considered impossible too. The ideas of these inventions were regarded as illogical and the scientists working on them were called insane. But, today we use it all. Similarly, the possibility of having a railway station that allows us to time travel from past to future cannot be completely ruled out.

9. Philately helps keep the past alive. Discuss other ways in which this is done. What do you think of the human tendency to constantly move between the past, the present, and the future?

(Philately: the collection and study of postage stamps)

Answer. In addition to philately, various aspects of our daily lives serve to preserve the past in the present. This includes collecting old-style currency, indulging in vintage books, movies, and music, preserving photos, letters, and keepsakes that evoke cherished memories. Visiting heritage sites and upholding traditional customs also connects us to our cultural roots. The human capacity to recollect the past and anticipate the future enables us to seek solace and understanding in a fast-paced, often stress-inducing world. Reflecting on the past aids in learning from past errors and shaping our choices to realize our envisioned future.

10. You have read 'Adventure' by Jayant Narlikar in Hornbill Class XI. Compare the interweaving of fantasy and reality in the two stories.

Answer. The intertwining of fantasy and reality is a common theme in both stories, which delve into the science fiction concept of time travel. Both narratives illustrate how our strong desires can lead us to believe in things that aren't real. Charley and Professor Gaitonde grapple with a blurred line between reality and imagination. Gaitonde becomes consumed by the Battle of Panipat, altering its outcome in his mind. Charley, desiring a better life, imagines the existence of the third level at Grand Central Station as an escape from his reality. Both characters use fantasy to cope with disappointing circumstances.

11. Why did Charley run away from ticket counter when he went to buy old currency?

Ans. When Charley went to the ticket counter to purchase tickets for himself and Louisa to Galesburg, he used contemporary currency, which was unacceptable due to the old-fashioned nature of the station and the era it represented. The ticket clerk, upon seeing the modern currency, threatened to have Charley arrested unless he left immediately. Fearing imprisonment, Charley hastily departed from the counter.

12. What convinced Louisa and Charley about the existence of the third level?

Ans. Initially, Louisa was very concerned when Charley told her about the third level. She didn't want Charley to look for the third level anymore. Louisa and Charley became convinced of the existence of the third level when Charley found a letter from his friend Sam. The letter was dated July 18, 1894, and was sent from Galesburg, Illinois. This letter provided concrete proof that supported Charley's claims about the third level. It showed that the third level was a real place, not just a product of Charley's imagination, as Sam had written about visiting it in the past.

13. What does Charley's journey to Galesburg reveal about the power of imagination?

Ans: Charley's journey underscores the power of a vivid imagination to transport an individual to an alternate time and place, albeit solely within their mental realm. It showcases the capacity of human imagination to create immersive and convincing experiences, blurring the lines between reality and fantasy.

14. In your opinion, was Charley's belief in the third level a delusion, or did he really travel back in time?

Ans.: The story purposefully does not provide a definitive answer to this question, leaving it open to readers' interpretation. Charley's experiences can be seen as either a product of his imagination (a delusion) or a real journey through time. The story allows for individual perspectives and opinions regarding the nature of his adventures.

Long answer type questions to be answered in 120-150 words.

1. In "The Third Level," Sam is a character deserving of evaluation. Two notable qualities that characterize him are his intellectual acumen and unwavering skepticism, both of which find ample substantiation in the text. Explain.

Answer : Sam exhibits a profound intellect and expertise in his role as a psychiatrist. This is evident when he accurately diagnoses Charley's condition and provides a thorough understanding of the psychological underpinnings of Charley's obsession. He succinctly articulates his assessment, stating, "Your Third Level, in short, is a form of escape, of wish fulfillment, from the stresses and problems of your life and your times." This demonstrates Sam's capability to comprehend the intricacies of Charley's situation and convey his analysis cogently.

Moreover, Sam's skepticism is a defining aspect of his character. Throughout the narrative, he maintains a rational and questioning stance in relation to Charley's claims of having stumbled upon a portal to the past. He continuously challenges Charley, encouraging him to introspect and consider whether these experiences are manifestations of his psychological state rather than authentic time-travel occurrences. This critical skepticism underscores Sam's commitment to the empirical and his reluctance to readily embrace fantastical notions. However, as the story concludes, it is revealed that Sam, too, has uncovered the third level and ventured back in time, an unexpected twist that subverts his initial skepticism, further adding depth to his character.

2. In "The Third Level," Charley's journey to confirm the existence of the third level is marked by a series of intriguing discoveries. 'The World,' a significant piece of evidence, played a pivotal role in confirming his doubts regarding this extraordinary phenomenon.

Upon first entering the third level, Charley was understandably bewildered by the abrupt shift in surroundings and time. However, his initial uncertainty began to dissipate as he made a remarkable observation. Within the third level, he encountered a seemingly ordinary, yet profoundly telling artifact:

a copy of 'The World,' a widely recognized newspaper that had ceased its publication prior to 1894.

As Charley leafed through the pages of this newspaper, he made an astonishing revelation. The publication date on 'The World' was clearly indicated as June 11, 1894. This unambiguous temporal marker served as a critical piece of evidence, substantiating his belief that he had indeed traveled back to the year 1894. However, it was the lead story within the newspaper that truly solidified Charley's confirmation.

The article featured information about President Cleveland, further anchoring the year in historical context. This revelation was instrumental in dispelling any lingering doubts Charley might have harbored about the authenticity of his time-travel experience, as it *clearly* situated him within the historical timeline of 1894.

3. **‘It’s easy to judge others and give advice, but much more difficult to apply it to ourselves.’**

Elaborate with reference to the character of Sam in The Third Level.

Ans : In the narrative of "The Third Level," the character of Sam initially presents a stance steeped in skepticism and doubt regarding Charley's conviction that the third level of the Grand Central Terminal serves as a gateway to the past. He readily scrutinizes Charley's assertions and provides logical explanations for what initially appears to be an implausible phenomenon.

Nevertheless, as the story unfolds, a transformation occurs within Sam. He progressively becomes captivated by Charley's unwavering fixation on the third level and commences to entertain the possibility that there may be validity to his friend's claims. This evolution in Sam's perspective culminates in his personal voyage of discovery, wherein he, too, encounters the third level and embarks on a journey through time, thereby substantiating Charley's convictions.

Sam's trajectory throughout the narrative illuminates a poignant lesson on the challenge of applying one's counsel and beliefs to their own life experiences. In spite of his rational disposition and initial skepticism, Sam ultimately embraces the notion of time travel and the actuality of the third level. This narrative element underscores the notion that modifying one's own preconceived notions and beliefs can be a far more intricate endeavor than offering advice or solutions to others. It exemplifies the complexity of reconciling personal skepticism with an openness to the extraordinary, and the transformative power of direct experience in reshaping one's perspective.

4. Imagine that you come across Louisa’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’.

Dear Diary,

Today was a day like no other. My husband, Charley, came home with an astonishing tale of a hidden third level within the Grand Central Terminal. He claims that this mysterious level can transport a person back in time. Initially, I dismissed it as a fanciful notion or perhaps a sign of undue stress.

Charley's enthusiasm for this idea was infectious, though, and as he began to present evidence, such as the antiquated currency he obtained from our bank, doubt began to creep into my mind.

What struck me most was Charley's unwavering conviction. He believes in this third level so profoundly that he has withdrawn a substantial portion of our savings to invest in outdated currency. This decision has me deeply concerned about our financial security, but it also kindles a spark of curiosity within me. What if Charley's extraordinary theory holds some truth? What if it's possible to journey into the past?

In truth, I find myself torn. Part of me is apprehensive about the risks Charley is taking, while another part is captivated by the allure of time travel. Charley's steadfast belief is a stark contrast to my own tendency to question and doubt. It makes me wonder if I should embrace such resolute convictions, even if they entail significant risks.

The future is uncertain, but it holds the promise of adventure and discovery as Charley delves further into the enigma of the third level. Perhaps, in time, I may find myself joining him on a remarkable journey through the annals of history.

Yours truly,

Louisa

तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

The Tiger King by Kalki

About the Author :

Kalki, whose real name was Ramaswamy Aiyer Krishnamurthy (September 9, 1899 – December 5, 1954), was a notable Tamil writer, journalist, poet, critic, and an activist in the Freedom Movement. His literary output consisted of more than 120 short stories, 10 novelettes, five novels, three historical romances, editorials, political writings, and numerous film and music reviews. In recognition of his contributions, Kalki was honored with the Sangeetha Kalasikhami award by the Indian Fine Arts Society in 1953. During the centenary celebrations, a postage stamp was issued in his honor. The government of Tamil Nadu also nationalized his works.

Introduction :

Kalki transports his readers to an era dominated by autocratic and idiosyncratic monarchs. These regal figures were subjected to the dominion of the British, thereby instilling a deep-seated fear in them. In his endeavor to imbue the narrative with an aura of mystique, Kalki deftly incorporates supernatural elements. The imperious king vehemently rejected the astrologer's prophecy concerning his demise, only for his eventual death by the hands of the hundredth wooden tiger to substantiate it.

This story satirizes the arrogance of those in power. Often, rulers don't care about serving the people or working for the public's well-being. Instead, they waste their time on foolish pursuits. Even those close to these powerful figures are more interested in using their proximity for their own benefit. This story is about the fleeting nature of life and power, emphasizing the saying, "Many things can go wrong before a goal is achieved."

Summary :

The story commences by introducing its central character, the Maharaja of Pratibandapuram, often simply known as The Tiger King. The narrator sets out to explain how this name came to be, emphasizing that the readers can never meet the Tiger King since he has already passed away. The story begins with a prophecy made at the time of the Tiger King's birth, which foretold that he would be a great warrior but would eventually meet his demise. This prophecy was connected to the star under which he was born, signifying his death. Remarkably, as a ten-day-old infant, the Tiger King inquired about the manner of his death, displaying surprising wisdom. He was born under the star associated with the tiger, indicating that his end would come at the hands of a tiger. However, instead of fear, the infant responded with courage and declared that tigers should be wary. Though this may be a rumor, the circumstances of his death suggest it could be true.

In the second section, the narrative delves into the Tiger King's growth, noting his exposure to English influences in his upbringing, which included drinking English milk, having an English tutor, watching English films, and being cared for by an English nanny. Nevertheless, the prophecy remained in the minds of the kingdom's residents. The Maharaja didn't view self-defense against tigers as wrong, leading him to embark on tiger hunts. An astrologer warned him that it was the hundredth tiger he should be cautious about, even pledging to change his life if that happened.

In the third part of the story, tiger hunting was restricted for everyone except the Maharaja, who made it a top priority. He even engaged in hand-to-hand combat with tigers and successfully defeated them. At one point, an English officer requested permission to hunt tigers in Pratibandapuram, which the Maharaja firmly denied. This refusal endangered his throne, but he managed to resolve the situation by sending an extravagant gift of fifty expensive rings to the Englishman and his wife. In an unexpected turn of events, the wife accepted all fifty rings, costing the Maharaja a significant sum but safeguarding his kingdom.

The fourth section reveals that the Tiger King has hunted and killed seventy tigers over a decade, depleting the local tiger population. To continue his hunting pursuits, he decides to marry a girl from an area with a high tiger population. He subsequently kills tigers during visits to his father-in-law, amassing ninety-nine tiger skins in his palace. However, he becomes consumed by the desire to kill the last tiger, causing turmoil in the kingdom. The dewan, out of necessity, captures the tiger and presents it to the Maharaja, who kills it. Yet, after the Maharaja leaves, the hunters discover that the tiger survived the gunshot and only fainted from shock. Fearing the loss of their jobs, they shoot the tiger in the foot and bury it secretly in the town, erecting a tomb in its honor.

