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Class XII
2019-20

Printing History:
Latest Edition: 2019-20

Syllabus Covered:
CBSE, Delhi

Price:
Four Hundred Ninety Five Rupees (₹ 495/-)

ISBN:
978-93-88893-53-4

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Published By:
VK Global Publications Pvt. Ltd.

Regd. Office:
4323/3, Ansari Road, Darya Ganj, New Delhi-110002
Ph: 91-11-23250105, 23250106 Fax: 91-11-23250141

Corporate Office:
15/1, Main Mathura Road, Faridabad-121003 (NCR) Haryana
Phone: 0129-7117719-48 lines, Fax: 0129-2250322
Email: mail@vkpublications.com
www.vkpublications.com

Printed At:
Rave Scans Pvt. Ltd.

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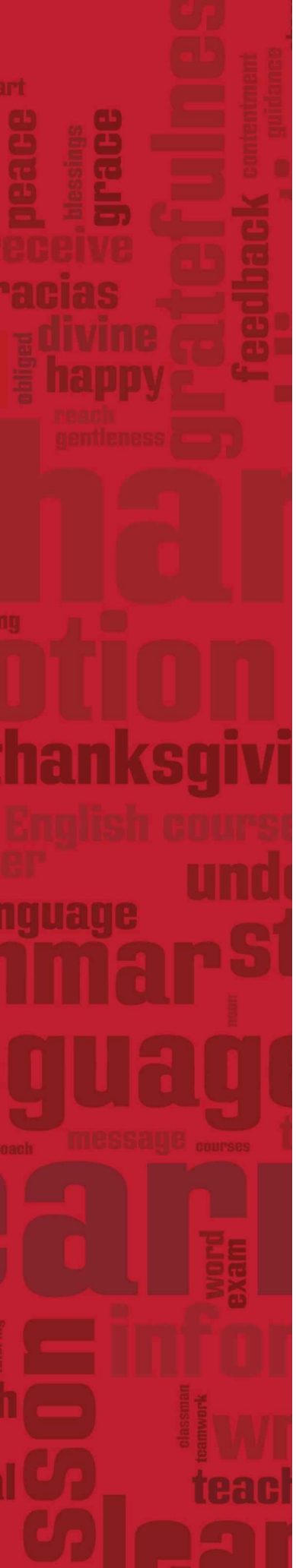

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SYLLABUS

ENGLISH (CORE)–XII (CODE NO. 301)
(2019-20)

SECTION–A

READING COMPREHENSION — 20 marks

The section A will have two passages.

A. One unseen passage with a variety of **Objective Type Questions**, including **Multiple Choice Questions** and **Short Answer Questions** to test comprehension, interpretation and inference. Vocabulary such as word formation and inference of meaning will also be tested.

The total length of the passages will be between 800–900 words. **Five Multiple Choice Type Question** and **Seven Objective Type Questions** (total 12 Marks) shall be asked from this passage. The passage will include one of the following:

(a) Factual passages, *e.g.*, instructions, descriptions, reports.

(b) Descriptive passages involving opinion, *e.g.*, argumentative, persuasive or interpretative text.

(c) Literary passages, *e.g.*, extract from fiction, drama, poetry, essay or biography.

B. The second passage will be of 400–500 words. Note-making and Abstraction will be assessed.

(i) Note making (4 Marks)

(ii) Summary (4 Marks)

SECTION–B

WRITING SKILLS — 30 marks

A. Advertisements and notices, designing or drafting posters, writing formal and informal invitations and replies. One question out of the two **Short Answer Questions.** (4 Marks)

B. Letters based on verbal/visual input. One question out of the two **Long Answer Questions** to be answered in 120-150 words. (6 Marks)

Letter types include

- Business or official letters (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies)
- Letters to the editor (giving suggestions or opinion on issues of public interest) Application for a job

C. Two compositions based on visual and/or verbal Input may be descriptive or argumentative in nature such as an article/a debate/a speech or a report—**Two Very Long Answer Questions** containing internal choice, to be answered in 150-200 words.

(10×2 = 20 Marks)

SECTION–C

LITERATURE TEXTBOOKS 30 marks

I. **Eight Objective Type Questions**—4 from one poetry and 4 from one prose extract to test comprehension and appreciation. (8×1 = 8 Marks)

II. **Five out of Seven Short Answer Questions** based on prose/drama/poetry from both texts. (5×2 = 10 Marks)

III. **One out of two Long Answer Questions** to be answered in 120-150 words to test global comprehension and extrapolation beyond the texts. (6 marks) (*Flamingo*)

IV. **One out of two Long Answer Questions** to be answered in 120-150 words to test global comprehension along with analysis and extrapolation. (6 marks) (*Vistas*)

Prescribed Books

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

Flamingo

Prose	Poetry
1. The Last Lesson	1. My Mother at Sixty Six
2. Lost Spring	2. An Elementary School Classroom in a Slum
3. Deep Water	3. Keeping Quiet
4. The Rattrap	4. A Thing of Beauty
5. Indigo	5. A Roadside Stand
6. Poets and Pancakes	6. Aunt Jennifer's Tigers
7. The Interview	
8. Going Places	

Vistas

1. The Third Level
2. The Tiger King
3. Journey to the End of the Earth
4. The Enemy
5. Should Wizard Hit Mommy
6. On the Face of It
7. Evans Tries an O-Level
8. Memories of Childhood
9. The Cutting of My Long Hair
10. We too are Human Being

QUESTION PAPER DESIGN (2019-2020)

ENGLISH (CORE)—XII

CLASS-XII

Time: 3 Hours							Max. Marks: 80+20 = 100
Typology	**Testing Competencies**	**Objective Type Questions including MCQs (1 mark each)**	**Short Answer Questions (2 marks each)**	**Short Answer Questions (4 marks each)**	**Long Answer Questions 120-150 words (6 marks each)**	**Very Long Answer Questions 150-200 words (HOTS) (10 marks each)**	**Total Marks**
Comprehension	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s	MCQ = 5 Objective Type Questions = 7	—	2	—	—	20
Writing Skills	Reasoning, appropriacy of style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity	—	—	1	1	2	30
Literature Textbooks and Supplementary Reading Text	Recalling, reasoning, appreciating literary convention, inference, analysis, creativity with fluency	8 Objective Type Questions (4 from 1 prose and 4 from 1 poetry extract)	5	—	2	—	30
	Total	**1×20 = 20**	**2×5 = 10**	**4×3 = 12**	**6×3 = 18**	**10×2 = 20**	**80**
Assessment of Listening and Speaking Skills		—	—	—	—	—	**20**
	Grand Total						**100**

Tips to Score Well in English

STEPS

1. Fix an aim and work towards attaining it.
2. Spend about 30 minutes reading everyday. This will help in learning new words and their usage, which will ultimately help in improving your writing skills.
3. Do not hesitate to ask questions to your teachers. It helps.
4. Make sure to practice the reading and comprehension skills on a regular basis. Whenever you read articles in Newspapers, try to remember the main theme and the supporting details in the passage.
5. Practice minimum two writing skills every week and get it evaluated by your teacher. Rewrite and improve upon as per the teacher's suggestions.
6. Exceed the word limit given for the writing section whenever you practice. This way you would not be at a lack of ideas anytime. Do remember to organise them before you start writing. Start writing on issues that interest you and then move to common issues. This will help in focusing attention on writing first.
7. Have a thorough idea about the pattern of question paper, specifications and marking scheme to score better in the exams.
8. Participate in the class discussions in the class. Support your opinions with quotes from the lesson.
9. Try to relate the lessons in your text books with current events (if possible).
10. Don't miss the valuable study material, question papers given to be solved by the teacher. Solve them meticulously, get them evaluated and incorporate the suggestions.
11. Take notes while studying so that they will help you to revise the lessons.

- Remember that there is no short cut to success. WORK HARD and success will be yours.

PART–A

- **Section–A : Reading Comprehension : 20 Marks**
- **Section–B : Writing Skills : 30 Marks**
- **Section–C : Literature Textbooks : 30 Marks**

SECTION—A

READING COMPREHENSION

(20 Marks)

1. FACTUAL PASSAGES 9
2. DESCRIPTIVE PASSAGES 31
3. LITERARY PASSAGES 55
4. NOTE-MAKING PASSAGES 76

READING COMPREHENSION

The unseen passage comprising 800–900 words is designed to test the reading skills of a student. A student is supposed to read the passage thoroughly and accurately so as to comprehend it fully. He/She must be in a position to draw correct inferences and conclusions from a given set of questions based on different phases such as:

(i) Content-based questions pertaining to the theme and subject-matter.

(ii) Questions on words, expressions, meaning and their proper usage.

Comprehension means understanding or perception. The following points are to be carefully noted while attempting questions on comprehension.

STRATEGIES FOR ATTEMPTING READING COMPREHENSION

Read the passage thoroughly.

↓

Mark main ideas and supporting details for the whole passage.

↓

Mark important vocabulary and try to guess meaning from the context.

↓

Quickly skim through the questions.

↓

You would have already got most of the answers.

↓

Now read the passage given to counter check your answers and to find answers for the remaining questions.

↓

While writing the answer, be brief and to the point.

↓

Rephrase your answers. Do not copy sentences from the text.

↓

Answer the questions in the corresponding tense of the question.

FACTUAL PASSAGES

1

Solved Passages

I. Read the following passage carefully. **(12 marks)**

1. From the moment a baby first opens its eyes, it is learning. Sight and sensation spark off a learning process which will determine in large measure, the sort of person it will become. Language stands head and shoulders over all other tools as an instrument of learning. It is the language that gives man his lead in intelligence over all the other creatures. No other creature can assemble a list of ideas, consider them, draw conclusions and then explain his reasoning. Man can do all this because he possesses language. And if thought depends on language, the quality of an individual's thought will depend on that person's language—rudimentary or sophisticated, precise or approximate, stereotyped or original.
2. Very young babies are soothed by human voice uttering comforting words close to them. This essentially-emotional response provides early evidence that feeling is an important component of language learning. Children learn to use language in interaction with other human beings and this learning proceeds best against a background of affectionate feedback from the person who is closest to them. This is seen to perfection in the interaction between parent and a baby: eyes locked together, the adult almost physically drawing 'verbal' response from the baby, both engulfed by that unique experience of intimate and joyful 'connecting', which sets the pattern of the relationship between two people.
3. Thus, long before they can speak, children are involved in a two-way process of communication, which is steadily building a foundation on which their later use of language will be based. Constantly surrounded by language, they are unconsciously building structures in their minds into which their speech and reading will later fit grammatical constructions, tense sequences and so on. The forms of these structures will depend on the amount and complexity of speech they hear. Fortunate are those children who listen to articulate adults, expressing ideas and defending opinions. They will know, long before they can contribute themselves and understand, that relationships are forged through this process of speaking and listening; that warmth and humour have a place in the process, as have all other human emotions.
4. Using books is the most important means of ensuring a child's adequate language development. None of us can endlessly initiate and maintain speech with very small

children; we run out of ideas or just get plain sick of it. Their lives are confined to a limited circle and they do not have enough experience to provide raw material for constant verbal interaction.

5. Parents and children who share books share the same frame of reference. Incidents in everyday life constantly remind one or the other of a situation, a character, an action, from a jointly enjoyed book, with all the generation of warmth and well-being that is attendant upon such sharing. All too often, there is a breakdown of communication between parents and children when the problems of adolescence arise. In most cases, this is most acute when the give-and-take of shared opinions and ideas have not been constantly practised throughout childhood. Books can play a major role in the establishment of this verbal give-and-take because they are rooted in language.
6. Young children's understanding greatly outruns their capacity for expression as their speech strains to encompass their awareness, to represent reality as they see it. Shades of meaning which may be quite unavailable to the child of limited verbal experience are startlingly talked to toddler. All the wonderful modifying words—later, nearly, tomorrow, almost, wait, half, lend, etc. begin to steer the child away from the simple extremes of "Yes" and "No" towards the adult word of compromise from the child's black and white world to the subtle shades and tints of the real world. The range of imaginative experience opened up by books expands the inevitably limited horizons of children's surroundings and allows them to make joyful, intrigued, awestruck acquaintance with countless people, animals, objects and ideas in their first years of life.
7. Books also open children to new points of view, besides their own as they unconsciously put themselves into other people's places—'if that could happen to him, it could happen to me'. This imaginative self-awareness brings apprehensions and fears as well as heightened hopes and joys.
8. In books, children can experience language which is subtle, resourceful, exhilarating and harmonious; languages which provide the human ear (and understanding) with a pointed and precise pleasure, the searing illuminating impact of good and true words.

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

(i) What is an important component of language learning?

(a) Feeling (b) Linguistics

(c) Emotions (d) Environment

(ii) What are the things that enable a baby to learn about the world around it?

(a) See and hear (b) Sense and analyse

(c) Understand and use language (d) See, hear and sense

(iii) What is the most important means of ensuring a child's adequate language development?

(a) Using books (b) Two-way process of communication

(c) Uttering comforting words (d) Drawing verbal response

(iv) Why do books help in the establishment of verbal give-and-take?

(a) Because they help in interaction with others

(b) Because they are rooted in language
(c) Because they are beautiful to look at
(d) Because they have varied topics

(v) How do books help children see things from other's point of view?
(a) Books help in imaginative self-awareness
(b) Books have beautiful cover
(c) Books generate a lot of discussion
(d) Books create awareness about various topics

B. Answer the following questions briefly. (1×7=7 marks)

(i) How does the range of language affect a person's thinking?
(ii) What advantages do children, who listen to articulate adults, enjoy in comparison to others?
(iii) Why, according to the writer, is 'talking alone' an inadequate base for language development?
(iv) What is the role of books in maintaining a good relationship? Explain.
(v) Pick out two advantages of books mentioned in the passage.
(vi) Find a word from the passage (para-3) which means 'pronounce distinctly'.
(vii) Find a word from the passage (para-6) which means 'give-and-take'.

II. Read the following passage carefully. (12 marks)

1. Maharana Pratap ruled over Mewar only for 25 years. However, he accomplished so much grandeur during his reign that his glory surpassed the boundaries of countries and time turning him into an immortal personality. He, along with his kingdom, became a synonym for valour, sacrifice and patriotism. Mewar had been a leading Rajput kingdom even before Maharana Pratap occupied the throne. Kings of Mewar, with the cooperation of their nobles and subjects, had established such traditions in the kingdom, as augmented their magnificence, despite the hurdles of having a smaller area under their command and less population. There did come a few thorny occasions when the flag of the kingdom seemed sliding down. Their flag once again heaved high in the sky, thanks to the gallantry and brilliance of the people of Mewar.
2. The destiny of Mewar was good in the sense that barring a few kings, most of the rulers were competent and patriotic. This glorious tradition of the kingdom almost continued for 1,500 years since its establishment, right from the reign of Bappa Rawal. In fact, only 60 years before Maharana Pratap, Rana Sanga drove the kingdom to the pinnacle of fame. His reputation went beyond Rajasthan and reached Delhi. Two generations before him, Rana Kumbha had given a new stature to the kingdom through victories and developmental work. During his reign, literature and art also progressed extraordinarily. Rana himself was inclined towards writing and his works are read with reverence, even today. The ambience of his kingdom was conducive to the creation of high quality work of art and literature. These accomplishments were the outcome of a longstanding tradition, sustained by several generations.
3. The life of the people of Mewar must have been peaceful and prosperous during the long span of time; otherwise such extraordinary accomplishment in these fields

would not have been possible. This is reflected in their art and literature as well as their loving nature. They compensate for lack of admirable physique by their firm but pleasant nature. The ambience of Mewar remains lovely, thanks to the cheerful and liberal character of its people.

4. One may observe astonishing pieces of workmanship, not only in the forts and palaces of Mewar but also in public utility buildings. Ruins of many structures which are still standing tall in their grandeur are testimony to the fact that Mewar was not only the land of the brave but also a seat of art and culture. Amidst aggression and bloodshed, literature and art flourished and creative pursuits of literature and artists did not suffer. Imagine, how glorious the period must have been when the Vijaya Stambha, which is the sample of our great ancient architecture even today, was constructed. In the same fort, Kirti Stambha is standing high, reflecting how liberal the then administration was, which allowed people from other communities and kingdoms to come and carry out construction work. It is useless to indulge in the debate, whether the Vijaya Stambha was constructed first or the Kirti Stambha. The fact is that both the capitals are standing side-by-side and reveal the proximity between the king and the subjects of Mewar.
5. The cycle of time does not remain the same. Whereas, the reign of Rana Sanga was crucial in raising the kingdom to the acme of glory; it also proved to be his nemesis. History took a turn. The fortune of Mewar, the land of the brave, started waning. Rana tried to save the day with his acumen which was running against the stream and the glorious traditions for sometime. ***[CBSE Sample Paper 2016]***

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

(i) How did Maharana Pratap turn into an immortal personality?
(a) He ruled Mewar for 25 years
(b) He added a lot of grandeur to Mewar
(c) Of his valour, sacrifice and patriotism
(d) Both (b) and (c)

(ii) What were the difficulties in the way of Mewar?
(a) Lack of cooperation of the nobility (b) Ancient traditions of the kingdom
(c) Its small area and small population (d) The poverty of the subjects

(iii) What was the thorny occasion?
(a) When the flag of Mewar seemed to be lowered
(b) When the flag of Mewar was hoisted high
(c) When the people of Mewar showed gallantry
(d) Both (a) and (c)

(iv) Why was Mewar lucky?
(a) Because all of its rulers were competent
(b) Because most of its people were competent
(c) Because most of its rulers were incompetent
(d) Because only a few of its people were competent

(v) Which is the sample of our great ancient architecture even today?

(a) Palace of Mewar (b) Port of Mewar

(c) Vijaya Stambha (d) Kirti Stambha

B. Answer the following questions briefly. (1×7=7 marks)

(i) Who was the earliest King of Mewar?

(ii) What was Rana Kumbha's contribution to the glory of Mewar?

(iii) What does the writer find worth admiration in the people of Mewar?

(iv) How did art and literature flourish in Mewar?

(v) How did the rulers show that they cared for their subjects?

(vi) Find a word from the passage (para-5) which means 'the most perfect thing that can exist or be achieved'.

(vii) Find a word from the passage (para-5) which means 'becoming weaker in strength'.

III. Read the following passage carefully. (12 marks)

1. South India is known for its music and for its arts and rich literature. Madras or Chennai can be called the cultural capital and the soul of Mother India. The city is built low in pleasant contrast to the ghoulish tall structures of Mumbai and Kolkata. It has vast open spaces and ample greenery. The majestic spacious Mount Road looks like a river, wide and deep. A stroll on the Marina beach in the evening with the sea glistening in your face is refreshing. The breeze soothes the body, it refreshes the mind, sharpens the tongue and brightens the intellect.

2. One can never feel dull in Chennai. The intellectual and cultural life of the city is something of a marvel. Every street corner of Chennai has a literary forum, a debating society and music, dance and dramatic club. The intelligent arguments, the sparkling wit and dashing irony enliven both the political and the literary meetings. There is a young men's association which attracts brilliant speakers and equally brilliant listeners to its meetings. It is a treat to watch the speakers use their oratorical weapons. Chennai speakers are by and large sweet and urbane, though the cantankerous, fire-eating variety is quite often witnessed in political campaigning. The urbane speakers weave their arguments slowly like the unfolding of a leisurely Carnatic raga.

3. Music concerts and dance performances draw packed houses. There is hardly any cultural family in Chennai that does not learn and patronise music and dance in its pristine purity. Rukmani Devi Arundale's 'Kalakshetra' is a renowned international centre. It has turned out hundreds of celebrated maestros and dancers who have brought name and glory to our country. Carnatic music has a peculiar charm of its own. It has the moon's soft beauty and moon's soft pace. Thousands of people flock to the temple 'maidans' to get drunk with the mellifluous melodies of their favourite singers. They sit out all night in the grueling heat, swaying to the rhythm of 'nadaswaram' and rollicking with the measured beats of 'mridangam'. M.S. Subbulakshmi is considered to be the nightingale of the South.

4. The Gods might descend from heaven to see a South Indian damsel dancing. There are several varieties of South Indian dance – Bharatnatyam, Mohiniyattam, Kuchipudi, Kathakali, etc. Age cannot wither nor custom stale its beautiful variety. Bharatnatyam is the most graceful and enchanting dance form, whereas Kathakali

is most masculine and virile. South Indian dances combine voluptuousness with purity. Here, every muscle and fibre of the body vibrates into life, and as the tempo increases, a divine flame-like passion bodies forth as if making an assault on heaven.

5. South Indian dress, particularly of the males, is puritanically simple. There you cannot distinguish a judge from an 'ardali' by their dress. South Indian ladies too look charming and graceful in their colourful Kanjeevaram and Mysore silk sarees.
6. South Indian cuisine, especially 'dosa', 'idli' and 'vada' are so delicious that now we can enjoy them almost everywhere in India as well as in some foreign countries. The Madras 'idli', which was a favourite of Gandhiji, is served with 'sambhar' and 'coconut chutney'. **[*CBSE Sample Paper 2015, (AI) 2015*]**

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

(i) For what is South India mainly known?
(a) For tasty food (b) For its traditional music, art, literature
(c) For scenic beauty (d) For its delicate and precise ways

(ii) Why is it a treat to watch the speakers?
(a) Because they use oratorical weapons
(b) Because they are witnessed in campaigning
(c) Because they weave their arguments fastly
(d) Because they argue and complain a lot.

(iii) What is M.S. Subbulakshmi considered to be?
(a) Graceful and enchanting (b) Masculine and virile
(c) Nightingale of the South (d) Moon's soft beauty

(iv) Which is the South Indian dance form?
(a) Bharatnatyam (b) Kuchipudi
(c) Kathakali (d) All of these

(v) Why are South Indian dances special?
(a) Because Gods come from heaven to see them
(b) Because there aren't many varieties of dance
(c) Because they are pure as well as sensuous
(d) Because they make an assault on heaven

B. Answer the following questions briefly. (1×7=7 marks)

(i) How does the breeze on Marina Beach affect the author?
(ii) How do we know that music is very important for the people of South India?
(iii) What is the common connection between language, music and dance of South India?
(iv) What makes Carnatic music charming?
(v) What is Kalakshetra renowned for?
(vi) Find a word from the passage (para-2) which means 'confident, comfortable and polite in social situations'.
(vii) Find a word from the passage (para-3) which means 'having a pleasant and flowing sound'.

IV. Read the following passage carefully. (12 marks)

1. Smoking is the major cause of mortality with bronchogenic carcinoma of the lung and is one of the factors causing death due to malignancies of larynx, oral cavity, oesophagus, bladder, kidney, pancreas, stomach and uterine cervix and coronary heart diseases.
2. Nicotine is the major substance present in the smoke that causes physical dependence. The additives do produce damage to the body. For example, ammonia can result in a 100-fold increase in the ability of nicotine to enter into the smoke.
3. Levulinic acid, added to cigarettes to mask the harsh taste of the nicotine, can increase the binding of nicotine to brain receptors, which increases the 'kick' of nicotine.
4. Smoke from the burning end of a cigarette contains over 4,000 chemicals and 40 carcinogens. It has long been known that tobacco smoke is carcinogenic or cancer-causing.
5. The lungs of smokers collect an annual deposit of 1-1½ pounds of the gooey black material. Invisible gas phase of cigarette smoke contains nitrogen, oxygen and toxic gases like carbon-monoxide, formaldehyde, acrolein, hydrogen-cyanide and nitrogen-oxides. These gases are poisonous and in many cases, interfere with the body's ability to transport oxygen.
6. Like many carcinogenic compounds, they can act as tumour promoters or tumour initiators by acting directly on the genetic makeup of cells of the body leading to the development of cancer.
7. While smoking, within the first 8–10 seconds, nicotine is absorbed through the lungs and quickly 'moved' into the bloodstream and circulated throughout the brain. Nicotine can also enter the bloodstream through the mucous membranes that line the mouth (if tobacco is chewed) or nose (if snuff is used) and even through the skin. Our brain is made of billions of nerve cells and they communicate with each other by chemical messengers called neurotransmitters.
8. Nicotine is one of the most powerful nerve poisons and binds stereo—selectively to nicotinic receptors which is located in the brain, autonomic ganglia, the medulla, neuro —muscular junctions. It is located throughout the brain and plays a critical role in cognitive processes and memory.
9. The nicotine molecule is shaped like a neurotransmitter called acetylcholine, which is involved in many functions including muscle movement, breathing, heart-rate, learning and memory. Nicotine, because of the similar structure with acetylcholine, when it gets into the brain, attaches itself to acetylcholine sites and produces toxic effect.
10. In high concentrations, nicotine is more deadly. In fact, one drop of purified nicotine on the tongue can kill a person. It has been used as a pesticide for centuries.
11. Recent research studies suggest that acute nicotine administration would result in increased dopamine release from the brain, producing perceptions of pleasure and happiness, increased energy and motivation, increased alertness, increased feeling of vigour during the early phase of smoking.
12. However, notwithstanding these superficial effects, research shows that the relationship between smoking and memory loss is strongest in people who smoke more than 20 cigarettes each day and this is not specific to the socio-economic status, gender and a range of associated medical conditions. Smoking may speed

up age-related memory loss and the details are not yet clear. Some studies suggest that repeated exposure to high nicotinic smoke related to the 'Brain-wiring' is nothing but neuro-biochemistry that deals with complex interaction among genetic experience and biochemistry of brain cells.

13. 'NO' is a unique molecule which plays an important role in a number of beneficial and some of the harmful brain and body mechanisms, for example, synapse formation, drug tolerance and local regulation of cerebral blood flow, Parkinson's disease, etc. It is also found that people who smoke more cigarettes a day have poorer memories in middle age than non-smokers.

14. Some experts say that smoking is linked to memory problems because it contributes to narrowed arteries that restrict blood-flow to the brain. One of the causes of memory decline in relation to the brain function could be the nerve cell death or decreased density of interconnected neuronal network due to loss of dendrites, the tiny filaments which connect one nerve cell to another. Abstinence from smoking is essential, not only to avoid this systemic effects but also to reduce the ill-effects on the environment. **[*CBSE Sample Paper 2017*]**

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

(i) What does the presence of nicotine in the smoke cause?
(a) Physical dependence (b) Heart disease
(c) Kidney stone (d) Tumour

(ii) What does the gas of cigratte smoke contain?
(a) Nitrogen (b) Oxygen
(c) Carbon-monoxide (d) All of these

(iii) What does the poisonous gas of a cigarette do to our body?
(a) Act as tumour promoters
(b) Interfere with body's ability to transport oxygen
(c) Malignancies of larynx
(d) None of these

(iv) What would result in the acute nicotine administration?
(a) Increased dopanine release from the brain
(b) Producing perceptions of pleasures and happiness
(c) Increased energy and motivated
(d) All of these

(v) What has been used as a pesticide for centuries?
(a) Nicotine (b) Nitrogen
(c) Acrolein (d) Formaldehyde

B. Answer the following questions briefly. (1×7=7 marks)

(i) How is smoking the major cause of mortality?
(ii) What makes the people addicted to cigarette?
(iii) What are neurotransmitters?
(iv) How does nicotine produce toxic effects?
(v) According to the experts, how is smoking linked to memory?
(vi) Find a word from the passage (para-1) which means 'a number of deaths'.
(vii) Find a word from the passage (para-4) which means 'the act of not doing something'.

V. Read the following passage carefully. (12 marks)

1. Early automobiles were sometimes only 'horseless carriages' powered by gasoline or steam engines. Some of them were so noisy that cities often made laws forbidding their use because they frightened horses.
2. Many countries helped to develop the automobile. The internal combustion engine, invented in Austria and France was an early leader in automobile manufacturing . But it was in the United States after 1900 that the automobile was improved most rapidly. As a large and growing country, the United States needed cars and trucks to provide transportation in places not served by trains.
3. Two brilliant ideas made possible the mass production of automobiles. An American inventor named Eli Whitney thought of one of them, which is known as 'standardisation of parts'. In an effort to speed up production in his gun factory, Whitney decided that each part of a gun could be made by machines, so that it would be exactly like all the others of its kind.
4. Another American, Henry Ford developed the idea of the assembly line. Before Ford introduced the assembly line, each car was built by hand. Such a process was, of course, very slow. As a result, automobiles were so expensive that only rich people could afford them. Ford proposed a system in which each worker would have only a portion of the wheels. Another would place the wheels on the car. And still another would insert the bolts that held the wheels to the car. Each worker needed to learn only one or two routine tasks.
5. But the really important part of Ford's idea was to bring the work to the worker. An automobile frame which looks like a steel skeleton was put on a moving platform. As the frame moved past the workers, each worker could attach a single part. When the car reached the end of the line, it was completely assembled. Oil, gasoline and water were added and the car was ready to be driven away. With the increased production made possible by the assembly line, automobiles became much economical and, more and more people were able to afford them.
6. Today, it can be said that wheels run America. The four rubber tyres of the automobile move America through work and play.
7. Even though the majority of Americans would find it hard to imagine what life could be without a car, some have begun to realise that the automobile is a mixed blessing. Traffic accidents are increasing steadily and large cities are plagued by traffic congestion. Worst of all, perhaps, is the air pollution caused by the internal combustion engine. Every car engine burns hundreds of gallons of fuel each year and pumps hundreds of pounds of carbon-monoxide and other gases into the air. These gases are one source of the smog that hangs over large cities. Some of these gases are poisonous and dangerous to health, especially for someone with a weak heart or a respiratory disease.
8. One answer to the problem of air pollution is to build a car that does not pollute. That's what several major automobile manufacturers are trying to do. But building a clean car is easier said than done. So far, progress has been slow. Another solution is to eliminate car fumes altogether by getting rid of the internal combustion engine. Inventors are now working on turbine-powered cars, as well as on cars powered by steam and electricity. But most of us won't be driving cars run on batteries or boiling water for a while yet. Many auto makers believe that it will take years to develop practical models that are powered by electricity or steam.

9. To rid the world of pollution—pollution is caused not just by cars, but by all of modern industrial life—many people believe that we must make some fundamental changes in the way many of us live. Americans may, for example, have to cut down on the number of privately owned cars and depend more on public mass transit systems. Certainly, the extensive use of new transit systems could cut down on traffic congestion and air pollution. But these changes, sometimes clash head-on with other urgent problems. For example, if a factory closes down because it cannot meet government pollution standards, a large number of workers suddenly find themselves without jobs. Questioning the quality of the air they breathe becomes less important than worrying about the next pay cheque. Drastic action must be taken, if we are to reduce traffic accidents, traffic congestion and air pollution. While wheels have brought better and more convenient transportation, they have also brought new and unforeseen problems. Progress, it turns out, has more than one face. ***[CBSE Delhi, (AI) 2016]***

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

(i) What did United States need for transportation in places that were not served by trains?

(a) They needed trains (b) They needed fuel

(c) They needed cars and trucks (d) All of these

(ii) What did Henry Ford develop?

(a) The idea of the assembly line (b) Horseless carriages

(c) Automobile frame (d) Wheels for the car

(iii) What was the impact of the increased production made by the assembly line?

(a) Automobiles became much economical

(b) More people were able to afford them

(c) Traffic accidents increased

(d) Both (a) and (c)

(iv) What is the one solution to the problem of air pollution?

(a) To burn hundreds of gallons of fuel each year

(b) To build a car that does not pollute

(c) To increase the production of cars

(d) To provide transportation in all the places

(v) What have brought better and more convenient transportation?

(a) Engines (b) Public mass transport systems

(c) Wheels (d) None of these

B. Answer the following questions briefly. (1×7=7 marks)

(i) How does standardisation of parts help to make mass production possible?

(ii) How does the assembly line help to make mass production possible?

(iii) Why do some Americans call the automobile a mixed blessing? Write any two points.

(iv) What suggestions are offered in the passage for getting rid of pollution?

(v) What do many auto makers believe?

(vi) Find a word from the passage (para-2) which means 'fastly or suddenly'.

(vii) Find a word from the passage (para-8) which means 'to remove or take away'.

Answer Key

I. A. (i) (a) (ii) (b) (iii) (a) (iv) (b) (v) (a)

B. (i) The range of language helps assemble a list of ideas, consider these ideas, draw conclusions based on these ideas and explain his/her reasoning.

(ii) They learn how to use language for interaction with other human beings; language becomes a unique experience of joy. It also helps build relationship with other people.

(iii) Talking alone is inadequate because a child is not always exposed to a complexity of speech, if the adult is not articulate.

(iv) Parents and children who share books share situations, share characters and share action. This fosters a good relationship that will grow into adolescence.

(v) Children are exposed to a range of vocabulary; imaginative experience expanded; see things from other's points of view; creates self-awareness.

(vi) articulate

(vii) compromise

II. A. (i) (d) (ii) c) (iii) (d) (iv) (b) (v) (c)

B. (i) The earliest king of Mewar mentioned in the passage is Bappa Rawal.

(ii) Rana Kumbha gave new stature through victories and development work. The literature and art progressed. His writing is revered even today.

(iii) According to the writer, the people of Mewar are of a pleasant nature and liberal character. They are cheerful, gallant and brilliant.

(iv) As there was peace and prosperity in Mewar over a long period of time, so the rulers had a liberal attitude. They were also more inclined towards art and literature.

(v) The rulers cared a lot for their subjects. The nobles cooperated with the subjects. They built public utility buildings. People lived peacefully and had prosperous lives. They built the Vijaya Stambha and Kirti Stambha.

(vi) acme

(vii) waning

III. A. (i) (b) (ii) (a) (iii) (c) (iv) (d) (v) (c)

B. (i) The breeze soothes the body, refreshes the mind, sharpens the tongue and brightens the intellect.

(ii) Music concerts draw packed houses. Thousands of people flock to the temple 'maidans' and sit through the gruelling heat of the night to enjoy the music of their favourite singers.

(iii) The common connection between language, music and dance of South India is their pure, divine and enchanting nature.

(iv) Music of Karnataka is charming because of its soft beauty and pace.

(v) Kalakshetra is an international centre which has produced hundreds of celebrated maestros and dancers.

(vi) urbane

(vii) mellifluous

IV. A. (i) (a) (ii) (d) (iii) (b) (iv) (d) (v) (a)

B. (i) Smoking is the major cause of mortality as it causes lung cancer, tumours in larynx, mouth, kidney, pancreas, stomach and uterine cervix. It also leads to the blockage of arteries causing heart diseases.

(ii) Nicotine in a cigarette makes the people addicted to it and also causes physical dependence.

(iii) Neurotransmitters are chemical messengers. They help millions of nerve cells to communicate with each other.

(iv) Nicotine produces toxic effects. It gets into the brain and attaches itself to acetylcholine sites. Their union causes toxic effects.

(v) Experts say that smoking is linked to memory as it narrows arteries. It restricts the free flow of blood to the brain. It causes death of nerve cell or decline of brain memory.

(vi) mortality

(vii) abstinence

V. A. (i) (c) (ii) (a) (iii) (d) (iv) (b) (v) (a)

B. (i) Standardisation of parts leads to the mass production. Each part of a gun could be made by machines, so that it would be exactly like all the others of its kind.

(ii) Ford introduced the assembly line in which each worker has to make only a portion. One would make a part of the wheel, another would place it on the car and the third would insert the bolts. This brought a revolution in mass production which was very slow before the assembly line.

(iii) The Americans call the automobile a mixed blessing. The automobile have led to cause a large number of traffic accidents and also a lot of traffic congestion. The second problem is the problem of pollution of air caused by toxic gases like carbon monoxide.

(iv) There are two suggestions given in the passage, first that the Americans will have to cut down the number of privately owned cars and depend on mass transit systems. The second suggestion is the use of non-conventional fuel like steam or electricity in place of petrol.

(v) Many auto makers believe that it will take years to develop practical models that are powered by electricity or steam.

(vi) rapidly

(vii) eliminate

Unsolved Passages

I. Read the following passage carefully. **(12 marks)**

1. Swachh Bharat Mission is a massive mass movement that seeks to create a clean India by 2019. The father of our nation, Mahatma Gandhi, always puts emphasis on cleanliness as cleanliness leads to a healthy and prosperous life. Keeping this in mind, the Indian government launched the Swachh Bharat Mission on October 2, 2014. The mission will cover all rural and urban areas. The urban component of the mission was implemented by the Ministry of Urban Development, and the rural component by the Ministry of Drinking Water and Sanitation.
2. The mission aims to cover 1.04 crore households, provides 2.5 lakh community toilets, 2.6 lakh public toilets, and a solid waste management facility in each town. Under the programme, community toilets will be built in residential areas where it is difficult to construct individual household toilets. Public toilets will also be constructed in designated locations, such as tourist places, markets, bus stations, railway stations, etc. The programme will be implemented over a five-year period in 4,401 towns. Of the ₹ 62,009 crore likely to be spent on the programme, the Centre will pitch in ₹ 14,623 crore. Of the Centre's share of ₹ 14,623 crore, ₹ 7,366 crore will be spent on solid waste management, ₹ 4,165 crore on individual household toilets, ₹ 1,828 crore on public awareness and ₹ 655 crore on community toilets.
3. The programme includes elimination of open defecation, conversion of unsanitary toilets to pour flush toilets, eradication of manual scavenging, municipal solid waste management and bringing about a behavioural change in people regarding healthy sanitation practices.
4. The Nirmal Bharat Abhiyan has been restructured into the Swachh Bharat Mission (Gramin). The mission aims to make India an open defecation-free country in five years. Under the mission, a huge amount will be spent for the construction of about 11 crore 11 lakh toilets in the country. Technology will be used on a large scale to convert waste into wealth in rural India, in the form of bio-fertilizer and different forms of energy. The mission is to be executed on a war footing with the involvement of every gram panchayat, panchayat samiti and Zila Parishad in the country, besides roping in large sections of rural population and school teachers and students in this endeavour.
5. As part of the mission, for rural households, the provision for unit cost of individual household toilet has been increased from ₹ 10,000 to ₹ 12,000 so as to provide for water availability, including for storing, hand-washing and cleaning of toilets. Central share for such toilets will be ₹ 9,000, while state share will be ₹ 3,000. For North-Eastern states, Jammu & Kashmir and special category states, the Central share will be ₹ 10,800 and the state share will be ₹ 1,200. Additional contributions from other sources will be permitted.
6. A 'Swachh Bharat Run' was organised at the Rashtrapati Bhavan on October 2, 2014. According to a statement from the Rashtrapati Bhavan, around 1,500 people participated and the event was flagged off by President Pranab Mukherjee. Participants in the run included officers and staff of the Secretariat, the President's Bodyguard, Army Guard and Delhi Police as well as their families.

NIT Rourkela Ph.D students have made a short film on Swachh Bharat which conveyed the message that Swachh Bharat is not a one day event. It should be part of our life, only then we can achieve our goal of Swachh Bharat (Clean India).

7. The Swachh Bharat Kosh (SBK) has been set up to facilitate and channelise individual philanthropic contributions and Corporate Social Responsibility (CSR) funds to achieve the objective of Clean India (Swachh Bharat) by the year 2019. The Kosh will be used to achieve the objective of improving cleanliness levels in the rural and urban areas, including the schools. The allocation from the Kosh will be used to supplement and complement departmental resources for such activities. To incentivise contributions from individuals and corporate, modalities are being considered to provide tax rebates, wherever possible.

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

(i) When was the Swachh Bharat Mission implemented?
(a) October 2 (b) October 30
(c) November 14 (d) December 2

(ii) By which year does the mission seek to create Clean India?
(a) 2015 (b) 2017
(c) 2019 (d) 2016

(iii) By whom was the rural component of the mission implemented?
(a) Ministry of Urban Development
(b) Ministry of Drinking Water and Sanitation
(c) Ministry of Rural Development
(d) Ministry of Cleanliness and Sanitation

(iv) Where was the 'Swachh Bharat Run' organised?
(a) Rashtrapati Bhavan (b) India Gate
(c) Jammu and Kashmir (d) Rural India

(v) What has been restructured into the Swachh Bharat Mission?
(a) Nirmal Abhiyan (b) Nirmal Mission
(c) Nirmal Bharat Mission (d) Bharat Bachao Mission

B. Answer the following questions briefly. (1×7=7 marks)

(i) When was Swachh Bharat Abhiyan launched? What idea led to its launch?
(ii) What are the aims of Swachh Bharat mission?
(iii) What is the aim of Nirmal Bharat Abhiyan?
(iv) Why was the 'Swachh Bharat Run' organised? Who participated in the event?
(v) What is the purpose of Swachh Bharat Kosh?
(vi) Find a word from the passage (para-3) which means 'to get rid of something completely'.
(vii) Find a word from the passage (para-7) which means 'helping poor people by giving them money'.

II. Read the following passage carefully. (12 marks)

1. The Ig Nobel Prizes are a parody of the Nobel Prizes. They are given each year in early October for ten unusual or trivial achievements in scientific research. The stated aim of the prizes is to "honour achievements that first make people laugh, and then make them think." The awards are sometimes veiled criticism (or gentle satire), but are also used to point out that even the most absurd-sounding avenues of research can yield useful knowledge. Organised by the scientific humour magazine '*Annals of Improbable Research*' (AIR), they are presented by a group that includes nobel laureates at a ceremony at Harvard University's Sanders Theatre. They are followed by a set of public lectures by the winners at the Massachusetts Institute of Technology.
2. The first Ig Nobels were created in 1991 by Marc Abrahams, editor and co-founder of the *Annals of Improbable Research*. He is the master of ceremonies at all subsequent awards ceremonies. Awards were presented at that time for discoveries "that cannot, or should not be reproduced". Ten prizes are awarded each year in many categories, including the Nobel Prize categories of Physics, Chemistry, Physiology/Medicine, Literature, and Peace, but also other categories such as public health, engineering, biology, and interdisciplinary research. The Ig Nobel Prizes recognise genuine achievements, with an exception of three prizes awarded in the first year to fictitious scientists Josiah Carberry, Paul DeFanti, and Thomas Kyle.
3. The awards are sometimes veiled criticism (or gentle satire), as in the two awards given for homeopathy research, prizes in "science education" to the Kansas and Colorado state boards of education for their stance regarding the teaching of evolution, and the prize awarded to Social Text after the Sokal Affair. Most often, however, they draw attention to scientific articles that have some humorous or unexpected aspect. Examples range from the statement that black holes fulfil all the technical requirements to be the location of hell, to research on the "five-second rule", a tongue-in-cheek belief that food dropped on the floor will not become contaminated if it is picked up within five seconds. In 2010, Sir Andre Geim became the first person to receive both a Nobel Prize and an individual Ig Nobel Prize.
4. The prizes are presented by genuine nobel laureates, originally at a ceremony in a lecture hall at MIT, but now in Sanders Theatre at Harvard University. It contains a number of running jokes, including Miss Sweetie Poo, a little girl who repeatedly cries out, "Please stop, I'm bored," in a high-pitched voice, if speakers go on too long. The awards ceremony is traditionally closed with the words: "If you didn't win a prize — and especially if you did — better luck next year!" The ceremony is co-sponsored by the Harvard Computer Society, the Harvard-Radcliffe Science Fiction Association and the Harvard-Radcliffe Society of Physics Students.
5. Throwing paper airplanes onto the stage is a long-standing tradition at the Ig Nobels. In past years, Physics professor, Roy Glauber swept the stage clean of the airplanes as the official "Keeper of the Broom" for years. Glauber could not attend the 2005 awards because he was travelling to Stockholm to claim a genuine Nobel Prize in Physics. Delegates from the Museum of Bad Art are often on hand to display some pieces from their collection too.
6. The ceremony is recorded and broadcasted on National Public Radio and is shown live over the internet. The recording is broadcasted every year, on the Friday after U.S. Thanksgiving, on the public radio program *Science Friday*. In recognition of this, the audience chants the first name of the radio show's host, Ira Flatow.

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

(i) How many Ig Nobel Prizes are given each year?

(a) 3 (b) 4

(c) 7 (d) 10

(ii) Who created the first Ig Nobel Prize?

(a) Thomas Kyle (b) Marc Abrahams

(c) Josiah Carberry (d) Paul DeFanti

(iii) In which year were fictitious scientists awarded Ig Nobel Prize?

(a) 1990 (b) 1991

(c) 1992 (d) 1995

(iv) What is a long-standing tradition at the Ig Nobels?

(a) Throwing paper airplanes onto the stage

(b) Throwing tomatoes onto the stage

(c) Leaving the winners' handprints on the stage

(d) Winners sweeping the stage

(v) Where is the ceremony recorded and broadcasted?

(a) Harvard Computer Society (b) Kansas

(c) National Public Radio (d) Colorado

B. Answer the following questions briefly. (1×7=7 marks)

(i) Why are Ig Nobel Prizes termed as a parody of the Nobel Prizes?

(ii) Who organises the Ig Nobel Prizes?

(iii) Who was the first person to receive both, a Nobel Prize and an individual Ig Nobel Prize?

(iv) What is the criteria for awarding Ig Nobel Prize?

(v) What is the Miss Sweetie Poo joke? When is it cracked?

(vi) Find a word from the passage (para-1) which means 'an imitation of the style of something or someone'.

(vii) Find a word from the passage (para-3) which means 'a gradual process of change and development'.

III. Read the following passage carefully. (12 marks)

1. Almost 3,000 years of food evolution has taken place for the pizza pie to reach its current delicious state today. Although flat breads have been around for 6,000 years, the word, "*pizziare*" started appearing in Italian writings as far back as 1000 B.C. The word pizza itself is believed to have originated from an Old Italian word meaning 'a point', which in turn became the Italian word "*pizziare*", which means to pinch, or to pluck.

2. Tomatoes were first introduced to Italy from South America in 1522. At first, the tomato was believed to be poisonous. Fortunately, the poorer peasants of the region finally overcame their doubts about tomatoes in the 17th century and began adding it to the bread dough, and the first pizzas were created.

3. Before the tomato arrived in the 1500s, the first pizzas in Naples were white, made with garlic, olive oil, salt, anchovies, and probably lard. Neapolitans were the first in Europe to embrace the tomato, since it was deemed poisonous in Europe as a member of the nightshade family. With the rise in popularity of tomato, people started using it more and more. Mozzarella cheese was also slowly gaining ground. Mozzarella had become available in Italy only after water buffalo were imported from India in the 7th century (mozzarella was first made with water buffalo milk). Its popularity grew very slowly until the last half of the 18th century. In fact, cheese and tomatoes did not meet on a pizza until 1889.
4. The most commonly considered pizza (tomato, mozzarella, basil) was supposedly created on June 11, 1889 by a pizza-maker named Raffaele Esposito. This Pizzaiolo (pizza-maker in Italian and spelled Pizzaiuolo in Neapolitan) created a special pizza for the visit of Queen Margherita of Savoia. He made three different pizzas, but the Queen fell in love with one in particular, topped with three ingredients representing the three colours of the Italian flag. The Italian flag was represented by the tomatoes (red), mozzarella (white), and basil (green). Esposito named this pizza "Pizza alla Margherita" in honour of the Queen. Whether Esposito was the first to use those ingredients or not, this is known as the classic Neapolitan pizza or the modern day tomato-and-cheese pizza.
5. In the latter half of the 19th century, pizza migrated to America with the Italians. By the turn of the century, the Italian immigrants had begun to open their own bakeries and were selling groceries as well as pizza. Gennaro Lombardi opened the first true US pizzeria in 1905 at 531/3, Spring Street in New York City, a part of town known as "Little Italy".
6. In India, of late, pizza has become a popular food. It has become a fashion and also a manner of showing that one is part of the famous Western culture. In fact, it is more of a fashion statement. The popularity of the food is rocketing. This is evident from a report by Fortune magazine. The two giants of the pizza industry, Pizza Hut and Dominos, are in hot competition with each other in India. India has 134 Pizza Huts and 149 Dominos locations, with each chain opening 50 stores a year.
7. The popularity of pizza in India, *Fortune* claims, is because of its similarity to India's native cuisine. Unlike Chinese and Japanese, Indians eat leavened bread (roti/naan), and a popular traditional version slathers it in butter and garlic–not unlike garlic bread, the most often ordered side dish at both Dominos and Pizza Hut franchises in India. Cheese (paneer) is ubiquitous in India's northern cuisine. Tomatoes and all kinds of sauces are prevalent everywhere. Combine these ingredients into one gooey, oily, tasty dish that you can eat with your hands–as Indians traditionally do–and you have a hit. Compare this with another popular food or noodles. Sometimes, it slurps down our forks, and off the plate, and here we land up in a whole lot of mess. Add to this, the embarrassment which would have been caused, had the place been a famous restaurant or the boss's party. The one thing that increases the love for pizza among one and all is that we can all eat it with our hands.
8. Experts estimate that the Indian pizza market will grow at a compound annual rate of 15 per cent. As per estimates of the Ministry of Food Processing, the ready-to-eat

market in India today exceeds ₹ 40 billion (US $ 800 million), with the size of the heat-and-eat pizza market being ₹ 2.5 billion (US $ 50 million). Most of those sales will come in large metropolises and mini-metros like Pune, Ahmedabad, Bangalore and Hyderabad.

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

(i) What does the word 'pizza' mean?
(a) To pinch (b) To cut
(c) To slice (d) To encircle

(ii) From where were tomatoes first introduced to Italy?
(a) North America (b) Europe
(c) South America (d) China

(iii) Which pizza represented the Italian flag?
(a) Tomato and mozzarella (b) Mozzarella and basil
(c) Mozzarella, tomato and basil (d) Mozzarella, tomato and spinach

(iv) Who opened the first true US pizzeria in 1905?
(a) Raffaele Esposito (b) Gennaro Lombardi
(c) Neapolitans (d) None of these

(v) Why is pizza popular in India?
(a) Because it has become a fashion
(b) Because it is a part of the famous western culture
(c) Because of its similarity to India's native cuisine
(d) All of these

B. Answer the following questions briefly. (1×7=7 marks)

(i) Why was mozzarella not used initially in pizzas? When was it first used?
(ii) Why did Raffaele make a special pizza? How many pizzas did he make?
(iii) When did pizza migrate to America? Who opened 'Little Italy' in US?
(iv) According to Fortune, why is pizza becoming popular in India?
(v) According to the author, how does pizza differ from noodles?
(vi) Find a word from the passage (para-3) which means 'considered'.
(vii) Find a word from the passage (para-7) which means 'found everywhere'.

IV. Read the following passage carefully. (12 marks)

1. Jane Goodall was born in London, England, on April 3, 1934. On her second birthday, her father gave her a toy chimpanzee named Jubilee. Jubilee was named after a baby chimp in the London Zoo, and seemed to foretell the course that Jane's life would take. To this day, Jubilee sits in a chair in Jane's London home. From an early age, Jane was fascinated by animals and animal stories. By the age of 10, she was talking about going to Africa to live among the animals there. At that time, in the early 1940s, this was a radical idea because women did not go to Africa by themselves.
2. As a young woman, Jane finished school in London, attended secretarial school, and then worked for a documentary filmmaker for a while. When a school friend invited her to visit Kenya, she worked as a waitress until she had earned the fare to travel there by boat. She was 23 years old.

3. Once in Kenya, she met Dr Louis Leakey, a famous paleontologist and anthropologist. He was impressed with her thorough knowledge of Africa and its wildlife, and hired her to assist him and his wife on a fossil-hunting expedition to Olduvai Gorge. Dr Leakey soon realised that Jane was the perfect person to complete a study he had been planning for some time. She expressed her interest in the idea of studying animals by living in the wild with them, rather than studying dead animals through paleontology.
4. Dr Leakey and Jane began planning a study of a group of chimpanzees who were living on the shores of Lake Tanganyika in Kenya. At first, the British authorities would not approve their plan. At the time, they thought it was too dangerous for a woman to live in the wilds of Africa alone. But Jane's mother, Vanne agreed to join her, so that she would not be alone. Finally, the authorities gave Jane the clearance she needed in order to go to Africa and begin her study.
5. In July of 1960, Jane and her mother arrived at Gombe National Park then called Tanganyika and now called Tanzania. Jane faced many challenges as she began her work. The chimpanzees did not accept her right away, and it took months for them to get used to her presence in their territory. But she was very patient and remained focussed on her goal. Little by little, she was able to enter their world.
6. At first, she was able to watch the chimpanzees only from a great distance, using binoculars. As time passed, she was able to move her observation point closer to them while still using camouflage. Eventually, she was able to sit among them, touching, patting, and even feeding them. It was an amazing accomplishment for Jane, and a breakthrough in the study of animals in the wild. Jane named all of the chimpanzees that she studied, stating in her journals that she felt each had a unique personality.
7. One of the first significant observations that Jane made during the study was that chimpanzees make and use tools, much like humans do, to help them get food. It was previously thought that humans alone used tools. Also thanks to Jane's research, we now know that chimps eat meat as well as plants and fruits. In many ways, she has helped us to see how chimpanzees and humans are similar. In doing so, she has made us more sympathetic towards these creatures, while helping us to better understand ourselves.
8. The study started by Jane Goodall in 1960 is now the longest field study of any animal species in their natural habitat. Research continues to this day in Gombe and is conducted by a team of trained Tanzanians.
9. Jane's life has included much more than just her study of the chimps in Tanzania. She pursued a graduate degree while still conducting her study, receiving her Ph.D. from Cambridge University in 1965. In 1984, she received the J. Paul Getty Wildlife Conservation Prize for helping millions of people understand the importance of wildlife conservation to life on this planet. She has been married twice: first to a photographer and then to the director of National Parks. She has one son.
10. Dr Jane Goodall is now the world's most renowned authority on chimpanzees, having studied their behaviour for nearly 40 years. She has published many scientific articles. She has written two books, and has won numerous awards for her ground-breaking work. The Jane Goodall Institute for Wildlife Research, Education, and Conservation was founded in 1977 in California but moved to the Washington, D.C., area in 1998. Its goal is to take the actions necessary to improve the environment for all living things.

11. Dr Goodall now travels extensively, giving lectures, visiting zoos and chimp sanctuaries, and talking to young people involved in environmental education. She is truly a great conservationist and an amazing human being.

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

(i) What do chimpanzees eat?
(a) Only meat (b) Only plants
(c) Only fruits (d) All of these

(ii) Where did Jane and her mother arrive in the July month of 1960?
(a) Africa (b) Lake Tanganyika
(c) London (d) Gombe National Park

(iii) What was a breakthrough in the study of animals in the wild?
(a) To watch chimpanzees from a distance
(b) To move the observation point closer
(c) To be able to sit among chimpanzees
(d) None of these

(iv) Why did Jane receive the J. Paul Getty Wildlife Conservation Prize?
(a) For pursuing a graduate degree while still conducting her study
(b) Helping millions of people understand the importance of wildlife conservation
(c) For founding the Jane Goodall Institute for Wildlife Research, Education and Conservation
(d) For travelling extensively, giving lectures and visiting zoos

(v) Which of the following is not true about chimpanzees?
(a) Chimpanzees are often comfortable with strangers.
(b) Chimpanzees eat meat as well as plants and fruits.
(c) Chimpanzees use tools to help them get food.
(d) Different chimpanzees have different personalities.

B. Answer the following questions briefly. (1×7=7 marks)

(i) Why did Doctor Leakey choose Jane to work with him?
(ii) What is the main idea of this article?
(iii) How has Jane Goodall's work helped us understand chimpanzees better?
(iv) What might happen to them in the future due to her work? Use examples from the passage to support your answer.
(v) What is the main goal of Jane Goodall Institute for Wildlife Research, Education and Conservation?
(vi) Find a word from the passage (para-3) which means 'an organised journey for a particular purpose'.
(vii) Find a word from the passage (para-6) which means 'an important discovery or event that helps to improve a situation or provide an answer to a problem'.

VI. Read the following passage carefully. (12 marks)

1. Archaeology is the scientific study of the remains of past human culture. Archaeologists investigate the lives of early people by studying the objects that

people have left behind. Such objects include buildings, artwork, tools, bones and pottery. Archaeologists may make exciting discoveries, such as a tomb filled with gold or the ruins of a magnificent temple in the midst of a jungle. However, the discovery of a few stone tools or grains of hardened corn may reveal even more about early people.

2. Archaeological research is the chief means to learn about societies that existed before the invention of writing about 5,000 years ago. It also provides an important supplement to our knowledge of ancient societies that left written records. In America, archaeology is considered a branch of anthropology, the scientific study of humanity and human culture. European archaeologists, however, think of their work as closely related to the field of history. Archaeology differs from history in which historians mainly study the lives of people as recorded in written documents. Archaeologists look for information about how, where, and when cultures developed. Like other social scientists, they search for reasons why major changes have occurred in certain cultures. Some archaeologists try to understand why ancient people stopped hunting and started farming. Others develop theories about what caused people to build cities and to set up trade routes. In addition, some archaeologists look for reasons behind the fall of such early civilizations as the Mayas in Central America and the Romans in Europe.
3. Archaeologists examine any evidence that can help them explain how people lived in past times. Such evidence ranges from the ruins of a large city to a few stone flakes left by someone making a stone tool long ago.
4. The three basic kinds of archaeological evidence are artefacts, features and ecofacts. Artefacts are objects that were made by people and can be moved without altering their appearance. Artefacts include objects like arrowheads, pots and beads. Artefacts from a society with a written history may also include clay tablets and other written records. Features consist mainly of houses, tombs, irrigation canals and other large structures built by ancient people. Unlike artefacts, features cannot be separated from their surroundings without changing their form. Ecofacts reveal how ancient people responded to their surroundings. Examples of ecofacts include seeds and animal bones. Any place where archaeological evidence is found is called an archaeological site. To understand the behaviour of the people who occupied a site, archaeologists must study the relationship among the artefacts, features and ecofacts found there. For example, the discovery of stone spearheads near bones of an extinct kind of buffalo at a site in New Mexico showed that early human beings had hunted buffalo in that area.
5. If objects are buried deep in the ground, their position in the earth also concerns archaeologists. The scientists study the layers of soil and rock in which objects are found to understand the conditions that existed when the objects were placed there. In some places, archaeologists find many levels of deposits called strata. The archaeological study of strata, called stratigraphy, developed from the study of rock layers in geology. Archaeologists use special techniques and equipment to gather archaeological evidence precisely and accurately. They also keep detailed records of their findings because much archaeological research destroys the remains being studied. Locating sites is the first job of the archaeologist. Sites may be above found, underground or underwater. Some large sites are located easily because they are clearly visible or can be traced from descriptions in ancient stories or other historical records. Such sites include the pyramids of Egypt and the ancient city of Athens in Greece.

6. Archaeologists use systematic methods of discovering sites. The traditional way to find all the sites in a region is through a foot survey. In this method, archaeologists space themselves at measured distances and walk in pre-set directions. Each person looks for archaeological evidence while walking forward. Scientific methods are used to help discover underground sites. Aerial photography, for example, can reveal variations in vegetation that indicate the presence of archaeological evidence. Archaeologists describe, photograph and count the objects they find. They group the objects according to type and location. Three steps are followed to interpret the evidence found. They are classification, dating and evaluation. **[*CBSE 2019 SET-II*]**

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

(i) What are the best sources of finding out archaeological facts?

(a) Artwork, building, bones and pottery (b) Tombs filled with gold

(c) Grains of hardened corn (d) Ruins of a magnificent temple

(ii) What are the basic kinds of archaeological evidence?

(a) Artefacts, features and ecofacts

(b) Mayan and Roman civilizations

(c) Cultural developments in written documents

(d) Cities and trade routes

(iii) What is an archaeological site?

(a) Where tombs and buildings exist

(b) Where archaeological evidence is found

(c) Where extinct animal bones are located

(d) Where ancient civilizations perished

(iv) How is archaeology taken in America?

(a) As lives of people as recorded in written documents

(b) As study of humanity and human culture

(c) As closely related to the field of history

(d) As written records of ancient people

(v) Which of the following do archaeologists not study?

(a) Ancient hunting and farming (b) Ancient cities and trade routes

(c) Fall of some civilizations (d) Weather and climate

B. Answer the following questions briefly. (1×7=7 marks)

(i) What do archaeologists do?

(ii) What is archaeological research?

(iii) What do European archaeologists think of their subject?

(iv) What kinds of evidence are used by archaeologists?

(v) What methods do archaeologists employ to discover archaeological sites?

(vi) Find a word from the passage (para-1) which means 'thrilling' or 'interesting'.

(vii) Find a word from the passage (para-4) which means 'reacted'.

DESCRIPTIVE PASSAGES

2

Solved Passages

I. Read the following passage carefully. **(12 marks)**

1. New Year is the time for resolution. Mentally, at least most of us could compile formidable lists of 'dos and don'ts'. The same old favourites recur year in and year out with monotonous regularity. We resolve to get up early each morning, eat healthy food, exercise, be nice to people whom we we don't like and find more time for our parents. Past experience has taught us that certain accomplishments are beyond attainment. If we remain deep-rooted liars, it is only because we have so often experienced the frustration that results from failure.
2. Most of us fail in our efforts at self-improvement because our schemes are too ambitious and we never have time to carry them out. We also make the fundamental error of announcing our resolution to everybody, so that we look even more foolish when we slip back into our bad old ways. Aware of these pitfalls, this year I attempted to keep my resolutions to myself. I limited myself to two modest ambitions, to do physical exercise every morning and to read more in the evening. An overnight party on New Year's Eve provided me with a good excuse for not carrying out either of these new resolutions on the first day of the year, but on the second, I applied myself diligently to the task.
3. The daily exercise lasted only eleven minutes and I proposed to do them early in the morning before anyone had got up. The self-discipline required to drag myself out of bed eleven minutes earlier than usual was considerable. Nevertheless, I managed to creep down into the living room for two days before anyone found me out. After jumping about in the carpet and twisting the human frame into uncomfortable positions, I sat down at the breakfast table in an exhausted condition. It was this that betrayed me. The next morning, the whole family trooped in to watch the performance. That was really unsettling, but I fended off the taunts and jibes of the whole family good-humouredly and soon everybody got used to the idea. However, my enthusiasm waned. The time I spent at exercises gradually diminished. Little by little, the eleven minutes fell to zero. By January 10, I was back to where I had started from. I argued that if I spent less time exhausting myself at exercises in the morning, I would keep my mind fresh for reading when I got home from work. Resisting the hypnotising effect of television, I sat in my room for a few evenings with my eyes glued to a book. One night, however, feeling cold and lonely, I went downstairs and sat in front of the television pretending to

read. That proved to be my undoing, for I soon got back to the old bad habit of dozing off in front of the screen. I still haven't given up my resolution to do more reading. In fact, I have just bought a book entitled 'How to Read a Thousand Words a Minute'. Perhaps, it will solve my problem, but I just have not had time to read it.

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

(i) What were the writer's resolutions?
(a) Physical exercise in the morning (b) Read more in the evening
(c) Both (a) and (b) (d) Not to make more resolutions

(ii) How much time did the daily exercise last initially?
(a) 10 minutes (b) 11 minutes
(c) 5 minutes (d) 8 minutes

(iii) How many days did the writer continue his resolution?
(a) 8 days (b) 9 days
(c) 10 days (d) 7 days

(iv) What did the writer do one night, when he was feeling cold and lonely?
(a) Sat in front of TV pretending to read (b) Completed an entire book
(c) Went for a walk (d) Gave up the idea of reading

(v) Which book did the writer buy?
(a) How to Read a Thousand Words a Minute
(b) How to be a Good Reader
(c) How to be Firm on your Resolutions
(d) The Importance of Exercising

B. Answer the following questions briefly. (1×7=7 marks)

(i) According to the writer, what has past experience of New Year resolutions taught us?
(ii) According to the writer, why do most of us fail in our efforts for self-improvement?
(iii) Why is it a big mistake to announce our resolution to everybody?
(iv) Why did the writer not carry out his resolution on New Year's Day?
(v) "I fended off the taunts and jibes...". Whose taunts and jibes is the writer talking about? Why was he being taunted?
(vi) Find a word from the passage (para-1) which means 'not changing and therefore boring'.
(vii) Find a word from the passage (para-3) which means 'to become weaker in strength or influence'.

II. Read the following passage carefully. (12 marks)

1. I recently had submitted an article— 'Reforming our Education System' —wherein the need for our educational system to shift its focus from insisting upon remembering to emphasising or understanding was stressed upon.
2. This article brought back the memory of an interesting conversation between my daughter and myself in the recent times, wherein I had learnt that Economics and

Physics were a few of the most difficult subjects for her as she had to mug up the answers. Though I offered to help her out with the immediate problem on hand, I learnt subsequently that many a time it pays to mug up the answer properly, because the teachers find it easier to evaluate that way. It seems, the more deviation there is from the way the sentences are framed in the textbook, the more risk one runs of losing marks.

3. This reminded me of a training session I had attended at work, where we were required to carry out an exercise of joining the dots that were drawn in rows of three without lifting the pen and without crossing the trodden path more than once. Though the exercise seemed quite simple, almost 95 per cent of us failed to achieve the required result, no matter how hard we tried. The instructor then informed us cheerily that it happened all the time because the dots that appeared to fit into a box like formation do not allow us to think out of the box. That was when I realised that all of us carry these imaginary boxes in our minds. Thanks to our stereotyped upbringing that forces our thinking to conform to a set of pattern.
4. "What is the harm in conforming as long as it is towards setting up a good practice?", someone might want to ask. Perhaps, no harm done to others but to the person being confined to "think by rote" may mean being deprived of rising to the heights he/she is capable of rising to, even without the person being aware of the same.
5. If we instil too much fear of failure in the children right from the young age, the urge to conform and play safe, starts stifling the creative urge which dares to explore, make a mistake and explore again. As we know, most of the great inventions were initially considered to be most outrageous and highly impractical. It is because the people inventing the same were not bothered about being ridiculed and brave enough to think of the unthinkable that these inventions came into being.
6. For many children, studies are the most boring aspect of their lives. Learning, instead of fun is being considered the most mundane and avoidable activity. Thanks to the propagators of an educational system which is more information-oriented than knowledge-oriented. Too much of syllabus, too many students per teacher, lack of enough hands-on exercises, teaching as a routine with the aim of completing the syllabus in time rather than with the goal of imparting knowledge, the curriculum more often than not designed keeping in view the most intelligent student rather than the average student are the important factors in this regard. Peer pressure, high expectations of the parents in an extremely competitive environment, the multitude of distractions in an era of technological revolution are adding further to the burden on the young minds.
7. For a change, can we have some English/Hindi poems ickle, tickle and pickle the young minds and send them on a wild goose chase for the pot of gold at the end of a rainbow? Can we have lessons in History that make the child feel proud of his heritage, instead of asking him to mug up the years of the events? Can physics and chemistry lessons be taught more in the laboratories than in the classrooms? Can a system be devised so as to make the educational excursions compulsory for schools, so that visits to historical/botanical places are ensured without fail? Can the educational institutes start off inter-school projects on the internet, the way the schools in abroad do, so as to encourage the child to explore on her own and sum up her/his findings in the form of a report?

8. Finally, can we make the wonder of the childhood lost and get carried forward into the adulthood, instead of forcing pre-mature adulthood on children? I, for one, have realised that it is worth doing so, hence, I have asked my child to go ahead by choosing to write the answers on her own, in her own language by giving vent to her most fanciful imagination! **(Source:** *The Hindu)*

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

(i) What were the difficult subjects for the writer's daughter?
(a) Biology and Chemistry (b) Economics and Physics
(c) Political Science and English (d) History and Maths

(ii) Why does it pay to mug up answers?
(a) Because teachers find it easy to evaluate
(b) Because students find it easy to write
(c) Because teachers find it easy to teach
(d) Because students find it easy to remember

(iii) What stifles the creative urge in children?
(a) The urge to be always right (b) The urge to do well in everything
(c) The urge to conform and play safe (d) The urge to take risks

(iv) How is learning considered now?
(a) An interesting activity (b) A mundane and avoidable activity
(c) A fun-filled activity (d) An interesting but avoidable activity

(v) What is adding further to the burden on the young minds?
(a) Knowledge-oriented educational system
(b) High expectations of the parents
(c) Lack of hands-on exercises
(d) Learning instead of fun

B. Answer the following questions briefly. (1×7=7 marks)

(i) What does the article "Reforming our Education System" emphasise upon?
(ii) What exercise was the writer given in her training session?
(iii) What are the "imaginary boxes" referred in the passage?
(iv) What is the harm that may occur if a person is taught to always think by rote?
(v) List the factors that have made learning a very boring process.
(vi) Find a word from the passage (para-3) which means 'to behave according to the usual standards of behaviour which is accepted by the society'.
(vii) Find a word from the passage (para-6) which means 'very ordinary and therefore not interesting'.

III. Read the following passage carefully. (12 marks)

1. Many of us believe that 'small' means 'insignificant'. We believe that small actions and choices do not have much impact on our lives. We think that it is only the big things, the big actions and the big decisions that really count. But when you look at the lives of all great people, you will see that they built their character through small decisions, small choices and small actions that they performed every day.

They transformed their lives through a step-by-step or day-by-day approach. They nurtured and nourished their good habits and chipped away at their bad habits, one step at a time. It was their small day-to-day decisions that added up to make tremendous difference in the long run. Indeed, in matters of personal growth and character-building, there is no such thing as an overnight success.

2. Growth always occurs through a sequential series of stages. There is an organic process to growth. When we look at children growing up, we can see this process at work: the child first learns to crawl, then to stand and walk, and finally to run. The same is true in the natural world. The soil must first be tilled, and then the seed must be sowed. Next, it must be nurtured with enough water and sunlight, and only then it will grow, bear fruit and finally ripen, and be ready to eat.
3. Gandhi understood this organic process and used this universal law of nature to his benefit. Gandhi grew in small ways, in his day-to-day affairs. He did not wake up one day and find himself to be the "Mahatma". In fact, there was nothing much in his early life that showed signs of greatness. But from his mid-twenties, he deliberately and consistently attempted to change himself, reform himself and grow in some small way every day. Day-by-day, hour-by-hour, he risked failure, experimented and learnt from the mistakes. In small and large situations alike, he took up rather than avoid responsibility.
4. People have always marvelled at the effortless way in which Gandhi could accomplish the most difficult tasks. He displayed great deal of self-mastery and discipline which was amazing. These things did not come easily to him. Years of practice and disciplined training went into making his success possible. Very few saw his struggles, fears, doubts and anxieties, or his inner efforts to overcome them. They saw the victory but not the struggle.
5. This is a common factor in the lives of all great people: they exercised their freedoms and choices in small ways that made great impact on their lives and their environment. Each of their small decisions and actions, added up to have a profound impact in the long run. By understanding this principle, we can move forward, with confidence, in the direction of our dreams. Often, when our "ideal goal" looks too far from us, we become easily discouraged, disheartened and pessimistic. However, when we choose to grow in small ways, taking small steps one at a time, it becomes easy to achieve the goal. **[*CBSE Sample Paper 2015*]**

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

(i) What do many of us believe?

(a) Small choices and small actions are performed every day

(b) There is no such thing as an overnight success

(c) Small actions and choices do not have much impact on our lives

(d) 'Small' means 'significant'

(ii) What does the writer mean by saying 'chipped away at their bad habits'?

(a) Steadily gave up bad habits

(b) Slowly produced bad habits

(c) Gradually criticised bad habits

(d) Did not like bad habits

(iii) Which of the following statement is true in the context of the third paragraph?
(a) Gandhi became great overnight.
(b) Gandhi showed signs of greatness in childhood itself.
(c) Every day, Gandhi made efforts to change himself in some small way.
(d) Gandhi never made mistakes.

(iv) Why have people always marvelled Gandhi?
(a) For his effortless way to accomplish difficult tasks
(b) For his great deal of self-mastery and discipline
(c) For his fears, doubts and anxieties
(d) For his struggle

(v) What do great people do to transform their lives?
(a) They approach life on a day-by-day basis.
(b) They build character in small ways.
(c) They believe in performing everyday.
(d) All of these

B. Answer the following questions briefly. (1×7=7 marks)

(i) What is "organic process of growth"?
(ii) What, according to the writer, is the 'universal law of nature'?
(iii) How did Gandhi accomplish the most difficult tasks effortlessly?
(iv) Which part of Gandhi's life is not seen by most people?
(v) How can we achieve our 'ideal goals'?
(vi) Find a word from the passage (para-3) which means 'intentionally' or 'purposely'.
(vii) Find a word from the passage (para-5) which means 'of deep significance'.

IV. Read the following passage carefully. (12 marks)

1. One of the greatest sailing adventures of the past 25 years was the conquest of the Northwest Passage, powered by sail, human muscle, and determination. In 100 days, over three summers (1986-88), Jeff MacInnis and Mike Beedell accomplished the first wind-powered crossing of the Northwest Passage.
2. In Jeff MacInnis's words...Our third season. We weave our way through the labyrinth of ice, and in the distance, we hear an unmistakable sound. A mighty bowhead whale is nearby, and its rhythmic breaths fill us with awe. Finally, we see it relaxed on the surface, its blowhole quivering like a volcanic cone, but it senses our presence and quickly sounds. We are very disappointed. We had only good intentions — to revel in its beautiful immensity and to feel its power. Mike thinks how foolish it would be for this mighty beast to put any faith in us. After all, we are members of the species that had almost sent the bowhead into extinction with our greed for whale oil and bone. It is estimated that around 38,000 bowheads were killed off eastern Baffin Island in the 1800s; today, there are about 200 left.
3. The fascinating and sometimes the terrifying wildlife keeps us entertained during our explorations. Bearded harp and ring seals greet us daily. The profusion of bird life is awesome; at times, we see and smell hundreds and thousands of thick-billed murres clinging to their cliffside nests. Our charts show that we are on the edge of a huge shoal where the frigid ocean currents upswell and mix nutrients that provide a feast for the food chain. At times, these animals scare the living

daylights out of us. They have a knack of sneaking up behind us and then shooting out of the water and belly, flopping for maximum noise and splash. A horrendous splash coming from behind has a heart-stopping effect in polar bear country.

4. We have many encounters with the "Lords of the Arctic", but we are always cautious, observant, and ever so respectful that we are in their domain. In some regions, the land is totally devoid of life, while in others, the pulse of life takes our breath away. Such is the paradox of the Arctic. Its wastelands flow into oasis that are found nowhere else on the face of the earth. Many times we find ancient signs of Inuit people who lived here, superbly attuned to the land. We feel great respect for them as this landscape is a challenge at every moment.
5. We face a 35 mile open water passage across Prince Regent Inlet on Baffin Island that will take us to our ultimate goal — Pond Inlet on Baffin Bay. The breakers look huge from the water's edge. Leaning into the hulls, like bobsledders at the starting gate, we push as hard as we can down the gravel beach to the sea. We catch the water and keep pushing, until we have plunged waist deep, then drag ourselves aboard. Immediately, we begin paddling with every ounce of effort. Sweat pours off our bodies. Ahead of us, looming gray-white through the fog, we see a massive iceberg riding the current like the ghost of a battleship. There is no wind to fill our sails and steady the boat, and the chaotic motion soon brings sea-sickness. Slowly, the wind begins to build. Prince Regent Inlet now looks ominous with wind and waves. The frigid ocean hits us in the face and chills us to the bone.
6. We were on the fine edge. Everything at the Arctic that had taught us over the last 90 days was now being tested. We funneled all that knowledge, skill, teamwork, and spirit into this momentous crossing... If we went over in these seas, we could not get the boat back up. Suddenly, the wind speed plummeted to zero as quickly as it had begun.... Now, we were being pushed by the convulsing waves toward sheer 2,000 -foot cliffs. Two paddles were our only power. Sailing past glacier capped mountains, we approached the end of our journey. At 5:08 in the morning of our hundredth day, speeding into Baffin Bay, the spray from our twin hulls makes rainbows in the sun as we complete the first sail powered voyage through the Northwest Passage.
7. We have journeyed through these waters on their terms, moved by the wind, waves and current. The environment has always been in control of our destiny; we have only tried to respond in the best possible way. We've been awake for nearly 23 hours, but we cannot sleep. The joy and excitement are too great. Our Hobie Cat rests on the rocky beach, the wind whistling in her rigging, her bright yellow hulls radiant in the morning sunlight. She embodies the watchword for survival in the Arctic adaptability. ***[CBSE Sample Paper 2016]***

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

(i) What is the passage about?

(a) Author's sailing adventure through the Northwest Passage

(b) Flora and fauna of the Arctic

(c) Survival skills needed while sailing

(d) Saving of the Arctic

(ii) Why were bowhead whales killed for?

(a) Whale oil and bone (b) Head and tail

(c) Flesh and bone (d) None of these

(iii) What does "Lords of the Arctic" refer to?

(a) Wind breakers (b) Icebergs

(c) Polar bears (d) Inuits

(iv) What is the name of the author's sailing vessel?

(a) Prince Regent (b) Hobie Cat

(c) Perception (d) Arctic

(v) What does 'we were on the fine edge' refer to?

(a) The Prince Regent Inlet (b) The ominous sail

(c) The frigid ocean (d) Their expedition

B. Answer the following questions briefly. (1×7=7 marks)

(i) Why does the author feel disappointed when the bowhead whale disappeared into the ocean?

(ii) How does his sailing partner rationalise it?

(iii) What reason does the author give for the thriving wildlife in the Arctic?

(iv) What is the paradox of the Arctic?

(v) How did certain skills help the author and his partner survive the adventure?

(vi) Find a word from the passage (para-4) which means 'an area of territory owned or controlled'.

(vii) Find a word from the passage (para-7) which means 'the act of arranging dishonestly for the result of something'.

V. Read the following passage carefully. (12 marks)

1. I was in Hyderabad, giving a lecture, when a 14-year-old girl asked me for my autograph. I asked her what her goal in life was. She replied, "I want to live in a developed India." For her, you and I will have to build this developed India. You must proclaim: India is not an underdeveloped nation; it is a highly-developed nation.

2. Allow me to come back with vengeance. Got ten minutes for your country? YOU say that our government is inefficient. YOU say that our laws are too old. YOU say that the municipality does not pick up the garbage. YOU say that the phones don't work, the railways are a joke, the airline is the worst in the world and mails never reach their destinations. YOU say that our country has been fed to the dogs and is the absolute pit. YOU say, say and say.

3. What do YOU do about it? Take a person on his way to Singapore. Give him a name – YOURS. Give him a face – YOURS. YOU walk out of the airport and you are at your international best. In Singapore, you don't throw cigarette butts on the roads or eat in the stores. YOU are as proud of their Underground Links as they are. You pay $ 5 (approx. ₹ 60) to drive through Orchard Road (equivalent of Mahim Causeway or Pedder Road) between 5 p.m. and 8 p.m.

4. YOU come back to the parking lot to punch your parking ticket, if you have overstayed in a restaurant or a shopping mall, irrespective of your status or

identity. In Singapore, you don't say anything, DO YOU? YOU wouldn't dare to eat in public during Ramadan in Dubai. YOU would not dare to go out without your head covered in Jeddah. YOU would not dare to buy an employee of the telephone exchange in London at 10 pounds (₹ 650) a month to "see to it that my STD and ISD calls are billed to someone else." YOU would not dare to speed beyond 55 mph (88 kph) in Washington and then tell the traffic cop, "Do you know who I am? I am so and so's son. Take your two bucks and get lost." YOU wouldn't chuck an empty coconut shell anywhere other than the garbage pail on the beaches in Australia and New Zealand. Why don't YOU spit paan on the streets of Tokyo? Why don't YOU use examination jockeys or buy fake certificates in Boston? We are still talking of the same YOU.

5. YOU, who can respect and conform to a foreign system in other countries but cannot in your own. YOU, who will throw papers and cigarettes on the road, the moment you touch Indian ground. If you can be an involved and appreciative citizen in an alien country, why cannot you be the same here in India. Once in an interview, the famous ex-municipal commissioner of Bombay Mr Tinaikar had a point to make, "Rich people's dogs are walked on the streets to leave their affluent droppings all over the place," he said. "And then the same people turn around to criticise and blame the authorities for inefficiency and dirty pavements. What do they expect the officers to do? Go down with a broom every time their dog feels the pressure in his bowels? In America, every dog owner has to clean up after his pet has done the job. Same is in Japan. Will Indian citizens do that here?" He's right.
6. We go to the polls to choose a government and after that forfeit all responsibility. We sit back wanting to be pampered and expect the government to do everything for us whilst our contribution is totally negative. We expect the government to clean up, but we are not going to stop chucking garbage all over the place nor are we going to stop to pick up a stray piece of paper and throw it in the bin. We expect the railways to provide clean bathrooms, but we are not going to learn the proper use of bathrooms. We want Indian Airlines and Air India to provide the best of food and toiletries, but we are not going to stop pilfering at the least opportunity. This applies even to the staff, who is known not to pass on the service to the public. When it comes to burning social issues like those related to women, dowry, girl-child and others, we make loud protests and continue to do the reverse at home. Our excuse? "It's the whole system which has to change, how will it matter if I alone forego my son's rights to a dowry." So who's going to change the system? What does a system consist of? Very conveniently for us, it consists of our neighbours, other households, other cities, other communities and the government. But definitely not me and YOU.
7. When it comes to us, in making a positive contribution to the system, we lock ourselves along with our families into a safe cocoon and look into the distance at countries far away and wait for a Mr Clean to come along and work miracles for us with a majestic sweep of his hand, or we leave the country and run away. Like lazy cowards, hounded by our fears, we run to America to bask in their glory and praise their system. When New York becomes insecure, we run to England. When England experiences unemployment, we take the next flight out to the Gulf. When the Gulf is war struck, we demand to be rescued and brought home by the Indian

government. Everybody is out to abuse and rape the country. Nobody thinks of feeding the system. Our conscience is mortgaged to money.

8. Dear Indians, the article is highly thought inductive, calls for a great deal of introspection and pricks one's conscience too....I am echoing J. F. Kennedy's words to his fellow Americans to relate to Indians....
9. "ASK WHAT WE CAN DO FOR INDIA AND DO WHAT HAS TO BE DONE TO MAKE INDIA WHAT AMERICA AND OTHER WESTERN COUNTRIES ARE TODAY".
10. Let's do what India needs from us.

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

(i) What was the writer doing in Hyderabad?
(a) Touring with friends (b) Giving a lecture
(c) Attending a function (d) Organising an event

(ii) What was the 14-year-old girl's goal in life?
(a) To live in a developed India (b) To become an astronaut
(c) To become a scientist (d) To make her country proud of her

(iii) What happens after choosing a government?
(a) We expect the government to do everything
(b) We forfeit all responsibilities
(c) We want to be pampered
(d) All of these

(iv) What does a system consist of?
(a) Our neighbours and other households
(b) The government
(c) Other cities and other communities
(d) All of us

(v) Where do Indians run when New York becomes insecure?
(a) England (b) Gulf
(c) India (d) Japan

B. Answer the following questions briefly. (1×7=7 marks)

(i) What are the negative remarks we make about our country?
(ii) How does an Indian behave in Singapore?
(iii) List two deeds an Indian would not dare to do while travelling abroad.
(iv) What is our attitude towards elections and social issues?
(v) What do you understand by the statement, "Our conscience is mortgaged to money"?
(vi) Find a word from the passage (para-6) which means 'to steal things of small value'.
(vii) Find a word from the passage (para-8) which means 'the examination or observation'.

Answer Key

I. A. (i) (c) (ii) (b) (iii) (b) (iv) (a) (v) (a)

B. (i) The past experience of New Year resolutions has taught us that certain accomplishments are beyond attainment.

(ii) Most of us fail in our efforts for self-improvement because our schemes are too ambitious and we never have time to carry them out.

(iii) It is a big mistake to announce our resolution to everybody because when we do not accomplish what we had resolved, we look even more foolish.

(iv) An overnight party on New Year's Eve provided the writer with a good excuse for not carrying out either of his new resolutions on the first day of the year.

(v) (a) The same old favourites occur with monotonous regularity.

(b) We never have time to carry them out.

(vi) monotonous

(vii) weave

II. A. (i) (b) (ii) (a) (iii) (c) (iv) (b) (v) (b)

B. (i) It emphasised the need for shifting education from remembering to understanding.

(ii) They had to join dots that were drawn in rows of three without lifting the pen and without going through the same path.

(iii) These are the ways of thinking that we cannot change.

(iv) There is the likelihood that such a person may never rise in his ability to think.

(v) Too much syllabus; too many students per teacher; no hands-on exercise; curriculum designed for the bright child only.

(vi) conform

(vii) mundane

III. A. (i) (c) (ii) (a) (iii) (c) (iv) (a) (v) (b)

B. (i) They have an impact gradually. Slowly good habits are nurtured and bad habits are given up.

(ii) Growth of a child is an example of an organic process. The child first learns to crawl, then to stand and walk and finally to run.

(iii) According to the author, the 'universal law of nature' is that growth is gradual.

(iv) Gandhiji accomplished the most difficult tasks effortlessly by practice, self-mastery and discipline. He worked on small things and learnt from his mistakes.

(v) Gandhi's struggles, fears, doubts and anxieties, or his inner efforts to overcome them were not seen by most people.

(vi) deliberately

(vii) profound

IV. A. (i) (d) (ii) (a) (iii) (c) (iv) (b) (v) (b)

B. (i) The author senses the presence of the author and his friend and quickly sounds. They are disappointed because they only had good intentions. They are sad to know the whale doesn't trust humans.

(ii) Mike thinks how foolish it would be for this mighty beast to put any faith in them. After all, they are members of the species that had almost sent the bowhead into extinction with the greed for whale oil and bone.

(iii) According to the author, on the edge of a huge shoal, the frigid ocean currents upswell and mix nutrients that provide a feast for the food chain. This would lead to a thriving wildlife in the Arctic.

(iv) In some regions, the land is totally devoid of life, while in others, the pulse of life takes our breath away. Its wastelands flow into oasis that are found nowhere else on the face of the earth.

(v) Knowledge, skill, teamwork, and spirit helped the author and his partner to survive the adventure.

(vi) domain

(vii) rigging

V. A. (i) (b) (ii) (a) (iii) (d) (iv) (d) (v) (a)

B. (i) Government is inefficient; laws too old; municipality does not pick up garbage; phones don't work; railways a joke; airline is the worst in the world; mails don't reach their destinations.

(ii) In Singapore, an Indian is at his international best; doesn't throw cigarette butts on roads; eat in stores; pays 5 dollars to drive through Orchard Road.

(iii) Indians do not dare to eat in public during Ramadan in Dubai; go out in Jedah without covering their heads; do not dare to bribe an employee of telephone exchange in London; do not dare to speed beyond 55 mph in Washington; do not chuck empty coconut shell anywhere; do not spit paan on streets.

(iv) We go to polls to choose a government and after that forfeit all responsibilities expecting the government to do everything for us. For social issues, make loud protestations and continue to do the reverse at home.

(v) It means that we leave the country and run away to make more money; we don't do anything to improve our country.

(vi) pilfering

(vii) introspection

Unsolved Passages

I. Read the following passage carefully. **(12 marks)**

1. It was the year 2020. My nephew, Karthik, who had come to spend his summer vacation with me, was watching TV. He was thirteen and just like any adolescent of his age, was full of questions. After a busy day at work, all I wanted was to rest. The moment I saw Karthik, I knew he was, as always, bustling with curiosity, and I knew that now there will be no rest.
2. As it was raining, I made tea, sandwiches and pakoras for us. I sat down to talk to him about his studies. He made a quick reply about them going well and brushed aside the rest of the questions. He was more interested in something else. It was the news flash: India celebrates fifth anniversary of its successful mission to Mars. I knew now what his questions will be. Since I was working on something related to India's

mission to Mars at my office, I knew I could satisfy his curiosity. He wanted to know all about Mangalyaan, formally known as the Mars Orbiter Mission (MOM).

3. So, I started telling him all about it. India's mission to Mars was conceived in 2010 and launched in 2013. MOM successfully injected into Mars' orbit on September 24, 2014. I told him how it was in fact the first time that any country had made it to the Martian orbit in the very first attempt (NASA took two attempts to get so far; the Soviet Union, three). The main purpose was to map the red planet's surface and for a better analysis of Martian atmosphere. I thought I had told him the basics and there would not be too many questions now. But he was all ready with the next question, "Why are they calling it a budget player?" "Simply because it cost only $ 74 million, a fraction of the $ 671 million cost of the US National Aeronautics and Space Administration's latest Mars program. In fact, our Prime Minister Narendra Modi boasted that India has spent less to reach Mars than Hollywood producers spent on the movie 'Gravity', which costed $ 100 million to make."
4. "But how did this happen, how did India manage to hold costs down?" asked Karthik. I told him that India relied on technologies that it had used before and kept the size of the payload small, around 15 kilograms. Realising that the word payload might be tough for him to understand, I told him that it was infact the load carried by a vehicle exclusive of what is necessary for its operation. I also told him that India saved on fuel by using a smaller rocket to put its spacecraft into earth's orbit first, to gain enough momentum to slingshot it towards Mars.

   Grinning, Karthik asked me, "So Aunty, what is special about MOM?"
5. "Well, it weighs around 1,337 kg and is about the size of a car. According to Professor Jitendra Goswami, the director of the institute and the man behind the discovery, the payload is tiny, just 14.5 kg (32 lbs), small enough to take on as cabin baggage."
6. I sat there thinking about the controversies that MOM had to go through. Critics had pointed out that MOM and India's investment in space did not seem to make sense when almost 30 per cent of India's population live below the poverty line. Economist Jean Dreze once said about the mission, "It seems to be a part of the India's elite delusional quest for superpower status". But then I remembered the words of the chairman of ISRO about how ISRO's budget represents only one per cent of the national budget and from that, the expenditure for MOM exploration was only seven per cent.
7. Thinking back on our conversation, I began to think whether Karthik had understood all the big terms and concepts that I used. I asked him, "So did you understand everything that I was talking about?"
8. "Well, not everything, but enough to know that India has succeeded where most of the others had failed".
9. When all the food was over and Karthik had still not moved to wash his hands, I looked at him. He was sitting there, clearly dreaming. Upon prodding, he said, "Well, I was thinking, how great it would be to become an astronaut. I can move around in space, meet aliens, may be make a new house there. It would be fun to have picnic there. We can, in fact, promote it as a tourist place. We can also have a short stoppage at moon and some other planets. Do you think we can take a contract for arranging all this? What do you say Aunty?"

10. What could I say; I smiled and wished that his dreams would come true. Both of us sat there with the television running and dozing off. He lost in his dreams of going to Mars, and me, Karthik told me later, snoring.

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

(i) When was MOM launched?

(a) 2010 (b) 2011

(c) 2013 (d) 2014

(ii) How many attempts did NASA make to reach Mars?

(a) Two (b) Three

(c) Four (d) One

(iii) What was the size of the payload?

(a) 15 kg (b) 14 kg

(c) 16 kg (d) 17 kg

(iv) What was the other name of MOM?

(a) Mangalyaan (b) Mars Orbit Mission

(c) Mangalgrehyaan (d) Shubhyaan

(v) What was the cost of Mangalyaan?

(a) $ 84 million (b) $ 108 million

(c) $ 74 million (d) $ 100 million

B. Answer the following questions briefly. (1×7=7 marks)

(i) Why did the narrator feel that she could satisfy Karthik's curiosity?

(ii) What was the main purpose of MOM?

(iii) Why is MOM called a budget player in the passage?

(iv) How did India manage to keep the cost low for the mission?

(v) What are the special features of MOM?

(vi) Find a word from the passage (para-6) which means 'the total amount of money spent'.

(vii) Find a word from the passage (para-10) which means 'sleeping'.

II. Read the following passage carefully. (12 marks)

1. Gone are the days when going to school was like any other ritual. Elders in the house would fix a specific day as shubh muhurat for going to school and puja would be performed before a child was put to a school, then called pathshala. The child would then seek the blessings of his elders and his teacher (called guru) to complete his education and to come out with flying colours. Guru, the teacher, would always treat his pupil like his own child and teach him till he was completely satisfied with his or her performance.

2. But it seems now that over a period of time, the whole concept of education has changed. Now, getting a child into a school is a billion-dollar question and a real nightmare experience for the parents. The moment a toddler starts spreading his wings, the parents start worrying about his admission, which school they should send him to, or which school they can afford. They are even ready to spend more

than what their pocket allows; after all it is the future of their child—the poor child who does not even know how to talk properly!

3. Our public schools are always in the limelight with the onset of the admission season. They are set with their colourful advertisements for admission to various classes. After all the admission procedures are over, one would start expecting a call letter. The moment a call letter is received, mothers have a tough time in making their small children sit and teach them to remember certain things which would open the door for their future (getting into a particular school). The child who hardly knows anything has to follow his mother, so that she could make him scribble a few things on paper. They have to go through this exercise to make a name.
4. Then comes the due day for the mind-boggling exercise—the interview. Parents start swinging between dos and don'ts, whether their child will make it or not. The moment you enter the school, you find beautifully dressed young kids with their parents huddled together to try their luck. For children, it is exactly the same situation as we elders face when we are told to attend a party where no one is known to us and where we simply find ourselves in a precarious situation as to what and what not to do. When we, the grown-ups cannot adjust to such gatherings, how do we expect our small children to be free in such an atmosphere? It is a real trauma for a child, who seeing an unfamiliar face, starts crying and that eventually becomes his negative point for his admission. He might be knowing what all he is expected to answer in such an interview but fails in his preliminary round. Is this a real test of his capability? Is this what determines his eligibility for admission?
5. Anyway, children are taken in batches followed by their anxious parents. God knows what the child is being asked to do. The parents are asked questions about their education, job, since when they are residing in the city, etc.
6. In another school, I talked to a parent who couldn't get her daughter admitted because she had not put her in some preparatory school. This became a negative point for her daughter's admission. Is it mandatory for parents to send their children to preparatory schools who have just learned how to stretch their limbs and can murmur a few words which most of the people are unable to understand?
7. Minister for Health and Primary Education, Delhi Government, amicably suggested that it is the moral duty of parents to give not only bookish knowledge to their children, but an environment where they can be nurtured to learn about their own culture and heritage by any mode (be it dance, art, painting, music, etc.) depending upon the child's talent. He further laid emphasis on the fact that our duty doesn't end by sending children to schools at early dawn, collecting them and sending them to tuitions and finally making them sit in front of the so-called idiot box. The child has to be mentally and morally educated besides being physically educated. His words were really a take-home lesson for every sensible parent.
8. But to some extent, I do blame parents because it is their eagerness to put their child in a reputed school. Parents do have a lot of pressure from different walks of life but should not presume that once the child goes to a popular school, the problem is solved. The parents should give quality time to their children and make sure that their children can do the best, even if they are not admitted to these popular schools.

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

(i) As soon as a toddler starts walking, what are his parents worried about?

(a) His future (b) His health

(c) His admission (d) His growth

(ii) After all the admission procedures are over, what would one expect?

(a) Money for the admission (b) Immediate admission

(c) Good education (d) Immediate classes

(iii) What comes into the limelight at the onset of the admission season?

(a) The child (b) Public schools

(c) Parents (d) The stationery shops

(iv) What is the mind-boggling exercise where parents start swinging between dos and don'ts?

(a) Admission (b) Interview

(c) Raising a child (d) Searching for the best school

(v) What is the most important thing that parents should give to their child?

(a) Good food (b) Good clothes

(c) Quality education (d) Quality time

B. Answer the following questions briefly. (1×7=7 marks)

(i) In what respect is going to school today different from what it used to be in the olden days?

(ii) What is the plight of the parents and that of children before the schooling begins?

(iii) In spite of the coaching done by the parents, children fail to perform well. Why?

(iv) "It is exactly the same situation we elders face..." Explain.

(v) Why do the parents want their children to be put in a popular school?

(vi) Find a word from the passage (para-3) which means 'to write or draw something quickly or carelessly'.

(vii) Find a word from the passage (para-4) which means 'fit to be chosen'.

III. Read the following passage carefully. (12 marks)

1. If you enjoy watching crime shows on TV, you know that fingerprints play a major role in identifying people. But, you might be surprised to find out that using fingerprints for identification is not a new science. In fact, it is very old — dating back at least as far as 1885-1913 B.C.E. In Babylon, when people agreed to a business contract, they pressed their fingerprints into the clay in which the contract was written. Thumbprints have also been found on clay seals from ancient China.

2. In 14th century Persia, which is now Iran, a government doctor recognised that all fingerprints are different. In 1684, a British doctor, Nehemiah Grew, spoke about the ridged surfaces of the fingers. In 1686, a professor of anatomy (the study of the structure of the human body) named Marcello Malpighi, wrote about the ridges and loops in fingerprints. Malpighi's work was considered so important that a layer of skin found on the fingertips was named after him. This layer of skin is called the Malpighian layer. Although scientists had studied fingerprints, the value

of fingerprinting in the identification of individuals did not become clear until later.

3. Sir William James Herschel is generally thought to be the first European to realise that fingerprints were unique of each person. In his work as chief magistrate in the Hoogly district in Jungipoor, India, Herschel asked people to put their handprints on contracts. Herschel believed that personal contact with the contracts made people more likely to honour their commitments, or to keep their promises. As he looked at more and more handprints, he began to see that all the handprints were different. He started to believe that fingerprints were unique, which means they are all different from each other, and permanent, which means that they do not ever change. To prove that they never change, Herschel kept track of his own fingerprints over his entire lifetime.
4. Dr Henry Faulds, a British surgeon at a Japanese hospital, began studying the furrows (also called ridges) on fingertips in the 1870s. He published an article in a scientific journal about the use of fingerprints as a tool in identification. He also devised, or invented, a system of classifying fingerprints. He wrote to Charles Darwin about his findings, but Darwin was getting too old to work on the findings. So he promised to pass the information to his cousin, Sir Francis Galton. Using Henry Faulds' findings, Galton published a major book on classifying fingerprints based on arches, loops, and whorls. His work with Sir Edward R. Henry on fingerprint classification was the basis of a classification system which is still used by law enforcement agencies in English-speaking countries. The Federal Bureau of Investigation (FBI) now uses a variation of the Galton-Henry system.
5. Although the use of fingerprinting in identification originated in Britain, it has been developed in the United States. In 1924, two large fingerprint collections were combined to form the foundation of the Identification Division of the FBI. Within the Identification Division, the Integrated Automated Fingerprint Identification Systems (IAFIS) can search and find fingerprints anywhere in the United States within thirty minutes. The IAFIS can compare results with automated fingerprint systems in countries around the world. The IAFIS has fingerprints of more than 250 million people on file.
6. About one in six Americans has fingerprints on file with the FBI. But not all fingerprints are related to criminal investigations. People need to have their fingerprints taken for many other reasons. People have their fingerprints taken for employment, licenses, and adoption. For example, when people work for the government in classified jobs, their fingerprints are checked to be sure they do not have a criminal background. When prospective parents adopt a child, their fingerprints are matched against those of all criminals for the safety of the child.

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

(i) What did people in Babylon do when they agreed to a business contract?

(a) They held an official meeting

(b) They pressed their fingerprints into the clay

(c) They filed the fingerprints with the FBI

(d) None of these

(ii) Who wrote about fingerprints in 1686?

(a) Henry Faulds (b) Charles Darwin

(c) Nehemian Grew (d) Sir William James Herschel

(iii) Who uses a variation of the Galton-Henry system?

(a) FBI (b) Japanese Hospital

(c) Henry Faulds (d) United States

(iv) Where was the use of fingerprinting in identification originated?

(a) Britain (b) China

(c) India (d) Iran

(v) Why are fingerprints checked in a classified job?

(a) Because they may not discuss your work

(b) Because they work only with fingerprints

(c) Because they work with automated systems

(d) To be sure of any criminal background

B. Answer the following questions briefly. (1×7=7 marks)

(i) How were fingerprints used in the ancient times?

(ii) Define anatomy.

(iii) What is Malpighian layer?

(iv) Why did Sir William James Herschel ask people to put their handprints on contracts?

(v) How long does it take the IAFIS to find someone's fingerprints?

(vi) Find a word from the passage (para-1) which means 'to recognise someone or something'.

(vii) Find a word from the passage (para-4) which means 'to invent a plan or system'.

IV. Read the following passage carefully. (12 marks)

1. It's a common refrain: Youngsters today are becoming westernised. Parents lament that if they ask their kids to accompany them to the temple, they pull a long face. But all these may just be nothing other than popular perceptions. A survey conducted by hindustantimes.com shows that 68 per cent of youth today believe in a higher power, 43 per cent visit the temple every day and around 60 per cent admit that going to the temple gives them mental satisfaction. They want to show their devotion to God.
2. The survey also shows that rather than making them superstitious, a faith in a higher being, visiting temples, and wearing religious symbols, such as a kada or a sacred thread gives them a sense of strength.
3. Clinical psychologist, Seema Sharma says, "In this stress-ridden life of ours, we need to fall back on something for which we have to be sure that it is more powerful than us. Developing faith on any one relevant thing in our life is mandatory. Psychological anarchy is prevented if we have something on which we can put our trust to."
4. It was a decade or so back that a trendy youngster would consider it middle-class to admit that they kept fasts and visited the temple. It was in vogue to sneer at the temple-going variety, though the snob brigade might be doing it themselves.

5. But not now. Things have changed. "Children have become more logical. They believe in God but only as far as they find any logic in this because they have started analysing the situation. They are open to any kind of discussion, so they don't shy away to be ritualistic as few years back they were", says Madhu Kansal, the Principal of Delhi International School.
6. They wear their kadas, and cross with confidence and don't hide it inside their tees, though around 45 per cent will not wear religious prints because they feel it is demeaning to their religion and 36 per cent will not use religious tones as ringtones for their mobile phones. Their logic: "Why display?"
7. Conservative it may sound but a huge difference in the attitude of today's youth towards God is visible. Calling God nicknames would be unthinkable for the older generation who hold the entity in awe and fear. Not so with the youth today. They seem to blend their orthodox beliefs with a fun quotient perfectly, in their relationship with God. For them: God is "cool".
8. Senior BJP leader, Sushma Swaraj says, "Youngsters are not hypocrites. They don't believe in displaying but believe in truth. They are ready to face anything and have a friendly relationship with God. They have given nicknames to their favourite Gods, such as Roly Poly for Lord Ganesh and Hanu for Hanuman. Gods are their buddies."
9. What also emerges from the survey is that many visit temples and observe rituals because their family insists. Says Pinky Nigam, a student of Hindu college, "Family plays a crucial role and perhaps is one of the most significant determinants of a child's religious discourse."
10. Aishwarya Sakhuja agrees, "Yes, you will see me with a dupatta on my head in a puja but that's all about it. I do it to keep my family happy."
11. Sociologist D.L. Seth, a member of Centre for the Study of Developing Societies says, "Life is becoming uncertain. People want some mental peace, there is a higher sense of insecurity, and being ritualistic is not really attached to being superstitious. It is not necessary that a ritualistic person may be superstitious and a superstitious person may be ritualistic."
12. That seems to be the blend then, spiritual but realistic. Kuchipudi dancer, Raja Reddy, talking of his own children, says, "My children want to know everything about our religious rites; they know Kuchipudi but choreograph western compositions."
13. Life today is fast, furious, and fickle, but Gen-X seems to have found the formula to fight back: Blend your religious faith with practical sense, draw strength and solace from it but don't foster blind faith. Practise rituals, if it makes your family happy. You can do this much for them even if you do not believe in it.
14. Anura Jain, 18, sums it up, "There is God, but he just can't give everything to 10 million people!"

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

(i) What percentage of youth believes in higher power?

(a) 68% (b) 60%

(c) 45% (d) 36%

(ii) What gives a sense of strength to the youngsters?

(a) Visiting temples (b) Wearing religious symbols

(c) Making them superstitious (d) None of these

(iii) Why will 45 % youngsters not wear religious prints?

(a) Because they feel that it is just a display

(b) Because they feel that it is demeaning

(c) Because they feel that it is funny

(d) Because they feel that it is less trendy

(iv) Who holds a fun quotient with God?

(a) Elder generation (b) Younger generation

(c) Small children (d) Everyone

(v) What is the most significant determinant of a child's religious discourse?

(a) Friends (b) Family

(c) Relatives (d) Environment

B. Answer the following questions briefly. (1×7=7 marks)

(i) What does the author mean by, 'All these may just be little other than popular perceptions'?

(ii) What does the survey conducted by hindustantimes.com reveal about youngster's belief in God?

(iii) Compare the scenario of the youngster's belief a decade back with that of the present time.

(iv) What do certain youngsters do in order to avoid making a display of their religious beliefs?

(v) What are the certain things that youngsters do to support their view of 'God is cool'?

(vi) Find a word from the passage (para-4) which means 'modern and influenced by the most recent fashions or idea'.

(vii) Find a word from the passage (para-7) which means 'a feeling of great respect mixed with fear'.

V. Read the following passage carefully. (12 marks)

1. We hear the word 'smart cities' often these days. So what is it? Is it a city where everyone is smart or where only smart people are allowed? Or is it a futuristic city upon entry of which people will become smart?

2. It is however, something entirely different. Just to give you an idea–Think of sensors monitoring water levels, energy usage, traffic flows, and security cameras, and sending that data directly to city administrators. Or applications that help residents navigate traffic, report potholes and vote. Or trash collection that's totally automated. This is what a 'smart city' will have. In fact, the term generally refers to cities using information technology to solve urban problems. It is also used to enhance performance and well-being, to reduce costs and resource consumption, and to engage more effectively and actively with its citizens. It will help in confronting overcrowding, traffic congestion, pollution, resource constraints, inadequate infrastructure, and the need for continuing economic growth. It will also have reduced crime, safer streets and neighbourhood. In all, there will be a general improvement in the quality of life.

3. The key 'smart' sectors include transport, energy, healthcare, water and waste. A smart city should be able to respond faster to city and global challenges than one with a simple 'transactional' relationship with its citizens. It engages effectively with local people in local governance and decision by use of open innovation processes and e-participation with emphasis placed on citizen participation and co-design. It makes good use of the creative industries, supported by strong knowledge and social networks, voluntary organisations in a low-crime setting to achieve these aims.
4. The terms 'intelligent city' and 'digital city' are also used interchangeably with smart city.
5. You may wonder, why there is sudden interest in smart cities. It is due to major challenges, including climate change, economic restructuring, the move to online retail and entertainment, ageing populations, and pressures on public finances.
6. So, how does it work? The Smart Cities Council, an industry-backed outfit that advocates the concept in India, describes them as cities that control data gathered from smart sensors through a smart grid to create a city that is liveable, workable and sustainable. According to the Smart Cities Council, all the data that is collected from sensors — electricity, gas, water, traffic and other government analytics — is carefully compiled and integrated into a smart grid and then fed into computers that can focus on making the city as efficient as possible.
7. This allows authorities to have real-time information about the city around them, and allows computers to attempt "perfect operations", such as balancing supply and demand on electricity networks, synchronising traffic signals for peak usage, and optimising energy networks. India is urbanising at an unprecedented rate, so much that estimates suggest that nearly 600 million Indians will be living in cities by 2030, up from 290 million as reported in the 2001 census. A McKinsey Global Institute study estimated that cities would generate 70% new jobs by 2030, produce more than 70% of the Indian gross domestic product and drive a fourfold increase in per capita income across the country.
8. The concept of 'smart cities' as satellite towns of larger ones was enunciated in last month's budget by the new NDA government which has allocated a sum of ₹ 7,060 crores for the plan. In his budget speech, Jaitley mentioned about exactly why the government believes the need for spending money on 100 smart cities. He claimed that "unless new cities are developed to accommodate the burgeoning number of people, the existing cities would soon become unliveable." According to the urban development ministry, the focus will not be just 100 cities, but all urban areas across the country. 100 cities, however, remain a tentative figure, with much still to be pinned down. The budget speech only officially identified cities along the Amritsar-Kolkata Industrial Master Plan, which covers seven states. Although they weren't named in the budget, seven cities have also been named along the Delhi-Mumbai Industrial Corridor, some which would overlap with the Amritsar-Kolkata plan. Officially, the budget only pointed out three cities in the Chennai-Bengaluru Industrial Corridor: Ponneri in Tamil Nadu, Krishnapatnam in Andhra Pradesh and Tumkur in Karnataka.
9. The secretary, Sudhir Krishna has asked the National Institute of Urban Affairs to work on the smart city project, based on a framework that covers overall smartness and sustainability. For now, the focus will be on a much smaller number of cities

in states where conditions are amenable before. The government even attempts to look at expanding to cover 100 urban areas.

10. ₹ 70 crore per city will clearly not be enough, and even if more is added, it's unlikely that the government will have resources to pay for the cities. The government announced that it was relaxing norms for foreign direct investment to make it easier for outside companies to invest in smart cities. In addition, India has spoken to France, Japan and Singapore about collaborating on the projects.

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

(i) What are the key 'smart' sectors?
(a) Transport and energy (b) Healthcare and water
(c) Energy and waste (d) All of these

(ii) How do smart cities engage with local people?
(a) By e-participation (b) By open-innovation
(c) Both (a) and (b) (d) By meeting people regularly

(iii) Who estimated that cities would generate 70% new jobs by 2030?
(a) Smart Cities Council (b) Global Institute
(c) Smart Sectors (d) City Administrators

(iv) What does the McKinsey Global Institute study suggest about India's GDP in the future?
(a) It will increase more than 70% (b) It will decrease more than 70%
(c) It will decrease more than 60% (d) It will increase more than 50%

(v) How many states does the Amritsar-Kolkata Industrial Master Plan cover?
(a) Six (b) Five
(c) Eight (d) Seven

B. Answer the following questions briefly. (1×7=7 marks)

(i) What are 'smart cities'?
(ii) What does the author mean by, 'India is urbanising at an unprecedented rate'?
(iii) Why is there a sudden interest in smart cities?
(iv) Why does the government feel that there is a need for spending money on 100 smart cities?
(v) How is the government generating resources for the formation of smart cities?
(vi) Find a word from the passage (para-3) which means 'use of any new idea or method'.
(vii) Find a word from the passage (para-8) which means 'to provide with a place to live'.

VI. Read the following passage carefully. (12 marks)

1. Till as late as the 1960s, we believed that one of the major differences between us and the rest of the animal kingdom was our ability to make and use tools. But then, our egos suffered a devastating blow: in the jungles of Gombe in Africa, Jane Goodall observed a chimpanzee pluck and trim a stem of grass and insert it into a termite mound. The furious termites climbed up the stem only to be happily eaten up by the chimp. The chimp kept repeating the process. He had, in fact, fashioned his own fishing rod and gone fishing for termites. We were not alone! And that was not all. Chimps were also observed using rocks to bash open hard shells and fruits

(which other monkeys also do), to throw them at their enemies and wave sticks around. Even worse, adolescent females, especially, were seen sharpening sticks with their teeth and thrusting these like spears into hollows where bush-babies were hiding I fear and then checked the spear tips for blood! Chimps were also seen chewing up leaves and using these like sponges to suck up water from the waterholes to enable them to drink.

2. The gorillas and orangutans were not far behind. In 2005, a western lowland gorilla (a lady, this time) was observed picking up a stick and using it to check the depth of a pool she wanted to cross. Then, she used it as a walking stick. Orangutans (as well as chimpanzees) have been observed using broad leaves as umbrellas during downpours – and orangutans that are accustomed to our company (never a good influence) imitate the way we wash clothes by the riverbank or use a saw to cut wood.
3. Elephants designed fly-whisks and backscratchers from branches and used strips of chewed up bark to plug small waterholes (which they had dug) to prevent the water from evaporating. Dada bulls would heave heavy logs or rocks at electric fences to short-circuit or simple destroy them.
4. Bottle-nosed dolphins have been known to cover their long noses with sponges or shells before combing the seabed for tidbits (There are many spiny creatures and sharp rocks that could otherwise injure them).
5. Crows are thought to be the smartest amongst birds and the new Caledonian crow is considered to be the Einstein among crows. Crows have been known to do the dropping-of-pebbles-in-a-pitcher-of-water stunt, as described in Aesop's Fables. The American alligator has been known to arrange twigs on its head – to lure nest-building birds to come and pick them up. When they do, well, lunch is served for the alligator!
6. For long, we have exploited the poor silkworm, boiling its cocoons alive to make one of the most exquisite clothing materials known so far. But the real pros in silk production are – hold your breath – spiders. What caterpillars of moths and butterflies do with their mouthparts (like a magician releasing ribbons from his/her mouth), spiders do it from the lower part of their bodies. But try as we may, we still haven't cracked the code of how to synthesise spider silk, which can be used for everything from producing gunsights and sutures to light bulletproof jackets and seat belts.
7. What if spiders sold their silk? Imagine walking into a silk emporium run by arachnids, you would be greeted by a sales-spider: charming, young Ms/Mr Hairy legs, who would appraise you out of her/his eight or so eyes. "Welcome, welcome!" She/He would gush scanning you top-down, rubbing its hairy legs together in delight. "We have some of the finest, softest cradle silk you would ever want for your happy events. Wrapped up in it, your babies will be warm, safe and dry as they wait to hatch. It's super-absorbent, too, and nappy rash will not be a problem!
8. So yes, animals use tools, but we needn't worry. None of them have, as yet, discovered how to make fire. Though our very own black kite will – with its goonda friends – spread a wildfire by dropping burning twigs in unburned areas so they can snap up even more fleeing insects and rodents. But yes, these so-called tools are primitive.
9. But then, do animals really need sophisticated tools to get what they want? Cheetahs accelerate faster than Ferraris, pit vipers have heat-seeking sensors, eagles can locate a rabbit in a field from kilometres away, sharks smell a drop of blood in a whole ruddy ocean, bats use sonar, birds and bees see ultraviolet light, a falcon can dive at 320 kmph, snakes have a cocktail of venom that can bleed, paralyse or

liquefy you to death, spiders' silk still has us in a tizzy, chameleons and octopuses wear invisibility cloaks, and migratory birds have built-in navigation system – the list is endless!

10. We had the best brains and so were able to design miraculous tools. But look where we have ended up: we've gassed up the earth's air, poisoned the water and have stocked enough weaponry to destroy ourselves a million times over. So really, who is the monkey with the wrench? ***[CBSE 2019 SET-II]***

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

(i) What does it indicate when chimps make their own fishing rods?
- (a) That animals and man have similar interests
- (b) That monkeys also go fishing
- (c) That animals like to imitate man
- (d) That man is an animal who likes to fish

(ii) How do we know that chimps are intelligent?
- (a) They try and ape man
- (b) They use their brains to find solution to problems
- (c) They kill bush-babies
- (d) They love to eat termites

(iii) Why do orangutans use big leaves during downpour?
- (a) Because they like big leaves when it starts to rain
- (b) Because they do not like heavy rain
- (c) Because they want to wet the leaves
- (d) Because the leaves can keep the rain off their bodies

(iv) Why might the black kite start a fire?
- (a) Because it is a fire bird
- (b) Because it is hungry and looking for food
- (c) Because it likes to watch fleeing animals
- (d) Because it eats only cooked meat

(v) Why do big male elephants throw logs at electric fences?
- (a) Because they want to be free
- (b) Because they are great throwers
- (c) Because they enjoy the sparks thus caused
- (d) Because they are very strong animals

B. Answer the following questions briefly. (1×7=7 marks)

(i) Why are animals considered as intelligent as humans?

(ii) What strategy do chimps use to open hard shells and fruits?

(iii) What do elephants do to prevent water from evaporating?

(iv) Give an example from the passage that proves the crow to be an intelligent bird.

(v) How does a black kite spread wildfire?

(vi) Find a word from the passage (para-6) which means 'misused'.

(vii) Find a word from the passage (para-7) which means 'welcomed'.

LITERARY PASSAGES

3

Solved Passages

I. Read the following passage carefully. **(12 marks)**

1. For four days, I walked through the narrow lanes of the old city, enjoying the romance of being in a city where history still lives — in its cobblestone streets and in its people riding asses, carrying vine leaves and palm as they once did during the time of Christ.
2. This is Jerusalem, home to the sacred sites of Christianity, Islam and Judaism. This is the place that houses the church of the Holy Sepulchre, the place where Jesus was finally laid to rest. This is also the site of Christ's crucifixion, burial and resurrection.
3. Built by the Roman Emperor Constantine at the site of an earlier temple to Aphrodite, it is the most venerated Christian shrine in the world, and justifiably so. Here, within the church, are the last five stations of the cross, the 10th station where Jesus was stripped of his clothes, the 11th where he was nailed to the cross, the 12th where he died on the cross, the 13th where the body was removed from the cross, and the 14th is his tomb.
4. For all this weighty tradition, the approach and entrance to the church, is nondescript. You have to ask for directions. Even to the devout Christian pilgrims, walking along the Via Dolorosa – the Way of Sorrows – first nine stations look clueless. Then a courtyard appears, hemmed in by other buildings and a doorway to one side. This leads to a vast area of huge stone architecture.
5. Immediately, inside the entrance is your first stop. It's the stone of anointing: this is the place, according to Greek tradition, where Christ was removed from the cross. The Roman Catholics, however, believe it to be the spot where Jesus' body was prepared for burial by Joseph.
6. What happened next? Jesus was buried. He was taken to a place outside the city of Jerusalem where other graves existed and there, he was buried in a cave. However, all that is long gone, destroyed by continued attacks and rebuilding; what remains is the massive and impressive Rotunda (a round building with a dome) that Emperor Constantine built. Under this, and right in the centre of the Rotunda, is the structure that contains the Holy Sepulchre.
7. "How do you know that this is Jesus' tomb?" I asked one of the pilgrims standing next to me. He was clueless, more interested, like the rest of them, in the novelty of it all and in photographing it, than in its history or tradition.

8. At the start of the first century, the place was a disused quarry outside the city walls. According to the gospels, Jesus' crucifixion occurred at a place outside the city walls with graves nearby. Archaeologists have discovered tombs from that era, so the site is compatible with the biblical period.
9. The structure at the site is a marble tomb built over the original burial chamber. It has two rooms, and you enter four at a time into the first of these, the Chapel of the Angel. Here, the angel is supposed to have sat on a stone to recount Christ's resurrection. A low door made of white marble, partly worn away by pilgrims' hands, leads to a smaller chamber inside. This is the 'room of the tomb', the place where Jesus was buried.
10. We entered in single file. On my right was a large marble slab that covered the original rock bench on which the body of Jesus was laid. A woman knelt and prayed. Her eyes were wet with tears. She pressed her face against the slab to hide them, but it only made it worse. **[*CBSE Delhi 2015*]**

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

(i) How does Jerusalem still retain the charm of the ancient era?
(a) There are narrow lanes. (b) Roads are paved with cobblestones.
(c) People are riding asses. (d) All of these

(ii) To which religion is Holy Sepulchre sacred?
(a) Christianity (b) Islam
(c) Judaism (d) Both (a) and (c)

(iii) Why does one have to constantly ask for directions to the church?
(a) Because its lanes are narrow
(b) Because the entrance to the church is nondescript
(c) Because people are not tourist-friendly
(d) Because everyone is lost in enjoying the romance of the place

(iv) What is the first step inside the entrance?
(a) A round building with a done (b) The stone of anointing
(c) Grave of Jesus (d) A marble tomb

(v) Where was Jesus buried?
(a) In a cave (b) At a place outside the city
(c) In the Holy Sepulchre (d) Both (a) and (b)

B. Answer the following questions briefly. (1×7=7 marks)

(i) What is the Greek belief about the 'stone of anointing'?
(ii) Why did Emperor Constantine build the Rotunda?
(iii) What is the general attitude of the pilgrims?
(iv) How is the site compatible with the biblical period?
(v) Why did the pilgrims enter the room of the tomb in a single file?
(vi) Find a word from the passage (para-2) which means 'the act of bringing back something that had disappeared or ended'.
(vii) Find a word from the passage (para-4) which means 'having no interesting features or qualities'.

II. Read the following passage carefully. (12 marks)

1. That large animals require luxuriant vegetation has been a general assumption which has passed from one work to another; but I do not hesitate to say that it is completely false, and that it has vitiated the reasoning of geologists on some points of great interest in the ancient history of the world. The prejudice has probably been derived from India, and the Indian islands, where troops of elephants, noble forests, and impenetrable jungles are associated together in everyone's mind. If, however, we refer to any work of travels through the southern parts of Africa, we shall find allusions in almost every page either to the desert character of the country, or to the numbers of large animals inhabiting it. The same thing is rendered evident by the many engravings which have been published of various parts of the interior.
2. Dr Andrew Smith, who has lately succeeded in passing the Tropic of Capricorn, informs me that taking into consideration the whole of the southern part of Africa, there can be no doubt of its being a sterile country. On the southern coasts, there are some fine forests, but with these exceptions, the traveller may pass for days together through open plains, covered by a poor and scanty vegetation. Now, if we look to the animals inhabiting these wide plains, we shall find their numbers extraordinarily great, and their bulk immense.
3. It may be supposed that although the species are numerous, the individuals of each kind are few. By the kindness of Dr Smith, I am enabled to show that the case is very different. He informs me that in one day's march with the bullock-wagons, he saw, without wandering to any great distance on either side, between one-hundred and one-hundred and fifty rhinoceroses—the same day he saw several herds of giraffes, amounting together to nearly a hundred.
4. At the distance of a little more than one hour's march from their place of encampment on the previous night, his party actually killed eight hippopotamuses at one spot and saw many more. In this same river, there were likewise crocodiles. Of course, it was a case quite extraordinary to see so many great animals crowded together, but it evidently proves that they must exist in great numbers. Dr Smith describes that the country passed through that day as 'being thinly covered with grass, and bushes about four feet high, and still more thinly with mimosa trees'.
5. Besides these large animals, anyone the least acquainted with the natural history of the Cape has read of the herds of antelopes, which can be compared only with the flocks of migratory birds. The numbers indeed of the lion, panther, and hyena, and the multitude of birds of prey, plainly speak of the abundance of the smaller quadrupeds. One evening, seven lions were counted at the same time prowling round Dr Smith's encampment. As this, an able naturalist remarked to me, each day the carnage in Southern Africa must indeed be terrific! I confess that it is truly surprising how such a number of animals can find support in a country producing so little food.
6. The larger quadrupeds no doubt roam over wide tracts in search of it; and their food chiefly consists of underwood, which probably contains much nutrient in a small bulk. Dr Smith also informs me that the vegetation has a rapid growth; no sooner is a part consumed, than its place is supplied by a fresh stock. There can be no doubt, however, that our ideas respecting the apparent amount of food necessary for the support of large quadrupeds are much exaggerated. The belief that where large quadrupeds exist, the vegetation must necessarily be luxuriant is more remarkable because the converse is far from true.

7. Mr Burchell observed to me that when entering Brazil, nothing struck him more forcibly than the splendour of the South American vegetation contrasted with that of South Africa, together with the absence of all large quadrupeds. In his travels, he has suggested that the comparison of the respective weights (if there were sufficient data) of an equal number of the largest herbivorous quadrupeds of each country would be extremely curious. If we take on the one side, the elephants, hippopotamus, giraffe, bos caffer, elan, five species of rhinoceros; and on the American side, two tapirs, the guanaco, three deer, the vicuna, peccari, capybara (after which we must choose from the monkeys to complete the number), and then place these two groups alongside each other; it is not easy to conceive ranks more disproportionate in size.
8. After the above facts, we are compelled to conclude, against anterior probability that among the mammalia there exists no close relation between the bulk of the species, and the quantity of the vegetation in the countries which they inhabit.

Adapted from: *Voyage of the Beagle*, Charles Darwin (1890)

[*CBSE Sample Paper 2016*]

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

(i) What is the primary concern of the author?
- (a) Discussing the relationship between the size of mammals and the nature of vegetation in their habitats
- (b) Contrasting ecological conditions in India and Africa
- (c) Proving that large animals do not require much food
- (d) Describing the size of animals in various parts of the world

(ii) According to the author, what has led to the 'prejudice'?
- (a) Errors in the reasoning of biologists
- (b) False ideas about animals in Africa
- (c) Incorrect assumptions on the part of geologists
- (d) Doubt in the mind of the author

(iii) Why are the flocks of migratory birds mentioned in the passage?
- (a) To describe an aspect of the fauna of South Africa
- (b) To illustrate a possible source of food for large carnivores
- (c) To contrast with the habits of the antelope
- (d) To suggest the size of antelope herds

(iv) Why does Darwin quote Burchell's observations?
- (a) To counter a popular misconception
- (b) To describe a region of great splendour
- (c) To prove a hypothesis
- (d) To illustrate a well-known phenomenon

(v) What struck Mr Burchell, when he entered Brazil?
- (a) South African vegetation
- (b) Presence of all large quadrupeds
- (c) South American vegetation contrasted with that of South Africa
- (d) Equal number of the largest herbivorous quadrupeds

B. Answer the following questions briefly. **(1×7=7 marks)**

(i) What prejudice has vitiated the reasoning of geologists?

(ii) Why does Dr Smith refer to Africa as a sterile country?

(iii) What is the 'carnage' referred to by Dr Smith?

(iv) What does Darwin's remark, 'if there were sufficient data' indicate?

(v) To account for the 'surprising' number of animals in a 'country producing so little food', what partial explanation does Darwin suggest?

(vi) Find a word from the passage (para-5) which means 'the violent killing of large number of people'.

(vii) Find a word from the passage (para-6) which means 'animals that have four legs'.

III. Read the following poem carefully. **(12 marks)**

Invictus: The Unconquerable

1. Out of the night that covers me,
Black as the Pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.

2. In the fell clutch of circumstance
I have not winced nor cried aloud,
Under the bludgeonings of chance
My head is bloody, but unbowed.

3. Beyond this place of wrath and tears
Looms but the horror of the shade,
And yet the menace of the years
Finds, and shall find me, unafraid.

4. It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate:
I am the captain of my soul.

— W.E. Henley

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

(i) What is the poem about?

(a) Courage in the face of death (b) Holding on to one's own dignity

(c) The soul after death (d) Both (a) and (b)

(ii) To what does the poet compare night?

(a) Pit (b) Pole

(c) Black (d) None of these

(iii) What do you understand by 'in the fell clutch of circumstance'?

(a) Under cruel circumstance (b) Under sober circumstance

(c) Under good circumstance (d) Under pampering circumstance

(iv) What does the poet thank Gods for?

(a) Painful situations (b) Unconquerable soul

(c) Dark night (d) Wrath and tears

(v) How does the menace of the years find the poet?

(a) Unafraid (b) Shaken

(c) Broken (d) Peaceful

B. Answer the following questions briefly. (1×7=7 marks)

(i) What does the poet mean by 'horror of the shade'?

(ii) Why is the poet's head bloody?

(iii) What does the poet intend to mean with the word 'charge'?

(iv) What is the theme of the poem?

(v) Which phrase has been used to signify 'advancing age'?

