



# KENDRIYA VIDYALAY SANGATHAN GUWAHATI REGION

STUDY MATERIAL CLASS XII (2020-21)

Subject: English

Chapter wise Question Bank

# Foreword

Preparation of study material for all the major subjects of class X and XII and presenting the same on the hands of the students well on time is not anything new for the Kendriya Vidyalayas. However, this time the backdrop of the Covid-19 pandemic looming large in front of all and the 9 months of suspended physical classes have given an extra novel meaning and significance to this endeavor. On all previous occasions, teachers sat together on a designated place face to face to discuss, to reject, to select & modify and thereby gather together the best material for the students. This time, they could not do so that way because of the limitations of gatherings in light of the pandemic. And therefore, this time, there has been the endeavor to craft out a chapter-wise exhaustive question bank for all the major subjects. The major chunk of the session has already played out in the most extraordinary way during this most extraordinary time as we have all seen, with the syllabi having been covered only through online classes with the teachers and the students never coming face to face inside the classrooms.

Anyway, with our examination system the way it is, the role of intelligent and rigorous study of question bank has been always enormous for success in all examinations. Having a sound grasp of probable questions and the most pertinent ones, leads to better negotiation of the course material on hand especially when the examination comes near.

It is hoped that the teachers of each school will bring the materials home to the needy students with further necessary guidance from them during this extraordinary academic session and extraordinary time as a whole.

It has been wonderful for KVS RO Guwahati to be involved in preparation of study material in the form of chapter wise question banks. The enormous contribution of the Subject teachers and Principals for making the project successful is highly praiseworthy.

\*\*\*\*\*

### **Message from Deputy Commissioner KVS Guwahati Region**

It has been a matter of immense pleasure for me to be involved in the preparation of study material in the form of chapter wise question bank for different subjects for KVS Guwahati Region. Knowledge gathered on any subject is paramount to success in our academic system, the same gets tested through questions of different grades asked in examinations. Therefore, to be pre-acquainted and familiarized with the nature of questions that will be asked in Board examinations might go a long way in having the right and absolute answers for scoring in the examinations. Sound knowledge of probable and pertinent questions for a chapter leads to much better grasp of the course material for the purpose of tackling the examination especially at a time when it is near. The students will be benefitted immensely through proper study of a question bank for any subject especially in the run-up to the examination.

Of course, at a time, when our students and the teachers have not been able to come face to face physically inside their classrooms in the school because of the scourge of COVID- 19 pandemic, and the syllabi having been already covered through online classes only, there is no doubt that our students would need to depend upon the written words of the teachers a bit more and in that way, the study of material in the form of question bank would need real earnestness from the students.

I would like to thank all, especially the Principals and the teachers for giving finality to this project preparing question bank of across all the subjects.



(Varun Mitra)

Deputy Commissioner


### Message from Assistant Commissioner KVS Guwahati Region

Study material prepared by Teachers of Guwahati Region under the Leadership and able Guidance of Sh. Varun Mitra, Deputy Commissioner, KVS (RO) Guwahati and efforts done by Sh. Venkteswar Prasad B, Assistant Commissioner, KVS (RO) Guwahati with the help of learned teachers of Guwahati Region is step to help students of Guwahati Region to revise their syllabus in less time. This study material is readable material having question bank, which will help students to gain knowledge and to know how questions are asked in board exams and how to write to the point answers to score good marks. This will enable students to improve their performance.

I convey my best wishes to students of Guwahati region for their board exams.

I convey my best wishes to teachers of Guwahati region for good results both qualitative and quantitative.

I convey my best wishes to principals of Guwahati region for good academic performance of all students of their Kendriya Vidyalaya in all subjects.



01/01/2021

**(Deepak Kumar Dabral)**  
Assistant Commissioner



### Message from Assistant Commissioner KVS Guwahati Region

Dear students,


This year had been rather challenging due to the covid-19 pandemic which initially had made life come to a standstill with the imposition of the lockdown. Things looked bleak in the realm of academics and education. What brought the glimmer of hope was the continuation of the teaching-learning process in the online mode. Initially everyone was sceptical regarding the outcome and quality of such a system, but the teachers by dint of their dedication, hard-work and their sense of duty took things in their stride. Now, the online mode has become the new normal and this change has marked a paradigm shift in how education is imparted.