Three days later, the Maharaja is planning for his son's third birthday and purchases a wooden tiger doll for him. The doll is of poor quality, and a splinter injures the Maharaja's hand as he plays with his son. The injury leads to a severe infection that eventually results in the Maharaja's death. This, in a twisted way, fulfills the prophecy of the hundredth tiger's revenge.

Reference to Context :

Question : Read the given extracts and answer the questions .

- I. At that very moment, a great miracle took place. An astonishing phrase emerged from the lips of the ten-day old Jilani Jung Jung Bahadur, "O wise prophets!"

Everyone stood transfixed in stupefaction. They looked wildly at each other and blinked.

“O wise prophets! It was I who spoke.”

This time there were no grounds for doubt. It was the infant born just ten days ago who had enunciated the words so clearly.

The chief astrologer took off his spectacles and gazed intently at the baby.

“All those who are born will one day have to die. We don't need your predictions to know that. There would be some sense in it if you could tell us the manner of that death,” the royal infant uttered these words in his little squeaky voice.

Questions :

a. What miraculous event occurred when the ten-day-old Jilani Jung Bahadur spoke?

A) A sudden storm

B) A bright light

C) The appearance of angels

D) An astonishing phrase

Answer: D) An astonishing phrase

b. Find a synonym for "enunciated" in the given passage.

Answer: Uttered

c. What do the people's reactions in the passage suggest about their response to the infant's words?

Answer: The people were surprised and shocked by the infant's ability to speak and the clarity of his words.

d. How does the infant's ability to speak and question the astrologers impact the atmosphere and expectations in the passage?

Answer: The infant's ability to speak and question the astrologers creates a sense of wonder and amazement among the onlookers. It transforms the atmosphere from one of doubt to one of certainty, as there is no longer any doubt that the child is speaking. This event also raises expectations about the child's future and hints at his extraordinary nature.

II.

But everyone in the kingdom remembered the astrologer's prediction. Many continued to discuss the matter. Slowly it came to the Maharaja's ears.

There were innumerable forests in the Pratibandapuram State. They had tigers in them. The Maharaja knew the old saying, 'You may kill even a cow in self-defence'. There could certainly be no objection to killing tigers in self-defence. The Maharaja started out on a tiger hunt. The Maharaja was thrilled beyond measure when he killed his first tiger. He sent for the State astrologer and showed him the dead beast. "What do you say now?" he demanded. "Your majesty may kill ninety- nine tigers in exactly the same manner. But..." the astrologer drawled. "But what? Speak without fear."

"But you must be very careful with the hundredth tiger."

"What if the hundredth tiger were also killed?"

Questions: Answer by choosing an appropriate option.

- a. Assertion: The Maharaja decided to go on a tiger hunt
- b. Reason: The Maharaja had to defend himself from tigers in the forests.

- A) Both the assertion and reason are true, and the reason is the correct explanation of the assertion.
- B) Both the assertion and reason are true, but the reason is not the correct explanation of the assertion.
- C) The assertion is true, but the reason is false.
- D) The assertion is false, but the reason is true.

Answer: A) Both the assertion and reason are true, and the reason is the correct explanation of the assertion.

b. Find a synonym for "thrilled" in the given passage.

Answer: Delighted

c. Why did the Maharaja decide to go on a tiger hunt after killing his first tiger?

Answer: The Maharaja decided to go on a tiger hunt because he was thrilled by his first tiger kill and believed there was no objection to killing tigers in self-defense.

d. Based on the passage, why did the Maharaja decide to go on a tiger hunt after killing his first tiger?

Answer: The Maharaja went on a tiger hunt because he believed in the self-defense justification for killing tigers and was thrilled by his first kill, ignoring the astrologer's warning about the hundredth tiger.

III.

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 will 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.

Questions :

a. Answer by choosing the appropriate option.

Assertion: The Maharaja vowed to kill the hundred tigers.

Reason: Initially, the king seemed well set to realize his ambition.

- A) Both the assertion and reason are true, and the reason is the correct explanation of the assertion.
- B) Both the assertion and reason are true, but the reason is not the correct explanation of the assertion.
- C) The assertion is true, but the reason is false.
- D) The assertion is false, but the reason is true.

Answer: B) Both the assertion and reason are true, but the reason is not the correct explanation of the assertion.

b. Find an antonym for "celebration" in the given passage.

Answer: Mourning

c. Why did the State ban tiger hunting by anyone except the Maharaja, and what were the consequences for those who violated this ban?

Answer: The State banned tiger hunting to allow the Maharaja to have exclusive rights to hunt tigers. Anyone who violated this ban risked having their wealth and property confiscated.

d. Based on the passage, what can you infer about the Maharaja's determination to hunt tigers?

Answer: The Maharaja was determined to hunt tigers and vowed to kill a hundred of them, demonstrating his resolve through successful tiger hunting despite facing dangers.

IV.

He had this one thought during the day and the same dream at night. By this time the tiger farms had run dry even in his father-in-law's kingdom. It became impossible to locate tigers anywhere. Yet only one more was needed. If he could kill just that one single beast, the Maharaja would have no fears left. He could give up tiger hunting altogether. But he had to be extremely careful with that last tiger. What had the late chief astrologer said? "Even after killing ninety-nine tigers the Maharaja should beware of the hundredth..." True enough. The tiger was a savage beast after all. One had to be wary of it. But where was that hundredth tiger to be found? It seemed easier to find tiger's milk than a live tiger.

Questions:

a. What did the late chief astrologer warn the Maharaja about regarding the hundredth tiger?

- A) The hundredth tiger would be easy to find.
- B) The Maharaja should not hunt the hundredth tiger.
- C) The hundredth tiger would be savage.
- D) The hundredth tiger would bring good luck.

Answer: C) The hundredth tiger would be savage.

b. Why did the Maharaja need to be extremely careful with the last tiger he intended to hunt?

Answer: He needed to be careful because the late chief astrologer had warned him to beware of the hundredth tiger, as it would be savage.

c. Answer by choosing an appropriate option.

A. Assertion: The Maharaja wanted to find the last tiger to kill.

B. Reason: He had run out of tiger farms and was determined to end tiger hunting.

A) Both the assertion and reason are true, and the reason is the correct explanation of the assertion.

B) Both the assertion and reason are true, but the reason is not the correct explanation of the assertion.

C) The assertion is true, but the reason is false.

D) The assertion is false, but the reason is true.

Answer: A) Both the assertion and reason are true, and the reason is the correct explanation of the assertion.

d. Based on the passage, what can you infer about the Maharaja's determination to find the last tiger to kill?

Answer: The Maharaja was determined to find the last tiger to eliminate all his fears and end tiger hunting, but he had to be extremely cautious due to the warning about the hundredth tiger.

Short answer type questions to be answered in 40- 50 words.

1. How does the title, "The Tiger King," reflect the central theme of the story?

Answer: The title reflects the story's focus on the Maharaja's obsession with tiger hunting and his quest for power. It highlights the irony of a king known for hunting tigers when he, too, becomes a victim of his own ambition.

2. How does Kalki use humor and satire in "The Tiger King" to criticize the behavior of those in power?

Answer:

Kalki employs humor to highlight the absurdity of the Tiger King's actions, such as his obsession with tiger hunting. Satire is used to critique the arrogance and greed of those in positions of authority, revealing how they manipulate rules for personal gain.

3. What is your opinion of the Tiger King's character, and what does it reveal about the flaws of those in power?

Answer: The Tiger King's character reflects the arrogance and selfishness of many leaders. His obsession with hunting and disregard for the welfare of his people highlights the flaws of those in power, where personal desires often take precedence over public good.

4. Why did the Tiger King's determination to kill a hundred tigers lead to his downfall?

Answer: The Tiger King's determination to kill a hundred tigers blinded him to the warnings about the hundredth tiger. His arrogance and obsession with hunting caused him to overlook the potential danger, leading to his tragic demise.

5. How does the story address the theme of destiny and the unexpected in the Tiger King's fate?

Answer: The Tiger King's fate is a powerful example of how destiny can be unpredictable. Despite his confidence and hunting prowess, he meets his demise through an unexpected source, a wooden tiger, highlighting the theme of the unforeseen in life.

6. How does the Tiger King's character resonate with modern political figures, and what lessons can be drawn from his story?

Answer: The Tiger King's character shares similarities with some contemporary leaders who prioritize personal interests over the welfare of their constituents. The story serves as a cautionary tale, emphasizing the importance of responsible and selfless leadership.

7. What can you infer about the role of superstition in the story, given the significance of the astrologer's warning?

Answer: The astrologer's warning and the Tiger King's response reveal the role of superstition in the narrative. The belief in prophecies and omens influences the characters' decisions and

8. How does the Tiger King's obsession with tiger hunting reflect the abuse of power?

Answer: The Tiger King's obsession represents the misuse of power. He bends rules to suit his desires, leading to the banning of tiger hunting for anyone but himself. This abuse of authority highlights how those in power can manipulate regulations for personal gain.

9. How does the story's humor and satire affect your perception of the Tiger King's character?

Answer: The humor and satire make the Tiger King's character appear ridiculous and self-absorbed. It creates a negative perception of his arrogance and obsession with hunting, portraying him as a figure to be criticized and mocked.

10. What might the story suggest about the consequences of prioritizing personal ambition over the welfare of others?

11. Answer:

"The Tiger King" implies that prioritizing personal ambition, as seen in the Tiger King's obsession, can lead to dire consequences, including the downfall of both the individual and their kingdom.

12. How does the Tiger King's decision to marry in search of more tigers to hunt comment on historical practices of royal marriages?

Answer:

The Tiger King's decision to marry for the sole purpose of acquiring more tigers to hunt satirizes historical royal marriages, which often served political or territorial interests. It exposes the absurdity of such practices when driven by personal ambition.

13. How did you feel about the Tiger King's ultimate fate? Did he deserve the outcome he received?

Answer: The Tiger King's fate evokes mixed feelings. While his arrogance and obsession make him a flawed character, his demise through a wooden tiger feels somewhat undeserved. It highlights the unpredictability of life's outcomes.

14. What does the story convey about the relationship between power and fear in the context of the Tiger King's rule?

Answer:

The story illustrates that the Tiger King's power was rooted in the fear he instilled in his subjects. This relationship between power and fear reflects the common historical dynamic where rulers used fear as a means of control.

15. How does the story address the transience of power and the consequences of neglecting the welfare of the people?

Answer: "The Tiger King" highlights the transient nature of power and how rulers who neglect the welfare of their people may ultimately lose their authority. The story serves as a cautionary tale about the pitfalls of selfish leadership.

16. How might the story's setting in colonial India under British rule contribute to its critique of autocratic kings?

Answer:

The setting in colonial India adds depth to the story's critique of autocratic kings by highlighting how the British had influence over the local rulers. It underscores the absurdity of the Tiger King's behavior in a changing political landscape.

Long answer type questions to be answered in 120-150 words.

1. The king was callous as a ruler and behaved whimsically. Thus, the people in his kingdom suffered while he fulfilled his desire of killing a hundred tigers. Do you find leaders or politicians in the world today being indifferent to the needs of the people and behaving in the same way? Comment with relevant examples.