(vi) Find a word from the poem (verse-1) which means 'not able to defeat'.

(vii) Find a word from the poem (verse-2) which means 'to hit someone hard with a heavy weapon'.

IV. Read the following poem carefully. (12 marks)

I had a dove, and the sweet dove died,
And I have thought it died of grieving;
O what could it grieve for? Its feet were tied
With a silken thread of my own hand's weaving:
Sweet little red feet! Why would you die?
Why would you leave me, sweet bird, why?
You liv'd alone on the forest tree,
Why, pretty thing, could you live with me?
I kidd'd you oft, and gave you white peas
Why not live sweetly as in the green trees?

— John Keats

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

(i) For what is the bird grieving?

(a) Trees (b) Nature

(c) Freedom (d) Love

(ii) With what did the poet tie the bird's feet?

(a) Chain (b) Cloth

(c) Silk thread (d) Cotton thread

(iii) What does 'lived alone on the forest tree' symbolise?

(a) A dependent life (b) Freedom

(c) A lonely life (d) A dull life

(iv) What does the poet personify with a dove?

(a) Pretty (b) Love

(c) Light (d) Death

(v) What does the phrase 'its feet were tied' mean?

(a) Restrain (b) Bondage

(c) Concern (d) Protection

B. Answer the following questions briefly. (1×7=7 marks)

(i) What did the dove die of?

(ii) Does the poet know the cause of the dove's death?

(iii) How did the poet satisfy the needs of the bird?

(iv) What message does the poem convey?

(v) What did the bird grieve for?

(vi) Find a word from the poem which means 'to feel and express great sadness'.

(vii) Find a word from the poem which means 'held together with a long, thin string'.

V. Read the following passage carefully. (12 marks)

1. India has never subscribed to the doctrine of militarism and war in her history. Here, war was never treated as an ideal. It was only tolerated as unavoidable and inevitable, and all attempts were made to check it and bring it under control. In spite of the frequency of wars in ancient India, in spite of highly developed military organisation, techniques of war and imperialism, and in spite of the open justification of war as national policy, the heart of India loved pacifisms as an ideal capable of realisation. India's symbolic role was that of a peace-maker and it sincerely pinned its faith on the principle of 'Live and Let Live'. At least philosophically, India's intelligence supported the cause of peace not only in national affairs but in international affairs also. All the great seers of the yore visualised the unity of life, permeating all beings, animate or inanimate, which ruled out killing and suicidal wars.
2. This doctrine of philosophical pacifisms, practiced by ancient *Aryans,* is no doubt a question of controversial nature. Certainly, the great Indian teachers and savants stuck to this doctrine tenaciously and in their personal life they translated it into practice and preached it to masses and even to the princes of military classes.
3. Another culture of those times, the existence of which has been proved by the excavations of *Mohen-jo-Daro*, also enunciated the doctrine of pacificism and friendship to all. Strangely enough, the Indus Valley Civilization has revealed no fortification and very few weapons.
4. Ahimsa or the doctrine of non-violence in thought, speech and action assumed a gigantic importance in the Buddhist and Jain period. By a constant practice of this virtue, man becomes unassailable by even wild beasts, who forgets their ferocity the moment they enter the circumference of his magnetic influence. The monks and nuns of these churches were apostles of peace, who reached every nook and corner of the world and delivered the message of love to war-weary humanity. The greatest votary was the royal monk *Ashoka*, who in reality was responsible for transforming Ahimsa as an act of personal virtue, to Ahimsa as an act of national virtue.
5. Many historians recounting the causes of the downfall of the *Mauryas*, hold the pacific policy of Ashoka which had eschewed the aggressive militarism of his predecessors, responsible for an early decay of the military strength of the state and its consequent disintegration, leading to the rise of *Sungas*, *Kanvas* and *Andhras*.

But in reality, the fault lies with the weak successors of Ashoka, who could not wield the weapon of non-violence with skill and efficiency which required the strength of a spiritual giant-like Ashoka. They failed due to their subjective weakness: Pacifism itself was no cause of their failure.

6. Besides the foregoing philosophical and religious school of thought, even many political authorities gave their unqualified support to the cause of pacifisms. They recognised the right of rivals to exist, not mainly as enemies, but as collaborators in the building of a civilisation operation. Thus, for centuries, in the pre-*Mauryan* India, scores of small independent republics existed and flourished without coming into clash with each other.
7. With regard to *Kautilya*, the much maligned militarist and the so-called Machiavelli of India, he thinks that the object of diplomatic is to avoid war.
8. The Mahabharata observes in the connection: "A wise man should be content with what can be obtained by the expedients of conciliation, gift and dissension." It denounces the warring world of men by comparing it to a dog-kennel. "First there comes the wagging of tails, then turning of one round to other, then the show of teeth, then the roaring and then comes the commencement of the fights. It is the same with men; there is no difference whatever." *Yajnavalkya* adds: "War is the last expedient to be used when all others have failed." Likewise, *Sri Krishna* who's *Bhagwad-Gita* has been styled by some as 'a song of the battle', should not be considered militarist. When all the three expedients were exhausted, then alone the fourth was resorted.
9. All possible avenues of peace, such as negotiation, conciliation through conference, meditation and so on, were explored before the war was resorted. This proves that the heart of ancient India was sound and it longed for peace, although war also was not treated as an anathema, which was to be avoided as far as possible.

(*Extract from 'Culture India-Pacifism has been the Ideal' by Sri Indra*)

[*CBSE Sample Paper 2019*]

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

(i) What does the heart of India love?
(a) A highly developed military organisation
(b) Techniques of wars and imperialism
(c) Loans
(d) Pacifism

(ii) What does the principle of 'Live and Let Live' mean?
(a) Imperialism (b) Militarism
(c) Frequency of wars among nations (d) Role of peace-makers

(iii) What did Aryans preach and practice to the masses?
(a) Non-violence (b) Freedom of speech and action
(c) Philosophical pacifisms (d) Practice of military organisation

(iv) With what does Mahabharata compare the warring world?
(a) Wise men (b) Dog kennel
(c) Song of the battle (d) Militarist

(v) What message was delivered by the monks and nuns?

(a) Love to wear-weary humanity (b) Live and let live

(c) Ahimsa is an act of national virtue (d) The doctrine of non-violence

B. Answer the following questions briefly. (1×7=7 marks)

(i) How was war treated in India?

(ii) Describe India's preparedness for war in spite of their belief in Pacifism.

(iii) How did the Aryans practice the Doctrine of Pacifism?

(iv) What is Ahimsa?

(v) What is the meaning of co-existence with rivals?

(vi) Find a word from the passage (para-1) which means 'spreading through something and being presented in every part of it'.

(vii) Find a word from the passage (para-3) which means 'to express in definite and clear terms'.

Answer Key

I. A. (i) (d) (ii) (a) (iii) (b) (iv) (b) (v) (d)

B. (i) The Greek belief about the 'stone of anointing' is that this was the place where Christ was removed from the cross.

(ii) Emperor Constantine built the Rotunda to mark the place where Jesus Christ was laid to rest.

(iii) The general attitude of the pilgrims is out of respect and novelty of the place. They preserve the memory by photographing it. They are least interested in the history or tradition of the place.

(iv) The site is compatible with the biblical period as according to gospels, 'Jesus' crucifixion occurred at a place outside the city wall with graves nearby'. This is further known from the fact that archaeologists have discovered tombs from that era.

(v) The pilgrims entered the room of the tomb in a single file because the room was small with a low door. It led to a narrow, smaller chamber where only one person could enter at a time.

(vi) resurrection

(vii) nondescript

II. A. (i) (a) (ii) (b) (iii) (c) (iv) (d) (v) (c)

B. (i) The prejudice that large animals require luxuriant vegetation has vitiated the reasoning of geologists.

(ii) Dr Smith refers to Africa as a sterile country. Here, the traveller may pass for days together through open plains, covered by a poor and scanty vegetation.

(iii) Dr Smith refers to the number of prey animals killed by predators as carnage.

(iv) Darwin's remark indicates that comparison of the weights of herbivores is largely speculative.

(v) To account for the 'surprising' number of animals in a country producing so little food, Darwin suggests that food requirements have been overestimated. He also suggests a rapid growth of plant material.

(vi) carnage

(vii) quadrupeds

III. A. (i) (d) (ii) (a) (iii) (a) (iv) (b) (v) (a)

B. (i) Because of bludgeoning of the poet's head with various problems.

(ii) According to the poet, nothing can stop the events in the future and in fact, he cannot prevent things from happening. The poet talks about the horror of death in these lines.

(iii) By the word 'charged', the poet refers to all the punishments that fate has allotted him.

(iv) The main theme is that one controls one's fate more than anyone else ever will. In a world that does not care for us and often seems to be trying to destroy us, we can overcome all odds and be victorious because we alone can change our fate.

(v) Menace of the years has been used to signify 'advancing age'.

(vi) unconquerable

(vii) bludgeonings

IV. A. (i) (c) (ii) (c) (iii) (b) (iv) (b) (v) (b)

B. (i) The dove died grieving for a life of freedom and liberty.

(ii) The poet knows that the dove died of grieving, but he does not know what it grieved for.

(iii) The poet loved and kissed it and fed it with white peas.

(iv) The poem conveys the message that freedom is above everything and of the utmost importance in this world.

(v) The bird grieved for the freedom which it had while living in the forest.

(vi) grieve

(vii) tied

V. A. (i) (d) (ii) (d) (iii) (c) (iv) (b) (v) (a)

B. (i) War was never treated as an ideal in India. It was only tolerated as unavoidable and inevitable. All attempts were made to check it and control it.

(ii) Highly developed military organisation/techniques of war and imperialism/the open justification of war as national policy.

(iii) The doctrine of philosophical Pacifism was practised by ancient Aryans. The great Indian teachers and savants stuck to this doctrine tenaciously, practised and preached it to the masses and royals.

(iv) Ahimsa is the doctrine of non-violence in thought, speech and action. It is an act of personal virtue.

(v) The right of the rivals to exist, not mainly as enemies but as collaborators in the building of a civilisation operation/co-existence without coming in clash with each other.

(vi) permeating

(vii) enunciated

Unsolved Passages

I. Read the following passage carefully. **(12 marks)**

1. 'NOW, what I want is, Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the minds of reasoning animals upon Facts: nothing else will ever be of any service to them. This is the principle on which I bring up my own children, and this is the principle on which I bring up these children. Stick to the facts, sir!'
2. The scene was a plain, bare, monotonous vault of a school-room, and the speaker's square forefinger emphasised his observations by underscoring every sentence with a line on the schoolmaster's sleeve. The emphasis was helped by the speaker's square wall of a forehead, which had his eyebrows for its base, while his eyes found commodious cellarage in two dark caves, overshadowed by the wall. The emphasis was helped by the speaker's mouth, which was wide, thin, and hard set. The emphasis was helped by the speaker's voice, which was inflexible, dry, and dictatorial. The emphasis was helped by the speaker's hair, which bristled on the skirts of his bald head, a plantation of firs to keep the wind from its shining surface, all covered with knobs, like the crust of a plum pie, as if the head had scarcely warehouse-room for the hard facts stored inside. The speaker's obstinate carriage, square coat, square legs, square shoulders,—nay, his very neck cloth, trained to take him by the throat with an unaccommodating grasp, like a stubborn fact, as it was—all helped the emphasis.
3. 'In this life, we want nothing but Facts, sir; nothing but Facts!'
4. The speaker, and the schoolmaster, and the third grown person present, all backed a little, and swept with their eyes the inclined plane of little vessels then and there arranged in order, ready to have imperial gallons of facts poured into them until they were full to the brim.
5. THOMAS GRADGRIND, sir. A man of realities. A man of facts and calculations. A man who proceeds upon the principle that two and two are four, and nothing over, and who is not to be talked into allowing for anything over. Thomas Gradgrind, sir—imperatively Thomas—Thomas Gradgrind. With a rule and a pair of scales, and the multiplication table always in his pocket, sir, ready to weigh and measure any parcel of human nature, and tell you exactly what it comes to. It is a mere question of figures, a case of simple arithmetic. You might hope to get some other non-sensical belief into the head of George Gradgrind, or Augustus Gradgrind, or John Gradgrind, or Joseph Gradgrind (all supposititious, non-existent persons), but into the head of Thomas Gradgrind—no, sir!
6. In such terms, Mr Gradgrind always mentally introduced himself, whether to his private circle of acquaintance, or to the public in general. In such terms, no doubt, substituting the words 'boys and girls', for 'sir', Thomas Gradgrind now presented Thomas Gradgrind to the little pitchers before him, who were to be filled so full of facts.
7. Indeed, as he eagerly sparkled at them from the spacious cellar cellarage before mentioned, he seemed a kind of cannon loaded to the muzzle with facts, and prepared to blow them clean out of the regions of childhood at one discharge. He seemed a galvanising apparatus, too, charged with a grim mechanical substitute for the tender young imaginations that were to be stormed away.

8. 'Girl number twenty,' said Mr Gradgrind, squarely pointing with his square forefinger, 'I don't know that girl. Who is that girl?'
9. 'Sissy Jupe, sir,' explained number twenty, blushing, standing up, and curtseying.
10. 'Sissy is not a name,' said Mr Gradgrind. 'Don't call yourself Sissy. Call yourself Cecilia.'
11. 'It's father as he calls me Sissy, sir,' returned the young girl in a trembling voice, and with another curtsey.
12. 'Then he has no business to do it,' said Mr Gradgrind. 'Tell him he mustn't. Cecilia Jupe. Let me see. What is your father?'
13. 'He belongs to the horse-riding, if you please, sir.'
14. Mr Gradgrind frowned, and waved off the objectionable calling with his hand.
15. 'We don't want to know anything about that, here. You mustn't tell us about that, here. Your father breaks horses, doesn't he?'
16. 'If you please, sir, when they can get any to break, they do break horses in the ring, sir.'
17. 'You mustn't tell us about the ring, here. Very well, then. Describe your father as a horse-breaker. He doctors sick horses, I dare say?'
18. 'Oh yes, sir.'
19. 'Very well, then. He is a veterinary surgeon, a farrier, and horse-breaker. Give me your definition of a horse.'
20. (Sissy Jupe was thrown into the greatest alarm by this demand.)
21. 'Girl number twenty unable to define a horse!' said Mr Gradgrind, for the general benefit of all the little pitchers. 'Girl number twenty possessed of no facts, in reference to one of the commonest of animals! Some boys' definition of a horse. Bitzer, yours.'

(Adapted from Charles Dicken's *Hard Times*)

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

(i) How was the speaker's voice?
(a) Inflexible (b) Dry
(c) Dictatorial (d) All of these

(ii) Who has been called a man of realities?
(a) Thomas Gradgrind (b) George Gradgrind
(c) John Gradgrind (d) Joseph Gradgrind

(iii) What were the little 'pitchers' to be filled with?
(a) Water (b) Wine
(c) Facts (d) Figures

(iv) What was girl number twenty's real name?
(a) Augustus (b) Sissy Jupe
(c) Cecilia Jupe (d) Bitzer Jupe

(v) What was girl number twenty unable to do?
(a) Define a horse (b) Tell about her family
(c) Tell her name (d) Ride a horse

B. Answer the following questions briefly. **(1×7=7 marks)**

(i) What does Thomas Gradgrind believe in?

(ii) What is a child's mind compared to in this passage? Give examples.

(iii) Do you think Gradgrind's approach to education was right? Why/Why not?

(iv) What is symbolic about the names of the characters in the passage?

(v) What is Gradgrind's attitude towards children? Give examples.

(vi) Find a word from the passage (para-4) which means 'the very top edge of a container'.

(vii) Find a word from the passage (para-7) which means 'to use someone or something instead of a person or thing'.

II. Read the following poem carefully. **(12 marks)**

Anger

1. Anger in its time and place
May assume a kind of grace.
It must have some reason in it,
And not last beyond a minute.

2. If to further lengths it go,
It does into malice grow.
'Tis the difference that we see
'Twixt the serpent and the bee.

3. If the latter you provoke,
It inflicts a hasty stroke,
Puts you to some little pain,
But it never stings again.

4. Close in tufted bush or brake
Lurks the poison-swelled snake
Nursing up his cherished wrath;
In the purlieux of his path,

5. In the cold, or in the warm,
Mean him good, or mean him harm,
Whensoever fate may bring you,
The vile snake will always sting you.

— Charles and Mary Lamb

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

(i) When is anger assumed as a kind of grace?

(a) All the time (b) When it is in correct place and time

(c) Never (d) Both (b) and (c)

(ii) How long is it ok for anger to last?

(a) Not beyond a minute (b) Not beyond 15 minutes

(c) Not beyond half an hour (d) Not beyond an hour

(iii) What does anger grow into, if it remains for long?

(a) Fear (b) Malice

(c) Pride (d) Jealously

(iv) Who lurks in the tufted bush?

(a) Snake (b) Bee

(c) Poet (d) None of these

(v) When will the vile snake sting?

(a) In the cold (b) In the warm

(c) Never (d) Both (a) and (b)

B. Answer the following questions briefly. (1×7=7 marks)

(i) What do lines 1 and 2 suggest about the emotion 'anger'?

(ii) Why do you think that anger which lasts beyond a minute becomes dangerous?

(iii) What does 'provoke' suggest of the temperament of the bee?

(iv) How does the anger of the bee differ from that of the snake?

(v) What does the poet compare the anger of the snake with?

(vi) Find a word from the poem (verse-3) which means 'to try to annoy'.

(vii) Find a word from the poem (verse-4) which means 'extreme anger'.

III. Read the following passage carefully. (12 marks)

1. A stout old lady was walking with her basket down the middle of a street in Petrograd to the great confusion of the traffic and with no small peril to herself. It was pointed out to her that the pavement was the place for pedestrians, but she replied: 'I'm going to walk where I like. We've got liberty now.' It did not occur to the dear old lady that if liberty entitled the pedestrian to walk down the middle of the road, then the end of such liberty would be universal chaos. Everybody would be getting in everybody else's way and nobody would get anywhere. Individual liberty would have become social anarchy.

2. There is a danger of the world getting liberty-drunk in these days like the old lady with the basket, and it is just as well to remind ourselves of what the rule of the road means. It means that in order that the liberties of all may be preserved, the liberties of everybody must be curtailed. When the policeman, at Piccadilly Circus steps into the middle of the road and puts out his hand, he is the symbol not of tyranny but of liberty. You may not think so. You may, being in a hurry, and seeing your car pulled up by this insolence of office, feel that your liberty has been outraged. How dare this fellow interfere with your free use of the public highway? Then if you are a reasonable person, you will reflect that if he did not interfere with you, he would interfere with no one, and the result would be that Piccadilly Circus would be a maelstrom that you would never cross at all. You have submitted to a curtailment of private liberty in order that you may enjoy a social order which makes your liberty a reality.

3. Liberty is not a personal affair only but a social contract. It is an accommodation of interests. In matters which do not touch anybody else's liberty, of course, I may be as free as I like. If I choose to go down the road in a dressing-gown, who shall say me nay? You have liberty to laugh at me, but I have liberty to be indifferent to you. And if I have a fancy for dyeing my hair, or waxing my moustache (which heaven forbid), or wearing an overcoat and sandals, or going to bed late or getting up early, I shall follow my fancy and ask no man's permission. I shall not inquire of you whether I may eat mustard with my mutton. And you will not ask me whether you may follow this religion or that, whether you may prefer Ella Wheeler Wilcox to Wordsworth, or champagne to shandy.
4. In all these and a thousand other details, you and I please ourselves and ask no one's leave. We have a whole kingdom in which we rule alone, can do what we choose, be wise or ridiculous, harsh or easy, conventional or odd. But directly we step out of that kingdom, our personal liberty of action becomes qualified by other people's liberty. I might like to practice on the trombone from midnight till three in the morning. If I went on to the top of Everest to do it, I could please myself, but if I do it in my bedroom, my family will object, and if I do it out in the streets, the neighbours will remind me that my liberty to blow the trombone must not interfere with their liberty to sleep in quiet.
5. There are a lot of people in the world, and I have to accommodate my liberty to their liberties. We are all liable to forget this, and unfortunately, we are much more conscious of the imperfections of others in this respect than of our own. A reasonable consideration for the rights or feelings of others is the foundation of social conduct.
6. It is in the small matters of conduct, in the observance of the rule of the road, that we pass judgement upon ourselves, and declare that we are civilised or uncivilised. The great moments of heroism and sacrifice are rare. It is the little habits of commonplace intercourse that make up the great sum of life and sweeten or make the journey bitter.

(Adapted from an essay by *George Orwell)*

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

(i) Where was the stout lady walking?

(a) In the middle of a street (b) Pavement

(c) Garden (d) Highway

(ii) What is 'rule of the road' according to the author?

(a) Not to walk in the middle of the road (b) To be considerate towards others

(c) Not to overtake others (d) Not to drive rashly

(iii) What would have become social anarchy?

(a) To get liberty drunk (b) Individual liberty

(c) Personal affair (d) Liberty to laugh

(iv) What is the major danger in today's world?

(a) Of the society getting liberty-drunk

(b) Of the society behaving in a rash manner

(c) Of the society living poorly
(d) Of people not cooperating with others

(v) What is the foundation of social conduct?
(a) Liberty to sleep in quiet
(b) Symbol of tyranny
(c) Consideration for the rights or feelings of others
(d) Heroism and sacrifice

B. Answer the following questions briefly. (1×7=7 marks)

(i) What is the author's attitude towards the old lady in the passage?
(ii) How would 'individual liberty become social anarchy'?
(iii) What does the sentence, 'It means....curtailed' (para-2) mean?
(iv) Which sentence best sums up the author's main point?
(v) 'We are all liable....' (para-5). What does the author refer to?
(vi) Find a word from the passage (para-2) which means 'to stop something before it is finished'.
(vii) Find a word from the passage (para-3) which means 'the freedom to live as you wish'.

IV. Read the following poem carefully. (12 marks)

A Poison Tree

1. I was angry with my friend;
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.

2. And I watered it in fears,
Night & morning with my tears:
And I sunned it with smiles,
And with soft deceitful wiles.

3. And it grew both day and night.
Till it bore an apple bright.
And my foe beheld it shine,
And he knew that it was mine.

4. And into my garden stole,
When the night had veild the pole;
In the morning glad I see;
My foe outstretched beneath the tree.

— William Blake

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

(i) What emotion is expressed in verse-1 of the poem?
(a) Sorrow (b) Happiness
(c) Anger (d) Guilt

(ii) When did the poet's wrath end?

(a) After telling it (b) After taking it on the perpetrator

(c) After hitting someone (d) After waiting for sometime

(iii) What happened when he did not express his anger?

(a) His anger grew (b) His anger ended

(c) He lost his friend (d) He started hating his friend

(iv) Who is the poet angry with?

(a) His mother (b) His friend

(c) His brother (d) His father

(v) How did the poet nurture his poison tree?

(a) With his fears and tears (b) With his smile

(c) With his deceitful wiles (d) All of these

B. Answer the following questions briefly. (1×7=7 marks)

(i) What is the theme of this poem?

(ii) What are the different factors which led to an increase in the poet's anger?

(iii) How does the poet feel about his anger?

(iv) Does the poem offer any advice about how to deal with people who make us angry, upset, frustrated, etc.? If so, what? If not, why not?

(v) What does the poet mean by 'watered it with fears'?

(vi) Find a word from the poem (verse-2) which means 'dishonest'.

(vii) Find a word from the poem (verse-4) which means 'to move quietly without being noticed'.

V. Read the following passage carefully. (12 marks)

1. "But have you been to Nimtita? Have you been to the palace there?" asked the old man in the tea-shop, with the thatched roof. We were in the village of Lalgola, one hundred and fifty miles from Kolkata, and we had just seen our thirteenth nobleman's palace and found it unsuitable.
2. "Nimtita? Where is that?" we asked without much interest. We had never heard of the place. "It is sixty miles to the North of here. You drive up the highway. Then you come to a river which you have to cross. A ferry will take your car across. Then up the highway again for twenty miles. A sign tells you where to branch off… It's on the river Padma, on the eastern bank. It's the palace of the Choudharys. I've been listening to your talk, and I feel you ought to see this one before you give up."
3. We were not very hopeful. We had had enough trouble taking free advice from people who had no idea of our needs. Anyway, the question was: do we or do we not undertake this last trip? If we did not like the palace, it might mean either giving up making this film altogether, or seriously changing its nature. We tossed a coin to decide whether to go or not. The coin said, "Go!", and we set out on our sixty-mile journey.
4. It was when I was in bed with my right leg in plaster that I had decided the film on Tarasankar Banerji's famous short story, 'The Music Room' (Jalsanghar). A nasty fall on the stone steps at Benaras had brought about a serious knee injury. I lay in bed and read all the Bengali books I could lay my hands on. Just then, the film

distributors were not keen to take my film for distribution and may be this was one of the things that made me choose 'The Music Room'.

5. Here was a dramatic story which could naturally bring in music and dancing, and distributors loved music and dancing. But here, too, was a story full of feelings. So it would be satisfying for me as an artist. I would cast Chabi Biswas, our greatest actor, in the leading role of the zamindar – the zamindar whose love of the bog musical entertainments brings about his ruin. But the most important thing was to find a palace. As we had a low budget, there was no question of having studio-built sets. I knew that, if we had the money, my art director could easily build a set which looked like our old palace with the right style, but we just didn't have the money for it.
6. Nimtita turned out to be everything that the old man had claimed – and more. No one could have described in words the feeling of utter sadness that surrounded the palace. The river Padma had changed its course over the years, so that now there were endless stretches of sand where once had been villages. The palace itself–Greek pillars and all – was a perfect realisation of my dream image. It stood looking out over the stretches of sand with a sad dignity. It had somehow escaped being totally destroyed when the river changed its course. The river had reached within ten years of the front of the palace – having swallowed the garden – and then stopped. Ganendra Narayan Choudhary, who is seventy and owns a British title and the palace, told us how it happened: "We were having breakfast one morning when we heard a low rumble. We went out to the veranda and saw a big chink of our estate – almost a square mile of it – going under water, disappearing forever. It all happened in a few seconds. Padma's appetite is legendary."
7. "But aren't you afraid that the river might encroach further?"
8. "Oh, yes, the rains bring with them the usual fears."
9. On returning from our first trip to Nimtita, I telephoned the author, Mr Banerji. He had been just as anxious about the location as we were.
10. "We've found our palace at last, Mr Banerji," I said.
11. "Have you? And where is it?"
12. "At a little-known place called Nimtita."
13. "Nimtita? There was a note of recognition in his voice." You don't mean the palace of the Choudharys, do you?"
14. "That's the one."
15. "But that's extraordinary! I haven't been to Nimtita myself, but I have read about the Choudharys in a history of Bengal zamindars, and it was the music-loving Upendra Narayan Choudhary who served as the model for my rajah." **[*CBSE 2019 SET-II*]**

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

(i) What is the profession of the writer?

(a) Painter (b) Filmmaker

(c) Photographer (d) Journalist

(ii) What helped the writer and his friends to decide whether or not to go Nimtita?

(a) The suggestion made by the old man at the tea-shop

(b) Their own intuitive feeling
(c) Description of the palace in a travel book
(d) Tossing of a coin

(iii) Why was the idea of building a set for shooting given up?
(a) Shooting at a set would not give a real-life effect
(b) They didn't have money for a set
(c) Building a set is very time consuming
(d) Shooting at the actual palace would be more authentic

(iv) Who is the central character in the story, 'The Music Room'?
(a) A local raja (b) A zamindar
(c) A British official (d) An artist

(v) What did the author like the most about the palace?
(a) Facilities for the visitors (b) Wood carvings at the ceiling
(c) Its huge central hall (d) Its Greek pillars

B. Answer the following questions briefly. (1×7=7 marks)

(i) What suggestion did the old man at the tea-shop make to the author and his friends?
(ii) Why did the author not like the idea of taking free advice?
(iii) How did the author sustain a serious injury?
(iv) What brought about the ruin of the zamindar in the story, 'The Music Room'?
(v) Who was Ganendra Narayan Choudhary?
(vi) Find a word from the passage (para-5) which means 'main'.
(vii) Find a word from the passage (para-9) which means 'concerned'.

VI. Read the following passage carefully. (12 marks)

1. The sage of science, Einstein, was sitting in a depressive and pensive mood one evening. His eyes were brimming with tears. The pain was evident on his face. He peeped out of the window of his room. The sun had set a few minutes back. The sky was filled with a reddish glow. At this sunset, he felt that it was humanity that had sunk into devilish darkness and the reddish glow in the sky was the blood of humanity spilling all over the sky from earth. With tired steps, he walked back to his chair and settled down. It was the 9th of August 1945. Three days back, he had felt the same agony as if someone had torn him apart. He was deeply hurt and depressed when he heard on the radio that America had dropped an atom bomb on the Japanese city, Hiroshima. Today, within three days another bomb was dropped on another city, Nagasaki and lakhs of people had been killed.
2. He had heard that the blast released so much energy that it had paled all past destructions in comparison and death had played out a pitiable dance of destruction. The flames that broke out of the bomb were burning, melting and exploding buildings. Scared of the heat of the bomb, people had jumped into lakes and rivers, but the water was boiling, and the people too were burnt and killed. The animals in the water were already boiled to death. Animals, trees, herbs, fragrant flowering plants were all turned into ashes. The atomic energy

destruction had just not stopped there. It had entered the atmosphere there and had spread radiation that would affect people for generations to come and would also ring about destructive irreversible biological changes in animals and plants.

3. As the news of the atomic attack reached Einstein, and he became aware of the glaring horror of the abuse of atomic energy, his distress and restlessness knew no bounds. He could not control himself and picked up his violin to turn his mind on to other things. While playing the violin, he tried to dissolve his distress in its sad notes but couldn't. He was burning on the embers of destruction; his heart was filled with an ocean of agony and tears just continued streaming uncontrollably out of his eyes. Night had fallen. His daughter came up and asked him to eat something as he had not taken anything for the last four days. His voice was restrained, and he said, "I don't feel like eating."
4. He could not sleep that night. Lying down, he was thinking how he had drawn the attention of the then American President Roosevelt towards the destructive powers of an atomic bomb. He had thought that this would be used to scare Hitler and put an end to the barbarism that Hitler was up to. However, Roosevelt kept him in the dark and made false promises. Eventually, he had abused Einstein's equation of $E=MC^2$ that resulted in the destructive experiments. His actions had made science and scientists as murderers. Einstein kept on thinking for a long time. Eventually, he slipped into sleep. When he woke up at dawn, there was a new dawn in him too. The atomic threat had transformed his heart.
5. The next day, he decided to disassociate himself from the scientific policy of the government and all governmental institutions. He decided to open educational institutions for children, adolescents and youth – institutions where along with science, spirituality will be compulsorily taught.
6. To inaugurate this institution, he had invited two great philosophers, Bertrand Russell and Albert Schweitzer. Ten other great scientists who had won Nobel Prizes in different fields were also invited. They all saw a different Einstein, not a great scientist but a sage in him. The institution was opened by garlanding a photo of Mahatma Gandhi. While garlanding the Mahatma, he became emotional and said with a lump in his throat, "I bow down to the great man who fought for the independence of his country through non-violence. He could do so because he was a truthful man and true spiritualist."
7. Those who teach science should be taught spirituality too. Without harmony between science and spirituality, the destruction would continue unabated. A few years after this institution was built, a Japanese delegation came to meet him. Einstein broke down in the meeting and said, "You can give me any punishment and I will accept it. Anyway, I have decided to lead my life in penitence." The Japanese were moved by his sincerity and forgot their grief. ***[CBSE 2019 SET-II]***

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

(i) Besides two great philosophers how many other scientists were invited by Einstein to inaugurate the institution where spirituality would be compulsorily taught?

(a) Five (b) Ten

(c) Eight (d) Fifteen

(ii) Which instrument did Einstein play when he was in grief?

(a) Harmonium (b) Guitar

(c) Violin (d) Flute

(iii) How did Einstein came to know that America had dropped an atom bomb on the Japanese city?

(a) Through television (b) Through newspaper

(c) Through radio (d) Through a telephonic message

(iv) Which American President was told about the destructive power of an atomic bomb?

(a) Kennedy (b) Bill Clinton

(c) Lincoln (d) Roosevelt

(v) What did Einstein say to the Japanese delegation?

(a) "You can give me any punishment and I will accept it."

(b) "I am not at fault."

(c) "What could I do?"

(d) "The President didn't agree to my advice."

B. Answer the following questions briefly. (1×7=7 marks)

(i) What did Einstein do to overcome his distress after getting the news of the atomic attack?

(ii) Which event in 1945, according to Einstein, turned science and scientists into murderers?

(iii) What did Einstein do to show his displeasure over the atomic attack?

(iv) Name the philosophers that Einstein invited to inaugurate the new institution.

(v) Why did Einstein want harmony between science and spirituality while teaching in educational institutes?

(vi) Find a word from the passage (para-1) which means 'thoughtful'.

(vii) Find a word from the passage (para-2) which means 'sweet smelling'.

4 NOTE-MAKING PASSAGES

Today, extensive reading is required in each and every field. Be it school, research or work, we are often bombarded with a variety of information. It often becomes difficult to recall all the important ideas we may have read.

Note-making is a means to capture the key ideas of a given passage in an easily readable, logically-structured format. The main purpose of 'key to abbreviations' is to facilitate understanding for the other readers too. Thus, note-making can be a wonderful tool to take notes in class, share notes with each other and even revise for an exam.

Tips to prepare for note-making and summary

- Prepare notes using phrases only and never use complete sentences.
- The topic of each paragraph is the main point/the central theme, and the ideas affiliated to it are the sub-points— one or more depending on the concepts in the paragraph.
- Sub-points should be limited to five.
- Each sub-point may or may not have supplementary ideas which become sub-subpoints. Do not give examples to support the main ideas.
- Proper indentation is essential.
- Provide an appropriate title for the notes and the summary.
- Include a minimum of 4 to 6 distinctly different, recognisable short forms (only necessary) of the longer words (abbreviations) in the notes. You may also use symbols and figures for abbreviation.
- Underline all short forms. Provide the key for the short forms at the end of the notes titled 'Key to Abbreviations'.
- Cover all the important points in the passage while preparing the notes.
- Identify and club similar ideas scattered in different paragraphs/areas of the passage before subtitling paragraph wise to make notes short and precise.
- Using all the important points in the notes, prepare a cohesive and coherent summary in about 80 words.
- In the summary, use third person indirect speech and the past tense, wherever possible.
- Write the summary in complete sentences in a paragraph. Remember to be short and brief. Give an appropriate title to the summary.

Mechanics of Note-Making

(a) Use of Abbreviations:

(i) Capitalised words: UNO, CBSE, NCERT, etc.

(ii) Arithmetic symbols: (><, ¯, \, kg, %, etc.)

(iii) Commonly used: (in newspapers, magazines, etc.) (sc., govt., Eng., Sans.)

(iv) Invented: First and last few letters of the words with a dot at the end (edul, poln., popn. mfg.).

(b) Proper Indentation

Notes:

1. Sub-Heading
   (a) (Point)
   (b) (Point)
   (c) (Point)
      (i) (Sub-point)
      (ii) (Sub-point)
2. Sub-Heading

Format of Note-Making

Notes
Heading
Sub heading
Sub-Sub heading
Key to Abbreviations
Title
Summary

Solved Passages

I. Read the following passage carefully. **(8 marks)**

1. The small village of Somnathpur contains an extraordinary temple, built around 1268 A.D. by the Hoyasalas of Karnataka – one of the most prolific temple-builders. Belur and Helebid are among their better-known works. While these suffered during the invasions of the 14th century, the Somnathpur temple stands more or less intact in near-original condition.
2. This small temple captivates the beauty and vitality of its detailed sculpture, covering almost every inch of the walls, pillars and even ceilings. It has three shikharas and stands on a star-shaped, raised platform with 24 edges. The outer walls have a profusion of detailed carvings: the entire surface run over by carved plaques of stone. There were vertical panels covered by exquisite figures of Gods and Goddesses with many incarnations being depicted.
3. There were nymphs too, some carrying an ear of maize — a symbol of plenty and prosperity. The elaborate ornamentation, the very characteristic of Hoyasala sculptures, was a remarkable feature. On closer look— and it is worth it – the series of friezes on the outer walls revealed intricately carved caparisoned (covered decorative cloth) elephants, charging horsemen, stylised flowers, warriors, musicians, crocodiles, and swans.

   The temple was actually commissioned by Soma Dandanayaka or Somnath (he named the village after himself), the minister of the Hoyasala king, Narasimha, the third. The temple was built to house three versions of Krishna.
4. The inner centre of the temple was the kalyana mandapa. Leading from here were three corridors each ending in a shrine, one for each kind of Krishna – Venugopala, Janardana and Prasanna Keshava, though only two remain in their original form.

In the darkness of the sanctum sanctorum, I tried to discern the different images. The temple's sculptural perfection is amazing and it includes the doors of the temple and the three elegantly carved towers.

(a) On the basis of your reading of the passage, make notes on it using headings and sub-headings. Use recognisable abbreviations, wherever necessary. Give the passage a suitable title. (4 marks)

(b) Write a summary of the notes prepared, in not more than 80 words. (4 marks)

Ans. (a) Notes:

1. Heading – The village temple
   - 1.1 Built in the Village of Somnathpur
   - 1.2 1268 AD – by Hoyasalas
   - 1.3 Most prolific bldrs
   - 1.4 Stands intact even now
2. Temple: the beauty and vitality
   - 2.1 Detailed sculpture – covering walls, pillars, ceilings
     - 2.1.1 series of friezes on outer walls
     - 2.1.2 intricately carved elephants
     - 2.1.3 charging horsemen
     - 2.1.4 stylised flowers
     - 2.1.5 warriors, musicians, crocodile and swans
   - 2.2 Three shikharas – stands *shaped, raised platform – 24 edges
   - 2.3 The outer walls – detailed carvings
   - 2.4 The entire surface – carved plaques of stone
   - 2.5 Vertical panels covered by exq. fig.
3. Representation of Hinduism
   - 3.1 Incarnations
   - 3.2 Many deities
4. Temple in the History
   - 4.1 Comsnd. Soma Dandanayaka or Somnath
   - 4.2 The inner centre of the temple – kalyana mandapa
   - 4.3 Three corridors ending in a shrine

Key to Abbreviations

bldrs.	– builders
*	– star
exq.	– exquisite
fig.	– figures
comsnd.	– commissioned

(b) Summary: Temple of Somnathpur

The small village of Somnathpur contains an extraordinary temple, built around 1268 A.D. The temple stands more or less in tact in near original condition even

now. The temple of Somnathpur is extraordinary due to the sculptures on the walls, pillars, and even the ceiling which is covered by exquisite figures of Gods and Goddesses. It is a representation of Hinduism with its many incarnations and deities. The temple commissioned by Somnath has a 'kalyana mandapa' with three corridors ending in a shrine.

II. Read the following passage carefully. (8 marks)

1. It's 10 p.m. and the research paper is due the next morning. Sam types frantically. Two weeks ago, it seemed that there was plenty of time to get the paper done. Last week, the final of a soccer match on TV made it hard to study. Now, it's crunch time. Looking at the clock, Sam wonders, "Why do I keep doing this to myself? Why haven't I learned not to put things off until the last minute?"
2. The word procrastination comes from the Latin term 'Procrastinatus'. It means to put forward until tomorrow. Standard dictionary definitions all include the idea of postponement or delay. Steel, a psychologist who has reviewed hundreds of studies on the subject, states that to procrastinate is "to voluntarily delay an intended course of action despite expecting to be worse-off for the delay".
3. Another expert, Dr Joseph R. Ferrari (2005) distinguishes between people who tend to put things off and "chronic" or "real" procrastinators for whom this is their life and who might even need therapy. Ferrari categorises procrastinators into three types: (a) stimulation types that get a thrill from beating a deadline, (b) avoiders put off doing things that might make others think badly of them, and (c) decisional procrastinators postpone making a decision until they have enough information to avoid making a wrong choice.
4. Chronic procrastinators tend to have a low self-esteem and focus on the past more than the future. The Discounted Expectancy Theory illustrates with a student like Sam who puts off writing a paper. When the deadline is far off, the rewards for socialising now are greater than those for finishing a task not due until later. As the deadline looms, the rewards or consequences for finishing the paper become more important.
5. Tice and Baumeister (1997) found that procrastinators on the average got lower grades and had higher levels of stress and illness. Chu and Choi (2005) however, say that not all procrastinators are lazy and undisciplined. "Passive procrastinators" are more stressed, and less efficient. "Active procrastinators prefer to work under pressure" and "if something unexpectedly comes up, they will knowingly switch gears and engage in new tasks they perceive as more urgent."

(a) On the basis of your reading of the passage, make notes on it, using headings and sub-headings. Use recognisable abbreviations, wherever necessary. Give the passage a suitable title. (4 marks)

(b) Write a summary of the notes prepared, in not more than 80 words. (4 marks)

Ans. (a) Notes:

1. Introtn of proctn
   - 1.1 Origin – Latin
   - 1.2 Meaning – Put fwd till tomorrow – Idea of postponement or delay
   - 1.3 Steel (psychologist) – voluntary delay – despite expecting to be worse-off

2. Categortn
   2.1 Dr Joseph R. Ferrari
      2.1.1 Simtn types – thrill from beating a deadline
      2.1.2 Avoiders – avoid things that make others think badly of them
      2.1.3 Decisional – postpone making a decsn (until enough information)
      2.1.4 Real procs – way of life (might need therapy)
      2.1.5 Chronic procs
         2.1.5.1 Low self-esteem
         2.1.5.2 Focus on past
   2.2 Tice and Baumeister
      2.2.1 Procs got lower grades
      2.2.2 Higher levels of stress and illness
   2.3 Chu and Choi
      2.3.1 Passive procs – stressed, less efficient
      2.3.2 Active procs – prefer to work under pressure, knowingly engage in new tasks (more urgent)

Key to Abbreviations

Introtn	– Introduction
Fwd	– Forward
Categortn	– Categorisation
Simtn	– Simulation
Decsn	– Decision
Procs	– Procrastinators
Proctn	– Procrastination

(b) Summary: Procrastination

Latin-origin procrastination is the idea of postponement. A psychologist, Steel, says it is voluntary delay. Dr Joseph R. Ferrari categorises procrastinators into five types: 'Simulation types feel thrilled', 'Avoiders' fear criticism, 'Decisionals' wait for information, 'Reals' find it natural and might need therapy while 'Chronic' ones have low self-esteem and focus on past. Tice and Baumeister say procrastinators get low grades, and have high stress and illness. Chu and Choi clarify that passive procrastinators are stressed and less efficient while active procrastinators prioritise.

III. Read the following passage carefully. (8 marks)

1. People tend to amass possessions, sometimes without being aware of doing so. Indeed they can have a delightful surprise when they find something useful which they did not know they owned. Those who never have to change house become indiscriminate collectors of what can only be described as clutter. They leave unwanted objects in drawers, cupboards and attics for years, in the belief that they may one day need just those very things. As they grow old, people also accumulate belongings for two other reasons, lack of physical and mental energy, both of which

are essential in turning out and throwing away, and sentiment. Things owned for a long time are full of associations with the past, perhaps with relatives who are dead, and so they gradually acquire a value beyond their true worth.

2. Some things are collected deliberately in the home in an attempt to avoid waste. Among these I would list string and brown paper, kept by thrifty people when a parcel has been opened, to save buying these two requisites. Collecting small items can easily become a mania. I know someone who always cuts out from newspaper sketches of model clothes that she would like to buy, if she had the money. As she is not rich, the chances that she will ever be able to afford such purchases are remote; but she is never sufficiently strong-minded to be able to stop the practice. It is a harmless habit, but it litters up her desk to such an extent that every time she opens it, loose bits of paper fall out in every direction.

3. Collecting as a serious hobby is quite different and has many advantages. It provides relaxation for leisure hours, as just looking at one's treasures is always a joy. One does not have to go outside for amusement, since the collection is housed at home. Whatever it consists of, stamps, records, first edition of books, china glass, antique furniture, pictures, model cars, stuffed birds, toy animals, there is always something to do in connection with it, from finding the right place for the latest addition to verifying facts in reference books. This hobby educates one not only in the chosen subject, but also in general matters which have some bearing on it. There are also other benefits. One wants to meet like-minded collectors, to get advice, to compare notes, to exchange articles, to show off the latest findings. So one's circle of friends grows. Soon the hobby leads to travel, perhaps to a meeting in another town, possibly a trip abroad in search of a rare specimen, for collectors are not confined to any one country. Over the years, one may well become an authority on one's hobby and will very probably be asked to give informal talks to little gatherings and then if successful, to large audiences. In this way, self-confidence grows, first from mastering a subject, then from being able to talk about it. Collecting, by occupying spare time so contented, with no time for boredom.

(a) On the basis of your reading of the passage, make notes on it, using headings and sub-headings. Use recognisable abbreviations, wherever necessary. Give the passage a suitable title. (4 marks)

(b) Write a summary of the notes prepared, in not more than 80 words. (4 marks)

Ans. (a) Notes:

1. Amassing possessions
   - 1.1 indiscr. collectors
   - 1.2 causes cluster
   - 1.3 unwanted object not disposed
   - 1.4 assoc. with past
   - 1.5 mntl & physical stngth
2. Deliberate collections
   - 2.1 avoid wastage
   - 2.2 collection becomes mania
   - 2.3 harmless habit

3. Collection—hobby
   3.1 provides relaxt'n
   3.2 edn. & knowledge
   3.3 a surge in friend circle
   3.4 self-confidence & contentment

Key to Abbreviations

indiscr.	– indiscriminate
assoc.	– association
mntl	– mental
stngth	– strength
relaxt'n	– relaxation
edn.	– education
&	– and

(b) Summary: Collection of Things

Amassing possessions is a mania with many people. We can find indiscriminate collectors who collect unwanted objects. Old people collect things due to lack of strength and it shows their long association. People collect things deliberately to avoid wastage. Though it is a harmless habit, yet collection may be done by weak-minded men also. Collecting can be used as a hobby. It provides relaxation and has educative value. It helps in increasing our circle of friends. It creates self-confidence and contentment.

IV. Read the following passage carefully. (8 marks)

1. It's a headache having a headache. Almost all of us have suffered from a headache at some time or the other. For some, a headache is a constant companion and life can be a painful hell of wasted time.
2. The most important step to cope with headache is to identify the type of headache one is suffering from. In tension headache (two-handed headache), feeling of a tight band around the head exists along with pain in the neck and shoulders. It usually follows activities such as long stretches of driving, typing or sitting on the desk. It is usually short-timed, but can also last for days or weeks.
3. A headache is usually caused due to spinal misalignment of the head, due to poor posture. Sleeping on the stomach with the head turned to one side and bending over position for long time make it worse.
4. In migraine headache (one-handed headache), the pain is usually on one side of the head and may be accompanied by nausea, vomiting, irritability and bright spots or flashes of light. This headache is made worse by activity, especially bending. The throbbing pain in the head gets worse by noise and light. Certain triggers for migraines may be chocolate, smoking, too little sleep or too much of sleep, hunger, etc. The pain may last from 8 to 24 hours and there may be a hangover for two-three days.
5. Migraine is often caused by an "aura"— changes in sight and sensation. There is usually a family history of migraine.
6. In a headache, the pain originates not from the brain but from irritated nerves of muscles, blood vessels and bones. These send pain signal to the brain, which

then judges the degree of distress and relays it to appropriate sites. The pain may sometimes be referred to sites other than the problem areas. This is known as referred pain, and occurs due to sensation overload. Thus, though most headaches start at the base of the skull, the referred pain is felt typically behind the eyes.

7. Factors causing headache are not fully understood but it is known that a shift in the level of body hormones and chemicals, certain food and drinks, and environmental stress can trigger them.
8. If headache troubles you often, visit the doctor who will take a full health history relating to diet, lifestyle, stresses, the type of headache, triggering factors and relief measures. You may be asked to keep a "headache diary" which tells you to list the time the headache started, when it ended, emotional, environmental, and food and drink factors which may have contributed to it. The type and severity of pain and the medications used which provided most relief, are also to be listed.
9. This helps the doctor in determining the exact cause and type of headache and the type of drugs to use. Apart from this, a physical examination is done to rule out any serious underlying cause. The blood pressure is recorded, vision tested and muscle co-ordination of the eyes is checked to rule out these as causes. Blood test may be done to rule out anaemia, diabetes and thyroid disease. If any of the above is abnormal or otherwise, a CT Scan or MRI may be done to see tissues and structures around the brain. These will rule out causes such as tumours, haemorrhage and infection of the brain. This examination gives a clear picture of the problem to the doctor.
10. Immediate relief can be obtained by certain medications and a few simple self-care techniques. Using ice against the pain 'site', covering eyes with dark glasses, drinking plenty of fluids and lying down in a dark and quiet room, provide relief in a migraine attack. Painkillers like aspirin, ibuprofen and acetaminophen can be taken and provide relief in different proportions. These should be used with caution and under medical supervision as all of them can cause many side effects if used for long periods and in large quantities. An anti-emetic like perinorm can help the nausea associated with a migraine.

(a) On the basis of reading the passage, make notes on it, using headings and sub-headings. Also use recognisable abbreviations, wherever necessary. Give the passage a suitable title to it. (4 marks)

(b) Write a summary of the notes prepared, in not more than 80 words. (4 marks)

Ans. (a) Notes:

1. Types of H-ache
   1.1 tension headache—pain in neck & shoulders
   1.2 migraine headache—one-sided irritation in head
2. Symptoms and causes
   2.1 driving
   2.2 long hours of sitting, typ'g or desk-work
   2.3 genetic or food-oriented
   2.4 hormonal imbalance
   2.5 uneasy posture while sleep'g
   2.6 stress and overburden on head

3. Cure & Tremt.
   3.1 self-care of ice-pac
   3.2 intake of maxm. fluid
   3.3 allopathy painkillers
   3.4 doctor's advice—regular visits

Key to Abbreviations

h-ache	– headache
typ'g	– typing
sleep'g	– sleeping
tremt.	– treatment
maxm.	– maximum

(b) Summary: Headache—A Common Disorder

Headache is a very common disease in modern age. It is caused due to bodily posture, long hours of sitting and working on the desk, driving continuously and hormonal imbalance in our body. Often stress and uneasy posture of sleeping may cause severe headache. It must be cured with doctor's advice, by taking painkillers and self-medication, ice-packs on the head, maximum intake of fluid, etc. After a certain age, one should get a regular physical check-up done to identify the kind of headache.

V. Read the following passage carefully. (8 marks)

1. The topic of thought is one area of psychology and many observers have considered this aspect in connection with robots and computers; some of the old worries about artificial intelligence were closely linked to the question of whether computers could think. The first massive electronic computers capable of rapid computation and little or no creative activity were soon dubbed 'electronic brains'. A reaction to this terminology quickly followed. To put them in their place, computers were called 'high-speed idiots', an effort to protect human vanity. But not everyone realised the implications of high-speed idiot tag. It has not been pointed out often enough that even the human idiot is one of the most intelligent life forms on earth. If the early computers were even that intelligent, it was a remarkable state of affairs.
2. One consequence of speculation about the possibility of computer thought was that we were forced to examine with new care the idea of thought in general. It soon becomes clear that we were not sure what we meant by such terms as 'thought' and 'thinking'. We tend to assume that human beings think, some more than others, though we often call people thoughtless or thinking. Dreams cause a problem, partly because they usually happen outside our control. They are obviously some type of mental experiences, but are they a type of thinking? And the question of non-human life forms adds further problems. Many of us would maintain that some of higher animals—dogs, cats, apes and so on—are capable of at least basic thought, but what about fish and insects? It is certainly true that the higher mammals show complex brain activity, when tested with the appropriate equipment. And what is true of thought is also true of many other mental processes. One of the immense

benefits of artificial intelligence research is that we are being forced to scrutinise with new vigour and the working of human mind.

3. It is already clear that machines have superior mental abilities to many life forms. No fern or oak trees can play chess as well as even the simplest digital computer nor can frogs weld car bodies as well as robots. The three-fingered mechanical manipulator is cleverer in some ways than the three-toed sloth. It seems that, viewed in terms of intellect, the computer should be set well above plants and most animals. Only the higher animals can, it seems, compete with computers with regard to intellect—and even with the diminishing success (Examples of this are in the games of backgammon and chess). Some of the world's best players are now computers.

(a) On the basis of your reading of the passage, make notes on it, using headings and sub-headings. Also use recognisable abbreviations, wherever necessary. Give the passage a suitable title to it. (4 marks)

(b) Write a summary of the notes prepared, in not more than 80 words. (4 marks)

Ans. (a) Notes:

1. Psychology
   1.1 topic of thought
   1.2 conctn to robots & compts
   1.3 artificial int.
   1.4 can they think?
2. First elec. compts.
   2.1 called elecn. brains
   2.2 human vanity
   2.3 (to put in place) called h.s. idiots
3. The meaning of thought w.r.t.
   3.1 lower animals
   3.2 higher animals
   3.3 machines
4. Machines sup. in int. to many life forms
   4.1 fern, or oak trees can't play chess; compts. can
   4.2 frogs can't weld; robots can
   4.3 only higher forms of life can compete that too, to a limited degree

Key to Abbreviations

conctn	– connection
&	– and
int.	– intelligence
compts.	– computers
elecn.	– electronic
h.s.	– high-speed
w.r.t.	– with respect to
sup.	– superior

(b) Summary: Computers as Thinkers

This topic of thought is an area of psychology. It is concerned with the old worries about artificial intelligence, and the thinking ability of computers. There has been a lot of controversy about whether computers and robots could be called intelligent things or as things having brains. They can work far better than the lower forms of life that are supposed to have some intelligence. Only the higher forms of life can compete with computers and that too, to a limited degree.

Unsolved Passages

I. Read the following passage carefully. **(8 marks)**

1. *Make In India* is a new national program designed to transform India into a global manufacturing hub. It contains a range of proposals designed to urge companies — local and foreign — to invest in India and make the country a manufacturing powerhouse.
2. The focus of *Make In India* programme is on creating jobs and skill enhancement in 25 sectors. These include automobiles, aviation, chemicals, IT & BPM, pharmaceuticals, construction, defence manufacturing, electrical machinery, food processing, textiles and garments, ports, leather, media and entertainment, wellness, mining, tourism and hospitality, railways, automobile components, renewable energy, mining, biotechnology, space, thermal power, roads and highways, and electronics systems.
3. The *Make In India* logo is derived from India's national emblem. The wheel denotes the peaceful progress and dynamism – a sign from India's enlightened past, pointing the way to a vibrant future. The prowling lion stands for strength, courage, determination and wisdom – values that are every bit as Indian today as they have ever been.
4. Global investors have been quite severe in their criticism about complex rules and bureaucratic red tape that delay investment decisions. India ranks 134 out of 189 countries in the World Bank's ease of doing business index in 2014. As part of *Make In India* initiative, foreign investment caps in construction will be eased to enable greater participation in the NDA government's 100 smart cities project and affordable housing. The initiative will also target top companies across sectors in identified countries.

   Major highlights of the *Make In India* plans are as follows:

   - *Invest India cell*: An investor facilitation cell set up by the government will act as the first reference point for guiding foreign investors on all aspects of regulatory and policy issues and to assist them in obtaining regulatory clearances.
   - *Consolidated services and faster security clearances*: All central government services are being integrated with an e-Biz single window online portal, while states have been advised to introduce self-certification.
   - *Dedicated portal for business queries*: A dedicated cell has been created to answer queries from business entities through a newly created web portal (http://www.makeinindia.com). The back-end support team of the cell would answer specific queries within 72 hours.
   - *Interactions with the users/visitors*: A pro-active approach will be deployed to track visitors for their geographical location, interest and real time user behaviour. Subsequent visits will be customised for the visitor based on the information collected.

- *Easing policies and laws*: A vast number of defence items have been de-licensed and the validity of industrial license has been extended to three years.

5. With a view to provide flexibility in working hours and increased intake of apprentices for job training, the government plans to introduce a single labour law for small industries by December. An advisory has been sent to all departments/ state governments to simplify and rationalise regulatory environment (which includes online filing of all returns in a unified form).
6. Narendra Modi stated the reason and motive to launch Make In India very clearly, *It is important for the purchasing power of a common man to increase, as this would further boost demand, and hence spur development, in addition to benefiting investors. The faster people are pulled out of poverty and brought into the middle class, the more opportunity will be there for global business. Therefore, investors from abroad need to create jobs. Cost effective manufacturing and a handsome buyer – one who has purchasing power – are both required. More employment means more purchasing power.*
7. Modi had felt a mood of gloom among India's business community in the last few years, due to lack of clarity on policy issues. He said, "Trust is essential for investors to feel secure. Let us begin with trust; if there is an issue, Government can intervene. Trust, too, can be a transformative force. Development and growth-oriented employment is the government's responsibility." To the expression "Look East," Modi added "Link West", emphasising on the necessity of a global vision. Referring to his vision of waste water management and solid waste management in 500 towns across India through public private partnership, he said that Mission Swachh Bharat and "waste to wealth" could lead to good revenue models for business as well.

(a) On the basis of your reading of the passage, make notes on it, using headings and sub-headings. Use recognisable abbreviations, wherever necessary. Give the passage a suitable title. (4 marks)

(b) Write a summary of the notes prepared, in not more than 80 words. (4 marks)

II. Read the following passage carefully. (8 marks)

1. A scholar is refused admission to a good school primarily because of his weak interactive skills. It is indeed pathetic that though English is spoken fluently and used every day, yet none is satisfied with their abilities. A learner feels that he cannot express himself the way he wants to. And he fails miserably to connect with his own hidden power.
2. The education system, in its endeavours to make Curriculum relevant and life-oriented has, as a matter of fact, fallen short of its standards. It is oblivious of the fact that the most applied and practical subject—English: is devoid of practical afflatus. English is at cross roads. Both aspects of education: the cultural that empowers a learner to grow and the productive aspect that makes him do things, is relegated to the background curriculum, thus stands lopsided. It fails to provide full range of services and cannot tap teachers' expertise. No proper moves and strategies have been formulated to make it unique. English courses are mushrooming and alluring advertisements clip are often spotted.
3. With the onset of the new millennium, demands of the Educational System to sensitise itself to changing societal needs has also increased manifold. The new race of human beings has to be served New Curriculum that caters to the Unity of Thought,

Action & Deed, and help evolve an integrated human personality. A Comprehensive Curriculum alone can enhance their understanding of four basic skills.

4. Acquiring the skill of English is no Catwalk. And English is no Science where results are verified; but it means Construction; ingenuity at work. The Architecture that it builds can never be complete, if it is divorced from learning by doing.
5. There are a number of Projects like Phonetics, News reading, Indian literature, poetry-composition, interview skills, biography-launch, etc. which can help a pupil to experiment till he finds a medium that helps free flow of thoughts, to think critically and creatively, and emerge as literary competent. As long as there is proper feeding, English will live in their hearts and reign in their minds. Sooner or later, they will be blessed with a marathon for actionable learning that shall make a multidimensional impact on them.

"Within the enclosure (pupils) lies the potential for a new beginning
And within this exciting beginning lies an astonishing future for him."

6. English cannot be conferred so easily and so soon. We need to take control of English. There is a grave need to designate English, without the slightest hesitation, a practical status if at all, we want a remarkable future. The lack of efforts in learning English and the general feeling of not being interested in learning, the English language that are plaguing the system should be urgently addressed. Should not we all battle against this abuse?

(a) On the basis of your reading of the passage, make notes on it, using headings and sub-headings. Use recognisable abbreviations, wherever necessary. Give the passage a suitable title. (4 marks)

(b) Write a summary of the notes prepared, in not more than 80 words. (4 marks)

III. Read the following passage carefully. (8 marks)

1. Chocolate — there's nothing quite like it, is there? Chocolate is simply delicious. What is chocolate? Where does it come from? Christopher Columbus was probably the first to take cocoa beans from the New World to Europe in around 1502. But the history of chocolate goes back at least 4,000 years! The Aztecs, who lived in America, thought that their bitter cocoa drink was a divine gift from heaven. In fact, scientist Carolus Linnaeus named the plant *Theobroma*, which means "food of the Gods". The Spanish explorer Hernando Cortez went to America in 1519. He visited the Mexican emperor, Montezuma. He saw that Montezuma drank cocoa mixed with vanilla and spices. Cortez took some cocoa home as a gift to the Spanish King Charles. In Spain, people began to drink Cortez's chocolate in a drink with chili peppers. However, the natural taste of cocoa was too bitter for most people. To sweeten the drink, Europeans added sugar to the cocoa drink. As a sweet drink, it became more popular. By the 17th century, rich people in Europe were drinking it.
2. Later, people started using chocolate in pastries, like pies and cakes. In 1828, Dutch chocolate makers started using a new process for removing the fat from cocoa beans, and getting to the center of the cocoa bean. The Dutch chocolate maker Conrad J. van Houten made a machine that pressed the fat from the bean. The resulting powder mixed better with water than cocoa did. Now, some call Van Houten's chocolate "Dutch chocolate."

3. It was easy to mix Dutch chocolate powder with sugar. So other chocolate-makers started trying new recipes that used powdered chocolate. People started mixing sweetened chocolate with cocoa butter to make solid chocolate bars. In 1849, an English chocolate -maker made the first chocolate bar. In the 19th century, the Swiss started making milk chocolate by mixing powdered milk with sweetened chocolate. Milk chocolate has not changed much since this process was invented.
4. Today, two countries – Brazil and Ivory Coast – account for almost half the world's chocolate. The United States imports most of the chocolates in the world, but the Swiss eats the most chocolate per person. The most chocolate eaten today is sweet milk chocolate, but people also eat white chocolate and dark chocolate.
5. Cocoa and dark chocolate are believed to help prevent heart attacks, or help keep them from happening. They are supposed to be good for the circulatory system. On the other hand, the high fat content of chocolate can cause weight gain, which is not good for people's health. Other health claims for chocolate have not been proven, but some research shows that chocolate could be good for the brain.
6. Chocolate is a popular holiday gift. A popular Valentine's Day gift is a box of chocolate candies with a card and flowers. Chocolate is sometimes given for Christmas and birthdays. Chocolate eggs are sometimes given at Easter.
7. Chocolate is toxic to some animals. An ingredient in chocolate is poisonous to dogs, cats, parrots, small rodents, and some livestock. Their bodies cannot process some of the chemicals found in chocolate. Therefore, they should never be fed chocolate.

(a) On the basis of your reading of the passage, make notes on it, using headings and sub-headings. Use recognisable abbreviations, wherever necessary. Give the passage a suitable title. (4 marks)

(b) Write a summary of the notes prepared, in not more than 80 words. (4 marks)

IV. Read the following passage carefully. (8 marks)

1. The pioneers of the teaching of science imagined that its introduction into education would remove the conventionality, artificiality, and backward-lookingness which were characteristic; of classical studies, but they were gravely disappointed. So, too, in their time had the humanists thought that the study of the classical authors in the original would banish at once the dull pedantry and superstition of mediaeval scholasticism. The professional schoolmaster was a match for both of them, and has almost managed to make the understanding of chemical reactions as dull and as dogmatic an affair as the reading of Virgil's Aeneid.
2. The chief claim for the use of science in education is that it teaches a child something about the actual universe in which he is living, in making him acquainted with the results of scientific discovery, and at the same time, teaches him how to think logically and inductively by studying scientific method. A certain limited success has been reached in the first of these aims, but practically none at all in the second. Those privileged members of the community, who have been through a secondary or public school education may be expected to know something about the elementary physics and chemistry of a hundred years ago, but they probably know hardly more than any bright boy can pick up from an interest in wireless or scientific hobbies out of school hours.

3. As to the learning of scientific method, the whole thing is palpably a farce. Actually, for the convenience of teachers and the requirements of the examination system, it is necessary that the pupils not only do not learn scientific method but learn precisely the reverse, that is, to believe exactly what they are told and to reproduce it when asked, whether it seems nonsense to them or not. The way in which educated people respond to such quackeries as spiritualism or astrology, not to say more dangerous ones such as racial theories or currency myths, shows that fifty years of education in the method of science in Britain or Germany has produced no visible effect whatever. The only way of learning the method of science is the long and bitter way of personal experience, and, until the educational or social systems are altered to make this possible, the best we can expect is the production of a minority of people, who are able to acquire some of the techniques of science and a still smaller minority, who are able to use and develop them.

(a) On the basis of your reading of the passage, make notes on it, using headings and sub-headings. Use recognisable abbreviations, wherever necessary. Give the passage a suitable title. (4 marks)

(b) Write a summary of the notes prepared, in not more than 80 words. (4 marks)

V. Read the following passage carefully. (8 marks)

1. Keeping cities clean is essential for keeping their residents healthy. Our health depends not just on personal hygiene and nutrition, but critically also on how clean we keep our cities and their surroundings. The spread of dengue and chikungunya are intimately linked to the deteriorating state of public health conditions in our cities.
2. The good news is that waste management to keep cities clean is now getting attention through the Swachh Bharat Mission. However, much of the attention begins and stops with the brooms and the dustbins, extending at most to the collection and transportation of the mixed waste to some distant or not so distant place, preferably out of sight.
3. The challenge of processing and treating the different streams of solid waste, and safe disposal of the residuals in scientific landfills, has received much less attention in municipal solid waste management than is expected from a health point of view.
4. One of the problems is that instead of focusing on waste management for health, we have got sidetracked into "waste for energy". If only we were to begin by not mixing the biodegradable component of solid waste (close to 60 per cent of the total) in our cities with the dry waste, and instead use this stream of waste for composting and producing a gas called methane.
5. City compost from biodegradable waste provides an alternative to farmyard manure (like cow-dung). It provides an opportunity to simultaneously clean up our cities and help improve agricultural productivity and quality of the soil. Organic manure or compost plays a very important role as a supplement to chemical fertilisers in enriching the nutrient-deficient soils. City compost can be the new player in the field.
6. Benefits of compost on the farm are well-known. The water holding capacity of the soil which uses compost helps with drought-proofing, and the requirement of less

water per crop is a welcome feature for a water-stressed future. By making the soil porous, use of compost also makes roots stronger and resistant to pests and decay. Farmers using compost, therefore, need less quantity of pesticides. There is also an evidence to suggest that horticulture crops grown with compost have better flavour, size, colour and shelf-life.

7. City compost has the additional advantage of being weed-free unlike farmyard manure which brings with it the seeds of undigested grasses and requires a substantial additional labour cost for weeding as the crops grow. City compost is also rich in organic carbon, and our soils are short in this. Farmers clearly recognise the value of city compost. If city waste was composted before making it available to the farmers for applying to the soil, cities would be cleaned up and the fields around them would be much more productive.
8. Quite apart from cleaning up the cities of biodegradable waste, this would be a major and sustainable contribution to improving the health of our soil without further damage by excessive chemical inputs. What a marvellous change from waste to health!

   The good news is that some states are regularly laying plastic roads. Plastic roads will not only withstand future monsoon damage but will also solve a city's problem of disposing of non-recyclable plastic. It is clear that if the mountains of waste from our cities were to be recycled into road construction material, it would tackle the problem of managing waste while freeing up scarce land. **[*CBSE Paper 2018*]**

(a) On the basis of your understanding of the passage make notes on it, using headings and sub-headings. Use recognisable abbreviations, wherever necessary. Give the passage a suitable title. (4 marks)

(b) Write a summary of the notes prepared, in not more than 80 words. (4 marks)

VI. Read the following passage carefully. (8 marks)

1. To live in harmony with oneself and the environment is the wish of every human. However, in modern times greater physical and emotional demands are constantly placed upon many areas of life. More and more people suffer from physical and mental tension such as stress, anxiety, insomnia, and there is an imbalance in physical activity and proper exercise. That is why, methods and techniques for the attainment and improvement of health, as well as physical, mental and spiritual harmony, are of great importance, and Yoga meets this requirement.
2. The word 'Yoga' originates from Sankrit and means 'to join, to unite'. Yoga exercises have a holistic effect and bring body, mind, consciousness and soul into a balance. In this way, Yoga assists us in coping with everyday demands, problems and worries. Yoga helps to develop a greater understanding of our self, the purpose of life and our relationship with God.
3. On the spiritual path, Yoga leads us to supreme knowledge and eternal bliss in the union of the individual Self with the universal Self. Yoga is that supreme, osmic principle. It is the light of life, the universal creative consciousness that is always awake and never sleeps; that always was, always is, and always will be.
4. Many thousands of years ago in India, Rishis (wise men and saints) explored nature and the cosmos in their meditations. They discovered the laws of the material and

spiritual realms and gained an insight into the connections within the universe. They investigated the cosmic laws, the laws of nature and the elements, life on earth, and the powers and energies at work in the universe – both in the external world and on a spiritual level. The unity of matter and energy, the origin of the universe and the effects of the elementary powers have been described and explained in the Vedas. Much of this knowledge has been rediscovered and confirmed by modern science.

5. From these experiences and insights a far-reaching and comprehensive system known as Yoga originated and gave us valuable, practical instructions for the body, breathing, concentration, relaxation and meditation. The system 'Yoga in Daily Life' is taught worldwide in Yoga Centres, Adult Education Centres, Health Institutions, Fitness and Sports Clubs, Rehabilitation Centres and Health Resorts. It is suitable for all age groups – the name itself indicates that Yoga can be and should be used 'in Daily Life'.
6. The exercise levels have been worked out in consultation with doctors and physiotherapists and can therefore – with observation of the stated rules and precautions– be practised independently at home by anyone. 'Yoga in Daily Life' is a holistic system, which means it takes into consideration not only the physical, but also the mental and spiritual aspects. Positive thinking, perseverance, discipline, orientation towards the Supreme, prayer as well as kindness and understanding, form the way of 'self-knowledge' and 'self-realisation'. **[*CBSE 2019*]**

(a) On the basis of your understanding of the passage, make notes on it, using headlines and sub-headings. Also use recognisable abbreviations, wherever necessary. Give the passage a suitable title to it. (4 marks)

(b) Write a summary of the notes prepared, in not more than 80 words. (4 marks)

SECTION–B

WRITING SKILLS

(30 Marks)

1.	ADVERTISEMENT	95
2.	NOTICE WRITING	106
3.	POSTER DESIGNING AND DRAFTING	117
4.	INVITATIONS/REPLIES	130
5.	LETTER WRITING	142
6.	ARTICLE WRITING	179
7.	DEBATE	198
8.	SPEECH	214
9.	REPORT WRITING	229

ADVERTISEMENT

1

Advertisements are of two types:

I. Classified

You come across classified advertisements in the columns of newspapers and magazines. It is categorised in separate columns, occupies less space and is more economical.

Important features of classified advertisements are:

- Written in short phrases and words
- Simple, concise and to the point
- Comprehensive, yet must include all important matter
- Give all necessary details in points using commas
- Clearly state the category at the top. *E.g.*: For Sale, To-Let, Situations Wanted/Vacant, Bride/Bridegroom Wanted, Lost And Found/ Missing, Travels & Tour, Sad Demise, etc.
- Give contact address, name, and telephone number
- Put the matter in a box

Given below is a set of 10 advertisements with the required value points.

VALUE POINTS	ADVERTISEMENT
Name, age and height, Looks, features, complexion, Identification marks, Clothes/ Shoes/Spectacles/Turban, Language(s) known, Health/Mental condition, Date since when missing, Last seen when and where, Contact, Promise of reward.	Old woman named Anama aged 67 years is missing from Rahimnagar since 20th February, 20xx. She is about 5.4″, fair, speaks only Hindi. She was wearing blue green suit and slippers. She has a big mole on her nose and is unwell. Anyone who finds her will be suitably rewarded. Kindly contact: V.K. Sharma, 22/14, Arabica Nagar, Delhi.

VALUE POINTS	ADVERTISEMENT
Begin with 'wanted' or 'required', name of the company, post and number of vacancies, age and gender of the candidate, qualifications and experience, other details (optional), pay scale and perks, mode of applying, contact address and phone no.	Applications are invited by Reddy Business Services, a division of Reddy Finance Limited for the post of HEAD-HR in Hyderabad. Applicant should be around 35 years of age, postgraduate in HR, minimum five years of experience in HR functions and conversant with the best HR practices in the industry. Apply with full particulars and the emoluments expected, within a week to Chief HR Manager, Reddy Business Services, No. 5, Tarnaka, Hyderabad-04.
Handsome/smart boy, well settled in business or job, income, education, property, complexion/age/height, caste/religion/ community, family background, type of marriage: early marriage, simple marriage, Details of the prospective bride, Contact address and telephone number.	A reputed family based in South India is looking for a suitable alliance from an educated and cultured family for their fair and handsome 5′6″, 36 yr old only son having good personal, social and business values. A Post Graduate in Economics and running his own business successfully since the last 5 years in Delhi. Girl should be good looking, tall, fair and well educated with strong personal and family values. Caste no bar. Please forward the details to: goodalliance4@gmail.com
No. of bedrooms/size of rooms, Floor(s), Drawing-cum-dining room, Lawn/Garden, Type of bathrooms/Type of kitchen, Porch/ Garage/Store, Fixtures and fittings, Direction/ Location:, Type/Condition of construction, Electricity/Water supply, Locality and surroundings, Contact/Schedule for site visit, Preference: executives/ officers/companies/small families, Rent expected, Contact address/ phone no.	Recently renovated, east-facing, fully furnished, and air conditioned flat, first floor with LED and refrigerator. 3 BHK, two baths, modular kitchen with IGL gas pipe and 24 × 7 water supply. Parking facility for 2 cars. Near shopping complex. Rent ₹50,000 p/m, Contact: Mr. Vansh:+91-32898-23xxx
Make of the vehicle, Model of the vehicle, Year of manufacture/purchase, Colour, Accessories, Condition, Mileage, Ownership details, Licence plate number, Insurance details, Kms run/done, Price expected, Contact name and address/telephone number.	A black Maruti Polo 2008, 1.3 cc is available for immediate sale. Completed 27,789 kms only, VIP number, Sparingly used, fitted with brand new tyres & alloy wheels. Latest Panasonic music system with CD Player, 1000 W amplifier, woofer and speaker, mileage 15 kmpl with AC. No dealers please. Contact–Rehan, 98155-xxxxx.

VALUE POINTS	ADVERTISEMENT
Name of the deceased and family background, Date and cause of death, Date, time and venue of last prayer, A tribute of his/her work, achievement, A list of mourners and contact details.	With profound grief we inform every one of the untimely demise of our beloved daughter Ramya Sharma (1995-2013) on Sunday, the 15 February 2015, after a brief illness. Cremation will take place on Tuesday, the 17 February at Municipal Crematorium, Besant Road, Rahim Nagar, New Delhi. Grief-stricken: Mr and Mrs A.K. Sharma (Parents); Soumya Sharma (Sister); All friends and relatives.
Area: 1500 sq. yards/metres, Locality, Situation: Corner plot/Park facing/on NH1, Name of Promoter: HUDA/DDA/ Private dealers, etc. Allotment details, Price expected, Details of development of the area, Suitability: Residential/ Godown/Commercial/ Industrial/Software/IT Companies/Transport Companies/ Educational Institutions etc., Contact number/e-mail.	1000 sq. metre Industrial plot with sale certificate and 250 KV industrial connection suitable for manufacturing and supply chain is for sale. Fully developed and furnished three storey office and waiting area. Parking space available Ideally located near 22 km stone, on Coimbatore-Chennai Highway, Coimbatore, Tamil Nadu. Contact: T. Balasubramanian, +91-973493xxx.
Service(s) product(s) for which tender invited, Estimated cost and security deposit, Terms and conditions, Availability of application/tender documents, Last date to apply and date of opening tenders, Issuing authority/office/department with contact details.	Sealed tenders are invited for repair and maintenance of furniture items of this office from reputed agencies. The tender forms will be sold w.e.f. 7.2.2017 to 12.2.2017 between 10.00 A.M. and 1.00 P.M. The price of each tender form is ₹ 215/-, which is to be paid through a bank draft in favour of 'The Commissioner, Income Tax, Mayur Bhavan, New Delhi'. The tender forms can be submitted on 16.2.2017 between 11.00 A.M. and 1.00 P.M. in the office of the Dy. Commissioner. The tenders will be opened on 16.3.2017 at 4.00 P.M. Rama Mishra (Dy. Commissioner-Income Tax)

VALUE POINTS	ADVERTISEMENT
Description of articles found (withhold vital details for identification), Invite the owner to put on claim by identifying, Contact number.	Found a bag full of professional certificates in a bus from Yamunanagar to Delhi. Whosoever has lost it may claim by identifying the contents and by providing authentic proof of ownership. If nobody claims the bag by 25-02-2015, it will be handed over to The Senior Inspector, ISBT, Delhi. Contact: Vikas, +91-39106870xx.
Name of the travel company/agency, Tours/cruises/sightseeing offered, Duration and dates of tours, Tariff for individuals/ couples/groups including discounts, Accommodation, food and mode of transport, visa requirements and assistance in visa process, Booking period, Quality of service, Contact address including e-mail, phone numbers and website.	Explore the world in the ways you never thought with Sea Bourne Cruises. Discover fresh foods and world-class entertainment in a ship as relaxing as stunning. Special cruises to Singapore, Mauritius, and Maldives. Most exciting and thrilling itineraries for individuals/couples and groups. Deluxe hotels and choice of Continental, Chinese, Indian and local cuisine. Courteous and multilingual tour guides for sightseeing. Daily departures at very attractive rates. Special discounts for families. Children below 8 years, free. Contact for booking now: Sea Bourne Cruises, 2, 1st Floor, Raheja Towers, Vishakapatnam, Andhra Pradesh. Phone 040-5334455 or visit our website www.seabournecruises.com.

II. Commercial/Display

It usually appears adjacent to editorial content (articles), although sometimes a bunch of display advertisements may appear together on a page with no articles. It is designed for commercial purposes.

It has more space and is visually attractive. Catchy slogans, discounts, colourful language and varying font size or shape add to its lucid and appealing overall arrangement, contact, details, issued by.

SAMPLE ADVERTISEMENT

1. **Draft a display advertisement to promote the sale of a new hair oil, The NEW AGE HAIR REVITALIZER CREAM, for curing baldness and promoting hair growth, giving all the relevant details.** **(4 marks)**

Ans.

2. **Draft a display advertisement to be published in a local daily, for the promotional sale of the NEW ENGLAND shirts launched by your company in not more than 50 words.** **(4 marks)**

Ans.

3. **You are Manager, Infocom Network C-3 Main Shopping Center, Vasant Vihar, New Delhi. Draft an advertisement offering office furniture for sale. Give details. (4 marks)**

[*CBSE Sample Paper 2016*]

Ans.

FOR SALE

Fourteen chairs, ten desktop tables, ten file cabinets,
special printer desk in perfect condition for sale.
The price is negotiable.

Contact Person: Ramakant Mishra, **Phone:** 9587290278
Manager, Infocom Network
C-3 Main Shopping Center,
Vasant Vihar, New Delhi

4. **Principal, Sunrise Global School, Agra requires a receptionist for her school. Draft a suitable advertisement in about 50 words to be published in the classified columns of a national newspaper giving all the necessary details of qualifications and experience required in the receptionist. (4 marks)**

[*CBSE Delhi 2016*]

Ans.

RECEPTIONIST WANTED

Applications are invited by Sunrise Global School, Agra. Applicant should be around 28 years of age, graduate, minimum five years of working experience conversant with the best practices of schools. Apply with full particulars and the emoluments expected within a week to Principal, Sunrise Global School, Agra-65. Phone: 040-234561.

5. **You are Karan Kumar/Karuna Bajaj, a leading lawyer practising in Surat. You want to buy an independent house at City Light Road to be used as office-cum residence. Draft an advertisement in about 50 words for the classified columns of a local newspaper. You can be contacted at 45645678. (4 marks)**

[*CBSE (AI) 2016*]

Ans.

WANTED INDEPENDENT HOUSE

Wanted an independent house as office-cum-residence, newly constructed, unfurnished/semi-furnished, east-facing, vaastu compliant, preferably ground floor, minimum five rooms, two attached washrooms, in City Light Road. Should have regular water supply, covered parking space. Contact Person: Karuna Bajaj, Phone: 45645678.

6. **You are Karan/Karuna of M 114, Mall Road, Delhi. You are a civil engineer and have recently returned from UAE. You are looking for a suitable job in India. Draft an advertisement for the same in about 50 words. Give details of your qualifications, experience, nature of job and expected remuneration. (4 marks)**

[*CBSE (AI) 2016*]

Ans.

SITUATION WANTED

Wanted a job with a reputed construction company for a UAE returned civil engineer with more than 5 years of experience, B.Tech (Civil Engineering) from Delhi College of Engineering. Worked for two years with Mahindra Group, New Delhi and 3 years with ACL Limited, Dubai. For further details, contact:

Karan

M-114, Mall Road, Delhi

904321651

7. **Your school, Akash Public School, Agra needs a canteen manager. On behalf of the Principal, write an advertisement in about 50 words to be published in the classified columns of a local daily. Mention the educational and professional qualifications, other qualities required in the manager, who to apply to and the last date for the receipt of applications.** **(4 marks)**

[CBSE (AI) 2015]

Ans.

REQUIRED A CANTEEN MANAGER

Applications are invited for the post of Canteen Manager.

Applicant should be around 35 years of age, minimum, Class X pass, ten years of experience in running a school canteen. Apply within a week with full particulars and emoluments expected, to the Principal, Akash Public School, 12, Besant Road, Agra.

The Principal

Akash Public School

8. **You need to buy a flat. Draft a suitable advertisement in about 50 words to be published in the classified columns of a local newspaper giving all the necessary details of your requirement. You are Karan/Karuna, M114, Mall Road, Delhi.** **(4 marks)**

[CBSE Delhi 2016]

Ans.

WANTED FLAT

Wanted 2 BHK newly constructed, unfurnished/semi-furnished east-facing vastu compliant flat, preferably ground floor in North Delhi. Should have 24/7 water & electricity supply, covered parking space. Contact Person: Karan, Phone: 654322100.

9. **You are Vikram/Sonia, a Hons graduate in history with specialisation on Medieval India. You are well acquainted with places of historical interest in Delhi, Agra and Jaipur. You are looking for the job of tourist guide. Write an advertisement in not more than 50 words for the 'Situation Wanted' column of a local newspaper. Your contact no. is 999751234.** **(4 marks)**

[CBSE (Delhi) 2017]

Ans.

SITUATION WANTED

A well-qualified, experienced Hons graduate in history, seeking a job as a tourist guide; age – 28 years; hardworking, specialised in history of Medieval India, familiar with places of historical interest in Delhi, Agra and Jaipur; good communication and interpersonal skills. Salary negotiable.

CONTACT: Sonia 999751234

10. You are the Dean, Admissions, MNT Professional College, Chandigarh. Draft an advertisement in about 50 words giving information about admission to undergraduate courses offered by your college. Include all relevant details. (4 marks)

[*CBSE Sample Paper 2017*]

Ans.

EDUCATIONAL

MNT Professional College, Chandigarh

OFFERS

B.Com, B. Tech, B.SC., B. Mus, B. Pharm & LLB.

ADMISSIONS ON–

- EXPERIENCE & EXCELLENT FACULTY
- CBSE, ICSE, ISC & ALL STATE BOARDS
- CANDIDATES WITH PASS CERTIFICATES
- APPLY IMMEDIATELY

FEE CONCESSION & EXEMPTION AS PER RULES

CONTACT: SECRETARY, MNT PC, SECTOR-12, CHANDIGARH

Phone: 1122538790

11. You are Vikram/Sonia, an electronic engineer who has recently returned from the US and looking for a suitable job in the IT industry. Draft an advertisement in about 50 words for the Situation Wanted column of a national newspaper. Your contact number is 9193010203. (4 marks) [*CBSE (AI) 2017*]

Ans.

SITUATION WANTED

A well-qualified, experienced and expert electronics engineer recently returned from the US seeks a suitable job in a reputed IT company. M. Tech from the IIT Mumbai, age 35 years, experience 10 years, working with Webcom, London. Expected salary 85k per month.

Contact: Vikram 9193010203

12. You are Arnit/Arnika. You want to sell your car as you are planning to but a new one. Draft a suitable advertisement to be published in the vehicles column of a newspaper. (4 marks) [*CBSE Sample Paper 2018*]

Ans.

CAR FOR SALE

Available for sale, black Honda City, model 2014, lineage 12 kmpl, 12,000 km driven, new seat covers, stereo fitted, non-accidental, single hand driven, fully insured, complete documentation, pollution control certificate, affordable prices.

13. You are Harish/Harshita of 12, Seva Nagar, Pune. You want to sell your flat as you are shifting to another city for work. Draft a suitable advertisement in not more than 50 words to be published in 'The Pune Times' under the classified columns. **(4 marks)** [*CBSE Paper 2018*]

Ans.

FOR SALE

A 3 BHK, 1,500 sq. ft, on the ground floor, Savita Vihar, is available for outright sale. East facing, 3 balconies, water heater, a/c, 24*7 water and electricity. Parking for 2 cars, near schools, colleges, metro, taxi auto stand and Apollo hospital. Expected price 1.5 crores.

14. You are Principal of National Public School, Jaipur. You require a TGT (Maths) for your school. Draft a suitable advertisement in not more than 50 words for the 'Situations Vacant' column of 'The National Times' stating essential and desirable qualifications, experience, etc. of the candidates. You are Principal of National Public School, Jaipur. You require a TGT (Maths) for your school. Draft a suitable advertisement in not more than 50 words for the 'Situation Vacant' column of 'The National Times' stating essential and desirable qualifications, experience, etc. of the candidates. **(4 marks)** [*CBSE Paper 2018*]

Ans.

SITUATION VACANT

Required a well-qualified, Mathematics TGT for National Public School, Jaipur. Aged between 30-40, fluent in English, master's degree in mathematics, minimum 5 years experience, hard working, well mannered, salary negotiable. Walk-in interview at Principal office, National Public School, Jaipur on 23rd June 20XX.

Contact no: 9999- 8373- 99

Email address- nationalpublicschool123@gmail.com

Exercise for Practice

1. Draft a display advertisement in about 50 words to promote the sale of a new series of educational books, VIVA, giving all the relevant details. **(4 marks)**
2. Draft an attractive display advertisement in about 50 words, inviting people to a leading resort called BLUE ROSES RESORT AND FARMS, to organise weddings, parties and other events. **(4 marks)**
3. Draft an advertisement in about 50 words, announcing the launch of a special health drink, ENERGIZE, by Nutrition and Health Care Private Ltd., highlighting its nutritive value. **(4 marks)**

4. You are working for an advertising agency. Draft an attractive advertisement in about 50 words for a company called THE NEW OUTLOOK which is launching a new kind of waste disposal machine. **(4 marks)**
5. Your company has made a new pen READALL which in addition to working as a pen, can read the same text in various languages. Draft an attractive advertisement in about 50 words, announcing the launch of the new pen, giving all the relevant details. **(4 marks)**
6. You are Rama/Radha, General Manager of Hotel Alpha, Hyderabad. You need a receptionist for your hotel. Draft an advertisement in not more than 50 words to be published in "The Times of India", calling for applicants. **(4 marks)**
7. You are Ramesh/Ramani, the owner of an independent house in D-Block, Mayur Vihar-I, Delhi. You plan to sell it off. Draft an advertisement in not more than 50 words to be published in "Delhi Times", giving all the relevant details. **(4 marks)**
8. You are Sudha/Sudhir of Shalimar Bagh, New Delhi. You wish to purchase some property in Karol Bagh. Draft an advertisement in not more than 50 words to be published in "Delhi Times", giving all the relevant details. **(4 marks)**
9. You are Mahima/Mahesh. You plan to sell your two-wheeler. Draft an advertisement in not more than 50 words to be published in "Delhi Times", giving all the relevant details. **(4 marks)**
10. You are Suchi/Sujit. You lost a folder containing your certificates while travelling on a bus from Bhubaneshwar to Bhadrak. Draft an advertisement in not more than 50 words to be inserted in the 'Lost and Found' column of "The Indian Express", giving all the relevant details. **(4 marks)**
11. *Organise My Trip*, C-45, Hauz Khaz, New Delhi claims to offer the cheapest air tickets for any destination by an airline besides offering free tour guide facilities. Draft an advertisement in not more than 50 words to be published in "The Hindustan Times", giving all the relevant details. **(4 marks)**
12. You have shifted your company and are selling some printing and coating machines. Draft an advertisement in not more than 50 words to be published in "Delhi Times", giving all the relevant details. **(4 marks)**
13. You have recently started an institute for ABACUS for schoolchildren. Draft an advertisement in not more than 50 words to be published in "The Hindustan Times", giving all the relevant details. **(4 marks)**
14. You are Bipin, Manager of Raheja Publishing House. You are going to hold a children's books exhibition in Town Hall, New Faridabad. Draft an advertisement in not more than 50 words to be published in "The Hindustan Times", giving all the relevant details. **(4 marks)**
15. Draft a matrimonial advertisement for a convent educated Punjabi Khatri girl, inventing relevant particulars in about 50 words. **(4 marks)**
16. You are Sutapa/Damodar Dey of 22, Kalinga Nagari, Bhubaneshwar. You want to sell your car as you plan to buy a new one. Draft a suitable advertisement in not more than 50 words to be published in a local newspaper in the classified columns. **(4 marks)**

[CBSE 2019 Paper]

2 NOTICE WRITING

A notice is a formal means of communication. The purpose of a notice is to announce or display information to a particular group of people. Notices are generally meant to be put 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:

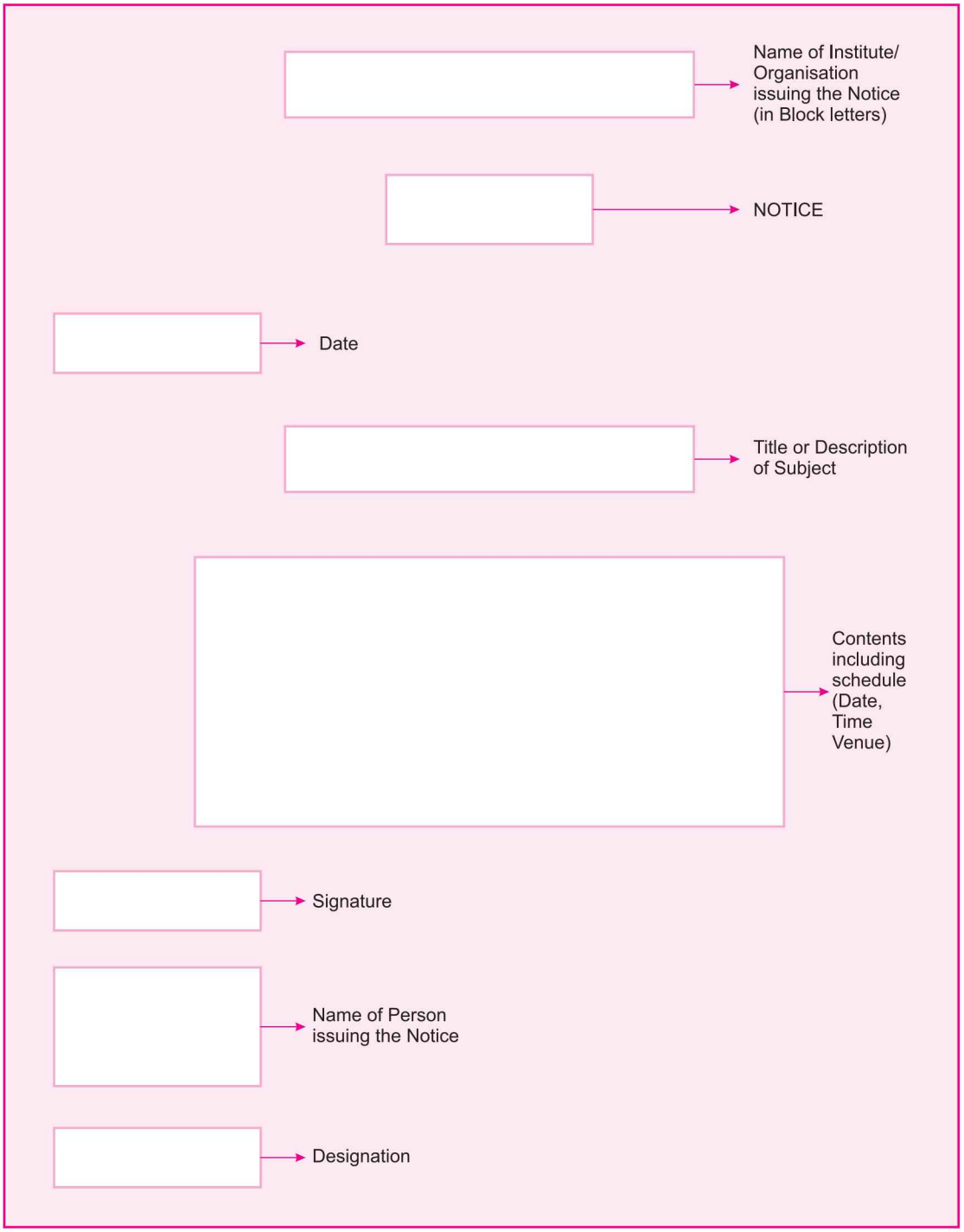
- The name of the organisation issuing the notice
- The title 'NOTICE'
- A heading to introduce the subject of the notice
- The date
- The body of the notice
- The writer's signature, name (in block letters) and designation

Value Points

A well-written notice must inform the readers about what, when, where, who and whom (the 5 Ws), *i.e.*:

- What is going to happen?
- Where will it take place?
- When will it take place?
- Who can apply or is eligible to attend?
- Whom to contact or apply to?
- Include only the important points.
- Add only relevant information if not included in the question.
- Short and grammatically correct sentences.
- Present the notice within a box.
- Word limit is 40–50 words (only the words in the body of the notice are counted).
- Information must be presented clearly.
- It must attract reader's attention at once.
- Increase the visual appeal of your notice.
- Standard abbreviations are allowed.

Format of a Notice



Notice: Meeting	Notice: Event
■ Date; Time: ■ Venue: ■ Agenda: ■ Purpose: ■ Who to attend: ■ Contact Address: ■ Specific Instructions:	■ Name of the Event: ■ Date: ■ Occasion: ■ Time: ■ Venue: ■ Eligibility: ■ Contact address: ■ Specific information: ■ Contact address: ■ Specific instructions (if any):

Notice: Lost and Found	Notice: Appeal/warning
■ Article lost/found: ■ Date: ■ Time: ■ Place: ■ Identification marks: ■ Contents: ■ Whom to contact: ■ When and where:	■ Name of the organiser (if any): ■ Objective/Purpose/Occasion: ■ Date: ■ Time/Duration: ■ Place/Venue: ■ Wording of Appeal/Slogan: ■ Contact address: ■ Specific instructions (if any):

Notice: Tours/Camps/Exhibitions	Notice: Change of Name
■ Name and nature: ■ Occasion: ■ Venue: ■ Date: ■ Objective-information, invitation, appeal: ■ Entry fee: ■ Time duration: ■ Contact address:	■ Drawing attention: ■ Existing name: ■ Father's name: ■ Address: ■ New name:

SAMPLE NOTICE

1. **Sarvodaya Education Society, a charitable organisation is coming to your school to distribute books among the needy students. As Head Boy/Head Girl, Sunrise Public School, Surat, write a notice in about 50 words asking such students to drop the lists of books they need in the box kept outside the Principal's office. You are Navtej/Navita.** **(4 marks) [*CBSE Delhi 2015*]**

Ans.

SUNRISE PUBLIC SCHOOL, SURAT

NOTICE

February 7, 20XX

FREE BOOKS!

Sarvodaya Education Society, a charitable organisation will be visiting our school from February 20 to February 27 to distribute books among the needy students, free of cost. Students who wish to avail the benefit should drop the lists of the books they need, in the box kept outside the Principal's office by 3 p.m., on or before February 15.

Navtej

Navtej

Head Boy

2. **Your club is going to organise an inter-class singing competition. Write a notice in about 50 words inviting names of the students who want to participate in it. Give all the necessary details. You are Navtej/Navita, Secretary, Music Club, Akash Public School, Agra.** **(4 marks)**

[*CBSE (AI) 2015*]

Ans.

AKASH PUBLIC SCHOOL, AGRA

NOTICE

January 15, 20XX

INTER-CLASS SINGING COMPETITION

The Music Club announces "SWAR TARANGAM", an Inter-Class Singing Competition for classes VI, VII & VIII on February 27, 20XX. The theme for the Competition is 'Devotional or patriotic song'. Interested students should register with the Music department. The auditions will be held from 27th January – 5th February in the School Auditorium. There will be 6 entries from each class, i.e., VI, VII & VIII. The list of finalists will be put up on the notice board on February 7, 20XX. For further details, contact the undersigned.

Navtej

Secretary

Music Club

3. **Your school is organising a SPICMACAY programme on the occasion of the World Dance Day wherein the renowned Bharatnatyam dancer, Geeta Chandran would be giving a lecture demonstration. As the President, Cultural Society of your school, draft a notice in about 50 words, informing the students about the same. You are Rakhsita/Rohit of MVN Public School.** **(4 marks) [*CBSE Sample Paper 2016*]**

Ans.

MVN PUBLIC SCHOOL

NOTICE

April 20, 20XX

WORLD DANCE DAY CELEBRATION

On the occasion of World Dance Day, our school is organising a SPICMACAY presentation by the renowned Bharatnatyam dancer, Geeta Chandran. Students from Class IX-XII are eligible to attend the lecture demonstration. Interested students may register with their class teacher. For any further details, please contact the undersigned.

Venue: School Auditorium

Date: April 29th

Time : 10 a.m.

Rakshita, Class XII

President, Cultural Society

4. **Water supply will be suspended for eight hours (10 a.m. to 6 p.m.) on 6th of March for cleaning of the water tank. Write a notice in about 50 words advising the residents to store water for a day. You are Karan Kumar/Karuna Bajaj, Secretary, Janata Group Housing Society, Palam Vihar, Kurnool.** **(4 marks) [*CBSE Delhi 2016*]**

Ans.

JANATA GROUP HOUSING SOCIETY

NOTICE

February 27, 20XX

WATER TANK CLEANING

This is to inform all the residents that water supply will be suspended for eight hours (10 a.m. to 6 p.m.) on 6th of March for cleaning of the water tank. All the residents are advised to store water for a day. The inconvenience caused is deeply regretted.

Karan Kumar

Secretary

Palam Vihar, Kurnool

5. **Yesterday, during lunch break you misplaced your notes on chemistry lectures. You want to get them back. Write a notice in about 50 words for the school noticeboard. You are Karuna/Karan, a student of class XII A.** **(4 marks) [*CBSE (AI) 2016*]**

Ans.

AVN PUBLIC SCHOOL

NOTICE

February 27, 20XX

CHEMISTRY NOTES MISPLACED

I have lost my chemistry lecture notes on 14 January, 20XX during lunch break between 12–12.30 p.m. They were in a red Classmate folder. It was left in the school ground, on a seat in the east pavilion. Whosoever has found it, kindly return it to me.

Karuna
Class XII A

6. After the rain, cases of dengue, chikungunya, etc. are on the rise in your city. As a Principal, Sunshine Public School, Manu Vihar, you have decided to allow your students to wear full sleeve shirts and trousers in the school for a period of one month. Write the notice in about 50 words. **(4 marks) [*CBSE (Delhi) 2017*]**

Ans.

SUNSHNE PUBLIC SCHOOL, MANU VIHAR

NOTICE

August 10, 20XX

DRESS CODE AS PREVENTIVE MEASURE

This is to hereby inform all students of Sunshine Public School, Manu Vihar that from August 11, 20XX to September 11, 20XX you have to wear full sleeve shirts and trousers in the school as a protection against dengue, malaria and chikungunya that has become endemic here.

Vijaya Vyas
(Principal)

7. You are Health Secretary, Students Council Citizens Public School, Ram Bagh, Varanasi. The Council has decided to start from the 2nd of October a week-long cleanliness drive around the school. Draft a notice in about 50 words asking class XI students to enrol for the drive. **(4 marks) [*CBSE (Delhi) 2017*]**

Ans.

STUDENTS COUNCIL CITIZENS PUBLIC SCHOOL, RAM BAGH

NOTICE

September 23, 20XX

CLEANLINESS DRIVE

This is to hereby inform the Middle and High School students that the Students Council of our school has decided to undertake a drive for cleanliness in and around our school. The details for the drive are as follows:

Venue: School Ground & 2 km around school

Date: October 2, Gandhi Jayanti

Time: 8 a.m. – 11 a.m.

Special Guest: Chairman, MCD

You will be provided with cleaning gadgets.
Varun Kaushik
Health Secretary

8. **R.J. Public School is located in Central Government employee's residential colony. Cultural Society of the school has decided to organise a fancy dress show on 25th of January in which each participant will wear the dress particular to his/her region. The aim is to show the cultural diversity of India. As Secretary, write a notice in about 50 words inviting the names of those who want to participate.** **(4 marks)** **[*CBSE (Delhi) 2017*]**

Ans.

R.J. PUBLIC SCHOOL, PUNE

NOTICE

December 28, 20XX

FANCY DRESS EXHIBITION

This is to inform and invite participation for a Fancy Dress Show, highlighting the Cultural Diversity of India. The eager participants are to note the following and enrol with dress and cultural idea in detail.

Venue: COMMUNITY CENTRE

Date: January 25, 20XX

Time: 10 a.m. – 1p.m.

Theme: India's Cultural Diversity

Chief Guest: Lt. Col. S. S. Sandhu

Entry: No Fee

Vinod Khaitan
(Cultural Secretary)

9. **An NGO has approached your school to offer book grants to the needy students. As Head Girl of Sunshine Public School, Aram Bagh, write a notice in about 50 words asking students who are in need to put their requests into the box kept outside the Principal's office.** **(4 marks)** **[*CBSE (Delhi) 2017*]**

Ans.

SUNSHINE PUBLIC SCHOOL, ARAM BAGH

NOTICE

April 15, 20XX

BOOK GRANTS FOR THE NEEDY

This is to inform the needy students of our school that 'Books for All', an NGO, wishes to provide books for needy students. Those in need of books, kindly submit your requirements subject and class wise. Write complete name of the book and the publisher, neatly on a sheet of paper. Write your own name, class and section too, and put it in the drop box outside the Principal's office.

Richa Sodi

(Head Girl)

10. The Principal, Sunshine Public School, Dindigul has invited the Inspector of Police (Traffic) to deliver a lecture on 'Road Safety' in her school. Draft a notice in about 50 words informing the students to assemble in the school auditorium. (4 marks)

[*CBSE (AI) 2017*]

Ans.

SUNSHINE PUBLIC SCHOOL, DINDIGUL

NOTICE

March 10, 20XX

ROAD SAFETY AWARENESS

This is to inform the students of Middle and High School that a lecture will be delivered on Road Safety to create an awareness amongst them. The following are the details:

Venue: Senior Assembly Area

Date: March 18, 20XX

Time: 9 a.m. –10 a.m.

Resource Person – Inspector of Police (Traffic)

For any further information, contact the undersigned.

Diljit

(Principal)

11. Twenty-five years ago, a government school was opened in Adampur, your village. As a part of its silver jubilee celebrations, the school has decided to honour the meritorious old students who are now holding important positions in life. As a Head Boy/Girl, draft a notice in about 50 words inviting students of classes IX and XII to attend the function in the school hall. (4 marks) [*CBSE (F) 2017*]

Ans.

ADAMPUR GOVERNMENT SENIOR SECONDARY SCHOOL

NOTICE

May 10, 20XX

SILVER JUBILEE CELEBRATIONS

Our school is celebrating its Silver Jubilee. On this occasion, the meritorious alumni of the school, who has made us proud will be honoured. The function has been organised in the school hall at 11:00 a.m. on July 3, 20XX.

RSVP

Head Boy

(Aditya Gupta)

12. You are Simar/Smriti of Lotus Interational School, Jodhpur. Your school has decided to contribute in controlling traffic near your school and require the names of volunteers from IX to XII. Write a notice in about 50 words to be displayed on the noticeboard.

(4 marks) [*CBSE Sample Paper 2019*]

Ans.

LOTUS INTERNATIONAL SCHOOL, JODHPUR

NOTICE

October 7, 20XX

CONTRIBUTION IN CONTROLLING TRAFFIC

This is for the information of the students from classes IX to XII. The school has decided to contribute in controlling traffic near the school. Therefore, all the students who want to volunteer for this social cause may give their names to the undersigned latest by tomorrow. For further details, contact the undersigned.

Simar

(Head Boy)

13. Arts Club of your school is going to organise a Drawing and Painting Competition. Write a notice in not more than 50 words, to be displayed on the school noticeboard, inviting students to participate in it. Give all the necessary details. You are Rishabh/ Ridhima, Secretary, Arts Club, Sunrise Public School, Gurugram, Haryana.

(4 marks) [*CBSE (1/1/1) 2019*]

Ans.

SUNRISE PUBLIC SCHOOL, GURUGRAM, HARYANA

NOTICE

May 5, 20XX

ATTENTION! ART LOVERS!

Arts Club will host a Drawing and Painting Competition on 19th June 20XX at the school amphitheatre at 10:00 a.m.

All talented students must participate in the competition. For further details, contact the undersigned.

Rishabh/Ridhima

Secretary, Arts Club

Exercise for Practice

1. Your school is organising a 10-day trek to the famous Valley of Butterflies in Dehradun. As the Secretary of the organising committee you have been asked to put up a notice informing students of classes XI-XII about the trek details in not more than 50 words. **(4 marks)**
2. You are a secretary of Madhubani library. There are changes in membership fees, book rental charges and library timings from the next month. Write a notice for the library noticeboard to provide this information to the members. **(4 marks)**
3. An inter-section debate on the topic, 'Media is responsible for the increase in anti-social activities in the society', is going to be organised for all the students of Class IX of your school. As a Cultural Secretary of the school, draft a notice providing all the relevant details in not more than 50 words. **(4 marks)**
4. You are Anita Desai/Anup Sharma, the Sports Secretary of St. Abraham Convent School, Ahmedabad. Your school has decided to host the regional level Volleyball Tournament. Draft a notice in not more than 50 words for your school noticeboard inviting all the school children to attend the tournament and cheer the participants. **(4 marks)**
5. You have planned a two-week course to help the children of your society develop their entrepreneurial skills. Prepare a notice in not more than 50 words for your society's noticeboard stating the objectives of the course and giving relevant details asking the people to join the course. Do not forget to mention the eligibility, timing, venue and the fee. You are Ashwin Rai, an entrepreneur and a member of the society. **(4 marks)**
6. You are Ranjan/Ranjana, the President of Balaji Apartments. Due to the infrequent power supply in your locality, you decide to write a letter to the MLA of your region. Before doing so, you want to call for a meeting of the office bearers of the Residents Welfare Association of the society to discuss the issue. Write a notice in not more than 50 words. **(4 marks)**
7. You are Radhika Aneja. You lost your Class X board admit card in the school playground yesterday. Your board exams are starting in a week's time and you are extremely worried. Write a notice (not exceeding 50 words) to be put up on the school noticeboard requesting the finder to return it to you as soon as possible. **(4 marks)**
8. You are Nayantara/Nayan of Class VIII A, Riverdale Convent School. You wish to donate your previous year's textbooks. They are in quite a good condition. Write a notice to be put up on the school noticeboard informing the students of your school about it. **(4 marks)**

9. As President of the Residents' Welfare Association, Hauz Khas, New Delhi, draft a notice to be displayed on the society noticeboard requesting the members to donate generously for the flood-hit victims in Chennai. They can donate in kind or cash. Give the necessary details in not more than 50 words. **(4 marks)**

10. You are the Secretary of Madhuram Housing Society's Welfare Association. Write a notice (not exceeding 50 words) to be put up on the society's noticeboard, informing the people of your society that there will be no power supply to your society on 14 August from 10 a.m. to 1 p.m. due to maintenance work. **(4 marks)**

11. The Residents' Welfare Association, Pocket-B, Model Town is organising a 'Diwali Fete' 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. **(4 marks)**

12. Avni/Ankit, a student of Class XII has found a wallet in the school playground. In addition to cash, it contains some receipts. Write a notice in not more than 50 words for the school noticeboard inviting the rightful owner to claim it after giving the details of the wallet and its contents. **(4 marks)**

13. On the occasion of World Book Day, the school has decided to organise a Book Fair. Vishaka/Vishnu, the Secretary of the Book Club, wants to call a meeting of the office bearers of the club to discuss the arrangements for the fair. Write a notice in not more than 50 words. **(4 marks)**

14. Shloka Vaidyathan is the Head Girl of Raman Vidyalaya, Rohtak. She and some other students of the school are touched by the plight of the slum kids who would love to be educated but can't because of their poor economic conditions. They wish to make a difference by teaching these kids. They decide to invite other students for the same purpose. Write a notice, not exceeding 50 words, making an appeal for generous help. **(4 marks)**

15. You are Pranali Khanna, the Secretary of CBSE. Write a notice in not more than 50 words informing various schools about the Teachers' Training Program across the country. Include all the relevant details. **(4 marks)**

16. Your school has hired a student counsellor to facilitate better mental health of your students. As the Vice Principal of the School, write a notice informing the students about the counsellor in not more than 50 words. Include relevant details. **(4 marks)**

17. Every year in the central park of the city, a flower show is held in the month of February. Your school has received a circular from the District Collector inviting your students to visit it. Write a notice in about 50 words informing the students about the show and advising them to go and enjoy it. You are Navtej/Navita, Head Boy/Head Girl of Sunrise Public School, Surat. **(4 marks)**

18. You are Kumar/Ankita, Secretary, West End Cooperative Group Housing Society, Vasundhara. Write a notice, in not more than 50 words, requesting the members to attend a meeting of the society to discuss the problem of irregular supply of drinking water to the residents. **(4 marks)**

[CBSE Paper 2019]

POSTER DESIGNING AND DRAFTING

3

Posters are part notices and part advertisements.

A poster is a useful means of making an announcement or appeal or to create awareness in public interest. It is issued by the political parties, NGOs, Education Department, Family Welfare Department, etc.

Theme Points

- Theme/Topic/Event
- Purpose/Occasion
- Date, Time and Venue
- A message of appeal, awareness and invitation short phrases
- Catchy Slogans/Captions
- Name of the organisation/Department issuing
- Proper spacing and proportionate headings and illustrations
- Make sketches or matchstick figures, wherever necessary
- Word limit: 50 words

Contents

- Catchy Phrases/Slogans
- Purpose
- Date, Time and Place
- Name and designation of the issuing authority/individual
- Any other information

SAMPLE POSTER

1. Design a poster that creates awareness to donate organs. **(4 marks)**

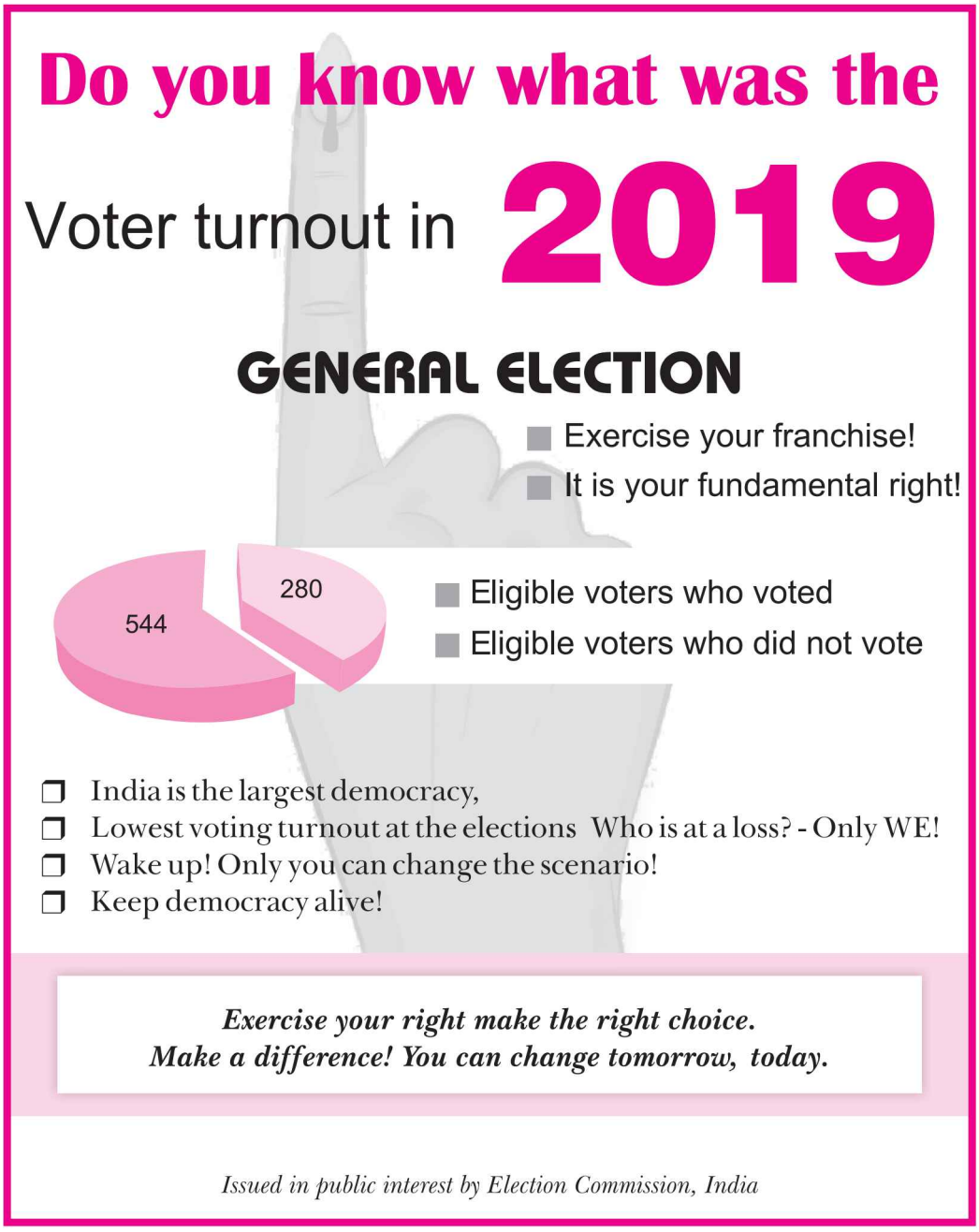
Ans.

2. Design a poster on 'Save Water.' **(4 marks)**

Ans.

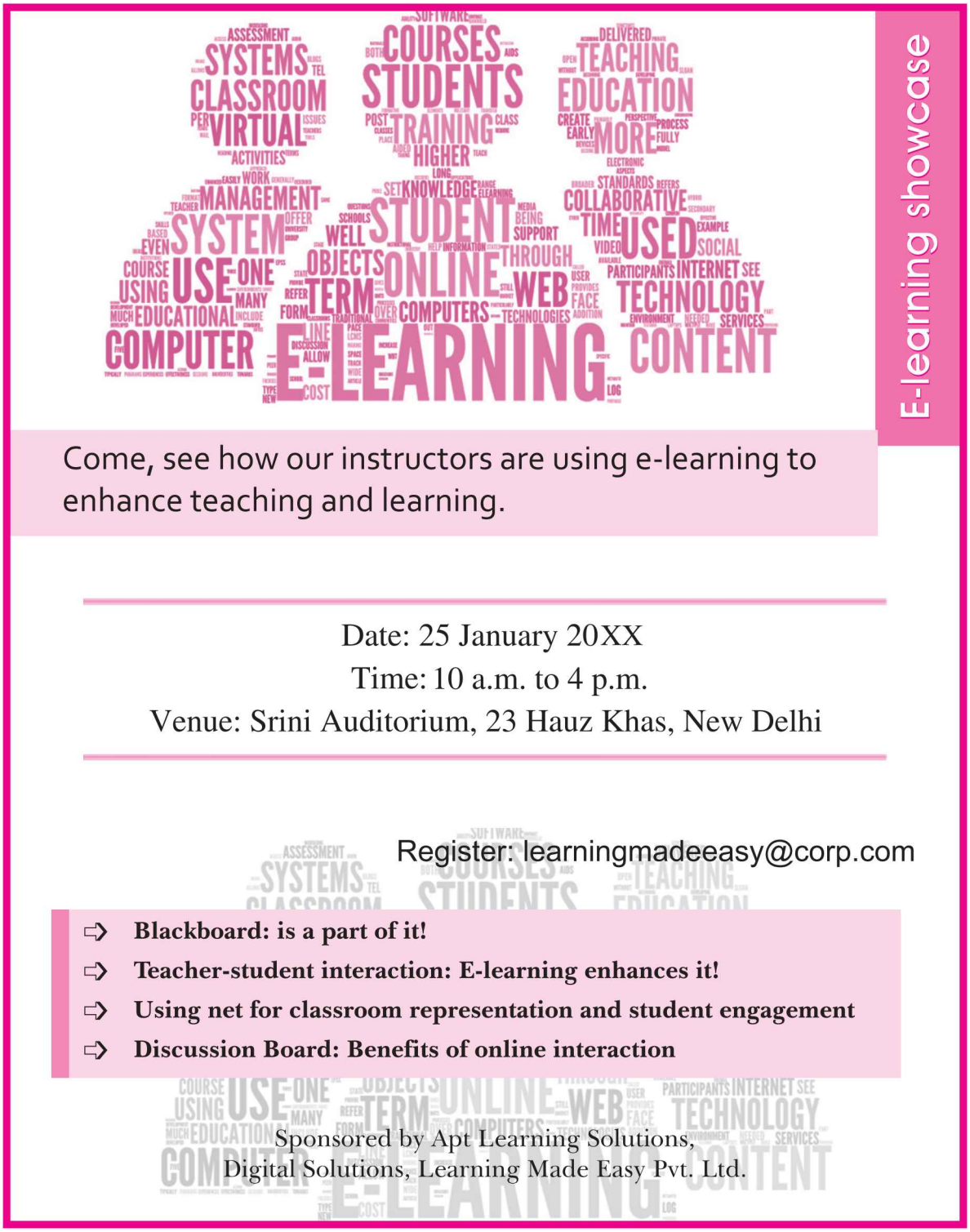
3. Design a poster on creating awareness about the importance of voting. **(4 marks)**

Ans.



4. Design a poster inviting people to an e-learning fair. **(4 marks)**

Ans.



5. Design a poster creating awareness to save girl child. **(4 marks)**

Ans.

6. Design a poster creating awareness about conservation of oil. **(4 marks)**

Ans.

7. **Design a poster inviting people to a rally, promoting women empowerment by restricting violence.** **(4 marks)**

Ans.

The Centre For Film Studies
Women's College,
Kalkaji, New Delhi,
invites you to the screening of The
Award winning documentary

SHAKTI-THE LIFE OF AN EMPOWERED WOMEN

Supported by THE CENTRE FOR WOMEN STUDIES,
The Faridabad University, Faridabad

Thursday, 11 May

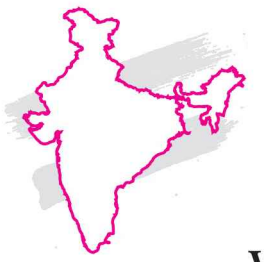
2.30-5.30 p.m.

The Nirbhaya Auditorium, Women's College, Kalkaji
Ticket: ₹100 per person

8. **Design a poster to encourage tourism by promoting the concept of 'Incredible India'.** **(4 marks)**

Ans.

"Athithi Devo Bhava"



Incredible India

Welcome to Incredible India

● Explore the beauty of Taj ● The mighty Himalayas ● Vibrant deserts of Rajasthan ● Magnificent tigers ● Colourful festivals in this land of temples and spirituality ● Take a dip in the holy Ganges ● Paddle in the backwaters of Kerala ● Stay in the shikaras of Srinagar ● And last but not the least ● Taste the varied cuisines of the land.

Come; experience this rich heritage of India

Issued in public interest by Department of Travel and Tourism, India

9. Design a poster creating awareness about child adoption. **(4 marks)**

Ans.

"Give A Child a home"

Superman
Jack Nicholson
Eric clapton
Faith Hill
Spiderman
Snooki
John Lennon
Malcolm X
Nancy Reagan
Nat King Cole
Jesus
President Clinton
Priscilla Presley
Steve Jobs
Aristotle
DMC
Eleanor Roosevelt
Nicole Richie
Marilyn Monroe
Nelson Mandela
Jamic Foxx
Scott Hamilton
and Batman
were all adopted

Pretty cool footsteps to walk in

Adopting one child won't change the world, but for that child, the world would change.

Give a child a family:

Adopt from Foster homes.

Issued in public interest by Ministry of Women and Child Welfare, Government of America

10. Design a poster creating awareness about the government's Digital India program. **(4 marks)**

Ans.

Digital India

THE DIGITAL INDIA PROGRAM

A programme to transform India into a digitally empowered society and knowledge economy.

How will it help you?

DIGITAL INDIA

Nine Pillars of Digital India

1. Broadband Highway
2. Universal Access to Phones
3. Public Internet Access Programme
4. E-Governance Reforming government
5. eKranti– Electronic delivery of services
6. Information for All
7. Electronics Manufacturing– Target NET ZERO Imports
8. IT for Jobs
9. Early Harvest Programmes

Issued in public interest by
Department of Electronics and Information Technology, Government of India

11. Your school is organising a Public Awareness Exhibition. In connection with it, prepare a poster to bring home the importance of conservation of electricity. Your school is A.K. Public School, Green Park, Delhi. **(4 marks)**

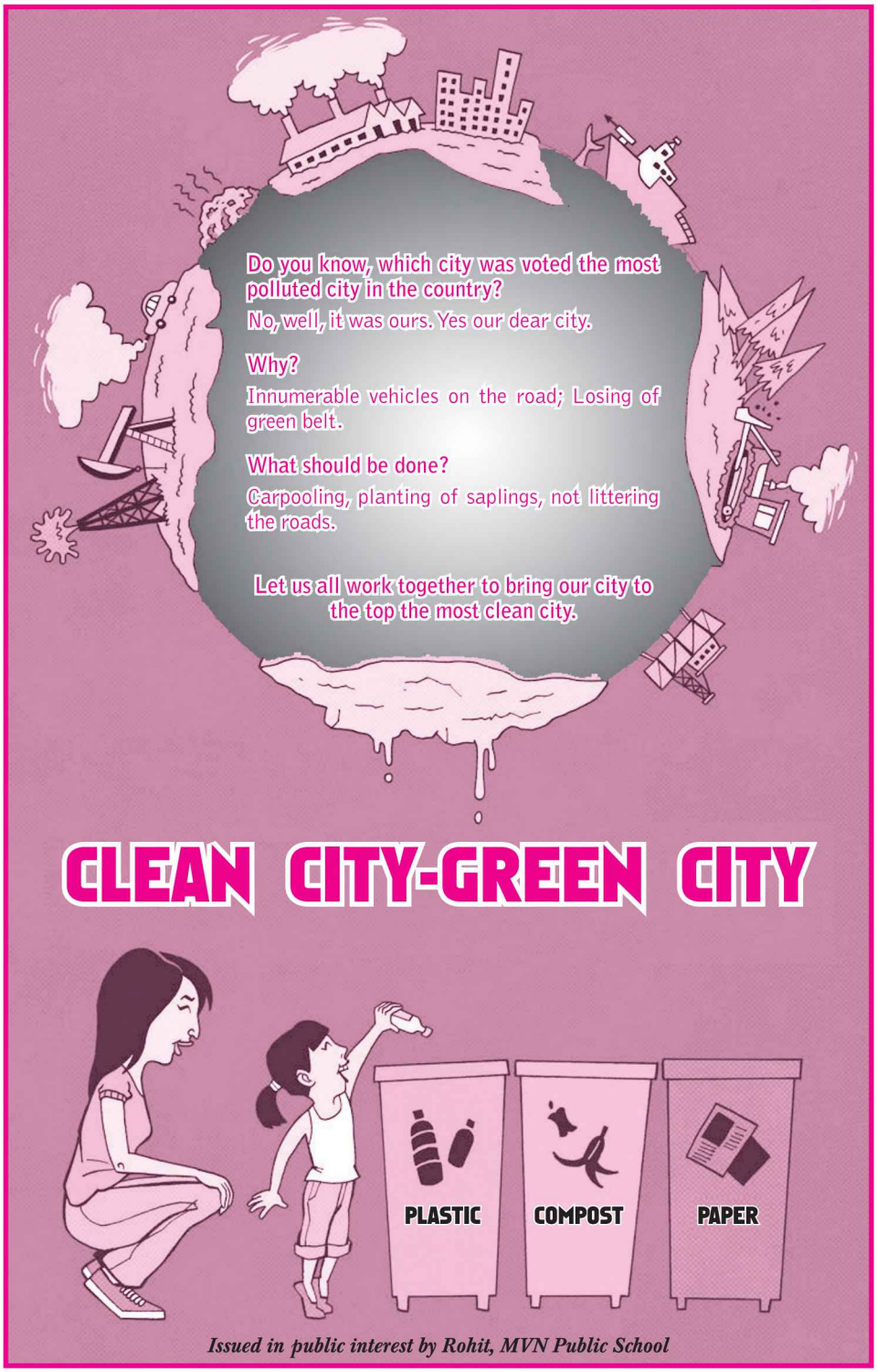
[CBSE Sample Paper 2015]

Ans.

12. In a recent survey, it was found that your city has the highest rate of pollution in the country. Innumerable vehicles on the road and lack of green cover have made the air unfit to breathe. Draft a poster in about 50 words, creating awareness about the need to keep your city clean and green. You are Rakshita/Rohit of MVN Public School. (4 marks)

[CBSE Sample Paper 2016]

Ans.