The ones most affected by the absence of conventional offline classrooms were the students of Class X and XII. With the Board exams looming large in their minds they desperately needed some personal guidance and quality resource material. It is keeping in mind their needs, KVS RO Guwahati decided to bring up study material in all subjects that would cater to the needs of the upcoming Board examinees. This study material prepared by some very resourceful and experienced teachers of the region will serve as the beacon to the students and would guide them to prepare for the exams in a systematic and planned way. The lessons and important topics have been covered in a concise yet comprehensive manner so that they facilitate easy understanding by all the students. All the key concepts have been covered in keeping with the requirements of the Board Exams.

It is expected of students to approach the material in a systematic and organised manner. They have to read it thoroughly, look for information that is vital from the viewpoint of examination, ensure that key points are firmly etched into their minds, go through the exercises and questions and practice enough for time management. I hope this study material will prove to be an effective tool in the preparation for their Board Exams and boost the confidence of the students to perform better.

I am thankful to Sh. Varun Mitra, Honourable Deputy Commissioner KVS RO Guwahati for his constant support and guidance given for the preparation of study material. My heartfelt thanks to Sh. Deepak Kumar Dabral, Assistant Commissioner KVS RO Guwahati, Principals and Teachers of Kendriya Vidyalayas of Guwahati Region who have put in enormous efforts in making this study material for the benefit of students.

Happy learning and best of luck!

  
(Venkteswar Prasad B)  
Assistant Commissioner

## Contents

SL.No.	Chapter/Lesson	Page No
1	The Last Lesson (Alphonse Daudet)	7-13
2	Lost Spring (Anees Jung)	14-30
3	Deep Water (William Douglas)	31-32
4	The Rattrap (Selma Lagerlof)	33-36
5	Indigo (Louis Fischer)	37-38
6	My Mother at Sixty – Six (Kamala Das)	39-46
7	An Elementary School Classroom in a Slum (Stephen Spender)	47-54
8	Keeping Quiet (Pablo Neruda)	55-61
9	A Thing of Beauty (John Keats)	62-64
10	Aunt Jennifer’s Tigers (Adrienne Rich)	65-66
11	The Third Level (Jack Finney)	67-71
12	The Enemy Pearl (S. Buck)	72-82
13	Should Wizard hit Mommy (John Updike)	83-84
14	On the face of It (Susan Hill)	85-89
15	Evans Tries an O-level (Colin Dexter)	90-101
Reading Section		102-112
Writing Skills		113-139

## Question Bank - The Last Lesson (Alphonse Daudet)

### EXTRACT BASED MCQ QUESTIONS

1. Read the following extract and answer the questions that follow.

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?

- A. Franz
- B. M.Hamel
- C. Old Hauser
- D. Villagers

Ans: A. Franz

(b) What was 'I' wondering?

- A. Presence of villagers in the classroom.
- B. Ceremonial dress of teacher
- C. Silence in the class
- D. All of the above.

Ans: D. All of the above.

(c) How was the tone of M. Hamel?

- A. Grave and gentle.
- B. Jovial
- C. Mocking
- D. angry

Ans: A. Grave and gentle.

(d) Why did Hamel want everyone to be attentive?

- A. Because it was the last lesson on French he would give.
- B. Because it was better than German
- C. Because he was teaching them
- D. He hated noise in the class

Ans. A. Because it was the last lesson on French he would give

2. Read the following extract and answer the questions that follow.

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?

- A. M. Hamel and his sister.
- B. Franz
- C. Villager
- D. Houser

Ans. A. M. Hamel and his sister.

b) Why is M. Hamel's heartbroken?

- A. Because he has to leave the country the next day
- B. Because of transfer
- C. Because of retirement
- D. Because of student's misbehaviour.

Ans. A. Because he has to leave the country the next day

C) Why do they have to leave the country?

- A. German would be taught in place of French.
- B. French will be taught now.
- C. New languages will be taught.
- D. He has got a new job.

Ans. A. German would be taught in place of French

d) Who is packing the trunks?

- A. Hamel's sister
- B. Hamel's wife
- C. Hamel's father
- D. Hamel's servant

Ans. A. Hamel's sister



### MCQ BASED QUESTIONS ON THE LAST LESSON

Q1- Alphonse Daudet was from which country?

- A. England
- B. India
- C. France
- D. New Zealand

Ans. C. France

Q2. The story 'The Last Lesson' highlights which human tendency?

- A. Male Chauvinism
- B. Procrastination
- C. Courage
- D. Cowardice

Ans. B. Procrastination

Q3. What does The Last Lesson symbolize?