Answer : The character of the King in "The Tiger King" indeed reflects the callousness and whimsical behavior of certain leaders or politicians in the world today. Unfortunately, this is not an uncommon phenomenon. Many leaders prioritize personal interests over the needs of their people, leading to the suffering of their constituents.

One glaring contemporary example is the situation in some authoritarian regimes where leaders amass wealth and power while their citizens face poverty and repression. North Korea's Kim Jong-un, for instance, maintains a lavish lifestyle while his people endure extreme poverty and lack of basic necessities.

Furthermore, political corruption is a widespread issue in many countries. Elected officials may embezzle public funds, as seen in the 1MDB scandal involving former Malaysian Prime Minister Najib Razak, leaving the nation in financial turmoil.

In democratic nations, leaders who cater to special interests or neglect the concerns of marginalized communities also exhibit indifference to their citizens' needs. For instance, some critics argue that certain U.S. politicians prioritize corporate interests over addressing the healthcare and economic needs of their constituents.

In summary, the callous and whimsical behavior of the King in "The Tiger King" finds parallels in contemporary leaders and politicians who prioritize personal gain or power over the well-being of the people they are meant to serve, causing undue suffering and societal disparities.

2. The Maharaja justified his actions based on the maxim: 'You may kill even a cow in self-defence,' so there would be no objection to killing tigers in self-defense.' Do you think it is right to justify our actions in this way? Elaborate

Answer : The Maharaja's justification for killing tigers in self-defense based on the maxim, 'You may kill even a cow in self-defense,' raises ethical questions. While the Maharaja used this reasoning to pursue his obsession with tiger hunting, it is important to consider the broader implications of such justifications.

First, the maxim itself is subject to interpretation. While self-defense is a valid reason for taking action to protect oneself, it is essential to apply this principle judiciously. Killing a tiger, which is a protected species and often endangered, solely for personal pleasure, doesn't align with the genuine concept of self-defense. Tigers rarely pose a threat to humans unless provoked.

Moreover, the Maharaja's actions reveal a dangerous precedent. Justifying actions in the name of self-defense can be a slippery slope. If individuals can use this reasoning to engage in activities that harm other creatures or the environment, it can lead to widespread ecological and ethical issues.

In a broader sense, we should consider the ethical responsibility that comes with power and privilege. The Maharaja's actions reflect how those in authority can misuse their position to fulfill personal desires while disregarding the welfare of others and the environment. This story serves as a cautionary tale, highlighting the need for ethical leadership and a responsible approach to justifying one's actions.

3. Imagine you are 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.

Answer :

Ladies and gentlemen, esteemed guests, and fellow advocates for a cause that is not just urgent but a moral imperative – the preservation of our majestic tigers.

Today, I stand before you as an ardent environmentalist, a proud supporter of the "Save the Tiger" campaign. It's not just about saving a species; it's about preserving the delicate balance of nature. Our world is a complex web, and when a single strand weakens, the entire fabric of life is threatened. Tigers, as apex predators, play a crucial role in maintaining the health of their ecosystems. Their survival is an indicator of the overall health of our environment.

But what I want to emphasize today is the need to engage our youth in this cause. The younger generation is the torchbearer of change, and their involvement is critical. They are inheritors of this planet, and they deserve to inherit a world that's rich in biodiversity, not one where magnificent creatures like the tiger exist only in history books.

Today's youth is informed, passionate, and tech-savvy. They have the power to spread awareness faster than ever before. They can inspire change at a rate we've never seen. But they need our guidance, support, and encouragement. It's our responsibility to ignite that spark within them, to make them understand that their involvement is not just a choice; it's a duty.

The "Save the Tiger" campaign provides a platform for the youth to channel their energy and enthusiasm into something meaningful. It's a cause that transcends borders, politics, and personal interests. It's about the future of our planet, and the youth must be at the forefront of this battle.

Encouraging the youth to be involved in campaigns like this not only safeguards our environment but also fosters a sense of responsibility and global citizenship. It teaches them to be stewards of the Earth, to understand that every action, no matter how small, has an impact.

So, my message today is clear – let's empower the youth. Let's educate them about the importance of conservation, about the critical role that tigers play in our ecosystem. Let's inspire them to raise their voices, to march alongside us in this crusade. Together, we can ensure that our future generations witness the grace and beauty of these magnificent creatures in the wild, not just in photographs.

In conclusion, we need the youth not only for the "Save the Tiger" campaign but for the greater cause of preserving our planet. They are the change-makers, and we must guide them, support them, and stand with them. Together, we can make a world where tigers roam freely, where ecosystems thrive, and where our youth inherit a planet teeming with life. Thank you.

5. 'Knowing too much of your future is never a good thing.' In light of this quote, examine how knowing the future paved the way for the king's end.

Answer :The quote "Knowing too much of your future is never a good thing" is profoundly relevant to the downfall of the Tiger King in Kalki's story. The king's obsession with his own fate, as foretold by the astrologer, became his undoing. He knew from the prophecy that he would die at the hands of a tiger, and this knowledge led him down a path of reckless and obsessive behavior.

The king's belief that he could defy fate and overcome the prophecy fueled his relentless pursuit of tiger hunting. He became consumed by the desire to prove the astrologer wrong, leading him to prioritize his ambition over the welfare of his kingdom. His arrogance and disregard for the warning about the hundredth tiger made him blind to the very real dangers he faced.

Ultimately, the king's knowledge of his future led him to ignore the astrologer's caution, and he celebrated prematurely after what he believed was his hundredth tiger kill. The wooden tiger, overlooked due to his overconfidence, caused an infection that led to his demise.

In this tragic tale, knowing too much about his future made the king blind to the present, leading to his downfall. It serves as a cautionary reminder that excessive preoccupation with one's destiny can have dire consequences.

6. Do you think an author who includes several instances of satire in a story faces the risk of being too cynical? Explain in reference with the chapter, The Tiger King.

Answer: An author who includes several instances of satire in a story does not necessarily face the risk of being too cynical. Satire, when effectively employed, serves as a tool for social criticism and commentary rather than a mere expression of cynicism. In "The Tiger King" by Kalki Krishnamurthy, satire is utilized to mock the behavior of those in power, particularly the Tiger King, without necessarily promoting cynicism.

The story satirizes the arrogance and absurdity of the Tiger King's actions, such as his obsession with tiger hunting and his disregard for the welfare of his people. The satirical elements highlight the flaws in his character and leadership, shedding light on the consequences of unchecked power. However, this satire does not necessarily convey a completely cynical perspective. It aims to critique and prompt reflection on the behavior of leaders, encouraging readers to consider the real-world implications of such actions.

Satire, when balanced and thoughtfully executed, can be a powerful means of social commentary, drawing attention to the shortcomings of those in authority without veering into excessive cynicism. The intent is not to condemn but to provoke thought and discussion, making it a valuable literary tool rather than a risk of cynicism.

केन्द्रीय विद्यालय संगठन

JOURNEY TO THE END OF THE EARTH By Tishani Doshi

SUMMARY

The author shares her experience when she aboard a Russian research vessel — the *Akademik Shokalskiy* — heading towards the coldest, driest, windiest continent in the world: Antarctica. She started her journey from the erstwhile Madras and had to cross several time-zones, water bodies and ecospheres. She was filled with relief after travelling for over 100 hours as well as a profound wonder at the immensity of the white continent.

The author describes how about fifty million years ago, there used to exist a supercontinent called Gondwana around the present Antarctica. It was the time before the arrival of human beings on the planet. The continent used to be quite warmer and full of flora and fauna. For 500 million years Gondwana thrived, but around the time when the dinosaurs were wiped out and the age of the mammals got under way, the landmass was forced to separate into countries, shaping the globe much as we know it today.

A visit to Antarctica gives us an idea of how great changes have taken place on our planet. There have been major geological changes of the earth's crust, depletion of ozone and increase of carbon compounds along with evolution and extinction of several species of plants and animals. It is also evident that the Indian sub-continent drifted away from Gondwana and jammed against Asia to buckle its crust and form the Himalayas; South America also drifted off to join North America, opening up the Drake Passage to create a cold circumpolar current, keeping Antarctica frigid, desolate, and at the bottom of the world.

Antarctica stores about 90 percent of the earth's ice making it look like a giant ping-pong ball without any evidence of human settlement. However, there exist a variety of things ranging from the microscopic to the mighty: midges and mites to blue whales and icebergs as big as countries. Silence prevails everywhere except for occasional sound of avalanches and breaking ice sheet.

Although human civilizations have been about only 12000 years, man has created quite a ruckus by destructing nature and building towns, cities etc. Not only we have battled with other species for limited resources that nature can provide but we have burnt huge quantity of fuel leading to excessive production of carbon dioxide causing global warming.

Going to Antarctica makes us familiar with the melting of ice for real and the question if the Gulf Stream ocean current will be disrupted or not. If this happens, it may lead to the end of the world. These questions can be answered by observing the carbon records trapped in the layers of ice. Thus studying Antarctica can tell us about the earth's past, present and future.

The author was part of a programme called Students on Ice, which gives students opportunity to explore Antarctica and help them foster a new understanding and respect for our planet. It was headed by Canadian Geoff Green who diverted his attention from catering celebrities to taking young students to the poles. He felt that the celebrities are past their prime and have less time and energy to work for the betterment of the environment. On the other hand, students are the future of our planet who have the will and power to act for a better world. He offers the future generation of policy-makers a life-changing experience at an age when they're ready to absorb, learn, and most importantly, act.

The programme had been quite successful because it gave live examples of global warming and its impact on the ice capes. This cannot be experienced by people sitting comfortably in their rooms. Everyone who sees the reality really becomes worried about our planet.

Antarctica is the best classroom because it can teach us the cause and effect phenomenon quite easily due to its simple eco system. The example of the microscopic phytoplankton is taken by the author. This small green grass like organism consumes the carbon dioxide to prepare food through photosynthesis. These organisms not only provides food to the marine animals of the whole Southern Ocean but also plays an important role in maintaining the carbon cycle of our planet. The ultra violet radiation due to depletion of the ozone layer is destroying these microorganisms. If this is not checked, the whole eco system will collapse.

The author recounts walking on one metre thick sheet of ice above 180 metres of ocean water as the ship wedged herself into a thick white stretch of ice between the peninsula and Tadpole Island which was preventing them from going any further. They could see the crabeater seals sunning themselves on the ice.

After returning home, the author still remains affected by the experience and keeps thinking about the threat of global warming and other environmental hazards which might ultimately lead to our extinction. However, she is confident that with programmes like Students on Ice, and with young students taking the initiative, the world may still be saved.

MULTIPLE CHOICE QUESTIONS

1. What is the purpose of the journey to the world's most preserved place, Antarctica?
A) To tour the world.
B) To see the beauty of the earth.
C) To know the geography more closely.
D) To sensitize the young minds towards climatic change.

Ans: D

2. Why is a visit to Antarctica important to understand the effect of global warming?
A) Because here one can see quickly melting glaciers and collapsing ice-shelves
B) Because it is filled with snow and ice
C) Because it is away from urban rush
D) None

Ans: A

3. Which programme aimed to take high school students to the end of the world?
A) The author's delight
B) Teachers delight
C) School program
D) Geoff Green's 'Students on Ice' programme

Ans: D

4. Why did Geoff decide to take high school students on the journey?
- A) To make them tour the world
 - B) To make them enjoy
 - C) To make them feel relaxed
 - D) To make them understand their planet and respect it.