Exercise for Practice

1. Design a poster creating awareness on the need of growing more trees. **(4 marks)**
2. Design a poster creating awareness about cyber safety. **(4 marks)**
3. Design a poster creating awareness about Right To Information. **(4 marks)**
4. Design a poster creating awareness about the dos and don'ts (for the public) to prevent bomb blasts. **(4 marks)**
5. As President of Society for Welfare of Animals, design a poster for general public appealing for better treatment to animals. **(4 marks)**
6. The Handicrafts Society of India is organising a ten day 'Art and Crafts Mela' in Surajkund, Faridabad. As a Secretary of the organising committee, draft a poster inviting people for the mela. **(4 marks)**
7. Draft a poster announcing a 'Book Exhibition' being organised by the 'Book Lovers' Society of India'. **(4 marks)**
8. A 'Health Mela' is being organised by the Health Department of your state. As a secretary, design a poster creating awareness about benefits of exercising and inviting for a free health check-up. **(4 marks)**
9. 'A Star Nite' is being organised by the Children's Welfare Organisation of your city. The night is being organised to collect funds for the victims of Uttarakhand floods. Design a poster asking people to attend in great numbers, thus contributing for a noble cause. **(4 marks)**
10. Repeated earthquakes in India have resulted in a lot of damage to life and property. Design a poster creating awareness about the dos and don'ts (for the public) to be followed during an earthquake. **(4 marks)**
11. You are the Marketing Manager of Vision India. Design a poster creating awareness about the importance of donating one's eyes. **(4 marks)**
12. Design a poster creating awareness about the heart diseases. **(4 marks)**
13. On behalf of the Department of Environment, draft a poster on the adverse effects on the environment due to garbage burning. **(4 marks)**
14. You are the Secretary of Mukti—A drug de-addiction centre. Design a poster creating awareness among the youth against the use of drugs. **(4 marks)**
15. A 'Check Vehicular Pollution' week is being organised in your community centre. Design a poster creating awareness about vehicular pollution and inviting people to come for a free pollution check. **(4 marks)**
16. Design a poster for youth creating awareness about the overuse of facebook. **(4 marks)**
17. You are the cultural secretary of your school. Design a poster inviting people for the screening of a play, '*Kya Mera Kal Aisa Hoga!*', for creating awareness about treating elders with proper love, respect and care. **(4 marks)**
18. Design a poster creating awareness about 'child labour'. **(4 marks)**
19. Design a poster creating awareness about having a safe Holi. Also promote the use of organic colours. **(4 marks)**
20. You are the Secretary of the Welfare of Students Club of your school. Design a poster creating awareness about ragging and its ill-effects. **(4 marks)**

4 INVITATIONS/ REPLIES

Invitations

Invitations are of two kinds:

- Formal → invitation card/letter → In a fixed format
- Informal → A letter or a note → Free hand writing

Guidelines for Writing Formal Invitations

- Does not include the name of the addressees.
- The occasion, name of invitee, name of host, day, date, time, venue is in this order.
- Details like name, address of organiser, sponsor, host must be included.
- If a VIP is invited, then the name of the VIP should appear prominently.

Formal Invitations

In a formal invitation card:

- Start with the designation of the organiser.
- Followed by name and address of the host.
- Details of date, time, venue of the event/function.
- The name of the chief organiser with R.S.V.P on the right/left hand (bottom) corner of the card.

  {R.S.V.P is a French word "Repondez s'il vous plait" meaning "please respond".}

Value Points

- Simple and elegantly printed
- Formal invitations are in 3rd person [she, he, they]
- Do not use abbreviations for the guest names, titles, days and dates.
- Write the subject matter in the centre. Other details like dress code may be put on the bottom corner L or R.
- A route map at the back if required.

SAMPLE INVITATIONS

Formal Invitation **(4 marks)**

1.

Mrs & Mr N.K. Khanna request the pleasure
of your benign presence on the occasion of the Marriage of their daughter

Aditi

with

Mehul

(S/o Mr. & Mrs. Rajeev Arora, Chandigarh)

On 20th of October 20XX at 10 a.m.

Hotel Vikram

Lajpat Nagar, New Delhi

R.S.V.P.
N.K. Khanna
Ph. 9812115230

101, Kailash Colony, New Delhi,

Informal Invitation **(4 marks)**

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

Formal Invitation **(4 marks)**

2.

Mr & Mrs J.P. Mehra

request the pleasure of your benign presence on the auspicious occasion of the

1ST BIRTHDAY PARTY

of their daughter

Mahika

at

SHUBH BANQUET HALL

21, Model Town, New Delhi, at 5.00 p.m.
On January 18, 20XX

Informal Invitation **(4 marks)**

765,
Rahat Colony,
Mandi House,
New Delhi.
January 2, 20XX

Happy Birthday

Dear Vipin
You will be pleased to know that our Mahika has turned one. To celebrate this occasion, we have organised a party on January 18, 5.00 p.m. at Shubh Banquet Hall, 21, Model Town, New Delhi. We will be glad if you come along with Mita and the kids. No regrets, no excuses and of course no gifts.

Yours affectionately
Jay and Amita

Sample Formal Invitation **(4 marks)**

3.

The Principal, Staff and the Students

of

D.A.V. Public School, Kasauli

request your benign presence on the auspicious occasion of

THE ANNUAL FUNCTION

of the school at 10 a.m. on 1 April, 20XX

Mr O P Chauhan, DM

will be the Chief Guest and will give away the prizes to the students.

R.S.V.P.

The Principal

DAV Public School, Kasauli, Ph.: 0524-853242651

Formal Invitation — Letter Format (Format – Similar to a formal letter) **(4 marks)**

4.

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 Invitation

(4 marks)

5.

Inviting a Person as a Judge

St. Martins School
Ram Mandir Road
Vir Park
Mumbai : 4000XX

6th September 20XX

Mr Rahul Sudama
Principal
Stephen's School
Mumbai

Sub : Invitation to Judge 'Inter School Debate 20XX'

Respected Sir,

St. Martins has been given the privilege of hosting this year's "Inter School Debate 20XX".

We would be greatly obliged if you could spare time from your busy schedule and be the Chief Judge for the event. The programme is on 25th September 20XX, between 9.30 a.m. – 3.30 p.m. in the school auditorium.

Kindly confirm your availability at the earliest and oblige. Please send an email to stmartins.school@yahoo.com.

Yours Sincerely
Nirmal Kaur
HOD. Dept. of English

Informal Invitation

(4 marks)

6.

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
Ridhima

Sample Formal Invitation

(4 marks)

7.

M/s Elinae Fashions

announces the opening of its new showroom

at

45, M-Block Mkt.,
Mayur Vihar-II, New Delhi

Inauguration on 8 February, 20XX at 11 a.m.
by Ritu Sharma

All are cordially invited.

Inaugural discount of
15% *on all purchases*

R.S.V.P
Elinae Shah

Informal Invitation

(4 marks)

Dear Nidhi

Finally, my dream to open an exclusive fashion house has come true. The inauguration is on 8 February, 20XX. Remember how we used to talk about Ritu Sharma's style sense, the renowned stylist. Well, guess what! She is the Chief Guest. We will have an exclusive photograph with her. Do come to 45, M-Block Mkt., Mayur Vihar-II at 10 a.m., well that is where my dream project (M/s Elinae Fashions) is.

I look forward to your presence at the inaugural function.

Yours
Elinae Shah

Informal Invitation

8. Namita/Namit has come out successful in the XII class examination. She/He has decided to have a party for her/his friends. Draft an invitation in about 50 words giving details of venue, time and date. **(4 marks)**

[CBSE Sample Paper 2015]

Ans.

27, Elizabeth Road
Firozshah Road
Delhi-110005

May 29, 20XX

Dear friends,

I am celebrating my success in the Class XII Board Exam with a small puja followed by a party on May 31 at my home, starting at 5 p.m. I will be glad if you come along with your family. We will have great fun (yummy food, loads of games, music and dance). Looking forward to spending good time with you.

Yours
Namita

2. You are the President, Literary Society of Sunshine International School. Draft an invitation to author, Ms Manjul Bajaj requesting her to conduct a workshop on creative writing in your school. You are Romi/Rohit. **(4 marks)**

Ans.

Dear Ms Manjul Bajaj

To encourage literary skills among students, our school is celebrating Tolstoy Week from August 1-August 7, 20XX. We would be grateful if you could grace the occasion and conduct a workshop on creative writing in our school.

For any further clarification, please contact: Mr Ramakant Mishra, The Principal at 9543210671.

Venue:

School Conference Hall,
Sunshine International School,
Dwarka, New Delhi

Time: 10 a.m.

Date: 3 August, 20XX

Romi
President
Literary Society
Sunshine International School
Dwarka, New Delhi

3. **On 30th November your school is going to hold its Annual Sports Day. You want Mr Dhanraj Pillai, a noted hockey player to give away the prizes to the budding sportspersons of the school. Write a formal invitation in about 50 words requesting him to grace the occasion. You are Karuna/Karan, Sports Secretary, Sunrise Global School, Agra.** **(4 marks) [*CBSE (AI) 2016*]**

Ans.

The Principal, Staff and Students of
Sunrise Global School
Cordially invite
MR DHANRAJ PILLAI

to grace us on our Annual Sports Day and give away the prizes to the budding sportspersons of our school.

For any further clarification, please contact: Mr Ramakant Mishra, The Principal at 9543210671.

Venue: School Ground

Time: 10 a.m.

Date: 30th November, 20XX

R.S.V.P.
Karuna
Sports Secretary
Sunrise Global School
Agra

4. **Sunrise Global School, Agra is going to organise a one-act play competition in the school auditorium. You have decided to invite noted stage artiste, Nalini to grace the occasion. Draft a formal invitation for her in about 50 words. You are Karuna/Karan, Cultural Secretary.** **(4 marks)**
[*CBSE Delhi 2016*]

Ans.

The Cultural Club
Sunshine Global School
Cordially invites
Padmashri Ms. Nalini (Danseuse)
To grace the "TAGORE WEEK Celebrations"
"One Act Play Competition"

Venue: School auditorium

Time: 10 a.m

Date: 3 April, 20XX

R.S.V.P.
Karuna
Cultural Secretary
Sunshine Global School
Agra. ✆ 984xxxx001

5. **You are Dhruv/Deepa. Your father, Shri Dheeraj Garg of Gurugram wants you to draft an invitation to be sent to friends and relatives on the occasion of your elder sister's marriage. Prepare the invitation giving necessary details in not more than 50 words.**
(4 marks) [*CBSE (1/2/1) 2019*]

Ans.

Mr and Mrs Dheeraj Garg
request the pleasure of your company
on the auspicious occasion of their daughter

KANIKA
(D/o Mr and Mrs Dheeraj Garg, Gurugram)

With

KUNAL
(S/o Mr and Mrs Amber Sharma, Gurugram)

On Saturday, February 22, 20XX
At
Tivoli Gardens, Gurugram

PROGRAMME
Saturday, February 22, 20XX
Reception of Baraat: 8 p.m.

R.S.V.P.
Mr and Mrs Dheeraj Garg
Contact no: 98xxxxxxxxx

With best compliments from
All relatives and
friends

Replies

A reply to an invitation is as much formal as the invitation itself. A reply to an invitation is essential to appreciate the host's feelings and letting the host know whether you are attending the function or not. This helps him/her to make arrangements accordingly.

Main Characteristics

The reply to an invitation must acknowledge the invitation by expressing thanks. Reply should mention whether the invitation has been accepted or refused (specify reason) using warm and specific language. The reply should be brief and specific.

Do remember to include greetings like 'Best Wishes' in case you are declining the invitation.

SAMPLE FORMAL REPLIES

Accepting the Invitation (Formal) **(4 marks)**

Mr Vipin thanks Mr & Mrs Khanna for their kind invitation to their daughter Aditi's marriage on 20th January, 20XX at 10 a.m. and has a great pleasure in accepting it and confirms his presence at the venue of the scheduled time.

Declining the Invitation (Formal) (4 marks)

Mr Vipin thanks Mr & Mrs Khanna for their kind invitation to their daughter Aditi's marriage on 20th January, 20XX at 10 a.m. but regrets his inability to attend due to a prior engagement. He wishes Aditi a happy married life.

SAMPLE INFORMAL REPLIES

Accepting the invitation (4 marks)

21, Professors' Colony,
Coimbatore

10th January, 20XX

Dear Nirbhay and Bhabhiji,

I am pleasantly surprised to receive your invitation for Aditi's wedding. Has she grown so big? I still remember her as the little girl with two ponytails in a pink frock, eating chocolates and throwing tantrums upon refusal.

Well, it is really a big occasion for me. I will be delighted to join in the celebration and bless the newly-wed couple.

And yes, as requested the whole family is coming too.

Yours

Vipin

Declining the Invitation (4 marks)

21, Professors' Colony,
Coimbatore

10th January, 20XX

Dear Nirbhay and Bhabhiji,

I am pleasantly surprised to receive your invitation for Aditi's wedding. Has she grown so big? I still remember her as the little girl with two ponytails in a pink frock, eating chocolates and throwing tantrums upon refusal.

Well, it is really a big occasion for me and I would have loved to join you on the auspicious occasion, but my father is in the hospital. He had a surgery last week and needs constant care.

I really feel bad not to be able to personally join the occasion and bless the newly-wed couple.

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

Yours
Vipin

Exercise for Practice

1. You are Mohan/Radha. You have been invited by the Lions Club as one of the judges for a Talent Search Competition for children. Due to a previous engagement, you cannot accept this invitation. Write a formal reply in not more than 50 words to the President of the Club regretting your inability to accept the invitation. **(4 marks)**
2. You are invited to the 'Fundamental Rights of Children' organised by the Lions Club of your district. Respond to the letter accepting the invitation in not more than 50 words. **(4 marks)**
3. Your school is organising its Annual Sports Day. Draft an invitation to be sent to the parents in not more than 50 words. **(4 marks)**
4. You are Priyam/Priya. You have received a letter from your close friend, inviting you to attend the marriage of his sister. But unfortunately, you cannot attend it due to your previous commitments. Respond to the letter regretting your inability to attend the marriage ceremony. **(4 marks)**
5. The Literary Club of your school is organising a Caricature Contest in the school. Draft an invitation inviting the famous cartoonist Parash Nath to be the special guest of honour during the contest. **(4 marks)**
6. The Residents' Welfare Society of your area is organising a *Bal Mela* on Children's Day. There will be food stalls, games and rides along with many attractive prizes. Write an invitation to the residents to participate in the same in about 50 words. **(4 marks)**
7. Your grandparents are celebrating their golden jubilee anniversary. Draft an invitation for friends and relatives. **(4 marks)**
8. You have been invited as a judge to an inter-school debate on the topic, 'Smart Cities: Feasibility in India'. Send a reply confirming your acceptance to the invitation. **(4 marks)**
9. You are Tapan, the Showroom Manager of Tapasya Sarees. Draft an invitation to be sent to all your customers to inform them about the annual sale in not more than 50 words. **(4 marks)**
10. Design an invitation card to launch your new collection of books among the regular readers of your reading club in not more than 50 words. **(4 marks)**
11. You have been invited by your old school to be a part of 'Old Students' Reunion Club'. Write an informal reply expressing your joy and happiness to be a part of it in not more than 50 words. **(4 marks)**
12. Draft an invitation to call all your dealers to attend the annual meeting at 'The Grand Hotel' in not more than 50 words. **(4 marks)**
13. Design an invitation card to be sent informally to all your social contacts to thank them for their unconditional support during your hours of crisis in not more than 50 words. **(4 marks)**
14. Your friend, P.V. Satish has invited you to attend the wedding of his sister, Jaya. You find that you have an important paper of pre-board examination on the day of the wedding . Thus, you cannot attend the event. Write in about 50 words a formal reply to the invitation expressing your regret. You are Puneet/Puneeta Vij, M-114, Fort Road, Chennai. **(4 marks)**

15. You are Ranjit/Rani Chopra, a celebrated short-story writer. You have been invited by the Literary Club, Sunshine Public School, Karnal to deliver a lecture on 'Literature and Life'. Draft a formal acceptance of the invitation in about 50 words. Address it to the principal. **(4 marks) [*CBSE (F) 2017*]**

16. You are Faiz/Falak Mazumdar living at 39 Udampur Colony, Shimla. You decide to hold a dinner party to congratulate your grandparents on their golden wedding anniversary. Draft a formal invitation in not more than 50 words to all family members to attend the grand dinner at home. **(4 marks) [*CBSE Paper 2018*]**

17. Write an invitation in not more than 50 words to your friend Rameshwari to spend her winter break with you in Mumbai. You are Puja/Puneet of 25, M.G. Road, Mumbai. **(4 marks) [*CBSE Paper 2018*]**

18. You are Mrs Krishnamurthi. Your son is getting married. You are throwing a party to celebrate the occasion. On behalf of your husband and yourself, draft a formal invitation in not more than 50 words inviting friends and relatives to attend the function. **(4 marks) [*CBSE 2019 (1/3/3)*]**

19. You are Shahneela/Sameer Malik living at No. 4, Zakir Bagh, Meerut. You and your friends decide to host a dinner to honour the teachers who have taught you in Class XII. Draft a formal invitation in not more than 50 words to all your teachers to a, grand dinner at your residence. **(4 marks)**
[*CBSE 2019 (1/5/2)*]

20. You are Nainai/Nachaobi Kom, Head Boy/Head Girl of Loktak High School, Manipur. Your school wishes to honour an old student of your school, the famous boxer Mary Kom for all her numerous achievements by inviting her to the school Annual Day as the Chief Guest. Write a formal invitation in not more than 50 words to be sent to Mary Kom requesting her presence on the occasion. **(4 marks)**
[*CBSE 2019 (1/4/2)*]

5 LETTER WRITING

Letter is a form of written communication. Letters are of two types: formal and informal. Formal letters include business letters, letter of complaints, letter to government officials, etc. Informal letters include letters to friends, relatives, acquaintances, etc.

A. Business Letters

- Making enquiries/Asking for information
- Replying to enquiries/Giving information
- Placing orders/Sending replies
- Cancelling orders
- Registering complaints about products/services

B. Official Letters

- Registering complaints (roads, theft, etc.)
- Making enquiries (courses, tours, etc.)
- Making requests/appeals

C. Letters to Editor

- Giving suggestions/views on issues of public earliest/articles in the news/on a published letter.

D. Job Letters

Format of A Formal Letter

(a) Letter to an Editor and Official Letters

Sender's Address
Date
Receiver's Address
Subject
Salutation
Introductory para

(50 words)

Main body of the letter—suggestions
Concluding para
Yours truly
Signature

(100 words)

(Full name in block letters)

Designation (if needed)

(b) Application for a Job

Sender's Address
Date
Receiver's Address
Subject: Post applied for
Salutation

Application letter
obligations

Body

Yours truly
Signature
(Name of person in Capital letters)
Encl: (1) Curriculum Vitae

Please Remember

- Use of punctuation marks has been done away with while writing the address and salutation.
- Every section of the letter begins on the left-hand side. Provide adequate space between sections and paragraphs.
- Keep the letter to the point.

Enquiry

Some useful language expressions

- We are interested in … and would like you to…
- Would you please tell me…/ send me the information…
- I shall be obliged if you let me have the following information…

- *Be polite and formal*
- *Introduce yourself and mention your requirements*
- *Ask for detailed information about the product (price, discount, terms and conditions)*

Complaints

Some useful language expressions

- We regret to remind you that…
- I am writing to complain about…
- We are sorry to inform you that

- *Be polite and formal*
- *Introduce yourself and describe clearly what your complaint is*
- *Remember that the newspaper is only a medium to address the issue*
- *Do not ask the editor to resolve the issue*

Letter to Editor

Some useful language expressions

- Through the esteemed columns of your newspaper, I wish to bring to the notice of the concerned authorities…
- In my opinion…
- This is a very shocking/ disturbing use of…

- *Describe your opinion clearly*
- *Say what you would like the receiver to do to redress the complaint (replacement/ refund of money/ free service)*
- *Mention your next course of action, if the complaint remains unattended*

Application for job

Some useful language expressions

- In response to your advertisement in…, I wish to offer my candidature for your consideration.
- I would like to apply for the post of… in your organisation, advertised today in … of …
- This is with reference to your advertisement in …for the post of

- *Be polite and formal*
- *Be brief and concise*
- *Frame the letter according to the job profile*
- *Do not boast about your abilities or make any false claims about your qualifications*

Placing Orders

1. **Your school has opened a new activity wing for the kindergarten students for which you require play equipment. Write a letter to the Manager, OK Toys, 21, Daryaganj, Delhi, in about 120-150 words placing an order for educational toys and other play equipment. You are Neera/Naresh Manager, DML Public School, Delhi.** **(6 marks)**
[CBSE Sample Paper 2016]

Ans. DML Public School,
Delhi

May 8, 20XX

The Manager
OK Toys
21, Daryaganj,
Delhi

Subject: Order for educational toys and play equipment

Dear Sir/Madam,

This is with reference to your advertisement in Delhi Times on 6th May, 20XX. You had advertised yourself as the wholesaler of educational toys and play equipment. Our school has opened a new activity wing for the kindergarten section. We require educational toys and other play equipment.

We require two block building sets, two pyramid sets, four balls and other educational toys and play equipment. Since we want only the best, please see if you could provide us Fisher Price or Baybee's or other such branded items at discounted rates. We would appreciate if you could provide us details regarding the same before the 12th of this month. We are ready to make an immediate part payment in cash after confirming the order. Rest of the amount will be paid by cheque within 48 hours of the delivery. Please ensure that the products are of the best quality and are delivered within 10 days of the date of placing the order.

I hope you would respond as soon as possible, so that we can make the activity wing fully functional before the coming session.

Thanks and regards
Neera
Manager

2. **You are Mr Malik, the coordinator of the ABC Public School. Write a letter to place a bulk order for school uniform to M/S Sinha Garments.** **(6 marks)**

Ans. 12 Pandeer Road,

New Delhi

February 6, 20XX

M/s Sinha Garments
New Delhi

Subject: Order for school uniform sets

Dear Sir,
This letter is with reference to the meeting that took place at your factory. We wish to purchase uniform material for our students from you. Our requirement is as follows:

Serial No.	Size	Quantity
1.	Small	80
2.	Medium	75
3.	Large	45
A total of 200 pieces.		

Please note that the entire payment will be made only after the delivery. Kindly make the delivery on or before April 2, 20XX. I request you to offer us a discount on the order and send us the official bill along with the product.
Please review the order and if you have any recommendations, or need any clarification, please contact the undersigned.
We hope for a long-term association with you.

Yours sincerely
Karan Malik
Mob. No. 9811XXXXXX

3. **You are the in-charge of the Medical Section of Gyanodaya Public School, Nehru Vihar, Alwar. Your stock of medicines is about to finish. Write a letter to the Director of Jambo Medicare, Delhi, ordering medical items like glucose, crocin, bandages, tincture, pain-healers, ointments, etc. Ask for discount on bulk order. Invent other necessary details. (100–120 words)** **(6 marks)**

Ans. Gyanodaya Public School
Nehru Vihar,
Alwar,

November 23, 20XX

The Director,
Jambo Medicare,
Delhi

Subject: Order for Medical Items

Sir/Madam

I am the in-charge of the Medical Section of Gyanodaya Public School, Nehru Vihar, Alwar. I want to place an urgent order for some medical items.

Kindly provide the following items.

- Glucose - 100 packets of 100 gm each
- Crocin - 50 strips
- Bandages - 200 bundles
- Tincture - 50 bottles
- Pain-reliever spray - 100 cans
- Ointments (soframycin) - 100 tubes
- Paracetamol - 10 strips

We request you to process this order latest by November 30, 20XX. The medicines should be in good condition. We reserve the right to cancel the order, if the medicines are not in proper condition or has exceeded the date of expiry.

Please grant me the usual institutional discount for the above mentioned items.

We would like to hear from you at the earliest.

Yours sincerely
XYZ
(Incharge, Medical Room)

4. You are Neeraj/Neeraja Shekhar, Principal, Vasant Public School, Pune. Your school has just started a music department. Write a letter to the Manager of Melody House, Pune, wholesale suppliers of musical instruments, placing an order for musical instruments for the school. Ask for a discount on the catalogue prices. (6 marks)

[CBSE Paper 2018]

Ans. Vasant Public School
Pune

August 9, 20XX

Manager
Melody House
Pune

Subject: Requirement of musical instruments

Sir,

Vasant Public School has introduced Music as a subject, and therefore, the department requires a few instruments to cater to the requirement of instrumental music. We have had the opportunity of availing your services from the time the school started 20 years ago.

We request you to provide the following instruments at the earliest and oblige.

- Mridangam – 4 numbers
- Tabla – 4 sets
- Taanpura – 2 numbers
- Harmonium – 4 numbers
- Veena – 4 numbers
- Guitar – 6 numbers
- Keyboard – 2 numbers

We request you to give us the requisite institutional discount on the required instruments. Please ensure that all the instruments are in perfect condition.

You will be reimbursed as soon as the delivery is made.

Thanking you
Neeraja Shekhar
(Principal)

Letters of Complaint

1. Vishaka **(6 marks)**
25/4 Indrapasta Apts.
Delhi – 1100xx

January 13, 20XX

The Manager
New Aquaguard Services
Delhi – xxxxxx

Subject: Poor service by NAS

Dear Sir/Madam,

I am writing today to complain about the poor service I received from your company on January 12, 20XX. I was visited by a representative of New Aquaguard Services (NAS), Mr Mahesh, at my home. Mr Mahesh was four hours late for his appointment and offered nothing but apology, when he arrived at noon.

The water was not getting purified properly and we were told that there was a problem with the cartridge. Your representative threw away all the water contained in the aquaguard, without even asking or telling us anything about it. Since the direct supply of water to our house is infrequent, we were left with no drinking water. To add to this, your representative went off saying that he had to get a new cartridge from the market and did not return till the next morning. In fact, he did not even bother to inform us on his own and responded only after being repeatedly called for two hours, finally informing us that he was busy and would be able to come only the next day. This is after he had left the aquaguard open with all its parts scattered in the kitchen and the dirt all around. He created a complete mess in the house in the 25 minutes that he was present without actually accomplishing anything.

I am most annoyed that I wasted a morning (and half a day's vacation) waiting for Mr Mahesh to show up. My impression of NAS has been tarnished, and I am now concerned about why I suggested your firm to my friends and neighbours. Furthermore, Mr Mahesh's ability to create so much mess in fixing an aquaguard is making me question whether I should ever engage the services of your firm.

I trust this is not the way NAS wishes to conduct business with its valued customers—I have been with you since the company was founded and have never encountered such treatment before. I would welcome the opportunity to discuss matters further and to learn of how you propose to prevent a similar situation from recurring. I look forward to hearing from you.

Yours faithfully,

Vishaka

2. You are Tarun/Taruna who bought a new Luminous Inverter for your home from R.K. Electronics, Noida but found many functional problems as the charging is not done properly and battery water is getting leaked. Write a letter of complaint to the proprietor to take care of the same. **(6 marks) [*CBSE Sample Paper 2019*]**

Ans. 12 D. Millenium Apartments

Noida

October 7, 20XX

The Proprietor

R.K. Electronics

Noida

Subject: Complaint about Invertor

Sir,

Recently purchased from your showroom, Luminous Invertor ECO VOLT+ 1050 receipt no XYZ 3456 dated 28th September 20XX with a warranty of two years is hereby declared defective.

After the purchase, it worked for one week but later started showing some defects. There is constant fluctuation of the voltage (input-output). The battery does not get fully charged. It always shows the sign of low battery and gets overheated itself.

It is a matter of serious concern that such a reputed electronics company is selling defective pieces. As it seems to be technical defect, you are requested to send someone to check it. It is in the warranty period. Hope you will understand the inconvenience caused to the customers and do the needful as soon as possible.

Thanking you
Yours sincerely
Tarun

3. Yesterday you went to Sunrise Hospital, Market Road, New Delhi taking with you the victim of a hit and run accident. There were chaotic conditions in the casualty department. The injured was attended to after a lot of precious time had been lost. Write a letter of complaint in 120-150 words to the Medical Superintendent. You are Karan/Karuna, M114, Mall Road, Delhi. **(6 marks)**
[*CBSE Delhi 2016*]

Ans. M 114
Mall Road Colony
Delhi

April 23, 20XX

The Medical Superintendent
Sunrise Hospital,
Market Road
New Delhi

Subject: Chaotic conditions and poor attitude of the hospital staff

Respected Sir/Ma'am

This is with reference to the poor treatment meted out to a victim of a hit and run accident by your hospital staff on April 20, 20XX.

There were chaotic conditions in the casualty department. We reached the hospital at 6.30 in the evening. The doctor on duty was not available and came only after two hours. Even the nurses and the attendants were least interested in attending to the patient. As a rule, a hit and run patient should be attended to before registering the case and they cannot ask for the registration fee also. But I had to pay ₹250. However, the hospital staff refused to do so and asked us to first register the case not caring for the profusely bleeding patient. The injured was attended to after a lot of precious time had been lost. Though the victim was finally saved, but he suffered a lot of blood loss.

I hope you will look into this matter and take strict action against the hospital staff. Only if this issue is resolved, many precious lives can be saved in future also.

Thanks and regards
Karuna

4. Park Lane, Chanakyapuram, Mysore is proud of having four reputed public schools in close proximity to each other. In the morning and afternoon there is a heavy traffic along the road and hundreds of students are put to a lot of inconvenience.

Write a letter of complaint in 120-150 words to the Deputy Commissioner of Police (Traffic) describing the problem. Suggest a few measures to regulate the traffic. You are Karuna Shetty/Karan Kumar, Principal, Sunrise Global School. (6 marks)

[CBSE Delhi 2016]

Ans. Karan Kumar
The Principal
Sunrise Global School
Mysore

April 29, 20XX

The Deputy Commissioner of Police (Traffic)
Mysore

Subject: Poor traffic regulation in Park Lane, Chanakyapuram

Respected Sir/Ma'am

I am the Principal of Sunrise Global School. I want to draw your attention to the problems faced by students along Park Lane.

There are four reputed public schools in close proximity to each other in this area. In the morning and evening, there is heavy traffic along the road and hundreds of students are put to a lot of inconvenience. Crossing the street becomes a danger at these times. To add to the woes, due to the repair work on Sultan highway, heavy vehicles are being diverted here. Right now, this area is a potential accident hub. Though the school staff, and security are trying their best to keep students safe, the condition is deteriorating day by day.

Since there are four schools in this area, some stringent measures need to be taken, so that the students' safety is not compromised. We would be grateful if you could kindly stop the plying of heavy vehicles on these roads. Also please ensure that these roads are either out of bounds for the general public from 7-8 a.m. and 2-3 p.m. Ensuring the presence of traffic police at these areas will also be helpful.

I hope you would address this issue at the earliest, so that the poor students, the future of our nation do not suffer.

Thanks and Regards
Karan Kumar

5. **You bought a refrigerator two months ago from Mohan Sales, Ashok Vihar, Bangalore. It has developed certain problems regarding its functioning. Cooling has stopped and it is making a lot of noise. Write a letter of complaint to the Manager asking him for immediate repair/replacement of the same. You are Sachin/Shashi, 61 Pratap Enclave, Bangalore. (120-150 words)** **(6 marks)**

Ans. 61 Pratap Enclave
Bangalore

June 4, 20XX

The Manager
Mohan Sales
Ashok Vihar,
Bangalore

Subject: Faulty Refrigerator

Dear Sir,

I bought a Godrej twin-door refrigerator from your M.G. Road showroom on May 15, 20XX vide receipt no. 061XX. But I regret to inform you that it is not giving satisfactory service.

Please find below the list of issues:

1. Its cooling system is not effective.
2. It makes a continuous buzzing noise.
3. The refrigerator consumes a lot of energy.
4. The Frost Free refrigerator has ice freezing in it.

I request you to advise me as to what is to be done in this regard. Kindly send your representative to inspect all these defects. A replacement of the refrigerator at the earliest would be the best way out, since it is still covered under warranty.

I would very much appreciate an early response.

Yours sincerely
Sachin

6. **You bought a flat from PQR Builders, Sector 55, Noida. Within a period of two months, you have started facing a lot of problems like seepage in the walls and ceilings, wall paint peeling off, leaking sanitary fittings, lift getting stalled, etc. Write a letter of complaint in 120-150 words to the Works Manager. You are Karuna/Karan, A9 D Apoorva Apartments, Noida.** **(6 marks)** [*CBSE (AI) 2016*]

Ans. Karan
A-9 D
Apoorva Apartments
Noida

April 23, 20XX

The Works Manager
PQR Builders
Sector 55, Noida

Subject: Problems in the new flat

Dear Sir/Ma'am

I am Karan Kukreja. I purchased A-9 D, Apoorva Apartments from PQR Builders on February 23, 20XX (Registration No. 54D/12/20XX).

It has only been two months since I shifted to this flat. However, I have already started facing a lot of problems. The wall paint has started peeling off. The rainy season has not yet started, but there is already seepage in the walls and ceilings. The new sanitary fittings seem to be of an inferior quality and are already leaking. We were also assured of 24-hour power and water availability, but that does not seem to be the case now. Drinking water comes only for four hours in the morning and power cuts have also become quite frequent. To add to the woes the lift gets stalled quite often. Our flat is on the third floor and this becomes quite a problem for my elderly parents.

I would really appreciate if these issues are addressed at the earliest.

Yours sincerely
Karan Kukreja

7. Your school recently launched a GPRS system in the school buses which will enable the parents to keep track of their children while they are travelling in the bus. The service, however, is not smooth and is facing a lot of problems. As the Transport Incharge of DML Public School, Delhi, write a letter in about 120-150 words to the Manager, Forumloft, 21 Park Street, Delhi, complaining about the same.
(6 marks) [*CBSE Sample Paper 2016*]

Ans. DML Public School
Delhi

May 8, 20XX

The Manager
Forumloft
21, Park Street,
Delhi

Subject: Complaint regarding new GPRS system

Dear Sir/ Madam

This is with reference to the new GPRS system purchased from your firm vide bill No. AEP 562349. We had ordered for 15 GPRS systems for our school buses to enable the

parents to keep track of their children while they were travelling in the bus. These were installed by your technician on April 20, 20XX.

The GPRS systems worked perfectly well for 2-3 days. After that problems started cropping up. The GPRS system keeps fluctuating and keeps switching off by itself at intervals. The signal in the GPRS has poor receptivity and it is becoming tough to keep track of the bus. The whole purpose of installing the GPRS is lost if problems of this kind persist. Therefore, I request you to kindly fix the issue at the earliest.

I hope this letter will elicit suitable response from our elected representatives.

Thanks and regards
Neeraj
Transport Incharge
91-954763236

8. You are Somita Roy, the librarian of ABC Public School, New Delhi. Write a letter to the Unique Book Co., New Delhi, complaining about the poor quality of books supplied to your library. **(6 marks)**

Ans. ABC Public School
New Delhi

July 8, 20XX

The Unique Book Co.
New Delhi

Subject: Supply of poor quality of books

Dear Sir,

We regret to inform you that the quality of books supplied by you to our library is quite deplorable and poor. ABC Public School has been your old and regular customer. We placed an order for the purchase of about five-hundred books for the school library. The books supplied are poor in quality, not the latest editions and most of them are not the ones we had ordered.

Please note that errors made in the supply given below and expedite the matter at the earliest.

1. (a) Thirty copies of Modern Mathematics (12th Standard) 2015 Edition Supplied.
   (b) Thirty copies of English Grammar (12th Standard) 2015 Edition Supplied.
   Whereas, 2019 Editions of the above mentioned books are available in the market.
2. We ordered for thirty copies of 'History of India' by S.K. Rao but received 10 copies of 'History of India' by S.P. Singh.
3. Twenty copies of Science books are really in a bad shape and cannot be accepted as such.

Please effect the changes on or before August 1, 20XX.

Yours faithfully
Somita Roy
Librarian

9. Last month, you went to Ooty and stayed at 'Hotel Greenview' for a week. Within two days, you found that the facilities provided were not good and you have to leave the hotel. On reaching home at Chennai, you decided to write a letter of complaint to the manager describing all that went wrong there. Demand a refund of the money paid in advance. Write a letter in 120-150 words. You are Omar/Amma, 12 B, Mount Road, Chennai. **(6 marks) [*CBSE (F) 2017*]**

Ans. 12B
Mount Road
Chennai

April 10, 20XX

The Manager
Hotel Greenview
Ooty

Subject: Lack of good facilities at the hotel

Respected Sir,

This is with reference to the booking made at your hotel on February 5, 20XX for a week but not getting the facilities as promised after reaching the hotel.

We reached the hotel on February 6, 20XX and paid an advance booking amount of ₹20,000. Within two days of the stay, we realised that the facilities and services provided at hotel were not as per the commitment made by the authorities at the time of booking. The room service never responded on time of call and the hotel management staff was least bothered about the cleanliness in the rooms. We experienced frequent power cuts without any generator backup being provided. Apart from all this, the hotel staff was very rude and refused to accept their negligence. Therefore, we left the hotel after two days only and searched for another hotel. In view of these events, I would like to have a refund of my money that I paid in advance at the time of booking.

I hope you will look into this matter and take a strict action against the hotel staff. Only if these issues are resolved, your customers will be satisfied, and the hotel will be a success.

Thanks and regards
Omar

10. You are Nitin/Natasha, staying at 20, S.F.S. Flats, Worli, Mumbai. You bought a mobile phone from 'Mobile Villa', Mahim, Mumbai. The phone developed a problem within a few days of the purchase. Write a letter to the Sales Manager of the showroom complaining about the defect and seeking immediate replacement. **(6 marks)**

[CBSE Sample Paper 2018]

Ans. 20, SFS Flats
Worli
Mumbai

November 17, 20XX

The Sales Manager
Mobile Villa
Mahim
Mumbai

Subject: Complaint about defective mobile phone

Sir,
I recently purchased mobile Samsung Note 3 from your showroom dated October 16, 20XX with vide receipt no. XYZ 1345 with warranty of one year is hereby declared defective.
After the purchase, it worked properly for some days, but later started showing some defects. It does not work properly. The battery backup is creating problem. It gets switched off itself. The applications have stopped responding. The camera is also not working properly.
It is a matter of utmost grief that such a reputed company is found with defects. Although it seems to be a manufacturing defect, therefore, you are requested to either change the product or take the desirous action as soon as possible.

Thanking you
Yours sincerely
Nitin

Letter to the Editor

1. 101, Nalanda Apartments **(6 marks)**
Janakpuri
New Delhi

February 2, 20XX

The Editor
The Times of India
New Delhi

Subject: Pollution: A Major Concern

Dear Sir,

Through the columns of your esteemed daily, I would like to express my opinion with reference to a report claiming Delhi to be the most polluted city in the world (30th January 20XX pg-6).

It is a major concern for the residents of the national capital that the pollution levels of our materialistic city has increased by a huge margin. I am personally dumbstruck after reading this report by WHO. This is something which if not dealt with immediately, would result in an increase in many diseases. This would affect the people living in the capital. It would also show the country in a bad light since Delhi, being the capital, generates not only a lot of capital for the country, but also is the hub of the tourism industry.

The ever increasing pockets of the humongous population have propelled them to move to four wheelers, which in turn has increased pollution. Industries and deforestation add to the same. It is an irony that the most intelligent being on the planet is causing the most destruction.

I would feel grateful if this issue is highlighted appropriately and the masses come to know more about it. It is not only the responsibility of the government but also we, as responsible citizens, need to take steps to reduce pollution. After all, this is the launch period of the dream of Bapu—Swachh Bharat. It is important that something be done in this regard, so that the realisation of the dream is not nipped in the bud.

Yours sincerely
Shreyas Shridhar

2. 79, R. K. Puram **(6 marks)**
New Delhi– 110045

August 12, 20XX

The Editor
Hindustan Times
New Delhi – 1100XX

Subject: Organic Farming - A Boon!!!

Dear Sir,

A twenty-minute brisk walk daily will keep a man fit, an apple a day keeps a doctor away; are all old health proverbs which till today hold value, but is it really enough?

"Ghar ka khana" is famous for its taste and hygienic condition. But I have one question: how safe is it. It's not a doubt on mother's love but on the raw materials (lentils, wheat/rice, vegetables) she uses to cook food. Though we are all aware of the danger of the excess use of insecticides and pesticides (used by the farmers to grow vegetables) on

the environment and human body, we still are quiet. My question is why are we quiet when technology has developed so much, when biotech has come up with an organic platform, why are we still stuck up in the traditional way of cultivation. World has moved to organic farming years ago, but till today, India is lacking a lot in this field. Government has made a lot of schemes to promote organic farming, but unfortunately, our horticulture officers are not aware of it.

Biofertilisers, bio plant hormones, bio manures, etc. are easily available at Government farms but no one knows about it. Green house farming, poly house farming, drip irrigation system all are easily available in India and to add to that, Government has provided 70% subsidy on it, but how many farmers are aware of it.

Everyone demands a better tomorrow. Why can't we stand up for a better and healthy tomorrow? It's our right and today, technology has its way for it. Government should come forward to make every citizen aware of it. After all, it is our right to enjoy pesticide free, clean food.

Yours sincerely
Vinaya

3. You are Amit/Amita staying at Sunrise Apartments, Gymkhana Road, Pune. The main road leading to this colony has three open manholes causing frequent accidents at night. The street light is also not available. Write a letter to the Editor of 'The Times of India' expressing your concern about the apathy of the authorities towards this situation. Also suggest ways to mobilise city dwellers, with the help of school children, for the cause for safe roads. **(6 marks) [*CBSE Sample Paper 2015*]**

Ans. C-4
Sunrise Apartments
Gymkhana Road
Pune

June 13, 20XX

The Editor
The Times of India
Mumbai

Subject: Darkness around Sunrise Apartments

Sir,

Through the columns of your esteemed newspaper, I wish to draw the kind attention of the relevant authorities towards the pathetic condition of residents of Sunrise Apartments, Gymkhana Road.

I would like to draw the attention of the relevant authorities towards the issue of three open manholes on the main road leading to our colony. These open manholes are turning into death traps for the residents who have demanded that the authorities

concerned take steps to cover them. Moreover, our colony has no street lights, since the last two months. There are no street lights even on the main road leading to our colony. With the open manholes and lack of street lights, accidents are on a rise. The road gets dark after seven in the evening. People fear going out, not only to avoid accidents but also to avoid being a prey to unscrupulous elements. The open manholes not only emit bad smell and cause pollution but are also a breeding ground of mosquitoes.

Motorists, elders and children are the main victims of these manholes and many times, accidents have been reported due to these open manholes. Whenever torrential rains hit the areas, they cause even more problems. To mobilise city dwellers for the cause for safe roads, we plan to organise a student rally from Sunrise Apartments' main gate to Mr Rehan Pande, the current MP's house.

I hope this letter will elicit suitable response from our elected representatives.

Yours sincerely
Amita

4. Recently you went to your native village to visit your grandparents. You saw that some of the children in the age group of 5 - 14 (the age at which they should have been at school) remained at home, were working in the fields or simply loitering in the streets. Write a letter in 120-150 words to the Editor of a National Daily analysing the problem and offering solutions to it. You are Navtej/Navita, M-114, Mount Kailash, Kanpur. **(6 marks) [*CBSE Delhi 2015*]**

Ans. M-114, Mount Kailash
Kanpur- 208002

June 1, 20XX

The Editor
The Times of India
New Delhi-110002

Subject: Preventing illiteracy among children

Sir,

This is with reference to something that I came across while on a visit to my grandparent's place in Nellore. I found many children in the age group of 5-14 not attending school. They remained at home, were working in the fields or simply loitering in the streets. It was very disheartening to see that even though the right to education has been made compulsory, many children still remain illiterate.

I found the children disinterested or rather indifferent towards education. The same attitude was prevalent among the parents and elders. There was absolutely no motivation. I understand that poor parents need extra help in fields, but I believe that it should not be at the cost of their children's education.

Parents need to take the initiative to educate their children. Not only the family but the school should also motivate and enrol students of school going age group. Often

parents ask what good would a little education do. In order to prevent that thought, skill development should be emphasised at school. Free meals, books and uniforms should also be provided, so that none of these remain the reason of illiteracy. After all, children are the future of tomorrow.

I hope this letter will serve as a wake-up call for the concerned authorities.

Yours sincerely
Navtej

5. **When cricket teams go abroad, the members are allowed to take their wives, even friends along with them. Does this fact distract them or help them focus on their game in a better way? If it is good, why don't we allow our athletes to enjoy the same privilege? Write a letter to the Editor of a National Daily in 120-150 words giving your views on the issue. You are Navtej/Navita, M-114, Mount Kailash, Kanpur. (6 marks)**
[*CBSE Delhi 2015*]

Ans. M-114, Mount Kailash
Kanpur-208002

June 1, 20XX

The Editor
The Times of India
New Delhi-110002

Subject: Pampered cricketers

Sir,

We have always felt that our cricketers are pampered a lot. This is evident with the BCCI reconsidering its ban on taking wives/friends abroad on games. Many say that taking wives/friends along is a good move as it gives the players the much needed emotional support and keeps them free from worries. It helps them concentrate on their game. But if that is the case, why aren't our other players given the same privilege? Would it be not right to say that this kind of bias on the part of the association is all because cricket is the most popular game in the country? The question arises, 'Is it a wise move to reinstate this ruling?'

Well, considering the way our cricketers are faring at major international matches after this privilege, there should not be any doubt as to the usefulness of such a ruling. But at the same time, it sometimes acts as a distraction. Players are unable to focus and give their best. It becomes more like a family outing rather than a sporting mission. Moreover, the wish to live up to the expectations of their family makes the players train harder. They put in their best because they know that their family feels that they will give their best. No training sessions are missed, ultimately leading to a better performance.

Yours sincerely
Navita

6. You are Navtej/Navita, Secretary, Environment Club, Akash Public School, Agra. You, along with a group of students, went on a three-day tour through Corbett National Park. You found how the tourists abuse the available facilities and thus endanger the environment. Write a letter in 120-150 words to the Editor of a National Daily highlighting the situation. Suggest ways through which the environment of the park can be saved. **(6 marks)** [*CBSE (AI) 2015*]

Ans. Akash Public School
12, Besant Road
Agra-28XXXX

June 13, 20XX

The Editor,
The Times of India,
Mumbai

Subject: Deteriorating condition of Corbett National Park

Sir,

Through the columns of your esteemed newspaper, I wish to draw the kind attention of the concerned authorities towards the deteriorating condition of Corbett National Park.

India, with its rich flora and fauna, has a large tourism industry worldwide. Tourists from various countries throng our country to enjoy its rich beauty. A very beautiful part of this magnificence is our National Parks. We have around 110 national parks in our country, of which, Corbett National Park is the oldest.

Though it houses the mighty but endangered Bengal Tiger, its own future seems to be bleak. All this is because of tourism. Tourists harm environment in many ways. They trample the vegetation and throw litter in places. Without even the slightest regard for the park, tourists disturb wildlife by throwing stones at the small animals and sometimes even running their tour vehicles behind them. They also park vehicles in prohibited areas. All this has led to major disturbances for the animals. Many animals, which used to roam around freely in the park, now run and hide on hearing humans. It is a pitiable state of affairs which the authorities should look into at the earliest.

Limiting visitors or at least their vehicles can be the first step towards safeguarding these animals. The tourists also need to be educated on this issue. People who abuse the facilities provided should be severely penalised. An increase in patrolling by forest guards and stricter implementation of laws will also help.

I request the authorities to look into the matter at the earliest and take the necessary steps, so that the purpose of national parks, of providing a home and safeguarding animals is not lost.

Yours truly
Navtej

7. On Teachers' Day, you read in a newspaper that privately owned and managed schools in small towns or even in the suburbs of metropolitan cities exploit their teachers by paying them just a fraction of their authorised salaries. This affects their performance in the classroom and thus, the lives of their students. Write a letter in 120-150 words to the Editor of a National Daily raising your voice against such exploitation. Suggest ways to solve this problem. You are Navtej/Navita, 112 Taj Road, Agra. (6 marks)

[CBSE (AI) 2015]

Ans. 112, Taj Road
Agra- 282002

June 13, 20XX

The Editor,
The Times of India,
Mumbai

Subject: Compromising on the quality of education

Sir,

Through the columns of your esteemed newspaper, I wish to draw the kind attention of the concerned authorities towards the deplorable condition of education in certain privately owned and managed schools in small towns or even in the suburbs of metropolitan cities.

Of late, there has been a spurt of various privately owned and managed schools in small towns or even in the suburbs of metropolitan cities. Though this seems a promising trend for education, the quality of education in these schools is often questionable. Most of the times, the teachers employed are paid just a fraction of their authorised salaries. These teachers have to work for longer hours on less salary. This affects the quality of their teaching, in turn affecting the career of the students. Often the schools pay less on the pretext of less experience or low grades. No perks and allowances are paid. This also makes it difficult to get and retain quality teachers. This is exploitation of students as well as their teachers.

It is important that laws regarding employment of teachers be made more stringent. Also, instead of having a check done only by the school committee, it is important that a continuous monitoring by the Government takes place. Only then, both the students and teachers will get respite. The school authorities should also be more humane.

I request the authorities to look into the matter at the earliest and take the necessary steps so that our future generations do not suffer.

Yours truly
Navita

8. Lack of job opportunities in the rural areas is forcing people to migrate to cities. Every big city thus, has a number of slums in it. Life in these slums is miserable.

Write a letter in 120-150 words to the Editor of a National Newspaper on how we can improve the living conditions in these slums. You are Karan/Karuna, M114, Mall Road, Delhi. **(6 marks) [*CBSE Delhi 2016*]**

Ans. M-114, Mall Road
Delhi

May 1, 20XX

The Editor
The Hindustan Times
Kasturba Gandhi Marg
New Delhi-110001

Subject: Need to improve living conditions in slums

Sir/Ma'am

Through the columns of your esteemed newspaper, I would like to draw the kind attention of the concerned authorities towards the miserable living conditions in slums.

India is growing by leaps and bounds in every sector. However, the mushrooming slums in the city provide an altogether different scenario. A country's growth depends on the growth of its people. The people living in slums don't have basic amenities like food, shelter and clothing. Many can be seen ravaging through dustbins to get food. Lack of proper sanitation and living among such dreadful conditions lead to spread of many diseases. There are many in the slums who have always been in the city. However, there are others who migrate from rural to urban areas to earn their livelihood. All this is due to lack of job opportunities in rural areas. Thereby, many of them end up living in slums. Though the government has made housing provisions for these people, many are unaware of the same. Others who are aware, fight corruption to get these facilities. Still others who get these facilities rent these houses to earn money. All this quadruples the problems faced by these people.

Government needs to ensure that people living in the slums get basic amenities. People should be made aware of the existing job opportunities in rural areas. Better job opportunities and setting of small-scale industries should also be done in rural areas. Street plays should be organised in slums to make the slum dwellers aware of their rights. Provision to provide basic education should also be done. Only when the slum dwellers also get the basic necessities, can the nation be said to have truly progressed.

Your sincerely
Karuna

9. Along with air and water pollution, our cities are also under an attack of noise pollution. Marriage processions, DJs during wedding receptions, loud music from neighbourhood flats, etc. are all sources of noise which is not good for the old, the ailing and students. Write a letter in 120-150 words to the Editor of a local newspaper describing the problem and making a request to the concerned authorities to solve it. You are Karan/Karuna, M 114, Mall Road, Delhi. **(6 marks)**

[CBSE (AI) 2016]

Ans. Karuna
M 114, Mall Road
Delhi

June 13, 20XX

The Editor
The Hindu
New Delhi

Subject: Concern over the rising noise pollution

Sir,

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

Marriage processions, DJs during wedding receptions, loud music during campaigning and elections, are all sources of noise which is not good for the old, the ailing and the students. Not only does it affect the health of people but also their behaviour. It causes hypertension, high stress levels, hearing loss and disturbed sleep. It also causes damage to psychological health. Lack of urban planning also increases exposure to unwanted sounds.

I hope the concerned authorities would look into this matter at the earliest and help resolve this issue.

Yours sincerely
Karuna

10. It gives you a good feeling when you read in the newspapers how patients from abroad come to hospitals in India and get themselves treated at a fraction of expenses they would have incurred elsewhere. Write a letter in 120-150 words to the editor of a National Daily describing the importance of medical tourism for India. You are Karan/Karuna M 114, Mall Road, Kanpur. **(6 marks)**

[CBSE (AI) 2016]

Ans. Karuna
M 114, Mall Road,
Kanpur

April 25, 20XX

The Editor
The Hindustan Times
New Delhi

Subject: Importance of medical tourism for India

Sir,

Through the columns of your esteemed newspaper, I wish to draw the kind attention of the concerned authorities towards the importance of medical tourism for India.

India is an international medical travel destination for patients seeking world-class treatment at competitive rates.

Over the years, India has grown to become the top-most destination for medical treatment because it scores high over a range of factors that determines the overall quality of care. From quality of therapy, range of procedural and treatment options, infrastructure and skilled manpower to perform any medical procedure with zero waiting time, the list of benefits of travelling for medical treatment in India are many. The high-end healthcare system in India is as good as the best in the world. With the wide range of world-class medical facilities, infrastructure, alternative treatment (Ayurveda, homeopathic, etc.) and therapies, India is a place par excellence.

Quality of care is what attracts people. However, quality services should not be beyond the affordability of the patient who requires it. If quality comes at an affordable cost, it is an unbeatable advantage. This combination of highest quality and cost advantage is unique in India. Quick and immediate attention for surgeries and all interventions are assured in India. Another advantage is the number of English-speaking people in the country. This helps in better understanding and care for the patients.

These days, it seems that every country in the world promotes itself as a haven for medical tourism. The reality is that in most cases they offer sub-standard facilities and limited skills/qualifications. However, Indian medical field with all its benefits is truly the best and requires only more promotion. This will help us earn foreign exchange, improve relations with other countries and enhance India's image in the outside world.

I hope the concerned authorities would take further steps to enhance medical tourism in India.

Yours sincerely
Karuna

Application for job

State the reason for the letter, name the position or type of work you are applying for and identify the source from which you learned of the opening.

- Indicate why you are interested in the position, the company, its products, services-above all, stress what you can do for the employer.
- If you are a recent graduate, explain how your academic background makes you a qualified candidate for the position.
- If you have practical work experience, point out specific achievements or unique qualifications.
- Try not to repeat the same information the reader will find in the resume.

- Request a personal interview indicating the flexibility in time and place. Repeat your phone number in the letter.
- End the letter by thanking the employer for taking the time to consider your credentials.

An important component of job applications is a good CV or resume.

Important Points

- **Layout:** Make your headings clear and accurate. Grammar—Poor spelling, typos or bad grammar must be eradicated.
- **Place your personal details:** Name, date of birth, and contact details at the start of the CV. Double-check your e-mail address and telephone number.
- **Education:** List your qualifications, grades, where and when they were achieved for those with undergraduate degree and above. If you are still studying, you should state an estimated completion date and give an idea of when you would be available for full-time work.
- **Professional Qualifications:** Professional qualifications, membership of professional bodies, etc. should be listed.
- **Training:** List any appropriate training courses you have taken and any qualifications resulting from them.
- **Work Experience:** List your employers and positions, and the dates and duration of employment. Provide a comprehensive job profile and list your duties and responsibilities.
- **Be honest** when describing your language and IT skills.
  - Specify oral and written language skills separately and describe them extensively instead of merely using an excellent/good/fair rating.
  - Indicate what computer software and systems you can use and what you have done with them in your work.
- **Hobbies and interests:** Try to include things that portray you in a good light and offer some value to how well you'll perform in the position. Reading is great but doesn't really show leadership, teamwork or drive. Team sports, charitable work, holding office for an organisation all do.
  - Keep your CV free of borders, clip art, extravagant font and other decorations.
  - **Expected salary:** This is an area of negotiation and should never be included in your CV.

Sample CV

AUROBINDO DAS

Address

Phone: 00990000; Email: abcd@xyz.com

EDUCATIONAL CREDENTIALS

Post graduate Diploma In Business Management 2004

Institute of Management, Mumbai

Bachelor of Science 2002

ABCD University

Date of Birth: 2nd June, 1980

References: Available on Request

SALES AND MARKETING PROFESSIONAL

PROFILE

- Dynamic and vibrant professional with over 9 years of experience and well-honed expertise in the areas of sales and marketing strategies, team leadership, performance management and client retention.
- **Professional strengths in creating and developing a strong network of channel partners – dealers & distributors – for wider distribution and deeper penetration.**
- Consummate professional with excellent planning, execution, monitoring and resource balancing skills, attention to detail as well as the ability to build and lead effective teams.
- Innate strengths in identifying & developing potential accounts and retaining their business association with augmented customer services. Deft in mapping market dynamics to draw vital inputs to facilitate designing/realignment marketing/sales strategies to combat competition & sustain leadership position.
- Demonstrated exceptional abilities in enhancing brand Image, acceptability and positioning, resulting in increased sales and consistent growth in business opportunities.

KEY COMPETENCIES

Business Development - Revenue Growth and Profitability - Opportunity Identification - Channel Management/Distribution - Key Account Management - Performance Improvement - Market Penetration - Liaison

SNAP WORK HISTORY

AIRTEL WIRELESS LTD., Gurgaon circle **since September 2008**

TERRITORY SALES MANAGER

- Successfully accomplishing the allocated Primary, Secondary & tertiary sales targets within the strict tlmeframe with the company's product range
  - **Key part played in growth—increase by 40% over last Year**
  - **Expanded dealer network in 5 new towns and appointed 8 new dealers**
- Training and motivating the team of FOS & FE's manpower to enhance selling skills as well as escalating revenue.
- Carrying out the task of distributors/dealers scouting and building and maintaining healthy business relations with dealers/ distributors, enhancing customer satisfaction matrices by achieving delivery & service quality norms
- Tapping company's performance in the market and accordingly designing plans to ensure effective product availability at all times in the market and implementing sales promotional activities
- Designing schemes & creative plans for marketing and promotional activity like Van Promotions, Canopy Promotion and display Banners while handling sales & marketing
- Formulating and implementing pre/post sales activities for smooth working of sales operations
- Building brand focus in conjunction with operational requirements ensuring maximum brand visibility and optimum market shares
- Carrying out the task of devising BTL Budget and implementing them to increase revenue
- Identifying and developing strong and reliable dealers, resulting in deeper market penetration. Develop the distribution strategy in allocated market in line with the requirements and demand of the target clientele

KONGINIS (Dream Bake Pvt. Ltd.) **Jun 05- Sept 08**

SALES OFFICER

- Ensured wide distribution of products through effective market penetration, brand promotional activities and programs
- Increased the distribution network by appointing Distributors and super stockists
- Accountable for developing new channels for business as well as handling the existing channel network
- Sensed and analyzed business opportunities for possible exploitation. Formulated and implemented innovative sales and promotional policies to generate desired impact on the market
- Planned, executed strategies & promotional campaigns for sales initiatives for brand leveraging and to increase market penetration
- Analyzed competitors' activities, providing inputs for product enhancement & fine tuning sales & marketing strategies
- Created strategies to access unexplored markets while tracking market dynamics and inputs to realign tactics/strategies to counter competition. Drove formulation of policies and practices to achieve optimum position with industry leaders
- Drove New Client Acquisition efforts, relationship management for maximum client retention and achievement of revenues

HINDUSTAN LIMITED (Project Maya) **Feb 04-Jun 05**

Sales Promoter

- Managed 46 rural dealers and 3 stockiest and 1220 or more retail outlets under HUL rural dealer in a district.
- Successfully appointed Maya Dealer under HUL mainstream uncoverage area

1 Highlighted functional area - well defined industry and role preference.

2 Professional summary included. Core competencies section included to give all-round professional overview.

3 More precise representation of responsibilities to ensure better focus on accomplishments.

4 Revised overall layout to enhance overall appeal and readability of the resume.

1. **Draft an application with bio-data in about 120-150 words for the post of the Librarian in Vision Senior Secondary School, Calicut. You are Radhika/Rajeev from 21, Cherry Road, Madurai.** **(6 marks) [*CBSE Sample Paper 2016*]**

Ans. 1, Cherry Road
Madurai

May 23, 20XX

The Principal
Vision Senior Secondary School
Calicut

Subject: Application for the post of Librarian

Dear Sir/Ma'am

This is with reference to your advertisement in The Times of India for the post of Librarian in your school. I am interested in the position and would like to apply for the same.
Attached is my resume for your perusal.

Thanking you
Radhika

RADHIKA PILLAI

21, Cherry Road, Madurai, Tamil Nadu-650009
Phone: 9876543210

Personal Details

- **Hobbies:** Reading, Listening to music
- **Father's Name:** Shri. Raman Pillai
- **Date of Birth:** April 23, 1984
- **Permanent Address:** 21, Cherry Road, Madurai, Tamil Nadu-650009
- **Phone:** 9876543210

Academic Qualifications

- Passed M.Lib. Sc. from CUSAT in April 2014.
- Passed B.Com from Madurai Kamaraj University in April 2012.

Professional Courses

- Passed Library skills online course from Melbourne University with 68% in August 2014.
- Passed Advanced M. Lib. Sc. computer skills course from MKTU in July 2015.

Work Experiences

- Worked as Assistant Librarian at St. Xaviers Higher Secondary School, Quilon from July 1, 2015–till date.
- Worked as Assistant Librarian at Kendriya Vidyalaya, Trichy from July 1, 2014–June 1, 2015.

2. Write an application (including a resume) in 120-150 words for the post of Receptionist advertised in a National Newspaper by JKL Publishers, Peshwa Road, Pune. You are Karuna, M114, Mall Road, Pune, a graduate from SNDT University and have done a Secretarial Practice Course from YWCA, Mumbai. **(6 marks) [*CBSE Delhi 2016*]**

Ans. M, 114
Mall Road,
Pune

May 2, 20XX

The Director,
JKL Publishers,
Peshwa Road,
Pune

Subject: Application for the post of Receptionist

Sir/Madam,

This is with reference to the advertisement published in The Hindu, on 28 April, 20XX for the post of a Receptionist. I would like to put forth my application for the same.

I am a graduate in Arts from SNDT University. I have also done a Secretarial Practice Course from YWCA, Mumbai. I am well versed in short hand and MS office.

I would request you to consider my application for the post. Looking forward to a positive reply.

Thanking you
Your truly
Karuna

Encl. –Resume

Resume

Name	:	Karuna Rao
Father's Name	:	Mr K. Rao
Gender	:	Female
Marital Status	:	Unmarried
Address	:	M114, Mall Road, Pune
Email	:	rkaruna@gmail.com
Date of Birth	:	November 23, 1990

Academic Qualifications

- Secretarial Practice Course from YWCA Mumbai in August 1990.
- BA (Arts) from SNDT University in April 1990.
- SSLC from St. Teresa, Pune with 65% aggregate.
- SSC from St. Padro, Mahi with 68% aggregate

Languages known	:	English, Marathi, Hindi, Konkani, French
Hobbies	:	Reading and listening to music

3. You are Mark Harris from Birmingham. You saw a requirement for engineering consultant in the company "Day Job Ltd". Write a letter in about 120-150 words offering your candidature for the post as mentioned by you. (6 marks)

Ans. 120 Made UP Street,
Birmingham,

February 16, 20XX

Mathew Gordon
Manager,
Dayjob Ltd.
120 Vyse Street,
Birmingham

Subject: Application for Professional Engineering Consultant position

Dear Mr Gordon,

In response to the recent advertised position on the Dayjob.com website, please consider my resume in your search for a professional Engineering Consultant.

You mentioned in your advert the need for candidates to have an ability to analyse large amounts of technical data and to provide detailed analysis and planning of new engineering facilities. I feel that with my three years experience as an engineering consultant at my present place of employment, I have all of these qualities and much more. Overall I have worked in the engineering industry for over 10 years and have extensive knowledge of machine breakdowns, fault finding, mechanical repairs and significant large scale project engineering exposure.

I am known for my excellent client-facing skills, and have participated in proposals and presentations that have landed six-figure contracts. I also excel in merging business and user needs into high-quality, cost-effective design solutions whilst keeping within budgetary constraints.

I see your vacancy as a unique opportunity to work in a high-class engineering department and to benefit from the latest cutting-edge technology systems. I jump at the opportunity to gain experience with one of the most recognisable industry names in the world, and look forward to play an important role in helping you to deliver the changes required to achieve your ambitions.

In summary, I am able to offer your company great enthusiasm, passion and strong capabilities for advancement in the engineering consulting industry. I thank you in advance for considering my application and I would very much like an opportunity to meet with you personally to discuss my candidacy further.

Yours sincerely

Mark Harris

4. You are Shobha/Sushil from 56, A Block, Saket, Agra. Write an application along with a personal resumé in 120-150 words in response to the following advertisement:

Wanted an experienced hockey coach having B.P.Ed Degree for our school. Apply to the Principal, Agarsen Public School, Agra by 15th March, 20XX. **(6 marks)**

[CBSE (1/2/1) 2019]

Ans. 56, A Block, Saket
Agra

March 12, 20XX

The Principal
Agrasen Public School
Agra

Subject: Application for the post of a hockey coach.

Sir,

This letter is in response to your advertisement in "The Times of India" dated 1st March, 20XX. I wish to offer my service for the post of a hockey coach in your reputed institution. I am a B.P.Ed Degree holder with two years of experience in Mahatma Gandhi School. At this point, I wish to join an established institution like yours for the advancement of my career.

Please find enclosed my resume herewith for your kind reference. I hope you will find me suitable for the said post. I assure you that I shall work with utmost devotion and sincerity to your full satisfaction. I look forward to attend an interview at your convenience.

Yours truly
Sushil
Enclosed: Resume and Testimonials

RESUME

Full Name: Shushil Kumar

Father's Name: Mr Ram Kumar

Date of Birth: 21st July, 1988

Marital Status: Unmarried

Academic Qualifications:

> M. A. English from Indira Gandhi University, Agra with 75%

> B.P.Ed from Government College of Teachers, IP University, Delhi with 70%

> State level certified badminton champion

> Qualified for National level

Experience: Worked as Physical Education teacher in Mahatma Gandhi School, Agra.
Salary Expected: 70,000 per month
Permanent Address: 56, A Block, Saket, Agra
Contact Number: 96xxxxxxxx
Email ID : xyz@gmail.com
Reference:
1. Mr Jack Lewis -94xxxxxx24 Principal –Mahatma Gandhi School, Agra
2. Mr Avinash Singh -77xxxxxxx6 Principal- DAV Public School, Agra

Letter for Enquiry

1. F.K. Publications **(6 marks)**
Faridabad

October 12, 20XX

The Manager
CCTV – Services Providers,
New Delhi

Subject: Request for information about CCTV products

Dear Sir/Ma'am,

We saw your product at the Pragati Maidan exhibition, and would like to know more about your CCTV products.

F.K. Publications is a publication company, specialising in books for children. We have shifted and moved to our new office in Faridabad, and would like to set up a new security system inside the office premises. We are also planning to replace the old CCTV cameras near the entrance.

Could you please send us your latest catalogue, with a full price list? We would also like to know if you can install and maintain your security systems. We would be grateful if you could also inform the time required for installing the product.

We look forward to hearing from you soon.

Thank you
Yours sincerely
N. Bhavani
(Purchase Manager)

2. You are John/Jennifer, the incharge of Tour and Excursion Club of Grand Public School, Agra. During the summer break, you are planning to organise a tour to a place of historical importance. Write a letter to the India Travel and Tour Agency, Agra, enquiring about the charges, facilities and all the other necessary details. (6 marks)

Ans. Grand Public School,
Agra

April 6, 20XX

The Manager,
India Travel and Tour Agency,
Agra

Subject: Enquiry about the charges and facilities

Sir,
Grand Public School, Agra is organising a tour to a place of historical importance during the summer break. We are planning a tour in the first week of May. It would be a tour for three days. We are a group of twenty-five students, four teachers and two peons. Kindly furnish the following details regarding the tour and oblige.

1. Information regarding the package tours provided by your agency.
2. Arrangement for accommodation of the students, the teachers and the peons.
3. Number of rooms and their total charges.
4. Arrangements of breakfast, lunch and dinner, and the charges per head.
5. Arrangement of luxury buses and the charges for each bus.
6. Any other information or relevant details regarding the tour.

Yours faithfully
John/Jennifer
(Educator)
Tour Incharge

3. You intend to join coaching classes at International Coaching Centre situated in Raipur. The institute specialises in teaching science to classes XI-XII. Write a letter of enquiry in 120–150 words addressed to the Administrator incharge of the institute seeking clarification about the timings, duration, staff, transport and other necessary details for joining the institute. You are Rajesh/Rajni 2, Library Road Jabalpur. (6 marks)

Ans. 2, Library Road
Jabalpur

March 12, 20XX

The Administrator
International Coaching Centre
Raipur

Subject: Letter of Enquiry

Sir,

I am a student of Class X. I have appeared for my Boards, and am quite confident of securing an A+ in all the subjects. I am interested in pursuing a career in the field of medicine. Therefore, I wish to join your coaching classes. I would be greatly obliged if you give me the following information:

(a) Time schedule for admission process

(b) No. of days in a week/weekend classes/vacation classes

(c) Timings of week day/weekend classes and vacation classes

(d) Duration of the different courses

(e) Staff

(f) Transportation facilities

(g) Fee for the different courses

Also do let me know all other details pertaining to your institute.

I would be obliged if you could give me the necessary information at the earliest, so as to enable my parents to do the needful.

Yours sincerely
Rajesh

4. You are Mallika/Mayank, student of Class XII, Modern School, Shimla. You are eager to enter the National Film Academy, Shimla, after you board results. Write a letter to the Director of the film academy seeking information regarding admission procedure, eligibility criteria, fee structure, placement opportunities, etc. (6 marks)

[CBSE Paper 2018]

Ans. Modern School
Shimla

November 17, 20XX

The Director
National Film Academy
Shimla

Subject: Seeking information about Film Academy

Sir,

I am Mayank, a student of Class XII of Modern School, Shimla. I have given my board exams and am waiting for my board results. I would like to join course in Film Academy after my result, therefore, would like to inquire about the course.

I shall feel highly obliged if you please let me know about the following:

- Admission procedure
- Eligibility criteria
- Fee Structure
- Mode of payment
- Placement opportunities

Also let me know if there is any scholarship scheme. Please send me the detail on my e-mail id: mayank12@yahoo.com, so that I can pursue my course.

Thanking you

Yours sincerely
Mayank

5. You are Seetha/Surya living in Bangalore. You and your friends are planning a week long holiday to a hill station. Write a letter making necessary enquiries from the tour operator before you make your final decision. **(6 marks)**
[CBSE Sample Paper 2016]

Ans. 154, Brindavan Apartments
Bangalore

April 1, 20XX

Lazeet Travels & Tours,
M. G. Road
Bangalore

Subject: Details of tour plans

Dear Ms Bhavna

We came across your tour brochure for hill stations last week. We are interested in the Kodaikanal-Thekkady-Munnar package that you have mentioned in the brochure. We are a group of 10 from Bangalore between the ages of 25-35. Since the brochure does not give the complete details of the package, we would be interested in knowing the full details. We would like to know the tour charges, time and date of travel, mode of travel, food and accommodation for the trip. We would also like a complete itinerary. Also it would be great if you could suggest some other packages that you offer for a week long hill station trip. Please inform us about any other requirements for the trip.

Thank you in anticipation

Surya

Exercise for Practice

1. You are Kaizim/Kumud of 148, Raja Nagar, Delhi. You are awaiting your class 12th results. Meanwhile, you would like to do a short-term course on etiquette development. Write a letter to The Director, Personal Care, Hyderabad, enquiring about the course details. (120–150 words) **(6 marks)**
2. You are Sudhir/Sushma, the Head Boy/Girl of Raman Public School, Marathalli, Bengaluru. An excursion has been planned from your school to Hyderabad. Write a letter to The Secretary, Youth Hostel, Koti, Hyderabad requesting him to provide accommodation for 15 girls and 20 boys for five days. (125–150 words) **(6 marks)**
3. You are Suresh/Sarika Jain of H.No. 20, Jawahar Nagar, Jaipur. Two months ago you bought a desert cooler from M/s Cool Home Coolers, Jaipur. Now you discover that it is not working properly. Write a letter to The Manager (Customer Care) complaining about the malfunctioning of the unit and asking them to repair and if needed to replace it against warranty. **(6 marks)**
4. You are Satish/Sonali, the student prefect in charge of the school library. You have been asked by your Principal to write a letter to place an order for children's storybooks (10 – 13 years). Write a letter to M.S. Book Depot, Ramnagar, Bikaner placing an order for the books. Invent the necessary details. **(6 marks)**
5. You are Isha/Ishan, the Secretary of the Students' Forum of Sahrudaya Vidyalaya, Indranagar. You have planned an excursion to Jog Fall during the summer vacation. Write a letter to The General Manager, Southern Railway, for reservation of a coach for 70 students from Bengaluru to Shimoga and back, supplying all necessary information. **(6 marks)**
6. You are interested in taking The British Council library membership in Delhi. Write a letter to The Head Librarian asking for the details and the required procedure. You are Ahmed/Amina. **(6 marks)**
7. K.B. University offers short-term courses in Entrepreneurial Skills, Communication Skills and Personality Development. You wish to enquire about these courses and join one of them. Write a letter to the university asking for the information. You are Ahlaan/Aaina. **(6 marks)**
8. You are Reena/Resham. Even after repeated complaints, nothing has been done to address the problem of the open potholes in your locality. Write a letter to The Municipal Commissioner, Faizabad requesting him to address the issue at the earliest. **(6 marks)**
9. You are Rehan/Radhika. The increasing number of atrocities on women in the society has left you disturbed and worried. Write a letter to the Editor of The Hindu expressing your opinion on the issue. **(6 marks)**
10. You have noticed many stray animals on the road during the busy hours of the day. These animals have caused traffic jams as well as accidents. You have already written to the concerned authorities but no action has been taken so far. Write a letter to the editor of a leading newspaper telling him about the nuisance created by the stray animals. You are Preeti/Krishnan, C/5, Krishna Nagar, Guwahati, Assam. **(6 marks)**

11. You are Vidhu/Nidhi staying at 'Ankur Apartments', Mayur Vihar, Delhi. There is no bus stop within a radius of 2 km from the apartment, causing a lot of inconvenience to the residents. Write a letter to the Editor of The Times of India drawing attention of the government to this problem of the residents for its rectification. **(6 marks)**

12. Write a letter to the editor of a newspaper regarding clash of dates in the entrance exams of AFMC and IIT requesting the concerned authorities to look into the matter. You are Upen/Upasana. **(6 marks)**

13. You are Upendra/Rashika, staying at 3, Jawahar Nagar, Jaipur. Last year you bought a telephone answering system with Celtel from the 'Electronic World' of Chandigarh. Though it records the caller's message, it does not save it. Write a letter to the dealer complaining about the problem. Also request him to replace it, if needed, against the warranty that goes with it. **(6 marks)**

14. You are Ishika/Ishmit. You recently read an article on the impact of movies on youth and the importance of the censor board. Write a letter to the Editor of The Hindu expressing your opinion. **(6 marks)**

15. You are Murli, staying at 7, Pycrofts Road, Chennai. You have come across an advertisement in The Times of India for recruitment of Computer Engineer trainees by Prabhu Software. Apply in response to this advertisement, along with your CV, and invent all the necessary details. **(6 marks)**

16. You are Rajat/Rajini Vaid of 10-D, Preet Vihar, Delhi. Write a letter to The General Manager, DTC, complaining about the rude and irresponsible behaviour of the drivers and the conductors. **(6 marks)**

17. You are Abhir, a resident of Ambedkar Nagar, New Delhi and have been coming across certain headlines in the newspaper on the shortage of electricity. You are also facing erratic supply of electricity in your locality. Write a letter to the editor of a local daily regarding your plight and mentioning the inconvenience faced by the residents of the locality. **(6 marks)**

18. You are Niti/Nitin Sharma, living at 660, Sector II, Rohini. You are deeply troubled by the discrimination practised against girl-child even in urban areas, among well-educated, prosperous families. Write a letter to the Editor of a National Newspaper, strongly condemning such practices. **(6 marks)**

19. Recently, you travelled from Bengaluru city to Vasco in Vasco Express. To your dismay, you found that the coach was infested with cockroaches. Write a letter to The Editor, The Hindu drawing the attention of the General Manager, Southern Railways, to the prevailing unhygienic conditions and asking for remedial action. You are Saroj/Saran, 5/31, Bengaluru Cantt., Bengaluru. **(6 marks)** **[*CBSE (AI) 2013*]**

20. Mahesh Sharma of 59, Lal Bagh, Hyderabad sees an advertisement in the Times Ascent and decides to apply for the job of Manager (HRD). Write an application to The Personnel Manager, K.B. Publications, Hyderabad. **(6 marks)**

21. Mountview Public School, Kalka is run by an NGO to give quality education to the children of the deprived sections of society. The principal of the school feels that blackboards in the classroom need to be replaced. She decides to ask the chairperson of the NGO named 'Education for All' for funds. Write her a letter in 120-150 words. Her name is Shweta Pandit. **(6 marks)**

22. Kerala was badly hit by floods due to heavy rains. Even today, the victims are suffering financially, physically and mentally. Write a letter in 120-150 words to the Editor, 'The Times of Kerala' giving details of the loss of life and property. Also, make an appeal to the people and the government to provide help and relief to the afflicted. You are Varun/Vandana, 31, Shastri Nagar, Trichi. **(6 marks)**

[*CBSE 2019 (1/2/1)*]

23. You have realised the necessity of education and financial independence of women for their family, society and inturn for the nation. Write a letter in 120-150 words to the Editor, 'The National Times' highlighting your ideas on the importance of education of women leading to a better status for them. You are Tarun/Taruna, B-7/9, Mall Road, Delhi. **(6 marks)**

[*CBSE 2019 (1/1/1)*]

ARTICLE WRITING

6

Writing an article is quite challenging. It involves a high degree of creativity, a wide vocabulary, a thorough knowledge of the subject, and a lot of organisational abilities.

Points to Remember

- Give a title that catches the attention of the reader.
- Begin with a striking opening sentence that attracts the readers and gets them interested in the topic.
- Introduce a new point at the beginning of each paragraph to strengthen your ideas.
- Present a strong argument for your ideas supporting it with evidences or elaboration.
- Use linking words (however, therefore, although, even though, in order to…) to form a coherent composition.
- Use passive voice, humour, emotive language, rhetorical questions to provide a specific effect. The humour should however be subtle and not overpower the article.
- Develop your ideas as much as you can to make them interesting and substantial.
- Conclude with your strongest point.
- Clarity of writing can be ensured only by knowing the purpose of writing and your audience.
- Do not add too many quotations. It takes away the essence of the article.
- Remember to proofread and edit your writing.
- Adhere to the given word limit.

TITLE/ HEADING:	**Eye-catching, illustrating the central themes**
NAME OF THE WRITER:	Writer's name, either at the end or immediately below the title.

INTRODUCTION:	Establish the context (and delimit the topic) through a topic sentence. Focus on the positives and negatives of the topic. Put the topic in perspective. Draw readers' attention. Specify and delimit your topic. Put a rhetorical question or give some startling facts or statistics.
CONTENT:	Spell out the various aspects of the topic-merits, demerits, causes, consequences, effects, advantages, disadvantages.
ENDING AND CONCLUSION:	Give your opinion, comments, criticism and recommendations. Conclude with a hope, a warning, an appeal or a call for action.

SAMPLE ARTICLES

1. **By 2050, India will be amongst the countries which will face acute water shortage. You are highly alarmed and terrified of the future world without water. So write an article on 'Save Water – Are we doing enough?' for the local daily in 150-200 words.**

(10 marks) [*CBSE Sample Paper 2019*]

Ans.

Save Water–Are we doing enough?

By *XYZ*

'Water –the elixir of life'. When people have ample facilities, they don't care but when they are short of it then only, they realise how important it is to them. As water scarcity is all around in the metro cities, the situation is alarming. Man's body is 70% water. Water is probably the most important resource on the earth. Water is essential for life, i.e., plant life, animal life as well as human life. It is also needed for many human activities, such as cooking and washing.

What would the future be without water? Are we doing enough to save it? Perhaps not. Human callousness towards the misuse of water is taking him to a dungeon of its scarcity. The acute shortage of water is going to affect adversely on all. People throw garbage in Yamuna. Water pollution is at the rise. The day is not so far away when it will prove right, 'Water water everywhere, not a drop to drink'.

The need of the hour is to use it judiciously. People should use it moderately. One should use used water for plants. Everyone should stop washing cars with running water. A pledge should be taken to conserve this universal solvent. The motto of 'Save Water – Save Life' should be understood. The wholehearted efforts must be put it to save it.

Let us live, let her live and let us help her live with pride courage and freedom.

2. **Our performance in Rio Olympics has told us that we do not pay enough attention to athletics and outdoor games. It is time we revise our attitude. Sports should be an important part of school's daily routine. Write an article in 150-200 words in 'Importance of Outdoor Games'. You are Sreeja/Thomas.** **[*CBSE Paper 2018*]**

(10 marks)

Ans.

Importance of Outdoor Games

By *Thomas*

The impact of computerisation is severely affecting the youth today. Sports and games that were only outdoor have now become primarily virtual, and boys and girls are literally glued to the screens of their monitor sets playing computer games.

What is however worrying is the poor performance of our athletes, swimmers, footballers, bikers, car racers or basketball players to name a few. Outdoor games are very much neglected at home and given little importance in most school curriculums. Physical exercises through sports and games not only tone and maintain our bodies but relax our mind too thus, warding off several diseases at an early age and on the contrary, increases the resistance to innumerable ailments. The body of a young person not only remains flexible but acquires toughness that keeps him comfortable even at old age too. Even the septuagenarians abroad play badminton, table tennis or trek

to maintain their health. Local clubs, state and national level coaching camps need to create better ambience, give encouragement and pool in government commitments to discover and nurture sports, talents to improve our performance in the international arena for sports.

Two silver and bronze medals in the Rio Olympics bring our heads down in shame. Is this the outcome of years of training to lakhs of players from a country with about 1.2 billion population? Does it mean that real talents are either not interested or yet to be discovered or lost indoors in the virtual world of computers?

3. Every teenager has a dream to achieve something in life. What they are going to become tomorrow depends on what our youth dream today. Write an article in 150-200 words on 'What I want to be in life'. You are Simranjit/Smita. [*CBSE (AI) 2017*] **(10 marks)**

Ans.

What I Want in Life

By *Simranjit*

Ever since I was a child, I minutely observed my father, who was in the Indian Police Service. I decided that one day, I would be like him; as idealistic and ethical as any human can be.

The youth around have dreams that I guess are dependent on their exposures and experiences. I have been not only drilled with discipline, honesty, transparency, diligence and academic regularity but had grown up with exemplaries in my ambience of such virtues of life. Time is changing and I know that compatibility and compromise are the order of the day. However, I have a holistic scheme to develop on the atmosphere created by my role model father. Regularity is what I adhere to, but simultaneously efficient time management helps me to cultivate my hobbies of playing badminton, swimming, reading, writing, travelling, slum literacy and martial arts. Policing has a wider range of function and I enjoy being an indirect participant in community. Policing with some of my father's colleagues, whereby not only do I get to meet the demarcated class of people who are mentored to be re-introduced to the main stream of the society but I have an opportunity to practically know how situations make criminals and nobody is a born one.

I know fulfilling my wishes and materialising my dream to be born as IPS of the highest order will have paths laid with horns, hot coals and incredible impediments, but the love for my father and this nation should be the foremost incentive to make my dream come true.

4. Teenagers are full of energy as well as ideas. Write an article in 150-200 words on 'How to Channelise the Energy of the Teenagers'. You are Tejinder/Simran. You may use the following clues:

Teenagers curious–full of questions–question elders–sometimes even wrongly–generation gap–may go astray–effect on society–how to channelise–productive hobbies–social work–sports–part-time, etc. **(10 marks)** [*CBSE (F) 2017*]

Ans.

How to Channelise the Energy of the Teenagers

By *Tejinder*

The students in their teenage or early adulthood are full of physical and emotional energy. Unless this energy is rightly channelised to positive avenues, it is possible that they use it negatively because they cannot stop themselves.

Teenagers are curious to know more. This is the age when they develop their outlook towards the world. They are full of questions about the world around them and about themselves. These young adults question their elders, sometimes even wrongly, and try to make their own decisions. This creates a generation gap. Influence of cinema and media promotes rash behaviour as heroic. If at this time, their energy is not channelised in a positive direction, they may go astray and can affect the society negatively.

In channelising a teenager's energy, the parents and the mentor in schools play the most important roles. Parents should inculcate and educate their children about right and wrong things. They should teach them their culture and stories of courage and good manners, engage the students in positive and social activities apart from academics. The students who have underutilised time end up using it in unwanted activities. Encourage them to take part in productive hobbies, social work, part-time jobs and sports of their interest. Art, culture and literature are also avenues for using the youth energy.

The most important of all, educational institutions should be a place where they have the freedom to express, develop confidence and skills, and along with that develop good behaviour and discipline. Every teacher should become a personality development trainer. The dynamic energy of the youth needs to be channelised positively and not politically or by media.

5. **You are Vignesh/ Viharika. Of late, there has been an increase in the number of suicide cases among students because of increased workload. You are deeply disturbed and decide to write an article for the 'The Hindu'. Write the article in 150-200 words.** **(10 marks)**

Ans.

Student Suicides on a Rise

By *Vignesh*

It is common these days for youngsters to come up with expressions like very little leisure time. I believe there are two main causes of this situation. The first is parental pressure and the second is competition for university places.

The parents want to see their children do well in school and have a successful career. This makes them exert pressure on their children to spend hours each day studying. Some even arrange extra tuition for their children. As a consequence, their leisure time is extremely limited and the pressure on them is considerable.

The second cause is related to the higher education system. Due to less number of seats at the university level, only those students with very good grades manage to obtain a place. This contributes to the pressure on teenagers since they must work long hours to have any chance of success.

One solution to the problem is to create awareness among parents. Schools should inform parents that too much pressure can lead to anxiety, stress and depression. They should

be shown ways in which they can help their children lead more balanced lives with a reasonable amount of leisure time.

Another effective measure would be for the government to invest in the creation of more university places. This could be done by expanding existing universities or by building new ones. This would reduce the competition for places giving teenagers some of their precious free time back.

6. **You are an active member of the Animals Lovers' Club of your school which works for preventing cruelty to animals. Write an article in 150-200 words for your school magazine emphasising the need to co-exist peacefully with animals. You are Zaheeda/ Zahir of P.K. Senior Secondary School, Hyderabad.** **(10 marks)**
[*CBSE Sample Paper 2015*]

Ans. **Stop Cruelty Towards Animals**

By *Zaheeda*

Every day in India animals are beaten, neglected, or forced to struggle for survival. Left in unsanitary conditions with no food or water, they have little hope as they live out their days without the compassion they deserve. Some are found and rescued, given the chance to experience how great life and humans can be; others aren't so lucky. To grow as a nation, we must fight for these abused animals' rights and severely punish heartless owners. It is up to us to speak for these creatures who lack a voice. Who will if we don't?

It is important that stringent laws are made to protect all animals. Large fines and lengthy prison time should be levied. Seasoned abusers should not be allowed to own animals. Along with these laws, we need officials who will strongly enforce them. Police and psychologists, both need to work in tandem to understand the link between animal cruelty and violence against people. To better protect communities, work should be done to increase public awareness of these crimes.

It's not only up to the legal system to ensure that communities across the country are aware and educated about animal cruelty. There are plenty of things that citizens can do everyday. The simplest action is for people to take care of their own pets and learn the facts, so they can educate others on proper animal care. Another easy way to help is by donating to or volunteering at a local animal shelter. By writing letters, you can remind your local lawmakers that animal abuse is a real problem that needs to be addressed.

It is our job to be the voice for creatures who cannot speak up for themselves. As a nation, we need to make it our priority to come together and ensure the safety of our beloved pets.

7. **Over the past few years there has been a constant rise in coaching institutes and private tuition centres all over India. Write an article in about 150-200 words highlighting the exploitation of young minds that seek sincere counselling and proper direction. You are Gurpreet, a student of Class XII of Indira Public School, Jamshedpur.** **(10 marks)**
[*CBSE Sample Paper 2015*]

Ans. **Coaching Institutes—The Real Purpose**

By *Gurpreet*

The recent trend of joining a coaching institute to get good marks has led to the mushrooming of coaching institutes and private tuition centres all over India. The real purpose of coaching institutes was to provide help by providing students proper guidance. Of late, however, the purpose has become exploitation of young minds.

Some may say that it is a tall claim. Others might still say that we cannot blame the whole set because of some money-minded people. Being a victim of this rigmarole of coaching and tuitions, I can say from my experience that things are not the same. Parents and children diligently visit various coaching institutes, in order to choose the best. The counsellors at the institute aim to fill their centres with the cream, so that their results are not compromised. In case a weak student comes for coaching, they sincerely offer a crash course knowing fully well that the needs of the student are different. All this because if the student (without any doubt in this particular case) does not get through any entrance exam or does not get good marks, one can always say that they did only a crash course. Such exploitation of the students and their parents needs to be regulated by the Education Department. Parents should be made aware of the various courses at the coaching institute. The most important thing would be to believe in their wards and understand that just like earlier days, children can still do well without any extra help from coaching centres. True, some students might need such help, but it should not be done to blindly follow a trend.

8. Ragging has raised its ugly head again. A recent incident at a prestigious school has shown that this evil has not yet come to an end. Write an article in 150-200 words on 'Ragging, an Evil'. You are Navtej/Navita. **(10 marks)**

- **a practice from the British era**
- **original aim, respect for hierarchy**
- **enforcing traditions, discipline**
- **prefect – a teacher substitute**
- **misuse of authority**
- **vulgar aspect**
- **fatalities**
- **solution** ***[CBSE (AI) 2015]***

Ans.

Ragging, An Evil

By *Navtej*

Ragging is a social evil which has spread to the educational institutions. It has to be eradicated with a heavy hand, so that lives of innocent students who fell victims to these evils, can be saved. Initially, ragging started in British era with the excuse that it was to teach the social hierarchy in early career, and also learn other important values in life.

Ragging has let down humanity on innumerable occasions. It is also a pity that the practice has been going on for decades and the victims of last year become the perpetrators this year. In the name of the 'Tradition', this course is on and the authorities keep mum on the happenings in their institutions. Under the pretext of fun, a poor student is often assaulted, sometimes even stripped and intimidated by his seniors. The chilling incident continues to haunt him throughout his life, and he unknowingly develops various psychological disorders.

After experiencing the evil of ragging, a student develops a feeling of revenge for his 'unjustified harassment' and derives pleasure in ragging his juniors. So, the trend goes on and students continue to suffer.

Those who surrender before their seniors are set free from the torment after going through a series of inhuman acts, but those who refuse to follow their diktats are subjected to barbaric and brutal treatment and are forced to urinate on high voltage

heaters, take part in naked parades, shave off their moustaches and beards, and stand upside down on their heads, etc. The situation sometimes turns so bad that it compels the victim being ragged to commit suicide.

In spite of the strict warning by the Supreme Court for enforcement of these recommendations, some institutions have failed in this regard. Therefore, seeing the gravity of the situation and inhuman aspect associated with it, ragging has been declared a criminal offence. We need stringent laws and punishment for the criminals. Strict action should be taken against students indulging in ragging. There should be sensitisation on the issues. More activities requiring the collaboration of both seniors and juniors, will also help bridge this gap.

9. India is a tourist's dream destination. Give your views on the tourism potential of India in an article in 150–200 words. You are Navtej/Navita.

places of worship – religious tourism – foreigners – places of historical interest – the rich – hill stations during summers – the sun-kissed beaches in winters – leisure tourism – medical tourism – world class hospitals **(10 marks)**

[CBSE (AI) 2015]

Ans. **India—A Dream Destination**

By *Navita*

From the snow clad mountains in the North to the desert areas of Rajasthan to the beaches of Goa, India is a land of diversity—Diversity of culture, religion, language, food, occupation. Besides this, exquisite monuments and temples together with archaeological finds for the tourists make India a travellers delight. In fact, diversity is synonymous with India. Being the birth place of many religions like Buddhism, Jainism and Hinduism, India is also an ideal place for religious tourism. Places like Bodhgaya, Shirdi, and Rishikesh are thriving because of religious tourism. The other attractions include beautiful beaches, forests and wildlife, and landscapes for eco-tourism, snow, river and mountain peaks for adventure tourism, technological parks and science museums for science tourism, centres of pilgrimage for spiritual tourism, heritage trains and hotels for heritage tourism. The Indian handicrafts particularly jewelleries, carpets, leather goods, ivory and brass work are the main shopping items of foreign tourists. A new growth sector is medical tourism. It is currently growing steadily with world class hospitals. Yoga, ayurveda and natural health resorts also attract tourists.

However, the tourism industry in India has been generating very low revenue of late. It would be worthwhile to look at the factors that have led to this untapped potential.

The major constraint in the expansion of international tourist traffic to India is non-availability of adequate infrastructure.

Indian tourism has vast potential for generating employment and earning large sums of foreign exchange besides giving a boost to the country's overall economic and social development. Much has been achieved by way of increasing trains and railway connectivity to important tourist destinations, four-lane roads connecting important tourist centres and increasing availability of accommodation by adding heritage hotels to the hotel industry and encouraging paying guest accommodation. But much more remains to be done, if India is to become a world player in the tourism industry.

10. In the year to come (if you have not already done this year) you are going to celebrate your 18th birthday. Write an article in 150-200 words on the joys and responsibilities of being eighteen. You are Navtej/Navita. **(10 marks) [*CBSE Delhi 2015*]**

Ans.

I am Eighteen!

By *Navtej*

Reaching milestones in age (For example, hitting 18, 21, silver jubilee or sweet sixteen) is a great birthday to celebrate! It packs all that magical 'specialness' which a normal year doesn't. Whether it actually brings along that much more in its stride is still a question. For me, becoming 18 was an awesome feeling. I was allowed to vote. That for me was the best part of turning 18. Becoming responsible for your actions is again something I really loved, as it leads to proper personality development and our parents are no longer responsible for us. It also brings with it a feeling of independence and loads of freedom. They said that age was just a number! I don't think so! Turning 18 has led to a thousand new duties entrusted upon us. Right to vote, driving, helping parents with their work; the list is endless. It opened up a new domain of responsibilities and made us aware how much our parents deal with. As they say, grass is always greener on the other side. When we were kids, we wanted to be adults but now that we are adults, we want to be kids again! With every age comes lots of experience and learning so just go along with it, live life to the fullest and no matter what your age, don't forget to be yourself! But remember, being 18 is also about being more responsible, mature, thoughtful and balanced.

11. Write an article in 150-200 words on how we can make India a carefree and enjoyable place for women when they can go wherever they like to without any fear of being stared at, molested or discriminated against. You are Navtej/Navita. **(10 marks) [*CBSE Delhi 2015*]**

Ans.

Women safety in india

By *Navita*

Women in India, today, are becoming the most vulnerable section as far as their safety and security is concerned. When we turn the pages of a newspaper, we come across many headlines reporting cases of molestation, harassment, trafficking, ill treatment of women in houses, violence against women in remote areas, etc. Women feel unsafe and unsecure and feel that their freedom and liberty are jeopardised. It is unbearable to imagine the plight of women who are sufferers of such crimes. It is a jolt on the confidence of the women, of society and on our judicial system.

We generally play the blame game for any such incidence and hence, have not succeeded to reach the root cause of this issue. An effective implementation of laws protecting women's rights is the first step in this direction. There should be stringent laws and the perpetrators of such crimes should be severely punished. We also need to create social awareness about these issues and ostracise those who commit such crimes and not the victims. Better surveillance by law enforcing authorities is also required. The last but the most effective would be to compulsorily teach self-defence techniques to girls and women in schools, colleges, offices and residential colonies. Only when these measures are taken, India can become a carefree and enjoyable place for women.

12. Emotionally as well as intellectually, a woman is as good as a man if not better. Yet we don't allow her the same status as a man enjoys in society. Write an article in 150-200 words on 'Status of Women in Society'. You are Navtej/Navita. **(10 marks)**
[*CBSE Delhi 2015*]

Ans. **Status of Women in Society**

By *Navtej*

The worth of a civilisation can be judged by the place given to women in the society. One of the several factors that justify the greatness of India's ancient culture is the honourable place granted to women. However, the status of women in India has been subject to many great changes over the past few millenniums. From equal status with men in ancient times through the low points of the medieval period, to the promotion of equal rights by many reformers, the history of women in India has been eventful. In modern India, women have adorned high offices in India including that of the President, Prime Minister, Speaker of the Lok Sabha and Leader of the Opposition. However, women in India generally are still exposed to numerous social issues. Though emotionally as well as intellectually a woman is as good as a man, they are not allowed the same status as a man in the Indian society. Even when women are working, they are not given equal pay for equal work at certain places. To add to all these woes, they are stared at, ill-treated and discriminated against at home, at workplace and in the society.

We need to promote education and skill development for women. They should be given priority in jobs. We also need more women-friendly laws. Though we celebrate Women's Day on March 8, what we need in reality is to understand the real contribution that women make to the society. It is not just about celebrating one day. In fact it is about understanding and thanking all the women in our lives. We need to understand the small sacrifices that they make every day, so that we can have a better tomorrow.

13. When children watch TV, the adults generally scold them without realising that some programmes on TV can be educative too. Write an article in 150-200 words on 'TV as a tool of instruction'. You are Navtej/Navita. **(10 marks)** **[*CBSE Delhi 2016*]**

Ans. **Tv as a Tool of Instruction**

By *Navita*

Since the invention of TV, there have been contrasting views on its usability. Many parents believe that watching violence on television makes the children aggressive and violent. Parents also believe that watching too much television is not good for health. Excessive TV watching (more than 3 hours a day) can also contribute to sleep difficulties, behaviour problems, lower grades, and other health issues. Television makes us antisocial, taking the place of family and friends. Many people call it the idiot box and feel that watching TV is just a waste of time and resources. Time which could be spent in doing something important and enriching is lost. Children feel lost without television. They do not have any hobby or creativity left.

But is TV viewing so bad? Are there no educative programmes on TV? Children feel that they are not always wrong and immature. They can also take right decisions. Parents must have faith in their children. Parental discretion is important but not always. Some shows can motivate people who are interested in that field and help them to pursue their dreams. Not only does it keep one entertained and informed, it also expands one's horizon. Certain channels like Discovery Science and History TV are good and

informative. To supplement education with entertainment, children can also watch cartoons, though the proportion needs to be maintained. Sometimes, it can be a family viewing session too. This will in fact bring the family together.

14. Mid-day meal scheme in the schools introduced by the government serves several purposes. Millions of children from the deprived sections of society get nutritious food leading to good health, are attracted to the schools, kept from going astray and developed into good citizens. The scheme may have some drawbacks too. Write an article in 150-200 words on all aspects of the scheme. You are Navtej/Navita. (10 marks) [*CBSE (AI) 2015*]

Ans. **Mid-day Meal Scheme**

By *Navita*

The renowned 'midday meal project' is a famous school meal scheme in the country, India. The scheme began in the year 1960. The main objective of the scheme is to provide day lunch to students during working school days. Some other important aims of this scheme include: protecting students from study-room hunger, improved socialisation especially among the students, increasing enrollment as well as attendance, social empowerment; addressing malnutrition, etc. It also prevents children from going astray and develops them into good citizens.

However, there are certain drawbacks to this scheme. Sometimes, due to lack of monitoring and hygiene, children are provided with contaminated food. This is furthered by corruption at all levels. In most places, teachers manage kitchens and are often not dignified in distributing food. A lack of infrastructure in schools and delay in payment by the Government further aggravates the issue. Children are often treated as burden. Only when the government, school authorities and the parents join hands, can this mid-day meal scheme be a true success.

15. Morning assembly in the schools gives a cool and calm start to the otherwise hectic schedule of the day. It can be a means of passing important information to the students. What are your views on this significant event of the day? Write an article in 150-200 words on 'Importance of Morning Assembly'. You are Navtej/Navita. (10 marks) [*CBSE (AI) 2015*]

Ans. **Importance of Morning Assembly**

By *Navtej*

Morning assembly is the most important feature of the school curriculum, where students learn the value of collective prayer and are exposed to the need to inculcate moral and ethical values. The morning assembly helps each child to showcase his or her talent and ensure a robust start of the day. They are also guided to the path of spiritualism through educational talks. Meditation and introspection form an integral feature of the morning assembly. It is a symbol of unity of our school. It helps children to cultivate a sense of belonging towards the school. The assembly is creative canalisation of the innate talent of students and is an integral part of the school activities.

Morning assembly provides a channel to release information related to the school operations, such as the club activities and extra-curricular activities. We can know what is going on in the school every day. It also provides a training platform for both, the students and the teachers to share their ideas about cultures, festivals and current affairs. To conclude, morning assembly plays a major part in the development of a child.

16. On the occasion of Teachers' Day, the Honourable PM of India had an interactive session with students from all over the country through satellite link. Your school also made special arrangements for the students to view the telecast. Write an article in about150-200 words for your school magazine giving details of the talk and its impact on you. You are Akshay/Akshita of Brightland Public School. (10 marks)

[*CBSE Sample Paper 2016*]

Ans. On the occasion of Teacher's Day, the Honourable Prime Minister, Mr Ram Kumar Sharma interacted with students from all over the country through satellite link. Our school made special arrangements for the students to view the telecast in the school auditorium. It was indeed an enthralling experience to see the great dignitary interacting with the students. The importance of teacher's in shaping our lives was an important part of his talk. Mr Sharma talked about how he was thankful to his teachers for instilling the beliefs that he has today. He thanked his teachers for helping him fulfil his dreams. Whatever difficulties may come one's way, one should strive hard to succeed. He gave examples from his childhood about the times when he had to walk 10 kms to reach school. It was difficult but he used to wade through even deep waters during rains, so that he could study. His talk was truly inspiring. We realised how only after one has put in full efforts, one gets complete satisfaction, the sense of achievement. He motivated the students to give their best in the face of difficulties, so that they can be successful in life.

17. On the occasion of Earth Day, you participated in various eco-friendly campaigns initiated by your school. Write an article in about 150-200 words for your school magazine giving details of these campaigns and the impact on you. You are Akshay/ Akshita of Brightland Public School. (10 marks) [*CBSE Sample Paper 2016*]

Ans. **Earth Day Celebrations**

By *Akshita*

On the occasion of Earth Day, April 22, various eco-friendly campaigns were organised by our school. Many of you might question, why we celebrate Earth Day? It's because we seem to have forgotten what a beautiful gift we have been given in the form of planet earth. We also seem to have forgotten that this is our home and we need to keep it in order to stay healthy and alive.

Over the centuries, we have ruthlessly used and depleted the earth's resources. All this has led to severe problems like depletion of the ozone layer, cyclones, flash floods, earthquakes, tsunami, forest fires, global warming, etc. To satisfy our quest for modernisation, heavy amount of deforestation is also taking place. All this has harmed the earth's environment. The ice at the Polar caps has started to melt due to the rise in earth's temperature. All this is bringing the doom's day nearer. So, days like the Earth Day remind us to be caring and loving to the earth. This Earth Day, our school had a series of enlightening lectures on the theme 'Save Earth' by the famous environmentalist Dr Ramakant Mishra. Poster making competition, planting saplings, cleanliness drive in and around the school were also organised. Special screening of James Cameroon's movie 'Avatar' was also conducted to make the students aware of the importance of saving earth. These programs were thoroughly enjoyed by the students. Many students also pledged to do their share to help the planet. Students were made aware of how little things like switching off lights and fans when not in use, stop using plastic bags, saving fuel by walking small distances, recycling paper can go a long way in saving the earth. Let us pledge to save earth this Earth Day.

18. India is a land of diversity. One way in which it makes us feel proud of it is the number of festivals we enjoy. Write an article in 150-200 words on, 'Festivals of India'. You are Karuna/Karan. **(10 marks) [*CBSE Delhi 2016*]**

Ans. **Festivals of India**

By *Karan*

India is a land of fairs and festivals. People belonging to different communities and different religions live here, therefore, many festivals are celebrated regularly every year. Among these festivals, some are religious, some are based on seasons while some are of national importance. The commonality being the great enthusiasm in a colourful atmosphere.

Diwali, Dussehra, Raksha Bandhan, Id-ul-Fitr, Id-ul-Zuha, Christmas, Mahavir Jayanti, Guru Nanak Jayanti, Ganesh Chaturthi, etc. are the religious festivals of India. These festivals are celebrated by different communities, but they are celebrated as a whole. We can see festive atmosphere everywhere in India.

Holi, Baisakhi, Basant Panchami, Bihu, Pongal, Onam, etc. are seasonal or harvest festivals. During the harvest festival, the farmers worship the sun, the earth and the cattle as thanks giving for a bounteous harvest.

Then comes our national festivals—The Independence Day, The Republic Day and Gandhi Jayanti. These festivals are celebrated by all communities throughout the country. The Independence Day celebrated on 15th August every year reminds us those numerous freedom fighters that made the Britishers leave the country. Our long-cherished dream of freedom came true. All these days are observed with great national feeling. On The Republic day, a colourful parade starts from Vijay Chowk which ends at the Red Fort.

The festivals make our life colourful. People come together to welcome with open arms and forget the narrow differences. Festivals are very important and they must be celebrated with pomp.

19. Rising pollution, fast and competitive lifestyle, lack of nutritious food, etc. have caused health woes for a large section of our population. Providing health care used to be a charitable and ethical activity. Today, it has become commercialised, a money spinning business. Write an article in 150-200 words on 'How to provide proper health care to the common man'. You are Karan/Karuna. **(10 marks) [*CBSE Delhi 2016*]**

Ans. **How to Provide Proper Health Care to the Common Man?**

By *Karan*

In the rat-race to earn more and live a better lifestyle, people do not have time to take care of themselves. Exercising, yoga, meditation have become uncommon these days. They have become fancy terms which people only talk about. Rising pollution, fast and competitive lifestyle, lack of nutritious food, etc. have caused health woes for a large section of our population. Providing health care used to be an ethical activity. Today, it has become commercialised. The poor illiterate man who goes to the hospital for some other treatment ends up losing kidney. Such cases of kidney theft in hospitals have become quite common. Doctors refuse to start treatment of people unless payment is done. Can the poor afford?

Many government hospitals are in pathetic conditions. There are hardly any provisions for the sick. The government hospital doctors have made the hospitals a referral point for their private practices. Inclusion of private sector in health care has made the entire situation commercialised. Unnecessary tests and operations are done without any human concern. Proper health care has stopped being affordable even to the middle class,

leave alone the poor class. Though the cost of treatment is lower than the west, it is still not affordable to the common man. The government needs to take necessary steps and allocate more funds to the health care in India. Better health care facilities at the Primary health care centres, provision of essential medicines free of cost, strict vigilance on the doctors at the government hospitals, health insurance should be improved and private hospitals should provide health care to the common man at affordable cost. "Prevention is better than cure". Therefore, proper precaution and care should start at home.

20. India is an emerging economy. We are rich in natural resources. Yet a significant proportion of our people are living below poverty line. One cause of this poverty is our rising population. Write an article in 150-200 words on 'How to keep a check on population'. You are Karuna/Karan. **(10 marks) [*CBSE Delhi 2016*]**

Ans. **How to Keep a Check on Population?**

By *Karuna*

"We all worry about population explosion but we don't worry about it at the right time."

With limited resources and an ever increasing population, the developing countries face a lot of problems. As per United Nations population statistics, the world population grew by 30% between 1990 and 2010 which is an alarmingly high rate. There are many ways of keeping a check on our population. Out of the many, the most important is women empowerment; it should be up to women if they want to have a child or not. They shouldn't be forced to give birth to a child just for the continuity of a family name. Secondly, as education is the most powerful tool, the society needs to be made aware of the current situations and be educated enough that they break the stereotypes. With a powerful legislation and making sure that the laws and policies get implemented, population can be controlled more effectively. A proper family planning can also help to curb the menace. All of these measures are just a few of the many. It is the need of the hour to control the population in order to handle the problem of scarcity of resources and for a steady economic development.

21. Women feel unsafe on the road, at their place of work and even at home. There is an urgent need to change the male mindset in its attitude towards women. Write an article in 150-200 words on 'How to make women feel safe'. You are Karan/Karuna. **(10 marks) [*CBSE Delhi 2016*]**

Ans. **How to Make Women Feel Safe?**

By *Karuna*

The status of women in India has been subject to great changes over the past few millennia. Today, Indian women are found working in all fields like aeronautics, space, politics, banks, schools, sports, businesses, army, police, and many more.

However in the recent years, we have seen a lot of changes. On the one hand, we find female figurines being worshipped in our temples, on the other hand, we hear about the manifold increase in crime against women. Molestation, dowry deaths, rape, murder have all become everyday news now. With the rising number of rape cases in the country, more and more women have fear regarding their safety. Women are harassed everywhere at all times. Perpetrator of such crimes have been found to have a stereotypical male mindset, that the job of a woman is only to beget children. It has been found that crimes against women are rising due to the lack of gender-friendly environment and improper functional infrastructure, such as consumption of alcohol and drugs in open area, lack of adequate lighting, safe public toilets, sidewalks, lack of effective police service, lack of properly working helpline numbers, etc. There is an urgent need to understand and solve this problem of women safety, so that women feel

equally safe in their own country. The police need to be more pro-active.

Counselling at home and in the schools is required to ensure gender equality. It is important that women are made aware of their rights, for example, cyber-crime against women is also punishable. To feel safe, it is important that women/girls are motivated to join self-defense classes, so that she can fight for herself. Let us all work together to make this world a better and safer place to live in.

22. According to 2011 census, literacy rate of hundred per cent or around has been achieved by only a couple of states in India. Illiteracy is found mostly among the old and the deprived sections of society. What can the youth do to spread literacy in society? Write an article in 150-200 words on 'Role of students in eradicating illiteracy'. You are Karuna/Karan. **(10 marks) [*CBSE Delhi 2016*]**

Ans. **Role of Students in Eradicating Illiteracy**

By *Karan*

Literacy is a key element in the progress of any nation. In its absence, people often become helpless. It also hinders their development. Though the literacy rate in India has grown over a period of time, literacy is still below average in the country. Despite many government programmes, India's literacy does not show any improvement.

Illiteracy is found mostly among the old and the deprived sections of society. Though some states in India have achieved 100% literacy, the real purpose is yet to be achieved. Students in particular can do a lot in this regard. The youth can help the rural people in many ways, by spreading education among them, by developing adult education programmes and by removing ignorance from their life. Education creates awareness. Various street plays can be staged to make people aware of the benefits of education. Being a part of programmes like 'Each one Teach one' will also help the cause. During summer vacation, students can set up various camps to teach people. If students pledge to eradicate illiteracy from the country and work towards achieving that goal, surely our country will also become a nation of literates soon.

23. Increase in the number of private vehicles has caused problems like rising air pollution, traffic jams, lack of parking space, road rage, etc. The solution lies in the use of public transport. Write an article in 150-200 words on 'The Importance of Public Transport'. You are Karan/Karuna. **(10 marks) [*CBSE (AI) 2016*]**

Ans. **The Importance of Public Transport**

By *Karuna*

Nowadays with the arrival of low end private vehicles in the market, we find people preferring private vehicles over public transport. This increase in the number of private vehicles has led to rising levels of congestion and air pollution. Increasing number of road accidents, incidents of road rage in most of the world cities can be attributed directly to the rapidly increasing number of private vehicles in use. The increasing number of private vehicles contribute to greenhouse gases, further leading to global warming. In order to reverse this decline in the quality of life in cities, attempts must be made to encourage people to use public transport more. There are many benefits of using public transport.

Firstly, it is affordable and accessible any day, and at most times to the public, unlike private transport where the responsibility of maintaining and financing the vehicle falls on the shoulders of the owner. The increasing cost of fuel further gives a reason for use of public transport. Private vehicle owners need to check the road-worthiness of the vehicle and ensure that the vehicle is taxed and insured. Secondly, public transport is a means of relieving traffic congestions since a greater number of passengers can be accommodated in it. Less number of vehicles means less fuel consumption, thereby

saving fuel. Reducing the number of vehicles on the road has the effect of reducing the amount of air pollution in the environment, reducing global warming. This will lead to better health of individuals. Furthermore, in this fast paced life where people do not have time to interact with others, public transport gives an opportunity not only to relax but also to interact with other people.

Therefore, public transport is very important and should be advocated.

24. In certain states of India there is a great imbalance in the male female ratio. This is the result of special treatment given to boys in the family. Why is it so? How can we change this mindset? Write an article in 150-200 words on 'Gender Discrimination in Society'. You are Karuna/Karan. **(10 marks) [*CBSE (AI) 2016*]**

Ans. **Gender Discrimination in Society**

By *Karan*

India is a male dominant society. Men enjoy certain privileges over women. Birth of a boy is celebrated, whereas girl's birth is considered as a curse. It is pity that in a country where women are said to be worshipped, there is widespread discrimination. Even before they are born, injustice is meted out to them in this male chauvinistic world in varying degrees. Certain brutal practices like female foeticide throw light on our attitude. The girl child is considered a liability and doesn't enjoy the privileges of a boy. She is denied the advantages of proper education. The dowry system haunts parents and the harassment she is subjected to at the in-laws often force her to commit suicide. Even in enlightened homes, women have to live their life under surveillance, if not in strict 'purdah'. Working women are physically and verbally abused, denied opportunities of growth and subjected to discrimination.

Social evils like dowry system, honour killing, human trafficking, societal dogmas, etc., take a toll on women. Only education and economic independence can empower women. Proper law making and execution, spreading awareness, exemplary punishment for the predators etc., surely will bring positive changes. Women need to be empowered instead of treating them as a helpless victim of male chauvinism.

Let us live, let her live and let us help her live in better developed society.

25. For admission to colleges, there is a lot of competition today. For one available seat, there are hundreds of candidates. Such a situation leads to stress on the minds of students in the schools. However, the practice of Yoga can help them feel calm and stress-free. Write an article in 150-200 words on the topic, 'Importance of Yoga to Students'. You are Karan/Karuna. **(10 marks) [*CBSE (AI) 2016*]**

Ans. **Importance of Yoga to Students**

By *Karan*

Yoga is a holistic method of fitness that aims at balancing the body through various poses and meditative techniques. It aims at all-round health and improves all systems of the body. It is suitable for any age group.

Yoga can have great importance for students. Students these days have to face stiff competition. To reach the number-one spot has become a priority for everyone. There is a mad rush among hundreds of candidates to get that one available seat in college. All this creates stress among students. This is where yoga helps. The practice of yoga can help them feel calm and stress-free.

The benefits of yoga for students can be manifold. Yoga makes students flexible, helping them remain fit. Some particular asanas like surya namaskars increase the blood flow to the brain, helping the brain to function better. Regularly practising yoga also helps

students to concentrate better and train the body to do things unconsciously. Breathing exercises in yoga or pranayama are also very helpful to students. They help in removing stress and tension from their minds and reducing behavioural problems. It keeps their mind healthy and decreases physical ailments. Yoga also helps in reducing depression, a by-product of stress. It calms mind and helps students concentrate better.

Meditation skills also help students focus on important things. Seeing the benefits of yoga, the United Nations has declared 21 June as the International Day of Yoga and it is celebrated worldwide since the year 2015. So with these umpteen benefits rolled into one, let us make yoga a part of our life.

26. Education has always been a noble profession. Our ancestors received their learning at gurukuls and ashrams. Even in the near past, *pathshalas* (schools) were associated with places of worship. Today, education is fast becoming commercialised. Parents have to shell out a lot of money on coaching classes, tuition fees, etc. Write an article in 150-200 words on 'The State of Education Today'. You are Karan/Karuna. **(10 marks)**
[CBSE (AI) 2016]

Ans. **The State of Education Today**
By *Karan*

Education is a means of acquiring knowledge, skills, values and beliefs. It enables people to know the real world. It enlightens them and helps in bringing out the individuality. Education helps people in forming perspectives. Having said all this, education in India is in a deplorable state today. It has become a source of producing large number of unemployed graduates. Though there has been a spurt of various colleges, the quality of education is questionable. It has become more of a money generating enterprise. The students who come out of these educational institutes these days lack the basic communication and problem-solving skills. Education has become just a degree. It has become commercialised. This is evident from the flourishing coaching centres and tutorials. To add to the woes, the education system is all about rote-learning and curbs creativity and originality. The real purpose of education is lost. Education has become marks-oriented without any actual learning happening on the part of the students. There is a mindless rat race to get good marks, but it is not done with understanding of the subject, it is highly focused on marks. To aid to this state, there is a poor student-teacher ratio in schools. For 60 students, there will be only one teacher. How can a single teacher focus on all the students at the same time? The need of the hour is to redefine the purpose of education—it should not be making of endless number of puppets, who have lost their individuality and their power to think; rather it should be to make strong individuals. After all, these children are our future, the future of our nation.

Exercise for Practice

1. Good citizens are the greatest asset of any country. Most of us display an attitude of indifference towards our responsibilities resulting in damage to environment, loss of public property, etc. Write an article in 150-200 words on 'Responsibilities of a Good Citizen'. You are Gopal/Gopika. **(10 marks)**
2. Tension grips one and all. In plenty we are lonely. We have to swallow pills to get sleep and when we get up, we feel giddy. High blood pressure, heart disease, bronchitis and asthma are our friends. Painkiller pills are our staple diet.

   Write an article in 150-200 words for a magazine counting the benefits of loud laugh. Laughter can be an alternative therapy. **(10 marks)**

3. As the number of private cars has increased, so too has the level of pollution in many cities. Write an article in about 150-200 words discussing the increasing pollution and the ways to tackle this increasingly common problem. You are Rashid Ali, a student of Class XII of Indira Public School, Jamshedpur. **(10 marks)**
4. There has been a mushrooming growth in slums. You feel that it is important that this problem is addressed at the earliest. Write an article in about 150-200 words discussing the mushrooming slums and the ways to tackle this increasingly common problem. You are Radhika Ahmed, a student of Class XII of Rai School, Jaipur. **(10 marks)**
5. You are Satish/Shweta, working in an NGO that is working for the upliftment of socio-economic conditions of child labourers by counselling their parents and helping children to go to school. You find it appalling that many people in educated society, for their own benefit, want the practice of child labour to continue. Write an article on the role of educated society in curbing child labour. (150-200 words.) **(10 marks)**
6. You are Mamta/Mohan. You find corruption, the biggest impediment in the development of a nation. You strongly believe that youth can play a very important role in fighting the menace of corruption. Write an article on the "Role of Youth in Fighting Corruption". (150-200 words). **(10 marks)**
7. You are Jeetender/Jeetu. You have been working on a project related to effect of modern lifestyle on youth. You interviewed school and college students for the project. Write an article on the subject in about 150-200 words. **(10 marks)**
8. Write an article in 150-200 words on vocational training as part of the school curriculum expressing your views on its need in the present scenario and suggesting steps to make it successful. **(10 marks)**
9. You are Vidya/Vijay, a student of Class XII of Sarvodaya School, Dilshad Colony. You feel disturbed to read news about increasing cases of honour killing in northern India. You feel that such attitude of elders in the society deprives children of their free will and poses hindrance in choosing life partner and career of their choices. Write an article in about 150-200 words on the topic, "Honour Killing: A Stigma on Modern Society." **(10 marks)**
10. Most of the students remain glued to television resulting in a lack of activity. Although the introduction of comprehensive assessment makes it necessary for them to participate in one activity or the other, a majority of them try to avoid sports and games. Write an article in 150-200 words on the need for making sports and games compulsory for students in schools. You are Praveen/Priya. ***[CBSE Delhi 2012]*** **(10 marks)**
11. Some colleges conduct entrance test for admission to undergraduate courses like English (Hons.) and Journalism (Hons.). Do you think that the entrance test is the right method of selecting students? Write an article in about 150-200 words. You are Rohan/Rachita, a student of Class XII at A.P. International School, Agra. **(10 marks)**
12. Computer games and video games have become popular with children today. As a result, outdoor games seem to have no place in their life anymore. You are Satish/Sakshi. You had the opportunity of playing Hide-n-Seek when you visited your cousins in a small town. You decide to write an article on your experiences about the joys of playing outdoor games for the school magazine. Write the article in 150-200 words. **(10 marks)**
13. "Fast food may tickle our taste buds, but it harms our health in more ways than we can count." When fast food fanatic, Anita heard her doctor say these words, she was horrified and she immediately decided to junk fast food. Not only that, she even took on the responsibility of spreading awareness about the harmful effects of fast food. As a first step, she decides to write an article for a newspaper on 'Junk the Fast Food'. Write the article for her in about 150-200 words. **(10 marks)**

14. You are Raman/Ruchika. Write an article in 150-200 words for your school magazine on the topic, 'Life without Modern Gadgets'. **[*CBSE (AI) 2013*] (10 marks)**

15. A spurt of violence previously unknown in Indian schools makes it incumbent on the educationists to introduce value education effectively in schools. Write an article in 150-200 words expressing your views on the need of value education. You are Anu/Arun. **(10 marks)**

16. Write an article in 150-200 words for your school magazine on the topic, 'Obesity among School Children'. You are Mohini/Mohit. **(10 marks)**

17. India is a tourists' paradise. But we have not really exploited our tourism possibilities. Write an article in about 150-200 words on 'Tourism in India'. You are Ravi/Rani. **(10 marks)**

18. Presently, the prices of essential commodities are skyrocketing, causing much hardship to the common man. Write an article in 150-200 words expressing your views and suggesting measures to curb this problem. **(10 marks)**

19. Write an article in about 150-200 words for your school magazine on the following topic: 'Aping of Western Culture by the Younger Generation'. **(10 marks)**

20. You are deeply troubled by the increase in farmer suicides. Write an article in 150-200 words expressing your views and suggesting measures to curb this problem. You are Rama/Raman. **(10 marks)**

21. Many people feel that Mars Orbiter Mission (MOM) was a dream only of the elites and was in fact a waste of money for common man. Write an article in 150-200 words expressing your views. You are Richa/Ranjan. **(10 marks)**

22. You read an article in the newspaper on how the idea of Swacch Bharat has become a way of advertising oneself and does not do any good for the country as such. Write an article in 150-200 words expressing your views and suggesting measures to change the situation. You are Bharat/Bharti. **(10 marks)**

23. People live a hectic life and hardly get time to interact with each other. Most of the free time goes in interacting online. The real social interaction has got lost somewhere. Write an article in 150-200 words expressing your views and suggesting measures to change the situation. You are Bhawan/Bhawani. **(10 marks)**

24. Write an article in about 150-200 words for your school magazine on the following topic: 'Regionalism in India: A threat to Our Unity'. **(10 marks)**

25. You are Vishvas/Vishika. You are much concerned about the discriminatory treatment of women in the Indian society. Write an article in 150-200 words throwing light on this problem and giving suggestions for putting an end to it. **(10 marks)**

26. You are Asha Awasthi. You have been asked by your teacher to write an article on 'Why is Tourism not flourishing in India?' **(10 marks)**

27. You are Bhaveen/Bhishaka. You read an article in the newspaper propagating freedom of speech. Write an article in 150-200 words for your school magazine emphasising the need for freedom of speech in a free society. **(10 marks)**

28. You are Bhavesh/Bhavika. You read articles in the newspaper on the increase in dowry deaths. You feel disturbed and decide to write an article for the local newspaper. Write the article in 150-200 words emphasising the evils of dowry system. **(10 marks)**

29. Hard work and punctuality are essential for a happy and successful life. You are Kavya/Kanha. Write an article in 150-200 words highlighting the importance of hard work and punctuality in a student's life. **(10 marks) [*CBSE 2019 (1/1/1)*]**

30. One must have a clear-cut and realistic goal in life. But simply having a goal is not enough. We must have fire in the belly to achieve it. Write an article in 150-200 words on the topic, 'My Goal and My Plans'. You are Rahul/Rekha. **(10 marks)**

7 DEBATE

Purpose of Debate

The purpose of a debate is to show skill and ability in arguing.

Format of a Debate

- **Salutation:** 'Respected chairperson, honourable judges, and my dear friends…'.
- **Introduction:** 'I am here to present my views for/against the motion…'
- **Body of the argument :** May include views, facts, rebutting the statements, questions, etc.
- **Common phrases:** 'I strongly feel that…', 'I would like to draw your attention to…', 'May I ask all present…', 'I wholeheartedly oppose/support…', 'In my opinion…'

Debate is a creative expression of a person's opinion or a perspective on an issue.

Format (150-200 words)

- Catchy introduction
- Pre-speech note to draw attention of listeners
- Formal address to audience
- Development of the topic
- Adverse effects
- Conclusion
- Formal thanks to audience

SAMPLE DEBATE

1. **Should schools promote coaching institutes? Taking a cue from the points given below and using your own ideas, write a debate speech for or against the topic in about 150-200 words.**
   - **Despite CBSE's ban, coaching centres running classes in schools**
   - **Teachers from coaching institutes teach subjects like physics, chemistry and mathematics, English and physical education continue to be taught by the school faculty.**
   - **Classes in separate sections from 8 a.m. to 12 noon for the CBSE and competitive examinations.** *[CBSE Sample Paper 2017]*

   (10 marks)

Ans. Respected Chairperson, honourable member of the jury, my worthy opponents and dear audience, I, Bhavik Gautam, would like to speak for the motion, 'Should school promote coaching institutes'.

CBSE has banned coaching centres running classes in school, yet it seems to flourish in both public and private schools as many parents and guardians are very much in favour of it. Firstly, if we look into the monetary aspect from the point of view of both, then we find that both benefit from it by saving on the huge fee and regular conveyance attached to this. Time management is the second factor. Coping with CBSE syllabus and that of the competitive exams, yet maintaining the required attendance percentage and keeping good health comes after. It is not possible for all parents to judge on the quality of the faculty or time of most advertised institutes. Now, it is the school's responsibility to see to these factors and provide the best service at affordable cost. The safety of the students who willingly join these extra or coaching classes beyond regular school schedule is also their choice. Competition in some fields is so much that there can hardly be an alternative to this for those who are ambitious and make it to the best educational institutions.

I hope I have been able to get my point of view across to you by now.

Thank you

2. **'Private cars should be banned in the congested commercial areas of the cities.' Write a debate in 150-200 words either for or against the motion.** *[CBSE Paper 2017]*

   (10 marks)

Ans. Respected Chairperson, honourable members of the jury, worthy opponents and dear audience. Today I, Ravi, would like to express my views for the motion, 'Private cars should be banned in the congested commercial areas of the cities'.