- A. Loss of language and freedom
- B. Loss of opportunity
- C. Loss of freedom
- D. Loss of language

Ans. A. Loss of language and freedom

Q4. From where did the orders come to teach only German in the Districts of Alsace and Lorraine?

- A. France
- B. Lorraine
- C. Berlin
- D. Germany

Ans. C. Berlin

Q5.-What did Franz find on reaching the school?

- A. strange quietness
- B. People were dancing
- C. strange people

D. Police patrolling

Ans. A. Strange quietness

Q6.-Who occupied the back benches in the class?

- A. weak students
- B. teachers
- C. monitors of the class
- D. village elders

Ans. D. village elders

**(Short Answer Questions: 2 marks each)**

1. Why was Little Franz scared to go school that morning?

Ans: That morning, Little Franz was scared to go to school because he was late for school. Moreover, his teacher M. Hamel had told them that he would question them on participles and Little Franz did not know the first word about them.

2. What were the things that tempted/attracted Little Franz on the way to school?

Ans. On the way to school, Little Franz was attracted by the following things:

- i) the bright and sunny weather, a perfect one to be spent out of doors
- ii) the birds were chirping at the edge of the woods
- iii) the Prussian soldiers were drilling in the open field at the back of the saw mill.

3. Why did the school look like a Sunday morning?

Ans: The school looked different that day. There was no sound of children or desk and benches nor of M. Hamel's terrible ruler. Everything was calm and quiet like a Sunday morning because of the order that had come from Berlin.

4. What were the usual sounds heard out at the street when school began?

Ans: Usually when school began, there used to be a lot of noise. Opening and closing of desks, lessons repeated in unison and the teachers great ruler rapping on the table to make the children silent are some of them heard out in the street.

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

Ans: Franz noticed that everything was calm and quiet like a Sunday morning. The children were already seated in their desks and M. Hamel was walking up and down in the class with his iron ruler under his arm. He was wearing his best dress which he never wore except on inspection or prize distribution days.

6. How was the teacher/M. Hamel dressed?

Ans: M. Hamel was wearing his best dress that day. He was wearing his green coat, frilled shirt and a little black silk cap, all embroidered which he never wore except on inspection or prize distribution days.

7. Why were the villagers sitting at the back benches of the school/classroom?

Ans: The villagers were very sad after they came to know about the order that had come from Berlin. So, in order to show their love and respect towards their mother tongue and also to show gratitude to M. Hamel, they were sitting at the back benches of the school.

8. What was like a thunderclap to Little Franz?

Ans: M. Hamel announced that he was going to give them the last French lesson. He also said that an order had come from Berlin to teach only German in the schools of Alsace and Lorraine and the new French teacher would arrive the next day. He asked everyone to be very attentive. These words were like a thunderclap to Little Franz.

9. What was M. Hamel's view/opinion on the French language?

Ans: According to M. Hamel, French was the most beautiful language in the world. It was the clearest and the most logical language. He asked everyone to guard it and never forget it because when a people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison.

10. Whom did the teacher/M. Hamel blame for Little Franz not learning his mother tongue?

Ans: M. Hamel blamed the parents, the children and also himself for Little Franz not learning French. He pointed out that the parents preferred to put their children to work in a farm or in the mills to earn a little extra money. Even the teacher also used to give them a holiday whenever he wanted to go for fishing. The children put learning for tomorrow.

11. How did the teacher/M. Hamel address or behave Little Franz even if he was late?

Ans: To his surprise, Little Franz noticed that M. Hamel did not scold him for being late. When he saw Little Franz, he told him very kindly to go to his place quickly and also said that they were beginning without him. This was just opposite to the normal cranky behaviour of the teacher M. Hamel.

12. What bad news did the bulletin board give for the last two years?

Ans: The bulletin board brought all the bad news for last two years. Some of them were like the lost battle, the draft and the order of the commanding officer etc. All these news were related to the Franco-Prussian war going on at that time.

13. Why did the crowd gather in front of the bulletin board that day?

Ans: That day, Franz noticed a crowd gathered in front of the bulletin board. For the last two years, all the bad news had come through the bulletin board. He wondered what might be the reason that day. Later, he came to know that it was the order from Berlin which was put in the bulletin board.

14. How did Little Franz react to the announcement made by M. Hamel?

Ans: The announcement made by M. Hamel was like a thunderclap to Little Franz. He understood that this order had been put up in the town hall. His heart felt with regret and remorse for not learning his language. He also thought about the teacher who would leave them forever very soon.