Ans: D

5. Why is the Antarctica the right place to understand the past, present and future?
- A) Because half million-year-old carbon records are trapped in its layers of ice.
 - B) Because of layers of ice
 - C) Because of cold
 - D) None

Ans: A

6. Why has the author called her journey as Journey to the End of the Earth’?
- A) Because it was too far
 - B) Because no human race or plants exist
 - C) Because it crosses nine time zones, six checkpoints, three water bodies and many ecospheres to reach there.
 - D) All these

Ans: C

7. What was the name of the Russian research vessel?
- A) Shokalskiy
 - B) Akademik Shokalskiy
 - C) Academic research
 - D) Akademik Scholar

Ans: B

8. What was Gondwana?
- A) An ancient tourist place
 - B) An ancient city in Antarctica
 - C) An ancient super continent
 - D) None

Ans: C

9. What was the objective of the Students on the Ice program?

- A) To make them travel
- B) To make them see snow
- C) To make them see white expanse in the form of ice
- D) To enable them to think differently to save the planet

Ans: D

10. What disturbed the silence of the continent?

- A) The birds
- B) The animals
- C) The humans
- D) Avalanches

Ans: D

11. Why was the programme 'Students on Ice' a great success?

- A) Because of its arrangements
- B) Because of good travel facilities
- C) Because of good food arrangements
- D) Because of the life changing exposure to the youngsters

Ans: D

12. What kind of atmosphere does Antarctica have?

- A) Coldest
- B) Driest
- C) Windiest
- D) All these

Ans: D

13. Where does 90% of earth's total ice exist?

- A) Pacific region
- B) Southern oceans
- C) Northern pole
- D) Antarctica Continent

Ans: D

14. Why is Antarctica completely pure?

- A) Because of ice
- B) because of avalanches
- C) because of melting glaciers
- D) because of non-existence of humans

Ans: D

15. If we want to know our earth, the human race and its past, present, and future where should we go?
- A) Northern Pole
 - B) Southern Pole
 - C) Gondwana
 - D) Antarctica Continent

Ans: D

EXTRACT BASED QUESTIONS

A. To visit Antarctica now is to be a part of that history; to get a grasp of where we've come from and where we could possibly be heading. It's to understand the significance of Cordilleran folds and pre-Cambrian granite shields; ozone and carbon; evolution and extinction. When you think about all that can happen in a million years, it can get pretty mind-boggling. Imagine: India pushing northwards, jamming against Asia to buckle its crust and form the Himalayas; South America drifting off to join North America, opening up the Drake Passage to create a cold circumpolar current, keeping Antarctica frigid, desolate, and at the bottom of the world.

1. The statement, "where we've come from" refers to
 - i. Antarctica as the place where all species originated.
 - ii. The pure and pristine environment that existed millions of years ago.
 - iii. The giant amalgamated landmass called Gondwana.
 - iv. The age of dinosaurs.
2. Why should thinking about all that can happen in a million years, be pretty mind-boggling?
3. Which significant geographical changes have taken place due to the continental drifts?
4. What evidence do we have from the passage that supports the statement that the power and intellect of human beings is futile against the will of nature?

Ans: 1. ii. The pure and pristine environment that existed millions of years ago.

2. Since significant changes in landforms and climate have taken in the past, it is possible that many such changes may take place in the future that we have not assumed.

3. India and South America had been separated from its parent landmass creating the Himalayas and the Drake Passage leaving Antarctica frigid.

4. In the past, evolution and extinction as well as continental shifts had taken place which are beyond man's control.

B. *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 policy-makers a life-changing experience at an age when they're ready to absorb, learn, and most importantly, act.

Fostering a new understanding and respect for our planet includes

- A. Knowing the past of our planet.
- B. Learning to conserve the environment.
- C. Developing new cities and towns.
- D. Going to the far end of our planet.

- i. A&B ii. B&C iii. C&D iv. A&D

1. Geoff Green's reason for discarding the celebrities and including the students is _____
2. Why are the celebrities and retired, rich, curiosity-seekers described as people who could only 'give' back in a limited way?
3. What attribute does the author give the students?

Ans: 1. i. A&B

2. Less return from the celebrities and great prospect from the students.
3. They are past their prime and have less time and energy to work for the betterment of the environment.
4. Students are the future of our planet who have the will and power to act for a better world.

C. Nine time zones, six checkpoints, three bodies of water and many ecospheres later, I was still wondering about the beauty of balance in play on our planet. How would it be if Antarctica were to become the warm place that it once used to be? Will we be around to see it, or would we have gone the way of the dinosaurs, mammoths and woolly rhinos? Who's to say? But after spending two weeks with a bunch of teenagers who still have the idealism to save the world, all I can say is that a lot can happen in a million years, but what a difference a day makes!

1. Who does 'we' refer to?
 - i. The author and her crew.
 - ii. The living creatures of the planet.
 - iii. The human race.
 - iv. The author and the students.
2. What makes the author end with a positive note?
3. Why does the author give reference to the dinosaurs, mammoths and woolly rhinos?
4. Antarctica regaining its warmth and life comes with a warning for the human race. How can this be inferred?

Ans: 1. iii. The human race.

2. The author is confident that if students are well motivated by such programmes, the future of our planet is safe.

3. These are species which have suffered extinction due to the change in climate of our planet. The same fate may await humans too.

4. Warming up of Antarctica will be a consequence of global warming. Life may start thriving in Antarctica but the present species of plants and animals may perish.

SHORT ANSWER TYPE QUESTIONS

1. What advantages does a visit to the Antarctica give?

A visit to the Antarctica will give a grasp of where we have come from and where we could possibly be heading. It will suggest the future possibilities through a study about the future climate change easily and more effectively, make us witness and realise repercussions of environmental changes. So, if one wants to study and examine the earth's past in order to reason out the present problems and to extend the scope of living for the future, one has to go to the Antarctica.

2. How long was the journey of Tishani Doshi to Antarctica?

The journey to Antarctica involves crossing nine time zones, six checkpoints, three bodies of water and as many ecospheres. It is a journey of over a hundred hours in combination of a car an aeroplane and a ship.

3. What were the emotions of Tishani Doshi on reaching Antarctica?

The open wide white landscape with an uninterrupted blue horizon gave her relief immediately because it ended a long journey. Then she was filled with wonder at its immensity and isolation making her wonder at how India and Antarctica were part of the same landmass. It was a chilling and mind boggling experience.

4. What is Gondwana? What kind of lives existed there?

Six hundred and fifty million years ago there was a southern supercontinent. This region, named Gondwana, was around the present day Antarctica. Human beings were not there. There was a huge variety of flora and fauna. Then Dinosaurs became extinct and mammals came to live. Continental Shift forced the landmass to separate and gave it the present shape.

5. How did Antarctica become an isolated landmass?

Due to continental shift that lasted over a million years, India pushed northwards, jamming against Asia to buckle its crust and form the Himalayas. Then South America drifted off to join North America and while doing so created the Drake Passage and a cold circumpolar current. All this made Antarctica a frigid, desolate spot at the bottom of the world.

6. How does one lose the sense of perspective and time at the Antarctica?

One loses his sense of perspective and time sensing the Austral Summer. The visual scale is large. You can see from the microscopic to the mighty, i.e., the smallest to the biggest. One can find midges and mites (the small ones) to the blue whales and huge icebergs (the mighty ones). The omnipresent silence is often interrupted by an occasional avalanche.

7. How has man made mayhem after his arrival on the planet?

Man came on the scene of Earth only a brief while ago, if we consider the age of the Earth in hours. In this short period he has made a rumpus, creating villages to mega cities. The resources available are limited but the growing human population has been anarchic. The complete burning of the fossil fuels has created a blanket of carbon dioxide around the world. This has increased the average global temperature.

8. What two conditions make Antarctica important for the future of mankind?

Antarctica is a crucial element when we talk about the future or the end of the Earth. There are two reasons for it. Firstly, it has not sustained any human population. So the witnesses of the past history have not been tampered with. The region has remained relatively pristine. Secondly the half-million-year-old carbon records are safe under the layers of ice.

9. What is “students on ice”? What are its objectives?

“Students on Ice” is a programme headed by a Canadian Geoff Green. Initially, Geoff Green was escorting celebrities to the ends of the world. Since the celebrities were going there for the fun of it, there were no gains for mankind. They could give back only in terms of money. So, Green decided to take high school students, who are the future policy makers at an age when they are ready to absorb learn and act. The trip hopes to provide them with inspiring educational opportunities. These opportunities will help them develop a new understanding and respect for our planet.

10. Why has the programme “Students on Ice” been successful?

The programme “Students on Ice” has been taking high school students to the ends of the world at an age when they are ready to absorb learn and act. Moreover, it is easy to sit and talk about environmental changes sitting comfortably in the classrooms. But when a student goes and sees the poles he is definitely affected by the glaciers retreating and ice shelves collapsing.

11. Why does the narrator say “Take care of small things, the big things will fall into place”?

Phytoplankton is the grass of the sea. It is a single celled plant. It nourishes and sustains the entire Southern Ocean’s food chain. They assimilate carbon and synthesise organic compounds through photosynthesis. If there is a further depletion of the ozone layer, the process of photosynthesis will be affected and phytoplankton will become extinct and put an end to the food cycle of the Southern Ocean. It will also affect the global carbon cycle and lead to catastrophe.

12. Why did Geoff Green decide not to take celebrities to the poles?

Geoff Green decided not to take celebrities to the poles because they could give back “very little” in the form of monetary benefits only. They are past their prime and have less time and energy to work for the betterment of the environment which is a major concern. On the other hand, it will make way for students as they can give much more. Students are the future of our planet who have the will and power to act for a better world.

LONG ANSWER TYPE QUESTIONS

1. How could one say that the Antarctica is the best class room?

Antarctica is a crucial element in the environmental debate, because it is the only place where human population has not sustained and the ice-cores contain half million year old carbon records. If one wants to examine the past and its relative effect on the present and to extend the scope of the future Antarctica is the only place. A journey to the poles provided a meaningful activity for school children. The occasional avalanches, or calving ice sheets will make a person place himself in the context of earth’s geological history. Antarctica expedition provides the students with inspiring educational opportunities. It makes them develop a new understanding and respect for our planet. The future generation of policy makers gets the life changing experience at an age when they are ready to absorb, learn and act. A journey to the poles affects a person. It is easy to talk about the melting of polar ice-caps sitting with in the four walls of a class room, but when a person sees the glaciers retreating and ice-shelves collapsing, they realise that the threat of global warming is very real.

2. “Take care of the small things and the big things will take care of themselves”. Explain with reference to the lesson ‘Journey to the end of the earth’

Each element in the environment plays an important role in the eco systems which altogether contribute to the welfare of the planet. Phytoplankton is the grass of the sea. It is a single celled plant. Although they look very insignificant, they nourish and sustain the entire Southern Ocean’s food chain. They assimilate carbon and synthesise organic compounds through photosynthesis. If there is a further depletion of the ozone layer, the process of photosynthesis will be affected and phytoplankton will become extinct and put an end to the food cycle of the Southern Ocean. They also maintain equilibrium in the carbon-oxygen level both on land and in water. The level of carbon dioxide needs to be checked to stop a further increase in global temperature. If unchecked, it will lead to catastrophe. Similarly, we need to take care of the small components of the environment which are playing significant roles in keeping our planet alive. Each small step we take can contribute in our mission to save the planet not only for ourselves but for future generations.