For personal well manages economic policies and various schemes floated for consumers, there are more private cars now per family than earlier days. The UN census reveals approximately 7,00,000 people in congested commercial areas succumbing to various types of respiratory diseases. The maintenance of some of the best breads are not up to the mark and the size of vehicles are many a time unwieldy. Some individuals regard it as a status symbol to flaunt their vehicles according to their rise in income. This

often results in parking spaces encroaching upon highways, where trucks and public vehicles' movements get clogged and bottlenecks are created. India does not have areas demarcated exclusively for commercial transport movement zone, though a time had been fixed to ease out complication for traffic control. Wholesale and retail markets are most of the time obsession for a chunk of consumers, who buy in bulk. Hence, the incredible traffic jams that occur on weekdays add to the plight of pedestrian, too who helplessly watch the two wheelers taking to the footpaths to avoid the hour long wait or snail-slow movement of traffic. It is not only the main towns or metropolises that face this situation, but extended towns and districts too share the same fate. If there is any accident, inadvertent heated exchanges, medical help required or if the police have to intervene to set things right, nothing really works out because of this mesh of private vehicles queued up condition. The other aspect is the infrastructure in Indian commercial complexes that is far below international recommended norm. Therefore, unless situations are supportive, private cars should be banned from entering or parking in commercial areas.

3. 'Our large population is not a cause of poverty but an asset, a resource.' Write a debate in 150-200 words either for or against the motion. ***[CBSE (Delhi) 2017]***
(10 marks)

Ans. Respected Chairperson, honourable members of the jury, my worthy opponents and dear audience, today I, Sasank, would like to express my views against the motion, 'Our large population is not a cause of poverty but an asset, a resource.'

Be it IT jobs, sales, HR, marketing, job hunters frantically crowd at Job Fairs and Career seminars, the literates skilled and semi-skilled ones try their hand digitally or knock at various doors for the so-called interview. Unemployment is, however, a serious social issue and a major challenge for the state and central governments. Though unemployment rate has fallen from 5.20 to 4.90 now, the agricultural sector and agro based industrial sector have a tough challenge. With the population reaching to 1.3 billion and more and more hungry mouths to feed, natural and man-made resources unable to cope with rising demand for food, shelter and clothing, poverty glares at our face even in a supersonic age. 22% of our population is still below poverty level according to official statistics. Theft, lechery, kidnapping, rape, robbery, and burglary are in most cases committed by migrant labourers, living in slums on the outskirts of town and cities. Many a time, this teeming, unregistered population find their names in the voters' list or used as muscle power by unethical political leaders creating a class of hoodlums and assassins, etc.

4. "It is cruel to put stray dogs to sleep." Write a debate in 150-200 words either for or against the motion. ***[CBSE (AI) 2017, 2019]***
(10 marks)

Ans. Respected Chairperson, honourable members of the jury, and my worthy opponents. Today, I, Karan, would like to express my views for the motion, 'It is cruel to put stray dogs to sleep.'

It's all in the mind and of course one's attitude and upbringing with respect to dogs. The mongrels and curs are looked down upon, pelted with stones, kicked or beaten up

just because they do not carry a certificate to prove their breed. Initially, for a couple of 'chapattis', stale bread or leftover food they practise utmost loyalty to the street, lane, pocket in which they are born and grow up naturally. Let a stranger try sneaking in quietly, or ragpickers try their hands-on stealth, these stray dogs are the first to set a general alarm, linking up with their kith and kin till the locality is aroused to caution and acceptance. However, some people do not approve of the natural behaviour of these dogs that only bark but not bite. It is true that in some localities, due to the quality of food and care that they receive regularly, these mongrels do look presentable and often surpass the well bred domesticated ones in some homes, hence posing a threat by appearance to those allergic to dogs but this by no way means that authorities have to be intimated and dog catchers fetched to take away these loyal protectors or guards of the locality and finally be put to sleep. Dogs by nature are harmless and man's best friend. We need to be less hyper and balanced to co-exist with them who render unpaid loyal service day and night till their last breath and express their gratitude to simple look or a polite tone as a sign of acceptance of their existence. Hence, I hope killing of stray dogs, even legally should be banned.

5. **"A career counsellor (not you, yourself) is the best person to guide you in the choice of a career." Write a debate in 150-200 words either for or against the motion.**

[*CBSE (AI) 2017*]
(10 marks)

Ans. Respected Chairperson, honourable judges, my worthy opponents and dear audience, today, I, Varun, would like to speak in favour of the motion, 'A career counsellor is the best person to guide you in the choice of a career'.

Career counsellors use aptitude and achievement tests to help us evaluate our interests, skills and abilities, our backgrounds, education, training and so on to help us develop realistic goals. They also teach us job searching skills like interviewing and networking. They aid us with a career choice when we are flummoxed or frustrated with too many options, especially these days before us. It is they who with their exposures and experience guide us in the best possible directions. After assessing us through tests, they try matching us with a field suitable for our skills and personality creating the most profitable match possible in terms of job satisfaction and monetary benefits. They often work late hours to ensure a thorough and satisfactory result.

Hence, if we wish to have a scientific approach to an appropriate choice of character to prosper and progress in life, then career counsellors are indispensable for us.

6. **'Social media (Facebook, Twitter, etc.) is being used to create disaffection in society.' Write a debate in 150-200 words either for or against the motion.** **[*CBSE (F) 2017*]**

(10 marks)

Ans. Dear friends, today, I stand before you to argue in favour of the motion, 'Social media is being used to create disaffection in society'. These days people spend most of their time on social media, updating all the events of their lives. Social networking on the internet is important currently because the internet is the place to be for everything. People head to the internet to shop, to sell things, to meet others and to find what they're looking for. The internet is full of social networking sites and tools that make it very easy

to connect with others. For them, it has become more important to connect to more and more people online, rather than make actual connections in person.

It is a dangerous place for the young adults or teenagers to be. For them, it is a time to explore the world. But instead, they get addicted to social media. One can never be sure of what the person is behind the profile that he/she has put up. We've even had people committing suicides over rumours spread over some networks about their identities.

Another trouble with social media is that it makes us live for others. We want to have more and more friends on our lists, so the world can see, and we can boast about our 'sociability'. This gives them undue pressure and stress. It has totally changed the meaning of 'friendship'. Now, people have more friends with weaker bonds, than the other way around. People with camera phones taking their own pictures with friends they go out with, so they could flaunt it on social media. Social networking is worse than good, and uglier than both. Although it gives us a chance to know people from all over the world and make friends, we are losing our individuality and our identity.

7. 'Gyms and fitness centres have reduced the importance of exercise in the park.' Write a debate in 150-200 words either for or against the motion. [*CBSE (F) 2017*] **(10 marks)**

Ans. Dear friends, today, I stand before you to argue against the favour of the motion, 'Gyms and fitness centres have reduced the importance of exercise in the park'. Nowadays, increasing number of people are going to the gym more out of convenience and necessity to keep themselves fit, since it is difficult to find open space to walk in the present model of urbanisation.

Moreover, exercising in gym has both its pros and cons, whereas exercising in park is loaded with health benefits provided one can find in the vicinity. Though doing gym is more attractive to the young generation as it gives a better physical health, but it is exercising in the parks which give both physical and mental health. Fitness centres and gyms have also become a quotient of status in the society. People going to gyms are looked upon, whereas those going to parks are looked down upon.

Another major reason for opting gym over the park is the convenient time for exercise. In today's busy world, people don't have much time for health. By the time one gets back home, it is already dark and closing time for parks. So, gyms are the best alternatives available. Even though parks are the best medium to connect with nature and be fit, people are shifting to gyms.

8. 'Homes for the aged is a necessity in India.' Write a debate in 150-200 words either for or against the motion. You are Shivam/Shivani. [*CBSE Paper 2018*] **(10 marks)**

Ans. Honourable Jury members, teachers and my dear friends. A very good morning to all of you. Today, I am here to share my views on the topic, "Are old age homes necessary in India?"

In today's world, old age homes are necessary specially in India. Parents educate their children and then they travel to different places and countries which may not suit their parents. Hence, someone looks after their needs. 'Homes' here, does mean for the people who are deserted by their children but the people where children are working

either abroad or somewhere else where they can't take them along. They are ready to pay any amount for their welfare.

In another case, if they are abandoned by their children even then it is beneficial for old people as Old Age Homes provide them with security, physical and medical stability. People can play, interact and relax at the same time. I feel, we need old age homes to give some people shelter and to others the time of their lives.

9. "Everyone should become vegetarian." Write a debate in 150-200 words either for or against the motion. **(10 marks) [*CBSE Paper 2018 (C)*]**

Ans. Good morning! Respected teachers and my dear friends. Today, I got the opportunity to speak against the motion, "Everyone should become Vegetarian".

Vegetarians are likely to face some difficulties, if they do not eat meat. One of the difficulties is that the individuals have to pay attention to choose the correct balance of vegetarian food that would meet energy needs. If they are in a wrong way of choosing types of vegetables, this may lead to malnutrition.

Benefits of non-veg is that high biological value protein is obtained from this diet. It is a main source of vitamin B complex, i.e., B12. It is rich in certain amino acids which the body cannot produce on its own. The risk of anaemia is reduced.

According to the medical science, a diet constituting of sea food like fish, and eggs sharpen our intellect and promote the smooth functioning of our brain. This ultimately accelerates our wisdom. Non-vegetarians have a wide range of food to choose as in some countries, it is difficult to find the vegetarian food.

10. The government has banned the use of animals in the laboratories for the purpose of dissection. Write a debate in 150-200 words either for or against this decision.
(10 marks)
[*CBSE (AI) 2015*]

Ans. Respected Chairperson, honourable judges, and my dear friends, I stand here today, to speak for the motion, 'Ban the use of animals in the laboratories for the purpose of dissection'.

Animal dissection in labs is an unethical and unnecessary part of the secondary school biology curriculum. The millions of animals that are dissected each year in education systems are subjects of severe animal abuse. Animals are often stockpiled on top of one another and shipped in crowded containers with no temperature regulation, food, or water. Animals are treated unjustly, and by conducting dissections, we fund and promote the abuse of animals.

Millions of frogs are brought every year from the wild for dissection purposes. This means that, along with all of the other ways humans are impacting frog populations, such as global climate change and pollution, humans are also destroying their populations. In the school curriculum, children are taught about the biodiversity crisis and all of its negative aspects. However, at the same time, students are encouraged to contribute to it.

By continuing with animal dissections, school boards are promoting the mistreatment of the animals.

It is not necessary for students to dissect animals in order to see what the insides of the animals look like. If a student were to pursue a career in a field where this is needed, they would have the opportunity to dissect human cadavers in University. However, very few students who participate in these labs in high school will actually go down these career paths. The only thing that an animal dissection lab teaches students is that an animal's life is disposable and unimportant.

Buying animals for all biology classes can be quite costly. The high school dissection sets are also costly and are used only once or twice. The animals used for dissection are also very costly. Children can learn dissection from programs on Discovery Science where programs explaining detailed dissection are shown. Many educational CDs showing dissections are also in the market. The schools can rather take help of such technology to make the students understand how dissection takes place. This way, not only a lot of money can be saved, but also a lot of innocent animal lives can be saved.

Thank you

11. Some people feel that electronic media (TV news) will bring about the end of print media (newspapers). What are your views on the issue? Write a debate in 150-200 words either for or against this view. **(10 marks) [*CBSE (AI) 2015*]**

- **use of visuals on TV**
- **authentic and fast**
- **not enough news for 24-hour telecast**
- **may fabricate news**
- **become repetitive and dull**
- **even scandals become news**
- **print media – time tested**
- **analysed, verified news**
- **editorial comments**
- **cater to all interests**

Ans. Respected Chairperson, honourable judges, and my dear friends, I stand here today to speak against the motion, 'Electronic media will bring about the end of print media'.

We will keep on buying newspapers, that's for sure. I feel that it is absurd to think that there will only be online newspapers rather than a variety of options in the future. Though I read e-newspaper every day, I do not feel satisfied till I have read a hard copy of a newspaper. In fact, there are many like me.

It is nice to read updated news but even that can be a problem. Often the reliability of the news is not checked and rumours get printed. Sometimes, reading online can also be a problem. I remember how I was reading an interesting novel on the train, on my iPad and because I hadn't charged it, the battery ran out. It was so irritating because I had reached almost the end and also because it was a mystery novel. A book with me made my day, though earlier I was cribbing because it felt too heavy for a one-day journey.

One of the things that drives technological changes, such as the proposition that

newspapers will go online is not so much our ability to enforce that change as technologists, but our desire as consumers to see it happen. I'm neutral on whether I read my stuff on a digital machine such as a Kindle or an iPad, online or pre-downloaded, or whether I read it on paper. But there are people who want the choice and there is a generation that doesn't want to adopt the digital newspaper. There are people for whom, because of the upfront cost of the tablet technology, the idea of the digital newspaper will never be right.

It's not really a question of the so-called authority of paper over online journalism.

But the real issue is what the consumer wants. In the past, despite the leading-edge technology available, the public rejected laser disc, minidisc and digital audio tape. People just didn't want it, and I think that is what will happen with this question. We've had newspapers a long time and they aren't going away in the near future.

Thank you

12. Consumerism is increasing day by day. Luxuries of yesterday have become necessities of today. The result is that the more we want the more miserable we become. Write a debate in 150-200 words on 'The only way to minimise human suffering and pain is to control our needs'. You are Navtej/Navita. **(10 marks)**

[CBSE (AI) 2015]

Ans. Respected Chairperson, honourable judges, and my dear friends, I stand here today to speak for the motion, 'The only way to minimise human suffering is to control our needs'.

Even when people have all they need, they feel deprived. Though they have money, some people stare into empty cupboards or an empty refrigerator bemoaning their circumstances.

Modern consumerism is, in part, a product of our instinct to cope with inner emptiness. Consumerism creates the illusion that we're rich. This is facilitated by credit cards where one is allowed to make purchases beyond the income level. Advertisements also reshape our desires and push us into buying things which we might not need. We are driven to create the illusion of a pain-free life, full of choices that make us feel in control. We need multiple choices for each and every thing, so that we feel like kings of the universe. We need faster pain relievers, appliances to take away all inconvenience, and communication devices to foster immediate exchange. All of these create the illusion of complete pleasure at our fingertips, with none of the hassle of pain. When we are ruled by this kind of physical materialism, we identify ourselves by what we have.

Since human ego is never satisfied, consumerism grows. Increased consumerism evidently comes at a steep price. People are incurring debt and working longer hours to pay for the high-consumption lifestyle, consequently spending less time with family, friends, and community organisations. In the rat race to earn more, our health gets affected and we feel stressful. In rampant consumerism, we've created a monster with a huge appetite for the planet's natural resources. It's depleting and polluting the planet, impoverishing us and future generations. Excess consumption can be counterproductive. The irony is that less needs i.e., being satisfied can actually cure some of these problems.

Thank you

13. Migration from villages to cities has led to the spread of urban slums. People living in these slums lead a miserable life. Economic disparity leads to the problems of law and order. Write a debate in 150-200 words on 'Solution to the problem of misery in the urban slums lies in creating jobs in the villages'. You are Navtej/Navita.

(10 marks)

[CBSE (AI) 2015]

Ans. Respected Chairperson, honourable judges, and my dear friends, I stand here today to speak for the motion, 'Solution to the problem of misery in the urban slums lies in creating jobs in the villages'. The vast majority of Indians, live in villages, and eke out a meagre existence from agricultural related labour. We tend to forget the fact that our economic prosperity and our lives in urban India are correlated. Therefore, if the goal is India's economic prosperity, somehow the 700 million living in some 600,000 villages of India have to have the same option of living and working in urban India on jobs in non-agricultural sectors. Do we want a future where the majority of Indians is urbanised and is engaged in highly productive non-agricultural sectors? We can choose, and having chosen, we can actually make that future happen.

I believe that to prevent migration from villages to cities, we need to carry out equitable development of rural areas. Instead of only creating job opportunities, Government must improve the quality of slums. Government should also ensure compulsory service in villages for its employers. This would reduce the burden on the city and also help these people explore the possibility of living in the village. Adoption of villages by corporate would also help. Providing self-employment opportunities to villagers is also a solution. Setting up small-scale industries would help reduce the misery in the urban slums by creating multiple job opportunities. Only when these steps are taken, we can reduce the migration from villages to cities, thereby reducing the spread of urban slums.

Thank you

14. 'The policy of reservation of seats for admission to the professional courses is good for the deprived sections of society.' Write a debate in 150-200 words either for or against the motion.

(10 marks)

[CBSE Delhi 2016]

Ans. Dear friends, today, I stand before you to argue in favour of the motion, 'The policy of reservation of seats for admission to the professional courses is good for the deprived sections of society'.

These days the demand for professional courses is on the rise. Professional courses have become a way of life. These courses guarantee jobs and are usually short time. All this has led to a sudden upsurge of such courses. We see every student rushing after these courses. Since these courses are so specific, they are highly priced too. Students who are rich can easily pay for the course and get a job. But what about the poor students. For them getting a job is equally important. Many parents in the poor homes pay for their child's education by doing two-three jobs. Seeing the importance and popularity of professional courses, I think it would be good to have a policy of reservation of seats for admission to such courses for the deprived sections of society. Only then, I feel can equality be maintained.

Thank you

15. 'Rising prices can be controlled only by the government.' Write a debate in 150-200 words either for or against the motion. **(10 marks)**
[*CBSE Delhi 2016*]

Ans. Honourable Principal Sir, respected teachers and my dear friends. Today, I stand before you to put my views for the motion, 'Rising prices can be controlled only by the government'.

India has witnessed huge economic development in the past 10 years, yet we are not able to control inflation. It is sure that something has gone wrong somewhere. There are many reasons for inflation in India. Increase in the cost of living, lack of control and check over government spending, hoarding of essential commodities by greedy traders, absence of an adequate mechanism to control and fix the prices of essential commodities in the market places are some of the reasons. The steep rise in price is not in keeping with the income generated and this disparity is affecting the growth of an individual and, at a higher level, that of the nation.

In order to have an egalitarian society, the government should intervene and defuse the situation before it worsens. It is important that the government put a ceiling to the prices of essential commodities and thus, make it affordable to the common people. The Public Distribution System must be revamped, so that the benefit reaches maximum number of people. Government officials should crack down on such retailers who try to create artificial conditions of lack of commodities, thereby, increasing the price of goods.

Some might say that the government has other important matters to consider than to regulate market rates, others might say that the market should be governed by the principal of demand and supply. However, it is important to remember that the principal duty of the government is towards the public. It is important to do what is best for them. Therefore, I believe that the rising prices can be controlled by the government.

Thank You.

16. 'The policy of no detention till Class VIII is not in the interest of students.' Write a debate in 150-200 words either in favour of or against the motion. **(10 marks)**
[*CBSE Delhi 2016*]

Ans. Honourable Principal Ma'am, respected teachers and my dear friends. Today, I stand before you to put my views for the motion, 'The policy of no detention till Class VIII is not in the interest of students'.

Under this policy, the students up to Class VIII are automatically promoted to the next class without being held back even if they do not get a passing grade. The policy was implemented as part of the Continuous and Comprehensive Evaluation (CCE) under the RTE Act in 2010 to ensure all-round development of students. The concept of CCE imported from the West, emphasises on evaluating a child through the year, and not just based on the performance in one or two term exams.

It was found that the detention system led to increased dropouts among students, especially from economically and socially-weaker sections, who cannot afford costly private education. In order to overcome this, the no-detention policy was brought in to provide elementary school children an environment free from fear, anxiety and stress.

This would help the students learn and grow at their own pace. It would also reduce the undue stress borne by the students due to the increasing competition among students, parents and the educational institutions.

I feel that this policy is not in the interest of students. Since all the students are promoted to the next class, irrespective of their learning, it will lead to students developing a lackadaisical attitude towards studies. It also takes away the difference between good and poor learners, since everyone is treated at par. This policy also does not take into consideration that there can be slow and fast learners. Some students might need more help. However, with this policy, such students cannot be helped, since everyone is the same in the end.

I believe that detention is like a stepping stone to success. It helps students know what is wrong and helps them grow. It is a way of monitoring learners. We need a system of assessment where the learning outcomes are properly assessed. Therefore, I believe that No Detention Policy is a bane for the students.

Thank you

17. 'Brain drain is not a bane for a developing country like India'. Write a debate in 150-200 words either for or against the motion. **(10 marks)**
[CBSE (AI) 2016]

Ans. Honourable Principal Ma'am, respected teachers and my dear friends. Today, I stand before you to present my views against the topic, 'Brain drain is not a bane for India'. Brain drain refers to the situation when highly qualified and trained people leave a country to permanently settle in some other country. Many of you might ask why it should bother others if someone is going to another country. You might also feel that brain drain might reduce the population in the country. But the truth is that with the population other things like resources also reduce. Our government spends a lot of money, collected from us through taxes, so that professionals progress in their respective fields and help the country progress. But instead of that we have students who let the government invest money in them and then cruelly go and seek their fortunes elsewhere. The cost of education being low in our country, we have people coming from abroad who become professionals in their respective fields and go back and help their country. So why is it that we are different? I think we need stringent laws where professionals need to compulsorily work for some time in their country before going abroad. With better economic policies, better facilities by industries and government promoting entrepreneurship, research friendly atmosphere, better campus selections, there is still hope for India. If proper measures are taken at a faster rate, India can be saved!!!

Thank you

18. 'The internet cannot replace a classroom teacher'. Write a debate in 150-200 words either for or against the motion. **(10 marks)**
[CBSE (AI) 2016]

Ans. Honourable Principal Sir, respected teachers and my dear friends. Today, I, Karuna stand before you to express my views on the topic, 'The internet cannot replace a classroom teacher'.

With the advent of internet, life has become really easy. All of us have time and again taken the help of internet to collect information. In fact, it has become a lifesaver at times. It can provide answer to all questions, provides different viewpoints on all topics and most importantly helps us learn at our own pace, without even going to the school. It can even help students of remote and inaccessible areas. Many of you would question: When we can find everything on internet, why do we need teachers? This is because teachers touch lives in innumerable ways. They are humans and give a positive impact. Technology can never be a replacement to teachers. There are times when online information may not be authentic. It can never replace the relationships between students and teachers, the bond that we share with our teachers is irreplaceable. The evaluation of internet is unbiased, but this is what is exactly required while teaching and testing. Learning differences among students require different means of testing. Being human and taking student's background and level of understanding of the subject into account is important. Remember teachers give knowledge and wisdom while the internet only gives information. A big thank you to all our teachers for being there for us, for giving us knowledge and wisdom, and for making us what we are today.

Thank you

19. Write a debate in 150-200 words either for or against the motion, 'Capital Punishment should be abolished'. **(10 marks)**

[CBSE 2019 (1/1/1)]

Ans. Respected jury members, teachers and my dear friends, I stand here to speak in favour of the motion, 'Capital Punishment should be abolished'.

Throughout history, societies around the world have used the death penalty as a way to punish the most heinous crimes. While capital punishment is still practiced today, many countries have since abolished it. In my opinion, death penalty guarantees that convicted murderers will never kill again. There have been countless cases where the convicts sentenced to life in prison have murdered other inmates and/or prison guards. Convicts have also been known to successfully arrange murders from within prison. There are also cases where convicts who have been released for parole after serving only part of their sentences – even life sentences – have murdered again after returning to society. A death sentence is the only irrevocable penalty that protects innocent lives.

I believe innocent lives should be valued over the lives of killers. Innocent victims who have been murdered – and in some cases, tortured beforehand – had no choice in their untimely and cruel death or any opportunity to say goodbye to friends and family, prepare wills, or enjoy their last moments of life. Meanwhile, convicted murderers are sentenced to life in prison – and even those on death row – are still able to learn, read, write, paint, find religion, watch TV, listen to music, maintain relationships, and even appeal their sentence. It can be truly said that capital punishment symbolises justice and is the only way to adequately express society's revulsion of the murder of innocent lives. The death penalty is a way to restore society's balance of justice – by showing that the most severe crimes are intolerable and will be punished in kind.

In conclusion, I reiterate that death penalty has been used to maintain the balance of justice throughout history, punishing violent criminals in the severest way to ensure they won't kill again.

Exercise for Practice

1. "Children should not participate a lot in reality shows." Do you agree or disagree with this viewpoint? Express your views in not more than 150-200 words. **(10 marks)**
2. "Universities should accept equal numbers of male and female students in every subject." To what extent do you agree or disagree? Express your views in not more than 150-200 words. **(10 marks)**
3. Some college and university students believe that it is important to focus solely on their academic studies, while others see extracurricular activities such as clubs and sports as a valuable part of their educational experience. Which approach do you think is the best? Express your viewpoint in 150-200 words to be presented in the morning assembly. Give examples to support your argument. **(10 marks)**
4. "It is sometimes important for people to do things that they do not enjoy doing." Do you agree or disagree? Write your viewpoint for/against the motion, to be presented in the morning assembly in about 150-200 words. Give examples to support your argument. **(10 marks)**
5. "There is no reason to study the past since we live in the present." Do you agree or disagree? Write your viewpoint for/against the motion, to be presented in the morning assembly in about 150-200 words. Give examples to support your argument. **(10 marks)**
6. "It is better to talk with people in person than to use other forms of communication, such as the telephone or email." Do you agree or disagree? Write your viewpoint for/against the motion, to be presented in the morning assembly in about 150-200 words. Give examples to support your argument. **(10 marks)**
7. "Teenagers cannot make their own decisions; older people need to make decisions for them." Do you agree or disagree? Write your viewpoint for/against the motion, to be presented in the morning assembly in about 150-200 words. Give examples to support your argument. **(10 marks)**
8. "Salaries of teachers should be based on the performance of their student?" Write your viewpoint for/against the motion, to be presented in the morning assembly in about 150-200 words. Give examples to support your argument. **(10 marks)**
9. "When people immigrate, should they adapt to the new country or customs?" Write your viewpoint for/against the motion, to be presented in the morning assembly in about 150-200 words. Give examples to support your argument. **(10 marks)**
10. I prefer a stable predictable life. Write your viewpoint for/against the motion, to be presented in the morning assembly in about 150-200 words. Give examples to support your argument. **(10 marks)**
11. A person needs to earn a lot of money to be considered successful. Write your viewpoint for/against the motion, to be presented in the morning assembly in about 150-200 words. Give examples to support your argument. **(10 marks)**
12. 'Entrance Test—True test of ability'. Write your viewpoint for/against the motion, to be presented in the morning assembly in about 150-200 words. Give examples to support your argument. **(10 marks)**

13. Though people say that media has no role in shaping the society, you believe that media has a strong hold on society. It is the media which shapes the public opinion and makes people believe/disbelieve in things. Write your viewpoint for/against the motion, to be presented in the morning assembly in about 150-200 words. **(10 marks)**

14. "In spite of scientific and technological advancement, man is still superstitious." He has landed on the moon and has been thinking of settling down there. But still, he consults Pundits and Astrologers to decide on an auspicious day to send the satellite into the space. Write your viewpoint for/against the motion, to be presented in the morning assembly in about 150-200 words. **(10 marks)**

15. Your school is organising Senior Citizens Day; you have to speak in the morning assembly about, "Senior citizens in India are being neglected by their children." Write your viewpoint for/against the motion, to be presented in the morning assembly in about 150-200 words. **(10 marks)**

16. After seven decades of Independence, India should remove the provision for reservation with respect to education and employment specially. Write a debate in about 150-200 words either for or against the motion. **(10 marks)**

[CBSE Sample Paper 2014]

17. It is a common perception that T.V. is the major distraction in the life of students today. TV makes them suffer mentally and physically. That is why television is called 'an idiot box'. You don't entirely agree with this view. Write your viewpoint for/against the motion, to be presented in the morning assembly in about 150-200 words. **(10 marks)**

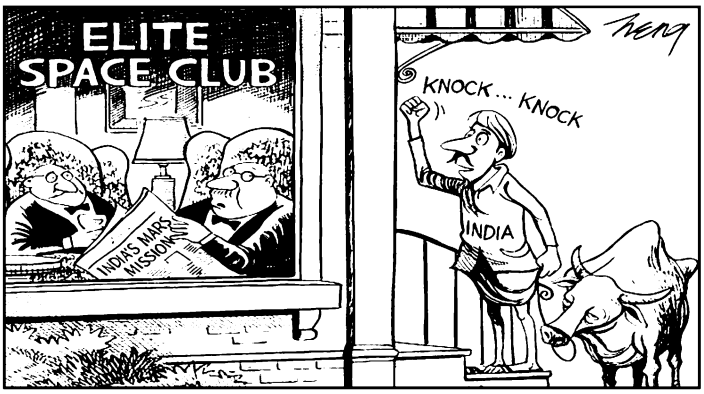
[CBSE Comptt. Outside 2011]

18. You are Malika/Mahesh. You read a report in the newspaper about the disadvantages of mobile phones and how mobile phones have become a toy in the hands of the young and old. People hear it in the place of worship and in the classrooms when the lessons are going on. You strongly believe that everything has its pros and cons, and it is up to the user that how to judiciously use any object. Write your viewpoint for/against the motion, to be presented in the morning assembly in about 150-200 words. Give examples to support your argument. **(10 marks)**

19. You have interviewed many students studying in Classes XI and XII and their parents, on academic performance. For a large number of students and parents, going for coaching classes for competitive examinations have become an obsession. The mushrooming coaching centres are an example of it. Though you also went for coaching in Class XII, you feel that coaching classes are a great help and for students who need help, this is the best way to learn. You feel that both, the students and the parents, need to understand it. Going to a coaching centre should be a way of learning and not a means to show which place one has trained in. Write your viewpoint for/against the motion, to be presented in the morning assembly in about 150-200 words. Give examples to support your argument. **(10 marks)**

20. Money can buy everything in life. It can buy things which bring happiness and enjoyment, it can bring help when in need, it can also buy hospitality and hospital beds when in need. In short, all the things which make people happy can be bought with money. Therefore, money can buy happiness. You do not agree with this viewpoint. Write a debate in 150-200 words. Give examples to support your argument. **(10 marks)**

21. You see this cartoon in the 'The New York Times' and are thoroughly disturbed. The cartoon showed members of the Elite Space Club reading a newspaper with a headline about India's Mars Mission.



They appear unhappy with the Indian man knocking at their door. You feel that the western world was unable to find any fault with the Mars Orbiter Mission (MOM), and thus, resorted to uncharitable tactics to take down India's impressive foray into space. You also feel that the cartoon failed to register the importance of the Mars Mission, which is being seen as a major development in India's Space Programme. Write your viewpoint for/against the motion, to be presented in the morning assembly in about 150-200 words. Give examples to support your argument. **(10 marks)**

22. Right To Information (RTI) Act is often misused by people to seek information which is not rightfully for the public as it can create insecurity in the general public. It should therefore be abolished. You do not agree with this viewpoint and feel that RTI is in fact a step towards realisation of democracy, of making the general public proclaim their rights. You also feel that this would keep the government officials on their toes and increase their accountability to the public. Write your viewpoint for/against the motion, to be presented in the morning assembly in about 150-200 words. Give examples to support your argument. **(10 marks)**

23. Youngsters these days do not believe in God and in fact believe more in logic. You do not agree with this statement and believe that youngsters believe in God but do not proclaim it in public. In fact, as a youngster, you feel that belief in God is in fact a personal thing and need not be shown in public. Write your viewpoint for/against the motion, to be presented in the morning assembly in about 150-200 words. Give examples to support your argument. **(10 marks)**

24. You have been asked to participate in a debate competition on the topic, "Community service once a week should be introduced in all the schools and should be graded". Write your viewpoint for/against the motion, to be presented in the morning assembly in about 150-200 words. **(10 marks) [*CBSE Sample Paper 2014*]**

25. The HRD Ministry recently replaced German with Sanskrit as the third language in Kendriya Vidyalaya schools. According to the latest news, HRD Ministry is looking at how "foreign languages can be prescribed as an additional tool" in a "highly competitive world" and whether the three-language formula should be "debated". Write your viewpoint for/against the motion, to be presented in the morning assembly in about 150-200 words. Give examples to support your argument. **(10 marks)**

26. 'Homework should be abolished from the School Curriculum'. It is an unnecessary burden. Rather than becoming a challenging activity which is supposed to refine the skills and concepts learnt in school, it is becoming more of a stressful activity not only for the children but also for the parents. Do you agree or disagree? **(10 marks)**

27. Modern lifestyle means that many parents have little time for their children. Many children suffer because they do not get as much attention from their parents as children did in the past. Do you agree or disagree? **(10 marks)**

28. Taking a gap year between finishing high school and starting university has many advantages. Do you agree or disagree? Give reasons. **(10 marks)**

29. Using a computer every day can have more negative than positive effects on your children. Do you agree or disagree? **(10 marks)**

30. Computers and modems have made it possible for office workers to do much of their work from home, instead of working in offices every day. Working from home should be encouraged as it is good for workers and employers. Do you agree or disagree? **(10 marks)**

31. Nowadays, many students have the opportunity to study for part or all of their courses in foreign countries. While studying abroad brings many benefits to an individual student, it also has a number of disadvantages. Do you agree or disagree? **(10 marks)**

32. In some countries, young people are encouraged to work or travel for a year between finishing high school and starting university studies. Give your viewpoint for or against the motion. **(10 marks)**

33. Some people believe that university students should be required to attend the classes provided. Others believe that going to classes should be optional. Which point of view do you agree with? Write your viewpoint for or against the motion, to be presented in the morning assembly in about 150-200 words. **(10 marks)**

34. The Nilgiris Senior Secondary School is holding an interschool debate on the topic, 'School bullies are a menace; they should be expelled'. You will be participating from your school in the debate. Write your debate in 150-200 words choosing a stand for or against the motion. **(10 marks) [*CBSE 2019 (1/4/2)*]**

35. Write a debate in 150-200 words either for or against the motion: 'A person himself is his own best career consellor'. **(10 marks) [*CBSE 2019 (1/5/2)*]**

8 SPEECH

The purpose of a speech is to convey one's thoughts or opinions, share information with or spread awareness among a large number of people.

A good speech has clarity of thought and expression, accuracy of facts and an unbiased view of issues. Keep the speech to the point.

INTRODUCTION

- Attention getter
- Previews the topics and main ideas
- Establishes credibility as a speaker

BODY

- Discuss your main ideas
- Include sub-points along with main points
- Make sure your main points are related to each other
- Include cohesive markers. Check for coherence

CONCLUSION

- Sum up all your key points
- Give a good closing statement

SAMPLE SPEECH

1. **On the occasion of International Museum Day, prepare a speech, in about 150-200 words, for the morning assembly, on the role of museums in preserving history and heritage. Also mention how students can benefit from visiting museums. You are Karuna/Karan.** **(10 marks)**

[*CBSE Sample Paper 2017*]

Ans. Good morning, respectable Principal Madam, teachers and my dear friends! Today, I Karan would like to deliver a speech on the role of museums in preserving history and heritage.

Today is 'International Museum Day' and we need to remind ourselves about the rich cultural heritage of India from Kanyakumari to Everest Peak. Preservations of artefacts and exhibits of care value, unearthed by archaeologists at various sites prove to be an invaluable source of information which many historians can with authenticity, jot down in books for handing down facts, discovered about lost civilisations or kingdoms. These not only encourage more excavations but an eagerness among scholars and researchers to hunt for more concrete information for verification of historical facts already accepted. The Egyptian mummies, the Indus Valley Civilization tools, the parts of the sunken Titanic arouse more and more curiosities. This in turn helps students to develop pride in their cultural heritage. This also becomes a part of a student's informal education and help in the holistic growth of a student.

Thank you

2. **As Mukul/Mahima of Alps Public School, write a speech in about 150-200 words to be delivered in school assembly highlighting the importance of cleanliness suggesting that the state of cleanliness reflects the character of its citizens.** **(10 marks)**

[*CBSE Sample Paper 2019*]

Ans. Good Morning!

Respected teachers and my dear friends. Today, I, Mahima of Class XII of Alps Public School am here to share my views on the topic, "Importance of Cleanliness".

It has been rightly said that "Cleanliness is next to Godliness". The term cleanliness implies the absence of dust, dirt garbage or waste, etc. If one wants to be healthy and fit, healthy environment is necessary. It is important for everyone's mind and body as well as spirit like water and oxygen. The dirty environment affects the health of the people.

The state of cleanliness reflects the character of its citizens. We can take a live example of today, when people travel in metro train, they never litter their surroundings, but once they come out of that vicinity, they hardly care. This habit shows their character. If we keep our surroundings clean, it will help in the nation-building exercise too as it will attract more tourists in the country.

Awareness of the cleanliness is the need of the hour in our country where the diseases like viral fever, swine flu, malaria, jaundice, etc. are spreading fastly. The awareness camps should be organised by government, private organisations and NGOs, and people to make the areas neat and clean. People in society and community should organise rallies. The revolution of 'Clean India Campaign' is progressively making us aware. We have to continue it by understanding the motto, "Importance and Necessity of Cleanliness".

3. **The recent rise in incidents of violent behaviour of students is a matter of concern for all. The problem can be cured if students learn how to manage anger. Write a speech on the topic in 150-200 words to be delivered in the school morning assembly.**

(10 marks) [*CBSE (Compartment) 2018*]

Ans. Good Morning!

Respected teachers and my dear friends. Today, I, Romila of Class XII am here to deliver my views on the topic, "Violence Among Students".

Recent news of the students' aggressiveness within the educational institution make everyone think over it, how violent today's students are. Be it the school premises or any other place, they are unable to control their anger. On trivial issues, they become temperamental and are dealt with vandalism.

Why do these students have such hostile and antagonistic approach? There are so many reasons. The 'low self-esteem' among the students gives way to 'fear of failure, as a result, they become frustrated and adopt combative attitude. They want to be the centre of attraction by showing their authority, covering their deficit in other areas of skills. They don't know how to manage their anger. These are the students classically regarded as 'Problem Students'. They often have Attention Deficit Hyperactivity Disorder (ADHD) and show verbal aggression as arguing, cut-down, threats, bossing, sarcasm and teasing. On the other hand, they show physical aggression exhibiting actions like kicking, lifting, fighting, hurting others, and destroying things and objects as well.

This problem can be curbed by teaching them how to manage anger through introspection, meditation and counselling. Focus should be on moral science and anger management for these students. Parents of these students should be given tips on how to deal with patience and love. They should be taught to adopt helping attitude. They should be appreciated for the task given to them rather than reprimanding and insulting them before other students. They should be made to come out of their shell of violence through love and care, and giving them what they desire.

Thank you

4. **Your PGT English Ms. Geetha is a short story writer also. 'Sky is not Far' is a collection of her latest short stories. This book has won a national award. Write a speech in 150-200 words you will deliver in her honour in the morning assembly.** **(10 marks)**

[*CBSE (Delhi) 2017*]

Ans. A very good morning to Principal Sir/Ma'am, respected teachers and dear friends. I, Anita, would like to speak about our PGT English, Ms. Geetha, a national awardee for her collection of short stories, 'Sky is Not Far'.

Ma'am has had this literary talent for a long time. Many of us have already been made familiar with her publications earlier too. We were touched many a time, when in our Literary Club, she read out some of her short stories and requested us to write scripts to enact them in various functions in our school, in the special assemblies and on two annual day programmes. The themes of her stories are child labour, old age crises, girl child, women empowerment, necessity of ethics for binding family members, compatibility, love for nature and so on. Her lucid style, simple language, credible characterisation must have moved the jury to select her collection for the National Award. We are proud

of Geetha Ma'am as she is an inspiration for us, who wish to follow her footsteps. Let's hope with the passage of time, she is endowed with more and more awards.

Thank you all. Have a nice day.

5. **As a Principal of your school, you have found some students reaching school late in the morning, coming late to their classrooms after recess, and returning lazily to the theory class after doing practicals in the laboratory. Write a speech in 150-200 words that you will deliver on the importance of discipline and punctuality in life.**

(10 marks) [*CBSE (F) 2017*]

Ans. Good morning students and my dear colleagues. Having noticed the current state of discipline followed by the students, it has become imperative for me as the Principal of this school to enlighten all of you on the significance of discipline in our lives to become successful in our pursuits. Discipline, as understood by most of us, is not about putting ourselves under constraint; it is not about curtailment of freedom but about taming the mind in order to channelise our energies toward goals of greater happiness of life. Discipline leads to consistent enjoyment of freedom, since it is synonymous to organised life. Discipline begins with punctuality. Being punctual means doing the right thing at the right time. Punctuality ensures that our efforts get due recognition and reward.

Discipline is a virtue. Lack of it can easily fail even the most experienced and knowledgeable person. It is essential for all of us in our respective pursuits to obey certain rules and regulations. Be it a homemaker at home, student in school or college, soldier in a battlefield, player in playground, administer in administration, etc. It demands self-control and dedication. However, the discipline is an art of living life which could be honed only by practising your dos and don'ts according to your priorities in life. Therefore, I would expect all of you to make it a part of your life and see the change in yourself.

Thank you

6. **You are Suraj/Sandhya of Gargi Senior Secondary School, Delhi. Games and Sports should be made compulsory in schools. Write a speech for morning assembly on the 'Importance of Games and Sports in Personality Development' in about 150-200 words.**

(10 marks)

[*CBSE Sample Paper 2015*]

Ans. Good morning to one and all. Honourable Principal Sir, respected teachers and my dear friends. Today, I, Sandhya, would like to share my views on the topic, 'Importance of Games and Sports in Personality Development'.

Sports and Games play a great role in developing our physical fitness. Playing a sport is undoubtedly a fun activity. But did you know that regular sporting activities not only take care of our physical fitness but also enhance our personality and help in maintaining our mental well-being. To top it all, it's also a great source of entertainment!

It helps develop leadership qualities too and foster a sense of team spirit. Sports inculcate a sense of competition and help deal with success and failure with a positive spirit. Games and sports also help in the development of social skills. It teaches us to interact with people, communicate with them and collaborate as a team. It fosters collective thinking and harnesses your planning and delegation skills too. It is more joyful than sitting in front of a stationary computer and chatting. Sports make us active,

agile and alert. So, don't just sit and chat during the games period. After all it has so many benefits for the body, mind and soul.

Thank you

7. **You have been asked to participate in a debate competition on the topic: "Community service once a week should be introduced in all schools and should be graded". Write the speech in about 150-200 words either for or against the motion.** **(10 marks)** ***[CBSE Sample Paper 2015]***

Ans. Respected Chairperson, honourable judges, and my dear friends, I stand here today to speak for the motion, "Community service once a week should be introduced in all schools and should be graded".

Community service helps students extend learning beyond the classroom and into the community. It also promotes civic responsibility through active participation in service. It fosters a sense of caring for others, and to develop a habit of volunteer service to those in need. Community service also helps in building character. It teaches selflessness. All these positive aspects show the importance of community service. That is why, it should be introduced in schools and made compulsory. It is a way of giving back to the society. It also helps in keeping children busy and away from addictions.

However, it is important that it be graded. Since it is a compulsion and not a voluntary activity, students will not do it properly and not take it seriously. In order to understand the importance of such things, students should be graded. Just like the other subjects, the grade in community service should also be a criterion for admission to various colleges.

Thank you

8. **You are Head Boy/ Head Girl of your school. Write a speech in about 150-200 words on the relevance of good etiquette and cultured behaviour.** **(10 marks)**

Ans. Good morning to everyone present here. Today, as the Head Boy of the school, I stand before you to deliver a speech on the relevance of good etiquette and cultured behaviour.

I ask you all, what is the purpose of education? Is it to simply read, write and calculate or is it to develop our minds in a way that we can conduct ourselves as responsible citizens who can work for the progress of this great nation? I am sure you would go with the second option. And that is because we all know that to teach manners and the way we treat our fellow beings is what reflects how educated we are.

Be it home, at school, on the street or anywhere else, good manners are respected everywhere and they reflect well on your upbringing. Greeting teachers courteously, showing respect to your seniors and care towards your juniors are only some little ways in which you can become responsible members of the society. Every member of the audience would agree with me when I say that we all always want to be treated with respect. And to get respect, we need to give it. Therefore, it is always my humble appeal to all present here to conduct yourself appropriately.

9. **Recent rains and consequent water-logging have increased the risk of malaria and dengue. Write a speech in 150-200 words to be delivered in the morning assembly advising the students on prevention of and protection against these ailments and the steps that the school has taken to prevent mosquito breeding in and around the school. Imagine you are the Principal of the school.** **(10 marks)** ***[CBSE Delhi 2015]***

Ans. A very good morning to my colleagues and dear students. It is more a good morning today, because after so many days, finally today, it is not raining. It is nice to be out in the sun but dear children, we need to be really careful. Recent rains and consequent water-logging have increased the risk of malaria and dengue. Be it your school or home, the conditions are the same. At school, fogging has been done by municipal authorities. As you can see, the school looks cleaner today. We had employed more workers to get the school compound and its surroundings clean. I know it is still the summer uniform time. But to protect ourselves from dengue and malaria, it is important that full-sleeve clothes are worn. From tomorrow, you all have to wear your winter shirt, along with trousers. Do not worry, all this is only till this risk of dengue and malaria is present. At home also, you can take preventive measures. Do not allow water-logging in or around your homes, in ditches, drains, potted plants, etc. Maintain cleanliness, so that diseases can be kept at bay. If you are not using water coolers at home, ensure that they are dry and clean. Also try and use mosquito nets, mosquito coils, repellents, etc. After all, prevention is better than cure. Let us endeavour to make us less susceptible to dengue and malaria.

10. Although students have been using cell phones consistently in their daily lives for almost a decade, schools continue to resist allowing the devices into the classroom. Schools generally grapple with new technologies, but cell phones' reputation as a nuisance and a distraction has been hard to dislodge. Using information given below prepare a speech in about 150-200 words.

- **encourage the non-educational use of devices in school**
- **they will be a significant distraction for teachers and students**
- **a potential tool for cheating**
- **could encourage cyberbullying**
- **other hand BYOD-Bring Your Own Device is gaining momentum as a learning tool**
- **can be cost effective**
- **banning any type of technology may foster inequity develop rules for how students physically handle the device in the class** **(10 marks) [*CBSE Sample Paper 2016*]**

Ans. Good morning to one and all. Honourable Principal Sir, respected teachers and my dear friends. Today, I, Shalini, am here to share my views on 'Mobile technology in schools'.

Of late, a new teaching-learning tool has come in our midst—the mobile devices. Critics believe that allowing these devices will only encourage their non-educational use in school. They feel that they will be a significant distraction for teachers and students. They also feel that it is a potential tool for cheating.

But I feel that if used judiciously, its benefits outweigh its negative points. These days, it has stopped being only a toy for entertainment and has in fact gained momentum as a learning tool. Students are more motivated to finish lessons on mobile devices than through traditional textbooks and workbooks. Using mobile technology makes students get more involved in classes. They correct mistakes in real time and are more excited to do the task. It is also cost effective for schools who need not purchase technology for students. Teacher authority might be undermined when mobile technology is allowed in classroom. But at the end of the day, the job of the teacher is to be the simulator and to guide the students. The only thing that changes is the traditional books. When used

the right way, mobile technology has the potential to help students learn more and comprehend that knowledge. Though in India, not every student has a mobile at home. We can use this technology to make learners aware of how mobiles can be used for more than just to play games or to listen to music. Privacy issues should be considered and tracking of cookies should be done. All this will facilitate proper learning and help learners not deviate from the goal.

Thank you

11. The use of tobacco in cigarettes and other forms is a great health hazard. People do not pay much heed even to the statutory warning on cigarette packs. On the occasion of 'No Tobacco Day' write a speech in about 150-200 words about the hazards of tobacco, giving arguments for your stand. You are Shalini/Suraj of Greenfields Public School. **(10 marks)**

[*CBSE Sample Paper 2016*]

Ans. Good morning to one and all. Honourable Principal Sir, respected teachers and my dear friends. Today, I, Shalini, am here to share my views on the 'Hazards of Tobacco'. Tobacco no matter which form it is, like cigarettes (even light or filtered), cigars, chewable tobacco or huqqa, is a silent killer. Though tobacco does not kill anyone directly, but the large number of toxic chemicals including nicotine that are found in such products cause various illnesses. Of these prominent are various pulmonary and pregnancy related complications. The most notable ill effect is cancer. Many people might say that they are healthy and young. They would quit later on in life. However, they fail to understand that the smoking is similar to corrosion. It is a slow but an irreversible process. The death rate of smokers is twice than that of non-smokers. People who smoke compromise with their life. They have bouts of cough with phlegm, feel weak and have a low stamina, become breathless easily and so on. People do not pay much heed even to the statutory warning on cigarette packs. Non-smokers also fall a victim to second hand smoke and suffer from various deadly diseases. At the end, I would like to say, 'Quit tobacco live long!' It is the best gift you can give to yourself and your family.

Thank you

12. Due to incessant rains during the past few weeks, the Army has launched '*Operation Megh Rahat*' in Naoshera, Rajouri, Thanamandi and Poonch districts of Jammu and Kashmir in coordination with the civil authorities for search, rescue and relief of people. Taking cue from the picture write a speech in about 150-200 words to be given at the Republic Day programme in your school, applauding the role of the army and the need to boost their morale. You are Shalini/Suraj of Greenfields Public School.

(10 marks)[*CBSE Sample Paper 2016*]

Ans. Great are the heroes who lay down their lives fighting for the country. Also great are those who without caring for their own safety help people in the hour of need.

Good morning to one and all. Honourable Principal Sir, respected teachers and my dear friends. Today, I, Suraj, am here to express my views about, 'Our Indian Army'.

Our heroes, the army men fight at the border for the country. Be it rain, snow or thunderstorm, they are forever there to help us lead a safe life. We sleep without fear every night without thinking of an impending attack by the enemy; all thanks to them. These heroes spend sleepless nights at the border to ensure that we sleep peacefully. Not only at the border, these men also coordinate with the civil authorities for search, rescue and relief of people. Be it the incessant rains in Uttarakhand, Mumbai, Tamil Nadu and Jammu and Kashmir or the floods in Assam and Bihar, we find the army always at the forefront searching and rescuing people. Just like a true friend, they are always there in the hour of need. Due to incessant rains during the past few weeks, the Army has launched '*Operation Megh Rahat*' in Naoshera, Rajouri, Thanamandi and Poonch districts of Jammu and Kashmir in coordination with the civil authorities for search, rescue and relief of people. We find many other such programs to help the civilians. Let us not forget these people when we see them on the road. A simple smile and 'Thank You' when you see these people will help a long way. It will boost their morale. On this Republic Day, let us all salute these great men who help us live peacefully every day.

Jai Hind

13. Write a speech in 150-200 words on 'Benefits of early rising' to be delivered by you in the morning assembly of your school. You are Karuna/Karan, Head Girl/Head Boy.

(10 marks)

[*CBSE Delhi 2016*]

Ans. Honourable Principal Ma'am, respected teachers and my dear friends. Today, I, Karuna, stand before you to express my views on 'Benefits of early rising'. All of us have heard the famous saying "Early to bed and early to rise makes a man, healthy, wealthy and wise". But how exactly is rising early beneficial.

An early riser has many advantages over the late riser. In early morning, nature is at its best. Early rising enables us to breathe fresh morning air and enjoy a variety of natural sights which a late riser can't even dream of. The early riser finds time to do exercises, yoga and meditation, which are most beneficial when done in the morning. It will keep the person calm, happy and energetic throughout the day. Early rising enables us to start our day's work early when the mind is fresh and there are no distractions. It also helps plan out our day which is not possible for a late riser who would be virtually running to get things done. It is also said that whatever is studied early in the morning is retained for a longer time. The early riser has no hurry to do his work. They have sufficient time to do their work thoroughly. You can also help your parents with household chores. With all these benefits of rising early, I am sure all of us should start rising early. After all, it is the early bird that catches the worm.

Thank you

14. Write a speech in 150-200 words on the topic, 'Library plays an important role at school'. It is to be delivered in the morning assembly. You are Karuna/Karan, Head Girl/Head Boy. **(10 marks)**

[CBSE Delhi 2016]

Ans. **Importance of Library**

Respected Principal Sir, teachers and my dear friends. Today, I, Karuna, stand before you to present my views on the importance of library at schools.

The school library is integral to the teaching and learning process. It facilitates the work of the classroom teacher and ensures that each student has equal access to resources, irrespective of home opportunities or constraints.

The modern trend in education is to encourage students to collect their own information from various sources. From this point of view, reading in a library itself is a part of school education.

A library is indispensable for such modern methods of teaching as problem-solving method, project method, assignment methods supervised study, etc. Thus, a library is the hub of intellectual activity in a recognised school and plays the same part, for all subjects, as does a laboratory for science subjects, or a workshop for technical subjects. Not only for academic purposes, for earnest readers, school library is a boon. In today's age, where the reading habit is dying fast, it helps in cultivating reading habits from a young age itself. Reading forms character of a person. What better place to start such a good habit, then our very own school library. Let us resolve to use our school library to the full, for that is what can make us not only intellectuals but also good individuals.

Thank you

15. Write a speech in 150-200 words on the topic, 'A student must know how to manage his time'. It is to be delivered in the morning assembly. You are Karan/Karuna, Head Boy/Head Girl of the school. **(10 marks)**

[CBSE (AI) 2016]

Ans. Good Morning everyone. Respected Principal Sir, teachers and my dear friends. Today, I, Karan, stand before you to express my views on 'Time management'. This my friends is especially important for all of us. Especially with the board exams and entrance exams round the corner, I feel it is only appropriate to stress on this most important commodity-Time. It is a challenge to score well in board exams as preparation for entrance exams are also going on. For my friends who would not be taking the boards this year, well, managing time is equally important for all of you as well. Time management is the way one organises and plans how much time is required for specific activities. Good time management leads to greater productivity and efficiency; a better professional reputation and lesser stress. It also leads to better opportunities. Poor time management can lead to missed deadlines, inefficient workflow and a stalled career. One needs to understand and control the interruptions and judiciously manage time. Set your goals and work hard towards achieving them. The most important way to manage time is to stop procrastinating– Stop saying 'I will do it later'. There is never a better time than now. I hope we all have learnt the value of time. Now, without wasting more of your precious time, here is wishing all the best for all the exams.

Thank you

16. Write a speech in 150-200 words on the topic, 'Discipline shapes the future of a student'. It is to be delivered in the morning assembly. You are Karuna/Karan. (10 marks)
[CBSE (AI) 2016]

Ans. Honourable Principal Sir, respected teachers and my dear friends. Today, I, Karuna, stand before you to express my views on the topic, 'Discipline shapes the future of a student'.

Discipline means order or code of behaviour. It is the key to success. One needs to inculcate a sense of duty and obedience in life to be successful. Self-discipline is essential not only in student life but is important in all walks and ages of life. The absence of a structure in life leads to absolute chaos and confusion in life. Self-discipline needs to be inculcated early in life. It helps to promote restraint, builds self-confidence. It balances personality and inculcates good work ethics. Discipline is a must whether we are at school or home. In today's life, where there is a cut-throat competition and time is extremely precious, self-discipline is the most essential quality. Through self-discipline will come concentration which will in turn help a student to scale new heights. Discipline includes a system in our personal and public life. It creates an order, that is easy to follow. With order comes structure, time management, and a systematic rhythm of our lives. So from today, let us aim to be more self-disciplined.

Thank you

17. Write a speech in 150-200 words to be delivered in the morning assembly on the topic, 'Water, a valuable asset, conservation at home and at school'. You are Karuna/Karan. (10 marks)
[CBSE (AI) 2016]

Ans. Imagine a time when water becomes so costly that we have to pay to use water for our daily needs. Imagine how it would be to pay through our noses for drops of water. Whether such a situation remains a fantasy or becomes a reality is up to us.

Honourable Principal Sir, respected teachers and my dear friends. Today, I, Karuna, stand before you to present my views on the topic 'Water, a valuable asset, conservation at home and at school'. Water is the unique source of life. Without water, we cannot imagine the life here. Water is considered an endless source of renewable energy, but what if we keep on wasting it and one day it becomes a non-renewable source. With most of the organisms on this planet dependent on water for living, would it not lead to a war? Already many communities around the world are running out of water. Construction of desalination plants, reservoirs or importing water seem too costly remedies, but this would be the only solution left if we do not take immediate measures to conserve water at home and at school. Simple measures like closing the tap when not in use and saving water from contamination would help. We can save water at home by making smart choices like rainwater harvesting and recycling of water. Everyone should be aware of the water shortage rules and restrictions and strictly follow in their own area. Water conservation techniques should be promoted on every news media, such as TV, newspaper, radio, FM, community newsletters, bulletin boards, banners, etc. People should be more active in their area to report (to their owner, local authorities, water management of district) any problems related to water loss through broken pipes, errant sprinklers, open hydrants, abandoned free-flowing wells, etc. With all these measures, we would surely be able to conserve water for our future generations.

Thank you

18. Regular practice of yoga is useful in maintaining good health. It is also important for good concentration and peace of mind. You are Shivam/Shabnam.

Write a speech in 150-200 words to be delivered in the morning assembly of your school, highlighting the impact of yoga in our life. **(10 marks)**

[CBSE 2019 (1/1/1)]

Ans. Good morning friends. Today, I am going to speak on the importance of yoga in a person's life. Human beings are made up of three components—body, mind and soul, corresponding these there are three needs—health, knowledge and inner peace. Health is a physical need, knowledge is our psychological need and inner peace is our spiritual need. When all three are present, then there is harmony.

Yoga gives us relief from countless ailments at the physical level. The practice of the postures (asanas) strengthens the body and creates a feeling of well-being. From the psychological view point, yoga sharpens the intellect and aid in concentration; it steadies the emotions and encourages caring for others.

The practice of breathing techniques (pranayama) calms the mind. In the realm of the spiritual yoga, brings awareness and the ability to be still. Through meditation, inner peace is experienced. Thus, yoga is a practical philosophy involving every aspect of a person's being.

It teaches the evolution of the individual by the development of self-discipline and self-awareness. Anyone irrespective of age, health circumstances of life and religion can practice yoga. Yoga helps to discipline our sense of power with the power of our own.

If we peep into the benefits of yoga, there are numerous. It improves physical fitness, stress, controls general well-being, mental clarity and greater self-understanding. People of all ages can do yoga and it can also be adapted for people with disabilities or special needs. The asanas enhance muscle strength, coordination, flexibility and can help keep our body fit, control cholesterol level, reduces weight, normalises blood pressure and improves cardiovascular performance.

19. You are concerned about the cleanliness of parks, roads and even your school premises. In spite of various measures taken by local and school administration, lack of cleanliness is still a problem. You are Namita/Keshav. Prepare a speech in 150-200 words to be delivered in the morning assembly of your school on the topic, 'Cleanliness is the Responsibility of All'. **(10 marks)**

[CBSE 2019 (1/1/1) Set I]

Ans. Good morning, respected Principal, teachers and my dear friends. I am Keshav. I study in Class XII. Today, I would like to speak on the topic, 'Cleanliness is the Responsibility of All'.

Cleanliness is very important in our life from all the aspects. Cleanliness means absence of dirt, dust, stains and bad smells from the surrounding areas. They say that cleanliness is another name for godliness and rightly so. Nature provides us unadulterated and raw natural beauties. But man has acted as the greatest villain. We have polluted and deteriorated the environment beyond redemption.

Here, I would like to remind you all that inspite of various measures taken by the local and school administration, students are not helping the management in keeping our surroundings clean. They are supposed to support in keeping the school compound and verandas clean. But the findings point out to the contrary. It is sad and shocking

that some students of junior classes have decided that it is not their job to keep the school clean and tidy. They litter the school compound and verandas with left-overs after having their lunch. This act of theirs makes the school look unclean and untidy. Others throw garbage and rubbish not in the dustbins placed in the field but on the floors in the verandas. A few students also dirty the walls by making pencil or ink marks on the walls of the classrooms. Many students don't observe a decent toilet culture. They don't help in keeping the campus and the classrooms neat and clean. It is the duty of each and every student to keep the school and its surroundings neat and clean.

The school is a temple of learning. And this temple of learning must maintain its sanctity and cleanliness. We should not litter the school compound, verandas and classrooms with rubbish and left-overs. Let's make and maintain our school a pleasant place which reflects cleanliness, decency and decorum.

Exercise for Practice

1. Nothing is perfect in this world. We all agree. Yet when it comes to the physically challenged, we forget this and treat them differently. Many such persons are far better than able-bodied people in many respects. Write a speech in about 150-200 words, expressing your concern on the same, urging people to treat everyone with the same respect. Give examples of individuals, who have excelled despite their disabilities. You are Kamla/Karim. **(10 marks)**
2. You are Anil Kumar. Write a speech on 'Importance of Reservation of Seats for Women in Parliament' in 150-200 words. **(10 marks)**
3. Your thinking is different from your parents about food, films and lifestyle. Prepare a speech on 'Generation Gap—A Myth or Reality' in about 150-200 words. You are Hema/Haytham Singh. **(10 marks)**
4. Though people feel that 'brain-drain' is a phenomenon that India faced quite a few years back, you feel that it is still prevalent in the country. Write a speech in about 150-200 words, expressing your concern on the same. You are Gehna/Govind Kakkar.**(10 marks)**
5. India is known for its ethics, values and family system. In our country, youngsters live with their parents till they are old enough to care of themselves. In most of the families, youngsters continue living with their parents, so that they can take care of them in their old age. This was the trend prevalent in our country since many years. But of late, Indians have started aping the west in this trend too. We see many youngsters moving their parents to old age homes when their parents are not able to take care of themselves. Using information from the question, write a speech in about 150-200 words, for the morning assembly expressing your views and suggestions on the topic. You are Fatima/Farhan Rathore. **(10 marks)**
6. India is a tourist hub. Many tourists visit India for its natural beauty, food, culture and its monuments. To promote tourism and to cater to the needs of the tourists, Indians have started looking up at the culture of the tourists and in fact have started adapting the various ways of the culture of the tourists. Write a speech in about 150-200 words to be delivered in the morning assembly expressing your concern on the topic, 'Tourism destroys the culture of a place'. Use specific details and examples to support your speech. You are Evelyn/Edward Bose. **(10 marks)**

7. You see the children in your school paying less attention to cleanliness these days. As the Principal, you are quite concerned and would like the children to understand and learn the importance of cleanliness. You would also like to make them aware of the Swachh Bharat Abhiyaan. Write a speech in about 150-200 words to be delivered in the morning assembly expressing your views on the same. You are Daisy/Dinesh Shah. **(10 marks)**
8. You are concerned about the rising number of crimes against women. You feel that the society needs to change its outlook and embrace women whole-heartedly. You feel that it is more important to give respect to women than giving reservations. Upliftment of women is required but treating them as humans is more important. Write a speech in about 150-200 words expressing your views on 'Empowerment of Women'. You are Bela/Bala Subramanian. **(10 marks)**
9. Many cricket lovers have ridiculed India for not winning the World Cup. They feel that India did not put in enough efforts. You feel that Indians need to understand that sportsmanship is important. Playing well is much more important than winning and you feel that the Indian team put in their best efforts. Write a speech in about 150-200 words expressing your views on the same. You are Asha/Armaan Jain. **(10 marks)**
10. Regular practice of yoga can help in maintaining good health and even in the prevention of many ailments. Write a speech in 150-200 words to be delivered in the morning assembly on the usefulness of yoga. You are Fatima/Fernandes. **(10 marks) [*CBSE Delhi 2012*]**
11. 'CCE has changed the life of Teachers and Students'. Write a speech in about 150-200 words expressing your views on the same. You are Jaya/John. **(10 marks)**
12. You worked on a group project and found that some members didn't contribute much and got almost a "free ride". They were rewarded if the team did a good job. The members who put in a lot of efforts were not given any recognition. You also feel that certain major decisions take time since group work requires taking everyone's perspective as compared to when only a single individual is involved. Write a speech in about 150-200 words expressing your views on 'Individual work is more beneficial than group work'. You are Shyama/Rahim. **(10 marks)**
13. These days English has become an important part of our lives. Be it, to meet workplace demands, to interact with various people in our multi-lingual society or just for the sake of it, English learning has become paramount. Write a speech in about 150-200 words expressing your views on 'Importance of English in the Present World'. You are Rama/Ram. **(10 marks)**
14. People in India by and large are very religious. Almost all our schools begin their activities with a morning prayer. Write a speech in 150-200 words to be delivered in the assembly on the importance of morning prayers in the life of human beings. You are Ajay/Veena Yadav. **(10 marks) [*CBSE Delhi 2010*]**
15. Social networking sites and various mobile applications are making a slave of humans. People these days are addicted to them and have hardly any time for the real social interaction. Write a speech in about 150-200 words expressing your views on 'The impact of various social networking sites and mobile applications on real human interaction'. You are Lata/Lidwin. **(10 marks)**
16. Parents these days give more importance to small things like money, business, career and education than teaching their children the basics of life like respecting elders, being compassionate to others, being sensible, etc. In the future, these things matter more than

how many marks a child has scored or what education a child had. Write a speech in about 150-200 words expressing your views on the topic 'People pay too much attention to the less important things in life and fail to see the larger issues'. Use specific reasons and details to explain your opinion. You are Mohini/Mohit Mehrotra. **(10 marks)**

17. You are Ajay/Anu, Head Boy/Girl of KendriyaVidyalaya, Kanpur. You have seen some students of junior classes littering the school compound and verandas with tiffin left-overs. It makes the school look unclean and untidy. Write a speech in 150-200 words to be delivered in the morning assembly, advising such students to keep the school neat and clean. **(10 marks) [*CBSE 2012*]**

18. In your school, many children and parents worry about what career choices will be available for the children. As the counsellor, you have in fact met some children who were clueless about what to do and were even contemplating suicide because of anxiety about their future. All this has got you worried and you decide to address the Class XII students next day in the morning assembly. Write a speech in about 150-200 words expressing your views on this issue. Use specific reasons and details to explain your opinion. You are Neha/Namrit Malhotra. **(10 marks)**

19. A recent health check-up in your school revealed that many among your classmates were suffering from weak eyesight. You feel concerned. Write a speech in 150-200 words to be delivered in the morning assembly on how to protect your eyesight. Make use of the following clues: **(10 marks) [*CBSE Comptt. 2013*]**

- reading in bad light
- bad posture
- wrong direction from which light is coming
- excessive TV viewing
- regular washing of eyes
- eat more green vegetables
- enough sleep

20. Loudspeakers, bands, etc. create a lot of disturbance at all hours of day and night specially for the students and the sick. Write a speech in 150-200 words on 'The Rising Noise Pollution', to be delivered by you in the prayer assembly. You are Saurabh/Shobha. **(10 marks) [*CBSE Delhi Comptt. 2009*]**

21. Nowadays, just about everyone owns a cellphone but most of the users do not follow even the basic rules of cellphone conduct. They are seen speaking loudly taking a phone call in the middle of a meeting or even a funeral, etc. Write a speech in 150-200 words to be delivered in the assembly of your school to apprise fellow students of cellphone etiquette. **(10 marks) [*CBSE Comptt. Outside Delhi 2011*]**

22. You are Ram/Ranjan, a nutritionist. You have been invited to speak on 'Healthy Food'. Prepare a speech in 150-200 words pointing out how healthy food contributes to physical and mental well-being. **(10 marks)**

23. Children usually come to school without taking breakfast in the morning. This habit affects the performance of students in academics and sports adversely. Write a speech in about 150-200 words to be given in your school assembly giving the benefits of taking breakfast. **(10 marks) [*CBSE Sample Paper 2007*]**

24. The use of computers is becoming very popular in every sphere of life in India. Write a speech in about 150-200 words emphasising the advantages of using computers in everyday life. **(10 marks) [*CBSE Sample Paper 2007*]**

25. Of late you have read a lot of newspaper reports on the cases of violent behaviour by school children. Some instances have been quite injurious and harmful to the victims. You are shocked by these accounts and decide to share your views with your schoolmates. Write a speech for the morning assembly on the topic, 'Growing violence in children: causes and remedies'. You are Tushara/Tushar. **(10 marks)**

26. Tests and examinations are a central feature of school systems in many countries. Do you think the educational benefits of testing outweigh any disadvantages?

Write a speech for the morning assembly on the importance of tests. Also suggest solutions. You are Shivi/Shivalik. **(10 marks)**

27. In today's competitive world, many families find it necessary for both parents to go out to work. While some say the children in these families benefit from the additional income, others feel they lack support because of their parents' absence. Since your parents were working, you realise that having working parents is advantageous for children. Write a speech for the morning assembly in 150-200 words. You are Ruhina/Ratan. **(10 marks)**

28. Some people say that advertising encourages us to buy things that we really do not need. Others say that advertisements tell us about new products that may improve our lives. You love advertisements and feel that advertisements are just a means of presenting one's products and the final decision also lies with the consumer. Write a speech for the morning assembly in 150-200 words. You are Priya/Piyush. **(10 marks)**

29. Some people think that family is the most important influence on youngsters. Other people think that friends are the most important influence on youngsters. You feel that since youngsters spend more time with their family, they have more influence on them. Write a speech in 150-200 words expressing your views on the same. You are Omana/Oren. **(10 marks)**

30. Holi is a festival of colours. It expresses pure and simple joy. Sometimes we start throwing coloured water and that too on strangers. As the Head Boy/Head Girl of your school. Write a speech in 150-200 words that you will deliver in the morning assembly of your school, describing why Holi is played and how it should played. **(10 marks) [*CBSE (AI) 2017*]**

31. Cleanliness is very essential for the proper development of both mind and body. A student can study in a calm and happy way if everything around is neat and tidy. Your are Joan/John. Write a speech in 150-200 words for your school's morning assembly on 'Importance of Cleanliness in Life'. **(10 marks) [*CBSE 2019 (1/3/3)*]**

32. Students of senior classes sometimes quietly leave school to attend coaching outside and spend/waste a lot of money. As Principal of your school, write a speech in 150-200 words to be delivered in the morning assembly describing the importance of regular classroom teaching done by better qualified teachers who are more dedicated than others. You are Mr/Mrs S. Gupta. **(10 marks) [*CBSE (AI) 2017*]**

REPORT WRITING

9

A report is a factual description of an issue or a problem. A report is written for a clear purpose and for a particular audience. Various forms of reports are: newspaper reports, inquiry reports, progress or action taken report, a police report, a report of a meeting, etc., each having a distinct character and format.

It may include:

- the record of a sequence of events
- interpretation of the significance of these events or facts
- evaluation of the facts or result of research presented
- discussion of the outcome of a decision or course of action
- conclusions
- recommendations

Language focus

The language must be:

- accurate
- concise
- clear
- well structured (use shorter words rather than longer, with short sentences)
- free of jargon (may include a few)
- of uniform verb tense, preferably past tense

Important Points to Remember

- A report should be practical and convey all necessary information.
- It should be well structured with a title, run into small paragraphs and should be factual.
- All information should be factual.
- Report should have an appropriate conclusion or recommendation.
- Word limit of 150-200 words.

Format of the Report

HEADLINE OR 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 and 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) are 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.

SAMPLE REPORT

1. **5th June has been recognised as World Environment Day. Your school conducted various activities to commemorate the day. Write a report about it in about 150-200 words for your school magazine. You are Karuna/Karan.** *[CBSE Sample Paper 2017]* **(10 marks)**

Ans. **World Environment Day**

By Karan

5 June 20XX, Cuttack – Our school, Odisha Senior Secondary School

Cuttack celebrated World Environment Day from 7 a.m. to 11 a.m. in the school campus. The Educational Minister of the state, Mr Y.S. Patra, inaugurated the exhibition put up by the SST Dept. and students of the middle school. There were stalls exhibiting various recycled products, waste management methods, pollution control methods and schemes, awareness through posters, PowerPoint presentations, and role plays. The centre stage on the playground used Preserve Our Environment as a theme for songs, dances, mimes and a one act play saplings were generously distributed to encourage tree plantation at an individual's level. A debate and recitation competition were held on an inter-school basis. Our school got the Runners-up Trophy while GKP Public was adjudged the Best All Rounder. The celebration came to an end with a vote of thanks by the Headmistress, Sundarilaal Pathak and the National Anthem was sung by all of us.

2. **Cultural Society Sunshine Public School, Nellore organised an Adult Literacy Camp in its neighbourhood. Write a report in 150-200 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 **(10 marks) [*CBSE (Delhi) 2017*]**

Ans. **Adult Literacy Camp**

By *P.V. Sunitha, Secretary, Cultural Society, Sunshine Public School, Nellore*

Nellore, May 01, 20XX: A commendable step was taken by the members of our Cultural Society of the school to organise a Literacy Camp to invite members of the local school-clubs, residents of various welfare organisations and several NGOs to be a part of it.

The camp started around 8 a.m. It was inaugurated by the District Literacy Chairperson, Dr Nitin Rahtogi. Various NGOs, local clubs and schools had sent their representatives. The total number of volunteers registered was 450. There were six experienced trainers who systematically explained with tools how the literacy programme is to be introduced in different pockets and continued in these phases to reach its target annually. Classes were held in six different spots within a short radius of the camp. The main tools were blackboards, chairs, basic texts on reading, writing and arithmetic. The camp lasted for five hours with a snack break for half an hour.

The volunteers expressed their gratitude for getting the opportunity of learning more than they expected, for the beneficial interactive sessions and for getting a scope to clear their doubts. The camp came to an end with the vote of thanks from the President of the host club.

3. **Your school is situated near a road intersection. Last week, in the morning, a bus coming at a great speed overturned when it braked suddenly. Senior students of your school rushed out and did everything to save the passengers. You were part of the rescue efforts. Write a report in 150-200 words on the accident and your friends' role, for your school newsletter. You are George/Mary.** **[*CBSE (AI) 2017*]** **(10 marks)**

Ans. **Bus Overturns on NH2 and NHPC Crossing**

By *Mary*

Pari Chowk, March 10, 20XX

At about 8.30 a.m., yesterday, a private bus, carrying passengers, of Rome S-22, coming at break-neck speed, while trying to overtake a Honda City, braked suddenly as a boy ran to cross over the other side of NHPC or Pari Chowk. In seconds, the bus overturned.

It could have been that the driver lost full control of the bus and the breaks failed or the size of the bus was incompatible with its speed and the sudden break. Passengers could be heard yelling and crying for help. As the school had not started, the High School students near the school gates immediately rushed to the spot, tried to get ladders and after breaking the glass panes, dragged passengers who were terrified and injured. Some were already with broken heads and limbs. Local help came in ten-fifteen minutes. Ambulance arrived and the police from the nearby police station on being called up by a senior student arrived to help in the rescue operation. There were 40 passengers on

the whole. 3 women passed away, 5 children had serious injuries, some were moved to the nearby hospital, while a few were given first-aid by the school medical team and sent away. The driver had serious head injury and a broken arm, while the helper died on spot.

It is high time that drivers become more responsible, frequent police patrol is arranged for at intersections and heavy penalty is imposed on crossing speed limits.

4. Last month, Adventure Club, Sunshine Public School, Rampur organised a trek around Corbett National Park. During the eight-hour trek, the group lost its way but ultimately reached the starting point. On return, you, Asim/Asha, the group leader made a report on the trek to the Principal. Write his/her report in 150-200 words.

(10 marks) [*CBSE (F) 2017*]

Ans. **School Trip: Trek Around Corbett National Park**

By *Asim*

The Adventure Club of our school organised an eight-hour trek around Corbett National Park. A group of 30 students and 3 teachers embarked on the trip. It was a fun-filled trip away from school and home. Trekking through beautiful forests provided a glimpse of the beautiful scenic foothills and the Himalayan Mountain.

We reached Corbett in the morning at 6:00 a.m. in our school bus. After reaching there, we had our breakfast, which was not only healthy but also tasty. Then we began preparation for the trek. The teachers divided all the students in three groups for the trek. Each group was to be led by a teacher. Our guide gave us all the instructions of dos and don'ts during the trek. We were all very excited and enthusiastic.

5. Traffic police has launched a special drive against pollution-causing vehicles. This has led to traffic jams and crowds at important intersections. Write a report in 150-200 words to be published in 'Chennai Times'. You are Prince/Priya, 12, M.G. Road, Adayar, Chennai.

(10 marks)

[*CBSE Delhi 2013*]

Ans. **Drive against Pollution-causing Vehicles**

–Priya

Chennai Times

Traffic jams are a common sight in Chennai. But these days, they are on a rise. All because of the special drive by traffic police against pollution-causing vehicles. Important intersections have been chosen and the concerned people can be seen in groups stationed at these points. Each and every vehicle is being stopped and their 'No Pollution certificates' are being checked. ₹ 1000/- is being charged as fine for the lapse. This drive is a positive step in achieving a pollution-free environment but has created a lot of inconvenience for the public and the daily commuters, as it has led to traffic jams. People are stranded on the roads for hours, getting late for their place of work. Though the new drive is highly appreciated by the people, they also feel that it is important that the public should not suffer. The authorities must find an alternative way for such a check that would cause less inconvenience to the general public.

6. **You are Karan/Kirti of L.M. Memorial Public School, Dwarka. Your school has adopted a village as a social responsibility. Students are being taken to teach the children of the village on a regular basis. Write a report, for your school magazine, on the various other programmes organised there in 150-200 words. (10 marks) [*CBSE Sample Paper 2019*]**

Ans. **Village Adoption – A Social Responsibility**

By *Karan*

Recently, the students of L.M. Memorial Public School were taken to a village in the Periphery of Delhi. This village named as 'Khyala' near Najafgarh was adopted by our school for a month as a social responsibility. The main motive for this adoption was to spread awareness among the people about cleanliness, adult education, girl-child education and removing the social evil of poverty and illiteracy. The students from Classes IX and XII participated in it. The village students were given elementary knowledge. They were taught alphabet, addition, subtraction, etc. Not only this, they cleaned the surroundings of the village and showed the people the need to maintain cleanliness through street play. Old people were also attended with great care. The students provided them with some necessary day-to-day things. It was innovative and informative on the part of the villagers. The students learnt how to connect with the roots of our country. Overall, it was a memorable experience for all to serve the people of this village.

7. **An NGO, 'Health for All' organised a health check-up camp in a slum at Amritsar. You are Ruchika/Raunak, and you visited the camp. Write a report in 150-200 words covering arrangements such as registration, check-up, tests carried out, etc.**

(10 marks) [*CBSE 2019 (1/2/1)*]

Ans. **Health Check-up Camp**

By *Ruchika*

Amritsar, March 2, 20XX

A medical health care camp was set up in Amritsar by the NGO-Health. In the camp, proper medical treatment of the people of Amritsar and nearby areas was done and remedial measures were provided, all free of cost, including the basic medicines required for early recovery.

Students of Guru Nanak University, Amritsar noted down the details of the people of slum area who had come for the health check-up. People were encouraged to do simple activities on a regular basis to get rid of excessive body pain. A Blood Pressure (BP) check was performed on every patient. After that, they were sent to their respective doctors where they were appropriately given the right directions regarding their health.

A large majority of people were suffering from chronic back pain, swelling, watery eyes and high/low BP. This is a prime example of how the slums can be served appropriately, if we are interested. We need not be high-profile citizens to bring about a change in the society. It is the willingness and enthusiasm which comes out from within that encourages you to work for the betterment of others.

8. As part of an Entrepreneurship project the commerce students of your school recently launched a product called oatlicious. They not only set up a company to produce the product but also designed its advertising and marketing strategy. Write a report in about 150-200 words for your school magazine giving details of the enterprise and its launch. You are Akshay/Akshita of Graham Public School, Indore **(10 marks)**

Ans. **Oatlicious—The product of Entrepreneurship project**

By *Akshita*

July 25, 20XX: The commerce students of our school recently launched a new breakfast product, Oatlicious. This was a part of their entrepreneurship project. The students went ahead to not only set up a company to produce the product but also designed its advertising and marketing strategy. Just like its name, the product tastes and looks delicious.

The product box has a picture of a huge bowl of delicious looking oats. The group also revealed that they have already started selling the product in small 10 rupees pack at the canteen. On the first day of the launch, the students gave free oat packets to the first ten students. Baveen, one of the team members revealed how much struggle they had to face initially to come up with an innovative idea for the project. According to him, it was just a project earlier but now it has become their dream. Baveen and his team found it hard to get sponsors earlier. He revealed how they did part time jobs and asked their parents to sponsor the project. Now that they are successful, Vibha, one of the teammates revealed that they are getting offers by many companies. They have however, not decided anything and are just happy and thankful with the response they got.

9. You are Sandhya/Sohan an active member of the Animal Lovers' Club which works for the welfare of animals by preventing cruelty to them. Recently, you visited Mahatma Gandhi Animal Care Home. You were pleasantly surprised to see the good treatment given to the animals. Write a report in 150-200 words on your visit. You may use the following points:

injured dogs and cats–abandoned pets–very old animals–all very well cared for–well-equipped medical room–veterinary surgeon–green surroundings.

(10 marks)

[CBSE (Compartment) 2018]

Ans. **Visit to Mahatma Gandhi Animal Care Home**

By *Sandhya, Member of Animal Lovers' Club*

Recently, I visited Mahatma Gandhi Animal Care Home with my team. Existence of animals adds charm to the natural surroundings. They too are the part of natural habitat. People leave them if they become old or have a disease. These abandoned pets are given shelter at Animal Care Home. My team was really surprised to see the care of these animals, when I saw how well they were being treated. There was a well-equipped medical room. A veterinary surgeon was also present. Animals were allowed to live in the natural surrounding there having their separate living places, huts and kennels, etc. Injured dogs and cats were also given a congenial environment. This was a positive step on the part of Animal Care Home. All the abandoned animals are searched and then brought to this home by the officials where they are medically and emotionally cared for. Overall, the visit to this Animal Home proved fruitful as it gave inspiration to the youth (members) to spread awareness to love animals rather than treating them with cruelty.

Exercise for Practice

1. You are Bhavan/Bhavika. As an active member of the Mountaineering Club of your school, you had participated in a summer camp organised by the Indian Mountaineering Association. Write a report on the camp and its activities for your school newsletter in 150-200 words. **(10 marks)**
2. You are Gagan/Geetika of Modern Era Public School, Hauz Khas, Delhi. You are the Sports Captain of your school. The annual sports were conducted last month. Write a report of the event for your school magazine in 150-200 words. **(10 marks)**
3. You are Aniket/Ankita. You participated in a Career Counselling Programme organised by '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 150-200 words for 'Employment Avenues'. **(10 marks)**
4. 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 on the programme for your school magazine in 150-200 words. **(10 marks)**
5. 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 150-200 words. **(10 marks)**
6. 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 150-200 words. **(10 marks)**
7. You are Devesh/Devika. As an active member of the Health Club of your school, you had participated in a first-aid training camp organised by the Red Cross Society of Malviya Nagar. Write a report on the camp and its activities for your school magazine in 150-200 words. **(10 marks)**
8. You are Evelyn/Edward. As a part of Swacch Bharat Abhiyaan, your school had organised a 'Cleanliness March' in the nearby locality. Write a report on the march and its activities for your school newsletter in 150-200 words. **(10 marks)**
9. You are Farhan/Fatima. Your class went on a field visit to the Cadbury Production section. This was part of the career selection drive by CBSE to explore the practical elements of various fields to facilitate judicious selection of careers by the students. Write a report of the visit for your school magazine in 150-200 words. **(10 marks)**
10. You are Arnika/Arnav. Recently, there was a small chemical explosion in your science lab due to misadventures of some students of Class IX. Write a report on the explosion for your school magazine in 150-200 words. **(10 marks)**
11. You are Hiten/Harshita. Your school recently celebrated 'World Food Day' by organising a healthy cooking competition, painting and poster competition. Eminent nutritionist, Ms Rama Khanna was the Chief Guest. Write a report on the celebration for your school magazine in 150-200 words. **(10 marks)**
12. You are Ishita/Imit. Your school organised a 'Blood Donation Camp' on 'World Health Day'. Various medical professionals were also invited to promote awareness about the importance of blood donation. Write a report on the camp and its activities for your school magazine in 150-200 words. **(10 marks)**

13. As the staff reporter of 'The Hindu', Delhi, you are asked to cover an incident of daylight robbery in Gurgaon. Write a report in 150-200 words. **(10 marks)**

14. You are John/Jenna. On 'World Disability Day', your school took you on a visit to Manav Sansar, an NGO for differently-abled people for their Annual Day celebration. Write a report about your visit in the school magazine in 150-200 words. **(10 marks)**

15. You are Lekha/Lalit, a reporter of a national daily. You recently visited a reality show and were quiet impressed by the young talent visible there. Write a report in 150-200 words on the reality show for your newspaper. **(10 marks)**

16. You are Ahmed/Adila. Your school recently celebrated its 25th Annual Day at Siri Fort Auditorium, New Delhi. As the school correspondent, write a report in 150-200 words for the school magazine. **(10 marks)**

17. 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 150-200 words for the city magazine, The Today. **(10 marks)**

18. You are Mudit/Mansi working as a newspaper reporter for The Indian Times. Yesterday, you were invited to attend a press conference convened by the Union Minister for Parliamentary Affairs on the proposed changes in the Constitution of India to provide a stable government to the country. Write a report in 150-200 words to be published in your paper covering the government's proposals. **(10 marks)**

19. During the floods in Kashmir, the Arts Club of your colony had organised various cultural activities to collect funds for the victims' families. As Rohit/Riya, the Cultural Secretary of the club, write a report for your newsletter about these activities and how you utilised the funds collected in 150-200 words. **(10 marks)**

20. You recently attended a workshop on creative writing that was conducted by Scholastic India Ltd. Write a report in about 150-200 words for your school magazine giving details. You are Akshay/Akshita of Graham Public School, Indore. **(10 marks)**

21. In your locality, a blood donation camp was organised by an NGO—'For Your Health'. Many people visited the camp and donated blood. Write a report in 150-200 words for a local newspaper covering the arrangements, doctors team, refreshment served, etc.

(10 marks) [*CBSE 2019 (1/1/2)*]

22. The Swachh Bharat Abhiyan is a sanitation programme that has caught everybody's attention. Your school held a sanitation programme where students cleaned the school as well as the streets in the neighbourhood and collected and segregated garbage. You are Vinod/Asha of St. Agnes School, Kanpur. Write a report in 150-200 words for your school magazine giving details of the programme that was held. Add details wherever necessary. **(10 marks) [*CBSE 2019 (1/5/2)*]**

SECTION–C

LITERATURE TEXTBOOKS

(Flamingo and Vistas)

(30 Marks)

FLAMINGO

A: PROSE

1. THE LAST LESSON
2. LOST SPRING
3. DEEP WATER
4. THE RATTRAP
5. INDIGO
6. POETS AND PANCAKES
7. THE INTERVIEW
8. GOING PLACES

B: POETRY

1. MY MOTHER AT SIXTY-SIX
2. AN ELEMENTARY SCHOOL CLASSROOM IN A SLUM
3. KEEPING QUIET
4. A THING OF BEAUTY
5. A ROADSIDE STAND
6. AUNT JENNIFER'S TIGERS

VISTAS

1. THE THIRD LEVEL
2. THE TIGER KING
3. JOURNEY TO THE END OF THE EARTH
4. THE ENEMY
5. SHOULD WIZARD HIT MOMMY?
6. ON THE FACE OF IT
7. EVANS TRIES AN O-LEVEL
8. MEMORIES OF CHILDHOOD

FLAMINGO : A. PROSE

THE LAST LESSON

—Alphonse Daudet

1

Introduction

'The Last Lesson' is set in the days of the Franco-Prussian War, led by Bismarck. Prussia defeated France and the French districts of Alsace and Lorraine passed into Prussian hands.

The two protagonists of the story, M. Hamel and Franz are from Alsace. M. Hamel is a French teacher and Franz is one of his students. The story revolves around how the war plays a pivotal role in their lives.

Theme

The chapter, 'The Last Lesson' covers the themes of patriotism, freedom of language and love for one's mother tongue. The story stresses on the importance of education and the necessity to respect and learn one's own language. It also reflects to the unfair practice of linguistic chauvinism – refers to an unreasonable pride in one's own language while disregarding other languages and considering it to be inferior.

Main Characters

Mr Hamel

- A sincere French teacher
  - Knew his subject well.
- Is passionate about the French language
  - Considers French the clearest, the most beautiful and the most logical language in the world.
  - Feels that language is the key to a person's sense of freedom.
  - Advises villagers to hold on to French, despite the ban on using the language.
- Is proud of being French
  - Upset and distressed by the occupation of Alsace by the Germans.
  - Attached to his town, school and people.
- Is a hard task master
  - Particular about discipline.
  - Emphasises proper learning of the subjects.
  - The students are scared of him.

- An honest and sensitive man
  - Shattered by the news of the occupation of Alsace.
  - At the arrival of Prussian soldiers, becomes overwhelmed with emotions and his voice chokes.
- Blames himself for being selfish at times
  - Blames himself for not being sincere and taking holiday or going for fishing.
  - Also for making his students run errands for him during class time.

Characteristics of M. Hamel: Emotional, hardworking, patriotic, loyal, honest and sensitive

Franz

- Sensitive and innocent
  - Blames himself for ignoring his lessons.
  - Worries about the German takeover.
- Loves nature
  - Enjoys sunshine, bird watching, chasing butterflies.
- Is conscious of his student duties
  - Wishes that he had prepared for the class.
  - Doesn't like being scolded in the class.
- Observant
  - Notices every little detail on his way to school.
  - Quick to observe the changes in his surroundings.
  - Observes M. Hamel's efforts to control his emotions.

Characteristics of Franz: Observant, sensitive, nature-lover, sincere and empathetic

Summary

Franz was a student in Mr Hamel's class at a school in Alsace. The country was now controlled by the Prussians. One day, a notice came from Berlin informing that French would no longer be used in classrooms. All classes would now be taught in German. Mr Hamel told his class that this was his last day of teaching. Everyone was surprised and sad. Mr Hamel told the students that they had to study hard and keep their French language alive. He said that if a country kept its language, only then it could never be enslaved by another country. Franz felt bad that he had not studied harder. After that, Mr Hamel had his final lessons in the class. All the students studied very diligently. They suddenly understood how important learning was. As the class came to an end, Mr Hamel looked very sad. Before he dismissed the class, he wrote on the blackboard in very large letters, "*Vive La France*!" Long live France!

Answers to NCERT Questions

Think as you read

1. **What was Franz expected to be prepared with for school that day?** [*CBSE Delhi 2011*]

Ans. Franz was expected to be prepared with participles. Mr Hamel had told the class that he would be taking a test on the topic that day.

2. **What did Franz notice that was usual about the school that day?**

Ans. Usually when the school begins, there would be a lot of commotions. But that day, everything was quiet and it appeared to be like a Sunday, but the students were at their places and Mr Hamel was walking up and down with his terrible iron ruler under his arm.

3. **What had been put up on the bulletin board?** [*CBSE Delhi 2011*]

Ans. The bulletin-board notified the general public about an order from Berlin. It stated that only German will be taught to the students in the schools of Alsace and Lorraine.

4. **What changes did the order from Berlin cause in school that day?**

Ans. The order from Berlin brought all the routine hustle-bustle of the school life to a standstill. The teacher, M. Hamel became more sympathetic to his students and taught his lessons with more patience. The students became more attentive in their classes. The villagers were sitting at the usually empty back benches and had come to show their respect and gratitude to M. Hamel. They regretted not going to school. The order also brought about a great change in people's feelings towards their country and their native language. There was a general sadness about not being able to utilise the opportunities of learning French when it was possible to do so.

5. **How did Franz's feelings about M. Hamel and the school change?** [*CBSE Delhi 2007*]

Ans. Franz was shocked when M. Hamel told the students about the order from Berlin and that it was their last French lesson. He forgot about his teacher's ruler and crankiness. He developed a sudden fondness for M. Hamel, and was disturbed by the idea of being separated from him forever. He understood the pain and agony his teacher was undergoing. And he became more sympathetic towards his teacher.

His school, too, now carried a different meaning. His books and lessons seemed old friends, whom he couldn't give up. He realised with pain that how much French meant to him and regretted not being attentive in his classes earlier. Suddenly, he felt that the 'difficult concepts' had never actually been difficult.

Understanding the Text

1. **The people in this story suddenly realise how precious their language is to them. What shows you this? Why does this happen?**

Ans. M. Hamel told the students and the villagers that henceforth only German would be taught in the schools of Alsace and Lorraine. Those who called themselves Frenchmen would neither be able to speak nor write it. He praised French as the most beautiful, the clearest and the most logical language in the world. He said that for the enslaved people that their language was the key out of prison. Only then the people realised the importance of their language. This shows people's love for their own culture, traditions and country. Pride in one's language reflects pride in the motherland.

2. **Franz thinks, "Will they make them sing in German, even the pigeons?" What could this mean?** ***[CBSE (AI) 2011]***

Ans. Alphonse Daudet's 'The Last Lesson' very prominently raises the question of linguistic and cultural hegemony of the colonial and imperial powers and their lust for controlling the world and influencing their cultures and identities. Enforcement of German on the defeated nation was a way of realising this. The order to teach German rather than French in schools was released.

Franz is flabbergasted on hearing this and understands that this order would deprive him of learning his mother tongue. He also wondered if the pigeons would have to coo in German. By compelling them to use a foreign language was like snatching away their language from them, which he felt would be unfair and unkind. The language was as natural to them as cooing is to the pigeon. So compulsion to speak another language is like dominating the force of nature and enslaving it. As it is next to impossible to alter the way pigeons sing, the same way, it is difficult for people to accept a language which is forcibly imposed on them. Adopting a new language causes pain and discomfort.

Or

This sentence could possibly mean that however hard the authorities try to embed German language in the culture of Alsace and Lorraine, the natural status of French for them, will remain unchanged. French flows in the air and the entire place is full of its effect. Even though they train students in German, the basic mode of communication would remain unchanged like the cooing of the pigeons.

Talking about the Text

1. **"When people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison." Can you think of examples in history where a conquered people had their language taken away from them or had a language imposed on them?**

Ans. Some examples of the native language taken away from its people and/or imposition of the language of the conqueror are:

(a) Portuguese becoming the lingua franca of Angola.
(b) English imposed on the various Celtic people.
(c) Spanish imposed on the Basques and the Catalans.
(d) Turkish imposed on the Kurds.

2. **What happens to a linguistic minority in a state? How do you think they can keep their language alive? For example:**

Punjabis in Bangalore
Tamilians in Mumbai
Kannadigas in Delhi
Gujaratis in Kolkata

Ans. A linguistic minority in a state does not have as much liberty to exercise linguistic skills as the natives of the state. They initially try to learn the jargons in order to cope with the day-to-day activities and finally begin to understand the native language with regular interaction. At the workplace and educational organisations, English or the link language helps a lot to cope with the work and learning process. But when it comes to understanding the basic norms of the society, in order to socialise, one does face a sort

of linguistic barrier during communication.

To keep their language alive, the linguistic minorities can form small communities where they can celebrate their festivals as per their traditions. Moreover, they can continue to speak their native language at their homes in order to make their children learn the language. People must even try to visit their native places at regular intervals in order to stay close to their roots.

3. Is it possible to carry pride in one's language too far? Do you know what 'linguistic chauvinism' means?

Ans. Yes, it is possible to carry pride in one's language too far if one is fond of one's own language at the cost of belittling of other languages. Indifference towards other languages is not healthy for any democracy like India.

When the sense of belonging to one's own language crosses the thin line between 'pride' and 'proud', it becomes linguistic chauvinism. If people feel good about their language and traditions, they must have tolerance for other languages too. Everybody has the right to follow the religion as well as speak the language as per their choice.

Working with Words

Notice the underlined words in these sentences and tick the option that best explains their meanings.

(a) ***"What a <u>thunderclap</u> these words were to me!"***

The words were

(i) loud and clear.

(ii) startling and unexpected.

(iii) pleasant and welcome.

(b) ***"When people are enslaved, as long as they <u>hold fast to</u> their language it is as if they had the key to their prison."***

It is as if they have the key to the prison as long as they

(i) do not lose their language.

(ii) are attached to their language.

(iii) quickly learn the conqueror's language

(c) ***Don't go so fast, you will get to your school <u>in plenty of time</u>.***

You will get to your school

(i) very late.

(ii) too early.

(iii) early enough.

(d) ***I never saw him <u>look so tall</u>.***

M. Hamel

(i) had grown physically taller.

(ii) seemed very confident.

(iii) stood on the chair.

Ans. (a) (ii) startling and unexpected. (b) (ii) are attached to their language.

(c) (iii) early enough. (d) (ii) seemed very confident.

Additional Questions

Reference to Context

Read the extracts given below and answer the questions that follow.

1. For a moment I thought of running away and spending the day out of doors. It was so warm, so bright! The birds were chirping at the edge of the woods; and in the open field back of the sawmill the Prussian soldiers were drilling. It was all much more tempting than the rule for participles, but I had the strength to resist, and hurried off to school.

(a) What did Franz think for a moment?

Ans. Franz thought to run away and spend his day out.

(b) Why did he think so?

Ans. He thought so because he was very late to the school, and he did not prepare anything for the test. So, he was afraid of M. Hamel's scolding.

(c) What were the Prussian soldiers doing?

Ans. The Prussian soldiers were drilling in the open field back of the sawmill.

(d) What were more tempting than the rule for participles?

Ans. The birds were chirping at the edge of the woods, the Prussian soldiers were drilling, and the warm and bright day were more tempting than the rule for participles.

2. Then, as I hurried by as fast as I could go, the blacksmith, Watcher, who was there, with his apprentice, reading the bulletin, called after me, "Don't go so fast, bub; you'll get to your school in plenty of time!"

(a) Who is 'I' here?

Ans. Here, 'I' is Franz.

(b) Why was 'I' in a hurry?

Ans. Franz was in a hurry because he was getting late to school.

(c) Who was reading the bulletin?

Ans. The blacksmith with his apprentice was reading the bulletin.

(d) Why did the blacksmith call after him?

Ans. The blacksmith was making fun of him because he was getting late to school. He commented in a sarcastic way to not go too fast as he has plenty of time to reach the school.

3. While I was wondering about it all, M. Hamel mounted his chair, and, in the same grave and gentle tone which he had used to me, said, "My children, this is the last lesson I shall give you. The order has come from Berlin to teach only German in the schools of Alsace and Lorraine. The new master comes tomorrow. This is your last French lesson. I want you to be very attentive."

(a) Who is 'I' here?

Ans. Here, 'I' is Franz.

(b) What was 'I' wondering?

Ans. Franz has been wondering about the presence of village people, sitting quietly on the back benches which used to be always empty.

(c) How was the tone of M. Hamel?

Ans. M. Hamel's tone was grave and gentle.

(d) Why did M. Hamel want everyone to be attentive?

Ans. M. Hamel wanted everyone to be attentive because this was the last lesson he would give to the class.

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

(a) Who is referred as 'poor man' here?

Ans. Here, the 'poor man' refers to M. Hamel.

(b) Why had he put on fine Sunday clothes?

Ans. He had put on fine Sunday clothes in honour of the last lesson.

(c) Why were the village people sitting at the back of the room?

Ans. The village people were feeling sorry for not attending school during their time. This was their way to thank the master for his service.

(d) For how many years did M. Hamel teach French in the school?

Ans. He taught French for forty years.

5. Whenever I looked up from my writing I saw M. Hamel sitting motionless in his chair and gazing first at one thing, then at another, as if he wanted to fix in his mind just how everything looked in that little school room. Fancy! For forty years he had been there in the same place, with his garden outside the window and his class in front of him, just like that.

(a) What was the speaker doing?

Ans. The speaker was doing his lesson in writing.

(b) What does M. Hamel's motionless posture reflect?

Ans. M. Hamel's motionless posture reflects his feeling of nostalgia.

(c) What was he doing while sitting motionless in his chair?

Ans. He was gazing at everything that was present in the room.

(d) What had been same for the past forty years?

Ans. For the past forty years, the garden outside the window and the class in front of him had been the same.

6. How it must have broken his heart to leave it all, poor man; to hear his sister moving about in the room above, packing their trunks! For they must leave the country next day.

(a) Who are 'they' here?

Ans. Here, 'they' are M. Hamel and his sister.

(b) Why is M. Hamel's heart broken?

Ans. M. Hamel's heart has been broken because he has to leave the country the next day.

(c) Why do they have to leave the country?

Ans. They have to leave the country because the Prussian soldiers had announced that in the districts of Alsace and Lorraine, German would be taught instead of French.

(d) Who is packing the trunks?

Ans. M. Hamel's sister is packing the trunks.

Short Answer Questions

1. How was the scene in the school, on the morning of the last lesson, different from that on other days? *[CBSE Delhi 2008; (AI) 2015]*

OR

How was M. Hamel's class different the day Franz went late to school? *[CBSE (AI) 2008]*

Ans. Generally, there would be a great bustle, closing and shutting of desks, lessons repeated loudly in unison, rapping of the teachers' ruler on the table, all of which could be heard out in the street. But that everything was quite different. There was no noise. All were in their seats, Franz walked in late and M. Hamel let him calmly. He then noticed that his sir was dressed in his best clothes and there were the elders of the village seated in the class. It was a bit later that Franz realised why the day was different. It was their last French lesson.

2. How does M. Hamel pay a tribute to the French language? *[CBSE (AI) 2008]*

OR

What did M. Hamel tell them about the French language? What did he ask them to do and why? *[CBSE Delhi 2011, 2013C]*

Ans. M. Hamel went on to talk about French language. He told that it was the most beautiful language of the world. It was the clearest and the most logical of all languages. He asked the people to guard it among themselves and never forget it. As long as people 'hold fast to their language, they have the key to freedom'.

3. One order from Berlin changed the scenario of the school. Comment.

Ans. The order from Berlin led to the announcement that French would not be taught anymore, and instead, German would be taught by a new master. This was to be their last French lesson. The class was quiet as it was a Sunday morning with no hustle and bustle. The teacher, M. Hamel was patient and calm but inwardly emotional. He was in his special dress. The sad villagers were sitting on the last benches like the other students and the teacher explained the lesson very patiently.

4. "What a thunderclap these words were to me!" Which were the words that shocked and surprised little Franz? *[CBSE Delhi 2010; (AI) 2011]*

Ans. M. Hamel said, "My children, this is the last French lesson I shall give you. The order has come from Berlin to teach only German in the schools of Alsace and Lorraine. The new master will come tomorrow. This is your last French lesson. I want you to be attentive". These words of his teacher were a thunderclap for Franz.

5. **Who did M. Hamel blame for the neglect of learning on the part of boys like Franz?** *[CBSE Delhi 2011]*

Ans. M. Hamel blamed the parents for the neglect of learning of French language as they engaged the boys in farm work. He also blamed himself to some extent as he too assigned the work of gardening to boys like Franz. He also gave them a holiday whenever he wanted to go for fishing.

6. **"This is your last French lesson." How did Franz react to this declaration of M. Hamel?** *[CBSE Delhi 2010]*

OR

How did Franz react to the declaration that it was their last French lesson? *[CBSE Delhi 2013]*

Ans. The announcement made by M. Hamel left a great impact not only on Franz but all the other citizens. Franz was shocked to hear that M. Hamel was leaving and that it was his last lesson. He realised that he would not be able to read and speak his own mother tongue and regretted his lack of interest and carelessness.

7. **How did M. Hamel say farewell to his students and the people of the town?** *[CBSE (AI) 2012]*

Ans. M. Hamel looked very pale and tall when he stood up in his chair. All the students were quiet. The village people—old Hauser, the former Mayor, the former postmaster and several others were present in the schoolroom. The teacher told the villagers that French was the most beautiful language in the world. He ended the lesson by writing *Vive La France* on the blackboard. He made a gesture with his hand to indicate that the school is dismissed and students could go home.

8. **Why had the bulletin board become a centre of attention during the last two years?** *[CBSE Delhi 2010]*

Ans. For the past two years, the news of lost battles, the draft and the orders of the commanding officer were displayed on the bulletin board. People thronged the bulletin board to read all this information. This was the reason why it had become a centre of attention.

9. **What was tempting Franz to keep away from school 'that morning'?** *[CBSE Delhi 2010C]*

Ans. Franz was supposed to learn participles as part of his schoolwork, which he had not done. Therefore, he was afraid of being scolded by M. Hamel. Also, he wanted to spend the day outdoors as it was warm and bright. The sight of the chirping birds and the Prussian soldiers drilling appealed to him more than the rules of participles.

10. **What was unusual about M. Hamel's dress and behaviour on the day of his last French lesson?** *[CBSE Delhi 2010C]*

Ans. Whenever Franz arrived late, he was met by an angry teacher. This time however, he was astounded when he was welcomed by a kind and polite M. Hamel. This was quite contrary to his nature. Moreover, he was dressed in his best clothes, a beautiful green coat, frilled shirt and an embroidered black silk cap, which he wore only on inspection and prize days.

11. **Why had M. Hamel put on his fine Sunday clothes? Why were the old men of the village sitting there in the back of the classroom?**

OR

Who occupied the back benches in the classroom on the day of the last lesson? Why? *[CBSE Delhi 2015]*

Ans. The back benches were occupied by the people of the village. Old Hansar, who had his three cornered hat, the former Mayor, the former post master and several other elders. They had come to express their respect and regard for M. Hamel and sorrow that he had to leave from their midst.

12. How did Franz perform when his turn came to recite? How did M. Hamel react?

Ans. Franz's name was called and he was asked to recite. Despite his best efforts, he got mixed up on the first words. He stood there holding on to his desk. His heart beat fast. And he did not dare look up. M. Hamel told him in a polite tone that he would not scold him as he was not the only one who neglected learning French. Many others in Alsace shared his fate because of procrastination. He said that every one had a great deal to reproach themselves with.

13. "We've all a great deal to reproach ourselves with." Why did M. Hamel blame the parents and himself too for not showing due attention and care to the learning of French?

Ans. M. Hamel did not hold Franz responsible for neglecting the learning of French. Most people of Alsace only pretended to be Frenchmen. But they could neither speak nor write their own language. The parents were not anxious to have them learn. They preferred to put children on a farm or at the mills to earn a little more money. He even held himself responsible as he often sent his students to water his flowers instead of learning their lessons. He also used to give a holiday whenever he wanted to go fishing.

14. What does M. Hamel say about French language? What did he urge upon his students and villagers to do?

Ans. M. Hamel talked at length about the French language. He considered French to be the most beautiful language in the world. It was the clearest and the most logical language too. He urged his students to guard it among themselves and reminded them never to forget it.

15. How does M. Hamel prove to be an ideal teacher? [*CBSE Sample Paper 2015*]

Ans. M. Hamel brings home the message of importance of love of mother tongue and patriotism. He explains things well and asks students to continue learning French even when he is gone. Hence, he proves to be an ideal teacher.

16. How was M. Hamel dressed differently that day? Why?

[*CBSE Sample Paper 2015*]

Ans. M. Hamel wore a green coat, frilled shirt and black silk cap to the class. He announced that it was their last lesson in French and that German will be taught in the school in the future. He was proud of being French and was upset by occupation of Alsace by Germans. He was very attached to the town, the school and its people.

17. What had the narrator counted on to enter the school unnoticed? [*CBSE Delhi 2010*]

Ans. The teacher's rap of the ruler, the banging of the desks, and the lessons repeated would be so loud that it could be heard in the street. The author thought this background would be a shield and he could enter the school unnoticed.

18. What changes did the order from Berlin cause in the school? [*CBSE paper, 2012*]

Ans. The order from Berlin directed schools in the districts of Alsace and Lorraine in France to teach German instead of French.

19. Why were the elders of the village sitting in the classroom? *[CBSE Paper, 2014]*

Ans. The elders of the village came to the classroom to attend the last lesson of French in the school as a mark of respect to the French teacher, Mr Hamel who had been teaching there for the last forty years. These elders had not studied well, and could not read and write their mother tongue, French and so as it was the last opportunity for them, they came to attend the class.

20. How did Franz react to the declaration that it was their last French lesson? *[CBSE Paper, 2013]*

Ans. Franz was shocked and sad when he heard this news. Suddenly, he developed a liking for his language and was keen to learn French. He was remorseful for not learning well in the past and was sad that his teacher, Mr Hamel would go away.

21. What did Franz wonder about when he entered the class that day? *[CBSE Delhi, SET III 2017]*

Ans. He wondered why the classroom was still with no great bustle, the sound of desks opening and closing, lessons being repeated in unison, very loudly and M. Hamel's great ruler rapping on the table.

22. Why was Franz not scolded for reaching the school late that day? *[CBSE Delhi, SET II, 2017]*

Ans. Franz was not scolded that day as the situation was different than the other days. It was the last lesson in French by M. Hamel, who taught for forty years there. He regretted neglecting his classes earlier and wanted to compensate on the last day, before he left.

23. How were the parents and M. Hamel responsible for the children's neglect of the French language? *[CBSE, (AI) SET III, 2017]*

Ans. Parents were never keen or anxious to make their children learn French. They rather made them work in the fields or mills. Mr Hamel also lacked sincerity. He made the children water his garden during class hours or dismissed his class when he wanted to go for fishing.

24. "We've all a great deal to reproach ourselves with", said M. Hamel. Refer to the context and explain what he wanted to convey to his students. *[CBSE, Sample Paper, 2019]*

Ans. M. Hamel wanted to convey to his students that still no loss has caused. If they desire, they can do a lot. Further, he advised them to move on and not to look back. He boosted the morale of his students by saying that though they have to blame themselves for not attending the school and he himself had to blame and disgrace himself for giving the holiday to students but hoped that they could mend their ways.

Long Answer Questions

1. What is 'linguistic chauvinism'? Analyse the order from Berlin in this light. How do you justify M. Hamel's views about French and the new-found love of the people towards their language?

Ans. Carrying pride in one's language too far leads to 'linguistic chauvinism'. We can analyse the order from Berlin in this light. It is nothing but a pure example of linguistic chauvinism. The imposition of German language over the French-speaking population can't be justified at all. It is the worst kind of colonialism.

M. Hamel's love for French is genuine. The shocking order from Berlin arouses patriotic feelings in him. He loves French and feels it to be the most beautiful language in the world. He calls it the clearest and the most logical language too. He regrets that the people of Alsace did not pay much heed to the learning of this great language. He asks the people to safeguard it among themselves. It is the key to their unity and freedom.

The people of Alsace, particularly the village elders, suddenly realise how precious their language is to them. Students like Franz too are not immune to patriotic feelings. Franz feels sorry for neglecting the learning of French. He hates the idea of German language being imposed on them. He remarks sarcastically, "Will they make them sing in German, even the pigeons?" The last lesson was so impactful that it helped to revive the love for the language among the people of Alsace.

2. How can you estimate M. Hamel as a man with a ruler and as a man with a gesture?

OR

How does M. Hamel prove to be an ideal teacher?

Ans. In 'The Last Lesson', Alphonse Daudet presents M. Hamel's character with due sympathy and respect. Initially, he is presented in the mould of a traditional schoolmaster. He used his terrible ruler under his arm. Everyone could hear the rapping of the 'great ruler' on the table even outside in the street. Franz reminds us 'how cranky' M. Hamel was. The students used to dread their schoolmaster. Franz was scared of being scolded as he had not prepared his lesson on participles. For a moment, he even thought of running away from school. Mr Hamel was a hard task master. He maintained discipline in the class. The other side of Mr Hamel's character is seen after the order from Berlin came. He had been transformed now. He became soft and gentle towards his students. He didn't scold Franz for coming late. He did not even use his ruler when little Franz got mixed up and confused when his turn to recite came. He declared that it was his last lesson in French as from the next day German would be taught in the schools of Lorraine and Alsace. He would leave the next day. A new teacher would come in his place. He wore his best dress in honour of the last lesson.

M. Hamel was given respect not only by his students but even by the village elders. He was totally dedicated to the cause of teaching. He had been teaching for forty years in the same school. The village elders came to pay their respect to such a grand teacher. They sat on the back benches to listen to his last lesson.

M. Hamel loved France and French from the depth of his heart. He regarded French as the most beautiful language in the world. He told the people to guard it among themselves and never to forget it. On hearing the sound of trumpets of the Prussian soldiers under his window, patriotic feelings overpowered him. He mounted the chair and tried to speak, however something choked him. He wrote "*Vive La France*" with a piece of chalk on the blackboard and dismissed the class.

3. Write a character sketch of Franz.

Ans. Franz was a student of a school in Alsace. His schoolmaster was M. Hamel. Franz was not brilliant. Franz enjoyed spending time out of doors. He liked the warm and bright day, and loved to listen to the chirping of the birds and watching the drilling of the Prussian soldiers. He preferred this instead of being in the classroom. He didn't prepare his lesson on participles. When he was asked to recite, he got mixed up and confused. He was not excited to go to school and did not show any interest in M. Hamel's teaching.

But he was scared of M. Hamel's scolding. He always dreaded the great ruler that M. Hamel kept under his arm. Franz knew how 'cranky' M. Hamel was.

However, Franz was forced to change his opinion about M. Hamel. An order came from Berlin pronouncing that German language would be taught in the schools of French districts of Alsace and Lorraine. On knowing that it was the last lesson that Mr Hamel was going to deliver, his views about him changed. He started respecting the man who had spent forty years in the same school. He felt sorry for not learning French. He shared M. Hamel's views about French. It was the most beautiful language in the world. Franz sarcastically remarked, "Will they make them sing in German, even the pigeons?" After the last lesson, his views about French took a patriotic turn. He listened to M. Hamel's last lesson with rapt attention and dignity, and regretted having been careless and inattentive.

4. Our native language is part of our culture and we are proud of it. How does the presence of village elders in the classroom and M. Hamel's last lesson show their love for French? [*CBSE (AI) 2016*]

OR

Our language is part of our culture and we are proud of it. Describe how regretful M. Hamel and the village elders are for having neglected their native language, French. [*CBSE Delhi 2016*]

Ans. M. Hamel told the students and villagers that henceforth only German would be taught in the schools of Alsace and Lorraine. Those who called themselves Frenchmen would neither be able to speak nor write it. He praised French as the most beautiful, the clearest and the most logical language in the world. He said that for the enslaved people, their language was the key out of prison. Only then the people realised the importance of their language. This shows people's love for their own culture, traditions and country. Pride in one's language reflects pride in motherland.

When Franz jumbled while it was his turn to answer, M. Hamel expresses regret at the pathetic state of the language among the folks of Alsace.

He regrets the fact that everyone chose to procrastinate. Also, he felt that the parents preferred their children worked in the farms for that extra income. He worried that the Germans would ridicule them for being incapable of speaking and writing their language. He blames everyone including himself for being careless, lazy and Lackadaisical (unenthusiastic and lack of determination).

5. Everybody during the last lesson is filled with regret. Comment. [*CBSE (AI) 2015*]

Ans. Everybody during the last lesson is filled with regret. There was a general sadness about not being able to utilise the opportunities of learning French when it was easily accessible. Franz wished that he had attended classes more often and regretted not being attentive in his classes earlier. He suddenly found his lessons more interesting and easy. The villagers, who were sitting at the usually empty back benches and had come to show their respect and gratitude to M. Hamel, regretted not going to school more than they did. The order also brought about a great change in the feelings of the people towards their country and their native language. M. Hamel regretted sending his students to water his flowers instead of learning their lessons. He also regretted giving holiday to students whenever he wanted to go on fishing.

6. What changes did the narrator find in the school when the order from Berlin came?
[CBSE (AI) 2008]

Ans. The order from Berlin prohibited teaching of French in the schools of Alsace and Lorraine. Instead, German was to be taught in the schools. Franz was late for school that day. He noticed that the hustle and bustle was missing. There was no opening and closing of desks, no repetition of lessons or rapping of the teacher's ruler on the table could be heard. It was all very quiet and still.

Franz was further surprised because, instead of meeting an angry teacher, he was welcomed by a kind and polite teacher, who was dressed in his best clothes, a beautiful green coat, frilled shirt and an embroidered silk cap, which he wore only on inspection and prize days. The back benches were occupied by the village people who never came to school, as they were more concerned about their livelihood. He was further astounded to know that M Hamel was going to teach his last lesson that day.

7. Justify the title of the story, 'The Last Lesson'.

Ans. The title of the story, 'The Last Lesson' is self-relieving. The whole story revolves around the title. The beginning of the story serves as preparation for it. The title also conveys the central theme of the story—the fact that sometimes even the most precious things in our lives are taken for granted. The people of Alsace never gave much importance to the mother tongue, French. They did not even insist their children to pay any attention to their language. They did not encourage regular attendance of their children in French classes. They preferred their children to work and earn, instead of studying. The order from Prussians made them realise the importance of their mother tongue. So they attend M. Hamel's last lesson altogether. Thus, the title, 'The Last Lesson' is justified.

8. Write a character sketch of M. Hamel as a teacher.

Ans. M. Hamel was a true French man who has been teaching French in the districts of Alsace and Lorraine for forty years. He loved his profession and was proud of his language, French. He had a deep sense of respect for his mother tongue. He considered French to be the most beautiful language of the world. As a teacher, he was very particular and strict in imparting knowledge to his students. When France was overtaken by Prussians, he was depressed because French was banned from being taught in the schools. While taking his last lesson, he tried his best to remain calm and composed. His sorrow was evident in the way he was sitting in the class while his students were completing their writing assignment. He felt tormented at the fact that people had become indifferent to learning French and appealed to them to keep their language alive. He was a true patriot. He believed that mother tongue is a means of holding one's identity and self-respect. At the end of his last lesson, he writes 'Vive La France!' on the blackboard. This shows his love and concern for the people and the language of his country.

Self-Assessment Test

Reference to Context

Read the extracts given below and answer the questions that follow.

1. But he had the courage to hear every lesson to the very last. After the writing, we had a lesson in history, and then the babies chanted their ba, be, bi, bo, bu. Down there at the

back of the room old Hauser had put on his spectacles and, holding his primer in both hands, spelled the letters with them. You could see that he, too, was crying; his voice trembled with emotion, and it was so funny to hear him that we all wanted to laugh and cry.

(a) Who is 'he' here?

(b) What did they have after the lesson in writing?

(c) What was old Hauser doing at the back of the room?

(d) What was funny?

2. All at once the church-clock struck twelve. Then the Angelus. At the same moment the trumpets of the Prussians, returning from drill, sounded under our windows. M. Hamel stood up, very pale, in his chair. I never saw him look so tall.

(a) What happened when the church-clock struck twelve?

(b) How did they know that the Prussians were returning?

(c) What was the reaction of M. Hamel?

(d) What had the speaker never seen?

Short Answer Questions

1. Why were some elderly persons occupying the back benches that day?
2. How did M. Hamel say farewell to his students and the people of the town?
3. Why is the order from Berlin called a thunderclap by Franz?
4. Why was M. Hamel kind to Franz even though he was late for school?
5. What shows M. Hamel's love for the French language?
6. Why was Franz able to understand everything that day?
7. "Oh, the wretches; that was what they had put up at the town-hall!" Who and what does the narrator refer to in these lines and why?

Long Answer Questions

1. "When people are enslaved as long as they hold fast to their language, it is as if they had the key to their prison." Justify the statement.
2. The attitude of Franz towards school as well as M. Hamel changes when he comes to know about the takeover of his village by the Prussians. Do you agree? Discuss with reference to the 'The Last Lesson'.
3. Write a diary entry as M. Hamel, describing your feelings on the day of the last lesson.

2

LOST SPRING

—Anees Jung

Introduction

The story, 'Lost Spring' written by Anees Jung revolves around the pitiable condition of poor children who are forced to live in slums and work hard in very dirty conditions. The story is divided into two parts. The first part tells the writer's impressions about the life of poor ragpickers, who have migrated from Bangladesh but are now settled in the Seemapuri area of Delhi. The second part narrates the miserable life of the bangle-makers in the town of Firozabad. The story talks about the miserable life of the two children whose spring/childhood is lost in misery and poverty.

Theme

The chapter, 'Lost Spring' is divided into two parts, and both the parts depict the plight of street children, who are forced into labour in their early childhood. The theme of the chapter is poverty, and how the poor children are condemned to a life of exploitation, which results in the loss of childhood, innocence, education and play.

Main Characters

Saheb

- Saheb-e-Alam is a young boy from Seemapuri (Delhi-UP Border).
- He is a ragpicker.
- His parents came from Bangladesh during a famine there. In Seemapuri, they became ragpickers.
- Saheb and many other children like him in Seemapuri, help their parents earn for a living.
- These children do not wear chappals or shoes. Their parents do not encourage them to be hygienic.
- Saheb loves to attend school, watch tennis, wear shoes and do better work and earn more money.
- Suddenly, one day Saheb chose another job—he abandoned ragpicking and started working for a tea stall owner.
- He was paid ₹ 800 and all his meals were provided. Though he lost his freedom, he gained a better salary and security.

Mukesh

- Mukesh is from Firozabad (UP, near Agra).
- Everyone in Firozabad is a bangle-maker. People here believe that they have been asked to make bangles for the entire nation.
- They believe that bangles are associated with marriage (suhag), so bangle-making is a divine work.
- The elders do not allow their children to look for any work other than bangle-making.
- On the other hand, these blessed bangle-makers are not happy in their lives. They starve. They become blind due to exposure to welding flames.
- They want to do more profitable and less hazardous work, but they are discouraged from all sides.
- The police do not allow them to organise their own trade unions. If Firozabad boys dare to do anything, they are beaten and dragged to prisons.
- Mukesh wants to become a motor mechanic. He is determined and focussed.

Summary

'Sometimes I find a Rupee in the garbage'

The author watches a ragpicker named Saheb who scrounges the garbage heaps for some coins and other things to sustain his living. Saheb and his family were Bangladeshi migrants. He is unable to study due to lack of schools in his neighbourhood.

There were a number of ragpickers like Saheb and all of them were barefoot. It was more of a tradition for ragpickers to remain barefoot. They used it as an excuse to conceal their poverty. They have no means to wear paper shoes, though they yearn to possess a pair.

Seemapuri in Delhi is a haven for ragpickers. The author feels that for children, garbage is a mysterious gift, whereas for the elders it is just a means of survival.

The author then comments on the discrepancy between Saheb's desire and the reality. He yearns to be comfortably off, enjoy pleasures of childhood, play tennis and wear shoes. Later, Saheb starts working at a tea stall. He is paid 800 rupees and all the meals. But now, he is no longer a free bird and a master of his own self.

Summary

'I want to drive a car'

In the second part, the author met a boy called Mukesh. Mukesh stays in Firozabad and belongs to a family of bangle-makers. Most of the families in Firozabad are engaged in making bangles. About 20,000 children work in the glass furnaces of Firozabad. They have to work in very unhealthy conditions. Mukesh takes the author to his dilapidated house, located in stinking lanes. Though Mukesh's father works hard, he has been unable to change the deplorable condition of his family. Mukesh's grandmother regards it as their destiny. She says

that they were born in the caste of bangle-makers and have seen nothing but bangles in their life. The author feels that the life of bangle-makers is a vicious cycle of pain and misery, of which there is no end.

The author sees a girl named Savita in another hutment. She says that she has not enjoyed even one full meal all her life. The author says that the cry of poverty rings in every home in Firozabad. These poor people are exploited by sahukars, policemen, middlemen, bureaucrats and politicians. The author feels happy that Mukesh had decided to go to a garage and learn the job of a motor mechanic. Dreaming of flying airplanes seems too distant and too big a dream for him. At least, being a mechanic will help him to be a master of his own. He would be able to remain independent unlike Saheb.

Answers to NCERT Questions

Think as you read

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

Ans. Saheb is looking for some silver coins or currency note. It is as valuable as gold for him. He is in Seemapuri (Delhi) and had come from Bangladesh.

2. What explanation does the author offer for the children not wearing footwear?

Ans. The author argues that the children are poor, so they could not afford to have any shoes.

3. Is Saheb happy working at the tea stall? How do you know?

[CBSE (F) 2010, CBSE Delhi 2012; (AI) 2009]

Ans. Saheb is not happy working at the tea stall. He is no longer his master and that relaxed look on his face is also lost. The steel canister seems heavier than the plastic bag that he would carry so lightly over his shoulder. It was because the bag was his and the canister belonged to the man who owned the tea stall. He had lost his independence and he was bound by time to lead a life of servility.

4. What makes the city of Firozabad famous?

Ans. Firozabad is the centre of India's glass-blowing industry.

5. Mention the hazards of working in the glass bangle industry.

[CBSE (F) 2011, CBSE Sample Paper 2015]

Ans. There are a lot of hazards of working in a bangle factory. They are badly lit and have bad ventilation. It requires continuous bending over the furnace. All these lead to a lot of health issues. Men have to work in dingy cells without air and light. As a result, they lose the brightness of their eyes and go blind with the dust from polishing the glass bangles.

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

Ans. Mukesh tries to break away from the family tradition of making bangles. This was more like a rebellion since no one had ever tried to move away from this trade. Mukesh wanted to carve a niche for himself. He wanted to be different. He wanted to become a car mechanic.

Understanding the Text

1. What could be some of the reasons for the migration of people from villages to cities?

Ans. Their fields and homes could have been swept away by frequent floods because of which they had nothing to eat. Thus, they had to leave their homes and come to the cities.

2. 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?

Ans. Promises made to the poor are rarely kept. In the text, when the author meets Saheb, she encourages him to study and offers to open a school. Her unfulfilled promise disappoints Saheb.

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

Ans. They include sahukars, middlemen, policemen, bureaucrats and politicians who exploit them.

Talking about the Text

1. How, in your opinion, can Mukesh realise his dream?

Ans. Mukesh's aim in life was to become a motor mechanic. Yes, it indeed was possible to realise his dreams through his hard work and determination. He walked all the way to a garage, far away from his house, to learn the nuances of being a motor mechanic. He can realise his dream by working at some garage and learning the job of a motor mechanic.

2. Mention the hazards of working in the glass bangles industry.

Ans. The glass bangles industry has many health hazards. It usually employs small children. It is illegal to employ very young children. They work in the glass furnaces with high temperatures. The dingy cells, where they work are without air and light. They weld pieces of coloured glass into circles of bangles. Their eyes are more adjusted to the dark. Therefore, they often end up losing their eyesight before they become adults.

3. Why should child labour be eliminated and how?

Ans. Child labour is an inhuman practice. It should be eliminated by educating the children and banning it too. The parents who send their children for cheap labour, must be made aware of the fact that it is a crime to make little children work.

Additional Questions

Reference to Context

Read the extracts given below and answer the questions that follow.

1. Set amidst the green fields of Dhaka, his home is not even a distant memory. There were many storms that swept away their fields and homes, his mother tells him. That's why they left, looking for gold in the big city where he now lives.

(a) Who is 'his' here?

Ans. Here, 'his' is Saheb.

(b) What does his mother tell him?

Ans. His mother tells him that there were many storms that swept away their fields and homes.

(c) Where did he live?

Ans. He lived amidst the green fields of Dhaka.

(d) What is 'gold' referred to here?

Ans. Here, 'gold' is referred to the rags.

2. Wherever they find food, they pitch their tents that become transit homes. Children grow up in them, becoming partners in survival. And survival in Seemapuri means rag-picking. Through the years, it has acquired the proportions of a fine art.

(a) Who are 'they' here?