15. How did he feel about the last grammar lesson taught by M. Hamel?

Ans: To his utter surprise, Little Franz found the grammar lesson to be very easy. He was amazed to see how well he understood it. He also thought that he had never listened so carefully, and that M. Hamel, their teacher had never explained everything

with so much patience. It looked that as if the old man wanted to give them everything he knew before going away.

16. What were the topics/subjects discussed or taught by M. Hamel on the day of the last lesson?

Ans: On the day of the last lesson, M. Hamel taught the following topics/subjects:

- i) Oral questions on participles
- ii) a Grammar lesson
- iii) A lesson on writing
- iv) History
- v) Chanting of French alphabet for the babies.

17. How did the little children behave in the class that day?

Ans: That day, even the little children were doing their works quietly. Franz noticed that some beetles flying in during the writing lesson. But nobody paid any attention, even the littlest one. They were busy in tracing their fish hooks.

18. What did Little Franz think about the pigeons?

Ans: After the announcement made by M. Hamel about their last French lesson, Little Franz was wondering on many things amidst the strangely quiet school room. Once some pigeons cooed from the roof. Little Franz wondered whether the Germans would make them sing in German too.

19. Why did M. Hamel tell the class to guard the French language and never forget it?

According to M. Hamel, when a people are enslaved, as long as they hold fast to their language, it is as if the key to their prison. So, he requested everyone to guard their mother tongue and never forget it.

20. How did M. Hamel end/conclude his class?

Ans: When the church clock struck twelve, M. Hamel stood up from his chair. He wanted to say something but something choked him, he could not go on. Then he walked up to the black board and wrote on it "Vive La France" with a piece of chalk as large as he could. He leaned his head against the wall and without saying a word made a gesture with his hand that the school was dismissed, they might go.

**(Long Answer type questions: 5 marks each)**

1. How did the order from Berlin change the situation in the school?

Ans: The shocking order from Berlin after the defeat of France shocked the French people. It declared that all the schools in the two French districts of Alsace and Lorraine would now teach only German. This not only saddened but also hurt the pride of the people of France. On the day of the last lesson, even the village elders came to show their respect to M. Hamel for serving the community faithfully for forty years. The usual hustle and bustle too was missing from school and Franz found it unusually quiet as it used to be on a Sunday morning. M. Hamel was dressed in his formal suit. Even though Franz reached late M. Hamel did not scold him. He then went on to praising the French language at length by referring

to it as the most beautiful language. He called upon the French people to safeguard their language among themselves and not to forget it ever.

2. Give a brief character-sketch of M. Hamel.

Ans: M. Hamel was a teacher of the French language in a village of Alsace district of France. He had been teaching French for the last forty years in that village. Everyone in the village had a great respect for him. His students thought he was cranky, but we didn't find him cranky in any part of this story.

He was very honest. When Franz failed to recite the rule for participles, he blamed himself for giving children unnecessary holidays whenever he wanted to go for fishing.

He had great passion for his subject. He knew that it was now the last day of his school and he had to leave the district the next day for good. Even then he taught his students so well that they understood everything he had taught.

He had great love for the French language. He called it the most beautiful, the clearest and the most logical language of the world. Indeed M. Hamel was a great patriot.

3. Our native language is a part of 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?

Ans: According to a famous proverb, the person who does not take pride in his language, culture and nation is like an animal and he is like a dead person. Every community has a natural attachment to its culture and language. It is our native language that we naturally learn from the lap of our mother. We can communicate in our native language more effectively and proficiently than in some other foreign language.

In this story, the Prussians invaded the French districts of Alsace and Lorraine. They banned the teaching and studying of the French language in these districts. All the teachers of the French language were asked to leave the districts of Alsace and Lorraine. M. Hamel was a teacher of the French language in a village in the district of Alsace. He had been teaching in a school the French language for the last forty years. The next day, he was leaving the village and school for good.

The elderly persons sitting at the back benches were the old Hauser who was wearing his three-cornered hat, the former mayor, the former postmaster, and several others. Everybody was looking sad. Hauser had brought an old primer and he held it open on his knees with his spectacles lying across the pages. All these elderly persons had come to the school to pay their tribute to the selfless service of M. Hamel for forty years.

4. Everybody during the last lesson is filled with regret. Comment.

Ans: In the year 1870-71, during the Franco-Prussian war the French districts of Alsace and Lorraine fell into the hands of Prussians. They harmed the teaching and learning of the French language in these districts. All the teachers of the French language were ordered to leave these districts. M. Hamel was one such teacher who taught French in one of the villages of Alsace district. He had to leave the village the next day for good. In the chapter, he was delivering his last lesson of the French language.