THE ENEMY By Pearl S Buck

SUMMARY

The story revolves around a Japanese surgeon, Dr. Sadao who studied medicine and surgery in America as per wish of his father. There, he met his future wife, Hana at a professor's house and fell in love.

However, he did not marry her at that time because he wanted to confirm that Hana was of pure Japanese race otherwise his father would not permit to marry her. Therefore, he waited till they returned to Japan and her true identity was confirmed.

Dr. Sadao not only became a successful surgeon but also became popular for perfecting a discovery that would render wounds entirely clean This made him stay at home to look after General Takima, who needed constant care and may need a surgery anytime. Otherwise, Dr. Sadao would have been sent to war like other Japanese doctors.

One evening, while he was with his wife, they saw a wounded man coming out of the sea. On close observation, they found out that he was an injured American soldier who had probably escaped the Japanese soldiers. At first, Sadao hesitated to treat the soldier being an enemy as they were at war with America. However, sentimentalism and professional ethics took the better of him and decided to save the soldier's life despite threats on his life for helping an enemy.

Once inside his house, he decided to operate on the wounded enemy soldier despite protests and non-cooperation from his servants. During this time, his wife Hana came forward and served faithfully to her husband. Being refused by the servant Yumi, Hana had to clean the wounded soldier as she could not watch her husband do it. Then she assisted him during the operation which made her sick at the sight of blood. Still, she endured till the operation was completed.

Once the operation was successful, Dr. Sadao's patriotic feelings were aroused and he told everything to the general. By this time, all the servants had left the household in protest. The general also wanted to keep it as a secret as he was afraid that Sadao may be arrested and punished as a traitor. Without Sadao's medical attention, his life would be in danger. Therefore, he suggested that the enemy soldier would be assassinated by sending his own assassins. And they would not even find a single trace of the enemy. This would be done to avoid scaring Hana. Dr. Sadao waited for several days for the arrival of the assassins but they never came. General Takima had forgotten to send his assassins as he himself was suffering for severe illness.

Finally Sado decided to help the prisoner escape. He arranged for clothes, food and a boat. Then he asked the prisoner to go to a nearby uninhabited island at sunset and wait there till he found a Korean fishing boat. He also asked the prisoner to signal whether he was still there or not by using specific signs. Ultimately, he confirmed that the prisoner had left the island. Then only Sadao could heave a sigh of relief. He also informed the general that the prisoner had escaped. Thus, he came out of the dilemma of choosing between patriotism and humanity.

MULTIPLE CHOICE QUESTIONS

1. Why had Sadao been sent to America?
A) To meet the soldiers
B) To meet his friends
C) To travel
D) To study surgery and medicine which was his father's wish

Ans: D

2. Why did Dr Sadao treat the soldier when he was from the enemy's nationality?
A) He was a doctor
B) It was against his professional ethics
C) as a doctor he could not let anyone die
D) All

Ans: D

3. Why was Dr. Sadao not sent to the battlefield?
A) Because he had no interest
B) He didn't love his country
C) He was supposed to offer his services to the General who was in pain
D) All these

Ans: C

4. Why did Hana wash the wounded man herself?
A) Because of her servants
B) Because her servants ran away
C) Because her servants refused to help an American enemy soldier
D) None

Ans: C

5. Why did the servants refuse to help in treating the wounded man?
A) Out of fears
B) Because of superstitions
C) Because he was an American Soldier
D) All these

Ans: C

6. Why did Sadao marry a pure Japanese girl only?
A) Because he liked Japanese
B) He didn't like any other nationality
C) Because of his father's fear
D) Because he didn't want to upset his father

Ans: D

7. What kind of person was Sadao's father?

- A) A serious person.
- B) A jolly good man.
- C) Very strict.
- D) A true patriot and traditional person.

Ans: D

8. Why did the servants leave Dr. Sadao's House on the seventh day?

- A) Because he was wounded in the war.
- B) Because he was arrested for treason.
- C) Because he was treating an American Soldier and they didn't like that.
- D) All

Ans: C

9. Why did the messenger come to the doctor?

- A) To meet him casually.
- B) For personal checkup.
- C) To inform about the General's pain.
- D) All these

Ans: C

10. On seeing the messenger, what was Hana's reaction?

- A) She got frightened
- B) She thought he has come to arrest her husband
- C) She ran to inform her husband.
- D) All these

Ans: D

11. What kind of person was the General?

- A) A kind hearted man.
- B) A wise man.
- C) A selfish man.
- D) None

Ans: C

12. Why did the General not pass orders to arrest Dr. Sadao for giving space to a white man?

- A) Because he trusted him.
- B) Because he needed him for his country.
- C) General was not in good health and needed his services.
- D) None

Ans: C

13. Why did the General spare the White American soldier?

- A) To spare his own life.
- B) He himself was in pain.
- C) Needed Dr Sadao's help.
- D) All these

Ans: D

14. What was the General's plan for the American soldier?

- A) He wanted the soldier to reach his country safely.
- B) He will inform his country.
- C) He will get him assassinated by some private assassins.
- D) None

Ans: C

15. Why did Dr. Sadao help an enemy soldier?

- A) Because he was an ethical and sincere doctor.
- B) Because he was his friend.
- C) Because he knew him.
- D) None.

Ans: A

16. What conflicting ideas disturb Dr. Sadao's mind after he brought the American soldier?

- A) Duty of a doctor and loyalty towards nation
- B) His wife's health and general's health
- C) Patient's health and servants
- D) Servants' behavior

Ans: A

17. How did Dr. Sadao emerge successfully out of all the conflicts?

- A) By throwing the patients out of his house.
- B) By sending his servants out of the house.
- C) By succumbing before the general.
- D) By saving soldier's life as a sincere doctor and helping him to escape.

Ans: D

18. What were the dominant traits of Dr. Sadao's personality?

- A) Expertise in his profession and compassion as a human
- B) Obstinate and unchanging.
- C) Doesn't like to obey anyone even if the one is an official.
- D) Rude towards everybody.

Ans: A

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19. How did Dr. Sadao ensure that the American Soldier had left safely?

- A) By escorting him.
- B) By seeing no signal of flashlight.
- C) By giving him a call.
- D) None

Ans: B

20. What does Dr. Sadao remember towards the end of the story?

- A) The professor at whose house he had met Hana.
- B) His old teacher of anatomy, who had been so insistent on mercy with the knife.
- C) His first landlady, who was full of prejudice, yet saved his life when he was suffering from influenza.
- D) All these

Ans: D

EXTRACT BASED QUESTIONS

A. He stood for a moment on the veranda, gazing out to the sea from whence the young man had come that other night. And into his mind, although without reason, there

came other white faces he had known — the professor at whose house he had met Hana, a dull man, and his wife had been a silly talkative woman, in spite of her wish to be kind. He remembered his old teacher of anatomy, who had been so insistent on mercy with the knife, and then he remembered the face of his fat and slatternly landlady. He had had great difficulty in finding a place to live in America because he was a Japanese. The Americans were full of prejudice and it had been bitter to live in it, knowing himself their superior. How he had despised the ignorant and dirty old woman who had at last consented to house him in her miserable home! He had once tried to be grateful to her because she had in his last year nursed him through influenza, but it was difficult, for she was no less repulsive to him in her kindness. Now he remembered the youthful, haggard face of his prisoner — white and repulsive.

“Strange,” he thought. “I wonder why I could not kill him?”

1. How could Dr. Sadao succeed in his profession despite all the adversities he faced in America?
2. Which word best describes Dr. Sadao’s experience with the American people?
 - a. Disgust
 - b. Hatred
 - c. Indifferent
 - d. Fondness
3. The author describes a diverse attitude of the Americans towards the Japanese. The same is reciprocated by Dr. Sadao. However, the good gets the better of the evil at the end. The author’s purpose is to bring out the spirit of _____ among human beings.
4. Why is the prisoner’s face described as ‘repulsive’?

Ans: 1. His sheer determination and commitment.

2. d. Fondness

3. oneness / goodwill

4. It was the face of an enemy.

B. “What shall we do with this man?” Sadao muttered. But his trained hands seemed of their own will to be doing what they could to stanch the fearful bleeding. He packed the wound with the sea moss that strewed the beach. The man moaned with pain in his stupor but he did not awaken.

“The best thing that we could do would be to put him back in the sea,” Sadao said, answering himself.

Now that the bleeding was stopped for the moment he stood up and dusted the sand from his hands.

“Yes, undoubtedly that would be best,” Hana said steadily. But she continued to stare down at the motionless man.

“If we sheltered a white man in our house we should be arrested and if we turned him over as a prisoner, he would certainly die,” Sadao said.

“The kindest thing would be to put him back into the sea,” Hana said. But neither of them moved. They were staring with a curious repulsion upon the inert figure.

1. As Sadao talked with his wife about what to do with the wounded man, his hands started working involuntarily. Which character trait of Sadao is evident?
 - i. Love of humanity.
 - ii. Love for Americans.
 - iii. Professionalism.
 - iv. Curiosity.
2. Why would it be the best thing to “put him back in the sea”?
3. Despite agreeing by both Sadao and his wife to put the white man in the sea, they keep hesitating. What stops them from doing so?
4. In which of the following options can the underlined words NOT be replaced with ‘stupor’?
 - a) She hung up the phone feeling as though she had woken up from a slumber.
 - b) The manager complained about the employee’s sluggishness.
 - c) He seemed to be in a trance when the doctor called upon him last week.
 - d) Seeing him in a daze, the lawyer decided not to place him in the witness box.

Ans: 1. iii. Professionalism

2. Because death was certain for the white man due to his injury. Besides, he was their enemy.
3. Their conscience obliged them to save the wounded man.
4. b) The manager complained about the employee's sluggishness.

C. "There are other surgeons, Excellency," Sadao suggested.

"None I trust," the General replied. "The best ones have been trained by Germans and would consider the operation successful even if I died. I do not care for their point of

view." He sighed. "It seems a pity that we cannot better combine the German ruthlessness with the American sentimentality. Then you could turn your prisoner over to

execution and yet I could be sure you would not murder me while I was unconscious." The General laughed. He had an unusual sense of humour. "As a Japanese, could you not combine these two foreign elements?" he asked.

Sadao smiled. "I am not quite sure," he said, "but for your sake I would be willing to try, Excellency."

1. Which figure of speech is used in the statement, "...would consider the operation successful even if I died."?
 - i. Antithesis
 - ii. Pun
 - iii. Circumlocution
 - iv. Metonymy
2. What does the General mean when he speaks of American sentimentality?
3. Why does the General want Sadao to combine the German ruthlessness with the American sentimentality?
4. The passage describes the General's longing _____ despite repeated threats to his life.

Ans: 1. i. Antithesis

2. He means that Sadao's sentimentality is keeping him merciful to the prisoner and did not kill him.

3. He wants Sadao to be ruthless to the prisoner but be merciful while treating him.

4. to live.

SHORT ANSWER TYPE QUESTIONS

1. How did Dr. Sadao's father bring him up?

Sadao's father never played with him but spent infinite pains upon him. Sadao's education was his chief concern. He sent his son to America at twenty-two. He taught him to believe that a lot was in store for him in future and it depended on what they make out of the future.