Ans. Here, 'they' are the children who are rag-pickers.

(b) What do they do when they find food?

Ans. When they find food, they pitch their tents that become transit homes.

(c) What does survival mean in Seemapuri?

Ans. In Seemapuri, survival means rag-picking.

(d) What has acquired the proportions of fine art?

Ans. Rag-picking has acquired the proportions of fine art, through the years.

3. Saheb, too, is wearing tennis shoes that look strange over his discoloured shirt and shorts. "Someone gave them to me," he says in the manner of an explanation. The fact that they are discarded shoes of some rich boy, who perhaps refused to wear them because of a hole in one of them, does not bother him.

(a) What is Saheb wearing?

Ans. Saheb is wearing tennis shoes.

(b) Why are the shoes looking strange?

Ans. The shoes are looking strange because he has worn it over his discoloured shirt and shorts.

(c) Why were the shoes discarded?

Ans. The shoes were discarded because it had a hole in one of them.

(d) Why is Saheb not bothered about the hole in one of the shoes?

Ans. He is not bothered because he had been walking barefoot, so even shoes with a hole was a dream come true.

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

(a) Who is 'I' here?

Ans. Here, 'I' is Mukesh.

(b) Why does he want to drive a car?

Ans. He wants to drive a car because he wants to be a motor mechanic.

(c) What is Firozabad famous for?

Ans. Firozabad is famous for its bangles.

(d) Why is Firozabad the centre of India's glass-blowing industry?

Ans. Firozabad is the centre of India's glass-blowing industry because families have spent generations working around the furnaces, welding glass, making bangles for all the women in the land.

5. Mukesh's eyes beam as he volunteers to take me home, which he proudly says is being rebuilt. We walk down stinking lanes choked with garbage, past homes that remain hovels with crumbling walls, wobbly doors, no windows, crowded with families of humans and animals coexisting in a primeval state. He stops at the door of one such house, bangs a wobbly iron door with his foot, and pushes it open.

(a) Whom does Mukesh volunteer?

Ans. Mukesh volunteers author to take him home.

(b) Where are they walking?

Ans. They are walking down the stinking lanes which are choked with garbage.

(c) Describe the condition of homes.

Ans. The homes have crumbling walls, wobbly doors, no windows and are crowded with families of humans and animals.

(d) Where does Mukesh stop?

Ans. Mukesh stops at his own house and bangs a wobbly iron door with his foot and pushes it open.

Short Answer Questions

1. Why does the author say that the bangle-makers are caught in a vicious web? *[CBSE (AI) 2010]*

Ans. The author says that bangle-makers are caught in a vicious web because they are not able to form co-operative societies for their betterment and are forced to follow and obey sahukars and policemen.

2. Who is Mukesh? What is his dream? *[CBSE Delhi 2012]*

Ans. Mukesh is the son of a poor bangle-maker of Firozabad. He dreams of becoming a motor mechanic and a car driver. In fact, he insists on becoming his own master.

3. Why could the bangle-makers not organise themselves into a co-operative? *[CBSE (AI) 2012]*

Ans. Most of the young bangle-makers have fallen into the trap of the middlemen. They are also afraid of the police. They know that the police will haul them up, beat them and drag to jail for doing something illegal. There is no leader among them to help them see things differently.

4. What does the writer mean when she says, 'Saheb is no longer his own master'? *[CBSE Delhi 2009]*

Ans. The writer meant that till Saheb was a ragpicker, he was a carefree boy, who would work, have time for himself and enjoy the work he was doing. But from the time he had started working in a stall with others supervising his work, he changed. He had to become responsible and could not be free like earlier. He was no longer his own master.

5. What does the title 'Lost Spring' convey? *[CBSE (AI) 2009]*

Ans. Spring is associated with childhood. Like spring, a child blooms in childhood. However, abject poverty and thoughtless traditions result in the loss of child-like innocence and

much needed education. Millions of children like Saheb and Mukesh lose the spring in their lives because they are compelled to do hazardous work to provide a living for their family and themselves. Thus, the title brings out the dejected life of the child labourers and their deprivation of the blessings of childhood.

6. What is the condition of the children working in the glass furnaces of Firozabad?

Ans. More than 20,000 children illegally work in the glass blowing factories in Firozabad. They work around furnaces in high temperature to weld glasses. They work in dingy cells without light and air. Their eyes are adjusted more to the dark than to the light outside. They work all day long. Many of them lose their eyesight before they become adults.

7. Why don't the younger ones of the bangle-makers do anything else?

Ans. The years of mind numbing and hard toil kill the desire of making new attempts to improve their condition and the ability to dream. In Firozabad, doing any other work needs rebellion, strong will and the determination of the bangle-makers to do something go along with the family tradition because of lack of awareness, education and opportunities.

8. What did garbage mean to the children of Seemapuri and to their parents? ***[CBSE (AI) 2015]***

Ans. For elders of Seemapuri, since they are ragpickers, garbage is a means of survival. However, to the children of Seemapuri, garbage is wrapped in wonder. Sometimes, they expect to find a coin, which raises their hope of finding more.

9. What does Saheb look for in the garbage dumps? ***[CBSE (AI) 2015]***

Ans. Saheb looks for some silver coins or currency note. It is as valuable as gold for him.

10. "It is his karam, his destiny". What is Mukesh's family's attitude towards their situation? ***[CBSE (AI) 2015]***

Ans. Mukesh's grandmother regards it as their destiny. She says that they were born in the caste of bangle-makers and have seen nothing but bangles in their lives. Mukesh's family had mutely accepted it as their destiny and had stopped taking any initiative to change their fate.

11. How is the bangle industry of Firozabad a curse for the bangle-makers? ***[CBSE Delhi 2016]***

Ans. Men have to work in dingy cells without air and light. As a result, they lose the brightness of their eyes and go blind with the dust from polishing the glass bangles. They are also exploited by moneylenders, police, bureaucrats and politicians. They live in a state of intense poverty and have to go without food for days. Therefore, it is a curse for them.

12. Describe the irony in Saheb's name. ***[CBSE (AI) 2015]***

Ans. Saheb's full name is Saheb-e-Alam which means 'Lord of the Universe'. But in stark contrast to his name, Saheb is poverty-stricken, barefoot, homeless ragpicker who scrounges the garbage dumps of Delhi for his livelihood. His name is in total contrast to his very existence and is thus, ironical.

13. What does the reference to chappals in 'Lost Spring' tell us about the economic condition of the ragpickers? ***[CBSE (AI) 2016]***

Ans. The ragpickers were extremely poor. They did not have any money to buy chappals. They were poor and impoverished. They lived a hand-to-mouth existence. They were exploited and had no other work to do. They did not have a house to live in too.

14. "Listening to them, I see two distinct worlds…" In the context of Mukesh, the bangle-maker's son, which two worlds is Anees Jung referring to? *[CBSE paper, 2018]*

Ans. The author, Anees Jung very distinctly sees the two worlds of the bangle-makers and the makers of the society. On one side exists the poverty-stricken families burdened by the stigma of caste, illiteracy, pall and gloom, while on the other side, there is the sahukars, middlemen, policemen, keepers of law and the bureaucrats, who ensure that these poor people continue to be entangled in the vicious circle of poverty. Both these worlds are in stark contrast to each other.

15. Why did Saheb's parents leave Dhaka and migrate to India? *[CBSE (Compartment) 2014]*

Ans. Saheb's parents belonged to Dhaka in Bangladesh, where they lived amidst green fields. They and the other ragpickers left their homes many years ago and migrated to India in search of a livelihood, as their homes and fields were destroyed in storms. This forced them to come to India, where they settled in the slums of Seemapuri.

16. What job did Saheb take up? Was he happy? *[CBSE, (AI) 2014 Modified]*

Ans. Saheb took up work at a tea stall, where he had to perform several odd jobs, including getting milk from the milk booth. He was not happy, as he had lost his independence. Though he earned ₹ 800 and got all his meals free, he was no longer his own master.

17. Whom does Anees Jung blame for the sorry plight of the bangle-makers? *[CBSE (Compartment) 2014]*

Ans. Anees Jung blames the middlemen, the policemen, the lawmakers, the bureaucrats and the politicians for the sorry plight of the bangle-makers. These people conspire and exploit the poor bangle-makers. They pay them meagre wages, do not let them form co-operatives, and compel their children to join the same trade at an early age.

18. What was Mukesh's dream? In your opinion, did he achieve his dream? *[CBSE (F) 2009]*

Ans. Mukesh's dream was to become a motor-mechanic. It is no doubt difficult for Mukesh to achieve his dream, as he is torn between his desires and his family tradition, which he cannot escape. Besides, he has to face a number of obstacles in the form of sahukars, middlemen, bureaucrats, lawmakers, politicians, etc. However, his will to work hard, and his strong determination could make him achieve his dream.

19. In spite of despair and disease pervading the lives of the slum children, they are not devoid of hope. How far do you agree? *[CBSE (Delhi) 2013]*

Ans. In spite of growing up amidst despair and disease, children who live in the slum have the desire to achieve something big in life like Mukesh. This shows that they are not devoid of hope. Saheb, a ragpicker, is eager to go to a school and learn. Mukesh, who works in dark, dingy cells, dreams of becoming a motor mechanic, which is very much against his family tradition.

20. Was Saheb happy working at the tea stall? *[CBSE (Compartment) 2018]*

Ans. No, Saheb was not happy working at the tea stall. He had lost his carefree look. He was less contented as he was burdened with responsibilities. The rag-picking plastic bag though heavy, seemed lighter than the steel canister.

Long Answer Questions

1. **Grinding poverty and tradition condemn the children of ragpickers or bangle-makers to a life of exploitation. Such children are deprived of all opportunities in life. Mukesh, who opts out of the existing profession of his forefathers by resolving to start a new job of a motor mechanic symbolises the modern youth. What lesson do we learn from Mukesh's example?** *[CBSE (F) 2013]*

Ans. It is not only the grinding poverty but also the tradition that condemns the children of ragpickers or bangle-makers to live a life of exploitation. On one side is the family, trapped in poverty and burdened by stigma of the caste they are born in, on the other side, they are trapped in the vicious circle of inhuman sahukars, the middlemen, the policemen, the so-called keepers of law, the bureaucrats and the politicians. All of them have created a situation from which there is no way out. The trapped do not have the guts to break out of it. Mukesh, in fact, is like a ray of hope with his dreams of becoming a motor mechanic. He wants to opt out of the existing profession of his forefathers. He has resolved to start a new job as a motor mechanic. The long distance to the garage where he will learn the work of a motor mechanic does not deter him. He is prepared to walk. But he is firm. He symbolises the youth of his clan. If this persists, the day is not far when a new generation will bring brightness and hope to the dark and dingy homes of these poverty-ridden workers.

2. **How is Mukesh more ambitious in life than Saheb? Give a reasoned answer.** *[CBSE (F) 2013]*

OR

How is Mukesh's attitude towards his situation different from that of Saheb? Why? *[CBSE Delhi 2015]*

Ans. Mukesh is definitely more ambitious than Saheb. Unlike most of his friends in Firozabad, Mukesh did not want to follow the profession of making bangles. No one else could dare to think of breaking the conventional style of living. Mukesh dreamt of becoming a motor mechanic. He had already decided to go to a garage and learn about cars. Though the garage was a long way from his home, he was prepared to walk that distance. He insisted on becoming his own master.

Saheb, on the other hand, had sacrificed his freedom as a ragpicker to take up a salaried job that would pay him 800 rupees and give him all his meals. Now, he was no longer his own master. He had lost his carefree look (which he had when he was a ragpicker). The can that he carried seemed heavier than the bag he carried as a ragpicker, for this job was not to his liking.

3. **The barefoot ragpickers of Seemapuri live on the periphery of Delhi, yet metaphorically speaking, miles away from it. Comment.** *[CBSE (AI) 2009C, CBSE (F) 2013]*

Ans. The barefoot ragpickers of Seemapuri live on the periphery of Delhi, yet metaphorically speaking, miles away from it, sums up the true condition of the ragpickers of Seemapuri. Seemapuri is a slum area, which houses approximately 10,000 ragpickers. They live in mud houses with roofs of tin and tarpaulin. There is no sewage, drainage or running water. They came here from Bangladesh in 1971 and have been living here ever since without any identity of their own or permits, but they have ration cards and their names figure in the voter's list. Women wear tattered saris. Survival in Seemapuri means ragpicking. This is an example of the gross negligence and apathy of the Delhi

Government. It has failed to do anything for them. Though Seemapuri is so close to Delhi, almost on its periphery, but the glitter and glamour advantages like education, proper facilities for living a clean and decent life are beyond the reach of these slum dwellers of Seemapuri, which is so close to Delhi, yet so far.

4. The bangle-makers of Firozabad make beautiful bangles and make everyone happy, but they live and die in squalor. Elaborate. *[CBSE Delhi 2010]*

Ans. The bangle-makers of Firozabad live in utter poverty, generation after generation. They believe that they are the people who are destined to work as glass bangle-makers. They make beautiful bangles for women, but they live in the dark. The workers have to look at the hot bright furnaces while polishing bangles. While welding pieces of coloured glass into bangles, they have no other option but are forced to sit near flickering lamps. Hence, they are forced to stay in dark room huts and their eyes are not in a position to see the daylight outside. They become blind quite early in life. They are in a vicious circle tossed around by moneylenders, middlemen and politicians. Instead of helping them, the law enforcing authorities only prey on them.

5. Give a brief account of the life and activities of people like Saheb-e-Alam settled in Seemapuri. *[CBSE Delhi 2011]*

Ans. Saheb is a poor boy belonging to a refugee family from Bangladesh. His family came to Delhi and settled in the trans-Yamuna area called Seemapuri. Here, they have no work to do. They pick garbage for their livelihood. Saheb also, like others, looks and searches the garbage dumps for some coins. They leave their houses in the morning with a bag on their back to collect something from the garbage. They remain barefoot. It has become their habit not to wear any footwear. The families like Saheb's left behind a life of abject poverty in flood-hit areas of Bangladesh and came to India. They move to big cities in the hope of getting some work. In the absence of work, they begin ragpicking.

6. 'Lost Spring' explains the grinding poverty and traditions that condemn thousands of people to a life of abject poverty. Do you agree? Why/Why not? *[CBSE (AI) 2011]*

Ans. Yes, I fully agree that 'Lost Spring' explains abject poverty. Saheb-e-Alam came along with his family from Bangladesh to Delhi. His family settled on the banks of the Yamuna river. Here, they have no work to do and no house to live in. So they began the work of ragpicking. His family lives a hand-to-mouth existence. Thus, this lesson deals with the plight of street children like Saheb-e-Alam, and Mukesh of Firozabad working in a glass bangle factory. The children of such families are forced to labour early in life and denied the opportunities of going to school. These children are trapped in the vicious circle of social stigma, tradition, poverty and exploitation. Thus, the title of the story rightly explains and brings out the depravity of child labour in our country.

7. What contrast do you notice between the colour of the bangles and the atmosphere of the place where these bangles are made?

Ans. The dusty streets of Firozabad, the bangle-making district, are overflowing with garbage and the stink is overwhelming. The hovels where the bangle-makers dwell have walls that are crumbling down, with unstable doors and no windows. The conditions are so terrible that families of humans and animals live together. The drabness and lack of colour in the lives of these people contrast starkly with the colour of the bangles which lie everywhere—"sunny gold, paddy green, royal blue, pink, purple, every colour born

out of the seven colours of the rainbow". The unhappiness and tedium in the lives of the bangle-makers contrasts the joy and merriment that their bangles will bring to the women who will buy and wear them.

8. What did the writer see when Mukesh took her to his home?

Ans. The writer realised that it was a slum area. The lanes were stinking and were choked with garbage. The homes looked like hovels. Their walls were crumbling. The doors were wobbly, with no windows. The homes were crowded with humans and animals living together. Mukesh's home looked like a half-built shack. In one of its parts, a firewood stove had a large vessel on it. A frail young woman cooked the evening meal. She was the wife of Mukesh's elder brother. As Mukesh's father came in, she brought her veil closer to her face. The old man was a poor bangle-maker. Even after long years of hard labour, he had been unable to renovate his house. He was unable to send his two sons to school. Mukesh's grandmother was also there. Her husband had become blind with dust from the polishing of glass bangles.

9. Describe the difficulties the bangle-makers of Firozabad have to face in their lives.

OR

Describe the circumstances which keep the workers in the bangle industry in poverty.

[*CBSE Delhi 2015*]

Ans. The bangle-makers of Firozabad live in utter poverty generation after generation. They believe that they are the people who are destined to work as glass bangle-makers. They make beautiful bangles for women but they live in dark. The workers have to look at the hot bright furnaces while polishing bangles. While welding pieces of coloured glass into bangles, they have no other option but are forced to sit near flickering lamps. Hence, they are forced to stay in a dark room and their eyes are not in a position to see the daylight outside. They become blind even before they become adults. Their life is embroiled in a web that is created by the moneylenders, middlemen and politicians. Instead of helping them, the law enforcing authorities only prey upon their misfortunes.

10. In the lesson 'Lost Spring', Saheb and Mukesh are deprived of their childhood pleasures and education. Nobel Peace prize winners Kailash Satyarthi and Malala Yousafzai have been fighting for the rights of the children. Motivated by these activists, you write an article on the topic, 'Evils of child labour and denial of education'. You are Mahesh/Malvika. Write your article in about 125-150 words.

Ans.

EVILS OF CHILD LABOUR AND DENIAL OF EDUCATION

By *Malvika*

Child labour has been a major problem not only in India but also in all the developing countries. It is a great social problem.

We often find children working in dhabas, factories, tea stalls, fields and homes. They often become ragpickers and street performers. All this deprives children of a normal, carefree childhood. Schooling becomes a distant dream, and a perpetual state of poverty becomes a reality. Dreams become a mirage.

Child labour is often borne out of the need for survival. Often the reason is to increase the income of a poor family. Industries often employ children under 14, in the hope of reducing the labour cost in their organisation.

In a developed society, where every citizen counts and all citizens have to have proper education, health care support, games and entertainment, a child with less or absolutely no education finds it hard to survive.

Taking up a small job as a domestic help or in a restaurant for a nominal salary of ₹ 750-1800 per month, does not leave a child with enough time for primary and secondary education. All this renders a child completely illiterate, unskilled and perhaps unhealthy. Free education should be provided to poor children to motivate their parents to send them to school. The government should come forward with schemes for upliftment of the poor and unemployed. This will take away the burden of earning their livelihood from the tender shoulders of poor children. Hence, no child should be engaged as labourers, both from a legal point of view as well in the interest of the child's future.

11. "*But promises like mine abound… in their bleak world.*"

Saheb and others like him spend their life on unfulfilled promises. One role that the youth can play to improve their conditions is by volunteering in programmes like, 'Each one Teach one'.

You are Vibha Raghunathan, the Head Girl of Bal Vidyalaya, Rohtak. You and some other students of the school are touched by the plight of the slum kids, who would love to be educated but can't because of their poor economic conditions. You and your friends wish to make a difference by teaching these kids. Draft a notice, in not more than 50 words, making an appeal for generous help and inviting other students for the same purpose.

Ans.

Bal Vidyalaya, Rohtak

NOTICE

11 May 20XX

EACH ONE TEACH ONE

A school trip is being planned to the nearby slums on every Sunday. The purpose of this trip is to teach the slum children. Those who are interested in being a part of this noble cause can attend a meeting at 4:00 p.m. on Tuesday, 2 June 20XX at the school auditorium.

Vibha Raghunathan

Head Girl

12. Garbage to them is gold. How do ragpickers of Seemapuri survive?

[CBSE (Delhi), SET I 2017]

Ans. Seemapuri is on the outskirts of Delhi. It is comprised of migrants from Bangladesh who survived through ragpicking. These refugees are provided with no amenities of sewage, drainage or running water and is unlike the life of glitter and glamour in Delhi. Poverty prevails here from corner to corner. Ragpicking meant survival for them. It assumed proportions of fine art. For the children of course it proves to be fun. They scrounge through the garbage to discover valuables in them. Saheb, the main character has resigned to this life. The ragpickers who came here way back in 1971, live in mud

houses, with roofs of tin and tarpaulin. For all these years, they have had no identity, no permits yet possess ration cards and have their names in the voter's list. All of them know that garbage would ensure their daily bread and a roof above their heads.

13. For the children it is wrapped in wonder, for the elders it is a means of survival." What kind of life do the ragpickers of Seemapuri lead? *[CBSE (AI) 2017]*

Ans. Seemapuri is on the outskirts of Delhi, comprising migrants from Bangladesh, who survived by way of ragpicking. These refugees, who settled down here in 1971 have no amenities of sewage, drainage or running water and is unlike the life of glitter and glamour in Delhi. Poverty prevails here from corner to corner. Ragpicking is the only means of survival for them and at times it assumes proportions of fine art. For the children of course it proves to be fun and they scrounge through the garbage to discover valuables in them. Saheb, the main character has resigned to this life. The dwellers here live in mud houses, with roofs of tin and tarpaulin. For all these years, they have had no identity, no permits yet possess ration cards and have their names in the voter's list. All of them know that garbage would ensure their daily bread and a roof above their head.

14. What change do you find in Saheb's life when he stops ragpicking and starts working at a tea stall? *[CBSE (F) 2017]*

Ans. When Saheb started working at the tea stall, his face lost the carefree look which he used to have when he was a rag picker. He was no longer his own master now. He had to do what the owner of the tea stall asked him to do. He carried heavy metal canisters, instead of light plastic bags and these canisters were not even his own. The plastic bags were his own. He was not happy working at the tea stall as he had lost his freedom.

15. Do the poor have the right to dream? Why then does the author call Mukesh's dream 'a mirage'? *[CBSE Sample Paper 2017]*

Ans. Dream comes naturally, and everybody has a right to it whether rich or poor. It is true that Mukesh had challenges in life, but he was very optimistic though the dream was like a mirage for him. He belonged to a family that was in the marginalised category of the society. He disliked his profession of bangle-making that blinded children at an early age and gave no proper food or shelter. He wanted to become a motor mechanic even though he had been working for years in the bangle-making factory. He knew about the vicious circle of politicians and middlemen, yet he had a dream to fulfil one day.

Self-Assessment Test

Reference to Context

Read the extracts given below and answer the questions that follow.

1. "I sometimes find a rupee, even a ten-rupee note," Saheb says, his eyes lighting up. When you can find a silver coin in a heap of garbage, you don't stop scrounging, for there is hope of finding more. It seems that for children, garbage has a meaning different from what it means to their parents. For the children it is wrapped in wonder, for the elders it is a means of survival.
   (a) Where does Saheb find a rupee or a ten-rupee note?
   (b) When is there a hope of finding more in the heap of garbage?
   (c) What is garbage for children?
   (d) What is garbage for elders?

2. Together they have imposed the baggage on the child that he cannot put down. Before he is aware, he accepts it as naturally as his father. To do anything else would mean to dare. And daring is not part of his growing up. When I sense a flash of it in Mukesh I am cheered.
   (a) Who are 'they' here?
   (b) What is the baggage mentioned in the above lines?
   (c) What has he accepted as naturally as his father?
   (d) What is not a part of his growing?

Short Answer Questions

1. "The elderly woman still has bangles on her wrist, but no light in her eyes." Elucidate.
2. Why is the author embarrassed at having made 'a promise that was not meant'?
3. What was the plight of the Mukesh's father?
4. How does illiteracy and ignorance play a cruel game in the lives of bangle-makers?
5. How is Mukesh different from the others of his family? Why is the author happy on seeing him?
6. How are politicians, agents, middlemen and policemen responsible for the misfortunes of the people of Firozabad?
7. 'Little has moved with time in Firozabad', says Anees Jung. Why does she say so?

Long Answer Questions

1. Compare and contrast the lives of the families of Seemapuri and Firozabad.
2. Draw a character sketch of Saheb-e-Alam and Mukesh. How different or similar are the two?
3. Elucidate the statement, 'Food is more important for survival than an identity.'

3

DEEP WATER

—William Douglas

Introduction

'Deep Water' is our autobiographical account of the author's childhood misadventure at the swimming pool. In this chapter, he tells us how as a young boy, he was nearly drowned in the swimming pool. Thereafter, he feared water so much that he avoided it whenever he could, but on the other hand, he was also determined to get rid of his fear. Slowly and steadily, he overcame the fear of water in the end.

Theme

The chapter, 'Deep Water' is an essay written by William Douglas, in which he shares about his fear of water and how he overcomes the fear with courage, hardwork, determination, will power, perseverance and a strong desire to learn swimming. The theme covered in this chapter is 'fear' and his 'triumph' over it. It conveys the idea that fear is a great obstacle to our happiness and progress. It is a negative feeling which we can overcome by sheer will power and optimism.

Main Character

William Douglas

William Douglas, the narrator of the story, was a positive thinker. He feared water since childhood. So he decided to overcome his fear. He was a determined man with a very strong will power. It was his determination and will power that helped him get rid of his fear. He was a strategic thinker also. When he was unexpectedly pushed into the water, he quickly planned his strategy to save his life.

Summary

The excerpt, 'Deep Water' written by William Douglas is taken from his book 'Of Men and Mountains'.

'Deep Water' talks about his fear of water, and thereafter, how he finally overcame it. His first such experience was on the sea beach. He was with his father when a powerful wave swept over him. Though the wave receded, it left Douglas petrified. He decided to learn swimming. For this, he chose the Y.M.C.A. pool. It was safe. Its depth at the shallow end was only two feet. However, the deep end was nine feet deep.

One day, a strong young man picked Douglas and tossed him into the deep side of the pool. Douglas sank to the bottom. However, he jumped and came up gradually. Fear had seized him and he was nearly drowned. His efforts to save himself went in vain. No one came to his rescue. He tried to breathe but swallowed water. Though death was at his doorstep, he experienced complete freedom from the fear of death. He lay in complete peace. There was no sensation or fear of death. But someone finally saved him. This horrific experience, however, shook Douglas badly. Its memories haunted him so much that he felt sick. The sight of water rattled him so much that he could not even go canoeing or fishing.

Finally, he made up his mind to overcome his fear. He found an instructor who trained him as a swimmer bit by bit. He was able to overcome his fear completely and swim for miles.

The experience of fear and death; and its conquest made him live intensely. Conquering fear made him realise the true value of life and this helped him enjoy every moment of his living. He finally learnt to live life to the fullest.

Answers to NCERT Questions

Think as you read

1. What is the "misadventure" that William Douglas speaks about?

Ans. William Douglas had just begun to learn swimming. One day, an eighteen-year-old boy, for fun, picked him up and tossed him into the deep end of the Y.M.C.A. pool. He hit the water surface in a sitting position. He nearly died in this misadventure.

2. What were the series of emotions and fears that Douglas experienced when he was thrown into the pool? What plans did he make to come to the surface? *[CBSE (F) 2011]*

Ans. Douglas started going down gradually into the water. He was petrified, so he decided to jump as soon as his feet touched the bottom of the pool. However, as he jumped, he did not spring upwards. Rather he went down. There was water all around. Only his nose was out of water. He started his downward journey once again. An irresistible force brought him down. He felt afraid and was paralysed with fear. Terror seized him, and he trembled with fright. He called for rescue but no one came. After that, blackness swept over him. He lost fear. There was no panic. He felt relaxed and lost consciousness.

3. How did this experience affect him?

Ans. The near death experience of drowning had a very strong impact on his psychology. He was deeply perturbed and shaken by the whole experience. A haunting fear of water took control of his physical strength and emotional balance for many years. As he couldn't bear being surrounded by water, he was deprived of enjoying any water-related activity.

4. Why was Douglas determined to get over his fear of water?

[CBSE Delhi 2012, CBSE Delhi 2011]

Ans. Douglas was determined to get over his fear of water because he believed in what Roosevelt has said, "All we have to fear is the fear itself." Douglas regretted being deprived of enjoying water activities like canoeing, boating, swimming, fishing, etc. The wish to enjoy them and the craving to regain his lost confidence, while being in water, made him try every possible means to get rid of his fear. He was finally able to overcome

this mental handicap by getting himself a swimming instructor and further ensuring that no residual fear was left.

5. How did the instructor "build a swimmer" out of Douglas?

Ans. The instructor built a swimmer out of Douglas piece by piece. For three months, he held him high on a rope attached to his belt. He went back and forth across the pool. Panic seized the author every time. The instructor taught Douglas to put his face under water and exhale, and to raise his nose and inhale. Then Douglas had to kick with his legs for many weeks till they relaxed. After seven months, the instructor told him to swim the length of the pool.

6. How did Douglas make sure that he conquered the old terror? ***[CBSE (AI) 2013]***

Ans. When Douglas was alone in the pool, the remnants of the old terror would return. He would stare at and rebuke it, then go for another length of the pool. He was not satisfied. Even after the swimming training was over, Douglas wasn't confident about his swimming or about the fact that he had overcome the fear. He was determined to get rid of it forever. He swam alone in the pool. There he tried every possible stroke he had learnt. He went to Lake Wentworth to dive and dived off a dock at Triggs Islands and swam two miles. He tried every possible stroke he had learnt. He fought back the tiny vestiges of terror that gripped him in middle of the lake. Finally, in his diving expedition in the warm lake, he realised that he had truly conquered his old terror. Now, he could laugh away the terror.

Understanding the Text

1. How does Douglas make clear to the reader the sense of panic that gripped him as he almost drowned? Describe the details that have made the description vivid.

Ans. Douglas used to feel scared of water due to his childhood experience. But he decided to learn how to swim. He chose the Y.M.C.A. pool for this purpose as it was safe. However, unfortunately, one day, while he sat on the edge of the pool, a young man tossed him into water, just for fun. Douglas had a horrific experience. He fell into the water in a sitting position. He was scared as he sank into the depth. Though only nine feet deep, still it appeared to be bottomless. Terrified, he decided his next move. When he touched the bottom of the pool, he jumped. However, he did not spring to the surface. He came up gradually. His eyes and nose came out of the water. He saw nothing besides water. He wanted to catch a rope, but failed. Though he kept on beating the water with his arms, nothing helped him. His legs remained stiff and hung as dead weights. Finally, he felt being sucked into water again. His lungs were about to burst. His head pulsated, and fear seized him. Terror struck him like an electric charge. He trembled with fear. He shouted for help but no one could listen to him. He came up and gasped for breath, but he swallowed water. Gradually, his mind blacked out and he became unconscious.

2. How did Douglas overcome his fear of water?

Ans. The panic that Douglas had experienced in the pool, haunted him. Its remembrance made him sick. As he went boating, fishing or bathing, fear gripped him. He was unable to enjoy canoeing, boating, fishing or swimming. Douglas thus, wanted to overcome this fear. He hired an instructor to learn swimming without fear. The instructor put a belt around Douglas. The rope went through a pulley that ran on an overhead cable. The instructor caught the end of the rope. This way, they went back and forth across the

pool. Each time the instructor loosened the rope, Douglas was afraid. Three months later, however, his terror began to leave him. So the instructor taught him to put his face under the water and then exhale. Further, he held Douglas at the side of the pool, and made him kick with his legs. All of this exercise was repeated hundreds of times till it was done perfectly. Thus, piece by piece, the instructor turned Douglas into a good swimmer who could swim independently using different strokes. But Douglas still felt dissatisfied. He did not feel fearless completely. To get confidence, he went to Lake Wentworth. There he dived off a dock at Triggs Island. He swam two miles using all types of strokes. Only once, memories of old terror came back. But Douglas overcame them with a laugh. So he was able to get over his fear of water totally.

3. **Why does Douglas as an adult recount a childhood experience of terror and his conquering of it? What larger meaning does he draw from this experience?**

Ans. Douglas underwent a horrific experience in water. His first experience came at the sea beach with his father. A powerful wave passed over him, almost drowning him. The other experience was in the Y.M.C.A. pool. A strong wave hurled him to the deepest part of the pool. Douglas did not know swimming. He was scared. He went up and down, his head ached, his lungs were about to burst, and an overwhelming terror seized him. In fact, he was nearly drowned.

This experience left a permanent impression on Douglas' mind. Experiencing something of this sort makes people feel like narrating it to others. So it was natural for Douglas to share his experience with the readers. But there are some other experiences too. It was the experience of total peace, with no fear of death. Here, Douglas finds that there is terror of death. But death is not terrible. Later, Douglas was able to overcome it. Getting terrible fear and having conquered it, his will to live became intense. He started enjoying every minute of living. His experience and ultimate conquest of his fear is a lesson for all the readers.

Talking about the Text

1. **"All we have to fear is fear itself." Have you ever had a fear that you have now overcome? Elaborate.**

Ans. Roosevelt has appropriately said, "All we have to fear is fear itself." These words have a deeper meaning for all of us. It implies that we fear, fear the most. Those who have undergone this experience of fear can only appreciate its worth. William Douglas had faced it twice in life. He had a terrible fear of water. He could not go for swimming, canoeing, boating, rafting, etc. He realised that it would ruin his life, since it was following and haunting him wherever he went. Fear is our hard core enemy. We must get rid of it at the earliest like Douglas. I too had a terrible experience in my life.

Once I went to a snake park in Kerala. Seeing all the snakes trying to crawl up the oily well wasn't a pleasing sight and infact brought terror of snakes in my life. One day, when I was walking on the road, I saw a small snake crossing the road. My friend, who knew about my fear, asked me to run away. This, however, had an opposite effect on me and made me confront it. I went near it and found that it didn't harm me. Though even now, I get scared on seeing huge snakes and avoid watching them on TV and newspaper, my fear for snakes has reduced. All because I decided to fight my fear.

Additional Questions

Reference to Context

Read the extracts given below and answer the questions that follow.

1. From the beginning, however, I had an aversion to the water when I was in it. This started when I was three or four years old and father took me to the beach in California. He and I stood together in the surf. I hung on to him, yet the waves knocked me down and swept over me. I was buried in water. My breath was gone. I was frightened. Father laughed, but there was terror in my heart at the overpowering force of the waves.

(a) Who is 'I' here?

Ans. Here, 'I' is the author, William Douglas.

(b) When did the aversion to water start?

Ans. Aversion to water started at the age of three or four.

(c) Where did his father take him?

Ans. His father took him to the beach of California.

(d) Why was the author frightened?

Ans. The author was frightened because he was swept over by the waves while surfing with his father.

2. With that he picked me up and tossed me into the deep end. I landed in a sitting position, swallowed water, and went at once to the bottom. I was frightened, but not yet frightened out of my wits. On the way down I planned: When my feet hit the bottom, I would make a big jump, come to the surface, lie flat on it, and paddle to the edge of the pool.

(a) Who is 'he' here?

Ans. Here, 'he' is a boy of eighteen years old.

(b) In which position did he land?

Ans. He landed in a sitting position and went once to the bottom.

(c) Was he frightened?

Ans. He was frightened but was not out of his wits.

(d) What did he plan?

Ans. He planned that when his feet would hit the bottom, he would make a big jump, come to the surface, lie flat on it and paddle to the edge of the pool.

3. The next I remember I was lying on my stomach beside the pool, vomiting. The chap that threw me in was saying, "But I was only fooling." Someone said, "The kid nearly died. Be all right now. Let's carry him to the locker room." Several hours later, I walked home. I was weak and trembling. I shook and cried when I lay on my bed.

(a) Where was the author lying?

Ans. The author was lying on his stomach beside the pool.

(b) Why was the author vomiting?

Ans. The author was vomiting because he got drowned inside the pool.

(c) Where was the author carried to?

Ans. The author was carried to the locker room.

(d) Describe the condition of the author.

Ans. The author walked home alone after few hours. He was weak and trembling with fear.

4. Next he held me at the side of the pool and had me kick with my legs. For weeks I did just that. At first my legs refused to work. But they gradually relaxed; and finally I could command them. Thus, piece by piece, he built a swimmer. And when he had perfected each piece, he put them together into an integrated whole. In April he said, "Now you can swim. Dive off and swim the length of the pool, crawl stroke."

(a) What did the author do for weeks?

Ans. For weeks, the author's instructor held him at the side of the pool and had him kick with his legs.

(b) Was he able to do?

Ans. Initially, his legs refused to work, but gradually, they relaxed and later he could easily command them.

(c) Who built a swimmer?

Ans. The instructor built a swimmer out of the author, piece by piece.

(d) When did he put together into an integrated whole?

Ans. When the instructor perfected each piece of the author, he put them together into an integrated whole.

Short Answer Questions

1. When Douglas realised that he was sinking, how did he plan to save himself? *[CBSE Delhi 2010]*

Ans. Douglas did not lose hope. He planned that as soon as he would hit the bottom of the pool, he would push himself up. He sprang up as he planned and came slowly to the surface.

2. 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? *[CBSE Delhi 2010]*

Ans. Douglas was seized with extreme terror and panic. He tried to shriek under water and felt absolutely paralysed with fear. He felt stiff and rigid, and the screams seemed to freeze in his throat. The beating of his heart and the pounding in his head were the only reminders that he was still alive.

3. Why did Douglas go to Lake Wentworth in New Hampshire? *[CBSE Delhi 2011]*

Ans. Douglas went to Lake Wentworth in New Hampshire to get rid of his fear of water. He took training from a coach in a swimming pool. Though his fear for water decreased, it had not completely left him. Then he went to the lake to test his fear to swim all alone. He swam two miles in the lake. Thus, he conquered his phobia of water.

4. Which factors led Douglas to decide in favour of Y.M.C.A. pool? *[CBSE (AI) 2011]*

Ans. Douglas decided in favour of Y.M.C.A. pool, as it was an ideal place to learn swimming. It was safe as it was only two-three feet deep at the shallow end. Though, it was nine feet deep at the other end, the drop was gradual.

5. Why did Douglas go to Lake Wentworth in New Hampshire? How did he make his terror flee? *[CBSE (AI) 2012]*

Ans. Douglas was not sure whether all the terror had left even after the training from

October to April and practice till July. So he went to Lake Wentworth and swam two miles. Terror returned only once when he was in the middle of the lake. He had put himself under water and saw nothing but bottomless water. The old sensation returned, but only at a smaller magnitude. He laughed and rebuked terror.

6. What efforts did Douglas make to get over his fear of water? *[CBSE (AI) 2012]*

Ans. Douglas hired an instructor who taught him to face water and exhale. He taught Douglas various techniques to handle water and learn swimming. Eventually, to ensure that his fear was completely off his mind, Douglas swam two miles across the lake went worth, and for any residual fear to be cleared, he hurried west to the Conrad Meadows and dived into the warm lake from on top of the Gilbert peak. He had finally conquered his fear of water.

7. How did the instructor turn Douglas into a swimmer? *[CBSE Delhi 2013]*

Ans. Douglas wanted to overcome his fear of water. For this, he took the help of an instructor who taught him all the strokes of swimming. He taught him to practise every part of his body separately – his limbs, his hands, how to exhale and inhale when out of water and inside water. After perfecting each part, he integrated the whole and built a complete swimmer out of Douglas.

8. What was the author's early childhood fear of the water? How did it affect him the rest of his life?

Ans. The author and his father once went to the beach of California when the former was three or four. While playing in the surf of the sea, the author was knocked down by the water and was buried under it. He lost his breath and a deep fear developed in his mind.

9. Why did Douglas' mother recommend that he should learn swimming at the Y.M.C.A. swimming pool? *[CBSE Delhi 2015]*

Ans. Douglas' mother recommended that he should learn swimming at the Y.M.C.A. swimming pool because it was much safer than the river where a lot of drownings had taken place. It was only 2-3 feet deep at the shallow end and 9 feet deep at the other end.

10. Mention any two long term consequences of the drowning incident on Douglas. *[CBSE Sample Paper 2016]*

Ans. After the drowning incident, Douglas always felt terrified near water. He was deprived of enjoying water activities like canoeing, boating, swimming, fishing, etc. Fear gripped him and all this spoiled his holidays.

11. What deep meaning did his experience at the Y.M.C.A. swimming pool have for Douglas? *[CBSE (AI) 2016]*

Ans. After his near death experience at the Y.M.C.A. pool, Douglas started fearing water. He could not enjoy any water sports or go fishing. He decided to overcome his fear and learnt swimming again. He became confident and understood that 'all that we have to fear is fear itself'.

12. 'All we have to fear is fear itself'. When did Douglas learn this lesson? *[CBSE (AI) 2016]*

Ans. These words mean that we fear, fear the most. Those who have undergone this experience of fear can only appreciate its worth. Douglas faced it twice in life. He had a terrible fear of water. He could not go for swimming, canoeing, boating, rafting, etc. He realised that it would ruin his life since it was following and haunting him wherever he went. Fear is our hard core enemy.

13. How does Douglas develop an aversion to water at the age of three or four?

[CBSE (F), SET I 2018]

Ans. The author and his father once went to the beach of California when the former was three or four. While playing in the surf of the sea, the author was knocked down by the water and was buried under it. He lost his breath and a deep fear developed in his mind. At the Y.M.C.A. pool, a strong boy threw him in the deep end of the pool. Douglas hit the water in a sitting position and slowly went to the bottom. Although he was saved later but the terror stayed with him.

14. Douglas' mother thought that Y.M.C.A. pool was safe for learning to swim. What are your views? *[CBSE (F), SET II 2018]*

Ans. Although the Y.M.C.A. pool was only two or three feet deep, but it lacked safety measures for learners. The pool remained open for hours, but there was no security. There were no ropes or ladders in the pool to help if someone happens to drown.

15. How did Douglas hope to come out when he was thrown into Y.M.C.A pool?

[CBSE (F), SET III 2018]

Ans. Douglas planned that he would spring from the bottom of the pool and would push himself up, lie flat on the water, strike out with his arms and thrash with his legs. Then he would get to the edge of the pool and be safe.

16. What shocking experience did Douglas have at Y.M.C.A. pool?

[CBSE, (Delhi) SET III, 2017]

Ans. When Douglas was alone one day and the place was quiet, the water looked still and he observed all this sitting on the side of the pool, waiting for others, a big bruiser of a boy probably eighteen years old. A beautiful physical specimen, according to him yelled at him, picked him up and tossed him into the nine feet deep end of the pool, making him land in a sitting position, swallowing water and going straight to the bottom. Douglas unfortunately did not know to swim. He almost died.

17. How did Douglas' introduction to Y.M.C.A. pool revive his childhood fear of water?

[CBSE, (AI) SET III, 2017]

Ans. Douglas remembered his experience on the beach of California when he was just three or four years old. He recalled how the waves overpowered him and though his father was with various instead of helping Douglas, he kept on laughing and enjoying his plight.

18. Why was Douglas determined to get over his fear of water?

[CBSE (Compartment) 2018]

Ans. He was determined to get rid of his fear of water because he had suffered a lot, depriving himself from various water sports like boating, fishing and canoeing, etc.

Long Answer Questions

1. "...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? *[CBSE (AI) 2010]*

Ans. Once Douglas was thrown into the swimming pool by a boy. He did not know swimming by that time. He could not come out of it by himself and was nearly drowned. Therefore, he became very much afraid of water. He dropped the idea of swimming and developed

the fear of water. He made many efforts but went in vain. He could not control his feeling of terror. The writer had near death experience in the pool. The writer made one more effort to come out but that also failed. He could not forget his first experience of drowning when he was swept away by a sea wave. At that time, he was with his father but he was afraid.

Now, the author was so afraid of water that he could not even wade into it. He could not bathe in the river and could not enjoy any water sports.

2. How did the misadventure in Y.M.C.A. swimming pool affect Douglas? What efforts did he make to conquer his old terror? *[CBSE (F) 2013]*

Ans. The misadventure at the Y.M.C.A. swimming pool affected Douglas for life. He was eleven at the time. When he was a learner and sat alone on the edge of the Y.M.C.A. pool, a young man, just for fun, threw him into the deep end of the pool.

He almost drowned. This experience left a deep scar on his mind. For days, the panic and fear kept haunting him. He began to fear water. He was possessed by it completely. It deprived him of the joy of canoeing, boating, fishing, bathing and swimming—all water sports. So he decided to conquer it.

He got the services of an instructor, who trained him. First, every part of his body and then bit by bit, he built a swimmer out of Douglas. A rope was attached to the belt around the waist of Douglas and the rope went through a pulley, the other end was held by the instructor. First, the fear came back every time the instructor let go the rope. Gradually, the fear became less. Later, the instructor was no more needed. He tried to swim alone to test himself. So he went to Lake Wentworth and dived off. He swam using all the strokes that he had learnt. The traces of fear that frightened him were brushed aside. He could now laugh it all away. The fear was gone. He could swim fearlessly.

3. How did the instructor make Douglas a good swimmer? *[CBSE (AI) 2012, 2013]*

Ans. The haunting fear of the water followed Douglas in his fishing trips, swimming, boating and canoeing. He used every way he knew to get rid of this fear, but it held him firmly in its grip. So he finally engaged an instructor to learn swimming.

The instructor made him practise five days a week, an hour each day. He held one end of the rope in his hands and the other end through a pulley overhead of Douglas, was tied to the belt. Thus, the instructor relaxing his hold on the rope made Douglas swim back and forth in the pool.

After three months of this much training, the instructor taught Douglas to put his face under water and breathe out, and to raise his nose and breathe in. He repeated this breathing-out and breathing-in exercise hundreds of times. Bit by bit, he got rid of part of the terror which had gripped him. Next, the instructor held Douglas at the side of the pool and made him kick the water with his legs. After weeks of practice, he could command his own legs for swimming in water.

Thus, piece by piece, the instructor built a swimmer. When he had perfected each piece, he put them into an integrated whole in the seventh month of the training.

4. How did Douglas try to save himself from drowning in the Y.M.C.A. pool? *[CBSE Delhi 2012]*

Ans. Douglas was tossed into the Y.M.C.A. pool by an older boy. He was frightened out of his wits, but on his way down, he planned how to rescue himself. He decided that when his

feet would hit the bottom, he would jump upwards and be able to come to the surface, lie flat and paddle to the edge of the pool. He tried to do so several times.

However, it seemed difficult because his lungs seemed to burst, he was not able to push himself upwards with force. He tried to reach a rope which also he failed to do. He tried to call out for help, but his voice failed him. His legs failed to paddle, he was surrounded by water and he drafted into a state of unconsciousness.

Though all his efforts to save himself failed, he was rescued by the folks at Y.M.C.A. But the incident aggravated his fear for water.

5. How did Douglas develop an aversion to water? *[CBSE Delhi 2012]*

Ans. Douglas developed an aversion to water first as a child when he went to the beach in California with his father. It so happened that when he was three or four years old, he went to the beach with his father. The waves knocked him down and swept over him. He was buried in water and his breath was gone. He was frightened and there was terror in his heart at the overpowering force of the waves.

At the Y.M.C.A. pool, a strong boy threw him in the deep end of the pool. Douglas hit the water in a sitting position and slowly went to the bottom and fainted. Although he was saved later, the terror stayed with him. As a result, he could not sleep or eat for days and did not go near the water for years. He developed a strong aversion for water bodies.

6. '*Practice makes a man perfect*'.

Douglas tried hard to reach to the level of perfection by perseverance. Comment.

Ans. Practice means constant use of one's intellectual and aesthetic powers. Perfect means 'ideal, complete and excellent'. Proper planning and practice promote perfect performance. Practice depends on training and it means repeating an activity. Constant practice also sharpens talent.

One has to follow certain qualities to be perfect. These are hard work, strong will power, faith, tolerance, positive approach, self-confidence and dedication. The quality that prepares one for all other qualities is practice. One should not stop practising and be satisfied until one achieves perfection.

Practice is the best way by which one can achieve perfection. Practice makes one feel and understand the same idea or thing again and again. The more one practices, the more errorless one becomes. One doesn't repeat the errors that were done previously.

Practice begins in the cradle and ends in the grave. Right from childhood, man practises various activities like talking, reading, writing, eating, cooking, etc. For learning an art or any activity, one needs constant practice. A child practises speaking first by learning the alphabet, then the words, sentences and finally the speech. A child through repeated practice reaches perfection in speaking. One can't ride a bicycle or a motor bike or drive a car at the very first instance. One needs to practise till one achieves perfection in the same. The same method applies to other areas too. Be it fine arts, cooking or writing. Determined to overcome his phobia of water, Douglas got trained under an instructor. He conquered this terror with an adamant determination, patience, undeterred single-mindedness and relentless efforts. He became fearless and courageous.

Practice enables a person to reach the heights of success in all walks of life. Practice develops outstanding qualities in one's character. Practice not only brings perfection but also helps in building character. Thus, it is practice that makes a man perfect and helps a human being who faces every challenge in life.

7. **Fear is mankind's greatest handicap. Do you agree? Give reasons in support of your views.**

Ans. People often hesitate from trying something new because of fear. Fear of failing; fear of not being able to complete something; fear of poor outcome; fear of change; fear of making mistakes—this fear of taking risks in life impedes the progress of a lot of people, especially those who have tasted success in the past. Successful people like to win and achieve high standards, so they become deeply interested in only achieving continuous success. They don't care to put their reputation as a 'winner' at stake—so they stay in their comfortable cocoon, missing all kinds of opportunities for an even brighter future.

Yet again, childhood fears and phobias also act as deterrents in our way of progress. Fear of darkness, may prevent a person from enjoying the beauty of the right sky. Fear of heights, the view of the world below, and fear of water will deprive one from enjoying various pleasures that is provided by water sports. Fear of failure prevents us from trying to move towards success. In short, fear of every nature is a handicap.

- Change needs resilience, and resilience is born of confidence. One's confidence is highest when things are going well. You'll cope with any setbacks far better when you're doing so from a position of strength.
- If you wait until life has dealt you some bad blows, those necessary changes will need to be made under time, pressure and stress. That's a bad time to make decisions. The more stressed and frantic you are, the more likely you are to make mistakes—and the less you'll be able to recover from them.

Corporations often make the same error. They get complacent when the product line is selling well and profits are high, only thinking about new ways to please their customers when those customers are already going elsewhere.

Achievement is a powerful value for many successful people. Each fresh achievement adds to the drive to achieve in their lives. Failure becomes the supreme nightmare: a lurking horror that they must avoid at any cost. And the simplest way is never to take a risk.

It is important to understand that failure is in fact the pillar to success. Be it J.K. Rowling, Steve Jobs, Thomas Alva Edison, Albert Einstein, King Bruce or William Douglas from the chapter 'Deep Water', all of them had failed multiple times to achieve success in life. In fact, constant failure was what pushed them towards success. A little failure is essential to preserve everyone's perspective on reality.

Fear is the greatest destroyer of human life and happiness. If you're successful, but constantly afraid of failing, all your success hasn't brought you what matters the most—peace of mind in the face of life's constant unpredictability.

8. **A big boy pushed Douglas into the deep end of the swimming pool which could have led to his death. Concerns regarding bullying and ragging persist in many teenage groups. Quoting examples from the text, discuss the problem of bullying and its effects on the victims. Also suggest ways to deal with this problem.**

[CBSE Sample Paper 2015]

Ans. Bullying or ragging creates many physiological problems for victims. It may or may not lead to physical harm, but psychologically it harms the victim. Douglas was also a victim of a similar incident. At the Y.M.C.A. pool, a bully threw him in the deeper end of the pool. Although he was saved, the terror stayed with him. As a result, he could not sleep or eat for days and did not go near the water for years. He also started avoiding water

for a long time. Simple activities like fishing and boating, which he wanted to enjoy, couldn't be done.

To deal with this problem, especially in schools and colleges, committees for monitoring teenagers should be set up. Once the prospective bullies know that they are being watched, they would not dare to do such actions. Equally important is the support of parents and community. Children need to be aware to understand what bullying is and report any incidents of bullying. Bullies should be severely punished and not just left with a warning. Unless some stringent measures are taken, the problem of bullying and ragging cannot be resolved.

9. Fear is something that we must learn to overcome if we want to succeed in life. How did Douglas get over his fear of water? *[CBSE paper, 2018]*

Ans. Douglas had a very bad experience with water when he was very young, and the fear of water haunted him very significantly. He felt sick whenever he remembered the incident. His fear prevented him from enjoying water sports, fishing, canoeing, and swimming. He made up his mind to overcome this fear. He hired an instructor to enable him to do so. The instructor put a belt around Douglas that was connected safely to a pulley that ran on an overhead cable. The end of the rope was in the instructor's hand. The training began very systematically. Three months later, his confidence began increasing. All the techniques like breathing, paddling, and different strokes were introduced and perfected gradually. Though he began swimming, he had not lost his fear totally. He, therefore, went to Lake Wentforth, dived from the dock at Triggs Island and swam for two miles. He finally shut off his fears with a laugh. He made a definite attempt at overcoming his fears and succeeded in doing so.

Self-Assessment Test

Reference to Context

Read the extracts given below and answer the questions that follow.

1. I used every way I knew to overcome this fear, but it held me firmly in its grip. Finally, one October, I decided to get an instructor and learn to swim. I went to a pool and practised five days a week, an hour each day. The instructor put a belt around me.
   (a) What is the fear mentioned in the above lines?
   (b) What did the author finally decide?
   (c) How much did he practise in a pool?
   (d) Why did he decide to get an instructor?
2. The experience had a deep meaning for me, as only those who have known stark terror and conquered it can appreciate. In death there is peace. There is terror only in the fear of death, as Roosevelt knew when he said, "All we have to fear is fear itself."
   (a) What is the experience mentioned by the author?
   (b) Why has the experience a deep meaning for the author?
   (c) According to the author, who can appreciate?
   (d) Explain, 'all we have to fear is fear itself'.

Short Answer Questions

1. Why didn't Douglas dare to swim in the Yakima River?
2. Why did Douglas choose the Y.M.C.A. pool to learn swimming?
3. How did Douglas start learning to swim at Y.M.C.A. pool?
4. 'And then in the midst of the terror came a touch of reason.' What was that and did it succeed?
5. 'I was frightened, but not yet frightened out of my wits.' What does this mean?
6. What can fear do to an individual?
7. How can an individual conquer his fear, and live a normal and free life?

Long Answer Questions

1. Draw a character sketch of William Douglas.
2. Douglas conquered his fear of water though once he had nearly drowned. He says, "There is a terror only in the fear of death." Do you agree? Express your views.
3. Douglas was tossed into the deeper end by a big bruiser of a boy. Bullying is a common phenomenon witnessed in many schools. Eradication of bullying is important for proper development of a child. Comment.

THE RATTRAP

—Selma Lagerlöf

4

Introduction

'The Rattrap' is a story that gives us a psychological insight into human nature. The author highlights how greed for material things entraps human beings. The story upholds the belief that the essential goodness of a human being can be awakened through love and understanding. It brings into focus the idea that the world is a rattrap. Riches, joys, shelter and food are all lucrative baits to trap mankind.

Theme

The chapter, 'The Rattrap' covers the theme of the basic human need for companionship, and shows the negative effects of loneliness. The story stresses on the fact that most human beings are prone to fall into the trap of material benefit. The author targets the materialistic approach of the people. The worldly riches have disillusioned them, and they are running after the things which are temporary.

Main Characters

The peddler

He is the protagonist and central character of the story. He is an unnamed man who lives as a tramp wandering the countryside and selling rattraps. As he does not make enough money from this to survive, the rattrap peddler also engages in petty thievery and begging.

Characteristics of peddler: Vagabound, thief, beggar, witty, philosopher, pragmatist and humorous.

Edla Willmansson

Edla is the daughter of the ironmaster. He is described as 'not at all pretty, but modest and quite shy'. She is exceptionally kind. She convinces the peddler to come to her house and then convinces her father to let the peddler stay for Christmas Eve. She is the most positive figure in the story, and her compassion and generosity are the reasons for the peddler's transformation.

Characteristics of Edla Willmansson: Kind, compassionate, friendly, charming, modest, shy, persuasive, sensitive, understanding, hospitable, honest and innocent.

Ironmaster

Ironmaster is Edla Willmansson's father and the man who owns Ramsjo Ironworks. He is a very prominent ironmaster. He steps by at his forge every day and night to watch the work, and inspects the quality of his products. In his younger days, he was in the military, so he mistakes the peddler for his 'old regimental comrade' Captain von Stahle.

Characteristics of Ironmaster: Greedy, cautious, hospitable, suspicious, unkind and taskmaster.

The Crofter

This is an old man who lets the peddler spend the night at his house. As the old man is lonely, he is glad to have a company and provides the peddler with food, tobacco and conversation. He is a very kind, and generous old man, but the peddler repays his generosity by stealing thirty kronors from him.

Characteristics of Crofter: Lonely, happy, friendly, gullible, generous and hospitable.

Summary

The story begins like a fairy tale. The central character is a beggar and a petty thief who goes about selling rattraps of wire to make a small living. He finds it difficult to make both ends meet. It makes him reflect about his own condition and the world at large. He realises that the whole world is nothing but a big rattrap. It offers rich and varied baits to people who bite on them and get trapped in the rattrap. The storyline unfolds gradually with the various baits being offered to the beggar. The old man that the tramp meets is generous with his hospitality but the bait of the three ten-kronor bills is enough to tempt him. Next at the Ramsjö ironworks, while seeking shelter for the night, the tramp bites the bait offered to him by the owner (though he initially refuses it), the ironmaster, of mistaken identity. Edla, the ironmaster's daughter, offers yet another bait of full-hearted generosity, comfortable living and a magically peaceful Christmas for the tramp. Finally, the bitter truth dawns on the hosts. Edla is downcast when she learns that the peddler is a thief. The tramp undergoes a change of heart after experiencing her kindness. He returns the stolen money and writes a letter to her, thanking her for helping him escape the rattrap. He attains nobility of spirit and 'becomes' Captain Von Stahle. The story ends with the victory of human goodness.

Answers to NCERT Questions

Think as you read

1. From where did the peddler get the idea of the world being a rattrap?

Ans. The peddler once got lost in the woods, and thought of his rattraps, when the idea of the world being a rattrap struck him.

2. Why was he amused by this idea?

Ans. The peddler believed that the world with all its riches and joys, food and shelter appears as a rattrap to tempt people. He was amused to think of many other people he knew, who were already caught in the trap, and some others who were circling around the bait.

3. Did the peddler expect the kind of hospitality that he received from the crofter?

Ans. The peddler did not expect to receive the kind of hospitality he received from the crofter. He usually used to meet sour faces and was turned away without even a word of kindness.

4. Why was the crofter so talkative and friendly with the peddler?

[CBSE Delhi 2011, 2012]

Ans. The crofter was so talkative and friendly with the peddler because he always lived alone and he needed company. He wanted to share his feelings with somebody. The peddler had sufficient time and he had to pass the night, so he listened peacefully.

5. Why did he show the thirty kronors to the peddler?

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

6. Did the peddler respect the confidence reposed in him by the crofter?

[CBSE (AI) 2008]

Ans. The peddler had no respect for the crofter's confidence reposed in him. In fact, he came back, smashed the windowpane, and stole the money.

7. What made the peddler think that he had indeed fallen into a rattrap?

Ans. After stealing the crofter's money, the peddler believed that it was not safe to walk along the public highway. So he went into the woods. He walked there but could not get out of it. So he thought that he had fallen into a rattrap. The forest with its trunks, branches and undergrowths appeared to him like an impenetrable prison.

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

Ans. The ironmaster considered the peddler as an old regimental comrade, who had fallen on evil days. So he invited the peddler to come home with him.

9. Why did the peddler decline the invitation?

Ans. The peddler was afraid as he was carrying stolen money with him. The peddler knew that the ironmaster had mistaken him for an old regimental comrade and feared that the ironmaster would send him to the police. He felt it was like walking into a lion's den.

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

Ans. The peddler accepted her invitation as she spoke kindly to him. She realised that he was afraid. Thus, she assured him that no harm would come to him and he was at liberty to leave whenever he wanted.

11. What doubts did Edla have about the peddler? ***[CBSE Sample Paper 2015]***

Ans. Edla was kind, trusting and compassionate. She had promised joy and festivities to the peddler on Christmas eve. Therefore, she entertains the peddler even after she knew the truth about him. Edla thought that the peddler had stolen something or had escaped from jail. She did not believe him to be educated, thus, she did not think of him as her father's old regimental comrade.

12. When did the ironmaster realise his mistake?

Ans. The ironmaster had seen the peddler in the dim light of the furnace. When the peddler came well-groomed in the broad daylight, the ironmaster realised that he was mistaken.

13. What did the peddler say in his defence when it was clear that he was not the person the ironmaster had thought he was?

Ans. The peddler told that he never pretended to be what he was not. He only desired to be permitted to sleep in the forge for the night. He had declined the ironmaster's invitation, again and again. He even wanted to put on his rags again, and go away.

14. Why did Edla entertain the peddler even after she knew the truth about him?

Ans. Edla served him not as her father's old comrade. She always thought him to be a homeless poor tramp. She wanted to feed supper to the poor man on Christmas eve. Thus, she let him stay.

15. Why was Edla happy to see the gift left by the peddler? ***[CBSE (AI) 2010]***

Ans. Edla was the daughter of the ironmaster. She had invited the peddler to her house, but when she was in church, she came to know that the peddler had stolen the money from the crofter's house. She was worried that he might have stolen things from her house too. But later, she was overjoyed to see the gift and all things untouched.

16. Why did the peddler sign himself as Captain von Stahle? ***[CBSE (AI) 2009]***

Ans. The ironmaster had been mistaken when he took the peddler for his old comrade. In reality, he felt he was Captain von Stahle, and signed his name on the letter as that. All this was due to Edla's behaviour, who made him feel like a real captain.

Understanding the Text

1. How does the peddler interpret the acts of kindness and hospitality shown by the crofter, the ironmaster and his daughter?

Ans. The peddler had been a man selling small rattraps made of wire. All around, he led a sad and monotonous life of a vagabond. He knocked at the door of the house of the crofter, who was an old man without wife and children. He showed kindness and hospitality unexpected by the peddler. Still the rattrap peddler stole his thirty kronors. So he betrayed the confidence reposed in him by the crofter. Later, the ironmaster thinking him to be an old acquaintance, invited him to his house. The peddler went to his house thinking that ironmaster might give him a couple of kronors. He did not reveal his true identity. Edla Willmansson, the ironmaster's daughter asked him to come to her home in a very compassionate and friendly manner. He agreed to go to their home. But while he was riding to the manor house, he had "evil forebodings". He felt guilty for stealing the crofter's money. The ironmaster, after realising that he was not the captain, told him to go out of the house immediately. However, the insistence of Edla allowed him to spend the Christmas evening in their house. The peddler wondered about it. However, he interpreted it to be her nobleness, kindness and generosity.

2. What are the instances in the story that show that the character of the ironmaster is different from that of his daughter in many ways?

Ans. There are several instances in the story to prove that ironmaster's character is different from his daughter's in many ways. The ironmaster mistook the peddler to be an old acquaintance. So he invited him to his house to spend Christmas evening. The peddler however, declined his invitation. So the ironmaster sent his daughter with the hope that she would have better ways of persuasion. The compassionate manner of the daughter won the confidence of the peddler, who agreed to go to her home. However, as the valet

bathed the peddler, cut his hair and shaved him and dressed him in a good-looking suit, the ironmaster had the realisation that he was someone else. The ironmaster, who could be called impulsive, told him to get out of his house immediately. However, his daughter said that he should stay with them that day, for Christmas.

She felt sympathetic towards 'the poor hungry wretch'. She believed that he could have a day of peace with them—just one in the whole year. She even told him to take his father's suit as a Christmas gift. Her attitude changed the peddler who left with her the money he had stolen.

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

Ans. In 'The Rattrap', there are instances of unexpected reactions from the characters to others' behaviour. Walking along the road one evening, the peddler saw a light grey cottage by the roadside. He sought shelter for the night. Usually, he was met by 'sour faces'. However, unexpectedly the house owner, the crofter, an old man without wife or children, greeted him. He showed hospitality by serving food and taking care of him. Then the peddler was entrapped in the forest. Over there, he sought shelter at the Ramsjö Ironworks. However, he met the ironmaster who insisted that he spends the Christmas evening at his home. The ironmaster mistook him for an old regimental comrade. When the peddler declined the offer, Edla, the ironmaster's daughter, went there to persuade him to come to their house. Later, the ironmaster realised that he had mistaken the stranger's identity and told him to leave his house immediately. But Edla unexpectedly convinced her father to let him stay for Christmas in the house. The most surprising reaction, however was the transformation of the peddler that was a result of the behaviour of Edla towards him.

4. What made the peddler finally change his ways?

Ans. The peddler, in addition to selling small rattraps of wire was even a petty thief. From the house of the crofter, he stole thirty kronors. This was inspite of the fact that the crofter sheltered him in his house for a night and gave him the best possible hospitality. However, the kind and generous behaviour of Edla Willmansson, the ironmaster's daughter, finally changed him. The ironmaster invited him to his house, mistaking him for an old regimental comrade. But realising that the peddler was not his old acquaintance but someone else, he told him to leave his house immediately. However, Edla showed pity on him and persuaded her father to permit him to spend the Christmas with them. Her behaviour changed his conscience and while giving her gift of a rattrap, she requested him to return the thirty kronors of the crofter which he had stolen. A complete transformation takes place in the peddler due to Edla.

5. How does the metaphor of the rattrap serve to highlight the human predicament?

Ans. In the story, 'The Rattrap', the peddler sells small rattraps of wire. Thinking of his rattraps, he was suddenly struck by the idea that the whole world around him—lands and seas, its cities and villages—was a big rattrap. He believed that the world existed for no other purpose but to set baits for people. The world was full of riches and joys, shelter and food and clothing, just as the rattrap offered food. When anyone was tempted to touch the bait, it trapped him, and it brought everything to an end. Thus, the metaphor of the rattrap serves to highlight the human predicament. The more we are allured by the wordly things, the more we are entrapped by them. There is no way out.

6. **The peddler comes out as a person with a subtle sense of humour. How does this serve in lightening the seriousness of the theme of the story and also endear him to us?**

Ans. The peddler had a great sense of humour. He contrasts the whole world with a rattrap. It sets bait for people. Since the world was never kind to him, he got 'unwanted joy' to think ill of it this way. His pastime was to think about people he knew who had been caught in the dangerous web, and of others who were waiting to be caught in the bait. It depicts his sense of humour. With stolen money of the crofter, he felt "quite pleased with his smartness". Entrapped in the forest, he thought about the world and the rattrap. He believed that 'his own turn had come'. It shows his sense of humour. He believed that he had been fooled by a bait and had been caught.

He did not tell his real identity to the ironmaster as he thought that thinking him as an old acquaintance, ironmaster may 'throw him a couple of kronors'. Going to the manor house, he believed that he was sitting in the trap and would never get out of it. As the ironmaster came to know that he was not his old acquaintance and threatened to call the sheriff, he replied that the whole world was nothing but a big rattrap and the ironmaster began to laugh. His sense of humour serves in lightening the seriousness of the theme of the story. It also evokes our sympathy for him.

Talking about the Text

Discuss the following in groups of four. Each group can deal with one topic. Present the views of your group to the whole class.

1. **The reader's sympathy is with the peddler right from the beginning of the story. Why is this so? Is the sympathy justified?**

Ans. The rattrap seller has been shown as a victim of his situation and not as an evil character from the beginning of the chapter. The peddler's business was not profitable enough to make both ends meet, so he had to resort to beggary and stealing. Moreover, he had no friends to guide him to the right path. The sympathy is justified because the peddler is capable of appreciating genuine goodness and hospitality. When he is treated with respect and kindness, he reciprocates the same in the best way he can, as shown in the end of the chapter.

2. **The story also focuses on human loneliness and the need to bond with others?**

Ans. The chapter deals with the issues of loneliness and companionship. Not only the peddler, but also other characters like the crofter, the ironmaster and Edla are lonely. The peddler had been lonely for a long time, but Edla's kindness and hospitality changed him. On the other hand, the crofter was also a lonely old man whose craving for a companionship leads him to give a shelter to the peddler, and he ends up getting robbed. The other two characters in the chapter—the ironmaster and his daughter—also suffer from loneliness. They crave company on Christmas Eve and are excited when they get the opportunity to serve a guest.

3. **Have you known/heard of an episode where a good deed or an act of kindness has changed a person's view of the world?**

Ans. (Answers may vary.)

4. **The story is both entertaining and philosophical.**

Ans. The story provides us with the glimpses of human nature and the reactions of people

in various situations. The actions of the peddler after stealing thirty kronors are quite amusing. The change in the ironmaster's attitude towards the stranger reveals how selfish and ignorant human beings can be, and the reactions of the blacksmith to the tramp's request for shelter show how casual and indifferent human beings can be. The ironmaster mistakes the vagabond for his old regimental comrade and asks him to spend Christmas with them at their home. When the peddler refuses, he sends his daughter to convince with her persuasive power, she makes him follow her to the house. When the ironmaster sees the strange in broad daylight, he is annoyed. Instead of realising his own mistake, he puts blame on the peddler. The metaphor of the world being a rattrap saves the situation for the tramp, but the ironmaster wants to turn him out. But the daughter wants the tramp to enjoy a day and moreover, she does not want to chase away a person who they invited home. The ironmaster's comments are quite entertaining and philosophical.

Additional Questions

Reference to Context

Read the extracts given below and answer the questions that follow.

1. 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 land 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.

(a) Who is 'he' here?

Ans. Here, 'he' is the peddler.

(b) What was 'he' thinking?

Ans. 'He' was thinking about his rattraps.

(c) What idea was struck to him suddenly?

Ans. The idea that the whole world with its land and seas, its cities and villages is nothing but a rattrap, struck him suddenly.

(d) According to him, what is the purpose of the world?

Ans. World being a rattrap, it traps people by offering things that attract us.

2. One dark evening as he was trudging along the road he caught sight of a little gray cottage by the roadside, and he knocked on the door to ask shelter for the night. Nor was he refused. Instead of the sour faces which ordinarily met him, the owner, who was an old man without wife or child, was happy to get someone to talk to in his loneliness.

(a) When was he trudging along the road?

Ans. He was trudging along the road on a dark evening.

(b) What did he see on his way?

Ans. He caught sight of a little gray cottage by the roadside.

(c) Why did he knock the door?

Ans. He knocked the door to ask shelter for the night.

(d) What was the reaction of the old man?

Ans. The old man was happy to get someone to talk to in his loneliness.

3. The next day both men got up in good season. The crofter was in a hurry to milk his cow, and the other man probably thought he should not stay in bed when the head of the house had gotten up. They left the cottage at the same time. The crofter locked the door and out the key in his pocket.

(a) Who is the 'other man' here?

Ans. Here, the 'other man' is the peddler.

(b) Why was crofter in a hurry?

Ans. Crofter was in a hurry as he had to milk his cow.

(c) What did the other man think?

Ans. The other man thought that it would be inappropriate to stay in the bed when the head of the house has gotten up.

(d) Explain, 'both men got up in good season'.

Ans. Both men woke up early on time in the morning.

4. He walked and walked without coming to the end of the wood, and finally he realised 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 left himself befooled by a bait and had been caught.

(a) Who is 'he' here?

Ans. Here, 'he' is the peddler.

(b) What was he doing in the woods?

Ans. He was walking and walking in search of an end to the forest, but he was lost.

(c) What did he realise then?

Ans. He realised that he had been walking around in the same part of the forest.

(d) 'Now his own turn had come'. Explain.

Ans. As he recalled his thoughts about the world and the rattrap, he understood that now he has been caught in a trap for getting fooled by a bait.

Short Answer Questions

1. "Edla sat and hung her head even more dejectedly than usual." Which two reasons forced her to behave in that manner? *[CBSE (F) 2010]*

Ans. Edla was sad and upset as she had heard that a crofter of ironworks had been robbed. This led her to think that the peddler to whom she gave shelter was responsible for this misdeed. Her father also added to her doubts by saying that he had heard the peddler was a thief.

2. Why was the peddler surprised when he knocked at the door of the cottage? *[CBSE (AI) 2011]*

Ans. The peddler was surprised as he was not only welcomed at the night time but was also provided food and shelter. He was treated like a guest and not as a beggar. The crofter was a lonely man, he also needed company.

3. What made the peddler finally change his ways? *[CBSE (AI) 2011]*

Ans. The peddler changed his way of living because of the love and hospitality shown by Edla, daughter of the ironmaster. He lived a pathetic life, but when he was respected and cared, he changed his way of life. He began to live with dignity and respect.

4. Why did the peddler keep to the woods after leaving the crofter's cottage? How did he feel? *[CBSE (AI) 2011]*

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

5. Who was the owner of Ramsjö iron mill? Why did he visit the mill at night? *[CBSE (AI) 2012]*

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 round the clock. He came to the forge on one of his night rounds of inspection.

6. How did the ironmaster react on seeing the stranger lying close to the furnace? *[CBSE (AI) 2012, 2013]*

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

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

OR *[CBSE (AI) 2012]*

How did the peddler react when he saw that the ironmaster had recognised him as Nils Olof, an old regimental comrade? *[CBSE (AI) 2008]*

Ans. The peddler was mistaken by the ironmaster to be an old acquaintance from the regiment. He assumed that the ironmaster would hand him a few kronors and therefore, made no attempts to deny the reference being made. He replies by saying that things had gone down hill for him. However, when the ironmaster said that he should not have resigned and suggested that "Nils Olof" should accompany him to the manor, he flatly refused to do so, for fear of being recognised.

8. Why did Edla invite the peddler to stay with her family? *[CBSE (F) 2013]*

Ans. Edla was a kind and compassionate young lady. It was Christmas and she wanted the peddler to be a guest for the occasion and share all the goodies that were prepared for Christmas. She had also sensed his fear, but she wanted him to spend some time in her house without any fear and relax in comfortable security.

9. Why did the peddler think that the world was a rattrap? *[CBSE (AI) 2009]*

Ans. The peddler was a very poor man. He earned his living by selling rattraps made out of material bought by begging. Suddenly, he realised that the whole world was a rattrap. The riches and luxuries and comforts are the baits. Like rats, people allow themselves to be tempted by these baits. Once caught, everything is lost and even struggles would not let anyone escape.

10. What did the gift of the rattrap signify? *[CBSE Sample Paper 2016]*

Ans. In the story 'The Rattrap', the peddler leaves a small rattrap with thirty kronors and a note for Edla. He confesses his mistake and asks Edla to return the money to the crofter. He admits that he got caught in his own rattrap. He also thanks her for treating him as a real captain and for giving him another chance. Life is one big rattrap, one gets trapped

by his own deeds. The gift of the rattrap signified that the peddler was releasing himself from the trap he had very nearly got into. It was an expression of gratitude to Edla, for enabling him get out of it because of her behaviour towards him. It is important that everyone gets a second chance to improve oneself, and Edla had given him his chance.

11. Why was the peddler amused at the idea of the world being a rattrap? *[CBSE Delhi 2016]*

Ans. The peddler believed that the world with all its riches and joys, food and shelter appears as a rattrap to tempt people. He was amused to think of many other people he knew, who were already caught in the trap, and some others who were circling around the bait.

12. What hospitality did the peddler receive from the crofter? *[CBSE Delhi 2016]*

Ans. The peddler was surprised as he was not only welcomed at the night time but was also provided food and shelter. He was treated like a guest and not as a beggar. The crofter was a lonely man, he also needed company.

13. What do we learn about the crofter's nature from the story, 'The Rattrap'? *[CBSE (AI) 2016]*

Ans. The crofter was lonely and trusting. He was hospitable and gullible. Without any doubt on the peddler, he invites the peddler inside his house at night and shares not only his food but also the whereabouts of his hard-earned money. He was friendly and talkative. He felt proud of his cow that gave him enough milk to support him and talks a lot about it.

14. Why did the crofter show the thirty kronors to the peddler? *[CBSE (AI) 2016]*

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

15. Why did the ironmaster speak kindly to the peddler and invite him home? *[CBSE (AI) 2016]*

Ans. The ironmaster mistook the peddler to be "Nils olof", his old regimental comrade. He goes on to tell him that he would not have allowed him to resign if he had been in service.

As if to make amends for what had happened, the ironmaster tells the peddler to accompany him to the manor, so that he can be received honourably like an old regimental comrade.

16. Why was Edla happy to see the gift left by the peddler? *[CBSE Sample Paper 2019]*

Ans. Edla was happy to see the gift as it was a Christmas Eve and her mother was dead and brothers were abroad. On this festival, a stranger left a gift for her and shared the feelings of happiness and bonding as she was feeling lonely.

17. What was the content of the letter written to Edla by the peddler? *[CBSE (F) 2014]*

Ans. The peddler had left a packet behind for Edla which contained a rattrap, as a Christmas gift. Inside the packet, there was a letter and thirty kronors. In the letter, he has thanked Edla for her kindness and hospitality towards a stranger. He also repented for his crimes in the letter.

18. What did Edla notice about the stranger? *[CBSE (F) 2013]*

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

Long Answer Questions

1. **Describe the events which led to the change in the peddler's way of life.**

[CBSE (AI) 2008C]

Ans. The peddler had been living a despicable life of poverty, despair and frustration. His only aim in life was to accomplish things in life. He did not care about the means he chose to acquire the material substances in life. Be it beggary, theft or cheating someone, he did not shy away from anything. His view towards the society was in fact shaped by the apathetic and indifferent attitude of the society towards him. He was never shown any understanding, respect or kindness by anyone. He did not have any respect for any one and viewed the whole world as a rattrap. He felt that the riches and luxuries of life were baits to entice people into a vicious cycle of struggles, from which there was no escape.

Neither the crofter's hospitality nor the ironmaster's invitation to his house brought about any change in him. It was only when he met the ironmaster's daughter, Edla that his outlook towards life changed. Edla's warmth, kindness, compassion and genuineness touched him. He left a rattrap as a Christmas gift for Edla and enclosed a letter thanking her for her kindness. He also confessed to stealing money from the crofter and left the money to be restored to the owner. This way, he redeemed himself from his dishonest ways and emerged as an altogether transformed person. In this transformation process, he behaved like a real captain, the way Edla addressed him.

2. **Do you think the title, 'The Rattrap' is appropriate? Give examples from the text in support of your view.** *[CBSE (AI) 2008C]*

Ans. Selma Lagerlof gives a very apt and logical title to the story. The metaphor of the rattrap is very effectively used. The whole world is nothing but a big rattrap. All riches, joys, food and shelter are just baits. These baits make people restless, helpless and powerless. The moment anyone touches the bait, the rattrap closes in on him. Then everything comes to an end.

The story revolves around the vagabond, who, though philosophises about the world being a rattrap, falls into its trap. Though the crofter shows him kindness by offering him food and shelter, he robs him. His greed for money makes him fall in the rattrap. Further, when the ironmaster mistakes him to be an old friend, he does not correct him. He decides to cheat him of his money. So even though the peddler tries hard not to fall into the rattrap or worldly riches and materialistic benefits, he ultimately falls into one.

3. **Attempt a character sketch of the peddler in the story, 'The Rattrap'.**

[CBSE (AI) 2008C]

OR

The peddler enjoys the sympathy of readers right from the beginning of the story. Draw a character sketch of the peddler, justifying the sympathy he generates among the readers.

Ans. Selma Lagerlof draws the character of the peddler with all sympathy and understanding. Selma wants to give a definite message. The peddler represents some human weaknesses. He is in fact the product of circumstances. But he is never devoid of basic human goodness. Only it lies in hibernation for some time. The essential goodness in him is awakened through love and understanding of Miss Edla Willmansson.

The peddler is so many things, all rolled in one. He is a vagabond cum beggar cum a petty thief. At moments, he can raise himself to a philosopher. He philosophises life and compares the world to a big rattrap. Finally, he transforms himself into a 'gentleman'.

The peddler is a pragmatist. He finds his business not quite profitable. He doesn't mind resorting to both begging and petty thievery. Nor is he above temptations. He steals 30 kronors of his generous host, the old crofter.

The peddler raises himself above petty worldly temptations in the end. His essential human qualities raise him to heroic heights. He is witty and humorous. He knows how to deal with men and tricky situations. He thanks Miss Edla for her kindness and hospitality. She gives a little cry of joy when he decides to return 30 kronors to the rightful owner. She is requested to return the money to its rightful owner, the old crofter. The readers forgive him for his little human weaknesses. They develop sympathy and appreciation for him.

4. Describe the peddler's meeting with the ironmaster. Why did he decline his invitation? *[CBSE Delhi 2008; (AI) 2008]*

Ans. It was by chance that the peddler found himself at the Ramsjö Ironworks. It was a dark evening before Christmas. The peddler opened the gate and stood close to the furnace. It was nothing unusual for poor vagabonds to have night shelter in the winter in front of the fire. The ironmaster noticed the peddler. He walked close up to him and looked him over very carefully. He mistook him for Captain Stahle, an old comrade of his regiment. He felt sorry that he had resigned from the regiment long ago. The ironmaster invited the peddler home as their special guest on Christmas. The peddler was not amused. He didn't want to be received by the owner like an old regimental comrade. He looked quite alarmed and declined the invitation.

Going to the manor house appeared like throwing himself voluntarily into the lion's den. He didn't want to go there. He only wanted to spend the night in the forge. He wanted to sneak away in the morning unnoticed. Then he thought of the thirty kronors. They were a bait and he couldn't resist the temptation. Now again the bait had been thrown at him. He had to resist the temptation and decline the invitation. The ironmaster only assumed that the peddler felt embarrassed because of his miserable clothing.

5. Edla proved to be much more persuasive than her father while dealing with the peddler. Comment. *[CBSE Delhi 2015]*

OR

The peddler declined the invitation of the ironmaster but accepted the one from Edla. Why? *[CBSE Delhi 2015]*

Ans. The peddler was afraid as he was carrying stolen money with him. The peddler knew that the ironmaster had mistaken him for an old regimental comrade and feared that the ironmaster would send him to the police. He felt as if he were walking into a lion's den. He didn't want to go there. He only wanted to spend the night in the forge. He wanted to sneak away in the morning unnoticed. Then he thought of the thirty kronors. They were a bait and he couldn't resist the temptation. However, he accepted Edla's invitation as she spoke kindly to him. She realised that he was afraid. Therefore, she assured him that no harm would come to him and he was at liberty to leave whenever he wanted. The compassionate manner of the daughter won the confidence of the peddler who agreed to go to her home.

6. Why did the crofter repose confidence in the peddler? How did the peddler betray that and with what consequences? *[CBSE Delhi 2015]*

OR

How did the peddler betray the confidence reposed in him by the crofter in 'The Rattrap'? *[CBSE (AI) 2008C]*

Ans. The peddler did betray the confidence reposed in him by the crofter. He considered this world nothing but a big rattrap. It sets baits for people. The peddler unwillingly allowed himself to be tempted to touch the bait. Those thirty kronors which the crofter stuffed into the pouch proved to be bait. He stole the money. By doing so, he committed a breach of trust. It was nothing but simple moral degeneration.

One dark evening, as he was walking along the road, he saw a gray cottage by the roadside. He knocked on the door to ask shelter for the night. He was well received there. The owner was an old man (crofter) without wife or child. He was happy to find a man to talk to in his loneliness. The old crofter served him supper, gave him tobacco and played a game of cards with him. The old man went to the window and took down a leather pouch. He counted thirty kronors and put it into the pouch. It provided a big bait. The peddler was tempted to steal them. In this way, he betrayed the confidence that was reposed in him by the host.

7. The story 'The Rattrap' focuses on human loneliness and the need to bond with others. Explain. *[CBSE Delhi 2010]*

OR

The story also focuses on human loneliness and the need to bond with others.

Ans. In this story, the author tells us that as normal human beings, we always like to share something with others, be it joy or sorrow. It means that humans do not want to be lonely and they want company of others. In this story, first the peddler is lonely, and to overcome this, he sells rattraps. The crofter is lonely, so he welcomes the peddler to have a conversation with him. The ironmaster and his daughter are also lonely. They are rich and have a big house, but they do not have anybody to give them company. Hence, they request the peddler to spend Christmas eve with them. The author has very subtly focused on the loneliness of humans and how they strive hard to get a good companion.

8. How can we transform and clean an evil doing person? Give example from the story.

OR

Have you known/heard of an episode where a good deed or an act of kindness has changed a person's view of the world?

Ans. The writer has highlighted a universal theme in this story. It is that we can arouse the goodness in the life of a man by love, understanding, sympathy and respect. Once upon a time, there was a man who went around selling self-made small rattraps of wire. His condition was too miserable to beg and do petty thefts. He was in rags with sunken cheeks and hungry eyes.

One day, an idea flashed into his mind. He thought that the whole world around him was a big rattrap. It offered riches, joys, food, shelter, clothing like a bait offering cheese

and pork in a rattrap for the rats. Those who were tempted to touch the bait, fell. It closed on them bringing an end to everything. One dark evening, while staying at the crofter's cottage, he was given food and lodging. But the next morning, the tramp stole his thirty kronors. He kept on walking the same path in the forest. On hearing the sound of hammer strokes, he reached the iron mill and lay near the furnace.

The ironmaster mistook him to be his old acquaintance and invited him for Christmas cheer but he refused. He sent his daughter Edla, who persuaded him to their house. After having him well dressed, the ironmaster found that he mistook him as Captain 'Nils Olof.' So he ordered him to get out at once. The young girl interceded for him and said that she wanted him to stay as they promised him Christmas cheer. He was treated like a real captain with food. In their absence, when they were at church, he left. In the church, they learnt that the rattrap seller had robbed the old crofter. So they became worried.

When they returned, the valet told that he had taken nothing with him and had rather left behind a Christmas gift for Miss Willmansson. She found a small rattrap, thirty kronors and a letter in it. The letter stated that she had taken him as if he were a captain, so he would be nice to her as a captain. It had given him power to cleanse himself.

9. Greed is the greatest evil force that has tempted man into doing a lot of misdeeds. It is greed that has led to so much corruption, violence and mayhem in the world. The peddler in 'The Rattrap' is not conscientious nor does he think twice before robbing a crofter. Bearing these thoughts in mind, write an article discussing the qualities that are required for overcoming the Evil of Greed.

Ans. Value Points:

- Greed is the greatest evil that paralyses the goodness of man.
- It spreads like wildfire and makes a man immune to goodness and kindness.
- Money, fame, power and property acquired by unfair means is like a vicious cycle—never lets anyone rest in peace.
- The consequences of greed are deep and never-ending.
- Meditation, consultations, keeping the company of good and honest people can keep the bridle on such men.
- It is most important that the desire to overcome greed should come from within.

10. The peddler thinks that the whole world is a rattrap. This view of life is true only of himself and of no one else in the story. Comment. ***[CBSE (Delhi) SET I, 2017]***

Ans. The Swedish peddler is a victim of retrenchment that occurred with machines taking over man, in the second half of the 19th century. Industrialisation made him a travelling rattrap salesman. Even the crofter and the ironmaster of Ramsjo Ironworks are fellow sufferers, the peddler's own experience, perhaps makes him conclude 'the world with its lands and seas, its cities and villages–was nothing but a big rattrap'. It existed for no other reason than as baits for everybody. 'It offered riches, joys, shelter and food, heat and clothing exactly as the rattrap offered cheese and fork, and as soon as anyone let himself be tempted to touch the bait, it closed in on him, and everything came to an end.' The peddler was likewise trapped into stealing the thirty kronors; he gives into Edla and accepts the invitation for a stay and Christmas dinner, but he is able to save

himself in the end by leaving the thirty kronors behind, along with a rattrap and a touching letter to Edla.

11. Very soon after stealing the crofter's money, how did the peddler realise that he was himself caught in a rattrap? *[CBSE (F) 2017]*

Ans. After stealing the crofter's money, the peddler started walking towards the forest to stay safe. He tried to walk in a definite direction, but the paths were strangely twisted. He kept on walking without coming to the end of the woods. Finally, he realised that he had been walking around the same part of the forest. He then realised that the whole forest, with its trunks and branches, its thickest and fallen logs, closed in upon him like an impenetrable prison from which he could never escape. This time he was trapped in a rattrap.

12. Edla's empathetic and compassionate behaviour changed the life of the rattrap seller. Do you think that an act of kindness can change a person's view of the world? *[CBSE Sample Paper 2018]*

Ans. An act of kindness does change a person's perspective and nature as well as his view of the world. The peddler had been living a despicable life of poverty, despair and frustration. Everywhere he was not welcomed and had the fear of being caught. No one was there in his life who would love him. Edla's hospitality and kindness deeply touched him. He never received such kind treatment being a stranger to Edla. It was her generosity which made Peddler to confess his mistake and he repaid for his wrong doings by behaving like a real captain. He left rattrap as a Christmas gift for her and wrote a letter of thanks leaving behind the stolen money. This way he redeemed himself from a thief to real captain and emerged altogether as a transformed person.

Self-Assessment Test

Reference to Context

Read the extracts given below and answer the questions that follow.

1. It was late in December. Darkness was already descending over the forest. This increased the danger, and increased also his gloom and despair. Finally he saw no way out and he sank down on the ground, tired to death, thinking that his last moment had come.
   (a) Who is 'he' here?
   (b) What increased the danger?
   (c) How is 'he' feeling?
   (d) Why did he sink on the ground?
2. "Now I am going to tell you, Mr Ironmaster, how things are," he said. "This whole world is nothing but a big rattrap. All the good things that are offered to you are nothing but cheese rinds and bits of pork, set out to drag a poor fellow into trouble.
   (a) What is the extract about?
   (b) Who is speaking to whom?
   (c) To what is world compared?
   (d) How is a poor fellow dragged into trouble?

Short Answer Questions

1. Having rejected the ironmaster's invitation, why did the peddler accept the one extended by his daughter?
2. The peddler was grateful to the ironmaster and his daughter. Why?
3. What was the mistake made by the old man, when the peddler was in the house?
4. What did the peddler realise when he walked in the forest without coming to the end of the woods?
5. What did the ironmaster's daughter say when the peddler was about to leave?
6. How did the ironmaster and his daughter learn that the peddler was a thief?
7. Why did the daughter want the peddler to stay?

Long Answer Questions

1. The peddler betrayed the trust of the crofter and was caught in the trap of the world. Discuss how temptation should be resisted at any cost.
2. Man is a social animal. He can survive but not live in isolation. Do you agree? Justify your answer with reference to the lesson, "The Rattrap".
3. Describe Edla and her role in awakening the essential human goodness in the man with the rattraps or the peddler.

INDIGO

—Louis Fischer

5

Introduction

In the chapter 'Indigo', the author describes the struggle of Gandhi for the poor peasants of Champaran, who had to share their crops with the British planters. This made their life miserable as they were forced to grow indigo according to an agreement.

Theme

In the chapter 'Indigo', the main theme covered by the author is that how an effective leadership can overcome any problem. The chapter tells us about the leadership shown by Mahatma Gandhi to secure justice for the oppressed people through convincing argumentation and negotiation.

Main Characters

Rajkumar Shukla

Rajkumar Shukla was a poor sharecropper who was a victim of British landlords. Though he was illiterate, he was determined to fight against the injustice of the British landlords, and to fight them, he goes to meet Gandhiji to seek his help. It was because of Rajkumar Shukla that Gandhiji came to Champaran village in Bihar. Later, this struggle with British landlords became a turning point in the fight for the independence of India.

Charles Freer Andrews

Charles Freer Andrews was an English pacifist who became a devoted follower of Gandhi. He came to bid farewell to Gandhi before going on a tour to Fizi islands. Gandhi's lawyer friends insisted him to stay and help them in the battle, but Gandhiji strongly opposed saying that they must not rely on an Englishman but on themselves to win the battle.

Mahatma Gandhi

Mohandas Karamchand Gandhi, known as Mahatma Gandhi was a highly intelligent and perceptive man. His fundamental principles were non-violence and self-reliance. His entire political campaign for the development of the country was based on these two principles.

Summary

The story 'Indigo', written by Louis Fischer narrates Gandhiji's struggle for the poor peasants of Champaran. The peasants were sharecroppers with the British planters. According to an old agreement, the peasants had to produce indigo on 15 per cent of the land and give it as rent to the landlords. Around 1917, it was told that Germany had developed synthetic indigo. So the British planters now no longer desired the indigo crop. To release the peasants from the old 15 per cent agreement, they demanded compensation from them. Most of the illiterate peasants agreed to it. However, others refused. Lawyers were engaged to go to the court. At that time, on the request of Rajkumar Shukla a sharecropper, Gandhiji appeared in Champaran. He fought for the poor peasants a long battle for one year and managed to get justice for them. The peasants now got courage and became aware of their rights. Along with the political and economic struggle, Gandhiji worked on the social level also. He made arrangements for the education, health and hygiene of the families of poor peasants by teaching the lesson of self-reliance. It was one of the ways to forward the struggle for Indian independence.

Answers to NCERT Questions

Think as you read

1. 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

Ans. (a) a politician, a landlord

(b) physically strong

2. Why is Rajkumar Shukla described as being 'resolute'? *[CBSE (F) 2011]*

Ans. Rajkumar Shukla requested Gandhiji to go with him to his area called Champaran. Gandhiji was engaged at that time. However, Shukla did not let go of Gandhiji. He followed him wherever he went. Finally, Gandhiji had to arrange and fix time to go with him. This shows that Shukla was resolute.

3. Why do you think the servants thought Gandhi to be another peasant?

Ans. Gandhiji was quite simple in his dress and manners. He never thought himself as a great leader. That is why, servants believed him to be another peasant.

4. List the places that Gandhi visited between his first meeting with Shukla and his arrival at Champaran.

Ans. Gandhiji visited the following places: Patna, Rajendra Prasad's house, Muzaffarpur, Professor Malkani's home and lastly Champaran.

5. **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?**

Ans. The peasants had to grow indigo on 15 per cent of their land. This product was submitted as rent to the British landlords. Synthetic indigo was developed by Germany. The landlords thus, did not need to raise indigo on their land any longer. They demanded compensation from the peasants for freeing them from the indigo-raising agreement.

6. **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?**

Ans. Gandhiji had always followed the voice of his conscience. He never supported anything immoral. He followed this principle all through his fight against the British injustice. He never paid evil for evil. He followed the principle of non-violence even as the authorities raised blows on him. His path was that of satyagraha—non-violence for truth. Dandi March was a good example.

7. **Why did Gandhi agree to a settlement of 25 per cent refund to the farmers?** *[CBSE Delhi 2016]*

Ans. The whole situation in front of Gandhiji was a deadlock. He wanted to break this deadlock somehow.

The British planters wanted some excuse for prolonging the dispute with the peasants. However, Gandhiji proved too wise for them. The deadlock was ended by accepting what the planters wanted. Even so the British had to compromise with their pride.

Gandhiji agreed to a settlement of 25 per cent refund to the farmers; in fact, the amount was less important than the fact that the landlords had to be forced to return part of the money and with it, part of their pride and prestige.

So far the planters had behaved as if they were above the law, they had to realise that Britishers were not above the law.

The peasants now saw that they too had rights and defenders, and they learned courage.

The peasants were also saved from the trouble of spending time and money on court cases. Within a few years, the British planters abandoned their estates and left. The land came back to the peasants and this was the end of indigo sharecropping.

8. **How did the episode change the plight of the peasants?**

Ans. The peasants now had courage. They believed that they had rights which they could defend. Gradually, the British planters left their estates. These estates now came back to the peasants. Indigo sharecropping disappeared permanently. They were no longer indebted to the British planters.

Understanding the Text

1. **Why do you think Gandhi considered the Champaran episode to be a turning point in his life?** *[CBSE (AI) 2011]*

Ans. Gandhiji considered the Champaran episode a turning point in his life because this episode released the peasants from the mortal fear of British landlords and made them aware of their rights. Not only this, the farmers got back 25% of the compensation

money. They also developed courage. This episode proved to be the beginning of the cultural, social and economic transformation of the poor and badly exploited and terrified peasants. Thus, the British planters were forced to leave the land of the peasants and they became the owners of their lands. This was an attempt to fight injustice and remove sufferings of the peasants. It ignited the feelings of patriotism among simple farmers. It became the first success of Non-cooperation Movement for Gandhiji.

2. How was Gandhi able to influence lawyers? Give instances.

Ans. The lawyers desired Andrews to stay in Champaran and help them. However, Gandhiji opposed them. He said that taking the help of an Englishman would be their weakness. They should learn to win the battle with their own strength. They should learn to be self-dependent.

3. What was the attitude of the average Indian in smaller localities towards advocates of 'home rule'?

Ans. The average Indian in smaller localities felt afraid to show sympathy for advocates of 'home rule'. They probably feared the consequences.

4. How do we know that ordinary people too contributed to the freedom movement?

Ans. The ordinary people stood with Gandhiji at every juncture. At Motihari, they flocked in thousands as they learnt that Mahatma had some trouble with the authorities. The ordinary people supported in their own little way. Rajkumar Shukla and Professor Malkani defied all odds and contributed to the fight.

Prof. J. B. Kriplani motivated a large number of students, and welcomed Gandhiji at Muzaffarpur railway station at midnight. The spontaneous demonstration outside the court was also quite significant. Civil disobedience could triumph in India only because of the unity of ordinary people.

Talking about the Text

1. "Freedom from fear is more important than legal justice for the poor."

Do you think that the poor of India are free from fear after Independence?

Ans. In the chapter, Gandhi makes it possible for the sharecroppers of Champaran to shed their fear of the British landlords. According to him, the first step towards self-reliance is freedom from fear. Unfortunately, the poor people are not free from fear even after the Independence. The poor people live in a continual fear of the police, who instead of taking care, often end up maltreating them. Due to globalisation and the craze for the foreign products, the poor are becoming poorer.

2. The qualities of a good leader.

Ans. A good leader is the person who leads the minds and convinces people to follow his set of ideas or beliefs. He thinks for the people and works for them. He should be sincere in his approach and should be a man of principles. A good leader inherits some qualities that set him apart from the rest. Truth, honesty, patriotism, morality, spirit of service and sacrifice are the qualities of a good leader. He should be courageous in the face of adversity and should never quit. He should encourage and motivate others to bring out the best in them, and should appreciate the efforts of others without being bias or partial.

Additional Questions

Reference to Context

Read the extracts given below and answer the questions that follow.

1. He had gone to the December 1916 annual convention of the Indian National Congress party in Lucknow. There were 2, 301 delegates and many visitors. During the proceedings, Gandhi recounted, "a peasant came up to me looking like any other peasant in India, poor and emaciated, and said, 'I am Rajkumar Shukla. I am from Champaran, and I want you to come to my district'!"

(a) Who is 'he' here?

Ans. Here, 'he' is Gandhiji.

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

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

(c) What did Gandhi recount?

Ans. He recounted about a poor looking peasant who came up to him and asked him to visit Champaran.

(d) What did Rajkumar Shukla want from Gandhiji?

Ans. Rajkumar Shukla wanted Gandhiji to visit Champaran to look after the problems faced by the poor peasants there.

2. Then the two of them boarded a train for the city of Patna in Bihar. There Shukla led him to the house of a lawyer named Rajendra Prasad who later became President of the Congress party and of India.

(a) Who are 'them' here?

Ans. Here, 'them' are Mahatma Gandhi and Rajkumar Shukla.

(b) Where are they going?

Ans. They were going to the city of Patna in Bihar.

(c) Who was Rajendra Prasad?

Ans. Rajendra Prasad was a lawyer who later became the President of the Congress party of India.

(d) Was Rajendra Prasad available at home?

Ans. Rajendra Prasad was not at home, he was out of town.

3. Gandhi decided to go first to Muzaffarpur, which was en route to Champaran, to obtain more complete information about conditions than Shukla was capable of imparting. He accordingly sent a telegram to Professor J.B. Kriplani, of the Arts College in Muzaffarpur, whom he had seen at Tagore's Shantiniketan school.

(a) Why did Gandhi go to Muzaffarpur?

Ans. Gandhi went to Muzaffarpur as he wanted to collect more information about the issue addressed by Rajkumar Shukla.

(b) Whom did he contact in Muzaffarpur?

Ans. He sent a telegram to Professor J.B. Kriplani, of the Arts College in Muzaffarpur.

(c) Where did Gandhi first meet J.B. Kriplani?

Ans. Gandhi first met J.B. Kriplani at Tagore's Shantiniketan school.

(d) How did he travel to Muzaffarpur?

Ans. Gandhi travelled to Muzaffarpur in a train.

4. Sharecroppers from Champaran began arriving on foot and by conveyance to see their champion. Muzaffarpur lawyers called on Gandhi to brief him; they frequently represented peasant groups in court; they told him about their cases and reported the size of their fee.

(a) Who is mentioned as 'champion' in the above lines?

Ans. Gandhi has been mentioned as 'champion' in the above lines.

(b) How did sharecroppers arrive Muzaffarpur?

Ans. Some of the sharecroppers arrived on foot and some by conveyance.

(c) Who are 'they' here?

Ans. Here, 'they' are the lawyers of Muzaffarpur.

(d) Where were the peasant groups represented?

Ans. The peasant groups were represented in court.

Short Answer Questions

1. How did Gandhiji react to the Commissioner's advice? Where did he go? *[CBSE (F) 2013]*

Ans. Gandhiji was asked to leave the Tirhut division at once by the commissioner. He did not leave, instead, he proceeded to Motihari, the capital of Champaran.

2. Why did the servants think Gandhiji to be another peasant? *[CBSE Delhi 2010]*

Ans. Gandhiji was a simple man and he used to dress in a dhoti, which was the dress that the farmers in India used to wear. Hence, the servants thought Gandhiji to be another peasant.

3. "The battle of Champaran is won!" What led Gandhiji to make this remark? *[CBSE (F) 2010]*

Ans. Gandhiji said these words when he was able to win the lawyers' trust. Earlier, these lawyers had certain misconceptions about Gandhiji, but as they saw his determination towards the peasants' liberation, they came in his full support.

4. Why did Gandhiji go to Lucknow in December 1916? Who met him there and why?

Ans. Gandhiji went to Lucknow to attend the annual convention of the Indian National Congress. A poor peasant named Rajkumar Shukla met him there. He was from Champaran. He wanted Gandhiji to come to Champaran to help the poor sharecroppers.

5. Why did the landlords compel the peasants to do as per the terms of a long-term contract?

Ans. The landlords forced peasants to plant indigo on 15 per cent of their land. All the indigo produce had to be surrendered as rent. The peasants felt sour about it.

6. What did the British planters try to do when they came to know that synthetic indigo had been developed by Germany?

Ans. The British planters realised that it was no longer profitable to produce natural indigo. The synthetic indigo was much cheaper. Thus, they compelled the peasants to give them compensation for not having to plant indigo on their land.

7. **What happened when the British planters asked the peasants for compensation for releasing them from the 15 per cent agreement?**

Ans. The sharecropping agreement seemed irksome to the peasants. Therefore, many of them signed it willingly. However, others engaged lawyers to fight their cases. So the landlords hired thugs.

8. **How was Gandhi treated at Rajendra Prasad's house?** [*CBSE (AI) 2015*]

Ans. Since Gandhiji was quite simple in his dress and manners, Rajendra Prasad's servants mistook him to be a peasant. They did not allow him to draw water from the well lest it be polluted. They let him stay on the grounds.

9. **What were the terms of the indigo contract between the British landlords and the Indian peasants?** [*CBSE (AI) 2015*]

Ans. The fertile land was divided into large estates owned by Englishmen and worked by Indian tenants. The peasants had to grow indigo on 15 per cent of the land. This product was submitted as rent to the British landlords.

10. **Why was Gandhiji opposed to C.F. Andrews helping him in Champaran?** [*CBSE Delhi 2016*]

Ans. Gandhiji was opposed to C.F. Andrews helping him in Champaran because he was a foreigner. C.F. Andrews was a social worker in Champaran. He was a close follower of Gandhiji. He felt that a foreigner's help should not be sought to free India of foreigners. According to him, self-reliance was of utmost importance.

11. **When Gandhi got the wholehearted support of the lawyers, he said, 'The battle of Champaran is won'. What was the essence behind his statement?** [*CBSE Sample Paper 2019*]

Ans. The essence behind this statement was that now he would be able to defeat Britishers who were exploiting poor peasants and would make the lawyers help poor sharecroppers to get back their lost respect and money as well. Further, Gandhiji was ready to tutor all the lawyers how to fight this struggle.

12. **Though the sharecroppers of Champaran received only one-fourth of the compensation, how can the Champaran struggle still be termed a huge success and victory?** [*CBSE Paper 2018*]

Ans. The Champaran struggle was termed a huge success and victory because Gandhiji was able to make the landlords surrender part of the money and their prestige by making them agree to handover 25% of the money as compensation. More important was the fact that peasants understood that they also had rights and people to defend them if they had problems. They learnt to be courageous when they stood behind Gandhiji to break the deadlock between the farmers and the landlords.

13. **The lesson, 'Indigo' highlights Gandhiji's method of working. Can you identify them and link them to his ideas of Satyagraha and non-violence?**

Ans. Gandhiji opposed unjust laws; his politics addressed day-to-day problems of the common man. He showed a willingness to oppose laws and even go to jail. His disobedience was always peaceful, and for truth and justice. He led through embarrassing people who were hypocrites (lawyers).

14. How did Mahatma Gandhi uplift the peasants of Champaran?

[CBSE Sample Paper 2017]

Ans. Gandhiji gave them economic relief, made them overcome fear and to be united, taught them courage, provided solutions for their cultural and social backwardness, and improved their health and sanitary conditions.

15. Why is Rajkumar Shukla described as being resolute? *[CBSE (F) 2011, (AI) 2015]*

Ans. Rajkumar Shukla was a poor, illiterate peasant from Champaran. When he came to know that Gandhi was in Lucknow, he decided to meet him and ask him to help the poor sharecroppers of Champaran. He requested Gandhi to come to Champaran but Gandhi was not free. He had appointments in Cawnpore and in other parts of India. Shukla followed him everywhere and even to his Ashram at Ahmedabad and urged him to fix a date. Finally, Gandhi had to agree to visit Champaran. This clearly shows that Shukla was resolute.

Long Answer Questions

1. The Champaran episode was a turning point in Gandhiji's life. Elucidate.

[CBSE (AI) 2013]

Ans. Before the Champaran episode, Gandhiji was not aware of the reality of the peasants of his motherland. On the insistence of Rajkumar Shukla, a sharecropper, Gandhiji went to Champaran and saw the miserable condition of the poor illiterate farmers. It was an eye-opener for him. The Britishers exploited the farmers to grow indigo. When it was not needed, they had to render compensation in order to be freed from old agreement. Gandhiji was shocked to see them going to the court. He gathered them. This was the first step to free them from their fear of the British. The officials felt powerless without Gandhiji's co-operation. He made them realise that the power of the British could be challenged by Indians.

The peasants were made to realise that they too had rights. The British landlords left the estate to the peasants and returned to their land after some time, thus ending indigo sharecropping. Through the Champaran episode, he made it clear to the British that they could not order Indians in their own country and through his personal example taught masses to be self-reliant and motivated them into civil disobedience.

2. Why did Rajkumar Shukla invite Gandhiji to Champaran? How did Gandhiji solve the problem of the indigo farmers? *[CBSE (AI) 2013]*

OR

Why did Gandhiji consider freedom from fear more important than legal justice for the poor peasants of Champaran? *[CBSE Sample Paper 2016]*

Ans. Rajkumar Shukla was a poor peasant from Champaran. Under an old agreement, the peasants were compelled by the British to grow indigo on 15% of their land and part with it as rent. For this, Rajkumar Shukla had been advised to speak to Gandhiji who he was told, would be able to do something about their problem.

The landlords had learned that Germany had developed synthetic indigo. They forced the sharecroppers to sign agreements to pay them compensation to be freed from the 15 per cent arrangement. The sharecroppers, who refused, engaged lawyers. The information about synthetic indigo reached the peasants who had signed the agreements. They wanted their money back.

Gandhiji organised a gathering of the peasants at Motihari around the court. This was the beginning of their liberation from fear of the British. Though Gandhiji co-operated with the British and regulated the crowd, but it was a clear proof that their might could be challenged. He inspired the lawyers to fight for justice for the sharecroppers.

After the inquiry committee's report, the peasants expected the entire sum of money as refund, but Gandhiji asked for 50% only. He was offered a refund of 25%. Gandhiji accepted it.

According to Gandhiji, at that stage, money was less important. The landlords had to surrender their prestige and the peasants realised that they too had rights. This was their first lesson in courage. This is how their problem was solved.

3. Which factors helped the fear-stricken peasants of Champaran to achieve freedom? ***[CBSE (F) 2010]***

Ans. There were several factors in which Gandhiji's contribution was remarkable.

The peasants were sharecroppers with the British planters. According to an old agreement, the peasants had to produce indigo on 15 per cent of the land and give it as rent to the landlords. Around 1917, it was told that Germany had developed synthetic indigo. So the British planters now no longer desired the indigo crop. To release the peasants from the old agreement, they demanded compensation from them. Most of the illiterate peasants agreed to it. However, others refused. Lawyers were engaged to go to the court. At that time, Gandhiji appeared in Champaran. He fought a long battle for the poor peasants for one year and managed to get justice for them. The peasants now became courageous and became aware about their rights. Along with the political and economic struggle, Gandhiji worked on the social level also. He made arrangements for the education, health and hygiene of the families of poor peasants by teaching the lesson of self-reliance. It was one of the ways to forward the struggle for Indian independence.

The peasants now had courage. They believed that they had rights which they could defend. Gradually, the British planters left their estates. These estates now came back to the peasants. Indigo sharecropping disappeared for all times to come.

4. Give an account of Gandhiji's efforts to secure justice for the poor indigo sharecroppers of Champaran. ***[CBSE (AI) 2012]***

Ans. Gandhiji went to Champaran on receiving reports of exploitation of the poor sharecropper peasants at the hands of British planters. He began by trying to get the facts. The British landlords as well as commissioner of Tirhut were non-cooperative. Lawyers from Muzaffarpur briefed him about the court cases of these peasants.

Gandhiji and the lawyers collected depositions by about ten thousand peasants. Notes were made on other evidence. Documents were collected. The whole area throbbed with the activities of the investigators and forceful protests of landlords.

The lieutenant governor summoned Gandhiji. After four protracted interviews, an official commission of enquiry was appointed to look into the indigo sharecroppers' situation. Gandhiji was the sole representative of the peasants. The official enquiry assembled huge quantity of evidence against the big planters. They agreed in principle to make refunds to the peasants. After consolation, a settlement of 25 per cent refund to the farmers was agreed upon. This was a moral victory for the peasants. They recognised

their rights and became courageous. Within a few years, the British planters gave up their estates. These now went back to the peasants. They became the master of the land. Thus, indigo sharecropping disappeared.

5. How was the Champaran episode a big success? Elucidate.

Ans. The fight and the success of Champaran was the success of Civil Disobedience Movement started by Gandhiji. It was the attempt of the poor peasants who were helpless to the fraud met out to them. One of them contacted Gandhiji. Gandhiji's presence in Bihar raised a huge row in Champaran. Thousands of peasants held a demonstration to protest against the government. The government was baffled. The orders for Gandhiji to quit Champaran were disobeyed by him. Afterwards, an enquiry commission was set up which ordered the sharecroppers to get 25 per cent of their money.

The cruel landlords were made to surrender the partial amount of the extorted money. The efforts of Gandhiji and the peasants made the government realise its mistake.

6. Exploitation is a universal phenomenon. The poor indigo farmers were exploited by the British landlords to which Gandhiji objected. Even after our independence, we find exploitation in unorganised labour sector.

What values do we learn from Gandhiji's campaign to counter the present day problems of exploitation? *[CBSE Delhi 2013]*

Ans. The weak are exploited and the strong prey on them is a universal fact. In the case of the poor illiterate indigo farmers, they were exploited by the British landlords. Gandhiji objected to it and freed the farmers from the agreement and brought an end to indigo sharecropping. In his manner of tackling the issue, he went stepwise: (1) he gathered information (2) fearlessly he stated his points (3) in the final negotiations, he did not bother about the money; it was the submission of the opponent's pride and prestige.

Similarly, we can proceed with such issues as Gandhiji's method of solving the problem has universality about it. Today, we can follow it this way: one must be fully aware of one's weaknesses and must try to overcome them, find ways of getting justice, never give in to any kind of exploitation, if trapped, try to come out of it wisely, get united when in trouble and seek help. Do not compromise your self-respect, values or dignity at any cost. Try to come out of the darkness of ignorance as soon as possible. Mistakes once made, must not be repeated.

7. Though Rajkumar Shukla was an illiterate peasant; he was resolute and was able to bring a change in the lives of the people of Champaran. Taking hints from the text, write an article on the topic, "Grit and Determination can take you a long way".

[CBSE Sample Paper 2015]

Ans. Grit and determination plays a very important role in one's life. A person who doesn't give up too easily and has tendency to step ahead without thinking too much about the difficulties is able to accomplish anything. We can take the example of Rajkumar Shukla. He wanted Gandhiji to go with him to his area called Champaran. Gandhiji was engaged at that time. However, Shukla did not leave Gandhiji. He followed him wherever he went. Finally, Gandhiji had to arrange and fix time to go with him. Shukla's resolute nature led to a change in the lives of the people of Champaran. His persistence bore

fruit. It is important to pursue our goals with grit and determination to be successful. The will to succeed, will one day result in triumph. It is possible that it might take a long time to succeed but success will definitely be achieved.

8. 'Dialogue and not violence can resolve situations of conflict and injustice'. Prove the statement with reference to the lesson, 'Indigo'. *[CBSE Sample Paper 2016]*

Ans. Gandhiji met Rajkumar Shukla, a poor peasant from Champaran at Lucknow. Shukla wanted Gandhiji to come to Champaran to help the poor sharecroppers who were compelled by the British to grow indigo on 15 % of their land and part with it as rent. Since the development of synthetic indigo, cultivation of indigo had become a waste. The landlords wanted sharecroppers to sign agreements to be freed from the 15 per cent arrangement by paying compensation. After understanding the problem, Gandhiji wanted to meet the secretary of British Landlord's Association, but he was refused. Then he tried to meet Commissioner of Tirhut who bullied him and ordered to leave. However, he defied the order and organised a gathering of the peasants around the court. Gandhiji proved that British power was no longer unchangeable. The authorities got afraid and postponed the case. Gandhiji was released on bail. He inspired the lawyers to fight for justice for the sharecroppers. The case was dropped and Gandhiji agreed for 25% refund as was agreed by landlords. Finally, indigo sharecropping was abandoned and land was given to peasants. This became the first success of Non-cooperation Movement for Gandhiji.

Self-Assessment Test

Reference to Context

Read the extracts given below and answer the questions that follow.

1. Gandhi did not leave. Instead he proceeded to Motihari, the capital of Champaran. Several lawyers accompanied him. At the railway station, a vast multitude greeted Gandhi. He went to a house and, using it as headquarters, continued his investigations. A report came in that a peasant had been maltreated in the nearby village.
   (a) 'Gandhi did not leave'. Why?
   (b) Where did he proceed?
   (c) Where did he stay?
   (d) What was the report that came in?
2. They accordingly went back to Gandhi and told him they were ready to follow him into jail. "The battle of Champaran is won," he exclaimed. Then he took a piece of paper and divided the group into pairs and put down the order in which each pair was to court arrest.
   (a) Who are 'they' here?
   (b) Why did 'they' come back to Gandhi?
   (c) "The battle of Champaran is won". Why did Gandhi say so?
   (d) Why did he divide the group in pairs?

Short Answer Questions

1. In the Motihari Court, Gandhiji foiled the judge's attempts to delay the trial. How did Gandhiji force the judge to surrender?
2. What happened when Rajkumar Shukla took Gandhiji to the house of Rajendra Prasad in Patna?
3. Gandhi was involved in a 'conflict of duties'. What did he decide in the end and why?
4. How was the settlement for compensation reached between the English planters and the sharecroppers? Describe Gandhi's role in it.
5. Why did Gandhi decide to go to Muzaffarpur? Where did he stay there?
6. Why didn't the judge pronounce sentence for several days and allow Gandhi to remain at liberty?
7. Who was Charles Freer Andrews? Why did Gandhiji turn down his offer to stay in Champaran?

Long Answer Questions

1. Teamwork and cooperation were important in Gandhiji's success in Champaran. In today's world also, teamwork and cooperation make dreams come true. Comment.
2. With limited resources, Gandhiji transformed the life of the peasants in Champaran. Explain how Gandhiji and his determination worked in changing the life of the peasants of Champaran.
3. Explain the Motihari incident in your own words.

POETS AND PANCAKES

—Asokamitran

6

Introduction

Set up in 1940, for almost thirty years, Gemini Studios of Madras (Chennai) was one of India's pioneering and influential film-producing organisations of India. Founded by the brilliant and talented S.S. Vasan, it had a staff of over 600 people and made movies for Tamil Nadu and other southern Indian states. Pancake was the make-up material used by Gemini Studios. Sahitya Akademi award-winning Tamil writer Asokamitran worked for the Gemini Studios from 1952 to 1966. He later recorded his reminiscences in the book, 'My Years with Boss'.

Theme

This chapter has been taken from "My Years with Boss' written by Asokamitran. Through this write up, Asokamitran brings up a lot of topics pertaining to film industry in particular and India in general, and provides the reader a glimpse of independent India in its infancy. Asokamitran also tells about the manner in which the legal advisor ruins the career of a talented actress unwittingly. Communism also finds a place in the musings of Asokamitran. At that time of India, the educated folk took pride in showing their support for communism and Gemini studios was no exception. He also mentions the anti-communism movement run by the West.

Main Characters

Asokamitran

The author of the narrative and an employee of Gemini Studio, Asokamitran's work was to cut newspaper clippings, paste these and maintain a file of the same. The other staff looked down on his job and believed themselves to be superior to him.

Office Boy

The office boy was not really a boy, but a grown-up man. He was forty years old. He was in charge of the crowd make-up. Though his job was an easy one, he considered himself to be a skilled artist. He had once aspired to be a star actor or a top screen writer. He blamed Subbu for his failure.

Kothamangalam Subbu

Kothamangalam Subbu was the No. 2 at Gemini Studios. Though he definitely came from a less advantaged background than the office boy, being a brahmin by birth had given him

better exposure than the office boy. He had the ability to look cheerful at all times and his undivided loyalty was to Vasan, the principal of Gemini Studios. Extremely creative, Subbu directed all his talent to his principal's advantage. Though a brilliant actor, he was content playing secondary roles and usually performed better than the lead actors. Without a doubt, Subbu gave direction and definition to Gemini Studios during its golden years. Subbu was an extremely talented poet as well. Though capable of writing complex poetry, he deliberately chose to write in simple Tamil verse to enlighten the masses. Generous to the core, Subbu's house was a permanent residence for dozens of near and distant relations, whom he fed and supported without a thought. Yet, even Subbu had enemies.

Legal Advisor

Like Subbu, the story department of Gemini Studios also had a lawyer, officially known as legal advisor, though better known for the opposite reasons. While every other member of the story department wore a khadi dhoti and white khadi shirt, the legal advisor wore pants and a tie, and sometimes an oversized coat. He is described as a man of cold logic in a crowd of dreamers. He was responsible for destroying the acting career of a highly talented actress, by his irresponsible behaviour.

Stephen Spender

Stephen Spender, an English poet, editor and a one-time communist, came to Gemini Studios and gave a speech. His lecture was about Communism on one side and about his struggles to establish as a poet on the other. The content of the speech and the accent of the poet left everyone utterly bewildered. The reason for his visit remained an unexplained mystery. Asokamitran later discovered that Stephen Spender was the editor of the British periodical, 'Encounter'. When he accidentally chanced upon Spender's essay on Communism in the book, 'The God that Failed', Asokamitran understood the connection between the English poet, Stephen Spender and the owner of Gemini Studios, S.S.Vasan.

Summary

The essay, "Poets and Pancakes" is an extract from Asokamitran's book "My Years with Boss." The Boss was S.S. Vasan, who founded the Gemini Studios which produced a number of films that influenced every aspect of Indian life.

Asokamitran talks about his days at Gemini Studios. He is known for his humour and gentle satire. He explains us about a make-up material. The brand name of this material was Pancake. This material was bought and used up in the studios. He gives name of few actresses who used that material. He suggests that the make-up department was located in a building which was believed to have been Robert Clive's stable. However, there were several buildings associated with Robert Clive's residence but this was not true as Clive's stay in India was very shortlived.

Further, he gives a description of the make-up department as a symbol of national integration and the make-up room as a hair-cutting salon. Pancake and many other lotions made actors ugly as it was necessary to make them presentable in a movie. In the make-up department, there was a forty-year-old office boy with dream of becoming a star-actor or director or lyrics writer. His dreams remained unfulfilled, making him frustrated. For this, he blamed Subbu, who was No. 2 and a favourite of the boss.

The writer tells about poets who used to wear khadi and believed that Communists were monsters. He even tells about legal adviser who had been the member of the story department. He was at odds in the department and lost his job with the closure of story department. The legal adviser had even once brought an abrupt end to the promising career of a talented actress.

The Gemini Studios even hosted a two-hundred strong Moral Rearmament Army (MRA) which showed two plays in the most professional manner. The plays became a good success and left their impression on Tamil drama. Later, the writer however, learnt that MRA was actually a counter-Communist movement.

The writer even tells us about Subbu, a man of many abilities and kind-hearted person. However, the office boys felt jealous of him, and cursed him.

The writer humorously tells of an English poet's visit to the studios. Though royal preparations were done but the purpose of his arrival was a mystery for long time to come. At the studios, they had never heard the poet's name before. Further, they did not understand what he spoke. The poet also perhaps felt baffled.

Asokamitran's duty at the studios was to cut newspaper clippings on several issues and store them in files. However, anyone who saw him tearing newspapers thought he had no work. Thus, everybody wanted to deliver some work to him.

The author saw a notice in The Hindu. A short story contest had been organised by a British periodical called, The Encounter. The writer desired to send an entry. However, he wanted to know status of the periodical. For this, he went to British Council Library. There he found it. He learnt that the editor of the periodical was Stephen Spender, the poet who had come to Gemini Studios.

After his retirement, he came across a book titled, The God That Failed. It had six essays about failure of Communism. One of these essays was written by Spender. The mystery of Spender's visit to Gemini Studios was cleared. Perhaps it had something to do with his anti-communist perspective.

Answers to NCERT Questions

Think as you read

1. What does the writer mean by 'the fiery misery' of those subjected to make-up?

Ans. The make-up room had incandescent lights at all angles. These lights gave fiery heat. Sitting in the make-up room with these lights was sitting near furnace. It was a fiery misery the boys and girls had to endure.

2. What is the example of national integration that the author refers to?

Ans. The make-up department included people from all parts of India. Initially a Bengali headed it. He was succeeded by a Maharashtrian who was assisted by a Dharwar Kannadiga, an Andhra, Madras Indian Christian, an Anglo-Burmese and the local Tamils. So it presented a picture of national integration.

3. What work did the 'office boy' do in the Gemini Studios? Why did he join the studios? Why was he disappointed?

Ans. The office boy painted the faces of the actors who acted for crowd. He had joined the studios years ago with the hope of becoming a star actor or a top screenplay writer, director or lyricist. However, he was disappointed as he felt his great literary talent was being wasted.

4. Why did the author appear to be doing nothing at the studios?

Ans. The writer used to sit at his desk and cut newspapers clippings. So everyone thought that he was doing nothing.

5. Why was the office boy frustrated? Who did he show his anger on?

Ans. The office boy had the belief that he possessed a great literary talent. He was frustrated as his talent had not been recognised and he was given work fit only for barbers and perverts. He showed his anger on Kothamangalam Subbu who was No. 2 at Gemini Studios. The office boy thought that Subbu was responsible for this neglect.

6. Who was Subbu's principal?

Ans. The producer was Subbu's principal.

7. Subbu is described as a many-sided genius. List four of his special abilities.

Ans. (a) Subbu had the ability to keep cheerful every time.

(b) He was tailor-made for films.

(c) He could completely identify himself with his principal.

(d) He possessed a great poetic talent.

8. Why was the legal adviser referred to as the opposite by others?

Ans. Others referred to him as 'illegal adviser' as he did not help others. On the contrary, he created legal hurdles for others.

9. What made the lawyer stand out from the others at Gemini Studios?

Ans. Every member of the story department where the lawyer worked wore khadi dhoti and an oversized khadi kurta. However, the lawyer wore pants and a tie. Sometimes, he even wore a coat. Thus, he looked different from others.

10. Did the people at Gemini Studios have any particular political affiliations?

Ans. They did not have any particular political affiliations. However, they were averse to communism.

11. Why was the Moral Rearmament Army welcomed at the Studios?

Ans. The Moral Rearmament Army was welcomed as they presented two plays in the most professional manner. The staff of the Gemini Studios used to have a nice time hosting two hundred people of at least twenty nationalities.

12. Give one example to show that Gemini Studios was influenced by the plays staged by MRA.

Ans. The MRA depicted beautiful scenes of sunrise and sunset in their play, "Jotham Valley". The studios were greatly impressed by these scenes, and imitated it for years to come.

13. Who was the boss of Gemini Studios?

Ans. Mr. Vasan was the boss of Gemini Studios.

14. What caused the lack of communication between the Englishman and the people at Gemini Studios?

Ans. The audience at Gemini Studios did not understand what the Englishman talked about as his accent was different.

15. Why is the Englishman's visit referred to as unexplained mystery?

Ans. The Englishman had been a poet. It became quite difficult to understand as to why he had come in a film studio that made Tamil films for simple people. They could have no

taste for English poetry. The author even thinks that the Englishman too was baffled by this incongruity.

16. Who was the English visitor to the studios?

Ans. The English visitor to the studios was a poet called Stephen Spender.

17. How did the author discover who the English visitor to the studios was?

Ans. A notice came out in the Hindu announcing a short story contest organised by a British periodical named The Encounter. The writer wanted to join the contest. As he had no idea of the periodical, he went to the British Council Library. There he located The Encounter. Its editor was Stephen Spender. Immediately, he realised that Stephen Spender was the poet who had visited Gemini Studios.

18. What does 'The God that Failed' refer to?

Ans. "The God that Failed" is a collection of six essays by separate men of letters. They portray about the writers' visits into Communism and their disillusioned return.

Understanding the Text

1. The author has used gentle humour to point out human foibles. Pick out instances of this to show how this serves to make the piece interesting.

Ans. The office boy depicts an example of a man who had been in the studios for years, but did not rise. However, all the time he dreamt of becoming a star actor or director or lyrics writer. This was not a mere dream. His talent seemed to be all rolled in one. He thought himself to be a poet who could write long poems and pestered the author by reciting his boring poems to him. He often used to complain that his talent went waste in the make-up department as it was fit for only barbers and perverts. The author only prayed that shooting went on all the time so the office boy was busy and did not have time to recite his poems to him. Oddly enough he held Subbu responsible for his neglect. In reality, he was frustrated and required someone to direct his anger to.

2. Why was Kothamangalam Subbu considered No. 2 in Gemini Studios?

Ans. Though Kothamangalam Subbu had been a member of the story department, he had always been seen with the boss. The boss gave him prominence as he was a talented person. Subbu's opinion was taken on every problem. Subbu was always ready with suitable suggestions and with Subbu film making was not a problem.

3. How does the author describe the incongruity of an English poet addressing the audience at Gemini Studios?

Ans. The Gemini Studios' films were for simple folks in Tamil. These movie-goers were not expected to develop a taste for English poetry. The author did not understand what an English poet was doing in Gemini Studios. Further surprise was that even the boss knew very little about the Englishman as his speech was mostly in general terms. Englishman's speech baffled everybody as his accent made it difficult for them to understand what he said. Even the Englishman perhaps felt baffled by the incongruity of his presence among the simple members of Gemini family. The purpose behind his visit to the studios was an unexplained mystery.

4. What do you understand about the author's literary inclinations from the account?

Ans. This story tells that the author had the capability of writing in gentle satire. His job had been to cut newspaper clippings on wide variety of subjects. It gave him an opportunity

to read a lot and know a lot. He had been a prose writer and sent his articles and stories to several newspapers. He even sent a short story to The Encounter to take part in the contest. Being a good reader, he did not give up his habit even after he had retired. He saw a low-priced book The God that Failed and purchased a copy to read immediately.

Talking about the Text

Discuss in small groups taking off from points in the text.

1. **Film-production today has come a long way from the early days of the Gemini Studios.**

Ans. Nowadays, film production is more technical than before. Earlier, only five per cent of the shooting was done outdoors, but nowadays outdoor shooting is no more limited to such a negligible percentage. The cameras and other equipment are more advanced. This makes the presentation more varied and accurate. Even the quality of make-up has improved a lot from the days of the Gemini Studios, where only pancake was used. Nowadays, the people involved in various departments are experts in their specialised work, be it the director, producer scriptwriter, lyricist or the actors.

2. **Poetry and films**

Ans. In India, poetry and films are intricately linked. The people at Gemini Studios claimed to have the talents of a poet because it was their monotonous and leisurely life at the studios. However, they were not knowledgeable or educated to be poets. Films can be enjoyed by people with little resources, unlike poetry.

3. **Humour and criticism**

Ans. The story is interspersed with instances dipped in subtle humour. The humorous instances, however, make interesting and relevant comments on the behaviour of general people. A humorous story has more readers, a humorous film has more viewers. This is because they provide entertainment and a respite from the tedious existence. Criticism by means of humour is more effective, hence writers and film-makers often use humorous elements in their works and make sarcastic comments and criticism.

Additional Questions

Reference to Context

Read the following extracts and answer the questions that follow.

1. **They were all incandescent lights, so you can imagine the fiery misery of those subjected to make-up.The make-up department was first headed by a Bengali who became too big for a studio and left. He was succeeded by a Maharashtrian who was assisted by Dharwar Kannadiga, an Andhra, a Madras Indian Christian, an anglo-Burmese and the usual local Tamils. All this shows that there was a great deal of national integration long before A.I.R. and Doordarshan began broadcasting programmes on national integration.**

(a) Where were all these lights to be found?

Ans. These lights were to be found in the make-up room of the Gemini Studios.

(b) What was the name of the make-up material used by Gemini Studios?

Ans. 'Pancake' was the brand name of the make-up material that Gemini Studios used in vast quantities.

(c) Explain: "fiery misery".

Ans. The heat emanated by all the incandescent lights made the make-up room very hot. Actors who had to put on make-up had to endure the misery of this fiery heat.

(d) Why does the author say that there was a great deal of national integration here?

Ans. People from different states of the country worked in complete harmony in this department. They were a Bengali, succeeded by a Maharashtrian, assisted by an Andhra, and sundry local Tamils.

2. 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 screen writer, director or lyrics writer. He was a bit of a poet.

(a) Who was 'he'?

Ans. "He" was the office boy.

(b) What had he aspired to become?

Ans. He had hoped to become a star actor or a top screen writer, director or lyrics writer.

(c) What was his role in Gemini Studios?

Ans. Though a bit of a poet, the office boy's work was to put make-up on the crowd players on the days that had crowd shooting.

(d) Whom did he blame for his failure? Why?

Ans. He blamed Kothamangalam Subbu.Though both started their careers in Gemini Studios at the same level, Subbu rose to become No.2 at Gemini Studios while he remained an office boy in the make-up department.

3. Even in the matter of education, specially formal education, Subbu couldn't have had an appreciable lead over our boy. But by virtue of being born a Brahmin—a virtue, indeed! he must have had exposure to more affluent situations and people.

(a) What was Subbu's position in Gemini Studios?

Ans. Subbu held the No.2 position in Gemini Studios.

(b) Who does "our boy" refer to?

Ans. It refers to the office boy, Subbu's arch-rival.

(c) What was Subbu's advantage over "our boy"?

Ans. Subbu's advantage over the boy was by virtue of his birth, since he was born a Brahmin.

(d) Name two ways in which Subbu's 'birth' helped him.

Ans. It gave him a greater exposure to an affluent society, with affluent situations and people.

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

(a) Who were the people Subbu fed and supported?

Ans. Subbu was extremely generous and large hearted. His house was apermanent residence for dozens of near and far relations and acquaintances.

(b) Why did he do so?

Ans. Charity and generosity was an integral part of nature. He was not even conscious that he was feeding and supporting so many people all the time.

(c) Who do you think was Subbu's enemy?

Ans. Subbu's enemy was the man the office boy who envied Subbu his success and popularity.

(d) Why did Subbu have enemies?

Ans. Subbu's intimacy with the boss and his eagerness to say nice things in all situations made him appear like a sycophant. This made him enemies.

5. While every other member of the Department wore a kind of uniform- khadi dhoti with a slightly oversized and clumsily tailored white khadi shirt- the legal adviser wore pants and a tie and sometimes a coat that looked like a coat of mail. Often he looked alone and helpless—a man of cold logic in a crowd of dreamers—a neutral man in an assembly of Gandhiites and khadiites.

(a) Which is the department referred to in the above passage?

Ans. The department referred to is the story department.

(b) How was the lawyer differently dressed?

Ans. Unlike all other members of the department who khadi, the lawyer wore pants, a tie and an oversized coat.

(c) What did it say about him?

Ans. The lawyer's attire isolated him from the others. He looked like a man of cold logic in a crowd of dreamers.

(d) Why was the lawyer, a legal adviser, also known as the opposite?

Ans. The lawyer was responsible for wrecking the career of brilliant actress when he recorded her outburst in the studios and played it back.The girl was so shocked that she could never overcome the trauma she experienced.

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

(a) Who are "them"?

Ans. Some of them were poets like Harindranath Chattopadhyaya and sundry other members of the Gemini Studios.

(b) What was the role of the poets in Gemini Studios?

Ans. Most of the time they radiated leisure, *ie.*, were idling, which was an apparent pre-requisite for poetry.

(c) Why did they wear khadi and worship Gandhiji?

Ans. Most of these people had no political awareness or ideology they expressed their nationalism by wearing khadi and worshipping Gandhiji.

(d) Why were they averse to communism?

Ans. For them, a Communist was a godless man with no love for parents or wife. He was ruthless and did not hesitate to kill his parents or children. His aim was to spread violence and unrest in society among innocent and ignorant people.

7. .....they couldn't have found a warmer host in India than the Gemini Studios. Someone called the group an international circus. They weren't very good on the trapeze and their acquaintance with animals was only at the dinner table, but they presented two plays in a most professional manner.

(a) Who were "they"?

Ans. 'They' were Frank Buchman's Moral Rearmament army, a group of two hundred people, that visited Gemini Studios.

(b) Why had they come to India?

Ans. They presented two plays to counter-act the rising spread of international Communism.

(c) Name the two plays they presented.

Ans. The two plays were, 'Jotham Valley' and 'The Forgotten Factor'.

(d) How did they impact the Tamil drama community?

Ans. The Tamil drama community was very impressed by their sets and costumes. For years, thereafter, all Tamil plays imitated their scenes of sunrise and sunset with a bare stage, a white background curtain and a tune played on the flute.

8. Then the poet spoke. He couldn't have addressed a more dazed and silent audience—no one knew what he was talking about and his accent defeated any attempt to understand what he was saying. The whole thing lasted about an hour; then the poet left and we all dispersed in utter bafflement—what were we doing?

(a) Who was the poet who spoke ?

Ans. The speaker was Stephen Spender, English poet and editor.

(b) Whom did the poet address?

Ans. He addressed a dazed and silent audience consisting of the members of the Gemini Studios.

(c) What caused the lack of communication between the poet and his audience?

Ans. No one knew what he talked about and his accent was so heavy that as no one could understand what he said.

(d) Why was the audience baffled?

Ans. The poet spoke for an hour and left, leaving everyone utterly bewildered. No one had followed a word of what he spoke.They wondered why he had been brought to Gemini Studios at all.

Short Answer Questions

1. Describe the make-up room of Gemini Studios.

Ans. The make-up room of Gemini Studios looked more like a hair-cutting salon with incandescent lights at all angles and half a dozen large mirrors. The lights made the room so hot that those subjected to make-up had to put up with its 'fiery misery'.

2. How was strict hierarchy maintained in the make-up room?

Ans. Each make-up man was allotted his task according to his designation. The chief make-up man put make-up on the chief actors and actresses, his senior assistant attended to the "second" hero and heroine, the junior assistant the main comedian. The actors who played the crowd were the responsibility of the office boy.

3. **Why did the office boy go to the author? Why was the author praying for crowd shooting?**

Ans. The author worked in a cubicle, apparently with nothing to do. The office boy, frequently barged in to enlighten him on how Gemini Studios was allowing his great literary talent to go waste in a department fit for barbers and perverts. The author's only hope of reprieve was to pray that make-up for crowd shooting would call him away.

4. **What advantage did the office boy think Subbu had?**

Ans. The office boy believed that Subbu's advantage was by virtue of being born a Brahmin. This would have given him greater exposure to a more affluent society, greater opportunities and better openings.

5. **What were Subbu's literary achievements?**

Ans. Subbu was an accomplished poet who addressed his poetry to the masses, in spite of being talented enough to write higher forms of poetry. His works included several 'story poems', and a full length novel, 'Thilana Mohanambal'.

6. **Who was Subbu's enemy? Why?**

Ans. Subbu's success and his undisputed position as No. 2 of Gemini Studios made the office boy his enemy. He firmly believed that Subbu was responsible for all his woes, humiliating neglect, and ignominy.

7. **Subbu was charitable and generous. Why did he have enemies?**

Ans. Subbu's closeness to the Boss and his desire to please him, made him appear to be a sychophant. His readiness to say nice things about everyone was misconstrued as cunning. So Subbu had enemies like the office boy who wished the direct things for him.

8. **How did the legal advisor ruin an actress' career?**

Ans. When an extremely talented but temperamental actress lost her temper and blew up the producer on the sets, the lawyer quietly recorded the outburst. He then played back the recording. Utterly shocked and dumbfounded, this actress was unable to deal with the shock and terror she experienced, and her career ended.

9. **How did the lawyer lose his job?**

Ans. The lawyer lost his job when the story department of Gemini Studios was closed down. This was the first time in human history that a lawyer lost his job because the poets were asked to go home.

10. **What did the khadi clad poets believe about Communism?**

Ans. Though none of them had any abiding political ideology, they worshipped Gandhiji and were averse to Communism. To them, a Communist was a man with no filial or conjugal love, could easily kill his parents and children, and was always out to spread unrest and violence.

11. **What role does the MRA play in the narrative?**

Ans. Frank Buchman's Moral Rearmament army was a kind of counter-movement to international Communism. They presented two plays in the Gemini Studios, with simple and homely messages, in an effort to counter the spread of communism in southern India.

12. Why was the English poet who visited Gemini Studios as baffled as his audience?

Ans. The poet was baffled to address an audience that was utterly dazed and silent. No one understood his accent or the content of his speech. The audience was baffled as they had no idea why an English poet had been invited to a film studio that made Tamil films for the simplest sort of people.

13. Why did Stephen Spender visit Gemini Studios?

Ans. Stephen Spender was a disillusioned communist. He had been invited to talk on his journey into Communism and his disillusioned return to the people of Gemini Studios who too were anti-communism.

14. Why does Asokamitran say that prose writing is not the true pursuit of a genius?

Ans. Asokamitran feels that prose writing requires a lot of patience and perseverance. The prose writer's mind should be so shrunken that no rejection can disappoint him. Nothing breaks his resolve to keep making fresh copies of his prose writings to send to one editor after another.

15. The boss of Gemini Studios had nothing to do with Spender's poetry but not with his 'God that failed'. Explain.

Ans. Years later, the mystery of Stephen Spender's visit to Gemini Studios became clear to the author when he chanced upon the book,'The God That Failed', and read Spender's essay. He realised that the Boss, S.S.Vasan, had deliberately brought the English poet to Gemini Studios to destroy all illusions about Communism among its simple inmates.

16. What does the author refer to as Pancake? Name the actresses who must have used it.

Ans. Pancake was the brand name of a make-up material. Truckloads of this material were used by Gemini Studios. Greta Garbo, Miss Gohar and Vyajayantimala might have used it. But Rati Agnihotri might not have even heard of it.

17. Where was the make-up department of the Gemini Studios? Does the author think the building was what it was believed to be?

Ans. The make-up department was located in the upstairs of a building that was believed to have been Robert Clive's stables. But the author does not think it was actually so. There were many buildings in the city supposed to have been Clive's residences.

18. In what sense was Subbu loyal to the boss?

Ans. Subbu was totally loyal to the boss. He fully identified himself with him. He put all his creativity to the benefit of his boss. He felt inspired whenever commanded. He could suggest to the boss a number of ways to deal with a difficult scene or situation in a film.

19. In what way was Subbu better than the office boy?

Ans. Subbu was No. 2 at Gemini Studios. However, in reality he was in no better position than the office boy. He had to face more difficulties. But Subbu had more affluent exposure and many abilities.

20. What was the poet's preconceived idea about a Communist?

Ans. The poet's thought that a Communist was a godless person. He loved neither his children nor his wife. He was a terrorist, always prepared to cause violence and unrest among innocent and ignorant people.

Long Answer Questions

1. Describe the make-up department of the Gemini Studios. How did it prepare the players for a movie?

Ans. The make-up department of the Gemini Studios was located in the upstairs of Robert Clive's stables. They bought and lavishly used truckloads of a make-up material called Pancake. The make-up room contained large mirrors and bright lights set at various angles. It looked like a hair-cutting salon. It was a terrible experience for an actor or actress to undergo the make-up. The lights generated intense heat. The members of the make-up department represented different parts of India. It symbolised national integration.

Ninety-five per cent of the shooting of a film during those days was done on the sets. It demanded that every pore of the actors' faces should be closed. Thus, they were painted, and looked ugly. A strict hierarchy was maintained. The chief make-up man made the hero and the heroine ugly. The office boy painted the crowd players ugly.

2. What was Moral Rearmament Army? Describe their visit to the Gemini Studios.

Ans. Frank Buchman's Moral Rearmament Army visited the Gemini Studios in 1952. It was a drama company. In reality, it was a counter movement to international communism. It had two-hundred players and was called an international circus. The players belonged to twenty different nationalities.

They presented two plays in the most professional manner. The plays represented simple homilies and the costumes and sets were superb. Their play, "Jotham Valley" impressed the Tamil theatre. They imitated the sunrise and sunset scenes in their manner for years. The scenes were played on a bare stage with a white background and a tune played on the flute.

Though the MRA was anti-communist and the anti-communist feeling existed at the Studios, the coming of the MRA had no impact on the attitude of the bosses; their enterprises went on as usual.

Self-Assessment Test

Reference to Context

Read the extracts given below and answer the questions that follow.

1. When I read the editor's name, I heard a bell ringing in my shrunken heart. It was the poet who had visited the Gemini Studios - I felt like I had found a long lost brother and I felt that he too would be singing the same song at the same time - long lost brothers of Indian films discover each other by singing the same song in the first reel and in the final reel of the film.

   (a) Who is 'I'?

   (b) Who was the poet who visited the studios?

   (c) Why does the author describe his heart as "shrunken"?

   (d) Why did he feel like he had found a long lost brother?

2. Suddenly the book assumed tremendous significance. Stephen Spender, the poet who had visited Gemini Studios ! In a moment, I felt a dark chamber of my mind lit up by a hazy illumination. The reaction to Stephen Spender at Gemini Studios was no longer a mystery.
   (a) Which is the book that the author refers to?
   (b) What is its significance in the context?
   (c) What is the light that dawned on the author?
   (d) Why was Stephen Spender's visit to Gemini Studios not a mystery any more?

Short Answer Questions

1. Why do you think Rati Agnihotri may not have heard of pancake?
2. How was Gemini Studios connected to Lord Clive?
3. Subbu excelled as an actor too. Discuss.
4. How did Vasan play into the hands of the MRA?
5. What was the relevance of the book, 'The God that Failed' in the context?
6. What made Asokamitran say that Stephen Spender would be singing the same song at the same time when he sealed the envelope of his manuscript?
7. What was the dark chamber that opened up in the author's mind? Why?

Long Answer Questions

1. Describe the Moral Re-Armament Army's visit to Gemini Studios.
2. Draw a character sketch of Kothamangalam Subbu.
3. Discuss the tremendous struggle that Asokamitran had to undergo to emerge as a writer par excellence.

7 THE INTERVIEW

—Christopher Silvester

Introduction

'The Interview' is an extract from an interview of Umberto Eco. The interviewer is Mukund Padmanabhan from the 'The HINDU'. Thousands of celebrities have been interviewed over the years. Our most vivid impressions about contemporary celebrities are through interviews. But for some of them, interviews are 'unwarranted intrusion in their lives'.

In the second part of the chapter, the interviewer highlights how Umberto Eco considers himself as an academician first and a novelist later on. He considers himself a university professor who writes novels on Sundays – occasionally. The possible reasons of the huge success of Eco's novel, 'The Name of the Rose' are also highlighted in the interview.

Theme

'The Interview' written by Christopher Silvester briefs the new invention 'Interview' in the field of journalism. Interview that was invented over 130 years has become a commonplace journalism. Today, every literate or illiterate will have to experience interview at some points of their life. It is surprising to notice that as an interviewer, each one is comfortable, whereas as an interviewee, they feel it much disturbing and diminishing.

Main Characters

Mukund Padmanabhan

He is an interviewer from 'The Hindu' who interviews Umberto Eco after his huge success of the book he wrote.

Umberto Eco

He is the author of the popular novel, 'Name of the Rose'. He is a University Professor. Writing novel is his hobby which he does only on Sundays. He had written 40 scholarly works of non-fiction and 5 novels. He always identified himself with the academic community, and never with writers or novelists.

Summary

The narration, "The Interview", written by Christopher Silvester is a very interesting lesson speaking about the invention of the interview about 130 years ago. We face interviews

throughout our journey of life and several thousand celebrities are the part and parcel of this process. The opinions of the interview—its functions, methods and merits—vary considerably. Some people believe that they are able to recall the truth while there are those who have a great despise from the word 'interview'. They believe it to be a kind of direct encounter into the lives of the celebrities. In this context, some of the world fame writers had varied opinion. According to V.S. Naipaul, a cosmopolitan writer, "Some people are wounded by interviews and lose a part of themselves."

Given below is an extract from an interview of Umberto Eco. He is interviewed by Mukund Padmanabhan from *The Hindu*.

Mukund : Once an English novelist, David Lodge remarked that he was unable to understand how Eco could do so many things.

Umberto Eco : People might feel, 'I am doing many things but in the end I have found that I am always doing the same thing.'

Mukund : Which is that thing?

Umberto Eco : It is very difficult to explain. I have got some philosophical interests which are pursued by my novels and academic work. There are my books for children. They are about peace and non-violence and this is all philosophical interest. Even then there is a secret. All of us have a lot of empty spaces in our lives and I call them interstices.

Suppose you are coming over in an elevator to my place and I am waiting for you. This is an interstice—an empty space. I work in empty spaces. Your elevator will come up from the first to the third floor, and I am waiting for it. I have already written an article.

Mukund : It must be your non-fictional writing. Your work has a certain playful and personal quality about it. This is a departure from a regular academic style. You must have adopted an informal approach.

Umberto Eco : While presenting my first doctoral dissertation in Italy, one of the professors said "Scholars learn a lot of certain subjects, then they make a lot of false hypotheses, correct them and give the conclusions. But you told the story of your research."

At the age of 22, I understood that the scholarly books should be written the way I had done—by telling the story of the research. So, my essays have a narrative aspect. At the age of 50, I started writing novels. I remember that my friend Roland Barthes was always frustrated that he was an essayist and not a novelist. He wanted to do some creative writing but he died. In my case, I started writing novels by accident. The novels satisfied my taste for narration.

Mukund : Thus, you became famous after the publication of The Name of the Rose. You have written five novels and many more on non-fiction. Among them a seminal piece of work on semiotics. If we ask people about Umberto Eco, they will say that he is a novelist. Does it trouble you?

Umberto Eco : Of course, it troubles me. I consider myself a University Professor who writes novels on Sundays. It is not a joke. I always participate in academic

conferences. I do not attend the meetings of Pen Clubs and writers. I identify myself with the academic community. By writing novels, I am in a position to reach to the large number of people. I cannot expect to have one million readers with stuff on semiotics.

Mukund : I ask you another question. Your novel The Name of the Rose is very serious novel. At one level, it is a detective tale, and then it goes deep into metaphysics, theology and medieval history. It is being enjoyed by a large number of audience. Were you puzzled at all by this?

Umberto Eco : No, the journalists are puzzled. We can even see that sometimes publishers also get puzzled because both believe that people like trash and do not like difficult reading experiences. Suppose there are six billion people in this planet and the novel is sold to 10 and 15 millions. Thus, I am getting only a small percentage of readers. Thus, these readers do not always want easy experiences. After dinner at 9.00 p.m., I watch television, and see 'Miami Vice', or Emergency Room. I enjoy it and I need it but not all day.

Mukund : Can you tell that how your novel has got a good success even if it deals with the medieval history?

Umberto Eco : That is possible. But I can tell you another story. My American publisher told she did not expect to sell more than 3000 copies in a country where some has seen a cathedral or studied Latin. So, I was given an advance for 3000 copies but in the end it sold two or three million in the U.S. So many books have been written about the medieval past but the book has a mysterious success. Nobody can predict it. If I had written it ten years earlier or later, it would not have been the same. Why it worked is a mystery? Thus, the novel The Name of the Rose has got a good success.

Answers to NCERT Questions

Think as you read

1. What are some of the positive views on interviews?

Ans. The writer believes that interview helps us in finding out the hidden talents of person. Several thousand celebrities have been interviewed over the years. They regard it as the highest form of deciding the truth but in practice it is an art. Thus, an interview helps us to know the truth as well as the art.

2. Why do most celebrity writers despise being interviewed?

Ans. Most of the celebrity writers despise being interviewed as it is an unwanted intrusion into their privacy. They believe that the interview diminishes them in one way or the other. They do not want to be prey of the interview. The wife of Rudyard Kipling calls that an interview is immoral, and it is a crime.

3. What is the belief in some primitive cultures about being photographed?

Ans. Some of the world fame writers are averse to being photographed. They despise it vehemently and offer their condemnatory remarks. It is like taking a photographic

portrait of somebody. After that his soul is stolen. It is the severest offence of life. Thus, many people regard it as a crime and offence.

4. What do you understand by the expression "Thumb prints on his windpipe"?

Ans. In the writer's opinion, interviewing is like the "thumb prints on his windpipe." It is related to the fact of smothering a person whose finger imprints can be traced on the throat. Similarly, the writer perceives an interview as immoral, a crime and an offence. It is an assault as well as vile. No respectable person believes in an interview. This expression explains the feeling of being suffocated.

5. Who, in today's world, is our chief source of information about personalities?

Ans. Inspite of drawbacks, interview is the most supreme and serviceable medium of communication. Through interviews we deduce clearly about impressions of different personalities. Through the art of questioning others, we can get every point of his/her soul from him/her. So, the interviewer has got an unmatchable power and influence.

6. The medium you like best for an interview, print, radio or television.

Ans. The medium I like the best for an interview is the television. It has both audio and visual effect. It presents the interviewer and interviewee before the audience in their true colours. Usually celebrities accuse the reporters of misquoting them or misreporting them in the print media or the radio. This is not possible when they are face-to-face on the television. Their lip movement and body movement while replying to probing questions are there for all to see. The recording of various expressions coming on the face of the interviewee and his/her gestures and words are the additional advantages that television holds over the print media or the radio. The print media has dull, dry woods alongside a picture, whereas the radio tries to create the atmosphere by skilful variation of the sound. Both expect a lot of attention from the reader/audience.

7. Every famous person has a right to his or her privacy. Interviewers sometimes embarrass celebrities with very personal questions.

Ans. Interviewers want to present exclusive and intimate details about the famous person they are interviewing. Some interviewers focus on the public life and achievements of the individual only. They try to be objective in their approach as well as assessment. However, there are others who want to make their interviews spicier and usually cross the thin limit of privacy of the individual. In their zeal to present good copy, they embarrass the famous person with the personal questions. Sometimes, the impact of such questions on famous person reveals his/her aversion as well as irritation at the silliness of the person. If they shout, they are accused of being rude and proud, and if they keep mum, they are labelled as arrogant. In my opinion, privacy of an individual must be respected.

Understanding the Text

1. Do you think Umberto Eco likes being interviewed? Give reasons for your opinion.

Ans. After screening and going through the interview extract, one can easily notice that Umberto Eco does not allow the slightest wrinkle on his face while being interviewed. Rather, he interacts very properly and methodically. He gives details about writing his novel The Name of the Rose and the way he pursues his philosophical interests. He feels happy considering him as a University Professor. Thus, he does not think that interviewing is any kind of crime or an offence. It is only a way to detail others.

2. How does Eco find the time to write so much?

Ans. Umberto Eco works on the theory of interstice i.e., an empty space. Eco believes that we have a lot of empty spaces in our lives. He terms them interstices. He always works in empty spaces. He gives an example by saying, "Suppose one is coming over to my place in a lift from first floor to the third floor. The wait and the time duration to come over to the third floor is an interstice." So Umberto Eco works so much during this empty space.

3. What was distinctive about Eco's academic writing style?

Ans. Umberto Eco displays philosophical interests in his writing style. His books for children are about non-violence and peace. They even find ethical facts. His essays have a narrative aspect which exhibits his personal quality. It departs from the regular academic style, which is dry and boring. He started writing novels by accident at the age of 50 years.

4. Did Umberto Eco consider himself a novelist first or an academic scholar?

Ans. Umberto Eco does not regard himself a novelist first. It gives him much elation if he is called a University Professor who writes novels on Sundays. He participates in academic conferences but not in the meetings of Pen Clubs and writers. He prefers identifying himself with the academic community.

5. What is the reason for the huge success of the novel "The Name of the Rose"?

Ans. The novel The Name of the Rose is a detective novel at one level but it delves into metaphysics, theology and medieval history. It is a wrong belief that people do not like reading difficult experiences, and they just like trash. Two to three million copies were sold of this book in US. It proves that people like reading difficult experiences.

Additional Questions

Reference to Context

Read the following extracts and answer the questions that follow.

1. Some might make quite extravagant claims for it as being, in its highest form, a source of truth, and, in its practice, an art. Others, usually celebrities who see themselves as its victims, might despise the interview as an unwanted intrusion into their lives, or feel that it somehow diminishes them, just as in some primitive cultures it is believed that if one takes a photographic portrait of somebody then one is stealing that person's soul.

(a) What is 'it' referred here?

Ans. Here, 'it' is referred to interview.

(b) How is 'it' described in the above lines?

Ans. The interview is described as the highest form, a source of truth and an art in its practice.

(c) Who might despise the interview?

Ans. Celebrities who see themselves as its victim despise the interview.

(d) Why do they despise?

Ans. Celebrities despise interview because they consider it as an unwanted intrusion into their lives.

2. **Rudyard Kipling expressed an even more condemnatory attitude towards the interviewer. His wife, Caroline, writes in her diary for 14 October 1892 that their day was 'wrecked by two reporters from Boston'. She reports her husband as saying to the reporters, "Why do I refuse to be interviewed? Because it is immoral!**

(a) **What was the attitude of Rudyard Kipling towards the interviewer?**

Ans. Rudyard Kipling expressed a condemnatory attitude towards the interviewer.

(b) **What happened on 14 October 1892?**

Ans. On 14 October 1892, Rudyard Kipling and his wife's day was wrecked by two reporters from Boston.

(c) **Where were the two reporters from?**

Ans. The two reporters were from Boston.

(d) **Why did Rudyard Kipling refuse to be interviewed?**

Ans. Rudyard Kipling refused to be interviewed because he considers it to be immoral.

3. **H.G. Wells in an interview in 1894 referred to 'the interviewing ordeal' but was a fairly frequent interviewee and forty years later found himself interviewing Joseph Stalin. Saul Bellow, who has consented to be interviewed on several occasions, nevertheless once described interviews as being like thumbprints in his windpipe.**

(a) **What did H.G. Wells refer to in an interview in 1894?**

Ans. In an interview in 1894, H.G. Wells referred to 'the interviewing ordeal'.

(b) **Who was a frequent interviewee?**

Ans. H.G. Wells was a frequent interviewee.

(c) **Who was H.G. Wells interviewing to after forty years?**

Ans. After forty years, H.G. Wells was interviewing Joseph Stalin.

(d) **How did Saul Bellow once describe interviews?**

Ans. Saul Bellow once described interviews as being like thumbprints in his windpipe.

4. **Aah, now that is more difficult to explain. I have some philosophical interests and I pursue them through my academic work and my novels. Even my books for children are about non-violence and peace…you see, the same bunch of ethical, philosophical interests.**

(a) **Who is the speaker of the above lines?**

Ans. Umberto Eco is the speaker of the above lines.

(b) **Whom is the speaker speaking to?**

Ans. The speaker is speaking to Mukund Padmanabhan, the interviewer.

(c) **How does the speaker pursue his philosophical interests?**

Ans. He pursues his philosophical interests through his academic work and his novels.

(d) **What are his books for children about?**

Ans. His books for children are about non-violence and peace.

5. **This is why my essays always have a narrative aspect. And this is why probably I started writing narratives (novels) so late – at the age of 50, more or less. I remember that my friend Roland Barthes was always frustrated that he was an essayist and not a novelist. He wanted to do creative writing one day or another, but he died before he could do so.**

(a) Why did his essays have a narrative aspect?

Ans. His essays have a narrative aspect because he used to write in a way of telling stories.

(b) When did Umberto Eco start writing novels?

Ans. He started writing novels at the age of 50, more or less.

(c) Why was his friend Roland Barthes always frustrated?

Ans. Roland Barthes was always frustrated that he was an essayist and not a novelist.

(d) What did his friend want to do?

Ans. His friend wanted to do creative writing.

Short Answer Questions

1. What does the author say about the interview?

Ans. The author believes that the interview has become commonplace of journalism. Our lives have become complicated as we have to face and pass through this vile process of screening and interaction. Many celebrities had to be interviewed daily and many of them may have to pass from it a number of times. But it is piercing, troublesome and peace-disturbing as it is the wearer who realises where the shoe pinches.

2. Write down the opinions that disfavour the cause of the interview.

Ans. Regarding the conduction of an interview, some believe that in its highest forms, the interview is a valuable source of truth. In practice, it is nothing but a simple art. It is like stealing one's soul. People hate the interview and call it as an unwarranted intrusion into their lives.

3. How does V.S. Naipaul feel about interview?

Ans. V.S. Naipaul vehemently condemns the cause of the interview. He believes that it is more than losing something from our body. He says that through interviews many would lose a part of our self. In reality, it is horrific for the interviewing candidate. This is the cause why people refuse to give their consent for an interview.

4. What do Rudyard Kipling and his wife comment about the interview?

Ans. Rudyard Kipling is a man of free and frank nature. He is more condemnatory for the attitude of the interviewer. His wife Caroline calls it immoral, crime, an assault and it merits punishment. It is both cowardly and vile. She believes that a respectable person will never ask for an interview.

5. How do the other authors opine about the interview?

Ans. Many authors do not favour the interview. H.G.Wells in an interview in 1894 referred to "the interviewing ordeal". But he remained a frequent interviewee. Saul Bellow once agreed for an interview but he regarded it as being like thumb prints on his windpipe.

6. Umberto Eco says: "I am always doing the same thing but that is more difficult to explain." Why does he say so?

Ans. Umberto Eco feels elevated on calling him a professor. People think that he is doing many things but he concludes of doing himself the same thing. It is because that Umberto Eco had some philosophical interest which he followed in his novels and other academic work. His children books are based on peace and non-violence. There is a touch of philosophical and ethical interest as well.

7. What secret does Umberto Eco point out to Mukund Padmanabhan about an interview?

Ans. Umberto Eco points out towards empty space in this universe. According to him if the empty space is eliminated from the universe, and as well as from the atoms, this universe will turn as big as our fist. In the same way, our lives are full of empty spaces. Umberto Eco calls them interstices. Eco says: " Suppose you are coming over to my place on the third floor. You are in an elevator from the first to third floor and I am waiting for you. This is an interstice."

8. How does Umberto Eco explain his capacity of doing so much work? What are 'interstices' and how does Eco use them?

Ans. Umberto tells the secret pf his working style. People have a lot of empty spaces in their lives. He calls them 'interstices' or 'intervals'. He utilises and makes use of them. This is the secret of his success. He tells his interviewer that while he was waiting for his elevator to come up, he has already written an article.

9. Describe the distinct style of 'The Name of the Rose'.

Ans. 'The Name of the Rose' is the most popular and respected novel of Umberto Eco. It is a very serious novel. At one level, it appears to be a detective yarn. But it also delves into metaphysics, theology and medieval history. It is for those readers who don't want easy experiences. But still it has a tremendous mass appeal.

10. Justify the title 'The Interview'.

Ans. The title of the excerpt is quite logical and apt. Umberto Eco likes to be interviewed. He cooperates fully with the interviewer, Mukund. He prefers himself to be called an academician than a novelist. He tells him that he started writing novel at the age of 50 just by accident. He wrote 40 non-fictional writings against 5 novels. He thinks himself a professor who writes novels on Sundays.

11. Why did Umberto Eco start writing novels at the age of 50, more or less?

Ans. Umberto Eco was basically an academician. He was pursuing scholarly pursuits through academic writings. He wrote about forty non-fictional writings. He himself says that 'he became a novelist by accident'. Perhaps that was the reason he started writing novels so late – at the age of 50, more or less.

12. "In spite of the 'drawbacks' the interview is a 'supremely serviceable medium of communication'. Justify the statement.

Ans. Many celebrities consider the interview 'an unwarranted intrusion' in their lives. But it has become a commonplace feature of journalism. It is a great serviceable medium of communication. We get the most vivid impressions of our contemporaries only through interviews. Everything reaches us in the simplest and true form when one asks questions of another.

13. How is Umberto Eco's non-fictional writing a departure from his regular style?

Ans. Umberto Eco's non-fictional writing is a departure from his regular style. It has a 'certain playful and personal quality about it.' His regular academic style is 'depersonalised and boring'. Like other scholars Eco doesn't make false hypotheses. On the contrary he tells the story of his research including his 'trials and errors'.

14. 'The Name of the Rose' is a very 'serious novel'. Yet it enjoyed a mass audience. Give reasons for its popularity.

Ans. Umberto Eco's famous novel 'The Name of the Rose' is a very 'serious novel' But it

enjoyed a mass audience. The interviewer wants to know the reason of its huge success. Even journalists and publishers are puzzled. People like what is served to them. If they are given to read even serious novels, they will read them. They accepted and digested a serious novel like 'The Name of the Rose'. Its 'timing' was perfect. About 10 to 15 million copies of the novel were sold.

15. What is the position of the interviewer during the interview?

Ans. According to Denis Brian, the interviewer holds a position of 'unprecedented power and influence. He holds the balance between the audience and the man who is being interviewed. Almost everything of the celebrity reaches us through one man asking questions of another.

16. Do you think Umberto Eco likes being interviewed? Give a reasoned answer.

Ans. Yes, Umberto Eco likes being interviewed. Throughout the interview, he remains cool and composed. He answers Makund's questions and queries very patiently. He seems to be relaxed and tries to make Mukund quite comfortable. There is no trace of any impatience or irritation visible during the interview.

Long Answer Questions

1. Explain the word Interview and how do many writers find favour with it.

Ans. The word 'interview' is derived from 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 became a commonplace in journalism. In this world, all have to undergo through the process of the interview. Thousand 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 unprecedent power and influence.

2. What does Umberto Eco point out about himself and his novel, "The Name of the Rose"?

Ans. In an interview with Mukund, Umberto Eco points out that he regards himself a University Professor rather than a novelist. Likewise, he readily went in academic conferences but did not go to meetings of Pen Clubs and the writers. He links himself with the academic community. He is a professor who writes novels on Sundays. Even people have the impression that Umberto Eco is doing many things. Here Eco tells that his work includes philosophical interest and in his novels for children one can find non-violence and peace. He says that the universe has empty spaces and these are eliminated in all the atoms. The universe will become as big as the fist of a man. He regards these empty spaces as interstices and he works in them.

For his writing, Umberto Eco adopts informal approach. He departs from a regular academic style and his essays follow a narrative aspect, which was the crowning success for his novel The Name of the Rose. It attracted a mass audience. His novels are full of narration. Side by side his novel has metaphysics, theology and medieval history as well. It has other experiences too.

3. How does Umberto Eco pursue his philosophical and academic interests? How does he make use of 'interstices'? How has he developed a non-fictional style?

Ans. Umberto Eco has many philosophical interests. He pursues them through his academic works and novels. Even his children' works are about non-violence and peace. They are the same bunch of ethical and philosophical interests. Eco wrote more than 40 scholarly works on non-fiction. Eco considers himself 'a university professor who writes novels (only) on Sundays'. He prefers to be called an academician.

Umberto shares a secret with the interviewer. He thinks that if we eliminate the empty spaces from the universe, the world will shrink. It will become as big as a fist. Similarly, we have a lot of empty spaces or 'interstices' in our lives. He works in these spaces and uses them to his advantage.

Umberto Eco has evolved a distinct non-fictional style. His scholarly works have a certain playful and personal quality about them. It is different from his regular style which is 'depersonalised and often dry and boring'. He is different from other scholars. Eco tells the story of his research. Even he includes his 'trials and errors'. His essays always have a narrative aspect. This narrative style of his scholarly works was fully developed later on in his novels.

4. Several thousand celebrities have been interviewed over the years, some of them repeatedly.' But still many of them 'despise the interview as an unwarranted intrusion in their lives'. Describe opinions for and against the interview as mentioned in the lesson.

Ans. The interview has become an indispensable feature of journalism today. Several thousand celebrities have been interviewed over the years. Some of them have been interviewed repeatedly. Opinions vary. Some consider it a source of truth. Some call it a great art. It is the most effective and powerful medium of knowing important persons or celebrities.

Usually celebrities despise being interviewed. They consider it as an 'unwarranted intrusion' into their lives. They somehow feel that it diminishes them. Naipaul feels that people are 'wounded by interviews'. They lose a part of themselves. Lewis Carrol never consented to be interviewed. Rudyard Kipling considered it immortal and an offence against his person. H.G. Wells interviewed Joseph Stalin. But he also considered it as 'an ordeal'. Saul Bellow considered interviews as 'thumbprints on his windpipe'.

In spite of some of these drawbacks, the interview remains 'a supremely serviceable medium of communication'. Because of this, the interview holds a position of great power and influence.

5. What picture do you form of Umberto Eco after reading the extract of the interview of Eco that was taken by Mukund Padmanabhan?

Ans. 'The Interview' is an extract from an interview of Umberto Eco. The interviewer Padmanabhan helps us know many aspects of his writings, style and ideas. He emerges as a many-sided genius.

Even the novelist David Lodge can't understand how Umberto Eco can do all things he does. Eco answers it very modestly. He only gives the impression of doing many things. Actually, he is doing the same thing. He pursues his philosophical interests through his academic writings and novels. Eco himself tells the secret of his success. He feels there a lot of 'empty spaces' in our lives. He calls them 'interstices'. He works in these empty spaces. He utilises them to his advantage.

Umberto Eco prefers himself to be called an academician rather than a novelist. He wrote more than 40 philosophical writings against just five novels. He started writing novels just by accident and that too at a late age of 50. Modesty and honesty are the signs of a great writer like Eco. Mukund Padmanabhan asks the reason behind the huge success of 'The Name of the Rose'. Umberto honestly replies that the success of this novel is a mystery even to him. Perhaps, he wrote it at an appropriate time. Had it been written 10 years before or after, perhaps it wouldn't have been such a huge success.

Self-Assessment Test

Reference to Context

Read the extracts given below and answer the questions that follow.

1. Others, usually celebrities who see themselves as its victims, might despise the interview as an unwarranted intrusion into their lives, or feel that it somehow diminishes them, just as in some primitive cultures it is believed that if one takes a photographic portrait of somebody then one is stealing that person's soul.
   (a) How do celebrities see themselves?
   (b) What do they despise as an unwarranted intrusion into their lives?
   (c) How does an interview diminish the celebrities?
   (d) What is the belief in some primitive cultures if someone takes a portrait photograph of somebody?
2. V.S. Naipaul feels that some people are wounded by interviews and lose a part of themselves. 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 all such people with much satisfaction and amusement.
   (a) What does V.S. Naipaul feel about interviews?
   (b) Who is Lewis Carroll?
   (c) Why did Lewis Carroll never consent to be interviewed?
   (d) What would he do afterwards?

Short Answer Questions

1. What happened when Eco presented his work?
2. What does Umberto Eco reveal about writing?
3. How does Umberto Eco satisfy his ego?

4. What reason does Umberto Eco give to Mukund for enjoying The Name of the Rose by the mass audience?
5. *The Name of the Rose* is a very 'serious novel'. Yet it enjoyed a mass audience. Give reasons for its popularity.
6. Why didn't Umberto's American publisher expect not to sell more than 3,000 copies of *The Name of the Rose*? What was the actual sale?
7. Was the medieval historical background the reason of the huge success of The Name of the Rose? What does Umberto Eco think was the reason of its huge success?

Long Answer Questions

1. "Interview is like the thumbprints on the windpipe." Explain.
2. What picture of Umberto Eco do you form after reading the extract of the interview of Eco that was taken by Mukund Padmanabhan?
3. How does Umberto Eco pursue his philosophical and academic interests? How does he make use of 'interstices'? How has he developed a non-fictional style?

8

GOING PLACES

—A.R. Barton

Introduction

The chapter 'Going Places', written by A.R. Barton, discusses about the teenagers and their dreams. The author says that teen age period is all about aspirations. They believe to achieve the impossible things in life. Most of the teenagers have a role model, whom they worship as their hero.

Theme

In this chapter, the author stresses on the fact that it is quite natural for teenagers to have unrealistic dreams, especially when their families are not well off. If the fantasies are beyond our approach, it may lead to miseries. Youngsters usually idiolise successful people and dreams of following their footsteps. Their dreams drive them away from the harsh realities of life. This makes it difficult for them to come in terms with life.

Main Characters

Jansie

Jansie belonged to a middle class family. She was a sensible and a practical girl. She did not have high ambitions in life as she is aware of the realities of her life. She does not believe in fantasies, unlike Sophie. She already knew that she has to work in a biscuit factory after completing school.

Geoff

Geoff was a soft-spoken person and an introvert. He preferred to live in reality and was very hardworking.

Sophie

Sophie was an outspoken and a daydreamer. She had various dreams and fantasies. She refused to accept the realities of life. Belonging to a middle class family, her fantasies were very far away from her reach.

Summary

The story revolves around the life of Sophie, a teenager, who like others of her age, is filled with fantasies and desires. She comes from a poor financial background, but hopes to be sophisticated in the future. Sophie dreams of owning a boutique one day or being an actress or fashion designer, but her friend Jansie believes that both of them were earmarked to work for the biscuit factory. Jansie, who is more realistic, tries to make Sophie see reality, but in vain.

Sophie lives in a small house with her parents and brothers, Geoff and little Derek. Though she voices her feelings and desires, her parents ridicule her because they, unlike her, are more mature and know the truths of life.

Sophie finds a sort of fascination for her elder brother Geoff, who is tall, strong, handsome and reserved. She envies his silence and often wonders about his thoughts and areas of his life that she doesn't know about.

The centre of this story is that Sophie fantasises about Danny Casey, an Irish football player, whom she had seen playing in innumerable matches. She makes up a story about how she met him in the streets and tells this to Geoff. Geoff, who is more sensible than Sophie, does not really believe her, even if she wants to. It seems an unlikely incident for Sophie to meet the prodigy in their street, but when Sophie describes the meeting in detail, he begins to hope that it could be true. She tells him that Danny has promised to meet her somewhere again.

Sophie gets so pulled into the story she made that she herself begins to believe that it's true. She waits for the Irish player, but obviously, he never arrives. Then, she makes her way home, wondering how her brother would be disappointed on knowing that Danny Casey never showed up. However, Sophie still fantasises about her hero, unperturbed.

The whole story is about unrealistic dreams and how we love to indulge in them knowing all the while that they have little possibility of coming true. The story seems to hint at dreaming within limits. Unless you are impossibly ambitious, hardworking, and have loads of patience and perseverance, such dreams are best kept under lock and key unless you like the taste of bitter disappointment.

Answers to NCERT Questions

Think as you read

1. Where was it most likely that the two girls would find work after school?

Ans. Sophie and Jansie belonged to lower middle class families. Though Sophie dreamt of big and beautiful things, Jansie was more practical and realistic. It was most likely that the two girls would find work in a biscuit factory.

2. What were the options that Sophie was dreaming of? Why does Jansie discourage her from having such dreams?

Ans. Sophie had dreamt of having a boutique in the city. She dreamt of becoming a manager, a fashion designer or an actress.

Jansie discouraged her from having such dreams as Sophie's dreams were wild and impossible. She had neither the means nor the skills to achieve them.

3. Why did Sophie wriggle when Geoff told her father that she had met Danny Casey?
[CBSE (F) 2011]

Ans. Sophie had told Geoff not to tell about the meeting with Danny Casey to her father. She believed that her father would not believe it. He would rather scold her for telling such wild stories.

4. Does Geoff believe what Sophie says about her meeting with Danny Casey?

Ans. Geoff finds it hard to believe when Sophie tells him about the meeting with Danny Casey. But he does not appear to disbelieve her either. If he did not believe her, he would not have told about it to his father and Jansie's brother Frank.

5. Does her father believe her story?

Ans. Her father does not believe her story at all. He knows her habit of indulging in fantasy. He thinks it to be another of her wild stories.

6. How does Sophie include her brother Geoff in her fantasy of her future?

Ans. She does not know where her brother Geoff goes. But unknown world and people fascinate her. She wishes to be closer to Geoff. She hopes that someday he would take her there. She imagines herself in a yellow dress riding behind Geoff, and the world rising to greet them with an applause.

7. Which country did Danny Casey play for?

Ans. Danny Casey played for United Kingdom.

8. Why didn't Sophie want Jansie to know about her story with Danny?
[CBSE Delhi 2011; (AI) 2010, 2012]

Ans. Sophie thought that Jansie was a stupid girl as she would not be able to keep a secret. She would tell the whole neighbourhood. People would come to Sophie and ask her what it was all about. Her father would be angry with her and there would be a row in their family.

9. Did Sophie really meet Danny Casey?

Ans. Sophie had not met Casey. It was only her fantasy. She imagined having met him as she desired to meet him. She never meets him in reality.

10. Which was the only occasion when she got to see Danny Casey in person?

Ans. The only occasion when she could have seen Danny Casey in person was on Saturday. The whole family went to watch the United Team play. She saw him in person in the stadium.

Understanding the Text

1. Sophie and Jansie were classmates and friends. What were the differences between them that show up in the story?

Ans. Both Sophie and Jansie were classmates and friends belonging to middle class families. However, Sophie was much more ambitious than Jansie. Sophie tells Jansie that she wants to own a boutique. Jansie, who is more practical, advises Sophie that a lot of money is needed for a boutique. Sophie says that she would earn the money. Then Jansie tells her that it takes a long time to save that much money. So Sophie says that initially, she would be a manager till she gets enough money. Jansie tries to explain to Sophie that they would not make Sophie a manager right away. Sophie still believes that she would have the most wonderful shop in the city. So Sophie, besides being impractical, had a wavering mind also.

Jansie felt sad thinking that both of them were likely to work in the biscuit factory after school. Jansie also tries to make Sophie understand that she should be sensible as they do not pay well for the shop work. Sophie however, thought that she would become an actress and have a boutique. Besides that, she said that she might even be a fashion designer. So we see Sophie as an overambitious, impractical daydreamer. On the other hand, Jansie is more practical and has a firm mind.

2. How would you describe the character and temperament of Sophie's father?

Ans. Sophie's father was an authoritarian, short-tempered person and a sports lover. He seemed to be a fun-loving person, as whenever the United team won, he went to the pub to celebrate. He had a plump face. When Geoff told his father that Sophie met Danny Casey, he looked at her with an expression of contempt. Later, he started discussing about the young, talented Irish, Danny Casey. When Sophie told him that Danny Casey was going to buy a shop, he made an ugly face to show disgust. He told Sophie that it was another of her wild stories. He did not believe at all that Sophie might have met Danny. Sophie seems to be scared of her father. Sophie told Jansie that there would be a "right old row" if her father gets to hear about it. She even told Jansie about her father—'you know what a miser he is'.

3. Why did Sophie like her brother Geoff more than any other person? From her perspective, what did he symbolise?

Ans. Sophie was quite fond of her elder brother, Geoff, who was an apprentice mechanic. He had to travel each day to the far side of the city for his work. He was almost grown up though he had left school only three years ago. Geoff did not speak much. Sophie felt that when he was not speaking, he was away somewhere out there in the world in those places she had never been to. These places had a special fascination for Sophie as they were unknown to her and remained out of her reach. She believed that there were even exotic and interesting people, of whom Geoff never spoke. She longed to know about them. She wished that her brother some day might take her there. So from Sophie's point of view, her brother symbolised a person, who could acquaint her with "the vast world out there", which was totally unknown to her. Her love for her brother is evident from the fact that she told Geoff only about her meeting with Danny Casey.

4. What socio-economic background did Sophie belong to? What are the indicators of her family's financial status?

Ans. From the story 'Going Places', we realise that Sophie belonged to a poor socio-economic background. But she aspired to have a boutique, though she had no means or money to fulfil her dreams. After school, she was likely to work in a biscuit factory.

When she said that if ever she has money, she will buy a boutique. To this, her father says that if she ever has money, she would better buy them a decent house to live in. This showed that their house was in a shabby condition. The small room of their house was steamy from the stove and dirty washing was piled up in the corner. Her brother Geoff had been an apprentice mechanic who travelled to his work each day to far side of the city. Her father had a bicycle as Sophie saw it propped against the wall of the pub. So Sophie belonged to a poor family. Their social life seemed to be confined to watching the matches played by the United team.

Additional Questions

Reference to Context

Read the extracts given below and answer the questions that follow.

1. Jansie, knowing they are both earmarked for the biscuit factory, became melancholy. She wished Sophie wouldn't say these things. When they reached Sophie's street Jansie said, "It's only a few months away now, Soaf, you really should be sensible.

(a) Who became sad?

Ans. Jansie became sad.

(b) What does Jansie know?

Ans. Janise knows that they both are earmarked for the biscuit factory.

(c) What are 'these things' referred to here?

Ans. Here, 'these things' are referred to the fantasies of Sophie.

(d) "You really should be sensible". Why did she say so?

Ans. Jansie says so because Sophie has been daydreaming and fantasising those things which can never happen in real life.

2. He was kneeling on the floor in the next room tinkering with a part of his motorcycle over some newspaper spread on the carpet. He was three years out of school, an apprentice mechanic, travelling to his work each day to the far side of the city.

(a) Who is 'he' here?

Ans. Here, 'he' is Geoff, Sophie's brother.

(b) What was he doing in the next room?

Ans. He was kneeling on the floor on the next room tinkering with a part of his motorcycle over some newspaper spread on the carpet.

(c) For how long had Geoff been out of school?

Ans. He had been out of school for three years.

(d) What was Geoff's profession?

Ans. Geoff was an apprentice mechanic. He travelled every day to the far side of the city.

3. And she was jealous of his silence. When he wasn't speaking it was as though he was away somewhere, out there in the world in those places she had never been.

(a) Who is 'she' here?

Ans. Here, 'she' is Sophie.

(b) Whom was she jealous of?

Ans. She was jealous of her brother, Geoff.

(c) What was the reason of her jealousy?

Ans. She was jealous of her brother's silent nature.

(d) What did Sophie feel about her brother when he does not speak?

Ans. According to Sophie, when Geoff does not speak, his mind is travelling some other places where she had never been.

4. 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 a pen.

(a) Who is 'I' here?

Ans. Here, 'I' is Sophie.

(b) About whom is the speaker speaking?

Ans. The speaker is speaking about Danny Casey, the footballer.

(c) How did she know that he was him?

Ans. She knew that he must be Danny because she recognised his accent which was familiar with the one, she heard on a television interview.

(d) Why did they need paper or pen?

Ans. They needed paper or pen for an autograph.

Short Answer Questions

1. Why did Sophie wish to become an actress?

Ans. Sophie was interested in a boutique. For this, she needed money. So, she thought that she should become an actress as there was real money in that. Then she could have a boutique too.

2. What was Geoff doing and how did he go to his work?

Ans. Geoff was Sophie's elder brother. He had been out of school for three years and was almost grown up. He was an apprentice mechanic. He used to travel to his work each day to the far side of the city on his motor bike.

3. "And she was jealous of his silence." Why was Sophie jealous of Geoff's silence?

Ans. Sophie's brother Geoff spoke very less. She was jealous of him as she thought that when he was not speaking it was as though he was away somewhere out there in the world in those places she had never been to.

4. What was the special fascination of the teenager Sophie?

Ans. The unknown outlying districts of her city, unknown places beyond her country, and the world of places where she had never been were great fascination for Sophie. She wished to know about exotic places. She hoped to go there with her brother Geoff.

5. What did Geoff mean by saying, 'Casey must have strings of girls'?

Ans. Sophie wanted Geoff to promise not to tell daddy about her meeting with Danny Casey. He would get angry at her badly. Then Geoff told that Casey must be having a large number of girls in his contact, and she was still a schoolgirl. But Sophie pointed out that Casey was quiet. He did not have strings of girls.

6. What was the autograph riddle? Could it be solved?

Ans. On first meeting, Danny Casey at Royce's window, Sophie asked his autograph for little Derek. But neither had a paper nor a pen. In the second real meeting at the Royce's, the same riddle stood unsolved—the autograph couldn't be given—neither had a pen.

7. What was Jansie's attitude towards Sophie on hearing about her meeting Danny Casey?

Ans. Geoff told Frank that Sophie met Danny Casey. Frank's sister Jansie was nosey. She asked Sophie about the meeting. It surprised Sophie because she had termed it a secret. She felt at ease when she realised that Geoff had not let her down.

8. Write a character sketch of Jansie.

Ans. Jansie belonged to a middle class family. Though she was sensible and practical, she was nosey. She loved to gossip. She did not have high ambitions in life like Sophie. She knew that she was earmarked to work in a biscuit factory.

9. What was going on in Sophie's mind about people and places unknown to her?

OR

What were Sophie's views about the vast world around?

Ans. The unknown far off places even beyond the surrounding country had a great attraction in Sophie's mind. She wanted to see, meet exotic and interesting people of whom Geoff never spoke. She was impatient to know them. She thought the world was waiting to welcome her.

10. What did Sophie tell Geoff about Danny Casey?

Ans. Danny Casey was a young Irish player of the United first squad. Sophie told Geoff of the meeting Danny Casey at Royce's window. It surprised him and he wanted to know the truth. She told about Danny Casey's gentle green eyes. She told him that she talked with him first and also asked for an autograph. But they had neither pen nor paper. So he promised to do it next week, if she cared.

11. Why did Sophie like Danny Casey?

Ans. The young Irish Danny Casey was a sports icon. He was gentle and calm. He was handsome and always impressively dressed. He was tall and handsome with a strong dark face. She imagined him to be fit for her love.

12. What did Sophie imagine about her meeting with Danny Casey?

OR

Write Sophie's description about her first meeting with Danny Casey.

Ans. Sophie told that she met Danny Casey at the Royce's window. She was looking at her clothes there. He came and stood beside her. She spoke to him first and asked if he was Danny Casey. He confirmed, she asked for an autograph but neither had paper nor a pen. They talked a bit. He assured her of an autograph next week, if she cared.

13. What was the weekly pilgrimage in the story, 'Going Places'?

Ans. Their weekly pilgrimage on Saturday was to watch the United match. Actually she got interested in Danny Casey and wanted to see his game and watch him playing at the United on Saturday. Sophie with her father and little Derek sat near the goal, and Geoff went up with his friends. They boost up Danny's morale and got thrilled at his scoring goal.

14. What did Sophie tell Jansie about her meeting with Danny Casey?

Ans. Next week when Jansie met Sophie, she asked her about meeting Danny Casey. Though Sophie got surprised and damned her brother Geoff, yet she called it something special between them. Something secret but not a Jansie type. Jansie promised to keep it a secret. Sophie told it was a little thing, she asked for an autograph but neither had a pen.

15. 'It was a perfect place, she had always thought so.' Which is the place described and what made it so perfect?

Ans. For the fancy date, Sophie walked by the canal in the evening. She used to play there in her childhood. She reached the wooden bench beneath the solitary elm tree. She sat and waited there for Danny Casey. It was a perfect place for the lovers, who wished not to be observed.

16. What was Sophie's ambition in life? How did she hope to achieve that?

[CBSE (Delhi) SET I 2017]

Ans. Sophie wanted to be a manager, like Mary Quaint and have the most amazing shop, or an actress, or have a boutique or a fashion designer. She wanted to make money and fulfil her sophisticated wish.

17. Sophie was dreaming of so many things in her life. What were they?

[CBSE (Delhi) SET II 2017]

Ans. Sophie was a dreamer as she wanted to be a manager till she had enough money to have a boutique or an actress as there was real money in it, or fashion designer, something a bit sophisticated.

18. Why did Jansie discourage Sophie from having dreams? ***[CBSE (AI) 2017]***

Ans. Jansie discouraged Sophie from having dreams because the latter was unrealistic and had unattainable visions. Jansie knew that they were earmarked for the biscuit factory as she was practical, and she thought reasonably how tough and challenging life could be.

19. What did Sophie imagine about her brother, Geoff? ***[CBSE (F) SET I 2017]***

Ans. Sophie imagined that when her brother Geoff is silent, his mind goes to all the new places that beyond the surrounding country. He meets new people, who are exotic and interesting.

20. What did Sophie tell Geoff about her 'meeting' with Danny Casey?

[CBSE (F) SET II 2017]

Ans. Sophie told Geoff that she met Danny Casey while she was staring at the clothes in Royce's window. She started the conversation and then asked for an autograph. But neither of them had any paper or pen, so Danny Casey asked Sophie if she would meet him again for an autograph.

21. Why did Sophie not want Jansie to know about her meeting with Danny?

[CBSE (F) SET III 2017]

Ans. Sophie did not want Jansie to know anything about her meeting with Danny Casey because she knew that Jansie would spread the news to the whole neighbourhood. Sophie did not want to be ridiculed before others.

Long Answer Questions

1. How did Geoff and Sophie's father react when they came to know that Sophie had met Danny Casey?

Ans. Sophie's father and her brother, Geoff were very much fascinated with Danny Casey, whom they regarded a great player. When Sophie told Geoff that she had met Danny Casey, he did not seem to believe her. That is why, he inquired of her what Danny Casey looked like. She told him in detail how she happened to meet Danny Casey in the arcade. She even told him that Danny Casey's eyes were green and gentle, and he was not so tall. Perhaps that is why, Geoff told his father that Sophie had met Danny Casey and it was true.

But when Geoff told his father about Sophie having met Danny Casey, he gave an expression of contempt. Her father did not believe it to be true. He told Sophie that it was another of her "wild stories".

2. Compare and contrast Sophie and Jansie, highlighting their temperaments and aspirations. *[CBSE Delhi 2012]*

Ans. Sophie and Jansie are classmates. They belong to lower middle class families. Both of them are earmarked for biscuit factory. Jansie's feet are firmly planted on the ground. But Sophie is totally blind to the harsh realities of life. She dreams of big and beautiful things. She wants to have a boutique. She thinks of becoming an actress as there is a lot of money in this profession. If need be, she can also be a fashion designer. In short, she loves to be grand and sophisticated. All her dreams are beyond her reach and resources. Jansie advises her to be sensible, but she remains a romantic dreamer.

Sophie and Jansie differ in thinking and temperament. Sophie is lost in her dream world. She shares her secret with only one person. It is her elder brother, Geoff. Jansie is 'nosey'. She takes interest in learning new things about others. She can spread the story in the whole neighbourhood; so Sophie does not want to share secrets with her. Sophie is an incurable dreamer and escapist. She adores young Irish footballer Danny Casey. She develops a fascination for him. She becomes sad and helpless, but she doesn't become wiser. She remains a dreamer. Jansie is practical and a realist. She has no such unrealistic dreams.

3. Do you think Sophie is overambitious and Jansie is more practical? Discuss. *[CBSE Sample Paper 2015]*

Ans. Sophie and Jansie are class fellows and friends. They belong to lower middle class families. Jansie understands her limitations well. She knows that both of them are earmarked for the biscuit factory. But Sophie is totally blind to the harsh realities of life. She dreams of big and beautiful things. She wants to have a boutique. She also entertains the idea of becoming an actress. She loves to be nice, grand and sophisticated. All her dreams are beyond her reach and resources. Though Jansie advises her, Sophie refuses to be sensible. She is nothing more than a romantic dreamer and is in awe of the footballer Danny Casey.

Sophie and Jansie are poles apart in their thinking and temperament. Sophie is all lost to herself and her dreamy world. She is an incurable escapist. She adores the young Irish footballer Danny Casey. She remains what she always is —a dreamer.

4. Sophie lives in a world full of dreams which she does not know she cannot realise. Comment. *[CBSE (AI) 2015]*

OR

Attempt a character sketch of Sophie as a woman who lives in her dreams. *[CBSE Delhi 2012]*

Ans. Sophie is a young girl of a lower middle class family. Though she has been earmarked to work in the biscuit factory, she dreams of opening a boutique and also becoming an actress or a fashion designer or a manager. She dreams of coming out of her economic situation. She is an incurable dreamer and an escapist. All her dreams and disappointments are figments of her own imagination. Although she is warned against such dreams by her friend, Jansie and her father, but she ignores them. As no one believes her, she shares her dreams only with her brother, Geoff who is an introvert. She also worships the football player, Danny Casey. She fantasises about meeting Danny at the market place and later near the canal.

5. **It is not unusual for a lower middle class girl to dream big. How unrealistic were Sophie's dreams?** *[CBSE (AI) 2015]*

Ans. Sophie is a young girl of a lower middle class family. She wants to open a boutique and also become an actress or a fashion designer or a manager. She is an incurable dreamer and an escapist. Although she was warned against such dreams by her friend, Jansie and her father but she ignores them.

Dreams are very important to go ahead in life. If there were no dreams, there would not be any progress anywhere. But being a mere dreamer is not enough. One should be realistic and practical as well. If our imagination has only wings, it will not take us anywhere unless and until we are firmly grounded also. Sophie's dreams were just imagination, a flight of fancy which took her nowhere. She derived momentary delight from her dreams and that was all.

6. **Do you think the title of the story 'Going Places' by A.R. Barton is appropriate? Discuss.**

OR

In the story 'Going Places', the author A.R. Burton has successfully taken the readers to places. Elaborate.

Ans. The author A.R. Burton has taken the readers to places through his female character Sophie. She was a very sweet and beautiful teenager, who loved fantasising. In the first phase of the journey, she took the readers in search of work. She wanted to have a superb boutique of her own or become a shop manager. She wanted to become an actress to have real money. If not that, she wanted to become a fashion designer though it was a little sophisticated. Her such thinking made her friend Jansie sad as she knew that both of them were earmarked for the biscuit factory.

In the second phase of the journey, she suspected the areas of Geoff's life about which she knew nothing. Geoff never spoke much. When Geoff kept silent, she thought him to be away somewhere out there in the world in those places she had never seen; the adjacent areas of the neighbouring country, its people and thus, she had developed a great fascination for them. Riding behind Geoff, she took us to the world that one can easily praise.

In the final phase, from the Royce's window to Danny Casey, the United's first squad player. In her excitement and dreaming, Sophie waited under the elm tree near the canal. She pictured Danny Casey outside Royce's arcade again. But here, she really could not take an autograph because neither of them had a pen. Thus, throughout the story, the reader goes on from place to place, but there is no solid result. So the title 'Going Places' is appropriate.

7. **"Sophie's dream world clashes with the world of her family and friends". Bring out the stark difference between the two worlds.** *[CBSE Sample Paper 2016]*

Ans. Sophie belonged to a mediocre or rather poor socio-economic background. But she aspired to have a boutique, though she had no means or money to fulfil her dreams. After school, she was likely to work in a biscuit factory.

When she told her father that she wishes to buy a boutique if she ever has money, he asks her to be practical and to rather build a decent house to live in with that money. This showed that their house was in a shabby condition. Her friend Jansie was very much aware about their financial conditions and family background. She knew that

both were earmarked for the biscuit and tries to make Sophie understand the same. However, Sophie refused to understand and remained an impractical daydreamer.

8. Teachers always advise their students to dream big. Yet, the same teachers in your classrooms find fault with Sophie when she dreams. What is wrong with Sophie's dreams? *[CBSE Delhi 2016]*

Ans. It is good to dream but one needs to be practical too. Sophie belonged to a mediocre family. She aspired to own a boutique, though she had no means or money to fulfil her dreams. After school she was likely to work in a biscuit factory. Her dreams are unrealistic. She loves to indulge herself without even thinking of how to achieve it. In her heart of hearts, she knows that her dreams have little possibility of coming true and are only a product of adult fantasising. She also dream dates Danny Casey, an Irish football player. She gets so pulled into her date story told to her brother Geoff that she was supposed to meet Danny. Irrespective of all this, Sophie fantasises about her hero, unperturbed. Dreaming within limits is good. Unless one is impossibly ambitious, hardworking, and have loads of patience and perseverance, such dreams are best kept under lock and key, unless one likes to be disappointed.

9. Every teenager has a hero/heroine to admire. So many times they become role models for them. What is wrong if Sophie fantasises about Danny Casey and is ambitious in life? *[CBSE (AI) 2016]*

Ans. Teenager is the phase of life which constitutes major changes in the life of an individual. During this phase, a person learns many things, sets his career goals, and deals with poor pressure and the reprimands, demands and expectations of the adults. Hence, it is natural for the teenagers to fantasise and love in a world of dreams.

It would be wrong to ridicule dreaming and fantasising, it is based on realistic goals and the world around provides them the means of opportunities to achieve these aspirations and dreams. Desiring to move ahead in life and working towards this instills confidence, positivity and optimism. However, if there is a disparity between the goal, dream and one's capabilities, the effect could be harmful and painful. Failure could lead to disappointment, depression and a complete drop in confidence.

In short, dreaming or fantasising is not wrong, and therefore, Sophie was perfectly entitled to fantasise about her future or about her favourite footballer Danny Casey. The only problem or worry is that one should be realistic, sensible and prepared to face consequences whether good or bad with elegance.

10. Unrealistic dreams often lead to a great deal of unhappiness. Justify the statement on the basis of the story, 'Going Places'. *[CBSE Sample Paper 2019]*

Ans. Unrealistic dreams lead to unhappiness. It is true as the world of dreams takes us away from reality. Dreams which are far away from reality put the person in difficult situation. In the story, Sophie always lived in a dream world, dreaming impossible things. She is not ready to accept the reality and always takes an imaginary flight. Only constructive dreams are like a guiding light. They make us work harder. When dream becomes a fantasy, it does more harm than good. Just forgetting reality in the pursuit of dreams is harmful. Sophie, the protagonist in the story has been nurturing her dreams since childhood. She has taken a fancy for Danny Casey, the footballer as her hero. She refuses to accept that it is her fantasy. She is so lost in her dreams that she even imagines herself waiting for him by the canal. She goes to the extent and puts herself into load of troubles which leads to unhappiness.

11. In one's approach to life one should be practical and not live in a world of dreams. How is Jansie's attitude different from that of Sophie? *[CBSE Paper 2018]*

Ans. Sophie and Jansie were classmates and very good friends. Both of them belonged to a very poor socio-economic background. However, Sophie was very ambitious and had great plans of setting up a boutique of her own or be a manager in one. She would also speak of becoming an actress and would earn the requisite money to fulfil her dreams, whenever Jansie cautioned her. According to her, working in the biscuit factory was absolutely not where she saw herself in the future. Jansie, on the other hand, was a very practical person. She advises her friend to come back to reality and out of her world of dreams. The down to earth and firm-minded Jansie knew that the castles Sophie built would only remain in the air. The attitude of the two friends very clearly shows that they were totally different in the approach to life.

12. What impression do you form of Sophie and Jansie after reading the story, 'Going Places'? *[CBSE (Compartment) 2018]*

Ans. Sophie and Jansie, neighbours and schoolmates have opposite temperament while Sophie is imaginative, Jansie is practical. Sophie is a daydreamer and impractical. She wants to be in a glamorous career. She is an attention-seeker. She lives in a fantasy world and is always far from realty. She creates a story of her meeting Danny Casey to arouse everyone's interest. Sophie is an escapist and gregarious, whereas Jansie's views are grounded. She is individualistic and self-contained. She is contented, whereas Sophie is dissatisfied at her being a victim of lower middle class. She never accepts the reality that they are meant for biscuit factory.

13. In what way was Sophie's hero worship and fantasising at odds with her socio-economic background? Was she justified in dreaming the 'impossible'? *[CBSE Sample Paper 2017]*

Ans. In many respects Sophie's dreams were unrealistic. She wanted to buy a boutique, be a manager, an actress or a fashion designer. She hailed from a weak socio-economic background and did not even have a decent house. It seemed as Jansie said, that they were not made to work in a biscuit factory. Glamorous dreams about Danny Casey, the Irish soccer player and all her fantasies. Yet these dreams are justified perhaps because they take Sophie away, for some time, from the bitter reality that she cannot accept.

14. Maintaining a balance between one's fantasies and the real world is the key to the survival. Give your opinion on Sophie's character in the light of the above statement. *[CBSE Sample Paper 2018]*

Ans. Fantasy always takes one away from the real world. It is temporary refuge. Sophie an adolescent/teenager belongs to the poor socio-economic background. Her real world forces her to remain in the fantasy world. She always takes imaginary flight where she wants to remain. Her world is full of glamour and sophistication. Though this is a temporary refuge, but she is unable to balance both real and fantasy world. For her brother Geoff, she desires to be in his world, the places where he goes, the people he meets. Not only this, she fantasises the famous footballer prodigy Danny Casey and tries to prove her meeting with him a real one. No one believes her but she suffers badly as it only gives her disappointments. So for survival, it is must for one to maintain balance between a fantasy and reality.

Self-Assessment Test

Reference to Context

Read the extracts given below and answer the questions that follow.

1. On Saturday they made their weekly pilgrimage to watch United. Sophie and her father and little Derek went down near the goal – Geoff, as always, went with his mates higher up.
   (a) Who are 'they' here?
   (b) Where did 'they' go on Saturday?
   (c) Who all went down near the goal?
   (d) Where did Geoff go?
2. His eyes are on the same level as your own. His nose is freckled and turns upwards slightly, and when he smiles he does so shyly, exposing teeth with gaps between. His eyes are green, and when he looks straight at you they seem to shimmer.
   (a) Who is speaking in above lines?
   (b) About whom is the speaker speaking?
   (c) How has the speaker described the smile?
   (d) When do the eyes seem to shimmer?

Short Answer Questions

1. "She breathed more easily." Why did Sophie have a sigh of relief when she realised that Jansie was unaware of her meeting with Danny Casey?
2. How does her father react when Sophie says that Danny Casey is going to buy a shop?
3. "And it is a hard burden to carry, this sadness." Why did Sophie feel so when Danny Casey did not come?
4. How did Sophie imagine about Danny's coming to the place where she was waiting for him?
5. When did Sophie feel a tightening in her throat?
6. Write about Sophie and her family's weekly pilgrimage to watch United.
7. What happened when Sophie and her family went to watch the match on Saturday?

Long Answer Questions

1. 'It is natural for teenagers to have unrealistic dreams.' On the basis of your reading of the story 'Going Places', comment on the benefits and disadvantages of fantasising.
2. Give a character sketch of Geoff.
3. Was Jansie justified in discouraging Sophie from dreaming big? Why/Why not?

FLAMINGO : B. POETRY

MY MOTHER AT SIXTY-SIX

1

—Kamala Das

About The Poet

Kamala Das was born on March 31, 1934 in Punnayurkulam, Thrissur District in Kerala. She was one of the India's original and versatile writers. She spent her childhood between Calcutta, where her father was employed and at the ancestral home in Punnayurkulam. The writings of her great uncle, Nalapat Narayana Menon and mother Nalapat Balamani Amma had a great impact on her. She took to writing at an early age and continued even after marriage as she was encouraged by her husband to write. Her writings reflect exploration of a wide range of relationships from a woman's point of view—a daughter, a wife and a mother. Her works are filled with a woman's desire for self-expression and freedom.

Introduction

Though ageing is a natural process, yet the fear of separation from your loved and near ones is very painful. The poem talks about the feeling of loneliness that aged people experience and the feeling of guilt which their offspring experience for not being able to be with their parents in their old age. The poem also explores the feelings of melancholy and pain that a daughter experiences while leaving her mother, all by herself, at a ripe old age. The agony of separation is brought forward in this poem very explicitly. The poem, in a way, also sends a very strong message to the youth of today—do not be so busy in fulfilling your desires and wishes that you forget to take care of your elderly parents when they need you the most. At times, situation can be binding. But one should never forget to show one's love, affection and concern for one's parents.

Theme

- **Fear of loss:** The poem composed in blank verse expresses the anguish of a daughter over her mother's advancing age and the fear of permanent separation from her. 'My Mother at Sixty-six' symbolises the fast paced life and the inevitable death of our childhood, youth and loved ones. The poet is agonised by her mother's advancing age and fear of her imminent death.
- **Nostalgia:** The poet is carried away by her childhood premonition of losing her mother.

Poetic Devices

Simile

- her face ashen like that of a corpse
- wan, pale as a late winter's moon

Personification

- Trees sprinting

Repetition

- thought away... thought away
- smile and smile and smile

Metaphor

- merry children spilling
- spilting, out of their homes

Rhyme Scheme

- Free verse

Symbols and Images

- trees sprinting
- swinter's moon
- merry children

Summary

While driving from her parent's home to Cochin, International Airport, Kamala Das notices her mother, who was sitting beside her, dozing with her mouth open. Her mother's face was pale like a dead body. The expression on her face was clearly one of pain, borne out of fear of separation and old age. A sudden fear and pain crops up in the poet's mind and she realises that her mother is old now and could pass away leaving her all alone. Though the realisation was alarming, it was hard to accept.

In order to drive her thoughts away from the agony and pain on looking at her mother's colourless pale face, Kamala looks outside the car. The trees racing past and the speeding car were grim reminders that time has flown by. The joyous children playing outside represent youth, energy and life. All this probably reminded of her childhood when her mother was young.

After the security check at the airport, Kamala Das looks back at her mother standing a few yards away looking pale and grey like the winter moon. The poet senses a familiar pain and her childhood fear of the thought of losing her mother comes back. Overcome with sorrow and fear, she bids her old mother goodbye and keeps smiling to hide her real feelings.

Answers to NCERT Questions

Think it out

1. What is the kind of pain and ache that the poet feels?

Ans. The childhood fear of separation and the sadness associated with the thought of losing her mother is what the poet feels. While leaving her native place, the poet feels the guilt of not being able to take good care of her mother in her old age and hence, she is sad and pained. The mother's aged, weak and pale frame is of great concern for the daughter and the nagging fear of her old mother departing in her absence ravages her mind.

2. **Why are the young trees described as 'sprinting'?** [*CBSE Delhi 2010, 2012; (F) 2013*]

Ans. The young trees are quite opposite to the poet's old mother who is pale and aged. A tree symbolises youth and is full of life. Trees seem to be sprinting while her mother is in the last stage of her life.

3. **Why has the poet brought in the image of the merry children 'spilling out of their homes'?**

Ans. The poet, while returning from her native place, sees the joyous children rushing out of their homes, into the open, to play. These young children, full of energy and life are a sharp contrast to the ashen visage of her mother who is weak, dull and lifeless at the age of sixty-six. The enthusiasm and vitality of the children brings home, more emphatically, the painful realisation that her mother may breathe her last any day in the near future.

4. **Why has the mother been compared to the 'late winter's moon'?**

[*CBSE Delhi 2013; (F) 2011*]

Ans. The dull, weak, pale and aged visage of the mother is compared to a late winter's moon which looks hazy, obscure and lacks shine and strength. Hence, the comparison is quite appropriate and the simile used is apt and effective. The mother has also lost the glow, vigour and vitality of her youth as she is sixty-six years old now.

5. **What do the parting words of the poet and her smile signify?** [*CBSE (AI) 2010*]

Ans. The poet had to leave her mother and her native place to go to her own home. She felt guilty to leave her mother, all by herself, alone, at this ripe age. Her mother needed love, respect, affection and togetherness, which the poet is unable to give her in plenty. Hence, to cover up her agony and pain of separation and loss, she puts on a long and cheerful smile on her face. She puts on a brave front to hide her fear behind a smile. Before leaving, she says to her mother, 'see you soon, Amma' which definitely brought a faint ray of hope in the mother that she would survive long enough for the two to meet again. The smile, even if it was a hollow one, must have comforted both the mother and the daughter.

Additional Questions

Reference to Context

Read the extracts given below and answer the questions that follow.

1. Driving from my parent's home to
Cochin last Friday morning,
I saw my mother, beside me,
doze, open mouthed, her face ashen like that
of a corpse and realised with pain
that she was as old as she looked but soon
put that thought away, and looked out at Young
Trees sprinting, the merry children spilling
out of their homes,

(a) Name the poem and the poet.

Ans. The poem is 'My Mother at Sixty-six' and the poet is 'Kamala Das'.

(b) Where was the poet going to and with whom?

Ans. The poet was going from her parent's home to the Cochin airport. She was accompanied by her mother who was sixty-six years old.

(c) What did the daughter notice inside the car?

Ans. She noticed her mother looking pale and dull, and as lifeless as a dead body. She was dozing and her mouth was open.

(d) In what state is the mother now?

Ans. She is dozing open mouthed and with a pale face.

2.

but after the airport's
security check, standing a few yards
away, I looked again at her, wan, pale
as a late winter's moon and felt that old
familiar ache, my childhood's fear,
but all I said was see you soon, Amma,
all I did was smile and smile and smile.....

(a) Why does the poet 'look at her again'?

Ans. The poet looks at her mother for the last time before boarding the flight. She reassures herself about the well-being of her mother. She wished her mother goodbye in order to comfort her and leave on an optimistic note.

(b) Does the poet share her thoughts with her mother?

Ans. No, the poet does not share her fears and agony with her mother, but only bids her a cheerful farewell.

(c) Why did the poet not share her thoughts with her mother?

Ans. The poet did not share her thoughts with her aged mother because it would have unnecessarily disturbed her frail old mother. Moreover, her thoughts were caused by her fear of the unknown.

(d) Give one reason for the poet's 'smile'.

Ans. She wanted to assure her mother that they would meet again.

3.

. . . she
looked but soon
put that thought away, and
looked out at young
Trees sprinting, the merry children spilling
out of their homes, . . . ***[CBSE (F) 2010]***

(a) What did the poet realise? How did she feel?

Ans. The poet was on her way to the airport when she realised that her mother was nearing her old age, and this feeling was hard for her to accept.

(b) What did she do then?

Ans. She tried to divert her thoughts by looking out of the car window.

(c) What did she notice in the world outside?

Ans. She noticed that some joyous children were playing outside which gave her some respite from the thoughts of her ageing mother. The children represented youth, energy and life.

(d) Which poetic device is used in the 2nd last line?

Ans. Personification

4.

. . . but soon
put that thought away, and
looked out at young
trees sprinting, the merry children spilling
out of their homes, . . . **[*CBSE Delhi 2011*]**

(a) Which thought did the poet put away?

Ans. The poet put the thought of looking at her ageing mother away.

(b) What do the 'sprinting trees' signify?

Ans. It is our common experience, whenever we travel by a fast-running vehicle, the standing objects appear to be running back fast. These sprinting trees in the poem signify how the young age of the poet's mother passed so fast.

(c) What are 'the merry children spilling out of their homes' symbolic of?

Ans. The poet's mother who is sitting beside her is dozing. Her 'ashen' face looks lifeless and pale like a corpse. On the other hand, children are gay and happy. They are moving out of their homes in large numbers. There is an image of happiness and spontaneous overflow of life.

(d) Why are trees 'young' here?

Ans. The poet establishes the contrast with the ageing mother inside the car and the sprinting trees are potrayed as young.

5.

Driving from my parent's
home to Cochin last Friday
morning, I saw my mother, beside me,
doze, open mouthed, her face ashen like that
of a corpse and realised with pain
that she was as old as she looked... **[*CBSE (AI) 2013*]**

(a) Where was the poet driving to?

Ans. The poet was driving to the Cochin airport.

(b) Why was her mother's face looking like that of a corpse?

Ans. The mother's face was pale, lifeless and wan looking like that of a corpse because she had grown old.

(c) What did the poet notice about her mother?

Ans. When the poet looked at her mother, her mouth was open, her pale face was looking like a corpse. She realised that her mother had grown old.

(d) What pain did the poet experience?

Ans. She felt it painful to witness her ageing mother.

6. I saw my mother,
beside me,
doze, open mouthed, her face
ashen like that
of a corpse and realised with
pain **[*CBSE (AI) 2016*]**

(a) Who does 'I' refer to ?

Ans. 'I' refers to the poet, Kamala Das.

(b) What did 'I' realise with pain?

Ans. The poet realised with pain that her mother was nearing old age.

(c) Why was the realisation painful?

Ans. Her mother's approaching death was a hard fact for her to accept. The thoughts of separation from her mother made her feel sad.

(d) Identify and name the figure of speech used in these lines.

Ans. Simile: ashen like that of a corpse

Short Answer Questions

1. What were Kamala Das' fears as a child? Why do the fears surface when she is going to the airport? **[*CBSE (AI) 2011*]**

Ans. Kamala Das fears that her mother would leave her alone and go away. These fears surface now as she looks at her old mother doze with her mouth open in the car.

2. How can suspension of activities help? **[*CBSE (AI) 2012*]**

Ans. The poet wants to prove that there can be life under apparent stillness. The poet invokes the earth as a living symbol to prove his point. The earth never attains total inactivity. Nature remains at work even under apparent stillness.

3. How does the poet describe her mother?

Ans. Kamala Das describes her mother as old, pale and senile. As she was asleep, the poet noticed that her mother looked as pale and colourless as a dead body. She seemed to have lost the vitality of life.

4. Explain 'pale as a late winter's moon.'

Ans. This is an example of a simile. The poet has compared her mother's face to a winter's moon. Winter symbolises death and a waning moon symbolises decay. Just like winter loses its magnificence and beauty when covered with fog and mist, similarly the poet's mother has lost her youth and vitality, and has become inactive and withered.

5. Why did the poet promise her mother of a meeting in the near future?

Ans. The poet was doubtful of seeing her mother again. She knew that the mother was also aware of the same. Yet, to encourage her mother, to leave a hope in her mind, to make herself strong, the poet promised a futile reunion in the future.

6. The poet's repeated smile seems out of the place in a way. In which way is that appropriate?

Ans. The poet had no reason to smile at the time of separation from her aged mother. She

was deeply distressed and pained to separate from her mother when she was so old. Yet, to make the mother feel 'there is nothing to worry,' the poet attempted to be glad, cheerful and reassured her by her extended smile.

7. Why does the poet look at her mother again?

Ans. The poet looks at her mother again for the last time to reassure herself that her mother is well. She drove away her thoughts of pain and fear which had surfaced on seeing her mother. It was a look of reassurance to meet her again.

8. What different images does the poet use to convey the idea of her mother's old age? *[CBSE Sample Paper 2016]*

Ans. Late winter's moon. Her pale, bloodless and wrinkled face resembles that of a corpse.

She has no vigour and energy left in her. She looks wan and pale. The sprinting trees and merry children are happy and young. They present a contrast to the mother's pain and old age and the poet's worry and fear. They symbolise youth, vigour and spring, whereas the mother is old, decaying and frail.

9. What kind of pain does Kamala Das feel in 'My Mother at Sixty-six'? *[CBSE (Delhi) SET I 2017]*

Ans. Kamala Das has a childhood fear of her mother ageing and while going to the airport, she sees her ageing mother looking like a corpse as she slept open mouthed and pale.

10. Why are the youngsters described as springing? *[CBSE (Delhi) SET II 2017]*

Ans. The youngsters are described as springing as they are full of life. Merry children were joyfully coming out in numbers from their houses and were a contrast to her ageing mother beside her in the car.

11. Having looked at her mother, why does Kamala Das look at the young children? *[CBSE (AI) 2017]*

Ans. After having looked at her mother, Kamala Das was in pain. She had a fear of separation from her mother. The children outside were symbolic of dynamism, joy and life. Hence, she wanted to divert her thoughts of her ageing mother.

12. In the last line of the poem, 'My Mother at Sixty-six', why does the poet use the word 'smile' repeatedly? *[CBSE (AI) 2017]*

Ans. Kamala Das wanted to make her mother feel that everything was fine. She wanted her to believe that they would meet soon. She also wanted to hide her fears about not meeting her next time. In fact, she wanted to put a brave front.

13. Why does the poet look at 'young tree' and 'merry children'? *[CBSE Sample Paper 2018]*

Ans. The poet looks at 'young trees' and 'merry children' to divert her attention from the gloomy thoughts of losing her mother. Looking at them was a ray of hope distracting her mind from the negative thoughts.

14. What does the poet's smile in the poem, 'My Mother at Sixty-six' show? *[CBSE Paper 2018]*

Ans. The smile on the poet's face was an attempt to reassure her mother. She was masking the fear of separation. She was also trying to hide her concerns regarding the possibility of her mother's demise. Besides, she was also trying to hide her guilt and sorrow for having to leave her mother at a time in her life when she needs the poet the most.

Self-Assessment Test

Reference to Context

Read the extracts given below and answer the questions that follow.

1. I saw my mother,
beside me,
doze, open mouthed, her face
ashen like that
of a corpse and realised with pain
that she was as old as she
looked but soon
put that thought away.

(a) What worried the poet when she looked at her mother?
(b) Why was there pain in her realisation?
(c) Why did she put that thought away?
(d) Identify the figure of speech used in the above lines.

2. I looked again at her, wan pale
as a late winter's moon and felt that old
familiar ache, my childhood's fear,
but all I said was, see you soon, Amma
and all I did was smile and smile and smile

(a) Name the poem and the poet.
(b) Who looked pale and wan and why?
(c) What was the speaker's familiar ache?
(d) Explain, 'as a late winter's moon'.

Short Answer Questions

1. What is the familiar ache of the poet and why does it keep returning to her?
2. Justify the title of the poem, 'My Mother at Sixty-six'.
3. Why could Kamala Das not express her thoughts for her mother at the airport?
4. What is the theme of the poem, 'My Mother at Sixty-six'?
5. Compare the world inside and the world outside the car.
6. Describe the late winter moon and its comparison with the poet's mother.
7. Explain the significance of 'all I said was' and 'all I did was'.

AN ELEMENTARY SCHOOL CLASSROOM IN A SLUM

—Stephen Spender

2

About The Poet

Stephen Spender (1909–1995), an English poet and essayist, was one of the pioneers of poetic movement in the 1930s. Spender took a keen interest in the social and political problems of his times. As a social reformer and pacifist of his time, he questions the value of education and the morals and ethics of individuals.

The trials and tribulations of the post-World War, Europe finds expression in Spender's verse and prose. Books by Spender include 'Poem of Dedication', 'The Edge of Being', 'The Creative Element', etc.

Introduction

In this poem, Spender depicts the injustice which prevails in society. He talks of social injustice and class inequalities, denial of opportunities to slum dwellers, and also expresses his thoughts on the widening gap between the rich and the poor. He somewhere or the other seems to be hitting hard at the capitalist economy, which helps the rich to get richer and the poor poorer. The Civil Rights Movement in America had gained pace and Spender's poem supports it when he exposes the condition of the 'haves' and the 'have nots'. The poem lucidly brings forth the miserable condition of the children of the slum and the inadequate educational facilities provided to them. The poem talks of racial discrimination and is a socialist proclamation that a country can prosper only if education reaches to the downtrodden in the society.

Theme

- In 'An Elementary School Classroom in a Slum', Spender beautifully brings out the themes of social injustice and class inequalities.
- Poverty is also another theme of the poem. The poet creates an image of children in poverty. It is poverty that has caused the children to be weighed down, diseased and twisted. The poet believes that poverty is created through the oppressive power of capitalism.

Poetic Devices

Image and Symbol

- Gusty waves
- Paper-seeming boy
- Rootless weeds
- Twisted bones

- Sour-cream walls
- Tyrolese valley
- Ships and sun
- Bottle bits on stones
- Shakespeare's head
- Open-handed map
- Cramped holes
- Gold sands

Alliteration

- Far far from gusty waves
- Bottle bits
- Surely Shakespeare

Simile

- like rootless weeds
- like catacombs
- like bottle bits on stones
- slums as big as doom

Metaphor

- Rat's eyes
- Squirrel's game
- Open-handed map
- Lead sky
- Slag heap
- Spectacles of steel
- White and green leaves open
- Father's gnarled disease
- Tree room
- Future's painted with a fog
- Cramped holes
- Wear skins peeped through by bones
- Let their tongues run naked into books

Summary

The poem describes a primary school in a slum. Children studying in the slum classroom depict the social injustice and perpetual poverty, prevailing among the slum dwellers.

In the first stanza, Spender describes the miserable condition of the children. The faces of the children are unlike the usual children of schools. Instead of being exuberant and energetic, they are like rootless weeds, withered and worn out. They are unclean and untidy, as they are malnourished, sick and hungry. Just as weeds are not wanted in the garden, so are these children of the slum unwanted in the society. They have pale faces. Their hair is uncombed. A tall slim girl has her head bowed down as though she is exhausted physically because of malnutrition and emotionally because of poverty. The other students of the class are also in the same situation. There is a boy, who is as thin as paper, again because of malnutrition and lack of civic amenities. He has eyes like that of a rat, searching for food and betterment. Another child in the class, who is a victim of genetic disorder, has gnarled bones and stunted growth. He has inherited this debilitating disease from his father and recites his lesson from his desk in a mellow and weak voice. In one corner of this poorly-lit and ill-equipped class, is a sweet, unnoticed young child lost in the world of his dreams. The dull and monotonous classroom does not interest him and hence, his mind deviates towards the squirrel in her tree room. He too, dreams of fun and frolic in an open space.

In the second stanza, the poet describes the dirty classroom. On the walls are displayed the names of people who have given donations. The bust of Shakespeare is displayed in the clear

background of the sky. Walls have pictures of the beautiful Tylorese Valley as well as a map of the world. The children's eyes can only view a narrow road enclosed with a dull sky. It is quite a dreary and depressing place for children.

In the third stanza, the pensive poet suddenly turns belligerent (aggressive) and feels that Shakespeare is 'wicked'. This is because he misleads the children. He shows them a beautiful world of ships, sun and love which is not only unreal for them but has a corrupting influence on these children and instigates them to steal and try to escape from their cramped holes. Their existence is indeed very sad. These emaciated children are so thin that it appears that they are 'wearing' only skins. The spectacles they are wearing have glass which has been broken and mended. Their entire appearance reeks of their deprivation. The poet shows his outrage by suggesting that the maps on their walls should show huge slums instead of beautiful scenic graphics.

Finally, in the last stanza, the poet reveals the appalling truth that there can be no change for the better unless a governor, a school inspector or an educationist or a visitor comes to the school. The map in their classroom is the only medium for the children to view the world outside their slums. The windows of their classroom shut them and confine them to their world of poverty and helplessness.

Next, poet appeals to those people who are in power to liberate these slum children from the horrendous life that they are leading. He also exhorts the people themselves, to break open these windows which appear to have sealed the fate of these children. He would like to see these children bask in the educational facilities in this world, and run carefree on the golden sands and enjoy a new lease of life and freedom. The poet earnestly desires that each and every child should be able to enjoy the fundamental right to freedom. They should have access to all kinds of books, new as well as old. They should also be able to learn from nature around them.

Spender ends the poem on a positive note as he expresses his belief that people who are ignited by the spirit of knowledge and learning are the ones who create history. It is the moral liability of everyone to break barriers between the haves and the have-nots, and give a meaningful education to all. For history remembers only those people who are educated and have enlightened themselves for a better world.

Answers to NCERT Questions

Think it out

1. Tick the item which best answers the following.

(a) ***The tall girl with her head weighed down*** **means**

The girl

(i) is ill and exhausted **(ii) has her head bent with shame**

(iii) has untidy hair

(b) ***The paper-seeming boy with rat's eyes*** **means**

The boy is

(i) sly and secretive **(ii) thin, hungry and weak**

(iii) unpleasant looking

(c) ***The stunted, unlucky heir of twisted bones*** **means**
The boy
(i) has an inherited disability **(ii) was short and bony**

(d) ***His eyes live in a dream, A squirrel's game, in the tree room, other than this*** **means**
The boy is
(i) full of hope in the future **(ii) mentally ill**
(iii) distracted from the lesson

(e) ***The children's faces are compared to 'rootless weeds'***
This means they
(i) are insecure **(ii) are ill-fed**
(iii) are wasters

Ans. (a) (i) is ill and exhausted
(b) (ii) thin, hungry and weak
(c) (i) has an inherited disability
(d) (iii) distracted from the lesson
(e) (ii) are ill-fed

2. What do you think is the colour of 'sour cream'? Why do you think the poet has used this expression to describe the classroom walls?

Ans. The poet has used the expression 'sour cream' to describe the dull and pale walls of the classroom in order to bring forth the prevalent neglect of these slum classrooms. 'Sour-cream' is of an off-white or yellowish colour. It expresses the sick and repulsively morbid atmosphere of the classroom. It echoes the grim situation of the students in the class and the hopelessness engulfing them.

3. The walls of the classroom are decorated with the pictures of 'Shakespeare', 'buildings with domes', 'world-maps' and 'beautiful valley'. How do these contrast with the world of these children?

Ans. 'Shakespeare' symbolises the study of classical literature, wealth and power, symbolised by 'building with domes', the world away from the reach of the children of the slums, symbolised by 'world-maps' and the 'beautiful valleys' are symbolic of beauty of nature and landscapes. All these things are far removed from the lives of the slum children. Surely, education has failed to open 'doors' or 'windows' to the other worlds for these children. It has also failed to liberate them from their physically cramped malnourished existence. In contrast to the highly intellectual embellishments on the walls of the classroom, the impoverished exasperated condition of the schools in the slums has not anyhow improved.

4. What does the poet want for the children of the slums? How can their lives be made to change?

Ans. The poet wants the children of the slum to get rid of the dull and morbid state of affairs of the school. They should be provided with basic civic amenities, proper educational infrastructure, and opportunities to explore the world outside along with its gifts and bounties. He appeals to the people in power to rescue these slum dwellers from this vicious circle of poverty and oppression. He also encourages them to liberate themselves and be able to run on 'gold sand' and create history, so that they too can become part of the mainstream.

Additional Questions

Reference to Context

Read the extracts given below and answer the questions that follow.

1.

Far far from gusty waves these children's faces.
Like rootless weeds, the hair torn round their pallor:
The tall girl with her weighed-down head. The paper-
seeming boy, with rat's eyes. *[CBSE (AI) 2012]*

(a) What are the children compared to?

Ans. The children have pale faces and torn and scattered hair all over their faces like rootless weeds. A thin boy is compared to a paper.

(b) Why do you think the tall girl is sitting with a weighed-down head?

Ans. The tall girl is sitting with a weighed-down head because she is depressed of being poor. She also feels humiliated and embarrassed because of the lack of education.

(c) Give two phrases which tell us that the children are undernourished.

Ans. (i) rootless weeds (ii) rat's eyes

(d) Name the poetic device used in the second line.

Ans. Simile

2.

The stunted, unlucky heir
Of twisted bones, reciting a father's gnarled disease,
His lesson, from his desk. At back of the dim class
One unnoted, sweet and young. His eyes live in a dream,
Of squirrel's game, in tree room, other than this. *[CBSE Delhi 2012]*

(a) Who is the 'unlucky heir' and what has he inherited?

Ans. The stunted boy with twisted bones sitting in the slum classroom is the unlucky heir. He has inherited the deformity of gnarled disease.

(b) What is the stunted boy reciting?

Ans. The stunted boy has inherited the disease and despair of his parents and has become a carrier of his father's disease and poverty. He is reciting his lesson in the class from his desk.

(c) Who is sitting at the back of the dim class?

Ans. One unnoted sweet and young dreamer, who dreams about a squirrel's game, is sitting at the back of the dim class. He is dreaming of his future.

(d) What is the 'tree room'?

Ans. It is the squirrel's nest or hole from which the squirrel is moving in and out.

3.

On sour cream walls, donations, Shakespeare's head,
Cloudless at dawn, civilized dome riding all cities.
Belled, flowery, Tyrolese valley. Open-handed map
Awarding the world its world.

(a) Which walls have been referred to in these lines?

Ans. They are the walls of a classroom in an elementary school in a slum.

(b) What is meant by 'sour cream walls'?

Ans. The walls are damp, unpleasant and dirty. They have not been painted freshly and is pealing off the surface.

(c) What donations are there on the walls?

Ans. On this wall many donated items have been put up that represent different world. A bust of Shakespeare and domes of huge buildings in the cities. There is also a reflection of the early morning cloudless sky on the wall. There is the beautiful picture of the valley of Tyrolese and the world map.

(d) Explain, 'Awarding the world its world'.

Ans. The rich people who have drawn these maps have depicted these places that are unreachable for these children. They are giving the world its world which however, does not belong to them.

4.

And yet, for these
Children, these windows, not this map, their world,
Where all their future's painted with a fog,
A narrow street sealed in with a lead sky
Far far from rivers, capes, and stars of words.

(a) Who are 'these children'? What do 'these windows' refer to?

Ans. 'These children' are the poor children living in a slum. 'These windows' are the windows of the classroom where the children are now sitting.

(b) What has been said to be the world for these children?

Ans. The narrow street under the dull sky has been said to be their world. Their fate is sealed by the windows in the classroom, and does not go beyond as the map suggests.

(c) What has been said about their future?

Ans. Their future is painted with fog. It means that the poor children have no bright hopes about their future. There is no one to guide them, their future is not clear and is sealed by the darkness of the sky that is above the narrow street they live in.

(d) Explain the importance of the last line.

Ans. These children have no access to the beauties of nature, they cannot see the rivers or the capes, or the stars of words. The highly literate people of the world will never be known to them.

5.

Surely, Shakespeare is wicked, the map a bad example,
With ships and sun and love tempting them to steal—
For lives that slyly turn in their cramped holes
From fog to endless night? On their slag heap, these children
Wear skins peeped through by bones and spectacles of steel
With mended glass, like bottle bits on stones. **[*CBSE Delhi 2011*]**

(a) Why is Shakespeare described as wicked?

Ans. Shakespeare is an epitome of high literary excellences, but in the slum schools, where hardly any learning takes place and the children are troubled by disease and despair, literary training is a far cry. That is why, Shakespeare has been described as wicked.

(b) Explain: 'from fog to endless night'.

Ans. The expression describes the miserable and pathetic lives of the slum children. From foggy mornings till late nights, these children make desperate attempts to live their life, sustaining it despite all odds. Their life is full of misery, hopelessness and suffering.

(c) What does the reference of 'slag heap' mean?

Ans. The poet is comparing the extremely starved and malnourished bodies to the large pile of waste metal remains. When they sit within their classrooms, they appear to be the heaps of untidy piles of bones, or like a slag heap.

(d) How do the slum children look like?

Ans. Slum children look like skeletons wearing broken glasses as spectacles.

6.

On their slag heap, these children
Wear skins peeped through by bones and spectacles of steel
With mended glass, like bottle bits on stones.
All of their time and space are foggy slum.
So blot their maps with slums as big as doom. ***[CBSE (AI) 2010]***

(a) Which two images are used to describe these slums?

Ans. The two images used to describe slums are:

(i) foggy slums (ii) slums as big as doom

(b) What sort of life do these children lead?

Ans. These children lead miserable lives. They are physically weak.

(c) Which figure of speech is used in the last line?

Ans. In the last line, 'Simile' is used as the figure of speech.

(d) What request does the poet make here?

Ans. The poet wants the maps to mention clearly the slums that they live in.

7.

Unless, governor, inspector, visitor,
This map becomes their window and these windows
That shut upon their lives like catacombs,
Break O break open till they break the town

(a) What is meant by 'this map'?

Ans. It is a map of the world which is hung on the wall in the classroom.

(b) What are 'these windows' which the poet talks of?

Ans. They are the classroom windows from where the children could see only a narrow street and a dull sky.

(c) What has been referred to as 'catacombs'?

Ans. The little narrow homes of the slum-dwellers are referred to as 'catacombs'. They lead a life that is shut inside the slum.

(d) Why is there a mention of three categories of people?

Ans. The three categories of people are the ones who can improve the conditions of the slum.

8. Break O break open till they break the town
And show the children to green fields, and make their world
Run azure on gold sands, and let their tongues
Run naked into books the white and green leaves open
History theirs whose language is the sun. *[CBSE (AI) 2011]*

(a) To whom does 'they' refer?

Ans. 'They' refers to the children sitting in the classroom of an elementary school in a slum.

(b) What would they break?

Ans. The poet hopes that one day they would break free from the chains of the slum. They will rise above all deprivations and create a beautiful world for themselves.

(c) What other freedom should they enjoy?

Ans. They should enjoy equal rights as citizens and get education entitled to them. They should have a bright future like all others.

(d) Explain the last line of the extract.

Ans. The poet feels that history will be changed if the people are educated. And according to him, history is created by those who have the warmth and exposure to the sun and the brightness of the wide world.

9. The stunted, unlucky heir
Of twisted bones, reciting a father's gnarled disease,
His lesson, from his desk. At the back of the dim class
One unnoted, sweet and young. *[CBSE (AI) 2013]*

(a) Who is the unlucky heir?

Ans. The boy with stunted growth is the unlucky heir of his father's gnarled disease of twisted bones.

(b) What will he inherit?

Ans. All that he will inherit is his father's gnarled disease of twisted bones.

(c) Who is sitting at the back of the dim class?

Ans. A young unnoted, sweet boy is sitting unnoticed at the back of the dim class.

(d) Why is the disease referred to as 'gnarled'?

Ans. The disease has been referred to as 'gnarled' because it has restricted his growth and gave him twisted bones.

Short Answer Questions

1. **How does the poet describe the classroom walls?** *[CBSE Delhi 2010]*

Ans. According to the poet, the walls of the classroom are discoloured and have a faded look which looks like sour cream. The poet compares the faded walls to that of the faces of the children who look pale.

2. **"So blot their maps with slums as big as doom," says Stephen Spender. What does the poet want to convey?** *[CBSE Delhi 2010]*

Ans. The poet is requesting to provide a clean atmosphere. The world maps create just an illusion. He is telling that the teachers and rulers must take these children out in the open green fields and golden beaches.

3. What does the poet want for the children of the slums? *[CBSE (F) 2010]*

OR

What does Stephen Spender want to be done for the children of the school in a slum? *[CBSE Delhi 2016]*

Ans. The poet wants the children of the slum to get rid of the dull and morbid state of affairs of the school. They should be provided with basic civic amenities, proper educational infrastructure, and great accessible opportunities to explore the world outside with its gifts and bounties. The poet wishes good education for the children of the slums as he thinks that it is only education that can free these children from the shackles of poverty.

4. In spite of despair and disease pervading the lives of the slum children, they are not devoid of hope. How far do you agree? *[CBSE Delhi 2013]*

Ans. The burden of poverty and disease crushes the slum children physically. They are denied basic amenities of food, shelter and education. Despite living in deprivation, these children fight the battle of life courageously. They still dream and hope for a better future.

5. The poet says, 'And yet, for these children, these windows, not this map, their world...' Which world do these children belong to? Which world is inaccessible to them? *[CBSE Delhi 2013]*

Ans. In these words, the poet wants to convey that the slum children have never gone out of the slum, so the world map was meaningless in the classroom. It was only through the open window of the classroom, that they could see the world outside. So he wants the window to be made bigger and the children should be able to come out and see the outside world for themselves.

6. What is the theme of the poem, 'An Elementary School Classroom in a Slum'? *[CBSE (F) 2013]*

Ans. The poem, 'An Elementary School Classroom in a Slum' highlights the theme of social injustice and class inequalities in the society. The meaninglessness of having such schools in the slums is brought out. The poet wants meaningful education for the slum children which will liberate their minds and pave a way for them for a better future.

7. What is the irony in 'run azure on gold sands?'

Ans. Gold sands refer to the sand of deserts while azure is the colour of the nature in spring season. Nothing grows in the desert. The world of the poor children is also like the desert sand. The irony in the expression is the impossibility of spring in the desert land.

8. Explain; 'From fog to endless night.'

Ans. It describes the miserable life of the slum children. From morning till night, these children make desperate attempts to live life despite all odds. Their life is full of misery, hopelessness and suffering.

9. What is the message that Stephen Spender wants to convey through this poem?

OR

What message does Stephen Spender convey through the poem, 'An Elementary School Classroom in a Slum'? *[CBSE Delhi 2013]*

Ans. The need is to free these children, liberate them and bring them into the mainstream by bringing meaningful changes to improve the standard of life and education in the

slums. The poet deals with the theme of social injustice and class inequalities. There are two different worlds. Art, culture and literature have no relevance to the slum children. They live in dark, narrow, cramped holes and lanes. Unless the gap between the two worlds is abridged, there can't be any real progress or development. The children will have to be made mentally and physically free to lead happy lives.

10. How does the poem, 'An Elementary School Classroom in a Slum' portray the children? *[CBSE Sample Paper 2016]*

Ans. The slum children in an elementary school look pathetic. They are undernourished and diseased. Their unkempt and dull hair has been compared to rootless weeds. One of the girls is apparently burdened with the miseries of poverty. Another boy has inherited his father's diseases and has stunted growth.

11. How is 'Shakespeare wicked and the map a bad example' for the children of the school in a slum? *[CBSE (AI) 2016]*

Ans. Both represent a beautiful world and high values which the slum children will have never experienced. Since the slum children cannot relate to these things, there was no point in giving such examples.

12. What does Stephen Spender want for the children of the slums? *[CBSE Sample Paper 2018]*

Ans. Stephen Spender wants that slum children should be taken care of by providing them facilities to make their survival fit and to gift them the fruits of literacy. He urges people to help these slum children come out of poverty and oppression of the power.

Self-Assessment Test

Reference to Context

Read the extracts given below and answer the questions that follow.

1.
On sour cream walls, donations. Shakespeare's head,
Cloudless at dawn, civilized dome riding all cities.
Belled, flowery, Tyrolese valley. Open-handed map
Awarding the world its world.

(a) What is the condition of the classroom wall?
(b) What are the two things that show a civilized race?
(c) What is the speciality of the Tyrolese valley?
(d) Explain, 'Awarding the world its world'.

2.
On their slag heap, these children
Wear skins peeped through by bones and spectacles of steel
With mended glass, like bottle bits on stones.

(a) Who are these children?
(b) What is their slag help?
(c) Why are their bones peeping through their skins?
(d) What does 'with mended glass' mean?

Short Answer Questions

1. Describe the poetic device used in the poem, 'An Elementary School Classroom in a Slum' citing examples from the text.
2. Why is the hair of the children in the poem, 'An Elementary School Classroom in a Slum' compared to 'rootless weeds'?
3. Why does the poet say, 'So blot their maps with slums as big as doom'?
4. What is the impact of the world map, the dome and Shakespeare's bust on the slum children?
5. Spender's poem describes the miserable and pathetic lives of children living in slums. Give three examples of their misery.
6. What should the important and powerful people do to improve the condition of the children living in slums?
7. Two worlds are mentioned in the poem, 'An Elementary School Classroom in a Slum'. What are they? Elaborate.

3

KEEPING QUIET

—Pablo Neruda

About The Poet

Pablo Neruda, was a Nobel Prize-winning poet. He adopted this pen name in 1920, in the memory of Czechoslovak poet, Jan Neruda.

Neruda wrote in a variety of styles, such as love poems as in his collection, Twenty Poems of Love and a Song of Despair, surrealist poems, historical epics, and overtly political manifestos. He travelled the world for many years, and returned to Chile in 1943. In 1945, he joined the Communist Party of Chile and became Senator of the Republic. In 1971, Neruda won the Nobel Prize for Literature. Pablo Neruda remained active in the literary and political arena even before his death. His poetry bears an impact on his political activities and expresses his experiences in repression during his exile. He wrote over 140 poems. Colombian novelist Gabriel García Márquez once called him "the greatest poet of the 20th century in any language".

Introduction

In this poem, the poet aims to appeal to the readers to take some time out of their busy life for a little introspection and retrospection. The title, "Keeping Quiet" is symbolic of stopping all the activities and keep the mind quiet by not doing anything, but to question and understand the purpose of the world that humans have created around themselves.

Theme

- **In the poem, the poet advocates to keep quiet and still for a while to introspect and understand ourselves and our relationships, and to build a peaceful and harmonious world over. He asks all the human beings to stop all worldly activities for a while and spend few quiet moments in introspection.**

Poetic Devices

Alliteration

- sudden strangeness
- clean clothes
- we would
- hurt hands
- we will
- wars with

Metaphor

- put on clean clothes
- in the shade

Repetition

- without rush, without engines

Imagery

- cold sea

Antithesis

- count to twelve and we will all keep still

Personification

- Perhaps the Earth can teach us

Summary

In this poem, the poet has emphasised the need to introspect and bring in the spirit of brotherhood among the people of the world. He wants people to stop talking and stop all movements symbolising agitation and restlessness till he counts twelve, that is, a short period of time. These moments of silence would be strange and exotic because in our mundane life, we are working towards achieving selfish goals, regardless of the others' requirements and emotions. Hence, this sudden silence would give us an opportunity to introspect. Since we would not speak for a while, barriers between communities would break and a sense of brotherhood would prevail. Man would get an opportunity to realise how he is destroying nature and how he is harming himself. Futile wars against man and nature would be arrested and a new feeling of unity would be experienced. The poet does not want his desire for inactivity to be misunderstood as a state of uselessness or in action. He wants man to learn a lesson from the earth. The earth appears to be inactive, yet it is selflessly productive. Man too could be productive and progressive without any aggression, selfishness and the urge for destruction.

Answers to NCERT Questions

Think it out

1. What will counting upto twelve and keeping still help us achieve?
[CBSE (F) 2009, CBSE Delhi 2015]

Ans. This exercise of counting upto twelve will help us to sit still, away from the humdrum of life, meditate, reflect and introspect in silence. It will help us achieve a sense of togetherness away from the mundane activities of life. It will also help us save the world from disasters and wars.

2. Do you think the poet, Pablo Neruda advocates total inactivity and death? Why/Why not? *[CBSE Delhi 2011]*

Ans. No, the poet Pablo Neruda does not advocate total inactivity or death. He wants inhuman and destructive activities, specially those which are involved in war, to be stopped. He wants the human race to live in peace and harmony, perserve nature and the environment.

3. What is the 'sadness' that the poet refers to in the poem? *[CBSE (AI) 2011]*

Ans. The sadness that the poet refers to is the sadness of isolation, of which the modern man has become a victim. This sadness has made man selfish. Man forgets the needs of his fellow men.

4. What symbol from Nature does the poet invoke to say that there can be life under apparent stillness?

Ans. The earth has been personified as a teacher. Like a teacher, the earth teaches us the best lesson in silence. It sends us a strong message that when everything on earth seems silent and quiet, it nurtures so much life underneath. Life moves on, like an ongoing process, and the cycle of birth and death, decay and renewal continues.

Additional Questions

Reference to Context

Read the extracts given below and answer the questions that follow.

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. *[CBSE (AI) 2016]*

(a) What is the significance of the number 'twelve' ?

Ans. The number 'twelve' signifies the twelve divisions of time. It is a measure of time.

(b) Which two activities does the poet want us to stop?

Ans. The poet wants us to keep quiet and not speak. He does not want us to move our arms.

(c) What does the poet mean by 'let's not speak in any language'?

Ans. The poet pleads us to be silent and introspect.

(d) Describe the pun in the word, 'arms'.

Ans. 'Arms' refers to weapons and the arms in the human body.

2.

It would be an exotic moment
without rush, without engines,
we would all be together
in a sudden strangeness. *[CBSE Delhi 2010]*

(a) What does 'It' refer to?

Ans. 'It' refers to the moment when there is peace and quietness which the poet considers would be exotic.

(b) Who is the poet addressing to?

Ans. The poet is addressing his readers.

(c) What would be the moment like?

Ans. The absence of hustle and bustle of life would create a feeling of peace and quiet which would make us united.

(d) What does 'exotic' mean?

Ans. It means 'unique' as the moment would be mysteriously different from the usually prevailing situation.

3.

Fishermen in the cold sea,
would not harm whales
and the man gathering salt
would look at his hurt hands.

(a) What are 'fishermen' symbolic of?

Ans. 'Fishermen' symbolise proficient hunters of all kinds. These people have been indiscriminately exploiting nature and Mother Earth for their own vested interests.

(b) What message does the poet seem to give in these lines?

Ans. The message that Neruda wishes to convey is that the desire of man for more and more progress and advancement has done more destruction than development. Man seems to have no concern and care for his brethren.

(c) What image does Neruda portray in the last lines?

Ans. The image that Neruda seems to create in the last lines is one of the incessant sufferings. In order to make life more comfortable, he pays no heed to the sufferings he has to undergo. The men, who gather salt do not look at their hurt palms because they are more busy making life more comfortable for themselves and for their family.

(d) What basic idea does the poet empahsise upon?

Ans. It is the environmental protection through man's introspection and action.

4.

Those who prepare green wars,
wars with gas, wars with fire,
victory with no survivors,
would put on clean clothes
and walk about with their
brothers
in the shade, doing nothing.

(a) Who are 'those' here?

Ans. Here, 'those' are the politicians, scientists, statesmen and those overambitious powers to be, who in their zeal for dominance are involved in initiating and aggravating wars.

(b) What are 'green wars, wars with gas, wars with fire'?

Ans. These are the nuclear and chemical weapons which have been created by man and used in waging wars against countries. In fact, these wars have brought mankind to its fatal end. These wars are also against the environment.

(c) What does Neruda mean by 'victory with no survivors'?

Ans. The victory that may be gained with the help of nuclear and chemical warfare would actually leave no one alive in that area. There is no point of winning such a war which cannot be savoured as there would be no survivors.

(d) Which poetic device is used in the third line of the extract?

Ans. It is Paradox as opposite ideas are explained by this phrase.

5.

What I want should not be
confused
with total inactivity.
Life is what it is about;
I want no truck with death.

(a) What does Neruda imply by 'total inactivity'?

Ans. 'Total inactivity' would imply that mankind should channelise his activities towards construction and he should put an end to his destructive activities. It certainly does not mean no action because life is an on-going process.

(b) What is life about?

Ans. Life cannot be brought to a standstill under any circumstances. It is an on-going process and it has to move on.

(c) What does Neruda mean when he says, 'I want no truck with death'?

Ans. Neruda says that when he talks of counting upto twelve, meditating and introspecting, he is not advocating death-like silence. To bring all activities to a halt is only to facilitate introspection, and not to bring life to a standstill. Life is an on-going process and humanity should move on.

(d) What is the underlying thought of the poet here?

Ans. We should not act physically but we must introspect.

6.

If we were not so single-minded
about keeping our lives moving,
and for once could do nothing,
perhaps a huge silence
might interrupt this sadness
of never understanding ourselves
and of threatening ourselves with
death.

(a) What is man 'single-minded' about?

Ans. Man is single-minded about his own progress and advancement. He is so focussed on his own development that he forgets to visualise the pros and cons of reckless development. The consequences and impact of materialistic progress should be taken into consideration.

(b) Explain, 'sadness of never understanding ourselves'.

Ans. Mankind, in its race for materialistic success has sacrificed his emotional needs at some point of time. People are so engrossed in fulfilling their ambitions and successfully completing their duties that they tend to forego their inner mental satisfaction. Thus, they tend to become sad and isolated.

(c) How has mankind threatened itself with death?

Ans. The race for more arms and ammunitions and the desire to overpower and dominate over more and more areas and countries is what has threatened mankind with death. The mass destruction of nature is also one main reason for large-scale death of humanity.

(d) What does 'keeping our life moving' mean?

Ans. It means making progress without a second thought.

7. Perhaps the Earth can teach us
as when everything seems dead
and later proves to be alive.
Now I'll count up to twelve
and you keep quiet and I will go.

[CBSE Sample Paper 2016, CBSE (AI) 2013]

(a) What does the earth teach us?

Ans. The earth teaches us how new life springs from dead remains and how there is life under apparent stillness.

(b) What does the poet mean to achieve by counting upto twelve?

Ans. The poet wants to achieve peace by counting upto twelve. He wants us to introspect in a moment of silence.

(c) What is the significance of 'keeping quiet'?

Ans. Keeping quiet doesn't mean being idle. It means that we should avoid all such activities, which are hurting the nature, and in turn, us.

(d) What is the poetic device used in the first line?

Ans. Personification because earth is depicted like an instructor to us.

Short Answer Questions

1. In the poem 'Keeping Quiet', what is the appeal made by the poet? *[CBSE (AI) 2011]*

Ans. The poet appeals the people to keep quiet for a short time. This would help them take stock of their mindless activities and conduct self-analysis. All this will help save mankind from its imminent doom.

2. "Under the apparent stillness there is life." Justify this statement giving an example from the poem, 'Keeping Quiet'. *[CBSE (F) 2010]*

Ans. The poet says that just as there will be life below the snow once it melts, similarly, there will be life even in the apparent stillness.

3. What are the different kinds of wars mentioned in the poem? What is Neruda's attitude towards these wars? *[CBSE (AI) 2013]*

Ans. Green wars – cutting the trees, war with environment; war with gas—chemical or nuclear; war with fire, and war with ammunition. Every type of war is useless and must be given up. Whenever there is victory after a war, there are no survivors. War is only destructive.

4. When everything seems dead, what remains alive?

Ans. When everything seems dead, only the earth remains alive.

5. What is 'the fisherman' symbolic of?

Ans. The fisherman symbolises man's indiscriminate exploitation of nature for his vested interests.

6. How can suspension of activities help? *[CBSE (AI) 2012]*

Ans. The poet believes that suspension of activities will allow men to introspect, which can help them by solving many of the problems based on caste, religion and nationality.

7. According to the poet, what is that human beings can learn from nature? *[CBSE (AI) 2010]*

Ans. Life under apparent stillness in attitude is important. Just like nature carries on its work even when there is stillness all around, similarly, stillness in attitude will help in retrospection.

8. 'Life is what it is all about; . . .' How is keeping quiet related to life? *[CBSE (AI) 2015]*

Ans. Keeping quiet helps people pursue their goals single-mindedly. They need to understand that silence is productive and stillness is progress.

9. Why does one feel 'a sudden strangeness' on counting to twelve and keeping quiet? *[CBSE (AI) 2015]*

Ans. The absence of hustle and bustle of life would create feeling of peace and quietness, which would make us united in our natural commitment. It will create a strange feeling of universal brotherhood.

10. How will 'keeping quiet' protect our environment? *[CBSE (AI) 2015]*

Ans. Keeping quiet will stop man's indiscriminate exploitation of nature for his vested interests. In this moment of inactivity, fishermen will not harm the whales.

11. How would keeping quiet affect life in and around the sea? *[CBSE (AI) SET I 2017]*

Ans. Keeping quiet will prevent sea life from being harmed and the person collecting salt would look at his hurt hands. It will thus, help in maintaining an ecological balance and give everyone some time to introspect.

12. How is the earth a source of life when all seems dead on it? *[CBSE (AI) SET II 2017]*

Ans. The seeds that lie dormant throughout winter germinate or spring to life with the arrival of spring. It appears as if nature is celebrating life.

13. According to Pablo Neruda, how would keeping quiet be an exotic moment? *[CBSE (F) SET I 2017]*

Ans. According to Pablo Neruda, when everything comes to a standstill, it would be a rare moment. No one would rush, no engines running. No one would harm any other organism. All would be calm and quiet reflecting upon their lives and introspecting.

14. What are green wars? Who wage them and with what result? *[CBSE (F) SET II 2017]*

Ans. Green wars mean war against environment or environmental degradation. It is waged by the people who exploit the nature for commercial use and the soldiers. It results in damage to the environment and ultimately harming humans.

15. According to Pablo Neruda, what do we not do when we keep quiet? *[CBSE (F) SET III 2017]*

Ans. When we keep quiet, we will not be in any rush, the people will not harm any other living organisms and will not harm the environment. When we keep quiet, we will not do anything.

Self-Assessment Test

Reference to Context

Read the extracts given below and answer the questions that follow.

1. Perhaps the Earth can teach us
as when everything seems dead
and later proves to be alive.
Now I'll count up to twelve
and you keep quiet and I will go.

   (a) What and how can the earth teach us?
   (b) Explain, 'you keep quiet and I will go'.
   (c) At last, what is the poet's wish?
   (d) Explain the 2nd and 3rd line of the extract.

2. Those who prepare green wars,
wars with gas, wars with fire,
victory with no survivors,
would put on clean clothes
and walk about with their
brothers
in the shade, doing nothing.

   (a) Who are 'those' in the first line?
   (b) What are green wars?
   (c) Explain, 'victory with no survivors'.
   (d) Which figure of speech is used in the above extract?

Short Answer Questions

1. How would man benefit by being still for a while?
2. What kind of a dream-world does that poet visualise in 'Keeping Quiet'?
3. On what note does the poet, Neruda conclude the poem?
4. How different is the kind of silence that the poet professes from absolute sluggishness?
5. Why does the poet refer to the fishermen and the man gathering salt?
6. Why does the poet urge us to keep silent?
7. How can war be ended?

4

A THING OF BEAUTY

—John Keats

About The Poet

John Keats (31 October, 1795 – 23 February, 1821) was an English Romantic poet. He was one of the main figures of the second generation of Romantic poets along with Lord Byron and P. B. Shelley, despite his work having been in publication for only four years before his death.

Although his poems were not generally well received by critics during his lifetime, his reputation grew after his death. So by the end of the 19th century, he had become one of the most beloved of all English poets. He had a significant influence on a diverse range of poets and writers.

The poetry of Keats is characterised by sensual imagery, most notably in the series of odes. Today, his poems and letters are some of the most popular and most analysed in English literature. His notable works are: To autumn; Ode to a nightingale; On first looking into Chapman's Homer; Ode on a Grecian urn.

Introduction

A British Romantic poet, John Keats (1795–1821), published his first epic poem, Endymion in 1818. It is a narrative about the relationship between a Goddess and her human lover. The poem is based on the Greek myth of Endymion, the shepherd who falls in love with the moon Goddess, Selene, whom the poet renames 'Cynthia'. This extract, 'A Thing of Beauty' talks of how beautiful things give us pleasure and alleviate suffering and sorrow. The epic poem, 'Endymion' begins famously with the line, 'A thing of beauty is a joy forever' (first stanza).

Theme

The very opening line of the poem, 'A Thing of Beauty. . .' openly recites the very theme of the poem. Any beautiful object is always treasured in our mind because it provides us eternal and everlasting joy. The happiness that anything beautiful provides, never fades into nothingness but multiplies manifold whenever it returns to our mind.

Poetic Devices

Metaphor

- bower quiet
- wreathing a flowery band
- endless fountain of immortal drink
- sweet dreams
- pall

Alliteration

- noble natures
- band to bind
- cooling covert

Imagery

- flowery bands
- daffodils in given world
- cooling covert
- endless fountain of immortal drink
- shady boon
- clear rills
- grandeur of the dooms

Symbol

- simple sheep (refers to mankind as Christ is the shepherd)

Transferred Epithet

- gloomy days
- unhealthy and o'er darkened ways

Hyperbole

- endless mountain

Rhyme Scheme

- aa bb cc

Summary

This poem presents the reader with the views of Keats on beauty and its value, and its importance to humans. Beauty, in whatever form it may be found, is an eternal joy to humans, because it offers humans the constant opportunity to reflect on that beauty, which stands in such stark contrast to the dejection, monotony and ugliness of our everyday lives. In spite of all the difficulties and the sufferings that humans face, beauty has the ability to produce happiness and temporarily shift the burdens that humans bear.

Keats therefore, establishes that in his view of the world, life for humans consists of unremitting struggles and difficulties, and it is only beauty in its various guises that is able to shift those trials and at least temporarily produce happiness. The poem concludes with a list of things that constitute "beauty" for Keats, which include both physical objects which are examples of natural beauty such as daffodils, and also beauty that can be found in art, such as "the lovely tales we have heard or read". All of these forms of beauty act as "an endless fountain of immortal drink", allowing humans to forget bleak reality and experience joy. This poem therefore, focuses on the theme of happiness and how it can be experienced. It inspires us and gives us the courage to fight against all odds.

Answers to NCERT Questions

Think it out

1. List the things of beauty mentioned in the poem.

Ans. The things of beauty that Keats refers to in his poem are the sun, the moon, the trees, the innocence of the sheep, the blossoming of the daffodils in the meadows, the musk-roses blooming, the mass of ferns and the clear streams among mountains.