2. Describe the traditional Japanese way of living as we see in "The Enemy".

Dr. Sadao sees Hana in America but waited to fall in love with her until he is sure she is Japanese. His father would never have received her unless she is pure in her race. Only after his father sees her the marriage was arranged in the old Japanese way. Everything about Sadao's house had been Japanese to please his father. The floor was deeply matted because Sadao's father would never in his own home sit on a chair or sleep in a foreign bed. Western education does not make Hana dine with her husband. She still wears Kimono. She shows herself as an obedient wife. In spite of retching and ignorance of anesthetics she helps Sadao and cleans the wound of her husband's patient.

3. Where did Sadao meet Hana? Why didn't he marry her immediately?

Sadao met Hana in America, by chance at an American professor's house. They did not get married in America heedlessly. They were Japanese in mind and spirit. They wanted to get the consent of Sadao's father and get married in the traditional Japanese way. So, they didn't get married in America.

4. Who was the white man? How did he come to the shore?

The white man was an American Soldier probably a Prisoner of War. On the right side of his lower back a gun wound had been reopened. The flesh was black with gun power. The man might have tried to escape and had been shot. To make things worse a rock had struck the wound.

5. What did Dr. Sadao wanted to do initially? Why didn't they do what they wanted? Give reasons for both.

Dr. Sadao initially thought the best thing that they could do was to put him back in the sea. Sadao and his wife knew that even if he saved him, as patriotic Japanese they have to hand him over to the officials who would kill him anyway. Then they decided they would save him, probably because he remembered that he had been trained not to let a man die if he could help it.

6. How does the old gardener reflect a common Japanese belief and sentiments?

The gardener believes that his master should not heal the wound of the white man. He wanted the white man to die. The white man was first shot and then the sea caught him and wounded him with her rocks. He believed that if his master saved him against their wish, they will take revenge on them.

7. How did Yumi react when asked to clean the wounds of the white man? What was Hana's response?

Yumi was stubborn. She said that she had never washed a white man and that she would not wash one then. There was a fierce resistance on her face. Hana gently asked her to return to her work and washed the white man all by herself despite the fact that she was afraid of being alone with that white man.

8. How did Hana help Sadao in the operation?

Even before Sadao could get his kit, Hana had washed the white man. Then she got him towels. She choked when he was working through the wound. She was about to faint but ran away from the room and retched. Yet, she came back to resume her duty to help her husband. She asked for the anesthetic, administered the anesthetic to the patient.

9. Why does the general speak of German ruthlessness and American Sentimentality?

The General says that the German doctors are ruthless and wouldn't mind even the death of the General, if the operation is a success. So he wouldn't let a doctor of that kind perform an operation on him. He also knows that Sadao's American sentimentality is keeping him merciful to the white man. If only Sadao had the German ruthlessness he wouldn't mind the death of the white man.

In short, the General wants Sadao to possess the American sentimentality while treating him and the German ruthlessness while dealing with the American.

10. Why was Dr. Sadao not sent abroad along with the troops in the story "The Enemy"? Give reasons for your answer.

Dr. Sadao was not sent abroad with the troops because the ailing General trusted no other surgeon but Dr Sadao. He knew he could need Sadao's medical assistance anytime. Dr. Sadao had proven himself to be a genius by his skills in surgery and by perfecting a discovery that would render wounds entirely clean.

11. Why did the servants of Dr Sadao refuse to stay in the house?

The servants refused to stay in the house because they were unhappy of Sadao helping an enemy.

Their sense of patriotism resented helping an enemy as it was against their country. Besides these, they were also afraid that they may be arrested and punished for betraying their country.

12. What are the two things that happened on the seventh day?(The enemy)

On the seventh day of the arrival of the American soldier, the servants left the house in the morning to protest against their master's act of helping the enemy.

Later in the afternoon, a messenger in official uniform came to the house. Hana got frightened at first thinking that they were about to be arrested. Later it was revealed that he came to inform Sadao that the General needed him.

13. How does Dr. Sadao's father prove his loyalty to Japan and its culture?

Sadao's father was loyal to Japan and its culture in many ways. He had marriage of his son in traditional way and wouldn't allow Sadao marry a girl outside Japanese race. He didn't allow furniture other than Japanese inside his room. Decoration and settings were done as per Japanese custom.

LONG ANSWER TYPE QUESTIONS

3. "Dr. Sadao is a thorough professional" – Substantiate

Dr. Sadao is an outright professional surgeon. He is familiar with every atom of human body. He had been told that "ignorance of the human body is the surgeon's cardinal sin" and that it is a murder.

It is this professionalism that makes the general retain him for his own surgery. The general's trust is understandable as we witness Dr. Sadao curing the young American in no time. He does not even care for his wife's inadequate knowledge of anesthetics. He doesn't care when she goes outside retching. He tells her not to faint and gets involved in his work

Professionalism does not mean knowledge alone. When his mind continues to wonder what he should be doing with the American, his hands mechanically go about doing the business. He tells the General that he has been trained not to let a man die if he could help it.

A true professional never lets go a chance that comes before him. Despite all questions that linger in his mind, he never lets his profession down and takes care of the man's life. Though put bitterly, the gardener is right when he says his master is proud of his skill to save life that he saves any life.

He forgets all about the need for political assassinations, when he sees his patient out of his bed. He chides the American for getting out of the bed without his permission and examines the stiff muscles.

4. Good human values are far above any other value system. How did Dr. Sadao succeed as a doctor as well as a patriot?

Dr. Sadao Hoki was not only a trained surgeon but also a fervent patriot who dedicated himself to the cause of serving his country in the wartime through scientific research. However, the dilemma that Dr. Sadao faced on the arrival of the wounded American soldier at his doorstep was a clash between his duties as a doctor and that of a patriotic citizen. Since Dr. Sadao was under the Hippocratic oath to serve the mankind as a whole and put his professional duties first, he decided to save the enemy at any cost. For this he faced difficulties at his home from his wife and servants. He even endangered his own life and that of his family. However, he was able to show his patriotism by informing the General about the wounded American soldier and how he saved him. He requested the General to do whatever was necessary in the matter and even agreed to the arrangement of getting the enemy soldier killed by professional assassins sent by the General. The fact that he informed the General about the American's escape, even though it was he who helped the soldier, is also a proof that Dr. Sadao was a dedicated surgeon as well as a patriotic Japanese.

ON THE FACE OF IT by Susan Hill

SUMMARY

The play 'On The Face Of It' by Susan Hill explores the theme of disability and how it affects people. It also shows how it should be handled. It begins with a sudden meeting of Derry, a boy of fourteen and Mr. Lamb, a middle-age man.

Derry climbs over the garden wall and enters the garden only to find Mr. Lamb asking him to be cautious. Derry tries to explain his behavior of sneaking in. It is understood that Derry is afraid. Mr. Lamb tries to make him feel at ease. Instead the boy becomes furious. He feels that Mr. Lamb is sympathizing with him because of his acid burnt face. The boy reveals that no one loves him or wants to be his friend because of his looks.

Mr. Lamb wants Derry to open his heart to him but Derry is confused. Mr. Lamb tells Derry that there is nothing that God has made that does not interest him, there is beauty in everything. Life has to be celebrated in all its forms. Derry was shown a different perspective to life. Mr. Lamb reveals his impairment. One of his legs got blown off in war. Children tease him. People avoid him. But it does not matter. He has learnt to live life well. One can live life well in spite of disabilities. Mr. Lamb tells Derry that every person we meet is a friend. It does not matter if the person stays or goes. Running away from life is not a solution. Living is.

Derry finds Mr. Lamb words 'peculiar'. He leaves the place with a new perspective. His mother tells him not to mix up with the cranky Lamb. But Derry tells her that he wants to meet Lamb. Lamb has driven away his fear. He no longer hates himself.

The story ends with Derry reaching Lamb's garden to meet him. But Lamb is no more. He had fallen off the ladder Derry tries to awaken him. But his only friend is dead. He has left Derry the secret of living life well.

EXTRACT BASED QUESTIONS

1. DERRY: I hate it here.

MOTHER: You can't help the things you say. I forgive you. It's bound to make you feel bad things ... and say them. I don't blame you.

DERRY: It's got nothing to do with my face and what I look like. I don't care about that and it isn't important. It's what I think and feel and what I want to see and find out and hear. And I'm going back there. Only to help him with the crab apples. Only to look at things and listen. But I'm going.

MOTHER: You'll stop here.

DERRY: Oh no, oh no. Because if I don't go back there, I'll never go anywhere in this world again.

i. Which of the following quotes best explains the change of perspective in Derry?

a. Quote-1 Disability is a matter of perception. If you can do just one thing well, you're needed by someone.

Martina Navratilova

b. Quote-2 There is only one way to look at things until someone shows us how to look at them with different eyes.

Pablo Picasso

c. Quote-3 We rise to great heights by a winding staircase of small steps.

Francis Bacon

d. Quote-4 Attacking people with disabilities is the lowest display of power I can think of.

Morgan Freeman

ii. Why was Derry so desperate to go back to Mr. Lamb?

- a. Mr. Lamb has threatened him to come back
- b. He wanted to stay with Mr. Lamb for the rest of his life
- c. He wanted to free himself from his inner fear
- d. He wanted freedom from his mother's dominance

iii. What was Derry's mother's approach when she said, "I forgive you."

- a. angry & heartless
- b. cynical & unsympathetic
- c. sarcastic & scornful
- d. concerned & sympathetic

iv. Which of the following images best describes Derry?



(1)



(2)



(3)



(4)

a. Image-1

b. Image-2

c. Image-3

d. Image-4

2. **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?

i. Like the play, the given extract is a study of contrasts. What does Mr. Lamb seek to do by bringing up distinctions?

a. to explain that weeds are important and must be given as importance as a flower

b. to emphasize that differences are man made which serve specific purpose

c. to point that distinctions are whimsical and reflect common life experiences

d. to tell Derry that differences do matter in life

ii. How would you describe Derry's tone when he says- "We are not the same"?

- a. angry
- b. perplexed
- c. practical
- d. gloomy

iii. Look at the given images and identify which of the following are you NOT likely to find Mr. Lamb's words as given in the extract?



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

iv. How was Mr. Lamb different from Derry?

- a. Derry was jolly and Mr. Lamb was grumpy
- b. Derry was handsome and Mr. Lamb was ugly
- c. Derry's face was burnt and Mr. Lamb had got a tin leg
- d. Derry was an extrovert and Mr. Lamb was an introvert

SHORT ANSWER QUESTIONS:

1. How did Derry's handicap affect his life?

Ans. Due to his handicap, Derry suffered from an acute lack of self-regard and rejection. He did not like being with people because they constantly reminded him of his ugliness and so he stayed away from them. He felt he was too ugly to be liked and loved by anyone so he became a recluse.

2. How does Mr. Lamb overcome his feelings of loneliness?

Ans. Mr. Lamb tries to overcome his loneliness by - welcoming people into the garden, with his gate always open. When it got a bit cooler, he pulled down the crab apples and made jelly. He sat in the garden and listened to his bees singing and sat in the sun and read books.

3. Why was Mr. Lamb's gate always open?

Why does Mr. Lamb leave the gate of his house always open?

Ans. Mr. Lamb doesn't mind leaving his gate always open because he likes to meet people who come in his garden. He likes to talk to them and learn different things from them. He further says that everything that belongs to him also belongs to everybody else.

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LONG ANSWER QUESTION TYPE

1. "It is not merely age but experience that counts."

With reference to any one example from the text, comment on how Derry found Mr. Lamb different from other adults he had encountered?

Ans. Derry is a pessimist. His negative attitude towards the world is a result of the negative outlook of people towards him. People around him have always made him feel inferior and ugly. Amid such experience, Mr. Lamb provides him a new approach to things because he himself had experienced such behaviours in his life. Based on his experience, he tells Derry that it is the perception of an individual that matters. He teaches him the importance of being positive and also about how he needs to believe in his own self.

2. Imagine that Mr. Lamb had not fallen off the ladder at the end. Recalling his conversation with the bees, do you think Derry's return might have changed him as much as he had changed Derry? Elaborate.

Ans. Yes, I think that Derry's return would have changed Mr. Lamb if he had not fallen off the ladder at the end. Derry is so impacted by Mr. Lamb's words that he decides to visit Mr. Lamb again. This would have taken the old man from loneliness to a happy companionship. Mr. Lamb liked company which he did not enjoy but with Derry, he would have someone to talk to, tell his experiences to, share his joys with and enjoy his life.

Most importantly, the old man will have a purpose to hand over his philosophy of life to Derry and inspire him to find out what he wants to be.

3, Why does Mr. Lamb say, "So you are not lost, are you? Not altogether?"

Ans. Mr. Lamb makes the given statement he realises that Derry's pessimism has not consumed him completely. Derry's pessimism can be replaced with optimism and confidence. Derry's perception and view of life can be changed if dealt with carefully.

4. In what sense is the friendship between Mr. Lamb and Derry fruitful?

Ans. The friendship that flourished between Mr. Lamb and Derry was indeed fruitful. Mr. Lamb's unending enthusiasm and zeal to live life despite all odds helped Derry change his outlook towards life. (ELABORATE)

5. What peculiar things does Derry notice about the old man, Lamb?

Ans. Derry noticed that Mr Lamb kept his gate open and did not have curtains in his home. He also said that he had a lot of friends but when Derry asked about their names he could not answer. Instead, he replied that everyone was his friend. He had a positive view towards life and did not find his physical impairment as a hindrance in his life. He believed in living life to the fullest. All these things were found to be peculiar by Derry.

6. Who was Derry? What did he suffer from?

Ans. Derry was a fourteen year old boy. One side of his face was burnt up due to acid falling on it. Hence, he suffered from a lot of complexes, hated himself and did not like to be around people as they were scared of him. (ELABORATE)

7. 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.

Ans. Although Mr. Lamb calls Derek his friend, Derek refuses his affirmation. I would still consider their relationship with each other as friendship.

During the interaction with Mr. Lamb, Derek seems to develop a bond with him. Mr. Lamb's positivity, optimism, maturity and persistence impresses Derek. He calls Derek his friend and also says that there are friends everywhere. He also adds that there are enemies. He accepts Derek with all his imperfections. This makes Derek open up to him and he finds his company appealing. Derek states to Mr. Lamb that his condition has made him bitter due to people's bad behaviour and treatment towards him. Mr. Lamb's words have an impact on Derek and he overcomes issues that held him back.

Even though Derek does not affirm his friendship with Mr Lamb openly, Mr Lamb's words inspired trust in him. Later, he gets back to Mr Lamb's garden just because he wanted to spend time with him. This is only due to the fact that he considered Mr Lamb his friend.

5. The actual 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 the person expects from others?

Ans. A person with any physical impairment can live life with respect and honour, if he/she is not ridiculed and is not punished with heartless pity. He/she expects empathy rather than sympathy.

If everyone looks down on him/her with a condescending approach, he/she may never be able to come out of his/her sorrow, and consequently, will go back into his/her own secluded world. He/She is already undergoing tremendous mental and emotional pressure. So, he/she expects others to be understanding, rather than remind him/her of his/her disability.

In the play, both Derry and Mr. Lamb are in a similar situation. Mr. Lamb, as an adult, is able to cope with such problems, but Derry, being a child, is not able to untangle this web alone.

He/She develops a strong liking for this old man because he/she spoke the words a person with such a problem would want to hear.

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MEMORIES OF CHILDHOOD

(ZITKALA-SA & BAMA)

The cutting of long hair is a firsthand account of writer's firsthand account of writer's first day in the land of apples. She was led to a dining room on a line along with other Native American boys and girls. It was an unpleasant experience. The girls wore clinging dress and stiff shoes. They had shingled hair.

She was not used to the etiquettes of the dining hall. It led to an embarrassing situation. She learnt the hair would be cut was unacceptable. Her mother taught her that short hair was kept by cowards or mourners.

Zitkala Sa decided to give a fight and not allow them to cut her hair. She crept upstairs and entered a large room. She hid herself under a bed. However, they found her dragged her out. She resisted, kicked and scratched wildly. But she lost the fight.

We Too are Human Beings.

The narrator relates her encounter with untouchability in this account. One day while Bama was returning home, she noticed an elderly man of her street carrying a packet holding it in a string. The elder was not touching it. The scene was funny. The elder crouched while handing over the packet to the landlord.

When she narrated the incident to her brother Annan, he was not amused. He told her that the village elder was an untouchable and so the upper caste landlord treated him badly. His touch would pollute the food in the packet. When Bama learnt this, she was very angry. Her brother advised her to study hard and learn all that she could. Only education could help them get the honour and respect that they have been deprived of. These words made a deep impression on Bama. She studied hard and stood first in her class.

Questions & Answers

Q1. The two accounts that you have read above are based in two distant cultures. What is the commonality of theme found in both of them?

Ans. The two accounts given in the unit 'Memories of Childhood' are based in two distant cultures. Two grown up and celebrated writers from marginalised communities look back on their childhood. They reflect on their relationship with the mainstream.

The discrimination, oppression, humiliation, suffering and insults that they faced as young members of the marginalised communities are common to both. Zitkala-Sa highlights the severe prejudice that prevailed towards the Native American culture and women. Depriving her of her blanket that covered her shoulders made her look indecent in her own eyes. The cutting of her long hair reduces her to the status of a defeated warrior as in her culture shingled hair are worn only by cowards. The replacing of her moccasins by squeaking shoes and "eating by formula" at breakfast table are other signs of forcible erosion of their own culture and imposition of dogma on them.

Bama highlights the humiliations faced by the untouchables who were never given any honour, dignity or respect as they were born in lower classes. They were made to live apart, run errands, and bow humbly to the masters. They scrupulously avoided direct contact with the people of higher classes or the things used by them. The sense of rebellion against the existing state of affairs and decision to improve them are also common themes.

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Q2. It may take a long time for oppression to be resisted, but the seeds of rebellion are sowed early in life. Do you agree that injustice in any form cannot escape being noticed even by children?

Ans. Children are more sensitive and observant than the adults. They see, hear, feel and experience whatever happens around them. They are quick to note any deviation from the normal or any aberration. Bama at first, thinks the behaviour of the elder of her community is quite funny. He is holding the packet by string and running with it awkwardly. But when she learns the reason of his behaviour in that particular manner her ire is aroused against the cruel, rich people of upper castes who shamelessly exploit them and heap humiliations on them. She is ready to rebel against the oppression by snatching the packet of vadai from the landlord and eating them herself. Her elder brother channelises her anger. He tells her to study with care and make progress. We see the seeds of rebellion in her.

Zitkala-Sa too shows that she has the seeds of rebellion in her even at an early age. Her friend Judewin tells her that the authorities are going to cut their long, heavy hair. She says that they have to submit, because they (authorities) are strong. But Zitkala-Sa rebels. She declares that she will not submit. She will struggle first. And, she does carry out her resolution. She hides herself to foil their attempt. When she is detected hiding under the bed and dragged out, she resists by kicking and scratching wildly. She is overpowered and tied fast in a chair, but she does not take things lying down. The spark of rebellion in her is not put out by oppression.

Q3. Bama's experience is that of a victim of the caste system. What kind of discrimination does Zitkala-Sa's experience depict? What are their responses to their respective situations?

Ans. Bama is a victim of the caste system as she has been born in a dalit community. Zitkala- Sa is a Native American who finds that the people who have overpowered the natives are out to destroy their culture. She notices the discrimination against Native American culture and women. The cutting of her long hair is a symbolic of subjection to the rulers. In their culture, only unskilled warriors who were captured had their hair shingled by the enemy. She is deprived of her soft moccasins—the shoes worn by Native Americans. Her blanket has been removed from her shoulders and she feels shy and indecent. The rules observed at the breakfast table are alien to her.

Both of them rebel against the existing circumstances. They do not bow down to their situations. They struggle hard to remove the discrimination and other barriers raised by people in power. Their struggle is against oppression, prejudice, dogma, superstition and ignorance. The tool with which they carry out their struggle is education. Both Zitkala- Sa and Bama study hard and earn a name for themselves. They take to writing and distinguish themselves in their respective fields. Their works depict their viewpoints and carry on their struggle against the discrimination that constraint and binds the free flow of their spirits.

MORE QUESTIONS SOLVED

Multiple Choice Questions

1. Which of these lines from the story 'The Cutting of My Long Hair' justifies the statement below?

The author of 'The Cutting of My Long Hair' was in a place where the students were trained to respond like a trained dog would.

- A. We were placed in a line of girls who were marching into the dining room.
- B. *I looked hard at the Indian girls, who seemed not to care that they were even more immodestly dressed than I.*
- C. *and then a third bell was tapped. Every one picked up his knife and fork and began eating.*
- D. *Then the steps were quickened and the voices became excited. The sounds came nearer and nearer.*

ANSWER: C

2. As I glanced at the long chain of tables, I caught the eyes of a pale face woman upon me.

Immediately I dropped my eyes wondering why I was keenly watched by the strange woman. a)

Who was being watched?

b) Why was the speaker being watched?

c) Where was the speaker being watched?

How was the speaker being watched?

3. We discussed our fate some moments, and when Judewin said, —We have to submit, because they are strong.|| I rebelled.

a) What is the speaker speaking about?

b) Why did the speaker rebel?

c) Who is strong according to the speaker?

What fate awaited the speaker?

4. From my hiding place I peered out, shuddering with fear whenever I heard footsteps nearby. a)

Whom does I refer to?

b) Where is she/he hiding?

c) Why did he/she hide himself/herself?

d) Whom is he/ she hiding from?

5. Among our people, short hair was worn by mourners, and shingled hair by cowards! a)

Name the chapter.

b) Who is the speaker of this line?

c) Whom does the speaker remember through this line?

What does 'shingled' mean?

6. But I had already seen, felt, experienced and been humiliated by what it is. a)

Who is 'I' in the above lines?

b) When had she/he realised that she/he had been humiliated?

c) What does 'it' refer to?

Why was she/he humiliated?

SHORT ANSWER TYPE QUESTIONS

1. How is the innocence of Children highlighted through Bama?

By showing us the same event from the perspective of Bama and then Annan, the author is trying to show that children are innocent and do not discriminate. It is only the adults who practice it and consequently teach the children to do so too.

2. What was the deeper significance behind Zitkala-Sa's protest against having her hair shingled?

Answer in 20–30 words with reference to the story 'The Cutting of my Long Hair'.

Zitkala-Sa's protest against not having her hair shingled had little to do with aesthetics. It was a protest against losing her cultural identity as having short hair signified negative things in her culture.