2. List the things that cause suffering and pain.

Ans. The things that cause suffering and pain are despondency, dearth of noble nature, gloomy days and overdarkened ways. The pain and suffering that Keats had experienced in his life made him realise that sadness, pain and suffering are present in everybody's life. Hence, Keats could not remain indifferent to the pain and hopelessness on account of the inhuman dearth of noble nature on earth. Even the hostile and inhuman attitude makes our days gloomy and darkens our ways.

3. What does the line, 'Therefore are we wreathing a flowery band to bind us to earth' suggest to you?

Ans. Man has always shared a special bonding with all beautiful things. Though the world is a beautiful place to live in, there is a lot of pain and suffering too. This can be enjoyed by treasuring the happiness and joy that beautiful things give us. Man lives for beauty, seeks and experiences beauty. Keats believes that man and nature are woven into an unbroken bond. He believes that beautiful things present around us are like beautiful flowers and we should wreathe them into a flowery band that keeps us connected to the earth.

4. What makes human beings love life in spite of having troubles and sufferings? *[CBSE (AI) 2012, 2013]*

Ans. Life is to be lived meaningfully. In spite of all the sufferings, we have to find something that will make our existence meaningful in this world. Something beautiful happens that removes all the gloom and darkness from our lives and fills it with beauty and happiness. The things of beauty bring love and happiness in life by removing sadness and troubles. As nature is the best healer, it helps man to bear the sorrows and strengthens the belief to continue living despite sufferings.

5. Why is 'grandeur' associated with the 'mighty dead'? *[CBSE Delhi 2011; (F) 2010]*

Ans. 'Grandeur' is associated with the 'mighty dead' because certain tombs and other grand constructions are created in the memory of the dead.

6. Do we experience things of beauty only for short moments or do they make a lasting impression on us?

Ans. John Keats believes that beautiful things always have a lasting impression on the human mind. All beautiful objects are a source of joy forever. This beauty survives the trials and tribulations of time and exists continuously in our thoughts. A thing of beauty never ceases to be and never passes into nothingness.

7. What image does Keats use to describe the beautiful bounty of the Earth? *[CBSE Delhi 2010]*

Ans. The poet uses the expression 'an endless fountain of immortal drink, pouring into us from the heaven's brink'. Through these lines, the poet describes the earth and its beautiful bounties that cannot be replaced by anything.

Additional Questions

Reference to Context

Read the extracts given below and answer the questions that follow.

1.

A thing of beauty is a joy forever
Its loveliness increases, it will never
Pass into nothingness; but will keep
A bower quiet for us, and a sleep
Full of sweet dreams, and health, and quiet breathing.

(a) Describe the kind of joy a beautiful thing provides.

Ans. Anything that is beautiful provides us an unending, everlasting and eternal joy. It leaves an indelible imprint on our heart and soul. We love to relive the memories of that joyous experience whenever it flashes back in our mind.

(b) Explain, 'its loveliness increases'.

Ans. The joy that we experience on seeing a beautiful object, multiplies whenever we remember it. Similarly, the loveliness of anything beautiful multiplies each time we visualise it in our thoughts. Compared to this, things which do not give us happiness only remain for a short while, and then disappear forever.

(c) Why does a thing of beauty not pass into 'nothingness'?

Ans. A thing, the memory of which provides us eternal joy, will never fade away. The loveliness of a beautiful object does not fade away or die out because it leaves an indelible imprint on our heart and soul.

(d) How can we get refreshed amidst beauty?

Ans. The beautiful things give us peace like a quiet bower, a pleasant shady place providing us peaceful sleep, sweet dreams and good health and therefore, refreshes us.

2.

Therefore, on every morrow, are we wreathing
A flowery band to bind us to the earth,
Spite of despondence, of the inhuman dearth
Of noble natures, of the gloomy days
Of all the unhealthy and o'er-darkened ways
Made for our searching:

(a) Explain, 'wreathing a flowery band to bind us to the earth'.

Ans. Keats feels that every morning we weave a beautiful string of flowers or memories which help us support ourselves and motivate us to live our life to the fullest, instead of burdening our lives with pain and suffering.

(b) Why is there an 'inhuman dearth of noble natures'?

Ans. In these days, there are few people who are noble in character and who rise above petty differences by being magnanimous and generous. There is a dearth of such noble souls on our earth; as man is selfish and self-centred.

(c) What are 'unhealthy and o'er-darkened ways'?

Ans. The unhealthy and o'er-darkened ways refer to the trials and tribulations of life, the selfish and jealous methods we adopt to achieve our goals.

(d) Explain, 'spite of despondence'.

Ans. It means despite the existence of gloom and darkness around.

3.

... yes, in spite of all,
Some shape of beauty moves away the pall
From our dark spirits. Such the sun, the moon,
Trees old, and young, sprouting a shady boon
For simple sheep; and such are daffodils
With the green world they live in; and clear rills
That for themselves a cooling covert make
'Gainst the hot season; the mid forest brake,
Rich with a sprinkling of fair musk-rose blooms;
And such too is the grandeur of the dooms
We have imagined for the mighty dead;

(a) What images of beauty has the poet referred to?

Ans. The poet appreciates the simplicity and serenity of beauty through the image of the sun, the moon, the trees, the sheep, the daffodils, the green pastures, the livid streams, and a fair bloom of musk-roses.

(b) How is 'tree' a perfect example of a beautiful thing?

Ans. The tree bears the heat of the sun to give shade and coolness to anyone who seeks shade and rest under its branches. Its greatness is a degree greater because it gives shade not only to the mighty ones, but also to the simplest of the animals, such as sheep.

(c) What does 'simple sheep' symbolise?

Ans. Sheep and lamb are envisioned as symbols of innocence and serene beauty. Jesus Christ was a shepherd and was surrounded by his flock of sheep, his followers. Keats has made special reference to the sheep as symbols of divine beauty.

(d) Explain, 'the green world they live in'.

Ans. Beauty of nature is at its best in the lush green surroundings of meadows and pastures which provide support to all plants and animals. It is in this green world that all living creatures find true happiness and joy.

4.

All lovely tales that we have heard or read;
An endless fountain of immortal drink,
Pouring unto us from the heaven's brink.

(a) What does Keats mean by 'an endless fountain of immortal drink'?

Ans. Beauty, according to Keats, is a perennial source of motivation and inspiration. He considers it an endless fountain from which mankind can drink the elixir of life.

(b) Explain, 'pouring unto us from the heaven's brink'.

Ans. Beauty, Keats says, has been showered upon us from the heaven by God as the greatest gift to man. This eternal and everlasting beauty is a perennial source of gaiety, which is eternal and everlasting.

(c) Which poetic device is used in the 2nd line of the extract?

Ans. Hyperbole e.g., 'endless fountain'

(d) Which lovely tales does the poet speak of?

Ans. The motivational stories of martyrs are the 'lovely tales' that the poet speaks of.

Short Answer Questions

1. What is the source of the endless fountain and what is its effect? [*CBSE (F) 2010, 2011*]

Ans. "Endless fountain" refers to the unending beauty of nature. This is a gift from the creator. Our life is full of trials and tribulations, but the beautiful things of nature soothen our sorrows and give us the motivation to move on.

2. What spreads the pall of despondence over our dark spirits? How is it removed? [*CBSE (F) 2010*]

Ans. Trials and tribulations of life spread the pall of despondence over our dark spirits. Loss of faith and disappointment are the results of our own making. We can remove it by making life worthwhile with the beautiful things of life that lift the veil of gloom, paving way for optimism and hope.

3. What is the message of the poem, 'A Thing of Beauty'? [*CBSE (AI) 2011*]

Ans. The message of the poem is that a beautiful object is treasured in our mind because it provides us eternal and everlasting joy. Therefore, let us keep the natural beauty intact. Let us not destroy it.

4. How is a thing of beauty a joy forever? [*CBSE Delhi 2012*]

Ans. A thing of beauty is a joy forever because its loveliness increases. A beautiful thing is perennial and constant. It sustains human spirit in all ages and stages. It never passes into nothingness. In fact, it moves away the pall from our dark spirits and makes life worth living.

5. Describe any three things of beauty mentioned in the poem, 'A Thing of Beauty'. [*CBSE (AI) 2012, CBSE (AI) 2013*]

OR

According to Keats, what moves the pain and suffering away from human life? [*CBSE Sample Paper 2016*]

Ans. Everything in nature is a thing of beauty and a source of pleasure. Some of them are the sun, the moon, old and young trees, daffodil flowers, small streams with clear water, the green pastures and the blooming musk-roses. All of them are things of beauty. They are the constant sources of joy and pleasure, and remove the gloom of life.

6. What does Keats consider as an endless fountain of immortal drink and why does he call its drink immortal? [*CBSE (AI) 2013*]

Ans. God has created so much beauty around us; everywhere it is endless. In nature, there is divine beauty, a fountain of eternal joy. Keats considers the beauty of nature as an endless fountain of immortal drink. That immortal drink has to be poured into the heart and soul of man.

7. What does a thing of beauty do for us? [*CBSE Delhi 2015*]

Ans. A thing of beauty brings joy and removes the gloom. It makes life worth living in spite of being despondent. Its loveliness keeps on increasing, providing a pleasant and quiet place for us.

8. Mention any four things of beauty that add joy to our life. *[CBSE (AI) 2015]*

Ans. The things of beauty that Keats refers to in his poem are the sun, the moon, the trees, the innocence of the sheep, the blossoming of the daffodils in the meadows, the musk-roses blooming, the mass of ferns and the clear streams among mountains.

9. Mention any two things which cause pain and suffering. *[CBSE (AI) 2015]*

Ans. The things that cause pain and suffering are despondency, dearth of noble natures, gloomy days and overdarkened ways.

10. Which objects of nature does Keats mention as sources of joy in his poem, 'A Thing of Beauty'? *[CBSE (AI) 2015]*

Ans. Everything of nature is a thing of beauty and a source of pleasure. Some of them are the sun, the moon, old and young trees, daffodil flowers, small streams with clear water, mass of fern and the blooming of musk-roses. All of them are things of beauty. They are the constant sources of joy and pleasure.

11. How can 'mighty dead' be things of beauty? *[CBSE (Delhi) SET I 2017]*

Ans. The 'mighty dead' can be things of beauty as the inspirational deeds of martyrs are not only splendid but continue to live as guides, enhancing the quality of life.

12. In the hot season, how do man and beast get comfort? *[CBSE (Delhi) SET II 2017]*

Ans. In the hot season, man and beast take shelter in the green world where clear rills a quiet bower, and the mid forest brake rich with springling of fair musk-roses blossom.

13. What rich bounty has the heaven given us? *[CBSE (Delhi) SET III 2017]*

Ans. Heaven has blessed us with unending beauty in nature that encircles and makes our life beautiful eternally whenever we think of it. Like an eternal fountain from the brink of heaven, beauty blesses us with joy forever.

14. How does Keats show his unhappiness with his fellow human beings? *[CBSE (F) SET I 2017]*

Ans. Keats shows his unhappiness by saying that there are only few people, who are noble in character and who rise above pretty differences by being magnanimous and generous. There is a dearth of such noble souls on our earth; as man is selfish and self-centred. Trials and tribulations of life spread the pall of despondence over our dark spirits. We can remove it by making life worthwhile by enjoying the beautiful things of life bestowed upon us by nature, but we are keen on destroying them.

15. How does Keats define a thing of beauty? *[CBSE (F) SET II 2017]*

Ans. Keats says that a thing of beauty is eternal and is forever. It does not fade with time, and our love for it enhances with time. He says that thing of beauty acts like a soothing, relaxing shade of trees that helps us sleep peacefully and enjoy good health.

16. What troubles and sufferings do human beings face in life? *[CBSE (F) SET III 2017]*

Ans. In life, humans face adverse circumstances and gloomy days which cause suffering. Malice and disappointment dampen our spirits. Lack of noble qualities, death and bad health bring sadness in life.

Self-Assessment Test

Reference to Context

Read the extracts given below and answer the questions that follow.

1. Its loveliness increases, it will never
Pass into nothingness; but will keep
A bower quiet for us, and a sleep
Full of sweet dreams, and health, and quiet breathing.

   (a) Whose loveliness will keep on increasing?
   (b) Identify the phrase which says that 'it' is immortal.
   (c) What is a 'bower'?
   (d) Why do we need sweet dreams, health, and quiet breathing in our lives?

2. A flowery band to bind us to the Earth,
Spite of despondence, of the inhuman dearth
Of noble natures, of the gloomy days,
Of all the unhealthy and o'er-darkened ways
Made for our searching:

   (a) What are we doing every day?
   (b) Which evil things do we possess and suffer from?
   (c) What are the circumstances that contribute towards making humans unhappy and disillusioned with life?
   (d) Which poetic device is used in the 4th line of the extract?

Short Answer Questions

1. How is a beautiful thing able to provide us with sweet dreams? What else does the beautiful thing provide us with?
2. Discuss how nature has a positive impact on humanity.
3. How does anything beautiful affect us?
4. What becomes of all the lovely tales that we have heard or read?
5. What message does the poet wish to convey through the poem, 'A Thing of Beauty'?
6. How is the pall of despondence moved away from our dark spirits?
7. Why is it important to 'wreathe a flowery band to the earth'? Give your views.

5

A ROADSIDE STAND

—Robert Frost

About the Poet

One of the America's foremost poets of the twentieth century, Robert Frost was born in San Francisco and lived there till the age of eleven. When he was just eleven, he moved to England. In 1911, due to some circumstances, he sold his farm in Derry, New Hampshire and moved with his family to England. Here, he met and received the support of Ezra Pound.

Frost received four Pulitzer prizes and Prizes like Bollinger Poetry Prize (1963). Robert Frost's (1874-1963) best works include 'Birches', 'Stopping by Woods on a Snowy Evening', 'Mending Walls', and 'The Road Not Taken'.

Introduction

Robert Lee Frost was an American poet who lived from 1874 to 1963. His simple style of writing, realistic depiction of rural life and constant reference to nature made him one of the most influential poets in American history. His most famous poems include 'Mending Wall', 'Stopping by Woods on a Snowy Evening' and 'Birches'.He received the Pulitzer Prize for Poetry four times.

Theme

The poem, 'The Roadside Stand' is Robert Frost's scathing criticism of an unequal society where there is a huge division between the rich and the poor, the haves and the have-nots, owing to the inequitous distribution of wealth. The poem depicts, with clarity, the plight of the poor and the complex dynamics of their existence. It also focuses on the unfortunate fact that the unequal progress and development between cities and villages have led to the feelings of distress and unhappiness in the rural people.

Poetic Devices

Transferred Epithet

- Polished traffic
- Selfish cars

Personification

- The sadness that lurks behind the window
- The roadside stand that too pathetically pled

Alliteration

- greedy good doers
- beneficent beasts of prey
- pathetically pled

Oxymoron

- greedy good doers
- beneficent beasts of prey

Summary

The poem "A Roadside Stand", composed by Robert Frost is about a farmer who puts a little new shed in front of his house on the edge of a road. Several thousands of cars speed past it. He desires to sell wild berries, squash and other products. He does not like charity. He tries to sell his products for money. He believes that money can give him a better lifestyle as he saw in the movies. However, his hopes are never fulfilled. People in cars go past without even giving a cursory look at his stall. And if few of them happen to look at it, they see how the letters N and S had been turned wrong. They believe that such badly painted signs spoil the beauty of the countryside.

Nevertheless, a few cars did stop. One of them desired to take a U-turn. It came into the farmer's yard and spoiled the grass. Another car stopped to know the way. And one of them stopped as it needed petrol, though it was quite evident that the farmer did not sell petrol.

The poor village people had little earning. They have not seen much money. They lead a life of poverty. It is known that some good-doers plan to remove their poverty. They aimed to buy their property on the roadside to build theatres and stores. They plan to shift the villagers into the village huddled together. They wished to teach them the ways that could change their good and healthy habits. They even aimed to teach them to sleep during day time. The 'greedy good-doers' and 'beneficent beasts of prey' desired to force the benefits on the poor village people and befool them.

The poet feels quite miserable at the pitiable sufferings of the poor village folk. He even had a childish desire for all the poor to be done away with at one stroke to end their pain. But he knew that it is childish and vain. So, he desires that someone relieves him of his pain by killing him.

Answers to NCERT Questions

Think it out

1. The city folk who drove through the countryside hardly paid any heed to the roadside stand or to the people who ran it. If at all they did, it was to complain. Which lines bring this out? What was their complaint about?

Ans. The city folk who drove through the countryside hardly paid any heed to the roadside stand. If at all they did, it was only to complain. The following lines bring this out.

"then out of sorts…

At having the landscape marred with the artless paint

Of signs that with N turned wrong and S turned wrong"

2. What was the plea of the folk who had put up the roadside stand?

Ans. Their complaint was that the artless and clumsy paint painted on the roadside stand spoiled the whole landscape. They were also irritated that even signs like N and S were turned wrong.

3. The government and other social service agencies appear to help the poor rural people, but actually do them no good. Pick out the words and phrases that the poet uses to show their double standards.

Ans. The men who put up the roadside stand pleaded pathetically for some customers to come as they wanted to earn money from them. They desired that the city folk passing through the countryside would stop there to buy something from them. It was the intention with which the roadside stand was set up.

The government and the party in power were quite indifferent to the welfare of the poor rural people. Even other social service agencies did not do any good to them. The following are the words and phrases that show their double standards:

"While greedy good-doers, beneficent beasts of prey
Swarm over their lives enforcing benefits
That are calculated to soothe them out of their wits,"

4. What is the 'childish longing' that the poet refers to? Why is it 'vain'?

Ans. The poet thinks that the people who are running the roadside stand suffer from a childish longing. They are always waiting for their prospective customers. They keep their windows open to attract them. But when no one turns up, they become sad. They are always waiting to hear the squeal of brakes—the sound of a stopping car. But everything goes in vain.

5. Which lines tell us about the insufferable pain that the poet feels at the thought of the plight of the rural poor?

Ans. The poet feels that all the pains from which the poor rural people suffer must be removed at one stroke. The following two lines express his feelings:

"I can't help owning the great relief it would be
To put these people at one stroke out of their pain."

Additional Questions

Reference to Context

Read the extracts given below and answer the questions that follow.

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,

(a) Where had the little new shed been put up and why ?

Ans. A poor farmer had put up the shed at the edge of the road.

(b) What imagery does the first line create?

Ans. It creates the imagery of an impoverished farmer's home and a roadside stand that he has set up.

(c) Where is the shed set up?

Ans. The little new shed is set up in front of his house which is on the edge of the road.

(d) What is the poetic device used in the third line?

Ans. Personification has been used in the third line. The shed has been personified. It pleads pathetically for some extra cash flow.

2.

It would not be fair to say for a dole of bread,
But for some of the money, the cash, whose flow supports
The flower of cities from sinking and withering faint.

(a) Why does the peasant not want bread?

Ans. The poet stresses that the peasant does not want bread or the basic amenities of life but a source of alternate income, apart from his trade.

(b) What does the peasant yearn for?

Ans. The peasant yearns for some of the city money to sustain him better, and liberate him from his hand-to-mouth existence.

(c) How does money sustain cities?

Ans. Money in the cities, always in excess, brings luxurious benefits.

(d) Explain: 'flower of cities'.

Ans. This is a metaphor. Just as flowers are kept from withering with extra care and nurturing, similarly, extra cash flow helps cities to bloom and flourish.

3.

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

(a) Explain the poetic device in 'The polished traffic'.

Ans. 'The polished traffic' is a transferred epithet that depicts the sophisticated, urban city-dwellers.

(b) Why are their minds ahead?

Ans. The urban rich have their minds preoccupied with their own lives and its related problems.

(c) How do they react to the presence of the stand?

Ans. They are indifferent to the presence of the roadside stand, if ever they chance to look at it.

(d) Why do they feel out of sorts?

Ans. The presence of the roadside stand annoys them as they feel that it mars the beauty of the landscape.

4.

Of signs that with N turned wrong and S turned wrong
Offered for sale wild berries in wooden quarts,
Or crook-necked golden squash with silver warts,
Or beauty rest in a beautiful mountain scene,

(a) What do N and S turned wrong symbolise?

Ans. These inelegantly painted signposts and other rustic signs are a source of annoyance to the urban rich.

(b) What does the stand sell?

Ans. It sells some home-grown produce like wild berries, crook-necked golden squash with silver warts and amateur paintings of the mountain scene.

(c) Explain: 'beauty rest in a mountain scene'.

Ans. This probably refers to a scenic painting made by the inhabitants of the roadside stand, to sell to the rich people.

(d) What qualities of the offered articles make them unfit for sale?

Ans. The articles for sale at the roadside stand are wild and lack the polish of similar articles available in the cities. Thus, they hold no appeal for the urban rich who drive past.

5.

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:

(a) How do the rich behave meanly with the poor?

Ans. When the rich city people refuse to buy anything from the roadside stand, the poor peasant feel dejected and angry. They ask the city men to keep all their money with themselves and leave.

(b) Explain, 'trusting sorrow'.

Ans. 'Trusting sorrow' is a metaphor that refers to the fact that the peasants set up their shed trusting that their wares will attract the city folks to buy their products and thus, provide additional income. However, they are filled with sorrow when no one shows interest.

(c) What is the poet's complaint?

Ans. The rich have hollow complaints such as hurt to the scenery. They are unable to understand the concerns of the poor and their core level struggles.

(d) What is 'left unsaid'?

Ans. The poor wait in hope expecting the rich to fulfill their promises. Gradually, their hopes give way to the bitter realisation that the promises of the rich are not meant to be fulfilled.

6.

Here far from the city we make our roadside stand
And ask for some city money to feel in hand
To try if it will not make our being expand,
And give us the life of the moving-pictures' promise
That the party in power is said to be keeping from us.

(a) What is 'city money'?

Ans. Using light satire, Robert Frost criticises the political party in power for preventing the peasants from enjoying the lifestyle like that of the city-dwellers.

(b) What do the peasants want from the rich?

Ans. The poet stresses that the peasants want the generosity of the rich. They want promises fulfilled in order to have some extra cash to alleviate their suffering as promised by movies and political parties.

(c) Why is feeling money in hand important?

Ans. It is important for the farmers to have the promised money in hand, instead of the empty and false promises of the politicians.

(d) Explain: 'our being expand'.

Ans. The extra inflow of cash would help improve the quality of the lives of the poor peasants.

7.

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,

(a) Who are the 'pitiful kin'?

Ans. Pitiful kin refers to the poor farmers living in rustic farmlands.

(b) Who is buying them out and why?

Ans. Real estate agents buy them out and force farmers from villages to cities, promising riches. It benefits them temporarily, but the bulk of the benefit goes to these unscrupulous agents.

(c) What is the good news for the poor?

Ans. The good news for the poor is that the government is planning to relocate them, as part of a welfare scheme for the poor.

(d) Why are they to be placed next to the theatre and the stores?

Ans. Cunning and manipulative politicians relocate them next to the theatre and the stores to make them dependent and unable to think for themselves.

8.

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.

(a) Explain: 'greedy good-doers, beneficent beasts of prey'.

Ans. Greedy good-doers are apparent benefactors but actually 'beasts of prey' exploit the innocent village folk by giving them a short term sense of security

(b) Who are these people?

Ans. The greedy good-doers and beneficient beasts are the civic authorities, real estate agents who make the poor complacent and lull them into a false sense of security.

(c) Name the poetic devices used in the first line.

Ans. 'Greedy good-doers' and 'beneficent beasts of prey' are both oxymorons. Alliteration has also been used in the first line.

(d) How do 'they' destroy the poor?

Ans. The brokers and estate agents promise farmers' benefits, so that the farmers will not have to think for themselves as they will not be needy. Now sluggish, farmers will sleep all day, thereby losing their sleep by night.

9.

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,

(a) What can the poet not bear?

Ans. The interminable wait of the farmer for prospective customers, distresses the poet.

(b) What is 'childish longing'? Why is it in vain?

Ans. The poor people's futile expectation for city money has been compared to children longing for things beyond their reach. It is in vain as the rich are too self-absorbed and hard-hearted to help them.

(c) Explain the poetic device used in the third line.

Ans. Sadness has been personified, as it lies in wait, near the open window, desperately praying for a customer to appear.

(d) What does it pray for?

Ans. The personification is sustained as sadness prays for a city-dweller to stop by, and at least, enquire about the prices of the farmer's wares.

10.

Of all the thousand selfish cars that pass,
Just one to enquire what a farmer's prices are.
And one did stop, but only to plow up grass
In using the yard to back and turn around;
And another to ask the way to where it was bound;
And another to ask could they sell it a gallon of gas
They couldn't (this crossly); they had none, didn't it see?

(a) Explain: 'selfish cars'.

Ans. This is a transferred epithet. The people sitting in the cars are selfish as no one has charity as motive as they stop by.

(b) Name the reasons for which the cars stop occasionally.

Ans. The cars stop either to reverse, or to ask for directions or to ask if they could buy a gallon of gas.

(c) What is the queer demand of the city folk?

Ans. The insensitive city people ask if the roadside stand sold a gallon of gas, knowing fully well that gas was well beyond their means.

(d) What makes the people at the roadside stand 'cross'?

Ans. With every passing car that stops, the farmer's hope rises, only to be disappointed. None of them seem to want what he has to offer. This makes the people at the roadside stand cross.

11.

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,

(a) What is country money?

Ans. Country money is the meagre income and the meagre profit that the poor farmers make. In no way does it compare with the affluence of the rich in cities.

(b) How has the country scale of gain helped the farmers?

Ans. It has not freed them from their poverty. It has not provided them with the extra cash that is required to improve the quality of their lives.

(c) How does money provide 'the requisite lift of spirit'?

Ans. Money is a very important factor in modern living. It provides confidence and gives an additional lift to one's spirit.

(d) What is the complaint of the villagers?

Ans. No matter how hard the villagers try, they can never make as much money as their counterparts in the city. Thus, they never have the money to enjoy the luxuries that the city people have.

12.

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.

(a) What kind of relief does the poet visualise for the poor?

Ans. Frustrated by the helplessness of the villagers, Frost offers to end the lives of the poor at one stroke and liberate them from their grief and pain.

(b) What makes him change his mind?

Ans. Thankfully, common sense prevails before he has taken the thought too far. Sanity returns to him the day after he has had this thought.

(c) What is the truth that he realises?

Ans. When Frost wonders how he might feel when someone found him in pain and decided that death was the best option for him, he realises the futility of his earlier thought.

(d) What is the poet's pain?

Ans. The poet's pain is the iniquitous divide between the rich and the poor, the interminable wait that the poor must endure for their misery to be addressed and their suffering to end.

Short Answer Questions

1. Why does the poet refer to the roadside stand as pathetic?

Ans. The poet refers to the roadside stand as pathetic because it looked awkward and unattractive to the eye. Naturally, it failed to attract the sophisticated city people who drove past, without even a second glance.

2. Who do these pitiful kin refer to? Why will they be mercifully gathered in?

Ans. These pitiful kin refers to the villagers who have been deprived of their home and land. They will be mercifully gathered in to live in villages near the theatre and the stores.

3. What is the party in power keeping from these rural poor?

Ans. The government, and the civic authorities who appear to help them but actually end up harming them are relocating them to the vicinity of the towns near the theatre and the shops which is a great disservice to the people. They will be thus, robbed of their voices and their freedom and ability to find solutions to their problems.

4. What is the childish longing that the poet refers to? Why is it vain?

Ans. Childish longing seems to emanate from the roadside shed, for a life that is described in the movies, a life so far removed from their life in the village. The thoughtless occupants of a car who stop at the shed to buy a gallon of gas, speaks of the disconnect that exists in the perceptions of town people with regard to the villagers.

5. What does the poet wish he could do for these people? Why does he change his mind?

Ans. The poem is an expression of the rage that the poet feels on behalf of the farmers, with whom his sympathies lie. Enraged, the poet wishes he could put the farmers out of their pain at one stroke. However, he immediately checks himself and wonders how he would react if someone offered to do the same to him.

6. What kind of support do the country folks expect to receive from city dwellers?

Ans. The country folks starved of cash, look for financial support and patronage from city dwellers. They feel that if they could have some cash with them, then they could lead a much better and prosperous life.

7. How does the poet criticise the city ways?

Ans. According to the poet, the city folks are mean and selfish. They refuse to extend any kind of support to the rural poor. Although they are rich, yet they are very possessive about their money. The city folks are so carried by their lifestyle that they have no time to stand and appreciate the nature's beauty. They show no compassion and concern for the poor villagers.

8. What empty promises are made to the country people?

Ans. The people in power use the media to assure the country folks that they would be soon pulled out of their poverty. Such tall promises turn out to be false as they are never fulfilled.

9. Give examples of contrast and irony in the poem.

Ans. The use of expressions 'greedy good-doers' and 'beneficent beasts of prey' — bring out the use of irony and contrast by the poet.

10. What is the 'open prayer' made by the country folks?

Ans. The people in the rural areas make an open appeal to the people of the city. The rural folks pray that they should not be so selfish. Instead, they should stop at the roadside stand and help them lead a better life.

11. State the reasons for which the cars from the city halt at the roadside stand.

Ans. The people from the city halt their cars at times to plough the grass and use the yard to back and turn around. Sometimes, they stop to ask for the right way and path. At times, they stop to enquire about a gallon of gas.

Self-Assessment Test

Reference to Context

Read the extracts given below and answer the questions that follow.

1. The hurt to the scenery wouldn't be my complaint,
So much as the trusting sorrow of what is unsaid:
Here far from the city we make our roadside stand.
And ask for some city money to feel in hand.
To try if it will not make our being expand,
And give us the life of the moving pictures' promise
That the party in power is said to be keeping from us.

   (a) Name the poem and the poet.
   (b) Who made the roadside stand? What for?
   (c) Why did they want money for?
   (d) What do they think party in power has done to them?

2. The little old house was out with a little new shed
In front at the edge of the road where the traffic sped,
A roadside stand that too pathetically pled,
It would not be fair to say for a dole of bread,
But for some of the money, the cash, whose flow supports
The flower of cities from sinking and withering faint.

   (a) Where was the new stand put up?
   (b) Why did the roadside stand plead pathetically?
   (c) What did it plead for?
   (d) What was unfair to say? Why?

Short Answer Questions

1. Why has the farmer set up the roadside stand?
2. What impact does it have on the city traffic?
3. What is the attitude of the city people to the wares that the farmer sells?
4. Who buys out the farmers and why?
5. How do the village folks get gradually brain-washed?
6. What impact does it have on them?
7. Why does the poet get disturbed by the 'childish longing' of the farmers?

6

AUNT JENNIFER'S TIGERS

—Adrienne Rich

About the Poet

Adrienne C. Rich (May 16, 1929 – March 27, 2012) was born in Baltimore. She was an American poet, essayist and feminist. She was known as "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." She published twenty-five volumes of poetry, three collections of essays and more than half a dozen other writings.

Rich's prose collections are widely acclaimed for their erudite, lucid, and poetic treatment of politics, feminism, history, racism and many other topics.

Introduction

The poem, 'Aunt Jennifer's Tigers' addresses the constraints of married life that a woman experiences. The protagonist of the poem, Aunt Jennifer represents women all over the world, particularly the women in America, during the 1950s. She represents the kind of women who were caught under the oppressive hand of a patriarchal society. The poet, Adrienne Rich through the simple lines of the poem, delineates a woman's struggles with expression and rebellion. The three quatrains (four lined stanza) expose the desolating effects of patriarchy.

In the first stanza, the poet first introduces us to Aunt Jennifer's dreams. In the second stanza, we are introduced to the reality of Aunt Jennifer's world. The third stanza is a narrative of the future.

Theme

The poem revolves around the desires and the depressingly harsh realities of Aunt Jennifer's existence, using sharp contrasts between the tigers and herself. The tigers appear to be in sharp contrast to her personality. The tiger's actions are smooth, uninhibited and robust. Aunt Jennifer, on the other hand, has great trouble even to embroider because her movements are so weak. Aunt Jennifer is evidently a lonely, pained old woman plagued by anxiety. The reason for her miserable plight is the oppressive patriarchal family system, wherein the whole soul of the family is the male and it is he, who dominates the scene. She creates an alternative world of freedom—a world that she longs for.

Poetic Devices

Irony

- It is ironical that Aunt Jennifer's creations will continue to prance freely, when she continues to be chained by the woes of life.

Alliteration

- fingers fluttering

  The repeated "f" sound in "fingers fluttering".
- prancing proud
- chivalric certainty
- weight of Uncle's wedding

Metaphor

- ringed with ordeals — even death would not fall her. (It is also a symbol of oppression.)

Transferred Epithet

- terrified fingers

Imagery

- "Aunt Jennifer's tigers prance across a screen,

  Bright topaz denizens of a world of green."

  This first couplet portrays an idealistic, dreamlike world where nothing can go wrong. When the word "screen" is shown, readers' minds jump to the relaxing hobby of needle work where no one is rushed, and where they can use their imagination. The words "tigers prance", "bright topaz denizens", and "a world of green" are backed by bright, colourful images of exotic animals (tigers) moving gracefully among the colours of green and topaz. From these words, people can feel as if they are right there, standing in this peaceful scene.
- "Aunt Jennifer's fingers fluttering through her wool

  Find even the ivory needle hard to pull."

  Here, Adrienne Rich uses the words "fingers fluttering" to make Aunt Jennifer's work appear graceful, delicate, and light as fluttering holds the connotation of birds wings, and feathers, both extremely light and carefree.

Symbols

- A number of symbols have been used by the poet to emphasise upon the chauvinism of men and the suppression of the women at their hands.
  - **Tiger:** It is used as a symbol of fear and terror perpetrated on women by the male world. It is also used as a symbol of the freedom of spirit which the Aunt dreams of but is unable to achieve.
  - **Bright Topaz:** This symbolises the bright yellowish brown colour of the tiger skin.
  - **Fluttering Wool:** This image highlights the extensive oppression of the women.
  - **Uncle's Wedding Band:** This symbolises the suppression of women in matrimony. It is also symbolic of the oppression of women by custom and law.

- **Ringed with Ordeals:** This is an image used by Adrienne to express the struggles of the spirit, racial and religious injustice and oppression that the women suffer but never express or complain.
- **Aunt Jennifer:** A victim of male-oppression who is dependent, frail, fearful and bound.
- **Embroidery:** This is a symbol of creative expression.

Visual Imagery

- bright topaz denizens
- world of green

Personification

- "They pace in sleek chivalric certainty."

  In this line, Adrienne Rich has given the tigers a chivalric characteristic through personification. As much as fairytales and stories disagree, tigers in real life are not noble; they are wild animals.

- "The tigers in the panel that she made

  Will go on prancing, proud and unafraid."

  Here, Adrienne Rich uses pride, a humanly attribute, to offer a way for the reader to really understand how important these tigers are, and how they have the courage and pride that Aunt Jennifer never had.

Rhyme Scheme

- The poem has a perfect rhyme scheme *aa bb cc*. This makes it lyrical in nature.

  Words at the end like screen-green, band-hand, lie-by, etc. bring out a playful rhythm.

Summary

In this feminist poem, which is critical of the male world, Aunt Jennifer creates an alternate world of freedom in her art. The tigers of Aunt Jennifer's stitchings are representative of her desire of a free spirit, emphasising the fact that she pines for freedom from her burdensome husband.

The first stanza opens with Aunt Jennifer's visual tapestry of tigers who are fearless of their environment. "Bright topaz denizens of a world of green" – evoke an image that these tigers are unafraid of other beings in the jungle. Here, 'bright' signifies their powerful and radiant persona. There is a sense of certainty and confidence in the way these tigers move as can be seen in the line – "They pace in sleek chivalric certainty".

In the second stanza, the reality of Aunt Jennifer is revealed as she is feeble, weak and enslaved, very much the opposite of the tigers she was knitting. Her physical and mental trauma is depicted in the line – "find even the ivory needle hard to pull". Even though a wedding ring doesn't weigh much, "the massive weight of uncle's wedding band, sits heavily upon Aunt Jennifer's hand" signifies the amount of dominance her husband has exercised over her. This also means that her inner free spirit has been jailed by the patriarchal society.

The last stanza starts on a creepy note about Aunt Jennifer's death. Even her death wouldn't free her from the ordeals she went through which can be seen in "When Aunt is dead, her

terrified hands will lie still ringed with ordeals she was mastered by". But her art work which was her escape route or in a way, her inner sense of freedom, will stay forever, proud and unafraid.

Answers to NCERT Questions

Think it out

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

[CBSE Delhi 2011, (AI) 2012]

Ans. Like all beasts of prey, the tigers are the denizens of forest. They live far away from human settlements. They are called 'chivalric'. This indicates the majestic and honourable position that they occupy in the world of animals. So the use of the words, 'denizens' and 'chivalric' add to our understanding of the tiger's attitudes.

2. Why do you think Aunt Jennifer's hands are 'fluttering through her wool' in the second stanza? Why is she finding the needle so hard to pull?

Ans. Aunt Jennifer's hands are 'fluttering through her wool' because she is an old lady on whom age has taken its toll. The fluttering of Aunt Jennifer's fingers also signifies her oppressed mental condition which makes it difficult for her to even pull an ivory needle while embroidering.

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

Ans. The 'wedding band' that the poet talks about is the wedding ring worn by Aunt Jennifer. The image 'massive weight of Uncle's wedding band' suggests that she was overburdened with duties and responsibilities, post her marriage.

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

Ans. Even after death, Aunt carried her fear of her domineering husband as she would yet bear the burden of the wedding band on her finger. The ordeals faced by her in an oppressive marriage would continue to terrify her.

5. What are the 'ordeals' Aunt Jennifer is surrounded by? Why is it significant that the poet uses the word 'ringed'? What are the meanings of the word 'ringed' in the poem?

Ans. Aunt Jennifer has been living her life in accordance with the rules laid down by her husband. Her life lacks expression and is overburdened by the demands and duties of her married life. Although old and weak, she still has to face her husband's oppression. These are the ordeals that the poet talks about.

The use of the word 'ringed' in the poem is significant and appropriate because it correctly represents the vicious cycle created by the norms of society, from which Aunt Jennifer is unable to free herself. The word 'ringed' not only indicates that she is wearing her wedding ring but also that she is bound by the responsibilities, fear and oppression of her marriage for entire life and probably, after it too.

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

[CBSE (AI) 2011]

Ans. The timid and fearful Aunt Jennifer creates an alternative world of free and fearless tigers to express her longing for freedom, a medium of escape from her grim marriage.

The ironical contrast underscores a warning by the poet against acceptance of subjugation by women as it crushes their dreams, individuality and a full life.

7. Interpret the symbols found in this poem.

Ans. **Wedding band:** Symbol of oppression in an unhappy marriage. Marriage is social and legal binding, making women silently accept their subjugation and male domination, especially in a patriarchal society. Its weight refers to the burden of gender expectations. Ringed means encircled or trapped, losing individuality and freedom.

Aunt Jennifer: A typical victim of male oppression in an unhappy marriage, who suffers loss of individuality, dignity and personal freedom silently. She becomes dependent, fearful and frail.

Tigers: Tigers symbolise untamed free spirit. Here, they are antithesis of their creator's personality. The use of colours implies that Aunt Jennifer's tigers and their land are more vital and enjoy a sense of freedom far greater than her. Yellow (bright topaz) connotes the sun and fierce energy, while green reminds of spring and vitality.

The tigers pace and prance freely, proudly, fearless, confident and majestic in their bearing.

Embroidery: It is a symbol of creative expression. The artwork expresses the Aunt's suppressed desires and helps her escape the oppressive reality of her life.

Aunt (last stanza): As opposed to Aunt Jennifer, it shows that she has lost her identity completely, thus, lost even her name.

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

Ans. Yes, the character of Aunt Jennifer wins our sympathy as readers. Her ordeals and sufferings move the reader. Even the speaker in the poem shows sympathy and pity towards her. The speaker says that even after Aunt Jennifer's death, she will be terrified of her husband and the ordeals of her marriage.

Additional Questions

Reference to Context

Read the extracts given below and answer the questions that follow.

1.

Aunt Jennifer's tigers prance across a screen,
Bright topaz denizens of a world of green.
They do not fear the men beneath the tree;
They pace in sleek chivalric certainty. *[CBSE Delhi 2010]*

(a) How are Aunt Jennifer's tigers described?

Ans. They are chivalric, brave and fearless. They have self-confidence.

(b) Why are they described as denizens of a world of green?

Ans. It means the tigers are in their habitat and they are known for their strength and attitude.

(c) Why are they not afraid of the men?

Ans. They are not afraid of the men because they are strong, brave and fearless.

(d) Mention the poetic device used in the last line.

Ans. Alliteration e.g., 'chivalric certainty'

2.

Aunt Jennifer's fingers fluttering through her wool
Find even the ivory needle hard to pull.
The massive weight of Uncle's wedding band
Sits heavily upon Aunt Jennifer's hand.

(a) What does the first line of this extract tell us about Aunt Jennifer?

Ans. Aunt Jennifer feels so nervous, fearful and terrified of her male counterpart that even while weaving the tapestry, her hands shake and flutter. She is a victim of gender oppression at the hands of her husband.

(b) Why is it so hard for her to pull the ivory needle?

Ans. She finds it very hard to pull a light-weight ivory needle because while she is creating her work of art, which is a creation of her desires and feelings, she feels fearful of the uncle. She finds it more hard to pull because of the mental suppression and not because of physical weakness.

(c) Explain, 'massive weight of Uncle's wedding band'?

Ans. This expression is symbolic of male authority and power. Matrimony seems to bind the woman physically as well as mentally. The wedding band was a burden for her as she was not getting enough freedom to express herself because of the domestic responsibilities and restrictions put on her as a woman.

(d) What is suggested in the third line of the extract?

Ans. It suggests the weight of the relationship. The image is suggestive and the wedding band is symbolic of an unbreakable bond that weighs her down.

3.

When Aunt is dead, her terrified hands will lie
Still ringed with ordeals she was mastered by.
The tigers in the panel that she made
Will go on prancing, proud and unafraid.

(a) Why are Aunt Jennifer's hands 'terrified'?

Ans. Aunt Jennifer has been enslaved by the wedding ring. After undergoing the harsh and bitter experiences of her married life, she feels weak and shaken.

(b) What is Aunt Jennifer's death symbolic of? Is the society anyway affected by her death?

Ans. Her death is symbolic of her complete submission to the suppression. The male-dominated society seems to show no concern for Aunt Jennifer's suffering, or even her death. The society seems in no way affected by it.

(c) What does 'ringed with ordeals' imply?

Ans. 'Ringed with ordeals' refers to the wedding band. Ring here symbolises handcuff which enslaves her all her life and makes her a frightened and scared soul.

(d) How will the tigers behave after her death?

Ans. The tigers will go on prancing proud and unafraid.

Short Answer Questions

1. What ideology does Aunt Jennifer's poem propound?

Ans. The poem, 'Aunt Jennifer's Tigers' is critical of the male world. It criticises the male society for terrifying and oppressing women like 'Aunt Jennifer'.

2. How has Aunt Jennifer created her tigers? What traits of tigers do they reveal? *[CBSE (F) 2013]*

Ans. Aunt Jennifer has embroidered the tigers on a panel with an ivory needle and wool. The tigers that she has created are wild and free—bright golden yellow denizens of the green forest. They are fearless and bold, jumping around with confidence, totally opposed to her own character.

3. What do you mean by the certainty that the tigers possess?

Ans. The tigers used to fear the men. But once they were made by Aunt Jennifer, they learnt courage. In their new birth, these tigers feel at ease and confident. Now, they do not have to run away from anyone. They move slowly and run ferociously.

4. How does the poet describe Aunt Jennifer's tigers? *[CBSE (AI) 2008]*

Ans. The poet describes Aunt Jennifer's tigers as 'bright topaz denizens of the green forest'. They are fearless. They pace in 'sleek' chivalry.

5. What will happen to Aunt Jennifer's tigers when she is dead? *[CBSE Delhi 2013]*

Ans. The tigers created by Aunt Jennifer are eternal. They will keep on prancing even after her death. These tigers are born out of her imagination in response to the oppression she goes through in the patriarchal society.

6. What is the weight that lies heavy on Aunt Jennifer's hand? How is it associated with her husband? *[CBSE (F) 2010]*

Ans. Aunt Jennifer had a troubled married life with a domineering and oppressing husband. She tries to find refuge in art to fight these demons, but even here, there is no respite. This makes her hand quiver so much that she finds it hard to knit.

7. How are the tigers different from her? *[CBSE (F) 2009]*

Ans. The tigers of Aunt Jennifer are quite different from her. In fact, they are exactly opposite of her oppressed, submissive personality. The tigers are a symbol of strength, fierceness and beauty.

8. What picture of male chauvinism (tyranny) do we find in the poem, 'Aunt Jennifer's Tigers'? *[CBSE (AI) 2016]*

Ans. It shows constraints that a married woman experiences. Uncle's wedding band on Aunt Jennifer's hand symbolises oppressive band of patriarchal society. Aunt Jennifer is forced to live in accordance with the rules laid down by her husband. She does not have any freedom.

9. Aunt Jennifer's efforts to get rid of her fear proved to be futile. Comment. *[CBSE Delhi 2016]*

Ans. Aunt Jennifer's efforts to get rid of her fears proved futile. She embroiders tigers, a symbol of her desire of a free spirit. But her inner spirit has been jailed by the patriarchal society. The society did not show any concern for the Aunt's suffering, or even her death. Her loss of freedom was her own loss.

10. In the poem 'Aunt Jennifer's Tigers', what is the contrast between the reality of Aunt's life and her imagination? *[CBSE Sample Paper 2017]*

Ans. Aunt Jennifer is timid, nervous and living a fearful existence in a male dominated atmosphere, whereas her tigers are bold, proud, fearless masters, prancing freely in their domain.

Self-Assessment Test

Reference to Context

Read the extracts given below and answer the questions that follow.

1. Aunt Jennifer's tigers prance across a screen,
   Bright topaz denizens of a world of green,
   They do not fear the men beneath the tree;
   They pace in sleek chivalric certainty.

   (a) Why are the tigers called Aunt Jennifer's tigers?
   (b) How are they described here?
   (c) How are they different from Aunt Jennifer?
   (d) What does the word, 'chivalric' mean?

2. Aunt Jennifer's fingers fluttering through her wool
   Find even the ivory needle hard to pull.
   The massive weight of Uncle's wedding band
   Sits heavily upon Aunt Jennifer's hand.

   (a) Why are Aunt Jennifer's fingers fluttering?
   (b) What is the result of the fluttering?
   (c) Explain, 'The massive weight of Uncle's wedding band'.
   (d) What is Aunt Jennifer's state of mind?

Short Answer Questions

1. Justify the title of the poem, 'Aunt Jennifer's Tigers'.
2. Do you think 'Aunt Jennifer's Tigers' is a tragic poem? Why/Why not?
3. How is the poem a forceful expression of the evils of patriarchy?
4. What ordeals, do you think, is Aunt Jennifer surrounded by?
5. Why did Aunt Jennifer create animals contrasting her personality?
6. The poem, 'Aunt Jennifer's Tigers' is replete with symbols. Interpret any three symbols used in the poem.
7. What is the message conveyed in the poem, 'Aunt Jennifer's Tigers'?

VISTAS

1 THE THIRD LEVEL

—Jack Finney

Introduction

The Grand Central Station of New York has two levels. But Charley, the thirty-one year old protagonist of the story, a city dweller, declares that there are three and claims to have been there as well.

Theme

The story, 'The Third Level' clearly explores the science fiction genre of 'time travel'. Jack Finney, the recipient of the World Fantasy Award, interweaves fantasy with reality in his projection of time travel. Charley, the protagonist wishes to be transported to the third level, the world of Galesburg, Illinois, 1894, which is supposed to be a much happier and quieter place to be in.

The story also dwells on the theme of escapism as a psychological refuge from the grim realities of the present day world along with a desire to stay with the past—a desire that Charley's wife Louisa does not contest. Sam has also happily escaped, with no desire to return to his old profession.

The story exposes the vulnerable side of the common man. Surrounded by myriad problems, we humans, sometimes experience a craving for peace and serenity, and look for possible escapes. This story is about time intersection, an illusion, a kind of long dream that we do not experience during our sleep.

Main Characters

Charley

Charley is a thirty-one year old man in a tan gabardine suit and a straw hat. One night, on his way back from work, he decides to take the subway at the Grand Central Station, which as everyone knows, has two levels. Preoccupied and in a hurry, Charley discovers an unknown exit that takes him through a long corridor, into the third level.

Here, there were fewer ticket windows, the man at the booth wore green eye-shades, the lights were open-flame gas lights, and women wore old-fashioned, fully covered dresses. The newspaper, 'The World', was dated June 11,1894. Charley knows that from there, the third level of the Grand Central, he could go to anywhere in the United States, 1984. He decides to buy two tickets to Galesburg, Illinois, for his wife Louisa and himself from the ticket window in the third level. Galesburg, with its big old houses, huge lawns and tremendous trees represents

an idyllic world to Charley, with the World War II still forty years into the future. However, the clerk at the window refuses the currency Charley offers. Charley leaves, deciding to return the next day, after converting all his savings into old-style currency. But Charley has never again found the third level.

When Charley tells his psychiatrist friend, Sam Weiner about this, Sam tells him that it was "a waking dream wish fulfilment" as Charley was "unhappy" in the modern world with its insecurities and fears, and just wanted to escape. Charley never again found the corridor that led to the third level at the Grand Central. Ironically, his friend Sam, the psychiatrist, disappeared, only to reach Galesburg, Illinois, in 1894.

Sam

Sam Weiner is Charley's friend, and psychiatrist, and the next most important character in the story. He concludes that the third level is a figment of Charley's imagination, induced by the pressures of modern living.

When Charley fails to find the third level of the Grand Central Station, his wife Louisa is worried for him and tells him to stop looking for it. But after sometime, both start looking for it because they find proof that the third level exists. Charley's friend, Sam Weiner disappears. A first-day cover that Charley discovers in his collection, is signed by Sam and is from Galesburg, Illinois, dated July 18,1894. Charley subsequently discovers that Sam had bought eight-hundred dollars worth of old-style currency and moved to Galesburg, Illinois, in 1894. He had set up a hay, feed and grain business as he had always said that it is what he really wished to do. Clearly, he could not go back to his old business—psychiatry—in Galesburg, Illinois, in 1894.

Louisa

Charley's wife Louisa was initially angry with Sam's suggestion that Charley was unhappy, when Charley tells him about his sojourn to the third level of the Grand Central Station in New York. Then Sam explains that it is not marital unhappiness, but dissatisfaction and discontent with modern day living with its insecurity, fear, war and worry. To escape from these pressures, Charley's mind had sought refuge in the idyllic world of the third level. Louisa's conviction in the existence of the third level is affirmed only when she sees the note sent by Sam himself, from Galesburg, Illinois, dated July 18, 1894. Since then, Louisa has been actively involved in looking for the third level, along with her husband, Charley.

Summary

"The Third Level", written by Jack Finney blends fiction with reality. It is also about a man's wish to escape from the harsh realities of present life. Charley, though he does not admit it, wants to go into the past as he is unhappy. He is unhappy with his wife. In fact, he is as unhappy as he finds the world in which he lives full of hurry, tension and war. His psychiatrist friend, Sam tells his stamp collecting also as an escape into the past.

There were only two levels at Grand Central Station. However, Charley found a third one. It was by chance. Many a times, he was lost there. He was always discovering new doorways, new corridors and new tunnels. He had begun to think that the Grand Central was always pushing out tunnels and new corridors like roots of a huge tree.

There he lost his way and found himself on the third level. This level was entirely different and old-fashioned. The locomotive, the brass spittoons and the naked gaslights belonged to the previous century. He desired to escape to Galesburg, the town of his dreams. However, he was nearly arrested. The money he gave to pay the fare was different from that in use those days. The booking clerk thought that he was cheating. Charley, thus, ran into the present. He never found the third level again. However, his psychiatrist friend, who did not believe that the third level existed, found it and escaped to Galesburg of 1894.

Answers to NCERT Questions

Read and Find out

1. What does the third level refer to?

Ans. The third level refers to a medium of escape from present into past. One day, Charley wanders down into third level at Grand Central Station where there are only two, and finds himself in the year 1894.

2. Would Charley go back to the ticket-counter on the third level and buy two tickets for him and his wife to Galesburg?

Ans. In fact, there is no third level. Charley may continue his search for a while, but we don't think he would ever be able to find the corridor that leads to the third level at Grand Central Station. So there is no possibility of his going back to the ticket-counter on the third level and buying two tickets for him and his wife to Galesburg.

Reading with Insight

1. Do you think that the third level was a medium of escape for Charley? Why?

Ans. Perhaps the third level was a medium of escape for Charley. When he got into a tunnel there, he came into the lobby of the Roosevelt Hotel. Later, he came up in an office building. And yet another time, he escaped into the past. He travelled back into time and found himself in 1894.

2. What do you infer from Sam's letter to Charley?

Ans. Charley discovered Sam's letter among his grandfather's first-day covers. The envelope bore an old stamp. The envelope was genuine as it was received by Charley's grandfather. However, the letter appears to be Charley's escape into the past, like his visit to the third level.

3. "The modern world is full of insecurity, fear, war, worry and stress." What are the ways in which we attempt to overcome them?

Ans. We attempt to escape into a world—real or imaginary. Here, we feel secure and safe. Many people read books, some write books, others take to painting. Quite a few find shelter in music, some people undertake a hobby to divert their mind from their present-day world.

4. Do you see an intersection of time and space in the story?

Ans. There is no doubt about a definite intersection of time and space in the story. Charley goes to the third level. He travels back into time. Even though the place is the same, yet it appears as a different place. It is as it was in 1894. Likewise, Sam reaches Galesburg. But it is not modern Galesburg. But the Galesburg of 1894.

5. **Apparent illogicality sometimes turns out to be a futuristic projection. Discuss.**

Ans. There is no doubt that whatever man has achieved began with an idea. In the beginning, the idea appeared to be a dreamer's dream. However, later it becomes a reality. We hear about men travelling to other planets. It appears highly unrealistic. But today, it appears a possibility. It was only a flight of imagination to talk to any person anywhere in the world a few years ago. But today, it is reality. H.G. Wells gives an idea of Time Machine. It looks illogical. But it may be possible to travel in time at some stages in future.

6. **Philately helps keep the past alive. Discuss other ways in which this is done. What do you think of the human tendency to constantly move between the past, the present and the future?**

Ans. Past is kept alive by many ways. One way is photography. The photos showing past, or scenes of nature tell us how things were in the past. Old monuments have been preserved. In museums, we keep things that people used in past. Diaries and coins are preserved. There are several other ways in which past can be preserved.

Additional Questions

Short Answer Questions

1. **Why did Charley meet a psychiatrist?**

Ans. Charley met a psychiatrist, since he was in a dilemma. He felt sure that he had been on the third level of the Grand Central Station, which everyone knows has only two levels. Even the Presidents of the railroads would swear on a stack of timetables that there were only two levels.

2. **What was the psychiatrist's diagnosis?**

Ans. The psychiatrist said that Charlie was unhappy. The modern world, full of insecurity, fear, war and worry oppressed him, and he just wanted to escape.

3. **What proof did the psychiatrist provide?**

Ans. Charley's psychiatrist and his friends said that his stamp-collecting was an indication of his desire to seek "a temporary refuge from reality", as was his collection of first-day covers.

4. **What was Charley's argument when the psychiatrist told him that the stamp collection was a temporary refuge from reality?**

Ans. Charley argued that his grandfather lived in nice and peaceful times, yet he was the one who had started the stamp collection. He did not need any "temporary refuge from reality". He added that President Roosevelt collected stamps too.

5. **How does Charley describe Galesburg, Illinois, 1894?**

Ans. Charley describes it as a wonderful town with a leisurely way of life with big old frame houses, huge lawns, tremendous trees and a peaceful and tranquil world. During summer evenings, people sat in their lawns, with men smoking cigars and women waving palm-leaf fans. The first World War was twenty years away and the second World War was forty years into the future.

6. What is a first-day cover?

Ans. When a new stamp is issued, stamp collectors buy some and use them to mail envelopes to themselves on the very first day of sale and the postmark proves the date. The envelope is called a first-day cover. They are never opened. You just put a blank paper inside the envelope.

7. What role does the first-day cover play in the story?

Ans. One night,while fussing with his stamp collection, Charley comes across a first-day cover that should not have been there. It had been mailed to his grandfather at his home in Galesburg in July 18, 1894. However, instead of a blank paper, it contained a letter for Charley from Sam. It urged him to come back to the third level with Louisa, and keep looking for it till he found it.

8. What was the content of the note that Sam wrote to Charley?

Ans. Sam said that he had found the third level, that he had already been there for two weeks, that life was peaceful, calm and tranquil. He urged Charley and Louisa to go back to the third level and keep looking for it till they found it.

9. How was Charley often lost on the Grand Central Station?

Ans. Charley had went to the Grand Central Station hundreds of times. However, at times, he was always lost in new doorways and corridors. Once, he entered a tunnel and came out in the lobby of a hotel. Another time, he reached in an office building.

10. How did Charley compare the Grand Central to a huge tree? Why?

Ans. Charley always found new tunnels and staircase at the Grand Central. He began to suspect that Grand Central was like a huge tree. It used to push out new corridors and tunnels like the roots of a tree.

11. How did Charley reach the third level?

Ans. Charley had been late to his office. He desired to reach home early. So he went to Grand Central to catch a suburban train. He was lost in a corridor. He thought it was the second level. But he had reached the third level.

12. How did Charley realise that he was on the third level?

Ans. Charley realised this as there were fewer ticket windows; the information booth was of wood and old-looking. The lights were flickering as they were open-flame gaslights. There were brass spittoons on the floor. The locomotive had a funnel-shaped stack.

13. How did Charley make sure that he had actually travelled in the past?

Ans. Charley went to a news stand. He saw the stack of newspapers. It was The World which was not published any longer. The lead story was about President Cleveland. Later, he discovered in the public library files that it was printed on June 11, 1894.

14. Why did Charley rush back from the third level?

Ans. Charley wanted two tickets for Galesburg. But when he offered the fare, his money was different-looking from the money of those days. The clerk thought the money was fake. He threatened to get Charley arrested. Charley rushed back to escape.

15. How did Charley learn that his psychiatrist friend had reached Galesburg of 1894?

Ans. One day, Charley discovered a first-day cover in his stamp collection. It was addressed to his grandfather at his Galesburg address. In it, he found a letter of July 18, 1894 addressed to him by Sam. This proved that Sam had reached Galesburg of 1894.

16. What did Sam write to Charley from Galesburg?

Ans. Sam had written to Charley that he had discovered the third level and reached Galesburg. He found Galesburg to be peaceful and friendly as Sam had described to him. He exhorted Charley to keep looking for the third level and reach Galesburg.

17. How do you find the ending of the story surprising?

Ans. Sam was a psychiatrist. He got worried about Charley as he told Sam that he reached the third level. He firmly believed it did not exist. However, he himself was not only convinced but also escaped to Galesburg.

Long Answer Questions

1. Discuss the importance of Sam's letter to Charley.

Ans. Charley, the protagonist of the story, gives up hope of ever finding the third level again and resumes his hobby of collecting stamps. It is then that he comes across the first-day cover which he had not seen before and should not have been there. It carried the stamp of July 18, 1894, and had been posted from Galesburg, Illinois. As he reads the content of the letter, a shocked Charley realises that it was from Sam, his psychiatrist friend. Though he had earlier hoped that the third level existed, now he had actually found it and been there for two weeks. Very different from the modern world full of stress, worry and insecurities, Sam describes it as a peaceful place, full of warm and friendly people and an old-world charm. He urges Charley and Louisa not to stop their search and not give up, till they find the third level. Thus, Sam reaffirms Charley's conviction about the existence of the third level.

2. 'The Third Level' explores an intersection of time and space. Discuss.

Ans. In 'The Third Level' Jack Finney gives 'time travel' a new dimension through his protagonist, Charley. The third level is the point where the past and the present meet. One evening, on his way back from work, Charlie finds himself in the third level of the Grand Central Station in New York. He discovers that things were different and realises that he is back in 1894. It was the period that Charley would love to be in. An excited Charley wants to buy two tickets to Galesburg, a peaceful town in the pre-war period, which Sam, Charley's psychiatrist friend, interprets as his desire to escape the stress of modern living. Later, Sam himself withdraws all his savings and exchanges it for 1894 currency. He thus, is able to cross time and reach a quiet and peaceful past where his services as a psychiatrist would not be required. Louisa believes that one can cross the time dimension only after Sam's letter of affirmation. Thus, the happiness of all the three characters of the story revolve around the third level.

3. Charley wanted to go home quickly but he reached the third level. How did he get there?

Ans. One summer night, Charley was late at the office. As he wanted to get home quickly, he decided to take the subway from Grand Central.

He went into the Grand Central and went to the steps of the first level. Then he went down another flight of stairs to reach the second level. He found an arched doorway and was lost in the corridor where he was slanted downwards. He thought it to be wrong. But he continued walking. He found nobody on the way. From there, the tunnel took a sharp turn to the left. He went down a short flight of stairs. For a moment he perceived, he had once again come back to the second level. However, everything there

was different and old-fashioned. There were fewer ticket windows. The information booth in the centre was made of wood and looked very old. It was then he realised suddenly that he had reached the third level.

4. What was the third level like? How did Charley know he had bumped into the past?

Ans. There was no third level at the Grand Central. It was only Charley's journey into the past. The third level appeared to be railway station of about a century ago. The rooms were smaller and ticket windows were few. The information booth in the centre was of wood and old-fashioned. The man in the booth wore sleeve protectors and a green eyeshade. Lights were flickering as they were open-flame gaslights. Brass spittoons were found on the floor. Most people bore beards and side burns and fancy moustache. He saw a man had a gold watch. A woman wore a dress with leg-of-mutton sleeves and high buttoned shoes. The locomotive was small with a funnel-shaped stack. A newsboy had stack of The World. It was published on June 11, 1894. It made Charley sure that he had bumped into the past.

Self-Assessment Test

Short Answer Questions

1. How did Charley chance upon the third level?
2. What happened when Charley went to buy tickets at the counter?
3. In what context does Charley say, "eggs were thirteen cents a dozen"?
4. What did Charley suspect when his friend, Sam Weiner disappeared?
5. What did the narrator see unusual at the third level?
6. Why did Charley mean to go to Galesburg?
7. Why couldn't Sam go back to his old business?

Long Answer Questions

1. Do you think the third level was a medium of escape for Charley? Why?
2. What do you infer from Sam's letter to Charley?
3. 'Sam's letter to Charley is a fine blend of reality and fantasy'. Comment.

THE TIGER KING

—Kalki

2

Introduction

The story revolves around a King whose death at the hands of a tiger had been foretold by astrologers, when he was born. He tries to reverse the fate spelled out for him and the author uses thinly-veiled satire to walk the reader through the King's attempts, which later prove futile, in a manner that makes the readers laugh.

Theme

The chapter, 'The Tiger King' is a story about the transience of life and power. The chapter is a satire on the pride and stubborness of those people who are in power. The author in the story tells about the days of autocratic and eccentric kings. These kings fear the British as they lived under the thumb rule of British.

Main Character

The King

The Maharaja of Pratibandapuram was a brave, resolute, determined, courageous and a firm ruler of his state but lacked worldly wisdom. He was only ten-day-old, when he challenged the prediction of the astrologers. He grew up to be a tall, sturdy, brave and strong man. He became the King of his state at the age of twenty. He was determined to fulfil his pledge.

Summary

When Maharaja Jilani Jung Jung Bahadur was born, the astrologers had foretold that one day, the king would have to die. Suddenly, the ten-day-old prince started speaking; he told them that all those who were born would have to die one day. He asked them to tell the manner of his death. Everyone stood stunned as an infant born just ten days ago was talking in such a manner. The chief astrologer told the Prince that he was born in the hour of the bull. As bull and tiger were enemies, therefore, his death would come from a tiger.

The Maharaja grew stronger and took to tiger hunting. He was overjoyed when he killed the first tiger. When he told the chief astrologer about it, the chief astrologer told him that he may kill 99 tigers, but he must be careful with the hundredth one. In ten years,

he killed 70 tigers. He banned the killing of tigers in Pratibandapuram. The tiger population became extinct at Pratibandapuram. So the Maharaja married into a royal family in a state where tiger population was high. Thus, he killed 99 tigers but one was still left. There was no sign of tigers anywhere. Maharaja could not bear this any more. He raised the land tax and also dismissed some of his men. Later, a tiger was brought for the Maharaja. Maharaja took his men for hunting. He shot the tiger but missed it. Since the tiger fainted on hearing the shot, the Maharaja did not realise that he had not killed the tiger. Maharaja's men knew it but they feared that if they tell it to Maharaja, then they may lose their job, so they killed the tiger. But the Maharaja did not know that he still had one tiger left to kill. Free from the threat of imminent death, the Maharaja had now decided to celebrate his three-year-old son's birthday. He gifted him a wooden tiger. The tiger was made by an unskilled man. Its surface was rough, as a result, a splinter pierced into Maharaja's hand. The infection spread into his whole hand and the Maharaja died.

Thus, ironically, the fateful hundredth tiger, though a wooden one, was the cause of the Maharaja's death and proved the prediction of the astrologer correct.

Answers to NCERT Questions

Read and Find out

1. Who is the Tiger King? Why does he get that name?

Ans. Jilani Jung Jung Bahadur, the King of Pratibandapuram, is known as the Tiger King. At the time of his birth, the astrologers declared that the prince would have to die one day. The ten-day-old prince asked the astrologers to reveal the manner of his death. The wise men were baffled at this miracle. The chief astrologer said that his death would come from a tiger. The young prince growled and uttered terrifying words: 'Let tigers beware!' He decided to kill one-hundred tigers. He thus, got the name 'Tiger King'.

2. What did the royal infant grow up to be?

Ans. The royal infant grew up to be the King of Pratibandapuram, who was obsessed with the idea of killing one-hundred tigers. He wanted to do so to disprove the prophecy which said that his death would come from the hundredth tiger. This made him kill all the tigers of Pratibandapuram. He even married to achieve this ambition. He came to be known as the Tiger King.

3. What did the Maharaja do to find the required number of tigers to kill?

Ans. To get the required number of tigers to kill, the Maharaja asked his Dewan to find a suitable girl for him to marry. A suitable girl for matrimonial alliance would be one who would not only come from a royal family but also belong to a state with a large tiger population. As Pratibandapuram had no more tigers left, a province that belonged to his father-in-law would certainly provide him with an opportunity to kill more tigers and help him reach his aim of killing one-hundred tigers.

4. How did the Maharaja prepare himself for the hundredth tiger which was supposed to decide his fate?

Ans. The Maharaja wanted to be extremely careful while dealing with the hundredth tiger which was supposed to be the reason for his death. On encountering the hundredth one, he took a careful aim at the tiger and shot at it. When it fell in a crumpled heap,

he was overcome with joy and left the place hastily because he thought that he had successfully disproved the prophecy.

5. **What will now happen to the astrologer? Do you think the prophecy was indisputably disproved?**

Ans. The astrologer dies before the King of Pratibandapuram gets an opportunity to kill one-hundred tigers. Disproving his prophecy seems to be the sole reason for the King's existence. Except for killing one-hundred tigers, everything else takes a backseat for the King.

The prophecy cannot be indisputably disproved as the King was ultimately killed by a tiger, though neither by a real one nor by the hundredth one. Looking at the weak, old and almost lifeless tiger that was the hundredth one, no one would have thought that it would escape the king's bullet by fainting at the shock of the bullet whizzing past. It was the "tiny little wooden tiger" from the toy shop that caused the death of the Tiger King.

Reading with Insight

1. **The story is a satire on the conceit of those in power. How does the author employ the literary device of dramatic irony in the story?**

Ans. The story, 'The Tiger King' is a supreme example of dramatic irony. The character acts in a way grossly inappropriate to the actual circumstances or expects the opposite of what fate holds in store for him. Kalki has used a very dexterous use of dramatic irony in the story. After killing the first tiger, the King flaunts its dead body before the astrologer to show that he is more powerful than the tiger. However, the astrologer warns the King that he should be 'careful with the hundredth tiger'. The King chooses to prove the astrologer wrong once again and makes frantic efforts to kill hundred tigers. Thus, having shot at the old tiger, the Tiger King believes that he has killed the hundredth tiger. But the reader as well as the King's officers soon come to know that the emaciated tiger does not get killed but only gets faint. The King feels happy about killing the tiger, but in reality, he is ignorant of his ironical fate. The prediction proves right and a mere splinter from a wooden tiger's body causes his dramatic death. Quite ironically, the hundredth tiger kills the King instead and the astrologer's prediction stands vindicated.

2. **What is the author's indirect comment on subjecting innocent animals to the wilfulness of human beings?**

Ans. Through this satirical story, the author has rightly portrayed how human beings have subjected innocent animals to untold torture and death, merely to fulfil their own whims and fancies. The Maharaja's indiscriminate killing of tigers led to their extinction in some states, but the Maharaja was oblivious to the grave consequences, his action was leading to. In order to prove the astrologer wrong, the Maharaja went on a killing spree, proving his dominance over the hapless animals.

3. **How would you describe the behaviour of the Maharaja's minions towards him? Do you find them truly sincere towards him or are they driven by fear when they obey him? Do we find a similarity in today's political order?**

Ans. Maharaja's minions were subservient sycophants. Most of them were scared of the Maharaja and tried to keep him in good humour by obeying his orders. They did not dare to disobey him as his displeasure could mean loss of their jobs or even loss of their lives.

The astrologer was afraid of predicting his death, till the Maharaja told him to 'speak without fear'. The Dewan, who should have advised the King not to kill the tigers, did not dare to go against his wishes and aided his marriage by finding a princess whose father's kingdom possessed a large number of tigers. When the Maharaja could not find the hundredth tiger, being afraid of losing his job, he presented an old tiger to satisfy the whims of his Maharaja. Likewise, the hunters chose not to inform him of the survival of the hundredth tiger and instead, killed it themselves fearing that they might lose their jobs. Even the shopkeeper, who sold the King a cheap wooden toy tiger, quoted a higher price lest he should be punished for selling something cheap to the King.

So, it is evident that the King's minions were driven by fear rather than any feeling of sincerity towards their ruler.

Today's political order is no different. We know too well that many of the people are in power because of their influence and clout. Moreover, others indulge them for their own vested interests, rather than for the good of the country.

4. Can you relate instances of game-hunting among the rich and the powerful in the present times that illustrate the callousness of human beings towards wildlife?

Ans. There have been some instances of game-hunting in the present times. Even the affluent have been involved in instances that illustrate the callousness of human beings towards wildlife.

Salman Khan – Black Buck poaching case; Nawab Mansoor Ali Khan Pataudi—Antelope case.

5. We need a new system for the age of ecology—a system which is embedded in the care of all people and also in the care of the Earth and all life upon it. Discuss.

Ans. Man has been destroying life on the earth. Since time immemorial, great wars have taken a heavy toll on human life. Man has even deprived nature of its flora and fauna in the name of development. He has endlessly been cutting down trees and clearing forests to meet his needs for more land to construct home. It has severely affected the ecosystem. Towards wildlife, in particular, man's attitude has been most callous. He has hunted wild animals for food, fun and sport. As a result, several species of animals have become extinct, and many are on the verge of extinction. Therefore, we need to create a new system for ecology which takes care of people and all life upon earth. If man continues to exploit irrationally, life on earth will be a nightmare. Nature's fury will be unabated. Man should learn to coexist with each other and all the other living beings/things to maintain ecological balance.

Additional Questions

Short Answer Questions

1. When did the Tiger King stand in danger of losing his kingdom? How was he able to avert the danger? *[CBSE Delhi 2010, 2012]*

Ans. Tiger King, to disprove the astrologer's prediction, started to hunt and kill tigers. He also banned tiger hunting by anyone except the Maharaja. Anyone who disobeyed him was punished and all his wealth and property was confiscated. A British high-ranking officer wished to hunt tigers. The Maharaja told that the officer could hunt any other

animal except the tiger. The British officer's secretary wanted the Maharaja to allow the British officer to take a photograph of himself holding a gun and standing over a tiger's carcass. The Maharaja refused permission because he did not want anybody to kill a tiger. At this, the Maharaja stood in danger of losing his kingdom. Hence, he offered a bribe of 50 diamond rings worth three lakhs, to the wife of the British officer. By this act, the Maharaja was able to avert the danger.

2. What did the British officer's secretary tell the Maharaja? Why did the Maharaja refuse permission? *[CBSE (AI) 2010]*

Ans. The British officer's secretary told the Maharaja to allow him to shoot the tigers in his kingdom. But the Maharaja did not allow him because he thought that the number of tigers would decrease and he would not be able to complete the desired number.

3. Why, do you think, was the Maharaja in danger of losing his throne? *[CBSE (AI) 2010, CBSE (AI) 2015]*

Ans. A high-ranking British official came to the state. He desired to hunt tigers. The Maharaja did not give permission. The officer sent a word to get himself photographed holding a gun beside a tiger's dead body. However, the Maharaja refused even that. As the Maharaja had prevented a British officer from fulfilling his desire, he was in danger of losing his kingdom.

4. What led the Maharaja to start out on a tiger hunt? *[CBSE (AI) 2010]*

Ans. When the Maharaja of Pratibandapuram was born, an astrologer predicted that his death would be caused by a tiger. So the Maharaja started out on a tiger hunt.

5. What was the astrologer's reaction, when the Maharaja told him that he had killed his first tiger? *[CBSE (F) 2010]*

Ans. On being told that the Maharaja had killed his first tiger, the astrologer announced that he could kill ninety-nine tigers, but he must be very careful with the hundredth one.

6. How does the hundredth tiger take its final revenge upon the Tiger King? *[CBSE (F) 2010, 2017]*

Ans. Few days after killing the hundredth tiger, the Maharaja gifted a wooden tiger to his son on his third birthday. A tiny splinter on the surface of the wooden tiger pierced the Maharaja's right hand, leading to a sore, followed by the Maharaja's death. Hence, the hundredth tiger took its final revenge upon the Tiger King.

7. Why did the Maharaja decide to get married? *[CBSE (F) 2010, (AI) 2015]*

Ans. As the Maharaja occupied the throne at the age of twenty, he went on a tiger hunting campaign. He was excited to kill his first tiger, and within ten years, he killed seventy tigers. Soon, tigers became extinct in his own state. So he decided to get married to the royal family of a state that had a large number of tigers.

8. Why was the Maharaja so anxious to kill the hundredth tiger? *[CBSE (AI) 2012]*

Ans. The Maharaja had killed ninety-nine tigers. If he could kill just one more tiger, he would have no fear left. Then he could give up tiger hunting altogether. Moreover, he had to be extremely careful with the last tiger.

9. What sort of hunts did the Maharaja offer to organise for the high-ranking British officer? What trait of the officer does it reveal? *[CBSE Delhi 2013]*

Ans. For the high-ranking British officer, the Maharaja was prepared to organise any other hunt—a boar hunt, a mouse hunt, a mosquito hunt. But a tiger hunt was impossible.

The officer was a big show-off. He actually did not wish to hunt or kill the tiger himself, he just wanted to be photographed with a gun in his hand, standing over a dead tiger.

10. Why was it a celebration time for all the tigers inhabiting Pratibandapuram?

Ans. It was a celebration time for all the tigers inhabiting Pratibandapuram because the Maharaja banned tiger hunting in the state. Except the Maharaja, no one was allowed to hunt tigers. It was proclaimed that if anyone was found hunting a tiger, all his property and wealth would be seized.

11. The manner of his (the Tiger King's) death is a matter of extraordinary interest. Comment. *[CBSE (AI) 2015]*

Ans. The Maharaja had vowed to kill hundred tigers to ensure his longevity. As soon as he was born, astrologers had foretold that one day, the Tiger King would be killed by a tiger. Even after the Maharaja killed hundred tigers, he was killed by a tiger. It is quite ironical because eventually, he was killed by a tiger, though a wooden one.

12. How did the Tiger King's Dewan prove to be resourceful? *[CBSE Sample Paper 2016]*

Ans. After the Tiger King had killed ninety-nine tigers, no more tigers were left. After some time, there were indications of the presence of a tiger in the forest of a village. The King went there but did not find the tiger. Then he asked the Chief Minister to find the tiger or he would remove him from his job. The Dewan had hidden in his house an old tiger which had been brought from the People's Park in Madras. He took that hundredth tiger to the forest to be killed by the King.

13. How did the ten-day-old baby (the future Tiger King) react to the prediction about his future made by the astrologer? *[CBSE Delhi 2016]*

Ans. On hearing the prediction, the ten-day-old prince spoke in his squeaky voice that 'everyone who is born has to die one day'. He was told that he would be killed by a tiger. To this, he responded, 'Let Tigers Beware'.

14. What kind of life was enjoyed by crown prince Jung Bahadur, till he reached the age of twenty? *[CBSE Delhi 2016]*

Ans. The royal infant grew upto be the King of Pratibandapuram, who was obsessed with the idea of killing one-hundred tigers. He wanted to do so to disprove the prophecy which said that his death would come from the hundredth tiger. This made him kill all the tigers of Pratibandapuram. He even married to realise this ambition. He came to be known as the Tiger King.

15. 'From that day onwards, it was celebration time for all tigers inhabiting Pratibandapuram'. Bring out the irony in this statement. *[CBSE Sample Paper 2017]*

Ans. It was a celebration as killing tigers was banned by the state. It is ironical because the state head, the Maharaja had full right to kill tigers.

16. Why was the Maharaja once in danger of losing his kingdom? *[CBSE (Delhi) SET I 2017]*

Ans. The Maharaja was on the verge of losing his throne when he refused the British officer to hunt tigers in Pratibandapuram. He not only refused to permit him to do so but did not allow him to be photographed standing over a dead tiger. However, he compromised by presenting 50 diamond rings to his wife costing him three lakhs of rupees.

17. How did Maharaja deal with a high-ranking British Officer who wanted to shoot a tiger? *[CBSE (Delhi) SET II 2017]*

Ans. The Maharaja was firm in his resolve of not to give him permission. He encouraged him to hunt a boar, mouse or even a mosquito; because of this, there was a risk of losing his

kingdom. So he agreed to gift a diamond ring but ended up giving some fifty diamond rings worth three lakh of rupees to retain his kingdom.

18. Why did the Maharaja have to pay a bill of three lakh rupees to the British jewellers? *[CBSE (Delhi) SET III 2017]*

Ans. The Maharaja refused to grant permission to the British Officer to hunt tigers in his kingdom of Pratibandapuram and also refused to take a picture with a dead tiger. Instead, he thought of pacifying his wife, the duraisani with a diamond ring. Orders were placed with a famous British company of jewellers in Calcutta to send samples of rings of different designs. They sent fifty rings which were all taken by her and the Maharaja had to pay three lakhs in turn.

19. Why did the Maharaja decide to get married? *[CBSE (AI) SET I 2017]*

Ans. The Maharaja decided to get married to fulfil his aim of killing one-hundred tigers. He had killed only seventy tigers and no tiger was left in the forest of Pratibandapuram. He, therefore, wanted to marry a princess from a kingdom with many tigers.

20. When did the Maharaja decide to double the land tax for a village? *[CBSE (AI) SET III 2017]*

Ans. When the Tiger King with just one tiger to reach his target of one-hundred, someone reported about a tiger near the village. The Maharaja was desperate to kill, but no one could find the tiger, so he became furious and doubled the land tax.

21. How did the hundredth tiger reach the forest? *[CBSE (F) SET I 2017]*

Ans. The King's Dewan had a tiger hidden in his house, which had been brought from the People's Park in Madras. At midnight, when the entire town was sleeping, the Dewan and his aged wife dragged the tiger into their car and took him to the forest.

22. What happened to the hundredth tiger? *[CBSE (F) SET II 2017]*

Ans. On the day of hunt, the hundredth tiger wandered in Maharaja's presence and stood in humble supplication. The Maharaja took an aim at him and the tiger fell in a crumpled heap. But when the hunters looked at the tiger, they realised that he was not dead as the bullet missed the mark rather, it had fainted.

23. Did the prophecy of the astrologer come true at the end of the story? *[CBSE Sample Paper 2019]*

Ans. Yes, the prophecy did prove true as his death came out of the hundredth tiger, i.e., the wooden tiger. He thought that he had killed the hundredth tiger, but actually, he missed its mark and was killed by one of the ministers. The destiny played its role as the hundredth tiger was the wooden tiger.

24. Which problem did the Maharaja face when he had killed seventy tigers? How did he solve it? *[CBSE (AI) 2017]*

Ans. The Maharaja had to kill one-hundred tigers on the whole. After killing seventy of the one in Pratibandapuram, no more tigers were left in the forest there. But he had to kill thirty more, so he decided to get married to a princess of a state with large tiger population.

Long Answer Questions

1. Who was the Tiger King? What is the story associated with the birth of the Tiger King?

Ans. The Maharaja of Pratibandapuram was called the Tiger King. At his birth, astrologers predicted that one day, he would actually have to die. They further said that he would

grow up to become a great warrior, a great hero, a great champion, but would die one day. Surprisingly, a miracle took place. The ten-day-old prince spoke in his squeaky voice that "everyone who is born has to die one day. So it would make sense if they could tell the manner of the death". Everyone present there was tongue-tied. A baby of ten days not only opened its lips but even asked an intelligent question. The chief astrologer then said that since the prince was born in the hour of bull, and the bull and the tiger are enemies, the death of the prince would result from a tiger. The royal infant was not afraid to hear these words. He grumbled asking the tigers to beware.

2. Giving a bribe is an evil practice. How did the Tiger King bribe the British officer to save his kingdom? How do you view this act of his? *[CBSE Delhi 2015]*

Ans. Tiger King wanted to disprove the astrologer's prediction and therefore, started to hunt and kill tigers. Anyone who disobeyed him would be punished and all his wealth and property would be confiscated. In order to have enough tigers to hunt, he had banned hunting tigers in his kingdom. A high-ranking British official came to the state. He desired to hunt tigers. The British officer was also not allowed to hunt. The officer sent a word to get himself photographed holding a gun beside the tiger's dead body. However, the Maharaja refused even that. As the Maharaja had prevented a British officer from fulfilling his desire, he was in danger of losing his kingdom. Hence, he offered a bribe of 50 diamond rings, worth three lakhs to the wife of the British officer. By this act, the Maharaja was able to avert the danger.

In my view, this reveals the corrupt attitude of both the King and the British official. It also shows how blinded the King was in his ambition (to prove the astrologer wrong) that he wasted the people's money to appease his ego. He was ready to relinquish people's hard-earned money to ensure that his longevity is ensured by proving the astrologer wrong.

3. Even today, so many among us believe in superstitions. An astrologer predicted about 'the Tiger King' that he would be killed by a tiger. He 'killed' one-hundred tigers, yet was himself 'killed' by a tiger. How did the superstitious belief prevail? *[CBSE (AI) 2015]*

Ans. A few days after the Maharaja killed the hundredth tiger, it was the third birthday of his son. The Maharaja desired to give him some special gift on this occasion. He purchased a wooden tiger from a toy shop and gifted it to his son.

That day, the Maharaja and his son were playing with the wooden tiger. The surface of the toy was rough, since it had been carved by an unskilled carpenter. A tiny sliver pierced into the Maharaja's right hand. He pulled it out. But the next day, the infection spread even in the Maharaja's right arm. Within four days, it developed into a pus forming sore, spreading all over the arm. Three famous surgeons were called from Chennai. They performed the operation. Even though the operation was successful, the Maharaja passed away. Thus, the hundredth tiger took its revenge on the King.

This shows that the prophecy did eventually prevail. The hundredth tiger was not killed by the King. However, it died. But with regard to the King, the hundredth tiger, appeared in the form of the inanimate tiger, that caused the death of the King.

4. The Tiger King's quest for tigers was full of hurdles and challenges. Justify the statement. *[CBSE Sample Paper 2017]*

Ans. Though the Tiger King was reputed to have fought tigers with bare hands, he had to kill hundred tigers for the sake of his life. His refusing permission to hunt in

Pratibandapuram to Durai, or even being photographed with a dead tiger, costed him fifty diamond rings of three lakhs worth. He had to marry a princess with at least 30 tigers in her father's kingdom, to complete his quota for killing a hundred tigers. After the 99th tiger, searching for the hundredth proved to be difficult, till Dewan managed an old one from the People's Park in Madras. Ironically, the Maharaja could not kill it, but his hunters did from a one-foot distance. What a wastage of time, manpower, money and energy, when the Maharaja finally died because of an unskilled wooden tiger's sliver in his finger.

5. How did Tiger King succeed in killing hundred tigers? *[CBSE (Compartment) 2018]*

Ans. The Tiger King banned the hunting of tiger in the kingdom of Pratibandapuram. When he came of age, he wreaked havoc on the tiger population in an attempt to hunt a hundred tigers as soon as it was possible. Seventy tigers were killed within ten years. Then he got married in the kingdom where tigers were to be found. At his every visit to his in-laws, he used to kill them. Thus, ninety-nine were killed. But the hundredth one was nowhere to be found. He became infuriated and doubled the land tax. Then Dewan Saheb arranged the hundredth tiger from People's Park in Madras. It was brought in a van by Dewan. He left it in the forest. The King was informed about its presence. He took an aim and shot it. But to everyone's surprise, the bullet whizzed past his ear and was only killed by one of the ministers of the King.

Self-Assessment Test

Short Answer Questions

1. Why did the hunters not tell the King that the tiger was not dead?
2. What was the unforeseen hurdle that brought the Maharaja's tiger hunt to a halt?
3. How did Maharaja disprove the prediction of the astrologer?
4. Why did the shopkeeper charge three-hundred rupees from the Maharaja, though the actual price of the wooden tiger was just two annas and a quarter?
5. How did he fulfil his wish of killing the hundred tigers?
6. What did the state astrologer say he would do, if the hundredth tiger was also killed?
7. The astrologer's prediction about the death of the Tiger King came to be true. Explain.

Long Answer Questions

1. Comment on the ending of the story, 'The Tiger King' highlighting the irony of the King's fate.
2. Write the character sketch of the King of Pratibandapuram.
3. Comment briefly on the relations between the King and his subjects, citing instances from the story, 'The Tiger King'.

3 JOURNEY TO THE END OF THE EARTH

—Tishani Doshi

Introduction

Before human evolution, Antarctica was part of a huge tropical landmass called the Gondwana land which flourished 500 million years ago. Geological, geographical and biological changes occurred and Antarctica separated and moved away, evolving into what it is today. A visit to Antarctica gave Tishani Doshi a deeper understanding of the earth's history, ecology and environment.

Theme

Tishani Doshi's visit to Antarctica, the coldest, driest and windiest continent in the world, aboard the Russian research vessel Akademik Shokalskiy, gave her a deeper understanding and a better perspective to the damage caused by human impact on earth. Antarctica, though unpopulated, has been affected and there is a growing concern for its half a million year old carbon records trapped under its ice sheets. The 'Students on Ice' programme takes high school students to Antarctica to create awareness in them, the future policy makers, and helps students realise that the threat of global warming is very real.

Summary

Humans, who have existed a mere 12,000 years, have caused tremendous damage and played havoc with nature. Population explosion, strain on available resources, carbon emissions, fossil fuels and global warming have all resulted in climatic and ecological imbalances that have affected Antarctica too. The 'Students on Ice' programme, an initiative of Canadian educator, Geoff Green, takes students—the future policy makers—to Antarctica, to create awareness in them. A stark proof of global warming and environmental threats helps students attain a greater understanding of the earth's ecosystems and biodiversity.

Answers to NCERT Questions

Read and Find out

1. How do geological phenomena help us to know about the history of humankind?

Ans. The geological phenomenon of separating various continents and water bodies from one compact landmass tells us about the age of existence of human race on the earth. Six-hundred-and-fifty million years ago, no human race existed on the earth because

the environment was not favourable. After the time when the dinosaurs were wiped out, the mammals started existing and after the separation of landmass, the human race started flourishing on the earth.

2. What are the indications for the future of humankind?

Ans: The future of the humankind can get in danger if the emission of carbon-dioxide and other poisonous gases go on in the same manner. These gases deplete the ozone layer and allow the ultra-violet rays of the sun to enter the earth's environment. This causes the rise in temperature of the earth and giving rise to the phenomenon called global warming. Increased temperature can melt the ice of the Antarctica, and cause other environmental problems, thus, jeopardising the future of human kind.

Reading with Insight

1. 'The world's geological history is trapped in Antarctica'. How is the study of this region useful to us?

Ans. There was a giant southern super continent six-hundred-and-fifty million years ago. It was called Gondwana. Around 500 million years ago, Gondwana disordered into countries which exist today. Antarctica then was at the centre of Gondwana. The study of Antarctica gives us knowledge about where we have come from, and where we are heading. It may help us to know the significance of Cordilleran folds, pre-Cambrian granite shields, ozone and carbon, and evolution and extinction.

2. What are Geoff Green's reasons for including high school students in the *Students on Ice* expedition?

Ans. Geoff Green had always carted celebrities and retired rich people to Antarctica. He visualised that they would give back in a very limited way. He thus, took school students in his expedition as they would be the future policy-makers. At that age, they were competent to absorb, learn, and to act. By taking those students to the end of the world, a new understanding and respect for our planet would be fostered.

3. "Take care of the small things and the big things will take care of themselves." What is the relevance of this statement in the context of the Antarctica environment?

Ans. Antarctica has simple ecosystem and lacks biodiversity. Every change has huge repercussions there. This is easily seen in Antarctica. For instance, the tiny single-celled grasses and phytoplankton use sun's energy to synthesise organic compounds. They help to sustain the whole food chain in the southern seas. And by chance, if they die, it would cause depletion of ozone layer, as they may not assimilate carbon and make organic compounds, the whole food chain will collapse. Take care of phytoplankton, the entire food chain may take care of itself.

4. Why is Antarctica the place to go to, to understand the earth's present, past and future?

Ans. During the short period of his stay on earth, man has led to confusion. He founded cities and towns, ruined nature and wiped out many species. By burning fossil fuels, he increased the global temperature. Its effects are readily visible on the Antarctica. Besides, half-a-million-year-old carbon records lie buried in the ice cores there. Thus, Antarctica is the right place to go to, if we have to, study the earth's present, past and future.

Additional Questions

Short Answer Questions

1. What was Akademic Shokalskiy? Where was it headed and why?

Ans. Akademic Shokalskiy was a Russian research vessel which was heading towards Antarctica, the coldest, driest, windiest continent in the world to become a part of Geoff Green's 'Students on Ice' programme.

2. Describe the author's emotions when she first set foot on Antarctica.

Ans. Tishani Doshi's initial reaction was relief as she had travelled for over hundred hours. This was followed by wonder at Antarctica's white landscape and uninterrupted blue horizon, its immensity, isolation and at how there could have been a time when India and Antarctica could have been a part of the same landmass.

3. How is present day Antarctica different from Gondwana?

Ans. Gondwana was a giant amalgamated southern supercontinent. The climate was much warmer, hosting a huge variety of flora and fauna. Gondwana thrived for about 500 million years. Subsequently, when dinosaurs were wiped out and the age of mammals happened, the landmass separated into countries, shaping the globe as we know it today.

4. Why does the author say that to visit Antarctica is to be a part of history?

Ans. It is only when you visit Antarctica that you realise all that can happen in a million years, where we have come from and where we could possibly be heading. We understand the significance of Cordilleran folds, pre-Cambrian granite shields, ozone and carbon, evolution and extinction.

5. Why does Tishani Doshi describe her two weeks' stay in Antarctica 'a chilling prospect'?

Ans. Accustomed to the warm climate of South India, being in a place where ninety per cent of the earth's total ice is stored was a chilling prospect—literally and metaphorically. It affected her metabolic and circulatory systems as well as her imagination.

6. Why does one lose all earthly perspective in Antarctica?

Ans. The author compares it to walking into a giant ping-pong ball, devoid of any human markers. There are no trees, billboards, or buildings. The visual ranges from the microscopic to the mighty, from midges and mites to blue whales and icebergs.

7. Describe the brightness and silence that prevail in Antarctica during summer.

Ans. Days go on and on in surreal twenty-four hour austral summer light, and an ubiquitous silence prevails, interrupted only by the occasional avalanche or calving ice-sheet.

8. Explain: 'And for humans, the prognosis isn't good'.

Ans. The human civilisation has been around for a mere 12,000 years—barely a few seconds on the biological clock. Yet we have managed to etch our dominance over nature with concretisation, battling for limited resources, and unmitigated burning of fossil fuel. This has created a blanket of carbon dioxide around the world, which is increasing average global temperature.

9. Why is Antarctica a crucial element in all debates on climate change?

Ans. Antarctica is the only place in the world that has never sustained a human population and is therefore, relatively 'pristine'. More importantly, it holds in its ice cores half-million-year-old carbon records trapped in its layers of ice.

10. What was the objective of the 'Students on Ice' programme?

Ans. The 'Students on Ice' programme aims to take high school students to the ends of the world. It provides them with inspiring educational opportunities which fosters in them a new understanding and respect for our planet. It offers the future generation of policy makers a life-changing experience at an age when they are ready to absorb, learn and act.

11. What are the reasons for the success of the 'Students on Ice' programme?

Ans. The author says that it is impossible to go so near the South Pole and remain unaffected. When you visibly see glaciers retreating and ice shelves collapsing, you begin to realise that the threat of global warming is very real.

12. What does the author describe as her best Antarctic experience?

Ans. Just short of the Arctic Circle, this group of fifty-two people were made to walk on the ocean. The experience of walking on ice that seemed to stretch out forever, with the living, breathing ocean underneath, was nothing short of a revelation.

13. How did the Antarctica amaze the writer when she first saw it?

Ans. The Antarctica is perhaps the coldest, and the driest continent. The writer felt wonder struck by its immensity, its isolation, its uninterrupted blue horizon. She was amazed as to how there was a time when India and Antarctica were part of the same landmass.

14. What was Gondwana? How did it look 650 million years ago?

Ans. Gondwana was a super continent in the South. It was centred around Antarctica. 650 million years ago, there were no humans. The climate was much warmer, and a variety of flora and fauna thrived.

Long Answer Questions

1. What is the significance of the title, 'Journey to the End of the Earth'?

Ans. Tishani Doshi calls it a 'Journey to the end of this Earth' because her journey was an educational one to Antarctica. She travelled aboard the 'Academic Shokaskiy', a Russian research vessel, along with a group of high school students, to learn more about the real impact of Global Warming and the future of planet Earth. They went to the coldest, driest, windiest continent in the world. Also, for the author, her journey started from Madras 13.09 degrees north of the Equator. She crossed nine time zones, six check points, three bodies of water and as many ecospheres. After travelling for almost one hundred hours, in a car, aeroplane and a ship, she actually set foot on the Antarctic continent, which is in the extreme southern part of the earth, almost at its end. The warning signals that Antarctica gives are shocking and make the author realise that "the end of the earth" may become a metaphorical reality before long, unless humans take timely action.

2. Describe the impact of Antarctica on the author.

Ans. Tishani Doshi describes her Antarctica experience as "nothing short of a revelation". It was a mind boggling experience to travel to reach the coldest, windiest, and driest part of the world. She was filled with wonder at its vastness, seclusion and geological history. Its isolation and immensity made it difficult to understand that there may have been a time when India and Antarctica were a part of the same landmass. Spending two weeks where day and night merge in an austral summer light, where the only sounds are that of avalanche or calving ice-sheets was a transcending experience. It gave her an invaluable realisation: if we take care of small things, the big things will automatically

fall into place, that everything is interconnected. Her experience of a walk on the ocean over a metre thick ice, with 180 metres of sea underneath, was an eye-opening one. She came away, marvelling at the beauty of balance in nature, and a realisation of the pressing need to preserve it.

3. What do we know about the geological history of Gondwana? How did the Antarctica become cold and barren?

Ans. There was a super continent in the south about six-hundred-and-fifty million years ago. In the south, about 500 million years ago there were several changes. Dinosaurs were wiped out. Mammals began to develop. Gondwana was forced to break up into smaller landmasses. India drove away and jammed against Asia. It buckled its crust to form the Himalayas. South America broke and drifted to join North America. It opened up the Drake Passage to create a cold current round the south pole. It left the Antarctica cold, isolated and barren. It is the coldest continent, having 90% of the earth's total ice.

4. How is man blamed for despoiling the earth and climate changes? How can you see the effect of these changes in Antarctica?

Ans. Human civilisation is new. However, during the short period man has lived, he has created confusion and disturbances. He gained dominance over nature by building cities, towns and villages. Since human population is ever increasing, the need of natural resources also increases. Man has been conflicting with other species to grab these exhaustible resources. He has burnt fossil fuels. This has led to a blanket of carbon dioxide around the earth. It has raised the average global temperature.

The rise in temperature has led to climatic changes. We cannot fully appreciate the effect of these changes. If you go to the Antarctica, it has not been spoiled by man. Its ecosystem is simple. Any change easily affects it, and is easily visible. That is why, the narrator involved students on ice expedition to save future generations.

Self-Assessment Test

Short Answer Questions

1. Name two ways in which Antarctica has been impacted by human activity.
2. Why is Antarctica the place to go to study the Earth's past, present and future?
3. What is the reason for the success of the 'Students on Ice' programme?
4. How does Antarctica display an the food chain of the Southern Ocean?
5. How are phytoplanktons connected to the Southern Ocean's food chain?
6. How does Antarctica differ from the rest of the earth?
7. How can further depletion of ozone disrupt the entire food chain in the south seas?

Long Answer Questions

1. What is Gondwana? How is present day Antarctica different?
2. What was 'Akademic Shokalskiy? Where was it headed and why?
3. What do you learn about Antarctica and its atmosphere from 'Journey to the End of the Earth'?

THE ENEMY

—Pearl S. Buck

4

Introduction

"The Enemy", written by Pearl S. Buck is a heart-rending portrayal of the conflict between a man's heart and mind. It tells us about how people can help enemies on human grounds. To hate our enemy is natural and justifiable, especially during wartime. This story beautifully depicts how a human being rises above his prejudices to help a wounded enemy.

Theme

In the chapter 'The Enemy', the author stresses on the fact that humanity requires one to overcome prejudices and hatred especially against one's enemies. Through this chapter, the author conveys the message that humanism transcends all man-made prejudices and barriers.

Main Characters

Dr Sadao

A Japanese doctor trained by Americans. Dedicated surgeon and doctor; kind; prejudiced against the white man.

Hana

She is the wife of Dr Sadao. They met in America, became friends and got married in Japan. Balanced woman; stands with her husband; responsible; dignified and graceful.

Tom

He is an American prisoner of war. Strong will-power.

General Takima

He is a famed Japanese war hero. He is selfish and careless.

Yumi

The servant who looked after Dr Sadao and Hana's children. Loves children, loyal to the country, prejudiced against white men.

Domestic servants

Loyal to the country and prejudiced against white men.

Summary

Dr Sadao and his wife, Hana stood outside their house. A man suddenly appears out of the ocean. They ran towards him. To their shock, he was an American prisoner of war, who was badly wounded and had become unconscious. Sadao is torn between his duty as a doctor and his loyalty towards Japan. As citizens having a sense of national loyalty, they felt it their duty to put the man back into the sea. However, soon they rose above narrow prejudices and brought the man into their house. Even though they faced open defiance from their domestic staff, they looked after the man. They realised the risk inherent in harbouring an enemy. But Dr Sadao knew that he would not be arrested and condemned by the ruthless General as he himself might need his services any time for an operation. Sadao informed the ailing general about the enemy in his house. The latter plans to get rid of the American, and promises to send people to do the needful. However, the General forgot to do so. After a while, as the American got better, Sadao made arrangements for him to go to an island nearby, from where he could try to get off enemy boundaries.

Answers to NCERT Questions

Read and Find out

1. Who was Dr Sadao? Where was his house?

Ans. Dr Sadao was a famous Japanese surgeon and a scientist. He was perfecting a discovery which would render wounds entirely clean. His house was located next to a narrow beach. The beach was outlined with bent pines. A little uninhabited island also existed near his house. In storm, it had been submerged. A mile or two on either side of the house was a fishing village, but near his house, there existed only the bare and lonely coast, dangerous with rocks. The water beyond the beach was spiked with rocks.

2. Will Dr Sadao be arrested on the charge of harbouring an enemy?

Ans. Dr Sadao knew that if they sheltered a white man in their house, they would be arrested. The wounded white man was a prisoner of war. He had escaped with a bullet on his back. Since Japan and America were at war, he would become a traitor to Japan for harbouring an enemy. If anyone complained against Dr Sadao and accused him of harbouring an enemy, he could be arrested.

3. Will Hana help the wounded man and wash him herself?

Ans. Hana will help the wounded man and wash him herself. The wounded American was in a very bad state and needed to be washed before being operated on. Hana did not want Dr Sadao to clean the dirty and unconscious prisoner, and so asked their servant, Yumi, to do so. However, Yumi defied her master's order and did not help. She thought she would be punished by law for being a traitor to her country. As a result, Hana had no other option but to wash him herself.

4. What did Dr Sadao and his wife do with the man?

Ans. Dr Sadao operated the wounded man. The operation was successful. Dr Sadao knew that the wounded man would now be out of danger. So he and his wife decided to give him to the police as a prisoner of war. However, the man was very weak. Thus, they decided to keep him till he recovered, so that later they could decide, what to do with him.

5. **Will Dr Sadao be arrested on the charge of harbouring an enemy?**

Ans. Dr Sadao will be arrested on the charge of harbouring an enemy, if somebody complains against him and discloses the secret. He, on humanitarian grounds as well as professional grounds, has tended a wounded near-prisoner which was officially a serious crime. However, he did not get punished for his offence as it was revealed to anyone, expect his wife, loyal but timid servants, and a General who was too self-obsessed with his own treatment. It was sure that he would never let the doctor leave him.

6. **What will Dr Sadao do to get rid of the man?**

Ans. With the injured American's health gradually improving, Dr Sadao and Hana were in a fix as to what should be done with him. However, finally Dr Sadao will succeed to get rid of him. Their loyal servants had left them. Keeping him in their house could pose a threat to their lives as well. As Hana's impatience and distress grew, Dr Sadao revealed the matter to the General who decided to send assassins to kill the young American in his sleep. Keen on getting rid of the escaped war-prisoner, Dr Sadao agreed. However, the matter could not be resolved because the assassins never came. Dr Sadao then planned another way to get rid of him which was overpowered with sympathy and a distant gratitude towards the people he had been linked to in America. He decided to save his patient one more time. He secretly sent him to an isolated island with food, bottled water, clothes, blanket and his own flashlight on a boat from where he boarded a Korean ship to freedom and safety.

Reading with Insight

1. **There are moments in life when we have to make hard choices between our roles as private individuals and as citizens with a sense of national loyalty. Discuss with reference to the story you have just read.**

Ans. On an evening, Dr Sadao, a prominent Japanese surgeon, was standing outside his house, situated on the beach. Suddenly, he saw a man flung up out of the ocean. He ran towards him. He found that the man was an enemy soldier and was badly wounded. Being a citizen with a sense of national loyalty, Sadao thought of throwing the man back into the sea. But soon he realised his professional duty as a doctor, his sacred duty to save a dying man, if he could. He rose above his narrow prejudices and took the man into his house. In spite of open defiance from the domestic staff, he took care of the man. He knew the risk involved in harbouring an enemy, still he did not shirk away from his obligations as a doctor. Only when he felt that the man was out of danger, he told him to escape from the house.

2. **Dr Sadao was compelled by his duty as a doctor to help the enemy soldier. What made Hana, his wife, sympathetic to him in the face of open defiance from the domestic staff?**

Ans. Dr Sadao and Hana both loved their country. They didn't have any liking for the white people. They felt that Americans practiced racial prejudice. Both of them were happy that Japan was fighting against the white people. But Dr Sadao had been trained as a doctor, felt that it was his moral duty to save a dying enemy. Handing him over to the police would have meant throwing him into the jaws of death. Hence, he put aside all other considerations and respected the ethics of his profession. Hana was a woman

with a tender heart. She couldn't bear the sight of a wounded and bleeding soldier. Hence, she herself helped Sadao to carry the wounded man into the house. Sadao did not fail in his duty as a citizen either. When he had gone to visit the General, who was his patient, Sadao told him about the American in his house. The General, to prevent any problem happening to his doctor upon whom his life depended, displayed absolute unprofessional behaviour. He assumes to send goons to kill and dispose off the American. He did not have any national loyalty, despite being a General. Not reporting Sadao and the American to the authorities was a gross direction of duty.

3. How would you explain the reluctance of the soldier to leave the shelter of the doctor's home even when he knew he couldn't stay there without risk to the doctor and himself?

Ans. When the American prisoner came to consciousness, he became aware that he was saved by a Japanese family. Since America and Japan were at war, he feared that he will soon be handed over to the army. The Japanese family, however, did not hand him over to the army. Instead, they took great care of him. He knew that although he was a threat to the doctor's family, he was in safe hands. However, burdened with gratitude towards the family, he ultimately decides to comply with the escape plan of the doctor.

4. What explains the attitude of the General in the matter of the enemy soldier? Was it human consideration, lack of national loyalty, dereliction of duty or simply self-absorption?

Ans. The General's attitude was totally governed by selfish and personal interests. He was Dr Sadao's patient and did not trust anyone except him, when it came to his health. He could not take the risk of living unprotected, if the doctor was executed for treachery. He had personal assassins, whom he promised to use for killing the injured soldier. But ironically, he 'forgot' his promise to help the doctor.

5. While hatred against a member of the enemy race is justifiable, especially during wartime, what makes a human being rise above narrow prejudices?

Ans. War these days has become a way of life. The newspaper in fact is full of reports about wars between different countries, directly or indirectly. Hatred and enmity is now the way of life and sometimes, it feels that the world will soon come to an end.

However, the success of humanity is that we rise above petty prejudices and show our love towards the civilisation as a whole. Dr Sadao did the same. He did whatever he could to save the life of a man who was a war prisoner. The moment he saw the injured man, he was filled with concern. Ignoring the fact that he was an enemy, he saved him.

6. Do you think the doctor's final solution to the problem was the best possible one in the circumstances?

Ans. The doctor tried his best to save the injured soldier as a part of his duty. But the ultimate question was what to do next. It cannot be said that he betrayed his country as he told the truth to the General. However, when he noticed that the soldier was to be killed not for the benefit of the country but only to save the doctor's life, he decided to help him flee.

Dr Sadao's final decision was the best possible solution in the present circumstances. The secret that he was sheltering an enemy in his house was already out. The loyal servants of the household had gone. They knew everything. Every moment was filled with tension. So, Dr Sadao thought of a plan and discussed it with the prisoner. It was a loyal escape plan.

Dr Sadao was to make a boat ready with all the things that the prisoner would require—quilt, water, food, etc. and row to the nearby island from where a Korean fishing boat would take him. Only after sending the man in the boat, could Dr Sadao had a sound sleep.

Moreover, he had saved the man's life. How could he give him back to be killed? As a good human being and a dutiful doctor, he saw to it that the man was alright and safe. Whether he was an enemy or not did not matter.

Additional Questions

Short Answer Questions

1. Why didn't Sadao want to know anything about the white man?

Ans. He didn't want to know any details about the white man because he didn't want to become emotionally involved with him. The less he knew about the white man, the better it would have been for both, him and the white man.

2. How is Hana's perspective about the white man different from Yumi's perspective?

Ans. Hana sees the white man as a person who is in need of help and not as a nameless enemy who should be killed, as per Yumi. This point is central to the story because it talks about how all people are similar and that they should all be treated in a humane and respectful way.

3. The theme of racism is reflected in the story. Give examples.

Ans. The theme of racism is reflected in the story in several ways:

Because of the stress of Sadao's father on 'purity of race' and traditionalism, Sadao didn't start a relationship with Hana until he was sure that she "had been pure in her race".

Yumi refused to touch the American or wash him before the operation. Moreover, when he left, she "cleaned the guest room thoroughly … to get the white man's smell out of it."

Sadao has strong feelings against white people. Both Sadao and Hana felt that Americans were racists.

4. What did Dr Sadao do to help Tom escape to freedom?

Ans. Dr Sadao knew that the wounded American sailor, Tom could be arrested any time. So he decided to help him in escaping. He decided to give his private boat with food and clothes in it. He could row it to a little island not far from the coast. Nobody lived there. In this way, he could escape to freedom.

5. Why did Dr Sadao help in the escape of the American soldier? Was it an act of treachery? Can you justify his action?

Ans. Dr Sadao had given the information about the wounded American to the General. In turn, the General had promised to send assassins to kill him and get rid of the body. Sadao did wait for the General's people to arrive. In the back of his mind, he knew he was a doctor whose job was to save people. Therefore, when the authority failed, Sadao decided to help the American escape. It cannot be called an act of treachery because he had been an absolute doctor and a citizen, and more importantly, a good human being. He did not want the person, he had served, to be killed.

6. Why did the messenger come to Dr Sadao? What did Hana think about it?
[CBSE (AI) 2010]

Ans. Dr Sadao had been summoned to the palace to treat the ailing General. This relieved Hana, since she expected it to be a punishment for helping and providing refuge to an enemy. As the General was ill, he could require an operation any moment. Hana got very anxious to think about the consequences her family might have to face for harbouring an enemy soldier. When an official in uniform knocked her door, she thought that he might have come to apprehend her husband.

7. In what context does Hana remember General Takima? What does she infer?
[CBSE (AI) 2010]

Ans. While applying medicine to the young soldier, as Sadao operated on him, Hana wondered if the stories of torture of POWs were true. She then remembered how General Takima ruthlessly beat his wife. Hana deduced that if General Takima could be so cruel to his wife, he could as well be extremely cruel to a prisoner. The deep red scars on the white man's neck, confirmed her apprehension.

8. How did Dr Sadao ensure that the American soldier left his house but he himself remained safe and secure? *[CBSE Delhi 2011]*

Ans. Dr Sadao was a Japanese surgeon. After treating the American war prisoner, he informed the General as a true Japanese about the soldier. But as a doctor, he saved his life by providing him right treatment and helped him escape in the darkness of the night.

9. Why did Hana wash the wounded soldier herself? *[CBSE Delhi 2011, 2012]*

Ans. Hana, wife of Dr Sadao, washed the wounds of the American prisoner of war herself because the domestic servants refused to do it as he was from an enemy country. They all left the doctor's house.

10. How does the writer indicate that Dr Sadao's father was a very traditional and conventional man? *[CBSE Delhi 2011]*

Ans. Dr Sadao's father was a very traditional and conventional man. He believed that the islands in the distance were the stepping stones to Japan's future. He was a quiet man. He never joked or played with his son. His father was stern but cared a lot for his future. He believed in traditional and arranged marriages. He was proud of his nation and never used foreign goods. Everything in his room was made in Japan. He did not sit on a chair or sleep on a bed and rather slept on a mat.

11. What help did Dr Sadao seek from Hana while operating the wounded white man?
[CBSE Delhi 2012]

Ans. Dr Sadao asked Hana to fetch towels. He asked her to help him turn the wounded soldier. Sadao asked Hana to administer an anaesthetic to the wounded white man, if required. He also asked her to soak cotton with the anaesthetic and hold it near his nostrils.

12. What forced Dr Sadao to be impatient and irritable with his patient?
[CBSE (AI) 2010, 2013]

Ans. Sadao heard Hana vomiting in the garden. The distress and inability to go out to her at once made him impatient and irritable with his patient. He was faced with the dilemma of whether he was doing the right thing in treating the patient who had caused so much inconvenience.

13. How did Hana react when she saw a messenger at the door in official uniform? *[CBSE (F) 2013]*

Ans. The servants of the household had left in protest. Hana was working hard to do things at home, more because she was not used to working at home. When she saw the messenger in official uniform, her hands became weak and she could not breathe freely. She thought the servants must have already told the Japanese army about the enemy sheltered in their house. She felt helpless and afraid.

14. Was Dr Sadao arrested on the charge of harbouring an enemy?

Ans. No, Dr Sadao was not arrested on the charge of harbouring an enemy, since the old General himself required the services of Dr Sadao. It was the only reason for not sending Dr Sadao abroad with the troops.

15. Why does Dr Sadao mutter the words 'My friend' while treating the American prisoner of war? What is ironical about his words? *[CBSE Sample Paper 2015]*

Ans. Dr Sadao was trained to address patients as friends. Therefore, he utters the words 'My friend' while treating the American prisoner of war. However, it was ironical, since the patient was from an enemy nation.

16. What role did the American professor play in bringing Hana and Sadao together? *[CBSE (AI) 2015]*

Ans. The American professor and his wife were kind people. They were anxious to do something for their few foreign students. But their rooms were quite small, the food was very bad, the professor was a dull person and his wife was a silly talkative woman. At the professor's house, he met Hana, fell in love with her and eventually married her.

17. What was Sadao's father's dream for him? How did Sadao realise it? *[CBSE (AI) 2015]*

OR

What was his father's chief concern about Dr Sadao? *[CBSE Delhi 2016]*

Ans. Sadao's education was his father's chief concern. Dr Sadao realised it when he was sent to America at the age of 22 to learn all he could of surgery and medicine. Finally, he became an eminent surgeon and scientist. His father wanted him to serve Japan.

18. "But Sadao searching the spot of black in the twilight sea that night, had his reward". What was the reward? *[CBSE Sample Paper 2015]*

Ans. 'The reward' was the escape of the enemy. Despite all moral dilemma, Dr Sadao listens to his heart every time and takes the right decision and his wife, Hana gently follows him. At last, the General forgets to keep his promise, which gives Sadao an opportunity to reconsider his decision. He gives the soldier a boat, food, bottled water and quilts, and asks him to wait for a Korean fishing boat to escape. Dr Sadao searched the spot of black in the twilight sea that night to see if the man was still there, but there was no light. Obviously the man had gone.

19. Why was Dr Sadao not sent abroad along with the troops? *[CBSE Delhi 2016]*

Ans. The General considered Dr Sadao indispensable. He felt that his life could be saved only by him as he was very skilled. He also does not trust anyone except Dr Sadao. So Dr Sadao was not sent with troops.

20. Where, when and how did Dr Sadao meet Hana? *[CBSE Delhi 2016]*

Ans. Dr Sadao met Hana in America at a party hosted by Professor Harley for foreign students.

21. In what condition did Dr Sadao find the American soldier at the seashore? *[CBSE (AI) 2015]*

Ans. While standing outside their house, Dr Sadao and his wife saw something crawl out of the sea. They rushed and found that he was a wounded prisoner of war. He was motionless with his face in the sand. He had suffered a gun wound on the right side of his lower back which had reopened.

22. Why did Dr Sadao take the man in and save him?

Ans. Dr Sadao was a patriot to the core. The man, an American, was his enemy. Obviously, he did not want to save him. However, the man was wounded. Being a doctor, it was Sadao's sacred duty to save his life, if he could. He was trained not to let a man die, if he could help him. Obviously, Dr Sadao had to choose between his role as a private individual and as a citizen with a sense of national commitment.

Dr Sadao took the man in and operated on him. He took care of the man and kept him in his house till the prisoner was on the path of recovery.

23. Where had Dr Sadao first met his wife? What had been his initial reaction? *[CBSE (Compartment) 2018]*

Ans. Dr Sadao met his wife for the first time in America in professor Harley's house. He waited to fall in love with her as he wanted to be sure whether she was a Japanese or not.

Long Answer Questions

1. Dr Sadao was a patriotic Japanese as well as a dedicated surgeon. How could he honour both the values? *[CBSE Delhi 2015]*

OR

What impression do you form about Dr Sadao as a man and as a surgeon on your reading the chapter, 'The Enemy'? *[CBSE (AI) 2012]*

Ans. Dr Sadao was a true Japanese. He was obedient and loved the Japanese tradition and culture. He waited for his father's approval for marrying Hana, a girl he loved. He loved his family a lot.

Dr Sadao was an eminent surgeon as well as a scientist. He was the on-call doctor for the General. Sadao truly believed in his professional ethics and hence, harbours an injured prisoner of war. He faces a lot of difficulties at home from his wife and servants but still decides not to forgo his professional duties. With great risk to his life and his position in the society, he nurses him and cares for him very well. He could not let personal prejudice override his duties as a doctor. However, out of patriotism, he tells the general about the American P.O.W. in his house. He could not destroy a human creation and therefore, asks for the General's help. When the plan of the General did not materialise, he helped the prisoner escape.

2. The fog in the story, 'The Enemy' is symbolic. Elucidate.

Ans. The fog which appears soon before the American soldier shows up, symbolises Sadao and Hana's predicament and the lack of clarity concerning what they should do with the man on the beach. It might also symbolise secrecy. Considerations of safety compel them to keep the man's presence in their home a secret. They're faced with the dilemma

of whether or not to save the man's life. On the one hand, sheltering an enemy in their home, especially an enemy prisoner, could endanger the entire family. On the other hand, they feel incapable of throwing a wounded man back into the sea, where he would certainly die. For the same reason, they hesitate to turn him over to the police.

3. How did Dr Sadao overcome the difficulty that came in his way to save the wounded soldier? How did Hana help her husband?

OR

Dr Sadao faced a dilemma. Should he use his surgical skills to save the life of a wounded person or hand an escaped American P.O.W. over to the Japanese police? How did he resolve this clash of values? *[CBSE (AI) 2015]*

Ans. Dr Sadao was an expert surgeon. He was living in a house near the beach with his family. He was very generous and loyal to his country. His wife was also a sympathetic, kind, obedient and loving woman. While standing outside their house, they saw something crawl on the beach. They rushed and found that he was a wounded prisoner of war. Initially, the couple contemplated throwing the prisoner of war back into sea. But both of them did not have the heart for it. Also the prisoner would have died, if he was handed over to the police. As a doctor, Sadao was trained to save a life, if he could. Seeing him badly wounded, the doctor and his wife brought him home for treatment. It was a big risk. Even the servants were against them. Dr Sadao performed the operation and his wife stood by him and helped him every moment. There was a great risk of Dr Sadao being arrested for harbouring a prisoner of war. Being loyal to his nation, he declared everything to the General and was ready to face the consequences. The General assured to help him get rid of the man but forgot to send his men. At last, Dr Sadao arranged for a boat, food and clothing to send him to the nearby island. He suggested to the American to board a Korean fishing boat, and get away to safety.

4. What explains the attitude of the General in the matter of the enemy soldier? Was it human consideration, lack of national loyalty, dereliction of duty or simply self-absorption? *[CBSE (F) 2010; (AI) 2011]*

Ans. Dr Sadao knew that the General needed his medical assistance as he was undergoing medical treatment. So Sadao thought of taking advantage of the situation. He told the General what had happened and how he saved the enemy. He tried to make the General understand that the General is not dependent on him as a doctor, if he needed services for his treatment. But the General trusted no one but Sadao to treat him. Thinking about his personal well-being, the General now assured Sadao that no one will know of the incident about the enemy and he will arrange for the enemy to be killed in a way no one will know. But the General didn't seem to send his men to Sadao's house, so Sadao helped in the enemy's escape.

Sadao now narrated everything that happened to the General, who apologised for having failed to keep up his promise. He explained Sadao that he had taken ill so badly that he could not think of anything else. But the General now assured Sadao that in case the authorities question him in connection with the enemy, he would stand in support of him, and his action would not be considered as lack of national loyalty or dereliction of duty but as human consideration.

5. **Why did Sadao help the American soldier to escape? How did he do it?**

[*CBSE (AI) 2013*]

Ans. Dr Sadao was sheltering an enemy in his house. This was no more a secret. It was the cause of great deal of tension to his wife and him. Dr Sadao worked upon an idea to get rid of the man and discussed it with the prisoner. He decided to put his boat on shore that night, with food, bottled water and clothing plus two quilts. The man was to row to the little island not far from the coast. The island was uninhabited. The man would be safe there till a Korean fishing boat passed by. In the night, the boat was pulled down with all the provisions in it, which he had secretly purchased during the day. He even gave him a flashlight along with some instructions. If his food ran out before catching a boat, he had to signal twice, at sunset. If everything was all right and he was still there, he was to signal once.

The man escaped and Sadao had a peaceful sleep.

6. **Dr Sadao was compelled by his duty as a doctor to help the enemy soldier. What made Hana, his wife, sympathise with him in the face of open defiance from the domestic staff?** **[*CBSE (AI) 2011*]**

Ans. Dr Sadao was a Japanese surgeon. One day, he found a wounded prisoner of war of American origin on the seashore. He and his wife brought him home and tended his wounds. He came to his senses and recovered fully. But Dr Sadao faced problems and dilemma. If he treated him, he would be marked as a traitor who helped a P.O.W. who belonged to an enemy country. The domestic staff refused to nurse the soldier. Therefore, Hana, wife of Sadao, being an obedient wife, helped her husband. She helped and sympathised with the soldier in the name of humanity. The attitude of maid servants was laced with anger and prejudice towards the enemy, but Dr Sadao and his wife's attitude and feelings were of a very high level.

7. **Draw a character sketch of the old General in the lesson, 'The Enemy'.**

[*CBSE (AI) 2011*]

Ans. General Takima, being the head of the Japanese army, was more concerned about himself than the general people of his country. Dr Sadao was a surgeon. He could be a boon for the wounded soldiers during the world war. But the General asked him to stay back for himself only because he may require an operation any time. Thus, he was a selfish man. It was said that he used to hit his wife. But he was a kind man also. Though the General promised to get the P.O.W. killed, but he desisted from his plan. It is also hoped that he forgot to send the assassins to wipe out the American soldier or he was concerned with the security of the doctor and his family as the public knowledge of P.O.W. could harm them. For the General, it was very important that no harm comes to his surgeon.

8. **Why did Sadao Hoki go to America? Narrate his experiences there.**

[*CBSE (AI) 2012, 2013*]

Ans. Sadao's education was his father's chief concern. So he had been sent at twenty-two to America to learn all that could be learnt of surgery and medicine. He studied there for eight years and returned to Japan at thirty. Before his father died, Sadao had become famous not only as a surgeon, but also as a scientist.

He 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

to be superior than them. An ignorant and dirty old woman at last consented to house him in her miserable home. He found her repulsive to him even in her kindness.

One of his American Professors and his wife were kind people. They were anxious to do something for their few foreign students. But their rooms were quite small, the food was very bad, the professor was a dull person and his wife was a silly talkative woman.

9. Good human values are far above any other value system. How did Dr Sadao succeed as a doctor as well as a patriot? *[CBSE (Delhi) 2017]*

Ans. Dr Sadao had a harmonious blending of his profession and patriotism in him though he suffered from a dilemma and acted more as a doctor, after he encountered Tom, the American prisoner of war. Nationalism was ingrained in Dr Sadao and that made him return home to serve his country and marry a Japanese as his father wished him to. His own experience in America had been unpleasant because of a racial bias. However, when he found the prisoner of war and waited for a couple of days for the General's assassin to get rid of Tom, his profession had taught him to save his life and not to kill a patient. Dr Sadao withstood the discomfiture at hoe when all his servants left him, regarding him as unpatriotic. He finally decided to put Tom on a boat, with food and clothing, to row to a little island nearby and wait patiently to board a Korean fishing boat to escape. Things happened as planned, leaving Dr Sadao in a state of bewilderment as to why he saved the life of an American enemy. Perhaps, it is the doctor who dominated the patriot in him.

10. In marriage one expects complete trust and cooperation between husband and wife. How did Hana help Dr Sadao when he was in trouble? *[CBSE (F) 2017]*

Ans. Hana was an impeccable wife and stood by her husband in all his decisions. She helped Dr Sadao when he was operating upon the American. Even though she was repulsed by the wounds of the American, she stayed with her husband and played the role of a nurse. Afterwards, she nursed the American till he was healthier. They could not call for a nurse because keeping an American alive was against the law. When all the servants left them, she washed the prisoner herself.

11. Dr Sadao planned and helped the enemy soldier to escape. Comment. *[CBSE Sample Paper 2018]*

Ans. Dr Sadao told General about the American prisoner of war and he promised to send his assassins to kill him. Dr Sadao waited for three nights. When no one turned, then he decided to help him. He gave him his Japanese clothes, boat and food. He instructed him that he would row his boat to the little island. There he would have a Korean fishing boat. He arranged everything for the prisoner. He told him that if he ran short of food, he would flash two signals when the sun sets. If he was alright and was on the island, he would flash one. So, the white soldier safely boarded the Korean fishing boat. This way, Dr Sadao planned and helped the enemy soldier to escape safely.

12. The servants of Sadao and Hana reflect a particular mindset of the general public in society towards the thinking and broad-minded human beings. Elaborate with the help of the story, 'The Enemy'. *[CBSE Sample Paper 2019]*

Ans. The servants of Sadao and Hana reflected a particular mindset of the general public in society towards the thinking and broad-minded human beings. They were openly defiant to the fact that Dr Sadao had decided to give shelter to an enemy. They suspected Dr Sadao as he lived in America so he might have sympathy for all Americans. The

servants, especially the gardener quoted that Dr Sadao had acted against the nature. They decided to quit, and leave. The cook too was most contemptuous of the fact that their master was so proud of his skills to save life that he could save any person's life even though he was their enemy. They acted like any normal patriot and like the general public of the society.

Self-Assessment Test

Short Answer Questions

1. What plan did the General suggest to get rid of the enemy?
2. Why did the servants leave? Do you justify their actions? Explain.
3. How was Sadao's relationship with his father? Cite examples.
4. What is the theme of the story, 'The Enemy'? How does it relate to you?
5. What would you do if you were in Sadao and Hana's situation? Explain.
6. "The man was on his hands and knees crawling." Write two things that you know about the man who was washed up on the beach.
7. Where and when does the story take place?

Long Answer Questions

1. Sadao decides to treat Tom as a human being rather than an enemy. What changes does this viewpoint bring about in his behaviour towards Tom? How does it affect Hana? How does it change the attitude of the servants towards them?
2. "If all the Japanese were like you, there wouldn't have been a war", said Tom. Justify his statement.
3. Despite bias, Sadao rises above his prejudices to save a person's life. Why is it important for us to become tolerant as a society?

SHOULD WIZARD HIT MOMMY?

—John Updike

5

Introduction

This story deals with a child's view of the world and the difficult moral questions she raises during the story session with her father. Jack (Joanne's father) had become accustomed to, or putting it more precisely, obligated to telling stories out of his head to his daughter Joanne during the evenings and Saturday afternoons. This tradition itself was now two years old and Joanne had been two when it started. These stories were almost the same except for some slight variations. It started with a creature usually named Roger (Roger fish, Roger squirrel, Roger chipmunk), who had some problem and went with it to the wise owl. The owl directed him to go to the wizard, who would solve his problem in exchange for a few pennies more than the creature had and in the same breath would direct the creature to go to a place where he could find it. Then, the Roger creature would be happy and would return home just in time to hear the train whistle that brought his daddy home from Boston.

Theme

The main theme of this story is the relation of children with their parents. Children's fantasies and the messages of stories they bring with them affect children and sometimes, make them critical.

Main Characters

Jack

He is the protagonist of the story. He is a married man. His wife, Clare is pregnant and they have a four-year-old daughter, Jo and a two-year-old son, Bobby.

Jo

She is Jack and Clare's four-year-old daughter. She is a growing girl. As she is growing, she has begun to contradict things.

Roger Skunk

Roger Skunk is the protagonist of the story that Jack narrates to Jo. He is bullied for his foul Skunk smell. He wants nothing more than to play with the other animals.

Summary

The story, "Should Wizard Hit Mommy?" written by John Updike, revolves around the conflicting views of a child and a parent on the child's future. Parents express their own expectations. They desire that their children should grow up as per their expectations. However, children have their own ambitions and aspirations.

Jack used to tell his little daughter Jo bedtime stories. When she grew a little older, she began to ask a number of questions. For some time, Jack was not able to invent new stories. Thus, the basic story was the same but its hero changed. The hero, a small animal known as Roger meets an owl with its problem. The owl directs Roger to the wizard. The wizard solved the problem with his magic wand. Roger felt good. He played along with animals of the woodland. But when his father used to come back, he went back home to eat supper with him. Jo feels happy with this ending.

Later, her father told the story of a little animal called Roger Skunk. Just like other heroes of his stories, even Skunk has a problem. He used to smell awfully bad. The wizard made him smell like roses, and little animals liked him and played with him. Jo was again happy. However, Skunk's mother wanted Skunk to get back his original smell. She took him back to the wizard. The wizard again made Skunk smell as awful as ever. Skunk's mother was happy. However, Jo was not happy. She desired that the wizard should hit the stupid mother. However, Jack defended the mother's action.

Answers to NCERT Questions

Read and Find out

1. Who is Jo? How does she respond to her father's story-telling?

Ans. Jo was a four-year-old, who loved listening to her father's stories. Jo would be immensely engrossed in the story. She liked the way her father told the story, particularly the dramatisation and the various gestures and voice modulations. The whole story would unfold slowly in front of her and the characters would come alive. She would twitch and twist in delight and feel upset when the character was upset. She loved the predictability in her father's stories.

2. What possible plot line could the story continue with?

Ans. From the perspective of Jo, the story should have ended with a happy note of Roger Skunk getting rid of the foul smell forever and being able to play with all other children. However, from the perspective of Jack, the story may not have such an innocent fairy tale ending. In the process of story telling, it was evident that Jack got nostalgic about his own childhood and his mother. Thus, he brought in his own perspective. His sense of belongingness to his mother and his experience of dealing with reality resulted in a mature and compromising end, where the reality limited the scope of fiction. As he associated himself with Roger Skunk of his story, he avoided getting into the problematic situation of identity crisis and of blaming his mother.

3. What do you think was Jo's problem?

Ans. Little Jo was accustomed to the happy ending of the stories of Roger, where the wizard was helpful to him in fulfilling his wish. At the request of Roger Skunk, the wizard had changed his awful smell to that of the roses. Other small animals liked it and played with Roger Skunk happily. She could not digest the ending of the extended story where Roger Skunk's mother hit the wizard on the head and forced him to change Skunk's smell to the earlier foul one. Jo insisted that her father should tell her the same story again the next day with changed ending. She wanted the wizard to hit that unreasonable mommy and leave Roger Skunk emitting the pleasant smell of roses. She could not digest the harsh realities of life.

Reading with Insight

1. What is the moral issue that the story raises? *[CBSE Delhi 2007]*

Ans. The moral issue of the story is the conflict between two generations on what is right. It is about whether a child or an adult decides the future of a child. Is it ok for an adult to take all the decisions on behalf of a child or would it kill the curiosity and the will of the child to learn?

2. How does Jo want the story to end and why?

[CBSE 2009, 2011; (AI) 2012, Delhi (AI) 2016]

Ans. In Jack's story, the protagonist, Roger Skunk, is shown as an obedient child. He meekly goes with his mother to get his previous smell back. This was against his wishes and he would have rather wished the smell of roses, since it would have enabled him to have friends to play with. Jo is a child and from a child's perspective, playing with friends is very important. Therefore, she wanted it to end with Roger Skunk smelling like roses and being able to play with his friends. She also wanted the wizard to hit the mother.

3. Why does Jack insist that it was the wizard that was hit and not the mother?

Ans. Jack has the typical parental attitude. He is of the opinion that the parents know what is the best for their children. He asserts the parental authority to stifle her objections and amendments to the story of the foul smelling Skunk related by him. He defends the attitude of Roger Skunk's mother. She does not approve of the unnatural, unskunk like smell that Roger has. She calls the sweet smell of the roses an awful smell. Earlier, the little Skunk smelled the way a little Skunk should. She wants the natural characteristic – the foul smell – restored. He says that she knew what is right. Secondly, the little Skunk loved his mommy more than he loved all the other animals. That is why, he took his mommy to the wizard. She hit the wizard and forced him to change the smell of roses to his earlier bad odour. He is insisting on this ending to emphasise the concern of the parents for children and their role in bringing them up on proper lines.

4. What makes Jack feel caught in an ugly middle position?

Ans. Jack could not decide what was right. Do parents have the right to decide about the future of their children? Or should the children be allowed to decide their own career?

When his pregnant wife wants his attention and his daughter also wants him, he is torn between the two. He is also torn between the imaginative world (of the various Rogers and their problems; the owl and the wizard) that he has created for his daughter and the real world full of responsibilities.

5. What is your stance regarding the two endings to the Roger Skunk's story?

Ans. In Jack's story, the protagonist, Roger Skunk, is shown as an obedient young one. He meekly goes with his mother to get his original smell back. This was against his wishes and he would have rather wished the smell of roses, since it would have enabled him to have friends to play with.

Jo is a child and from a child's perspective, playing with friends is very important. Therefore, she wanted it to end it with Roger Skunk smelling like roses and being able to play with his friends. She also wanted the wizard to hit the mother.

Jo's story is more to do with poetic justice, where all wishes are fulfilled and everyone is happy.

Jack's story talks about how the world is full of individual differences and how important it is to preserve one's identity. It also shows parents in the limelight rather than the child. Jack's story stresses on the importance of parents knowing what is good or bad for the child, irrespective of what the child feels. It also looks at the philosophical aspect of accepting life with all its good and bad aspects.

6. Why is an adult's perspective on life different from that of a child's?

[CBSE Delhi 2007]

Ans. The story, "Should Wizard Hit Mommy?" written by John Updike, revolves around the conflicting views of a child and a parent on the child's future. Parents express their own expectations. They desire that their children should grow up as per their expectations. However, children have their own ambitions and aspirations.

Jack used to tell bedtime stories to his little daughter Jo. When she grew a little older, she asked a number of questions. For some time, Jack was not able to invent new stories. Thus, the basic story was the same, but its hero changed. The hero, a small animal known as Roger, meets a wizard. The wizard solved the problem with his magic wand. Roger felt good. He played along with animals of the woodland. But when his father used to come back, he went back home to have supper with him. Jo feels happy with this ending.

Later, her father told the story of a little animal called Roger Skunk. Just like other heroes of his stories, even Skunk has a problem. He used to smell awfully bad. The wizard made him smell like roses, and little animals began to like him and played with him. Jo was again happy. However, Skunk's mother wanted Skunk to smell as he used to smell. She took him back to the wizard. The wizard again made Skunk smell as awful as ever. Skunk's mother was happy. However, Jo was not happy. She desired that wizard should hit the stupid mother. However, Jack defended the mother's action.

The story, thus, tells us the difference in the perspectives of adults and that of children. Adults normally accept things as they exist. They do not have the zeal to change the way they live. But children have ideals, are progressive and they desire to pursue their ideals.

Additional Questions

Short Answer Questions

1. Why did Roger Skunk go in search of the wizard? *[CBSE SQP 2008]*

OR

Why did Roger Skunk go to the wizard? *[CBSE Sample Paper 2015]*

Ans. Roger Skunk had no friends to play with, since he smelled very bad. Everybody made fun of him. This upset him. He went to the owl to ask for help, who directed him to the wizard.

2. How did the Skunk's mother get Roger Skunk's old smell back? *[CBSE Delhi 2008]*

Ans. Roger Skunk's mother went to the wizard and hit him on his head and asked him to give back Roger Skunk's smell. The wizard obliged and gave the baby skunk's smell back.

3. What help did Roger Skunk get from the wizard? *[CBSE Delhi 2008C, 2009, 2012]*

Ans. The wizard helped Roger Skunk by casting a spell on him, which made him smell like roses. This helped Roger Skunk get friends to play with and made him happy.

4. Why did Jo disapprove of Jack's ending of the story of Roger Skunk? How did she want it to end? *[CBSE Delhi 2009; (AI) 2011C]*

Ans. In Jack's story, the protagonist, Roger Skunk, is shown as an obedient child. He meekly goes with his mother to get his previous smell back. This was against his wishes and he would have rather wished the smell of roses, since it would have enabled him to have friends to play with. Jo is a child and from a child's perspective, playing with friends is very important. Therefore, she wanted it to end it with Roger Skunk smelling like roses and being able to play with his friends. She also wanted the wizard to hit the mother.

5. What impression do you form of Jack as a father in the story, 'Should Wizard Hit Mommy?' *[CBSE Delhi 2009]*

Ans. Jack is portrayed as a loving father, who loves telling stories to his four-year-old daughter, Jo. He brings in the dramatic element in his otherwise lame and boring story by using a lot of gestures and dramatic voices. This thrills his daughter, which eventually thrills him. Everything is fine till one day his daughter starts questioning his stories. She views each statement that her father makes with a critical eye and has a lot of questions. Instead of pacifying her by answering her questions, Jack tried to enforce his views on her. Therefore, we can say that Jack is loving and responsible but slightly an immature father.

6. Why did Jo think Roger Skunk was better off with the new smell? *[CBSE Delhi 2010]*

Ans. Jo thought about Roger Skunk and his wish to smell better in order to play with his friends from a child's perspective. For her, it was important that wishes are fulfilled, and a wish of being able to play was foremost.

7. Why was Roger Skunk's mummy angry with him? What did she finally tell him? *[CBSE Delhi 2010]*

Ans. Roger Skunk's mother was angry with him since he no longer smelled the way all skunks smelled. Though the other animals felt it to be a stink, for her it was an identity. Finally, she asked Roger Skunk to go along with her to the wizard to revoke the spell.

8. How did Roger Skunk pay the wizard? *[CBSE (AI) 2010]*

Ans. Roger Skunk only had four shillings to pay the wizard. The wizard wanted seven shillings. On seeing Roger Skunk's sad face, the wizard takes pity on him and directs him for the remaining three shillings. Roger Skunk goes in search of them and eventually pays the wizard the money.

9. What did Jo want Roger Skunk's mother to be punished for? *[CBSE Sample Paper 2015]*

Ans. Jo believed that the mother was insensitive, cruel and unfair. Roger Skunk's mother didn't let him retain the smell of roses which he had got from the wizard. It would have helped him make friends.

10. Which do you think is a better ending of Roger Skunk's story, Jo's or her father's? Why? *[CBSE Delhi 2015]*

Ans. A better ending of Roger Skunk's story would have been Jo's—for Roger Skunk to smell like roses forever. The mother need not have interfered in the matter. Roger Skunk would have, over a period of time, understood himself whether it was right or wrong. I believe that Jo's idea of the wizard hitting the mother is wrong, just like it was wrong on the part of the mother to hit the wizard.

11. What was the basic plot of each story told by Jack? *[CBSE (Delhi) SET I 2017]*

Ans. The basic plot of the Jack's story was about a small creature, named Roger, who had a problem and he went to a wise owl to solve it. The owl guided him to a wizard, who found the solution after asking for more money than Roger had but he told Roger where to find the money. All the stories had a happy ending with Roger's father coming home to Boston.

12. Having got rid of his stink, what problem did Roger Skunk face? *[CBSE (Delhi) SET II 2017]*

Ans. Roger Skunk's smell of roses was not liked by his mother. She wanted to know who had changed his original smell. She went to the wizard with an umbrella and hit the wizard right over his head. Roger Skunk then was given back his former smell.

13. What problem did Roger Skunk face when he went to play with his friends? How did he solve it? *[CBSE (Delhi) SET III 2017]*

Ans. Roger Skunk smelt so bad that none of the other woodland creatures would play with him. They would make fun of him and call him 'Roger stinky skunk' and run away. He would just stand there alone and cry. He went to the owl, sitting on a big tree and was asked to go to the wizard's house near a river. On his request, his smell was changed into that of roses.

14. What is mother Skunk's role in the story? *[CBSE (AI) 2017]*

Ans. Mother Skunk is there to make Roger realise the importance of originality, individuality and identity. Roger Skunk is not to be ashamed of his natural attributes. She is also a decisive and protective parent, who does not hesitate to hit the wizard on his head for this reason.

15. Give an example to show that Jo was a sensitive child. *[CBSE (F) 2017]*

Ans. When Jo's father started telling how all the other animals used to tease Roger Skunk and would run away leaving him alone, Jo felt the pain felt by Roger Skunk and became sad and tears rolled down from her eyes.

16. What story did Jo want to hear the next day and why? What was father's reaction to it? *[CBSE Sample Paper 2019]*

Ans. Jo wanted to listen that wizard hits the mommy straight into the middle of her head because Jo, being a four-year-old girl, always lived in a rose-tinted world. For the wizard, mommy is not a good mommy, who is hitting the wizard for changing his smell. Jack's reaction was one of the disdains. He was in a dilemma what to do.

Long Answer Questions

1. Roger Skunk's mother hit the wizard on his head. Do you think it was right on her part to do so? Should the wizard hit Roger Skunk's mother?

Ans. Roger Skunk's mother was angry at the wizard for changing the smell of her young one. The smell was what made a skunk different from the other animals. In fact, this was what created the individuality which she was so proud of. For her, it was more important to retain that individual characteristic rather than having friends. So when the wizard changed Roger Skunk's smell into the beautiful smell of roses, it made her very angry. In her anger and without waiting for any justification from her son, she marched towards the wizard's house, hit him on his head and demanded the young Skunk to be given back its smell.

In my opinion, it was wrong on the part of Roger Skunk's mother to hit the wizard, since the wizard did not force Roger to change his smell and was in fact abiding by his wishes, trying to make him happy. Instead of checking up on the reason, she went and hit, which I believe was absolutely wrong. She could have instead talked and sorted it out with him.

No, it would be wrong for the wizard to hit Roger Skunk's mother. First, her actions were a result of her love for her young one. Second, hitting in response would have only made it a bigger issue and then there would have been no end to the whole thing.

2. Draw the character sketch of Jack.

Ans. Jack is the protagonist of the story, 'Should Wizard Hit Mommy?' This story examines the issue of parenting, the adult tendency to suppress the curiosity of a child and the belief that the viewpoint of the adult represents the only valid one. Jack is conscious of his duties as a father and husband. He had been telling stories to his daughter Jo since she was two years old, before her Saturday and evening naps, but now two and a half years later, he was fatigued and confused by her constant questioning, pointing out errors (Roger fish instead of skunk), asking for clarifications and suggesting alternatives. He has the typical parental attitude and opinion that parents know what is best for their children and stifles her objections and amendments shown by his defending the skunk's mother (and indirectly his own). Jack feels caught in an ugly middle position physically, emotionally and mentally. He did not like women to take anything for granted, to the extent that he extends the story, changing the ending, giving it the face that he wants to. Jack is someone who is not used to his authority being questioned and so is confused by Jo's questioning. Though a loving parent, he finds it hard to accept the fact that Jo now has a mind of her own. His insensitivity and impatience comes across in his dealings with his daughter, and the fact that an adult's viewpoint is different from a child's perspective.

3. Why does Jo want that the wizard should hit the mommy? Does her stand reflect a child's perspective on life? What is your choice?

Ans. Children look at the world from a different perspective. They look at people and things quite differently than the way adults do. Their perspective on life reflects simplicity and innocence. Jo has deep sympathy for Roger Skunk. Roger's bad smell kept all little animals away from him. The little Skunk stood alone and wept. The wizard made Roger smell of roses which made him very happy. Other little animals were now attracted towards him. They now played and danced with him.

Jo's main anger is against the Roger Skunk's stupid mommy. It was she who forced the wizard to make Roger Skunk smell very bad again. The hero of the story is always a role model for children. The tender-hearted Jo is shocked at the attitude of the 'stupid' mommy. She wants Roger's mommy to be punished. The wizard must hit on her head hard with his magic wand.

I think Roger's mother doesn't deserve such a bad punishment. For her, Roger must smell like her young one. She is shocked when he starts smelling of roses. A mother always loves her child. His complexion and smell don't count for her at all. Her love transcends all such minor things.

4. Do you think Jack shared an affinity with Roger Skunk? Explain.

[CBSE Sample Paper 2016]

Ans. No, Jack did not share any affinity with Roger Skunk. Jo's constant question and her non acceptance of Jack's ending of the story appears to be a threat to his authority. He believes that adults know best! Jack feels threatened by Jo's attitude and when he finds that she is restless after he has come downstairs, he uses the ultimate weapon of adult authority—does she want him to spank her, he asks. He is reminded of his own upbringing. He was told that Mother is always right. So, the message is clear—adults know best. He tries to enforce his views on her. He has the typical parental attitude and opinion that parents know what is best for their children and stifles her objections and amendments shown by his defending the Skunk's mother (and indirectly his own).

5. What made Jack realise that his custom of telling a story was turning futile?

Ans. Jack had been telling bedtime stories and Saturday naptime stories since his daughter, Jo was two. Now, she was four. All these years, she never questioned anything and would go off to sleep listening to the story. Through his stories, he also wanted to inculcate his values in her and this included not questioning anything. However, Jo had started questioning everything. Now, she questioned not only the story but also every statement that her parents made. She had also developed a critical eye for the things. All this made Jack realise that his custom of story-telling was turning futile.

6. At the end of the story-telling session, why does Jack consider himself 'caught in an ugly middle position'? ***[CBSE Paper 2018]***

Ans. Jack was in the habit of telling stories to his child Joanne during the evenings and on Saturday afternoons. The story on that particular day was about Roger Skunk, who is shown to be a meek and obedient child. According to the story, Skunk, who smelt dirty, was transformed by a wizard who makes him smell like roses. Mother Skunk is livid, she goes to the wizard, slaps him, and orders him to restore the smell of her child. Joanne did not approve of the ending. It was for the first time that she was opposing her father. That is why, Jack considers himself 'caught in an ugly middle position'.

7. How does Jo show her independent thinking in the story, 'Should Wizard Hit Mommy'? *[CBSE (Compartment) 2018]*

Ans. Jo shows her interest in the story right from the beginning. When he selected the 'Skunk', she reminded of the creature taught them in the school. She interrupts the normal rhythm of the story asking questions and pacifying her queries. She gives her independent thinking specially when Jo gives the ending to the story. Being a child of four years old, she thinks that 'Mommy' is protective always but when she beats the wizard, who solved the problem of the Skunk by changing him in rose smell, she becomes infuriated and her individual thinking forces her to argue with her father to change the story. Her individuality says that what children demand should be done as children are away from harsh reality. Her independent thinking makes the father disturbed because she lives in a 'rose-tinted world'. That's why, she insisted wizard should hit the mommy.

Self-Assessment Test

Short Answer Questions

1. What was Roger Skunk's problem? How did he get rid of it?
2. Why did the woodland creatures avoid Roger Skunk? How did this affect Roger Skunk?
3. How was Jo affected by Jack's story-telling?
4. 'This was a new phase, just this last month, a reality phase.' Explain with reference to the story, 'Should Wizard Hit Mommy?'
5. Why does mother Skunk hug and pat Roger Skunk?
6. How was Jack's story of Roger Skunk different from his other stories?
7. Why did Jack begin to find the story-telling ritual a chore?

Long Answer Questions

1. 'That was a stupid mommy.' Explain with reference to the story, 'Should Wizard Hit Mommy?'
2. Jack's handling of the ending of his story, projects him as a bad father. Justify.
3. How does Jack justify Roger's mother? Why does he do so?

6

ON THE FACE OF IT

—Susan Hill

Introduction

The play is about the friendship between an old man and a young boy who is withdrawn and defiant. Both of them had some physical impairment, but the outlook of each of them towards life in general and people in particular was very different. The old man had a positive outlook towards life, whereas the young boy with the scarred face had become withdrawn and pessimistic.

Theme

The play, "On the Face of It" brings out the idea that the people who have any handicap/ physical impairment of some kind, generally suffer from a sense of loneliness and mental pain. It also talks about how appearances are deceptive and most often, we go on dealing with impressions and prejudices about others without caring to know about them actually.

Main Characters

Derry

Withdrawn and defiant; bitter towards the world; lonely and pessimistic; cares too much about his disability and hates it when people stare or pity him.

Mr Lamb

Optimistic; lonely but happy; does not care too much about his disability and has learnt to accept it.

Summary

The play entitled, "On the Face of It" written by Susan Hill deals with the issue of the disabled people. It does not deal with actual pain or inconvenience due to a physical impairment which distresses a disabled person. It rather deals with the behaviour of the people all around him. People discard the disabled person as a useless limb and refuse to accept him as a part and parcel of society. It makes him feel alienated from the human society and he wants to live in seclusion.

The play has two disabled persons, Derry, a young lad of fourteen who bears a burnt face, and Mr Lamb, an old man with a tin leg. Derry is quite withdrawn and defiant. He, by chance meets Mr Lamb in his garden. The old man devises ways and means to overcome his feelings

of isolation and disappointment. He even helps the boy to come out of his seclusion and infuses in him the courage and determination to live on successfully in this world without bothering about what others say or feel about him.

Answers to NCERT Questions

Read and Find out

1. Who is Mr Lamb? How does Derry get into his garden?

Ans. Mr Lamb is an old man. Probably, he had served in the army where one of his legs was blown off in the war. Now, he has a tin leg. He stays in a big house and has a garden. He even keeps the gate of his garden open. Everyone is welcome in his garden. Most of his time is spent in reading books or sitting in the garden.

Mr Lamb has adjusted himself with his physical impairment, and had rather got over it with the passage of time. He has learnt how to keep himself steady on the ladder while plucking apples from the branches. Children call him 'Lamey-Lamb' when he goes down the street but he is undisturbed, taking it as fun. Thus, they are not afraid of him. They come into his garden for apples and pears. So, Mr Lamb has a jolly good time.

Derry gets into his garden by climbing the wall even though the gate is open. Perhaps, he does not want to be noticed by the people while entering through the gate.

2. Do you think all this will change Derry's attitude towards Mr Lamb?

Ans. Before coming into contact with Mr Lamb, Derry showed signs of loneliness and disillusionment. He felt alienated due to the behaviour of the people. Initially, he thought Mr Lamb was like other people, so he drew back from him. But he found Mr Lamb to be different from others. Mr Lamb said peculiar things which Derry was unable to comprehend, yet he felt that these things did matter. Mr Lamb was able to inspire in him self-confidence and the determination to overcome his physical impairment. Derry, who regarded Mr Lamb as a crazy old man, initially was filled with love and admiration for him towards the end of the play. This is quite obvious as he wept over the death of Mr Lamb.

Reading with Insight

1. What is it that draws Derry towards Mr Lamb inspite of himself? [*CBSE (AI) 2009*]

Ans. Mr Lamb boosted Derry's morale through his talk. He made him realise that there was more to life than being stuck on with a handicap or a burnt face. The ridicule of the people did not matter. Life is a challenge and one should face it. It is important to move on in life and have a positive attitude in life. We should not be affected by the petty prejudices and reaction of other individuals.

2. In which section of the play does Mr Lamb display signs of loneliness and disappointment? What are the ways in which Mr Lamb tries to overcome these feelings?

Ans. At the end of the play, Mr Lamb shows signs of loneliness and disillusionment. Derry desires to go back home otherwise his mother would be worried. However, he promises to come back. Left isolated, Mr Lamb says to himself, "We all know. I'll come back. They never do, though. Not them. Never do come back." We discover Mr Lamb showing

signs of loneliness and disappointment. However, these feelings do not overpower him. He has evolved certain ways to overcome his feelings. He has reconciled himself to live with his physical impairment. He has accepted the reality of having a tin leg. Thus, he doesn't get disturbed when children call him 'Lamey-Lamb'. Instead, he feels amused and regards it as a game. Likewise, he spends time by sitting in his garden or reading books. The gate of his garden is always open. Children could come there for apples, pears and toffees. Everyone who wanted to come to his garden was welcome.

3. The actual pain or inconvenience caused by a physical impairment is often much less than the sense of alienation felt by the person with disabilities. What is the kind of behaviour that the person expects from others?

Ans. A disabled person is regarded as an outcaste. People do sympathise with him. However, they are not accepted in the mainstream life. The disabled person feels alienated from the society. The feeling of alienation is truly more depressing than the actual pain or inconvenience as a result of physical impairment. A physically impaired person wants others to regard him as a human being and not as an object of pity. He does not like others to be overprotective towards him. He does not even want any special treatment. He puts in extra labour to make up for his physical impairment. He even expects people to provide him an opportunity to explore and prove his worth rather than just discarding him as a useless person.

4. Will Derry get back to his old seclusion or will Mr Lamb's brief association effect a change in the kind of life he will lead in the future? ***[CBSE Delhi 2009C]***

Ans. Mr Lamb's brief link with Derry was a turning point in the life of Derry. Before meeting Mr Lamb, he led a secluded life due to the behaviour of the people. People would get horrified and withdraw as they looked at his burnt face. So he began to avoid people and lived in seclusion. He came to Mr Lamb's garden stealthily by climbing the walls even though the gate was open as he did not like to be seen by people. Over there, he came in contact with Mr Lamb, who like him, was physically impaired. Mr Lamb had a tin leg as the real one was blown off in the war. Mr Lamb who was like him had inspired Derry to face the world inspite of his physical impairment. Instead of brooding over his burnt face, he should regard himself lucky that he had got two arms, two legs, and eyes and ears, a tongue and a brain. If he set a goal to do something, his burnt face would not stand in the way and he could do even better than all others. So Mr Lamb infused a new spirit and zest of life in Derry who now got a new meaning to his life. This was evident from the fact that he went back to Mr Lamb's garden despite stiff resistance from his mother.

Additional Questions

Short Answer Questions

1. How does Mr Lamb keep himself busy when it is a bit cool? ***[CBSE Delhi 2012]***

Ans. Mr Lamb collects crab apples and makes jelly out of them, when it is cooler. He leaves his gates open to welcome whoever wishes to come into the garden.

2. Why does Derry tell Mr Lamb that he is afraid of seeing himself in the mirror in the story, 'On the Face of It'? *[CBSE (AI) 2007]*

Ans. Derry's face had become scarred due to acid burns. This terrified him and brought in bad memories of the incident. In order to avoid them, he avoided seeing himself in the mirror.

3. Mr Lamb's advice to Derry was the product of his goodness of heart or to befriend him to overcome his loneliness. Give reason.

Ans. Mr Lamb genuinely liked Derry and wanted him to overcome his inhibitions towards life. He did not want the boy to suffer and have a poor self-esteem because he had a burnt face. He gave his example only for him to understand what can be done to overcome loneliness and to make him understand that a disability should not stop one from enjoying life.

4. People are insensitive to those who have disabilities. Give instances from the story, 'On the Face of It'.

Ans. People generally pity the handicapped or react with disgust when they see them. For instance, people would stare at the burnt face of Derry and comment on it. He even heard two women commenting, looking at his face that only a mother could love a person with such a face. Even his own family was worried about his future. Similarly, Mr Lamb was also stared at by people, and children even called him Lamey-Lamb.

5. How does Mr Lamb try to remove the baseless fears of Derry? *[CBSE (AI) 2008]*

Ans. Mr Lamb gave confidence and courage to Derry. He suggested that Derry should get over his physical impairment instead of brooding over his burnt face. He told Derry that he still has two hands, legs, eyes, a tongue and a brain, and if he puts them to right use by setting his mind to it, he can get on better than all the rest.

6. What did Derry's mother think of Mr Lamb? *[CBSE (AI) 2009]*

Ans. Derry's mother did not have a good impression of Mr Lamb. She thought he was not a good man. She did not want Derry to associate with him in any way.

7. What consolation did people give when they saw his acid burnt face? *[CBSE Delhi 2010]*

Ans. Derry's face was burnt by acid on one side. When people looked at his face, they drew back in horror. They pretended to show sympathy as if he was an object.

8. Mr Lamb told Derry the story of a man who hid himself in his room. Why did the man do so and with what result? *[CBSE (AI) 2010]*

Ans. The man was afraid of everything. He felt that he would die if he went out and so he hid himself in a room. In the end, a picture fell off the wall on his head and killed him.

9. Why does Mr Lamb leave his gate always open? *[CBSE (AI) 2011]*

Ans. Mr Lamb leaves his gate always open to welcome children. He did not have his own children. He has an apple orchard. He offered them apples and its jelly.

10. What peculiar things does Derry notice about the old man, Lamb? *[CBSE (AI) 2012]*

Ans. Unlike the other people, who were horrified on looking at Derry, Mr Lamb did not show any dislike or horror at the way Derry looked. This surprised him. He also found it strange that even though the man himself was handicapped, he lived happily. He had a zest for life and encouraged him in ways no one had. He made him aware of his strengths and the importance of not pitying oneself.

11. If you were to give a different ending to the story 'On the Face of It', how would you end it? *[CBSE (AI) 2013]*

Ans. The story could end on a happy note. In another ending, Derry sees Mr Lamb on the ground, rushes to him and sees that he is hurt. He rushes for help and is finally able to get some help in order to revive the old man. Mr Lamb is happy to see that Derry had overcome his inhibitions and rushed to bring help for him. In the next spring season, not only Derry and Mr Lamb, but other children are also seen in Mr Lamb's garden, happy and collecting crab apples together.

12. How does Derry interpret the fairy tale 'Beauty and the Beast'? What does he feel about himself? *[CBSE (F) 2013]*

Ans. Derry knows that the theme of the fairy tale is to love inner beauty of a person, irrespective of the outside appearances. However, Derry thinks it to be all a farce. He finds the whole idea of transformation into a prince, unrealistic. He is very pessimistic and fears that he would have to live alone for the rest of his life.

In his fight with the world, he has forgotten to appreciate and love himself. He has forgotten that appearances are secondary.

13. How does Mr Lamb react when Derry enters his garden? *[CBSE (AI) 2017]*

Ans. Lamb is an open-minded man. His broadmindedness makes him welcome Derry to his garden. As he stays alone, Lamb is happy to get someone to talk to in his loneliness. He treats Derry as his friend and speaks freely with him.

14. What kind of garden does Mr Lamb have? Why does he like it? *[CBSE (AI) 2017]*

Ans. The garden of Mr Lamb was unkempt. There were both plants and weeds present. There were crab apple trees with golden and orange ripe apples ready for plucking. There were beehives too. The gate remained open as everyone was welcomed to give solace to him in his loneliness. He enjoyed the warm sunshine and nature there.

15. How do people react to Derry's face? *[CBSE (F) SET II 2017]*

Ans. When people see Derry's face, they pity on him. They say that it is the ugliest thing they have seen and run away from him. They don't wish to speak to him or be friends with him.

16. How do people console Derry when they look at his face? *[CBSE (F) SET III 2017]*

Ans. People used to console Derry by saying that it is not how you look, but it is how you are inside that matters. Handsome is as handsome does. They used to tell him about the fairy tale, 'Beauty and the Beast' that how when beauty kissed the beast, he turned into a handsome prince.

17. Why does Mr Lamb say, "So you are not lost, are you? Not altogether?" *[CBSE Sample Paper 2018]*

Ans. Mr Lamb says so in order to make Derry feel that his thinking is not negative when he says that he likes the raindrops on the roof. He says so because Derry always hates people and has lost faith in people. Mr Lamb further comments that some humanness is still left.

18. Why does Derry's mother not want him to go back to visit Mr Lamb? *[CBSE Paper 2018]*

Ans. Derry's mother did not want her son to interact with Mr Lamb, or go back to his house because he was new to the place and nobody had any information about his personal

and private life. On the contrary, people were heard to be making adverse remarks about Mr Lamb. Lamb was leading a lonely life with no contact with the outside world. Children used to tease him and call him Lamey-Lamb because he was handicapped. The worried mother, therefore, thought that it would not be in the interest of her child to befriend the stranger.

Long Answer Questions

1. **Do you think Mr Lamb leaves Derry with a positive frame of mind in the end? Mr Lamb dies but leaves his spirit behind.**

OR

Describe how Mr Lamb and Derry's conversation bring about a change in the views of Derry, towards life.

OR

What benefits did Derry reap from his associations with Mr Lamb? [*CBSE Delhi 2014*]

Ans. The interaction between Derry and Mr Lamb had been short but the impact on Derry was very powerful. Mr Lamb tried to show Derry that life is much more than his obsession with his disability. It is good to know one's limitations but limiting oneself because of the limitations is wrong. To prove his point, Mr Lamb gave example of other people's lives and also his own. He wanted to show that disability is not in the body but in the mind and the moment it engulfs the mind, one loses out on oneself.

Mr Lamb does not ask Derry the reason behind his disfigured face, something which everyone else had done. Mr Lamb's apparent disregard for his own disability also amazes him. For someone who was fixated with his own disability and who had in fact started pitying himself, it was a shock. Mr Lamb, without overtly advising him, through his actions and behaviour, his benevolent nature and through his optimistic attitude towards life, made Derry realise that there is more to life than being forever concerned with oneself. The old man instilled a new hope in Derry to live life on his own terms.

2. **How did Mr Lamb's meeting with Derry become a turning point in Derry's life?** [*CBSE Delhi 2008; CBSE (AI) 2011*]

OR

Derry sneaked into Mr Lamb's garden and it became a turning point in his life. Comment. [*CBSE Delhi 2016*]

Ans. Mr Lamb turned Derry into a confident boy from a self-pitying one. Both were physically handicapped but had a different outlook towards life. Derry had a pessimistic attitude and felt that life cannot be lived happily with a handicap. Derry was a defiant and withdrawn boy who hated socialising. He felt frustrated with people, their staring and their jibes at him. Meeting Mr Lamb had a positive effect on Derry. Mr Lamb, though handicapped, had a very optimistic outlook towards life. He felt that life can be lived happily irrespective of whatever one's handicap was.

Derry could be himself in front of Mr Lamb and Mr Lamb never pitied him. Mr Lamb did not have a leg and even then he was happy with his life. He taught Derry to take life the way God had given and live to the full rather than just being forlorn and complain throughout.

Derry made his mother understand that his handicap was something immaterial and would not affect his happiness or hamper his progress in life. Meeting Mr Lamb had in fact led him to turn a new leaf in his life.

3. **Both Derry and Lamb are physically impaired and lonely. It is the responsibility of society to understand and support people with infirmities so that they do not suffer from a sense of alienation. As a responsible citizen, what would you do to bring about a change in the lives of such people?** *[CBSE (AI) 2014]*

OR

How is Derry and Mr Lamb's behaviour and attitude different towards people because of their physical impairment? *[CBSE Sample Paper 2015]*

Ans. Derry's main problem was his burnt face. One side of his face was eaten up by acid. He suffered from a tremendous sense of inferiority complex. He was always conscious that his face was "bad", "terrible" and "the ugliest thing". People were "afraid" of him. He tries to escape people. He allows himself to be alienated from the world. On the other hand, Mr Lamb doesn't allow his physical disability to come in his way. He accepts life as it comes. He has a positive attitude towards life, things and people. He doesn't find solace in escapism. Children tease him by calling "Lamey-Lamb" but he doesn't mind it. One of his legs was blown off in the war. But he is full of life and enjoys it at his best. He enjoys sitting in the sun, reading books and growing weeds and flowers.

Derry is withdrawn and defiant. He doesn't trust people. He thinks that no one will ever love and kiss him except his own mother. He can't stand people staring at him or passing uncharitable remarks. He is touchy and hypersensitive. Mr Lamb is open-minded and open-hearted. All were welcome in his house. He loves everybody and everything. He teaches Derry how to handle people and things.

4. **The lesson, 'On the Face of It' is an apt depiction of the loneliness and sense of alienation experienced by people on account of a disability. Explain.** *[CBSE Delhi 2011]*

OR

Both Derry and Lamb are victims of physical impairment, but much more painful for them is the feeling of loneliness. Comment. *[CBSE (AI) 2016]*

Ans. Man is vain, selfish and prejudiced. He does not cherish anything that is incomplete or impaired. This nature of man, creates a vaccum in the life of human beings who are handicapped, for no fault of theirs. A war veteran, an accident victim, a polio affected, or a person born handicapped is looked upon by the so called 'Normal' people with a false sense of sympathy, disgust or repulsion. As a result, the injury that is physical becomes secondary to the injury that is caused to the mind, and psyche of the person. They become pessimistic, feel lonely and alienated.

5. **Mr Lamb and Derry are two different sides of the same coin. Do you agree? Justify your answer with evidence from the text.** *[CBSE Sample Paper 2017]*

Ans. Both, Mr Lamb and Derry suffered from physical impairment and both were lonely. Lamb was optimistic but Derry was pessimistic. Lamb ignored his challenge while Derry magnified his ugly look. Lamb was not concerned about what people say while Derry was very much taken up by the signs of fear and desire to avoid him, from people. He did not like being pitied when people called him 'poor boy' or gave him uncalled for advice. Even when Derry's mother kissed him only on the right side, he felt that she

did that out of sheer duty. Lamb had positive attitude towards life. He did not mind people calling him 'Lamey-Lamb'. He did not want to shut out the world or have the bitterness and hatred that Derry had. Lamb taught Derry the art of discovering beauty and leading a happy life. All these qualities of each made them different from the other.

6. Optimism in one's attitude helps deal with all the challenges of life. Prove the statement by referring to the character Mr Lamb from the chapter, 'On the Face of It'. *[CBSE Sample Paper 2019]*

Ans. Mr Lamb is an apostle of optimist, enthusiasm and hope. He is different from Derry. Though both are suffering from physical impairment, yet the latter is full of optimism and zest. People call him 'Lamey-Lamb' but he never reacts to it. He is a warehouse of knowledge. Although he lives alone, he keeps himself busy reading books. He enjoys sitting in the sun. He makes toffees and jellies. He is a nature lover. He has an open approach towards life. "The gates are open" shows his welcoming nature. He is an inspiring and practical man. Mr Lamb is a person with high self-esteem and positive approach. Though he too feels alienated and lonely, he never lets it know to anyone. He is an extrovert. He guides Derry to face the challenges of life by accepting it. He helps gloomy and defiant Derry to come out of his cocoon by his witty remarks. This optimistic protagonist really catches the attention of the readers towards them.

Self-Assessment Test

Short Answer Questions

1. What, according to Mr Lamb, were the dual faces of a weed garden?
2. "That would do you more harm than any bottle of acids." Explain.
3. Why does Derry go to Mr Lamb at the end?
4. Why did Derry wish to get out of Mr Lamb's garden immediately after getting in?
5. Why did Derry go into Mr Lamb's garden?
6. What are the ways by which Mr Lamb tries to overcome the feelings of loneliness and disappointment?
7. Which peculiar things does Derry notice about Mr Lamb?

Long Answer Questions

1. Both Mr Lamb and Derry had much to suffer, yet Derry was the worst affected. Explain.
2. Derry's family and the society were responsible for making Derry an introvert. Explain.
3. Derry claims that his deformity is greater than Mr Lamb's lameness. Explain.

7

EVANS TRIES AN O-LEVEL

—Colin Dexter

Introduction

The story, "Evans Tries An O-Level", written by Colin Dexter is an interesting story depicting how a prisoner called James Evans befools all the officers of the prison to escape under a well-laid out plan. Despite the best efforts of the prison authorities, Evans is able to escape. In this battle of wits between him and the prison authorities, he has the last laugh.

Theme

This story talks about a criminal Evans who is known as a prison-breaker. The prison officials make huge efforts to keep Evans in prison, but he eventually escapes successfully. Though he outwits the officials, they marvel at his ingenuity and wisdom.

Main Characters

Evans

He is a pleasant young man. He has not done any violence. He is good at imitation and had been part of Christmas concerts. He is a kleptomaniac. He is called a prison-breaker, since he had escaped prison thrice with the help of his couple of friends. He is sharp-witted.

The Governor

An officer of average intelligence but over-confident. Poor judge of character.

Jackson

Senior prison officer. Kind-hearted man. Not an intelligent person and is gullible. Poor judge of character. Takes delight in ordering people around.

Stephens

New recruit. Takes orders without thinking.

Reverend McLeery

Supposed to supervise Evans German O-Level Exam.

Summary

Evans is a prison-breaker who is used to having the last laugh. After breaking out of prison thrice, he is in prison for the fourth time. He decides to break away and is again successful. He

did so by desiring to have some sort of academic qualification while serving his imprisonment. For this, he wanted to take the O-level examination in German. A German teacher would come to teach him for ten months in the prison. After that, the examination is arranged in his cell itself. A person called McLeery is called to invigilate for the exam. The Governor himself supervises all security arrangements lest the prisoner might escape during the exam. Two prison officers were deputed to keep an eye on him. The person left with all the papers after the exam got over. However, later it was discovered that Evans had escaped in the guise of the parson. Evans had badly wounded the parson behind the prison cell. The parson tells that he knew where Evans might be found. At once, he was sent in a police van to catch the prisoner. Since the parson was bleeding profusely, he was taken to a hospital on the way. Later, it was found that no wounded parson had ever come to the hospital. Now, it was known and realised that Evans had not escaped in the guise of the parson McLeery. He had stayed in and befooled the entire prison staff. The blood flowing from his head had not been his own blood. It was rather pig's blood that McLeery had cleverly managed to bring in. Similarly, McLeery was not the parson. The real parson McLeery was tied by some men in his room since morning. Towards the end of the story, the Governor got hold of Evans in a hotel room. Handcuffed, Evans was sent away with a prison officer in the prison van. Once again, Evans got the better of the Governor. Both the prison officer and the prison van had been part of the plan mastered by Evans' friends. Evans had been able to escape from prison three times earlier also. Once again, he became a free bird. Due to this reason, the prison officers used to call him 'Evans the Break'.

Answers to NCERT Questions

Read and Find out

1. What kind of a person was Evans?

Ans. Evans was a young, clever prisoner. He had escaped thrice from the prison for which he was known 'Evans the Break'. He was not a violent sort of a person. He was quite a pleasant person and was a star at the Christmas concert. Smart and cunning, he was deft at deceiving the cops, and escaping from captivity.

2. What were the precautions taken for the smooth conduct of the examination?

Ans. The Governor of Oxford Prison took precautions for the smooth conduct of the examination. The examination had been arranged in the prisoner's cell itself. The door of the cell had been locked one day before the examination. Even the cell was thoroughly searched. Steps were taken to ensure checking of ways that could help him in his escape. Jackson, the senior prison officer, had himself conducted the search. Evans' nail scissors, nail file and razor were also removed. The room was bugged and the Governor himself sat in the office all the time to listen in. McLeery, the invigilator was frisked thoroughly before the beginning of the examination. Stephens was positioned at the door of the cell throughout the exam.

3. Will the exam now go as scheduled?

Ans. The examination had been scheduled to start at 9.15 a.m. However, it did not go on as per schedule as Stephens took time to frisk McLeery who had come to invigilate. It was already 9.18 a.m. When the examination was about to begin, Evans objected to Stephens' presence in the cell. It was 9.20 a.m. by then. The Governor then asked Jackson to get Stephens out of the cell. At last, the examination started at 9.25 a.m. Being a two-hour examination, it got over at 11.25 a.m.

4. **Did the Governor and his staff finally heave a sigh of relief?**

Ans. Evans was a shrewd man who allowed only a momentary sigh of relief to the Governor and his staff. The exam was supposed to have ended peacefully, but when Stephens rechecked Evans' cell, he was stunned to see the profusely bleeding McLeery still in the cell. He concluded that the man he had escorted to the gate was actually Evans.

5. **Will the injured McLeery be able to help the prison officers track Evans?**

Ans. No, McLeery did not help the prison officers track Evans. Instead, they were misguided by him. Evans was impersonating as McLeery and therefore, tricked the police officers into believing that Evans had run away. In reality, Evans was sitting right in front of them in the guise of McLeery and laughing at their credulous nature.

6. **Will the clues left behind on the question paper, put Evans back in prison again?**

Ans. The clues in the paper were meant to trick the prison officials especially, the over-confident Governor. The Governor is led to a hotel, where he finds Evans. Evans, however, befools him and escapes again.

7. **Where did Evans go?**

Ans. Evans went to a hotel named Golden Lion in Chipping Norton.

Reading with Insight

1. **Reflecting on the story, what did you feel about Evans' having the last laugh?**

Ans. 'Having the last laugh' symbolises gaining victory over one's rival towards the end. Evans too had the last laugh in this story as he succeeded in fooling the jail officials from the beginning till the end. However, the last act of fooling the Governor was quite surprising. As he was handcuffed and pushed into the police van by the prison officer, it seemed as if it was all over for him. However, 'Evans the Break' still had an ace up his sleeve. The van driver and the prison officer taking him away were his own men. As the prison van turns right from Chipping Norton, the prison officer unlocked the handcuffs and ordered the driver to drive fast. The driver enquired where they had to go. Evans recommended that they go to Newbury, since it was the place that the Governor would ever think of searching. So we see how Evans has the last laugh at every turn in this story.

2. **When Stephens comes back to the cell he jumps to a conclusion and the whole machinery blindly goes by his assumption without even checking the identity of the injured 'McLeery'. Does this show how hasty conjectures can prevent one from seeing the obvious? How is the criminal able to predict such negligence?**

Ans. As Stephens comes back to the cell, he gets shocked by what he sees inside. He saw a man fallen back in Evans' chair. The front of his closely combed hair was full of fierce red blood which had already dripped through his small black beard. Stephens feels that McLeery has been injured by Evans. He shouted wildly for Jackson. When Jackson came, he at once sent Stephens to call the police and the ambulance. When McLeery tells that he knows where Evans has gone, the Governor readily believes him. The Detective Superintendent Carter took McLeery to his car and went to nab Evans. Nobody cared to check the identity of McLeery. So we visualise that hasty conjectures can prevent one from seeing the obvious. The criminal, on the other hand, predicts such negligence as he thinks of his plans calmly and does not make hasty conjectures.

3. **What could the Governor have done to securely bring back Evans to prison when he caught him at the Golden Lion? Does that final act of foolishness really prove that "he was just another good-for-a-giggle, gullible governor, that was all"?**

Ans. The Governor recollected the contents of the correction slip and was able to trace Evans at the Golden Lion. He realised how Evans had cleverly fooled all of them all day long. Thus, he should have taken no liberties. When he was able to nab him at the Golden Lion, he should have taken full force arrangements for his arrest and should have accompanied him to the prison himself. However, he handed him over to a prison officer who did not even salute him and whom he had never seen earlier. Thus, Evans was able to escape once again. Thus, we can say that the Governor was just a good-for-a-giggle, and gullible person.

4. **While we condemn the crime, we are sympathetic to the criminal. Is this the reason why prison staff often develops a soft corner for those in custody?**

Ans. It is common to say that we should hate the sin and not the sinner. Nobody can be perfect in the world. If we see a sinner suffering for his sin, we feel sympathetic towards him as a human being. Likewise, a criminal is sent to jail for his crime, the prison staff should treat him as a human being and not as a criminal. The crime he committed becomes a thing of the past. Now, we can see his suffering. Thus, the prison staff often develop a soft corner for those in jail. When Evans wishes to give O-level German exam, they help him by making preparations for the same. They wish him luck. Even though the Governor and the rest of the staff were befooled by Evans, the Governor wishes him goodbye just like an old friend with a wish to see him again.

5. **Do you agree that between crime and punishment it is mainly a battle of wits?**

Ans. In every battle, the stronger side wins and this strength could be physical or mental. However, after reading the story, we can conclude that between crime and punishment, it is mainly a battle of wits. The side which outsmarts the other, wins. It is not always that a criminal gets punished. In the given story, although well trained, the police officials were easily fooled by the clever Evans, who managed to escape right under their nose.

Additional Questions

Short Answer Questions

1. **How did McLeery explain the semi-inflated rubber ring in his suitcase? How was the ring ultimately used?** *[CBSE (F) 2010]*

Ans. McLeery carried a brown suitcase with him into the examination room which consisted of all that he would need for his examination duties. However, when asked to explain what the semi-inflated rubber ring was for, he told the authorities that he suffered from Haemorrhoids and therefore, needed the ring to sit on as he was not comfortable sitting for long period.

2. **Who do you think has outwitted the other—Evans or the Governor? How?** *[CBSE Delhi 2008]*

Ans. Undoubtedly, Evans outwitted the Governor in the end. The Governor after decoding the numbers given in the question paper was able to recapture Evans, but the latter was again able to give a slip to the prison officials.

3. What clues did the answer sheet of Evans provide to the Governor? *[CBSE Delhi 2009]*

Ans. The clues left on the question paper were actually part of a well-laid outplan. It was meant to mislead the police and kind of mock at them. The clue pointed out that Evans had hit McLeery though it was Evans who was impersonating McLeery. This also made the police look for Evans in Newburry, when he was in fact at Hotel Golden Lion in Chipping Norton.

4. How did the Governor react to the two phone calls he received in quick succession? *[CBSE (AI) 2011]*

Ans. The Governor reacted sharply but in a positive way. He was informed by the secretary for modern languages that there was a correction slip to be informed to the candidate. He allows and the correction is explained to Evans. He does not doubt anything.

5. Who was Carter? What did the Governor ask him to do? *[CBSE Delhi 2012]*

Ans. Carter was the detective superintendent. The Governor told him to take McLeery along with him. He took McLeery with him to look for the absconder. The Governor then asked who had seen Evans out at the prison gate. Mr Stephen told him that it was he who had taken him out.

6. What were the contents of the small brown suitcase that McLeery carried? *[CBSE Delhi 2012]*

Ans. The contents of the small brown suitcase that McLeery carried were a sealed question paper envelope, a yellow invigilation form, a special 'authentication' card from the Examination Board, a paper knife, a Bible, a copy of 'The Church Times' and a small semi-inflated rubber ring.

7. What did the Detective Superintendent inform the Governor about Evans? *[CBSE Delhi 2012]*

Ans. McLeery had spotted Evans drive off along Elsfield Way. They had got the number of the car and had given chase immediately. But they had lost track and assumed that Evans must have come back into the city.

8. Who do you think made the call to announce a correction in the question paper? What was its purpose? *[CBSE (AI) 2009C]*

Ans. One of Evans' accomplices would have called impersonating as the Assistant Secretary from the examination board. The real purpose was to include information about the escape plan.

9. What could the Governor have done to securely bring Evans back to the prison from the 'Golden Lion'? *[CBSE Delhi 2015]*

Ans. The Governor could have brought the police force with him. Another thing that he could have done was to travel in the van that was taking Evans back to the prison. He should have also checked the credentials of the officials escorting him to the prison.

10. How does Evans escape from the jail? *[CBSE Sample Paper 2016]*

Ans. Evans decided to appear for O-level Examination in German. For the same, the Governor sought permission from the Board. McLeery the parson from St. Mary Mags came to invigilate.

In reality, he was an accomplice of Evans and had imprisoned the real parson. In the cell, the two exchange places. This was made possible because Evans had covered himself in a blanket. At the end of the exam, Evans walks out a free man disguised as the parson.

11. How did the Governor, Oxford Prison describe Evans to the Secretary Examination Board? *[CBSE (AI) 2016]*

OR

What opinion of Evans did the prison authorities convey to the Secretary, Education Board? *[CBSE (AI) 2016]*

Ans. The Governor describes Evans to be a pleasant sort of a chap. He calls him one of the stars at Christmas concert. The Governor further says that Evans is not a violent person and his only vice is that he is a congenital kleptomaniac.

12. What was his German teacher's opinion of Evans' proficiency in German? *[CBSE (AI) 2016]*

Ans. Evans' German teacher was doubtful of Evans' language ability. He felt that Evans could not even understand basic pleasantries in German.

13. Which article in McLeery's suitcase played perhaps the most significant role in Evans' escape and how? *[CBSE Paper 2018]*

Ans. The semi-inflated ring that carried the pig's blood to feign injury was the article that played a significant role in Evans' escape. Also, there was the question paper that provided the escape plan while misguiding the jail authorities who moved in a totally different direction.

Long Answer Questions

1. What kind of a person was the governor of the prison in 'Evans tries an O-level'? Mention any four lapses in his arrangement for Evans' O-level exam that helped Evans escape? *[CBSE (AI) 2008C]*

Ans. The Governor of Oxford prison has been characterised as an intelligent and able prison officer, but in the end, he turned out to be a 'good-for-a-giggle-Governor'. The Governor tries to exert all caution but Evans eventually manages to escape. This was mainly due to the lapses in communication and execution of work.

(i) He did not verify the credibility of the German teacher.

(ii) Also, no one checked the identity of the injured person and eventually, it is found out that the injured 'McLeery' was in fact Evans.

(iii) 'McLeery' had a tube with pig blood in it. It was successfully smuggled inside the prison because prison officials were credulous and believed what McLeery said rather than check the tube thoroughly.

(iv) Though McLeery is thoroughly searched, things like beard and a double set of clothes are not revealed.

2. What purpose did the question paper and the correction slip serve? How did they help both the criminal and the Governor? *[CBSE (AI) 2012]*

Ans. The real purpose of the cleverly superimposed photocopied sheet on the question paper was to give the final details of the escape plan to Evans. It was also meant to make the authorities believe that the wounded man was actually 'McLeery' and that he wanted to help them rearrest the escaped prisoner.

At 9.40 a.m., the Governor got a call from the Assistant Secretary with a special responsibility for modern languages regarding a correction in the question paper. Presumably, it was an accomplice of Evans in the office of the Secretary of the Examinations Board, who wanted to tell Evans that after his escape from the prison, he

should go to Hotel Golden Lions. The information was meant for the Governor also.

The Governor thought about the six-digit reference (index number and centre no. 313/271), put the two together and with the help of 'Ordinance Survey Map for Oxfordshire' reached the hotel. Leaving the question paper behind was certainly not a careless blunder. Everything was a part of the master plan to confound the prison authorities, particularly the Governor. He was allowed to trace Evans because the planners knew that they had a cover for every eventuality and in the long run, Evans leaves the Governor wringing his hands and runs away.

3. How was the 'injured' McLeery able to befool the prison officers? *[CBSE (AI) 2012]*

Ans. Injured McLeery spoke slowly and in broken phrases that he knew where Evans was. He asked the prison officers to get the police and not to worry about the ambulance. He found the German question paper on the table. He told Jackson to get the Governor. He drew the attention of the Governor to the German text on photocopied sheet on the last page. The Governor slowly translated it. The words from Elsfield Way drive to the Headington roundabout caught his attention. The Examination Board was in Elsfield Way. Meanwhile, the police arrived. Before the Governor could explain anything, McLeery told the officer to go Elsfield Way. The Governor told Detective Superintendent Carter to take the injured McLeery with him. McLeery was helped inside the car. He helped the police to follow the direction indicated in the German text, all the while laughing at their credulous nature, for he was in fact Evans.

Self-Assessment Test

Short Answer Questions

1. Did McLeery actually go to Evans' cell to invigilate? Give a reasoned answer.
2. Was Evans really interested in getting some sort of academic qualifications? Justify.
3. What had happened when Stephens returned to check Evans' cell?
4. What did the injured McLeery offer to do? What did he tell the Governor?
5. Why did Evans drape a blanket round his shoulders? What did Stephens think?
6. Stephens was supposed to stay inside Evans' cell till the examination lasted. Why did the Governor shift him outside the cell?
7. At 11:22 a.m., there was a call for Stephens from the Governor. Was the call genuine? What was his purpose?

Long Answer Questions

1. What idea of Governor's personality do you form? What were the weak and the strong points of his character?
2. How did Evans and his friends plan Evans' escape most meticulously down to the minutest detail? Did they succeed? How?
3. What purpose did the question paper and the correction slip serve? How did they help both criminal and the Governor?

MEMORIES OF CHILDHOOD

—Zitkala-Sa and Bama

8

Introduction

The "Memories of Childhood", written by Zitkala-Sa and Bama has extracts taken from the writings of two different female writers from the marginalised communities. In both these autobiographical extracts, the writers narrate the painful experiences of their childhood when they were subjected to humiliation merely as they belonged to backward tribes or communities. The former is a victim of racial discrimination, whereas the latter is a victim of caste discrimination.

The first part titled 'The Cutting of My Long Hair' is by the extraordinarily talented and educated Native American writer, Gertrude Simmons Bonnin (pen name Zitkala-Sa). Her works criticised the dogma and the evils of oppression towards the Native American culture and women.

The second part 'We too are Human Beings' is written by Bama, a Tamil Dalit woman from a Roman Catholic family. This is an excerpt from her 1992 autobiography, 'Karukku'. This excerpt relates her first experience with untouchability.

Theme

The chapter, 'Memories of Childhood' explores the theme of prejudices and humiliation faced by the marginalised communities. The chapter tells us how the two brave girls stood up for their own and community rights, using their talent and education.

Summary

The Cutting of My Long Hair—Zitkala-Sa

The first day in school was a bitter and cold day. The noise made by the breakfast bell, the clatter of the shoes and the constant murmuring voices in a foreign tongue annoy the author. She sees many girls dressed in clinging dresses with stiff shoes and shingled hair. She finds the breakfast ritual of doing things according to the bell, strange. She calls it eating by formula. More atrocities were to follow for the new girl. Zitkala-Sa's friend overhears a talk about cutting the long hair of the new girls. For Zitkala-Sa, this was absolutely atrocious. She belonged to a Native American warrior tribe. Their tradition was to keep long and heavy hair. Only those warriors captured by the enemy had their hair shingled. Short hair was worn by mourners, and shingled hair by cowards. Zitkala-Sa tries to rebel by hiding herself, but finally gets caught. Her voluble protests bear no fruit and her hair is also shingled forcibly on the very first day.

This extract describes the narrator's agony. She lost her beautiful long hair. Nobody provided comfort to her. Other children in the school had shingled hair. So she felt herself as one of the many animals driven by a herder.

We too are Human Beings—Bama

Bama was an innocent child living in a village. She had never heard of the word untouchability during her childhood. Certain small incidents of her life made her feel that she was born in the marginalised caste. She was a happy peppy girl. She loved the short-but-long walk from her school to her home. The plethora of beauty that she experienced on the way back from school made her very happy. The performing monkey, the snake charmer, the Maariyaata temple, the pongal offerings being cooked in front of the temple—she could just go on and on looking at the beautiful sights. Once when she was in the class 3, while going home, she saw her people working hard for their landlords. In spite of their hard work, the landlords humiliated them.

Bama further narrates how an elder of their street had to act in a humiliating manner just because he belonged to the Dalit community. The village landlord sent the elderly man to get some vadai for him. The man held the packet by its string. He was not supposed to touch the packet as his touch would pollute the vadai. That is why, he had to carry the packet by its string. When Bama's elder brother told her all the reasons behind this, her mind filled with revolt. She was enraged thinking why her elders work so hard for those people who despised them so much. She wanted her people to stop paying undue respect and reverence to the upper caste people. Her brother told her that if they study hard and progress in their lives, it would help them in throwing away the indignities. Education is their weapon with which they fight back the society. Bama did the same and got many friends in her life. Education gave her double-sided sword to fight very sharply against the unjustified caste system.

Answers to NCERT Questions

Reading with Insight

1. The two accounts that you read above are based on two distant cultures. What is the commonality theme found in both of them?

Ans. The main theme is the universal hatred against discrimination (both, racial and class discrimination) and oppression. This barrier is across time and space, which is clear from the two accounts given here of women belonging to two cultures, different places and in different times. The commonality lies in both of them being autobiographical accounts of women of marginalised communities. Both excerpts talk about the prejudices and humiliation faced by the oppressed class from mainstream culture. Both the women bravely use their talent and education to stand up not only for their own, but also their community's rights. Both use the power of pen to fight oppression.

2. It may take a long time for oppression to be resisted, but the seeds of rebellion are sowed early in life. Do you agree that injustice in any form cannot escape being noticed even by children?

Ans. The world has been gripped in the web of stratification, oppression and discrimination at many levels. While the adults have grown used to this, the innocence of childhood

does not understand hatred and prejudice. However, their keen observant eye is capable enough to notice any form of injustice and discrimination. When subjected to such evil practices, their sensitive minds and hearts are deeply affected. Perplexed, they often resist in their own simple ways.

In the lesson, the two girls describe their encounters with inequality. Zitkala-Sa, in the very first line reports that her first day in school was "bitter-cold". For her, it not only describes the weather, but also represents the cold and unwelcome atmosphere of the boarding school. The overly disciplined students of the school and the European staff were unfriendly or "cold" towards her, and the vain struggle against her hair being shingled was a "bitter" experience for her. On the other hand, Bama walked on her brother's footsteps to protest against the practice of untouchability through education. She studied wholeheartedly to reach a position where people would forget her "caste" and feel proud to befriend her.

3. Bama's experience is that of a victim of the caste system. What kind of discrimination does Zitkala-Sa's experience depict? What are their responses to their respective situations?

Ans. Zitkala-Sa is the victim of social discrimination beloging to a tribe of native Americans. The white-skinned settlers of Europe consider local tribes as inferior. They treat them like animals. Both Bama and Zitkala-Sa refuse to bow to the injustice they are subjected to. Both protest in their own way. Zitkala-Sa does not want her hair to be shingled as amongst her tribe, shingled hair is regarded as a sign of cowardice. She struggles with all her might, when she was tied to a chair. Towards the end, however, the little one has to give up. Bama, on her part, decides to work hard in her studies, so that others realise her worth and become her friends.

Additional Questions

Short Answer Questions

1. How was Zitkala-Sa different from the other Native American students?

Ans. Zitkala-Sa was a Native American girl. She had great love for her tradition and culture. She was proud of her beliefs. She held these beliefs close to her heart and felt hurt when the rest of the girls followed the foreign culture without any hesitation.

2. Mention any two reasons because of which it would take thirty minutes to an hour for Bama to reach home? (Memories of Childhood—We too are human beings)

OR

What would take 'Bama' half an hour to cover ten minutes distance?

Ans. There were many reasons why Bama took long to reach home. She would watch all the fun and games going on the road, she would also look at the shops and bazaars; she loved looking at the performing monkey and the snake charmers. The various food stalls, the street plays, the political meetings, the Maariyaata temple, the pongal offerings being cooked in front of the temple—she could just go on and on looking at the beautiful sights.

3. Why was the girl tied to a chair in Memories of Childhood? *[CBSE SQP 2008]*

Ans. The girl, Zitkala-Sa was refusing to accept the school's decision to shingle the hair of all girls. According to her traditions and customs, a girl's long hair was shingled only when captured by enemy, in mourning or for cowards. She felt insulted and hid herself. She was finally caught and forcefully tied to a chair and her long hair was chopped off.

4. Why did Zitkala-Sa not want her hair to be cut short? *[CBSE Delhi 2008C]*

[CBSE Sample Paper 2015]

Ans. Zitkala-Sa belonged to a Native American warrior tribe. Their tradition was to keep long and heavy hair. Only those warriors, captured by the enemy, had their hair shingled. Short hair was worn by mourners, and shingled hair by cowards. Therefore, for her, this was absolutely atrocious.

5. When did Bama first come to know of the social discrimination faced by the people of her community? *[CBSE Delhi 2009]*

Ans. Bama came to know of the social discrimination when she was in class 3. On her way back from school, she saw an elder from her community carrying a small packet of eatables by a string without touching it. She found it very funny that a huge elderly man was carrying a small packet so strangely. Later on, she discovers from her brother that the real reason was that the landlords were of a higher class and they thought that their food would get polluted, if touched by people from her caste.

6. How did Zitkala-Sa try to prevent the shingling of her hair? *[CBSE Delhi 2009]*

OR

Describe how Zitkala-Sa tried in vain to save her hair from being cut. Why did she want to save her hair? *[CBSE (AI) 2009]*

Ans. Zitkala-Sa went upstairs and crawled under a bed to hide herself. But to her plight, she was caught and brought downstairs and tied to a chair. Though she made many voluble protests, they were not fruitful. She cried, shook her head all the while but could not avoid her hair from being shingled.

Zitkala-Sa belonged to a Native American warrior tribe. Their tradition was to keep long and heavy hair. Only those warriors captured by the enemy had their hair shingled. Short hair was worn by mourners, and shingled hair by cowards. Therefore, for her, this was absolutely atrocious.

7. What are the similarities in the lives of Bama and Zitkala-Sa though they belong to different cultures? *[CBSE (AI) 2009]*

OR

What kind of discrimination did Bama and Zitkala-Sa experience? How did they respond to their respective situations? *[CBSE Delhi 2009]*

Ans. Both Bama and Zitkala-Sa are victims of racial discrimination. Zitkala-Sa was a Native American and their community was treated poorly. The white skinned settlers of Europe considered local tribes as inferior. Similarly, Bama was a Dalit and was treated badly by the higher caste people. Both of them have painful experiences as they were subjected to humiliation merely as they belonged to backward tribes or communities. Both of them protest in their own ways and try their best to overcome all these humiliations. Zitkala-Sa fights against the shingling of hair by hiding, voicing out her protests aloud. Bama tries to study hard and be successful.

8. How was Zitkala-Sa's hair cut? *[CBSE (AI) 2009]*

Ans. Zitkala-Sa's hair was cut even after her resistance and strong opposition. It was all in vain since her stiff resistance was met with equally stiff efforts. She was tied to a chair and amidst her loud disapproval, her hair was cut.

9. Why did the landlord's man ask Bama's brother, on which street he lived? What was the significance? *[CBSE Delhi 2010]*

Ans. The street on which a person lived signified the caste of a person. Each street was dominated by a particular caste.

10. What did Zitkala-Sa feel when her long hair was cut? *[CBSE Delhi 2010]*

Ans. Zitkala-Sa was terribly shocked. She was in tears. She cried for her mother. However, no one came to comfort or reason out with her.

11. Why was Zitkala-Sa terrified when Judewin told her that her hair would be cut short? *[CBSE (AI) 2010]*

Ans. Judewin had overheard a talk about shingling of hair of all girls. Zitkala-Sa belonged to a native American warrior tribe. Their tradition was to keep long and heavy hair. Only those warriors captured by the enemy had their hair shingled. Short hair was worn by mourners, and shingled hair by cowards. Therefore, for her, this was absolutely atrocious and terrifying. Therefore, she decided to rebel by hiding herself.

12. What advice did Annan offer Bama? *[CBSE (AI) 2011]*

Ans. Annan asked Bama to study hard and to top all exams. He also told her that if she was successful in life, people would come to her of their own accord.

13. At the dining table, why did Zitkala-Sa begin to cry when others started eating? *[CBSE (AI) 2016]*

Ans. Zitakala-Sa was not used to eating by formula. She was confused and sat down when others stood up and vice versa. She felt out of place and embarrassed in the school. The matron was angry with her and kept staring at her. This made Zitkala-Sa more uncomfortable and she started crying when the others started eating.

14. How did Zitkala-Sa's first day in the land of apples begin? *[CBSE (AI) 2016]*

Ans. The first day in school was a bitter and cold day. The noise made by the breakfast bell, the clatter of the shoes and the constant murmuring voices in a foreign tongue annoyed Zitkala-Sa. She saw girls marching into dining room wearing tight fitting clothes. Zitkala-Sa found this immodest.

15. According to Zitkala-Sa, what does 'eating by formula' mean? *[CBSE (AI) 2016]*

Ans. There was a fixed procedure for breakfast. With the first bell, everyone had to pull the chairs, at the second bell, everyone had to sit down. Finally, at the third bell, everyone had to start eating with forks and knives. Zitkala-Sa called it eating by formula. She felt out of place and started crying.

16. What were the indignities that Zitkala-Sa had to suffer for being from a marginalised community? *[CBSE Sample Paper 2019]*

Ans. Zitkala-Sa was tied with the chair and her braids were gnawed off. She became helpless. She felt herself like a wooden puppet tossed in the air. She felt herself like one of those sheep (cattle) driven by a herder.

Long Answer Questions

1. **Describe how the narrator in 'The Cutting of My Long Hair' resists and fights against the attempt of shingling her long and heavy hair. How is she ultimately made to lose her distinct cultural identity?**

Ans. The narrator's friend Judewin gave her a terrible warning. She knew a few words of English. She had overheard the 'pale–faced woman'. She had talked about cutting the long and heavy hair of Native American girls. It was a shocking news. Their mothers had taught them that shingled hair was worn only by cowards. Judewin advised her to submit. The narrator had made a decision. She was not to submit. She was to struggle and fight against that oppression.

The narrator disappeared unnoticed. She crawled under the bed and cuddled herself in the dark corner. She shuddered with fear, whenever she heard footsteps nearby. Voices became louder. They stormed into the room. She was dragged out. She resisted by kicking and scratching wildly. She was carried downstairs and tied fast to a chair. Then they gnawed off her long and beautiful hair. No one came forward to help her. Nor was anybody present there to console her.

Thus, the narrator lost her distinct cultural recognition and identity. Now, she was only one of the many little animals driven by a herder.

2. **The narrator in 'We Too Are Human Beings' is amused at the way the elder of her street carried the food packet by its string without touching it. But the same girl is provoked and becomes angry when Annan makes her aware of the social inequality and untouchability in the social system. Describe how the narrator attains honour and dignity in spite of her humble birth.**

Ans. The narrator in 'We Too Are Human Beings' passes through different phases of mental and physical development. The role of her elder brother (Annan) in shaping her personality can't be minimised. He inspired her to fight against inequality and untouchability. The narrator saw a threshing floor set up at one corner of her street. An old man of her street attracted her attention. The elder came along from the direction of the bazaar. He was a big man carrying a small packet of food by its string without touching it. She thought it quite funny.

She narrated the incident to her elder brother, but he was not amused. The man was not being funny. He belonged to a 'low caste'. He couldn't touch the food packet. She felt terribly sad. She felt provoked and angry that she wanted to touch those vadais herself straightaway. Annan described that the people of their caste were not respected and given importance. Education, learning and prosperity bring honour and dignity. The narrator was inspired by his words. She studied hard and stood first in the class. Then many friends came to her on their own accord.

3. **Both Bama and Zitkala-Sa are victims of discrimination that is practised in the society. What kind of experience did both of them go through?** *[CBSE Sample Paper 2016]*

Ans. The lesson, 'Memories of Childhood' deals with the autobiographical accounts of women of marginalised communities. Both narrate the prejudices and humiliation faced by them from mainstream culture. The former is a victim of racial discrimination, whereas the latter is a victim of caste discrimination.

Zitkala-Sa talks about the overly disciplined students of her school. The European staff was unfriendly towards her and her hair was shingled. The white-skinned settlers of Europe consider local tribes as inferior. As the other children also had shingled hair, she felt herself as one of the many animals driven by a herder. On the other hand, Bama experiences untouchability very early in life. She sees an old man carrying a packet of eatables with a string, without touching it. Later on, she gets to know that the reason was the landlords of a higher class thought that the food would get contaminated with the touch of people from her caste.

Both protest in their own way. Zitkala-Sa struggles with all her might when her hair is to be cut. Though she gives up towards the end, it is not without any struggle. Bama, on the other hand, decides to work hard in her studies, so that others realise her worth and approach her to be friends.

4. Untouchability is not only a crime, it is inhuman too. Why and how did Bama decide to fight against it? *[CBSE (Delhi) 2017]*

Ans. Bama, as a young girl of third grade, had her acquaintance with untouchability and she recapitulates her observation of a humiliating episode. One day, on her way home from school, she stopped before a threshing floor. She was attracted by the herders and workers when she suddenly noticed an elderly, coming from the direction of the market, carrying a small packet that was oil stained and she guessed it to contain something like vadai or green banana bhajji. The packet was held by its string and away from his body. Bama found it to be funny and thought that the packet might open and its contents would fall out. She then saw how this elderly went upon the landlord, bowed low, extended the packet towards him and the landlord opened the packet and began eating. On reaching home and narrating this incident to Anna, her elder brother, in a comical way, made her realise how the upper caste did not like to be touched by the lower caste as they feared it would pollute them.

5. In India, the so-called lower castes have been treated cruelly for a long time. Who advised Bama to fight against this prejudice, when and how? *[CBSE (AI) 2017]*

Ans. Bama was a victim of social discrimination as she belonged to a marginalised community and her realisation about this comes later to her. Bama's elder brother Annan advised her to fight against this. Bama narrated to Annan in a comical manner what she noticed one day on her way home from school, about an elderly coming from the direction of the market, carrying a small oil stained packet with vadai and green banana bhajji. The way the elderly man held the packet by its string amused Bama as she thought that the packet might open any moment and its contents will fall out. She then noticed how this elderly man went upto the landlord, bowed low, extended the packet towards him while the latter opened the packet and began to eat.

6. It may take a long time for oppression to be resisted, but the seeds of rebellion are sowed early in life. How did Zitkala-Sa face oppression as a child and how did she overcome it? *[CBSE Paper 2018]*

Ans. The first day at school was a bitter and cold day. Zitkala-Sa felt out of place and started crying. Added to this, her friend later gave her a terrible warning. She overheard a woman saying that the long and heavy hair of the Native American girl had to be shingled. The little girl was shocked. According to their tradition, shingled hair was worn by cowards, and short hair by mourners. She tried every trick possible to protect her beautiful hair. She hid under her bed, but was dragged out, tied on to a chair, and

her long and beautiful hair was gnawed off by them as she kicked violently into the air and shouted for help. No help came forth as she struggled. No one was there even to console her. Zitkala-Sa lost her identity, but not without struggle.

Self-Assessment Test

Short Answer Questions

1. Who was Zitkala-Sa and what was her problem?
2. What lesson is learnt from the excerpt, 'We too are human beings'?
3. How did Bama feel when Annan told her about untouchability?
4. How does Zitkala-Sa feel about 'eating by formula'?
5. It is better to have tried and failed than never to have tried at all. How would you relate this observation to the author of the excerpt, 'The Cutting of My Long Hair'?
6. "I felt like sinking to the floor." Explain this in reference to the chapter, 'Memories of Childhood'.
7. Narrate the incident which made Bama say, "I wanted to touch these wretched vadais myself straightaway."

Long Answer Questions

1. What idea do you form about the author's friend Judewin from her comment about the hair cutting "We have to submit because they are strong"?
2. What values must be instilled in individuals for the betterment and upliftment of the marginalised communities? Discuss with reference to the lesson, 'Memories of Childhood'.
3. Power leads to dominance and reaches oppression and ends up in rebellion and failure. How is this statement true in the case of the rebellion raised by Zitkala-Sa and Bama?

PART–B

- **Model Question Papers (1-5)**

MODEL QUESTION PAPER 1

Time Allowed: 3 hours **Max. Marks: 80**

***General Instructions*:**

(*i*) *This paper is divided into three Sections: A, B and C. All the sections are compulsory.*

(*ii*) *Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them.*

(*iii*) *Do not exceed the prescribed word limit while answering the questions.*

SECTION–A (Reading) 20 marks

I. Read the following passage carefully. **(12 marks)**

1. In the recent past, there has been a thought given to the several problems that the system of school education is facing. Starting with focus on the Delhi region, one of the first discussion points has been to find ways to bring the lakhs of children, who have so far been denied education into a workable school system. A further aspect of the same problem is to ensure minimum dropout rate in school children (particularly girls). In Delhi, this has reached alarming proportions. Finding solutions for Delhi will help other areas as well.
2. A tool called 'learning style inventory' was used; it addressed to know how information of skills are learnt, which factor makes an individual comfortable with learning skills or acquiring declarative knowledge. Different answers emerged. In dealing with factual knowledge, some people liked to experience first, others to observe, yet others to experiment and still some preferred to plunge into learning, leaving analysis for later.
3. It then became easy to discover which of the attributes made learning better for an individual. The learning situation will benefit by understanding these differences. Two major processes cover most people's learning styles. These are as follows: Information gathering process and process of transforming information. The continuance of information gathering is bound by people who gather information through experiences at one end and by those who gather information through reading/listening on the other. The continuance of transformation of information is bound by people who internalise through watching/observing on one hand and by those who learn while applying knowledge and doing something with it. Others fall somewhere in between. All this has bearing at school because children too have similar learning styles on these two axes.

4. To describe the learning styles in more detail, it has to be understood that the different learning styles are at par with each other. There are four types of learners. Firstly, there are children who will absorb facts through experiences. They will readily share their thoughts with others. The second type of learners will take unrelated facts and try to seek order in them ensuing independent judgement. They will prefer to be exact in their knowledge and correctly apply as per their understanding. The next type of learners are pragmatists. They use their abilities to solve problems. The fourth type of learners belong to the world of action. Everything is brought down to the level of concrete observation and doing.
5. With some awareness of how children react in different ways, teachers may find effective ways of teaching.

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

(i) What are the two major problems that the system of school education is facing?
(a) Enrolling children in school, promoting girls' education
(b) Preventing dropping out, providing textbooks
(c) Enrolling children, preventing dropping out
(d) Providing school buildings, giving textbooks

(ii) What are the two main uses of 'learning style inventory'?
(a) To know how information of skills are learnt and which factors lead to learning comfortably
(b) Factual knowledge and experience
(c) Analysis and observation
(d) Experiment and hands on leaving

(iii) How do people acquire factual knowledge?
(a) Experience first (b) Observe
(c) Experiment (d) All of these

(iv) How is the transformation of information achieved?
(a) Internalise through observing (b) Applying knowledge
(c) Both (a) and (b) (d) Reading and listening

(v) How many types of learners are there?
(a) Four (b) Five
(c) Three (d) Two

B. Answer the following questions briefly. (1×7=7 marks)

(i) How do people acquire factual knowledge?
(ii) How is the transformation of information achieved?
(iii) Which kind of learners are good at solving problem?
(iv) How may the teachers find effective ways of teaching?
(v) Which two aspects of education system have been given thought to for reformation?
(vi) Find a word from the passage (para-1) which means 'worrying or disturbing'.
(vii) Find a word from the passage (para-4) which means 'occurring afterwards or as a result'.

II. Read the following passage carefully. (8 marks)

1. Government bodies run more than 90 per cent of the nation's primary schools and most of them are non-performing institutions. The non-performance of these schools is the main reason why majority of their students complete four or five years of education, and do not acquire the literacy and numeracy skills expected after the first two years of schooling.
2. What is the impact of our non-performing primary schools on our students, the educational system and the country as a whole? It is estimated that 20 million children, *i.e.*, 25 per cent of children in the primary school-going age group of 6-10 years, are not in school. On the literacy front, we will be adding millions of illiterates or virtual illiterates, from these primary schools every year. Since 40 per cent of our population is illiterate, illiteracy will remain with us well into the next decades.
3. About 80 per cent of our middle schools—standards V-VIII or VI-VIII—are run by government bodies. These schools are likely to be as unaccountable and non-performing as their primary counterparts. Remedial work is rarely done to strengthen the weak learning levels of more than 2,500 students studying in standard VII (13 years old) in 55 Kannada medium schools in Bengaluru, mainly government institutions.
4. The startling revelation was that less than one-third of the students could correctly write the Kannada alphabet. Less than 10 per cent could write 20 simple words in Kannada.
5. The neglect of fundamental learning skills continues in high school. Many do not complete high school, spending dreary years in classrooms without purpose and enjoyment, dimly comprehending a fraction of what is taught. Consequently, it should not be too surprising that about half of our students fail in the secondary school board examination. Those joining college find, in addition to their extremely inadequate linguistic skills in the regional language that they are further handicapped by their weaker knowledge of English.
6. Most of our students failed by schools and colleges are predominantly from the poorer strata of the Indian society. Their parents' limited educational backgrounds and incomes cannot substitute or compensate for the educational system's gross neglect of their children. The cumulative educational experiences of the minority of middle and upper class students are entirely different. They begin with significant educational head start well before they join school. There are many deficiencies in the private, regional and English medium schools they attend. But in terms of teaching, the skills required for external examinations, they do a far better job than their government counterparts. Any deficiency in their examinations-oriented learning at any stage of school or college education invites the immediate attention of parents and tutors and coaching classes. They are not concerned about merely getting pass marks in the examinations. They and their parents are fraught with anxiety about whether they will perform brilliantly.

A. On the basis of your reading of the passage, make notes on it, using headings and sub-headings. Use recognisable abbreviations as necessary. Give a suitable title to the passage. (4 marks)

B. Write a summary of the notes prepared, in not more than 80 words. (4 marks)

SECTION–B (Advanced Writing Skills) 30 marks

III. You wish to buy a flat in a high rise building in a developed locality in north India. Draft an advertisement in about 50 words for the classified columns of a local newspaper. You can be contacted at 34468766. You are Vivek/Aastha. **(4 marks)**

OR

Your school has its Annual Day on December 15. You wish to invite the parents on this occasion. Draft a formal invitation in not more than 50 words on behalf of the authority and students in this connection. You are Abhiroop/Anshika, Head Boy/Head Girl.

IV. Supreme Court had announced the decision on prohibition of fire-crackers sale in Delhi-NCR till October 30, 20XX. Write a letter to the Editor in about 120-150 words appreciating this temporary ban and write how this decision is in favour of the environment. **(6 marks)**

OR

We are becoming very impatient on account of various challenges faced by us. Our impatience leads to scuffles even on streets and roads which many a time lead to bloodshed and murder. Write a letter in about 150-200 words to the Police Commissioner highlighting the problems and also put forward some suggestions as solutions.

V. To study and work overseas is a dream for youth of today. It is justified. Write a debate in 150-200 words either for or against the motion. You are Anushka. **(10 marks)**

OR

Each of us need to regularise our life. Training for routine and discipline should be given from the childhood itself to have an organised future. You are Ashima/Arun. Write a speech in about 150-200 words on the necessity of following a routine not only at school but at home too to make our life comfortable.

VI. The need of the hour has changed because of various factors. Education, therefore, has to adopt, adapt and accelerate itself to suit the demand of time, students and the system. Write an article in 150-200 words on this. You are Ranjan/Regina. **(10 marks)**

OR

Literacy for girls and women are a must not only for a better society but for their own social and economic development. Write an article in about 150-200 words on this. You are Karim/Karishma.

SECTION–C (Literature Textbooks) 30 marks

VII. Read the following extracts and answer the questions that follow.

1. "... and clear rills
That for themselves a cooling covert make
'Gainst the hot season; the mid forest brake,
Rich with a sprinkling of fair musk-rose blooms;" **(1×4=4 marks)**

(i) What do 'clear rills' refer to?

(ii) How are they beneficial to mankind?

(iii) What gives us happiness in the 'mid forest brake' and how?

(iv) Explain, 'Rich with sprinkling of fair musk-rose blooms'.

2. A frail young woman is cooking the evening meal for the whole family. Through eyes filled with smoke she smiles. She is the wife of Mukesh's elder brother. Not much older in years, she has begun to command respect as the *bahu*, the daughter-in-law of the house, already in charge of three men—her husband, Mukesh and their father. **(1×4=4 marks)**

(i) From which lesson has the above extract been taken?

(ii) Who is the young woman referred here?

(iii) What is she doing?

(iv) Why are her eyes filled with smoke?

VIII. Answer any five of the following questions in 30-40 words each. (5×2=10 marks)

(i) Who does M. Hamel blame for not learning French?

(ii) What strategy did Douglas apply to save himself from drowning?

(iii) How does Kamala Das bid farewell to her mother?

(iv) 'History is theirs whose language is the sun'. Explain.

(v) How did the Tiger King's arm become seriously infected?

(vi) What excuse did Yumi give for not washing the prisoner of war?

(vii) 'I shall cut my tuft, crop my hair short and become an insurance agent'. Explain.

IX. Answer the following question in 120-150 words. (6 marks)

The Champaran episode was a turning point in Gandhi's life. Justify.

OR

Both Sophie and Geoff were different from the other members of their family. How far do you agree with this? (Going Places)

X. Answer the following question in 120-150 words. (6 marks)

How was Jack caught in an ugly middle position in the story, 'Should Wizard Hit Mommy'?

OR

How is lamb able to converse and bond with Derry in the short play, 'On the Face of It'?

2 MODEL QUESTION PAPER

Time Allowed: 3 hours **Max. Marks: 80**

***General Instructions*:** *Same as Model Question Paper–1*

SECTION–A (Reading) 20 marks

I. Read the following passage carefully. **(12 marks)**

1. He was slow in learning how to talk. "My parents were so worried," he later recalled, "that they consulted a doctor."
2. Even after he had begun using words, sometime after the age of 2, he developed a quirk that prompted the family maid to dub him the dopey one, and others in his family to label him as "almost backwards." Whenever he had something to say, he would try it out on himself, whispering it softly until it sounded good enough to pronounce aloud. "Every sentence he uttered," his worshipful younger sister recalled, "no matter how routine, he repeated to himself softly, moving his lips." "It was all very worrying," she said. "He had such difficulty with language that those around him feared he would never learn."
3. His slow development was combined with a cheeky rebelliousness towards authority, which led one schoolmaster to send him packing and another to amuse history by declaring that he would never amount to much. These traits made Albert Einstein the patron saint of distracted school kids everywhere. But they also helped to make him, or so he later surmised, the most creative scientific genius of modern times.
4. His cocky contempt for authority led him to question received wisdom in ways that well-trained acolytes in the academy never contemplated. And as for his slow verbal development, he came to believe that it allowed him to observe with wonder the everyday phenomena that others took for granted.
5. "When I ask myself how it happened that I, in particular, discovered the relativity theory, it seemed to lie in the following circumstance," Einstein once explained. "The ordinary adult never bothers his head about the problems of space and time. These are things he has thought of as a child. But I developed so slowly that I began to wonder about space and time only when I was already grown up. Consequently, I probed more deeply into the problem than an ordinary child would have."
6. Einstein's development problems have probably been exaggerated, perhaps even by himself, for we have some letters from his adoring grandparents saying that he was

just as clever and endearing as every grandchild is. But throughout his life, Einstein had a mild form of echolalia, causing him to repeat phrases to himself, two or three times, especially if they amused him. And he generally preferred to think in pictures, most notably in famous thought experiments, such as imagining watching lightning strikes from a moving train or experiencing gravity while inside a falling elevator.

7. "I very rarely think in words at all," he later told a psychologist. "A thought comes, and I may try to express it in words afterwards."
8. Einstein was descended, on both parents' sides, from Jewish tradesmen and peddlers who had, for at least two centuries, made modest livings in the rural villages of Swabia in southwestern Germany. With each generation, they had become, or at least so they thought, increasingly assimilated into the German culture that they loved. Although Jewish by cultural designation and kindred instinct, they displayed scant interest in the religion or its rituals.
9. Einstein regularly dismissed the role that his heritage played in shaping who he became. "Exploration of my ancestors," he told a friend late in life, "leads nowhere." That's not fully true. He was blessed by being born into an independent-minded and intelligent family line that valued education, and his life was certainly affected, in ways both beautiful and tragic, by membership in a religious heritage that had a distinctive intellectual tradition and a history of being both outsiders and wanderers. Of course, the fact that he happened to be Jewish in Germany in the early twentieth century made him more of an outsider, and more of a wanderer, than he would have preferred—but that, too, became integral to who he was and the role he would play in world history.
10. Einstein's father, Hermann, was born in 1847 in the Swabian village of Buchau, whose thriving Jewish community was just beginning to enjoy the right to practice any vocation. Hermann showed "a marked inclination for mathematics," and his family was able to send him seventy-five miles north to Stuttgart for high school. But they could not afford to send him to a university, most of which were closed to Jews in any event, so he returned home to Buchau to go into trade.

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

(i) Why was Einstein's maid driven to use a disparaging term for him?
(a) Because he was a slow-learner
(b) Because he oddly repeated everything to himself
(c) Because everyone thought he could never learn
(d) Because he had a linguistic issue

(ii) Why did one of Einstein's teachers amuse history?
(a) As he underestimated his potential (b) As he dismissed him from school
(c) As he called him a 'distracted child' (d) As he was ill-disposed towards him

(iii) Why did Einstein feel that his discovery of relativity theory became possible?
(a) Because he didn't think of space and time as a child
(b) Because his development was quite slow
(c) Because he thought brilliantly as an adult
(d) Because he was a creative genius

(iv) Why was Einstein popularised as the patron saint of distracted kids?

(a) He was dull and different. (b) He was slow and defiant.

(c) He was rusticated by his teacher. (d) He hated authority.

(v) To which community did Einstein belong?

(a) Spanish (b) British

(c) Jewish (d) Irish

B. Answer the following questions briefly. (1×7=7 marks)

(i) In which way was Einstein's slow learning an advantage?

(ii) How was Einstein's thinking process different from others?

(iii) Where does the writer disagree with Einstein about shaping his personality?

(iv) Were Einstein's parents different from others?

(v) Give a proof from the passage to show racial discrimination.

(vi) Find a word from the passage (para-5) which means 'investigated'.

(vii) Find a word from the passage (para-9) which means 'associated'.

II. Read the following passage carefully. (8 marks)

1. It is surprising that sometimes we don't listen to what people say to us. We hear them, but we don't listen to them. I was curious to know how hearing is different from listening. I had thought both were synonyms, but gradually, I realised there is a big difference between the two words.
2. Hearing is a physical phenomenon. Whenever somebody speaks, the sound waves generated reach you, and you definitely hear whatever is said to you. However, even if you hear something, it doesn't always mean that you actually understand whatever is being said. Paying attention to whatever you hear means you are really listening. Consciously using your mind to understand whatever is being said is listening.
3. Diving deeper, I found that listening is not only hearing with attention, but is much more than that. Listening is hearing with full attention, and applying our mind. Most of the time, we listen to someone, but our minds are full of needless chatter and there doesn't seem to be enough space to accommodate what is being spoken.
4. We come with a lot of prejudices and preconceived notions about the speaker or the subject on which he is talking. We pretend to listen to the speaker, but deep inside, we sit in judgement and are dying to pronounce right or wrong, true or false, yes or no. Sometimes, we even come prepared with a negative mindset of proving the speaker wrong. Even if the speaker says nothing harmful, we are ready to pounce on him with our own version of things.
5. What we should ideally do is listen first with full awareness. Once we have done that, we can decide whether we want to make a judgement or not. Once we do that, communication will be perfect and our interpersonal relationship will become so much better. Listening well doesn't mean one has to say the right thing at the right moment. In fact, sometimes if words are left unspoken, there is a feeling of tension and negativity. Therefore, it is better to speak out your mind, but do so with awareness of listening to the speaker with full concentration.

6. Let's look at this in another way. When you really listen, you imbibe not only what is being spoken, but you also understand what is not spoken as well. Most of the time we don't really listen even to people who really matter to us. That's how misunderstandings grow among families, husbands and wives, brothers and sisters.

A. On the basis of your reading of the passage, make notes on it, using headings and sub-headings. Use recognisable abbreviations as necessary. Give a suitable title to the passage. (4 marks)

B. Write a summary of the notes prepared, in not more than 80 words. (4 marks)

SECTION–B (Advanced Writing Skills) 30 marks

III. Prepare a poster spreading awareness on doing away with plastic. You are in the government department working for your state. (50 words) **(4 marks)**

OR

You have changed your name from Vaibhav Thakur to Vaibhav Yadav. Draft a classified advertisement for the same to be published in a local newspaper. (50 words)

IV. You are Nitin/Naveena. Write a letter on behalf of your school's Chef Club ordering lunch for the participants of Inter-school Home Science Project Competition, to the Manager, L.M. Food & Snacks, Sarojini Nagar, Pune. (120-150 words) **(6 marks)**

OR

You are interested in learning fashion technology through a correspondence course. Write a letter to the Principal of National Fashion Institute, C.R. Das Road, Nasik, enquiring about the details of fee and duration of the Course in Fashion Technology offered by them. Imagine yourself as Shreya Jain, who is living at 15, Sangeet Bhavan, Janakpuri. (120-150 words)

V. You are Nitish/Nandita. You had gone to Surat to attend a religious ceremony when a disastrous earthquake rocked Gujarat. Write a report describing the havoc caused by this earthquake in about 150-200 words. **(10 marks)**

OR

You are Alok/Anita. As a special correspondent of a leading local daily, you are sent to cover a cultural fiesta organised by the Lions Club of Mumbai in connection with a fund raising programme for the construction of a building for an orphanage in Mumbai. Write a report in about 150-200 words for publication in the daily.

VI. Your brother is an engineer. He has left his job in Pune. He is going to the U.S.A. because he finds better avenues there. Like him, one of his friends, who is a doctor is going to Australia, someone else is leaving India for the U.K. You got disturbed to see intelligent people leaving India in search of better opportunities. You decide to write an article on the 'Brain-Drain' problem in India for The Times of India. Write the article in 150-200 words. **(10 marks)**

OR

Children these days are made to stay indoors for various reasons. As a result of this, food habits have changed drastically affecting their structure and movements. Obesity is very common to them and this is dangerous. Write a speech on staying trim and healthy in about 150-200 words.

SECTION–C (Literature Textbooks) 30 marks

VII. Read the following extracts and answer the questions that follow.

1. Driving from my parent's home to Cochin last Friday
morning, I saw my mother, beside me,
doze, open mouthed, her face ashen like that
of a corpse and realised with pain
that she was as old as she looked but soon put that thought away. **(1×4=4 marks)**

(i) Name the poem and the poet.
(ii) Why was the poet driving to Cochin?
(iii) What was the physical state of her mother?
(iv) Explain: 'but soon put that thought away'.

2. But as the man was opening the door, the daughter said, "I think he ought to stay with us today I don't want him to go." And with that she went and closed the door. "What in the world are you doing?" said the father, the daughter stood there quite embarrassed and hardly knew what to answer. **(1×4=4 marks)**

(i) Who is the man mentioned in the above lines?
(ii) Who is 'us' here?
(iii) 'I don't want him to go'. Who said this and why?
(iv) Why was the daughter embarrassed?

VIII. Answer any five of the following questions in 30-40 words each. (5×2=10 marks)

(i) Franz thinks, "Will they make them sing in German, even the pigeons?" What could this mean?
(ii) Would you agree that promises made to poor children are rarely kept? Why do you think this happens in the incidents narrated in the chapter, 'Lost Spring'?
(iii) What do the parting words of the poet in 'My Mother at Sixty-six', signify?
(iv) Do you think that the poet advocates total inactivity and death?
(v) Why did the hunters tell the King that the tiger was not dead? (The Tiger King)
(vi) How did Dr Sadao discover the nationality of the wounded man?
(vii) What was Sam's answer to Charley's dilemma?

IX. Answer the following question in 120-150 words. (6 marks)

Attempt a pen-portrait of the Crofter and show how he treated the rattrap peddler.

OR

Describe the trial of Gandhiji in Motihari Court and throw light on its outcome.

X. Answer the following question in 120-150 words. (6 marks)

Despite seven decades of independence, casteism is still a cause of concern in India. With close reference to the story, 'Memories of Childhood', bring out the truth of the statement in the Indian context.

OR

In 'Evans Tries O-Level,' Stephens was fairly cautious. How could Evans escape from such a tight security then?

MODEL QUESTION PAPER 3

Time Allowed: 3 hours **Max. Marks: 80**

General Instructions: *Same as Model Question Paper–1*

SECTION–A (Reading) 20 marks

I. Read the following passage carefully. **(12 marks)**

1. Today's woman is a highly self-directed person, alive to the sense of her dignity and the importance of her functions in the private domestic domain and the public domain of the world of work. Women are rational in approach, careful in handling situations and want to do things as best as possible. The Fourth World Conference of Women held in Beijing in September 1995 had emphasised that no enduring solution of society's most threatening social, economic and political problems could be found without the participation and empowerment of the women. The 1995 World Summit for Social Development had also emphasised the pivotal role of women in eradicating poverty and mending the social fabric.
2. The Constitution of India had conferred on women's equal rights and opportunities–political, social, educational and of employment–with men. Because of oppressive traditions, superstitions, exploitation and corruption, a majority of women are not allowed to enjoy the rights and opportunities, bestowed on them. One of the major reasons for this state of affairs is the lack of literacy and awareness among women. Education is the main instrument through which we can narrow down the prevailing inequality and accelerate the process of economic and political change in the status of women.
3. The role of women in a society is very important. Women's education is the key to a better life in the future. A recent World Bank study says that educating girls is not a charity, it is good economics and if developing nations are to eradicate poverty, they must educate the girls. The report says that the economic and social returns on investment in the education of girls considerably affect the human development index of the nation. Society would progress only if the status of women is respected and the presence of an educated woman in the family would ensure education of the family itself. Education and empowerment of women are closely related.
4. The prevailing cultural norms of gender behaviour and the perceived domestic and reproductive roles of women tend to affect the education of the girls. Negative attitude towards sending girls to schools, restrictions on their mobility, early marriage, poverty and illiteracy of parents affect the girl's participation in education.

5. Women's political empowerment got a big boost with the Panchayati Raj Act of 1993 which gave them 30 per cent reservation in Village Panchayats, Block Samities and Zila Parishads throughout the country. The National Commission for Women was also set up in 1992 to act as a lobby for women's issues.
6. The educational system is the only institution which can counteract the deep foundations of inequality of sexes that are built in the minds of people through the socialisation process. Education is the most important instrument of human resource development. Educational system should be used to revolutionise the traditional attitudes and inculcate new values of equality.

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

(i) What is generally women's approach in handling situations?
(a) Emotional (b) Romantic
(c) Rational (d) Technical

(ii) Without what could no lasting solution of society's problems be found?
(a) Respecting women
(b) Giving equal status to women
(c) Educating women
(d) The participation and empowerment of women

(iii) Why are many women not allowed to enjoy the basic rights and opportunities?
(a) It is due to lack of security for women
(b) It is due to oppressive traditions and exploitation
(c) It is due to politicisation of their problems
(d) It is due to lawlessness in society

(iv) How can the prevailing inequality between men and women be narrowed down?
(a) By providing financial support to women
(b) By providing social recognition to women
(c) By providing education to women
(d) By providing political awareness to women

(v) What is the most important instrument of human resource development?
(a) Values of equality (b) Education
(c) Women's issues (d) Empowerment of women

B. Answer the following questions briefly. (1×7=7 marks)

(i) What are today's women like?
(ii) In what ways had the Constitution of India been favourable to women?
(iii) Why is women's empowerment considered necessary?
(iv) Which factors adversely affect the education of girls?
(v) What benefits did the women get with the enactment of the Panchayati Raj Act of 1993?
(vi) Find a word from the passage (para-3) which means 'remove'.
(vii) Find a word from the passage (para-6) which means 'change drastically'.

II. Read the following passage carefully. **(8 marks)**

1. Cultured pearls share the same properties as natural pearls, and most pearls today are cultured. The only difference is that a person carefully implants the irritant in the oyster, rather than leaving it to chance. We then step aside and let nature create its miracle.
2. In a process referred to as nucleation, highly skilled technicians carefully open live pearl oysters, and with surgical precision make an incision in the oyster's body. Then, they place a tiny piece of "mantle tissue" from another oyster into a relatively safe location. Then, they place a small round shell or nucleus, beside the inserted mantle tissue.
3. The cells from the mantle tissue develop around the nucleus forming a sack, which closes and starts to secrete nacre. The nucleated oysters are then returned to the sea where, in sheltered bays rich in nutrients, they feed and grow, depositing layer after layer of lustrous nacre around the nuclei implanted within them.
4. The oysters are given the utmost care during this time while suspended in the water. From the rafts above, technicians check water temperatures and feeding conditions daily at various depths, moving the oysters up or down as appropriate. Periodically, the oysters are lifted from the sea for cleaning and health treatments. Seaweed, barnacles and other sea borne organisms that might interfere with their feeding are removed from the oysters' shells. The shells are also treated with medicinal compounds to discourage parasites.
5. Over time, after eight to 36 months of growth and care, the oysters are ready for harvest. Those that have survived the many perils of the sea are brought ashore and opened. All pearls must be cleaned and washed to remove residue and odours. They are typically tumbled in rotating barrels with salt during this procedure. The tumbling must be closely monitored: otherwise some of the nacre may wear off.
6. When everything has gone well, a beauty is revealed—the result is a lovely, lustrous and very valuable cultured pearl. Chinese freshwater pearls and Akoya pearls are often treated with chemicals after drilling. This whitens them and makes the colour look more even.

A. On the basis of your reading of the passage, make notes on it, using headings and sub-headings. Use recognisable abbreviations as necessary. Give a suitable title to the passage. **(4 marks)**

B. Write a summary of the notes prepared, in not more than 80 words. **(4 marks)**

SECTION–B (Advanced Writing Skills) 30 Marks

III. You intend to sell your old car and want to advertise in the 'classified ad' of a National Daily. Draft an advertisement for the same in about 50 words. **(4 marks)**

OR

There is an acute water shortage in your school, Snow Valley, Mussorie. Write a notice in about 50 words, informing all the students to bring drinking water from home and not to waste water in the washrooms.

IV. You are Saurabh/Surabhi of Class XII at B.S.N. School, Gurgaon. You are aware that the present day youth are equipped with knowledge and information besides having energy and enthusiasm. Write a letter to the Editor of a National Daily highlighting how their energy can be tapped into removing poverty from India. (120-150 words) **(6 marks)**

OR

Your are the manager of the 'Chef' restaurant. Write a letter of complaint to the manager of 'The Cottage India Emporium' for defective supply of furnishings and upholstery items for your restaurant. (120-150 words)

V. You are Kamala. Write a report on the workshop conducted for parents of LKG students of your school. (150-200 words) **(10 marks)**

OR

The increase in number of hours per day in the school are required to improve the quality and standard of the students. Write a debate in about 150-200 words either for or against the motion.

VI. As a concerned resident, you are worried about the harmful effects of insanitary conditions in your town. Write a speech to be given at the morning assembly time on the necessity of sanitation. (150-200 words) **(10 marks)**

OR

We have become crazy about cricket and have started celebrating a victory like any festival cutting across the religious lines. Write an article for your school magazine in about 150-200 words on 'Cricket is a Religion in India'. You are Shobhit/Tanya.

SECTION–C (Literature Textbooks) 30 Marks

VII. Read the following extracts and answer the questions that follow.

1. Those who prepare green wars,
wars with gas, wars with fire,
victory with no survivors
would put on clean clothes
and walk about with their
brothers
in the shade, doing nothing. **(1×4=4 marks)**

(i) Whom do 'those' refer to?
(ii) How do 'those' prepare green wars?
(iii) Why would they put up clean clothes?
(iv) How can one win without any survivors?

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 screen writer, director or lyrics writer. He was a bit of a poet. **(1×4=4 marks)**

(i) Who is 'him' here?

(ii) What did he do on the days when there was a crowd-shooting?

(iii) What was the idea behind in the process of applying make-up?

(iv) Why did he enter the studios years ago?

VIII. Answer any five of the following questions in 30-40 words each. (5×2=10 marks)

(i) What were the conditions in which the children worked in the glassblowing industry?

(ii) Why didn't M. Hamel scold Franz when he could not recite his French lesson?

(iii) Why did Sophie sit on the wooden bench under the elm tree by the canal?

(iv) What was the fiery misery inside the make-up department of the studios?

(v) Why did Mr Lamb not have any curtains in his house?

(vi) Why was the receptionist replaced in the story, 'Evans Tries an O-level'?

(vii) Why was tiger hunting banned in Pratibandapuram?

IX. Answer the following question in 120-150 words. (6 marks)

Fear can be overcome only by facing it. Discuss with reference to the chapter, 'Deep Water'.

OR

Attitude decides altitude. Derry and Mr Lamb both suffer from handicaps but are totally different in their attitude towards life. Discuss.

X. Answer the following question in about 120-150 words. (6 marks)

Self-reliance, Indian independence and help to sharecroppers were all bound together. Discuss with reference to the Champaran episode of the lesson, 'Indigo'.

OR

The title of the Maharaja reflected grandeur, but his death was an anticlimax. Justify.

4 MODEL QUESTION PAPER

Time Allowed: 3 hours **Max. Marks: 80**

General Instructions: *Same as Model Question Paper–1*

SECTION–A (Reading) 20 marks

I. Read the following passage carefully. **(12 marks)**

1. Computers are capable of doing extremely complicated work in all the branches of learning. They can solve the most complex mathematical problems or put a thousand unrelated data in order. These machines can be put to varied uses. For instance, they can provide information on the best way to prevent traffic accidents. They work accurately and at high speed. They save research workers' years of hard work. This whole process, by which machines can be used to work for us, has been called 'automation'. In future, automation may enable human beings to enjoy more leisure than they do today. The coming automation is bound to have important social consequences.
2. Some years ago, an expert on automation, Sir Leon Bagrit, pointed out that it was a mistake to believe that these machines could think. There is no possibility that human beings will be controlled by machines. Though computers are capable of learning from their mistakes and improving on their performances, they need detailed instructions from human beings to be able to operate. They can never lead independent lives or 'rule the world' by taking decisions of their own.
3. Sir Leon said that, in future, computers would be developed which would be small enough to be carried in one's pocket. Ordinary people would then be able to use them to obtain valuable information. Computers could be plugged into a wireless network and could be used like radios. For instance, people going on a holiday could be informed about weather conditions. Car drivers can be given an alternative route when there is a traffic jam. It will also be possible to make tiny translating machines. This will enable people, who do not share a common language, to talk to each other without any difficulty or to read foreign publications.
4. It is impossible to assess the importance of a machine of this sort. For many, international misunderstandings are caused simply due to our failure to understand one another. Computers will also be used in ordinary public hospitals. By providing a machine with a patient's systems, a doctor will be able to diagnose the nature of

his illness. Similarly, machines could be used to keep a check on a patient's health record and bring it up-to-date. Doctors will, therefore, have immediate access to great many facts which will help them in their work. Book-keepers and accountants too, could be relieved of dull clerical work. For, the tedious task of compiling and checking lists of figures could be done entirely by machines. Computers are the most efficient servant that man has ever had, and there is no limit to the way they can be used to improve our lives.

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

(i) State the two main capabilities of computers.
- (a) Varied uses, provide information
- (b) Complicated work in all the branches, put data in order
- (c) Work at high speed, prevent traffic accidents
- (d) Automation, save hard work and time

(ii) What is automation?
- (a) The thinking machine
- (b) Machines capable of learning by their mistakes
- (c) Machines that can improve on their performances
- (d) The process by which machines can be used to work for us

(iii) What benefit can man derive from automation?
- (a) Human beings may enjoy more leisure
- (b) Save research worker's years of hard work
- (c) Information will be available at high speed
- (d) All of these

(iv) What is the basic limitation of computers?
- (a) Computers cannot think or take independent decisions.
- (b) Computers can take control and rule over human beings.
- (c) Computers cannot improve or learn from their mistakes.
- (d) Computers need detailed instructions from men to be able to operate.

(v) Which task could be done entirely by machines?
- (a) Diagnosing the nature of illness
- (b) Preventing traffic accidents
- (c) Informing weather conditions
- (d) Compiling and checking lists of figures

B. Answer the following questions briefly. (1×7=7 marks)

(i) What are computers capable of?

(ii) What are the basic limitations of computers?

(iii) Mention two areas in which computers can be effectively used.

(iv) Why are computers called a complex machine?

(v) Who would get rid of clerical work?

(vi) Find a word from the passage (para-4) which means 'to evaluate or estimate'.

(vii) Find a word from the passage (para-4) which means 'the work done in an office'.

II. Read the following passage carefully. (8 marks)

1. Leadership is a very unique chemistry which happens when the best of everything get together to create magic.
2. The New Testament says: "As Jesus passed on from there, he saw a man named Mathew sitting at the tax office and said to him, 'Follow me'. So he rose and followed him." No questions, no arguments, no hesitation. What is that mysterious, intangible, electric elusive quality known as leadership?
3. The inevitable million-dollar question that keeps cropping up is, "Are leaders born with a natural capability to lead or do they learn to do so?" And the surprising answer is — both. Organisational capabilities and individual brilliance is something they are born with. But fine points, such as patience, humility and appreciating opinion different from one's own, are all acquired in time. As G.B. Shaw once remarked, "The golden rule is that there are no golden rules." One can never pinpoint with absolute accuracy all the traits that a leader requires. They change from time to time and situation to situation.
4. The true qualities of a person emerge in the face of adversity. So it is with leaders. Look at any person who has the rare ability to lead, the first thing you find is how cool and self-composed he is even in times of crisis. In the midst of chaos, he sets out in right earnest setting things right, restoring normalcy and soon things are back to normal.
5. A leader has to be a visionary; he must be able to draw inspiration from the past and envision a future brighter than the present, however difficult that might seem. He has to be very clear about his vision–what he is serving and the mission–what he must achieve.
6. Another distinguishing trait of leaders is their organisational ability, the ability to coordinate individual efforts into a single one.
7. A leader has the capability of bringing out the best in the people he leads and cultivate a team spirit. He allows others to solve the problem rather than taking it on single handedly. He has to communicate very well so as to gain the confidence of others, so that they feel they are on the right track and then they would be ready to lay down their lives.
8. He has to be patient, to listen to others' grievances and hence, half the battle is won.
9. A leader has to be highly efficient manager as well as a coordinator. He might have to set an example before the rest. His individual, work has to be flawless.
10. "A leader is a dealer in hope," said Napoleon.
11. The success of leaders is finally measured not only in terms of how capable they appear, or how well they are able to perform as individuals, but how successful they are in leading their team to perform.
12. A leader has the capacity and will to rally men and women to a common purpose.

A. On the basis of your reading of the passage, make notes on it, using headings and sub-headings. Use recognisable abbreviations and give a suitable title to the passage. (4 marks)

B. Write a summary of the notes prepared, in not more than 80 words. (4 marks)

SECTION–B (Advanced Writing Skills) 30 Marks

III. Draft a suitable advertisement for your brother, seeking a suitable match and plan to marry early. (50 words) **(4 marks)**

OR

You have been asked to inform the students of secondary and senior secondary sections of your school about the Inter-school Science Project Competition to be hosted by your school. Draft a notice inviting participation of students for it. You are Raghav/Ruchika of A.K.M. Public School, Noida. (50 words)

IV. You bought a smart phone from Kormangala Electronic World, Alleppey. You were given a demonstration about its features and functions in the showroom, but after reaching home, it started developing problems. Write a letter of complaint in 120-150 words to the company informing them about it and asking for immediate repair or replacement of it. **(6 marks)**

OR

Your family plans to undertake a trip to Himachal Pradesh in June. Write a letter of enquiry in 120-150 words to your nearest travel agency asking about necessary details. You are Ritwik/Raveena.

V. You have witnessed a major clash between two political parties near your house in Aligarh. Prepare a report in 150-200 words to be published in the National Herald, Lucknow. Sign as Rohit/Ramola. **(10 marks)**

OR

Write a speech for your school assembly on the necessity to take care of stray animals in your city. Word limit 150-200 words.

VI. In spite of all-round scientific and technological progress, a wave of unrest among students is sweeping across not only in India but also the whole world. Write an article on 'Unrest among Students' to be published in your school magazine in 150-200 words. **(10 marks)**

OR

India has unity in diversity. There are uncountable languages spoken throughout the length and breadth of this country. The only type of government that can succeed in our country to move ahead successfully is Democracy. Write an article in 150-200 words expressing your opinion on this.

SECTION–C (Literature Textbooks) 30 Marks

VII. Read the following extracts and answer the questions that follow.

1. "... but after the airport's
security check, standing a few yards
away, I looked again at her, wan,
pale
as a late winter's moon ..." **(1×4=4 marks)**

(i) Where was the poetess standing?
(ii) How does 'her' look like here?
(iii) Why does the poet look 'again' at 'her'?
(iv) Pick the poetic device in the given extract.

2. At this point Gandhi arrived in Champaran. He began trying to get the facts. First he visited the Secretary of the British landlord's association. The Secretary told him that they could give no information to an outsider. **(1×4=4 marks)**
   (i) Why did Gandhi arrive in Champaran?
   (ii) Whom did he visit first?
   (iii) What did he begin trying?
   (iv) What is the information, mentioned in the above lines?

VIII. Answer any five of the following questions in 30-40 words each. (5×2=10 marks)

(i) How did the rattrap-seller amuse himself?
(ii) How is the world of the slum school children contrasted with the outside world?
(iii) Describe the feelings of Bama when she got to know about untouchability.
(iv) Describe any two literary devices mentioned in the poem, 'My Mother at Sixty-six'.
(v) According to Derry, why did the children come to the garden?
(vi) Give reasons to show that Jack was a good father.
(vii) Why does the author think that Antarctica is the right place to study human race?

IX. Answer the following question in 120-150 words. (6 marks)

The near death experience of Douglas changed his psychology. Explain with reference to 'Deep Water'.

OR

What values of Gandhiji does 'Indigo' highlight on?

X. Answer the following question in 120-150 words. (6 marks)

What efforts were made by Sadao and Hana to help the American soldier?

OR

Comment on the title of the story, 'The Tiger King'. Does it convey any message?

MODEL QUESTION PAPER 5

Time Allowed: 3 hours **Max. Marks: 80**

General Instructions: *Same as Model Question Paper–1*

SECTION–A (Reading) 20 marks

I. Read the following passage carefully. **(12 marks)**

1. Burning with a desire for vengeance and vindication, I applied myself to gain entry to the Culinary Institute of America (CIA) in Hyde Park, New York. My friends, those who remained on speaking terms with me after two years of truly disgusting behaviour on my part, thought that I was out of my mind, but then they thought that anyway. I'd love to tell you it was tough getting into CIA. There was a long waiting list. But I reached out to a friend of a friend, who'd donated some money to the school and owned a well-known restaurant in New York City, and about two weeks after filling out my application, I was in. I was an enrolled student at an institution where everyone wore identical white uniforms, funny paper hats and actually had to attend class. But I was ready.
2. CIA is located in the building and grounds of a former Jesuit monastery on a Hudson River difftop, a short cab ride from Poughkeepsie. In my buttoned-up chef's coat, check pants, neckerchief and standard-issue leatherette knife roll-up, I arrived determined but full of attitude. The first few months at CIA were spent on stuff like, 'This is the chef's knife. This is the handle. This is the blade', as well as rote business on sanitation. My food sanitation instructor, an embittered ex-health inspector (judging from the scars on his face, the last honest man in that trade), regaled us with stories of pesticide-munching super rats, the life cycle of bacteria and the ever-present dangers of unseen filth.
3. I took classes in food-handling, egg cookery, salads, stocks, soups, and basic knife work. But after spending way too many hours peeling potatoes, making gallons of dressings, chopping vegetables and so on, I knew this stuff was in my bones. That is the reason why my food in class always tasted far better than my classmates.
4. The chefs/instructors were largely, it seemed, burn-outs from the industry: bleary-eyed Swiss, Austrain and French ex-cronies with some motivated veterans of major hotel chains, for whom food was all about cost per unit. But it was fun. Pulled sugar,

making decorations using sugar, ice-carving, you don't see a lot of that in the real world, and there were some really talented, very experienced old-school people at CIA who passed on to their adoring students the last of a dying style. They'd let us practice our knife work on whole legs of beef, my novice butcher classmates and I absolutely destroying thousands of pounds of meat; we were the culinary version of the Manson Family. Fortunately, the mutilated remains of our efforts were—as was all food at CIA—simply passed along to another class, where it was braised, stewed or made into soup or grinding meat....before ending up on our tables for dinner. They had figured out this equation really well. All students were either cooking for other students, serving other students or being fed by other students—a perfect food cycle, as we devoured our mistakes and our successes alike.

5. Barring a few incidents, one fine day, sometime later, I did get my diploma. I was now a graduate of the best cooking school in the country—a valuable commodity in the open market—I had a field experience, a vocabulary and an experimental mind.
6. On the strength of my diploma—and my willingness to work for peanuts—I landed a job almost right away at the venerable New York institution, the Rainbow Room, high at the top of the Rockfeller Center. It was my first experience of the real Big Time, one of the biggest, busiest and best-known restaurants in the country. I was willing to do anything to prove myself, and when I got in that elevator to the sixty-fourth floor kitchen for the first time, I felt as if I was blasting off to the moon.
7. The Rainbow Room at the time sat a little over 200 people. The Rainbow Grill sat about another 150. Added to that were two lounges where food was available, and an entire floor of banquet rooms—all of it serviced simultaneously by a single, central kitchen. So you had some major league volume, as well as some major league cooks to go along with it.
8. A long hot line of glowing flat-tops ran along one wall, flames actually roaring back up into a fire wall behind them. A few feet across, separated by a narrow, trench-like workspace, ran an equally long stainless-steel counter. Much of this counter was taken up by vast, open steam boilers which were kept at a constant, rolling boil. What the cooks had to contend with was a long, uninterrupted slot, with no air circulation, with nearly unbearable, dry radiant heat on one side and clouds of wet stream heat on the other. When I say unbearable, I mean they couldn't bear it; cooks would regularly pass out and have to be dragged off to recuperate.
9. There was so much heat coming off those range–especially when the centre rings were lit for direct fire–that the filters in the overhead hoods would often burst into flames, inspiring a somewhat comical scene as the overweight Italian chef would hurl himself down the narrow line with a fire extinguisher, bowling over the cooks and tripping as he hurried to put out the flames before the central system went off and filled the entire kitchen with fire-suppressant foam.
10. As I've said, it was hot. Ten minutes into the shift, the cheap polyester whites we all wore would be soaked through with sweat, clinging to chest and back. All the cooks' necks and wrists were pink and inflamed with awful hear rashes. It was a madhouse.

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

(i) Why were most of Anthony's friends not on speaking terms with him?
- (a) Because he was more talented
- (b) Because of his disgusting behaviour
- (c) Because he was more successful
- (d) All of these

(ii) Why did Anthony's food taste better?
- (a) Because of his thorough knowledge
- (b) Because of his aptitude for cooking
- (c) Because of extra classes from the teacher
- (d) Both (a) and (c)

(iii) What happened to the remains of Anthony and his classmates, 'culinary skills'?
- (a) It ended up as their dinner.
- (b) It ended up as food for the diners.
- (c) It was sold at a cheap rate.
- (d) It was served to the poor.

(iv) Why would the cooks regularly pass out in the Rainbow Room kitchen?
- (a) Because of too much work
- (b) Because of getting less food
- (c) Because of the high heat
- (d) Both (a) and (b)

(v) Why did the filters in the overhead hoods often burst into flames?
- (a) Because there was so much heat coming off
- (b) Because there was no air circulation
- (c) Because the counter was taken up by vast, open steam boilers
- (d) Because the entire kitchen was filled with fire suppressant foam

B. Answer the following questions briefly. (1×7=7 marks)

(i) How did Anthony get admission into CIA?

(ii) Who were the chefs/instructors into CIA?

(iii) How did Anthony land in a job in the Rainbow Room?

(iv) What does the narrator mean by 'I felt as if I was blasting off to the moon'?

(v) In what way was the employees' workspace 'trench-like'?

(vi) Find a word from the passage (para-2) which means 'entertained'.

(vii) Find a word from the passage (para-6) which means 'respected'.

II. Read the following passage carefully. (8 marks)

1. Cholesterol is a waxy substance that is present in our blood. It's an important component of our cell walls and other tissues, but is thought to be harmful in excess. It can lead to blockages caused by plaque formation in the heart's arteries, causing various heart diseases and even heart attacks. Such blockages can also happen in arteries in the legs, or in the brain.

2. Cholesterol is produced in the liver, and the amount produced is influenced by our genes. The food we consume, also has an effect on cholesterol levels. Fatty foods, especially those high in saturated fats, and food high in simple sugars such as cold drinks increase cholesterol levels. Lack of physical activity and exercise also lead to elevated levels. We can reduce or control cholesterol levels by following a heart-healthy lifestyle, which must include regular physical activity—at least 30 minutes daily—and a diet high in fruits and vegetables and low in saturated fat.
3. Statins are the group of drugs most recommended for those with high cholesterol. For your doctor to decide when you should start taking them will depend on your overall clinical picture, not just your cholesterol levels. In general, if you are diagnosed with heart disease and diabetes, you may need to take them. Also, if a test shows your LDL (low density lipoprotein) cholesterol – the "bad" one-to be you are likely to be prescribed statins. Anyway, the doctor will decide medicines on a case-to-case basis. The effects of high cholesterol take time to show, and you may not realise it until it's bit late.
4. Cholesterol, by itself is important because it insulates nerve cells and membranes. Being a fatty substance, it does not dissolve in the blood and is packaged into protein. There is the "good" HDL (high density lipoprotein) cholesterol. "Bad" LDL cholesterol can stick to the smooth lining of blood vessels, where it is absorbed, while HDL mops up excess bad cholesterol and removes it from blood vessels.
5. Even moderate physical activity can help increase HDL cholesterol. Exercise five days a week, whether you are overweight or underweight. Always warm up, stretch and relax before and after any workout to avoid injuries. Lifestyle changes including exercise in your daily routine is important for a fitter and healthier life.
6. A combination of diet, exercise and lifestyle modifications work best in producing long-lasting effects. For the obese, weight reduction is the key. Red yeast rice has been shown to be effective in lowering cholesterol. Olive oil, canola oil or other oils rich in monounsaturated fatty acids can be used for cooking in order to reduce cholesterol through food. Some foods that help manage cholesterol levels well and must be included in your diet are oats, walnuts, almonds, kidney beans, green leafy vegetables, black grapes, green tea, flaxseed, wheat grass, garlic and fish. Minimise common cholesterol-rich foods, such as red meat, egg yolk, whipped butter ghee, cream, full cream milk and margarine, and avoid junk food.

A. On the basis of your reading of the passage, make notes on it, using headings and sub-headings. Use recognisable abbreviations as necessary. Also supply an appropriate title to it. (4 marks)

B. Write a summary of the notes prepared, in not more than 80 words. (4 marks)

SECTION–B (Advanced Writing Skills) 30 Marks

III. S.D. Public School, Agra requires a receptionist for the school. Draft a suitable advertisement in about 50 words to be published in the classified columns of a national newspaper giving all the necessary details. **(4 marks)**

OR

You are Rahul/Rani, Prefect of St. Thomas Public School. Draft a notice inviting the names of the students for the Inter-school Debate Competition to by organised by the Literary Club of the school on the occasion of Silver Jubilee Celebration giving the necessary details. (50 words)

IV. You bought a LG washing machine from Shiva Electronics, Model Town, Delhi. After the purchase of the fully automatic washing machine, it worked for the first fortnight but later started showing some defects. Write a complaint letter to the Manager, LG India Ltd., Delhi. You are Avani/Ankush. (120-150 words) **(6 marks)**

OR

Through newspapers we get to know how patients from abroad come to hospitals in India and get themselves treated at a fraction of expenses they would have incurred elsewhere. Write a letter to the Editor of a National Daily describing the importance of medical tourism for India. You are Anil/Anita of 112 Mall Road, Shimla. (120-150 words)

V. Literacy rate of hundred per cent or around has been achieved by only a couple of states in India according to 2011 census. Illiteracy is found mostly among the old and the deprived sections of the society. Write an article on 'Role of Students in Eradicating Illiteracy'. You are Naveen/Navita (Word Limit: 150-200 words) **(10 marks)**

OR

Recently your school organised a cleanliness drive in order to promote Prime Minister's Clean India Mission. Write a report for the school magazine. You are Neha, Head Girl of Sarvodaya Kanya Vidyalaya, Punjabi Bagh, Delhi. (150-200 words)

VI. A number of road rage cases is quite a burning issue now-a-days as youngsters below the required age are driving without licence and violate the rules. Write a speech in 150-200 words on the topic, 'Underage Driving–A Road to Disaster' showing your concern. **(10 marks)**

OR

During the floods in Kashmir, the Arts Club of your colony had organised various cultural activities to collect funds for the victims' families. As Rohit/Riya, the Cultural Secretary of the club, write a report for your newsletter in 150-200 words about these activities and how you utilised the funds collected.

SECTION–C (Literature Textbooks) 30 Marks

VII. Read the following extracts and answer the questions that follow.

1. Far far from gusty waves these Children's faces
Like rootless weeds, the hair torn round their pallor
The tall girl with her weighed down head
The paper seeming boy with rat's eyes **(1×4=4 marks)**

(i) Which 'children' are referred to here?

(ii) Why are children compared to 'rootless weeds'?

(iii) What does 'the paper seeming boy with rat's eyes' imply?

(iv) What is the tone of the poet?

2. I used every way I knew to overcome this fear, but it held me firmly in its grip. Finally, one October, I decided to get an instructor and learn to swim. I went to a pool and practiced five days a week, an hour each day. The instructor put a belt around me. A rope attached to the belt went through a pulley that ran on an overhead cable. **(1×4=4 marks)**

   (i) Who is 'I' here?
   (ii) What is the fear, mentioned in the above lines?
   (iii) How much did the speaker practice?
   (iv) Why did the instructor put a belt around the speaker?

VIII. Answer any five of the following questions in 30-40 words each. (5×2=10 marks)

(i) What do you think is meant by 'Green Wars'? (Keeping Quiet)
(ii) What is the irony in the name of Saheb-e-Alam?
(iii) Did the peddler respect the confidence reposed in him by the crofter?
(iv) Though the sharecroppers of Champaran received only one-fourth of the compensation, how can the Champaran struggle still be termed a huge success and victory?
(v) Why did Jo want the wizard to hit mommy?
(vi) How had Zitkala-Sa been subjected to extreme indignities?
(vii) What miracle took place in the royal palace?

IX. Answer the following question in 120-150 words. (6 marks)

It is rightly said that any discrimination based simply on caste, colour, creed, nationality and language is barbarious. Discuss the issue with references to 'The Last Lesson'.

OR

Compare and contrast the character of Sophie and Jansie. (Going Places)

X. Answer the following question in about 120-150 words. (6 marks)

Children are keen observers. They notice every happening in their surroundings. Injustice in any form cannot escape being unnoticed by them. Explain with reference to 'Memories of Childhood'.

OR

The actual pain or inconvenience caused by a physical impairment is often much less than the sense of alienation felt by the person with disabilities. What is the kind of behaviour that the person expects from others?

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KK Global Publications Pvt. Ltd.

ISBN 938889353-0

9789388893534

Price: ₹ 495/-