3. Mention one point of similarity and difference between Zitkala-Sa and Bama with reference to 'Memories of Childhood'.

Both Zitkala-Sa and Bama belonged to marginalised communities. Zitkala-Sa was a victim of cultural discrimination whereas Bama was a victim of class-based discrimination.

Zitkala-Sa was a victim of cultural discrimination whereas Bama was a victim of class based discrimination/ Zitkala-Sa had to live almost like a slave whereas Bama still lived with her family.

4. Why was Zitkala-Sa in tears on the first day in the land of apples?

Ans. Zitkala-Sa was already feeling uncomfortable in her new dress when she entered the dining hall. A small bell was tapped. Thinking that they had to be seated, Zitkala pulled out a chair and sat on it. But to her surprise everybody kept standing. She was getting up when the second bell rang and all were seated.

Finally, she could not use the knife and fork for eating and she started crying because of her embarrassment.

5. According to Zitkala-Sa what does "eating by formula" mean?

Ans. According to Zitkala-Sa, "cating by formula' meant following an eating-decorum in the dining room. At the sound of the first bell the pupils drew a chair from under the table. All were seated when the second bell was sounded and when the third bell was tapped everyone started eating with forks and knives

6. Children relish the small pleasures of life just like Bama did when she dawdled along on her way back from school, enjoying all the novelties. Elaborate.

Ans. Children relish the small pleasures of life just like Bama did when she dawdled along on her way back from school, enjoying all the novelties. Bama was distracted by the little trivialities on the street. The buzzing market, the snake charmers, the lemurs in cages, etc., all caught her attention. Thus, it took Bama thirty minutes to return home from school. Just like, Bama we are also attracted to the different shops and activities going outside.

7. What does Zitkala-Sa remember about her 'first day in the land of apples'?

Ans. It was a bitter-cold day. The snow still covered the ground. The trees were bare. A large bell rang for breakfast. Its loud metallic sound crashed through the belfry overhead and penetrated into their sensitive ears.

8. How did Zitkala-Sa react to the various sounds that came when the large bell rang for breakfast?

Ans. The annoying clatter of shoes on bare floors disturbed the peace. There was a constant clash of harsh noises and an undercurrent of many voices murmuring an unknown tongue. All these sounds made a bedlam within which she was securely tied. Her spirit tore itself in struggling for its lost freedom.

9. Where were the girls taken and how?

Ans. The girls were marching into the dining room in a line. The Indian girls were in stiff shoes and tightly sticking dresses. The small girls wore sleeved aprons and shingled hair. They did not seem to care that they were indecently dressed.

10. "I felt like sinking to the floor", says Zitkala-Sa. When did she feel so and why?

Ans. It was her first day at school. She was marching into the dining room with other girls in a line. She walked noiselessly in her soft moccasins. But she felt that she was immodestly dressed, as her blanket had been removed from her shoulders. So, she felt like sinking to the floor.

11. "But this eating by formula was not the hardest trial in that first day", says Zitkala-Sa. What does she mean by 'eating by formula'?

Ans. The ringing of a large bell summoned the students to the dining room. Then a small bell tapped. Each pupil drew a chair from under the table. Then a second bell was sounded. All were seated. A man's voice was heard at one end of the hall. They hung their heads over the plates. The man ended his mutterings. Then a third bell tapped. Everyone picked up his/her knife and fork and began eating.

12. How did Zitkala-Sa find the 'eating by formula' a hard trial?

Ans. She did not know what to do when the various bells were tapped and behaved unlike others. When the first bell rang, she pulled out her chair and sat in it. As she saw others standing, she began to rise. She looked shyly around to see how chairs were used. When the second bell was sounded, she had to crawl back into her chair. She looked around when a man was speaking at the end of the hall. She dropped her eyes when she found the paleface woman looking at her. After the third bell, others started eating, but she began to cry.

13. What did Judewin tell Zitkala-Sa? How did she react to it?

Ans. Judewin knew a few words of English. She had overheard the paleface woman. She was talking about cutting their long, heavy hair. Judewin said, "We have to submit, because they are strong." Zitkala-Sa rebelled. She declared that she would not submit. She would struggle first.

14. 'Why, do you think, was Zitkala-Sa so opposed to cutting of her hair?'

Ans. Zitkala-Sa had heard from her mother that only unskilled warriors, who were captured, had their hair shingled by the enemy. Among their people, short hair was worn by mourners, and shingled hair by cowards. Since she was neither, she was dead against cutting of her long hair.

15. How did Zitkala-Sa try to avoid the inevitable loss of her long hair ?

Ans. She crept up the stairs and passed along the hall. She did not know where she was going. She turned aside to an open door. She found a large room with three white beds in it. The windows were covered with dark green curtains. She went to the corner farthest from the door and crawled under the bed in the darkest corner.

16. How was the search made for Zitkala-Sa?

Ans. First, they called out her name in the hall in loud voices. Then the steps were quickened. The voices became excited. The sounds came nearer. Women and girls entered the room. They opened closet doors. They peeped behind large trunks. Someone threw up the curtains. The room was filled with sudden light. Someone stooped, looked under the bed and found her there.

17. How was Zitkala-Sa treated on being traced from her hiding place ?

Ans. Zitkala-Sa was dragged out. She tried to resist by kicking and scratching wildly. But she was overpowered. She was carried downstairs and tied fast in a chair. She cried aloud and kept shaking her head.

18. What did Zitkala-Sa feel when her long hair was cut?

Ans. When she heard them remove one of her thick braids, she lost her spirit. She had suffered utmost indignities there. People had stared at her. She had been tossed about in the air like a wooden puppet and now her long hair was shingled like a coward's. In her anguish, she moaned for her mother. She felt herself as one of the many little animals driven by a herder.

19. Which words of her brother made a deep impression on Bama?

Ans. While returning home, Bama's elder brother told her that although people do not get to decide the family they are born into, they can outwit the indignities inflicted upon them. It left a deep impression on her.

20. Name some of the novelties and oddities in the streets that attracted Bama?

Ans. These included the performing monkey, the snakecharmer's snake, the cyclist who had kept on biking for three days, the spinning wheels, the Maariyaata temple and the huge bell hanging there. She also noticed the pongal offerings being cooked in front of the temple.

Classes XI-XII

Total Marks - 20 A. Term I: 10 Marks: Assessment of Listening and Speaking Skills

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

Listening Skills:

The focus is to use the assessment of Listening Skills for improving learners' competency to listen for basic interpersonal, instructional and academic purposes. A number of sub skills-need to be developed in the everyday classroom transaction.

Given below are some of the sub-skills of listening which need to be assessed for the Internal Assessment component of Listening:

- Listening for Specific Information
- Listening for General Understanding
- Predictive Listening
- Inferential Listening
- Listening for Pleasure
- Intensive Listening
- Evaluative Listening

Hence, the assessment items being prepared by subject teachers must assess the above.

Speaking Skills:

Assessment of speaking skills must be made an important component of the overall assessment, using this assessment as learning.

1. Activities:

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

2. Parameters for Assessment:

The listening and speaking skills are to be assessed on the following parameters:

-

- Interactive competence (Initiation & turn taking, relevance to the topic)

- Fluency (cohesion, coherence and speed of delivery)

- Pronunciation

Language (grammar and vocabulary)

(Refer to the sample rubric given below)

3. Schedule:

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

A. 10 Marks: Project Work + Viva Voce

- Out of ten marks allotted for the term, 5 marks will be allotted for the project report/script/essay etc. and 5 marks for the viva.
- The Project will be ONE small project work to be covered in the Term II. However, the planning for the project by students in consultation with the teachers can begin early.

1. Schedule:

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

2. Suggestions for Project Work:

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

i. Interview-Based Research:

Example:

- Students can choose a topic on which to do their research/ interview. e.g., a student can choose the topic: 'Evolving Food Tastes in my Neighbourhood' or "Corona pandemic and the fallout on families." Read the available literature.

oThe student then conducts interviews with a few immediate neighbours on the topic. For an interview, with the help of the teacher, student will frame questions based on the preliminary research/background.

oThe student will then write an essay/ write up / report etc. up to 1000 words essay on his/her research and submit it. He / She will then take a viva on the research project. TheThis project can be done individually or in pairs/ groups.

ii. Listen to podcasts/ interviews/radio or a TV documentary on a topic and prepare a report countering or agreeing with the speakers. Write an 800 - 1000 words essay and submit. Take a viva on the report.

iii. Students create their own Video/Audio, after writing a script. Before they decide on a format, the following elements can be taken into consideration: oTheme/topic of the audio / video. Would the child like to pick a current issue or something artistic like theatre?

oWould they like to include distinct segments within their show? If so, what kind?

o What are the elements that need to be part of the script for the podcast?

o

o Will the video/audio have an interview with one or more guests?

Would they prefer to improvise while chatting with guests, or work from a script?

o What would be the duration of the podcast?

o

How would they present the script/report to the teacher? e.g. Can it be in the form of a narrative?

iv. Write, direct and present a theatrical production/One act play

oThis will be a project which will be done as a team. It will involve planning, preparation and presentation.

oIn short, various language skills will be utilised. There will be researching, discussion, writing the script, auditioning and ultimately producing the play.

The project will end with a presentation and subsequently a viva.

oTeachers will be able to assess the core language skills of the students and help them grow as 21st century critical thinkers.

3. Instructions for the Teachers

i. Properly orient students about the **Project work**, as per the present Guidelines. **ii. Facilitate** the students in the **selection of theme and topic**.

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

- Teachers need to familiarize themselves with the method of assessing students with the rubric-- a table with different criteria and a grading scale.
- Choose the criteria on which you will grade students and list them along the left side of the page. Create an even number of columns along the top of the page.

These columns will represent potential skill levels of the students.

- Assessing students on four/five criteria is an easy way to begin. For each criterion, define the ability that a student would exhibit at each of the levels.
- The more detailed you make your criteria, the easier it will be to evaluate each student and define the level at which the student is presenting.

4. Parameters for Overall Assessment

i. Pronunciation:

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

ii. Vocabulary:

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

iii. Accuracy:

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

iv. Communication:

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

v. Interaction:

- During the viva teachers need to ask the students some questions. Questions need to be based on the projects that have been suggested or chosen by the students. It is imperative for a teacher to read the essays/project reports before they can be ready to ask questions. Teachers need to observe how students answer the questions that are posed to them: Are they able to understand and answer questions independently or can they answer only when the questions are translated into simple words or repeated? Are they able to give appropriate responses in a conversation?
- These elements of interaction are necessary for clear and effective communication. A student with effective interaction skills will be able to answer questions with relative ease and follow the flow of conversation.

vi. Fluency:

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

Teachers must take note of a student's progress throughout the academic year.

5. Project-Portfolio/ Project Report

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

The Project-Portfolio may include the following:

- Cover page, with the title of the project, school details/details of students.
- Statement of purpose/objectives/goals
- Certificate of completion under the guidance of the teacher.
- Action plan for the completion of assigned tasks

Materials such as scripts for the theatre/role play, questionnaires for interviews, written assignments, essays, survey reports, and other material evidence of learning progress and academic accomplishment.

- The 800-1000 words essay/Script/Report.
-
- Student/group reflections.
- If possible, photographs that capture the positive learning experiences of the student(s).
- List of resources/bibliography.

The following points must be kept for consideration while assessing the Project Portfolios:

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

***** END *****



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