Not only the students but also the village elders came to attend the last French class. Everybody in the class was full of regret. M. Hamel blamed himself for giving too much holidays to his students and in this way not teaching them properly. The students like Franz blamed themselves for not learning their language properly. The village elders were also full of regret. They had not learnt their language properly



when they were young. Now they had come there to pay their tribute to M. Hamel, the French teacher, for forty years of selfless service towards the community and also to their love towards the mother tongue.

## Question Bank - Lost Spring (Anees Jung)

### MULTIPLE CHOICE QUESTIONS

1.He is content to dream of cars. Who is 'he' being talked about?

- (a) Mukesh
- (b) Saheb
- (c) Sahukar
- (d) Politician

Answer: (a) Mukesh

2.The sahuks, the middlemen, the policemen, the keepers of the law, the bureaucrats and the politicians. Together these people

- (a) worked for the benefit or bangle makers
- (b) imposed the baggage on the child that he cannot put down
- (c) worked for the upliftment of women
- (d) abolished child labour

Answer: (b) imposed the baggage on the child that he cannot put down

3.Who will be hauled up by the police if they try to get organized?

- (a) the old citizens
- (b) the owners of the factories
- (c) the group of young men
- (d) Mukesh's family

Answer: (c) the group of young men

4.'She has not enjoyed a full meal in her entire lifetime'. Who is 'she' in the given sentence?

- (a) the elderly woman sitting close to Savita
- (b) Mukesh's sister-in-law
- (c) Mukesh's mother
- (d) Mukesh's grandmother

Answer: (a) the elderly woman sitting close to Savita

5.Savita, a young girl is seen by the author,

- (a) stitching clothes
- (b) washing clothes
- (c) soldering pieces of glass
- (d) embroidering a sheet

Answer: (c) soldering pieces of glass

6. 'Can a god-given lineage ever be broken?' These words were spoken by

- (a) Mukesh
- (b) Mukesh's grandfather
- (c) Mukesh's grandmother
- (d) the author

Answer: (c) Mukesh's grandmother

7. Mukesh's father is a

- (a) car-driver
- (b) bangle-maker
- (c) cracker-maker
- (d) mechanic

Answer: (b) bangle-maker

8. Mukesh's house is covered with

- (a) stones
- (b) bricks
- (c) tiles
- (d) thatch

Answer: (d) thatch

9. The families of the bangle-makers live in

- (a) comfortable environment
- (b) big houses
- (c) very small houses
- (d) factories

Answer: (c) very small houses

10. What did Mukesh want to become, on growing up?

- (a) a motor mechanic
- (b) a shopkeeper
- (c) a bangle maker
- (d) a carpenter

Answer: (a) a motor mechanic

11.Saheb did not like to work in the tea-stall because

- (a) he was getting only Z 800
- (b) he hated the steel canister
- (c) he was no longer his own master
- (d) he had to carry heavy bags now

Answer: (c) he was no longer his own master

12.Garbage to the rag pickers is

- (a) money
- (b) daily bread, a roof over their heads
- (c) gold
- (d) silver

Answer: (b) daily bread, a roof over their heads

13.For the rag pickers, food is more important than

- (a) clothes
- (b) shoes
- (c) identity
- (d) shelter

Answer: (c) identity

14.The squatters in Seemapuri arrived as refugees from Bangladesh in

- (a) 1965
- (b) 1971
- (c) 1982
- (d) 1986

Answer: (b) 1971

15.The author visited the town and temple of Udipi after

- (a) ten years
- (b) five years
- (c) thirty years
- (d) fifteen years

Answer: (c) thirty years

16.The man from Udipi was the son of a/an

- (a) doctor
- (b) teacher

- (c) priest
- (d) engineer

Answer: (c) priest

17.Saheb's full name was

- (a) Mughal-e-Azam
- (b) Saheb-e-Alam
- (c) Shahenshah-e-Alam
- (d) Shah Jahan

Answer: (b) Saheb-e-Alam

18.The author advised Saheb to go to

- (a) school
- (b) college
- (c) club
- (d) playground

Answer: (a) school

19.Why did Saheb and his family move to Delhi?

- (a) because storms had swept away their fields and homes
- (b) their village was flooded
- (c) there were landslides
- (d) there was a deadly epidemic in the village

Answer: (a) because storms had swept away their fields and homes

20.Saheb's profession was that of a

- (a) cook
- (b) rag-picker
- (c) bangle seller
- (d) driver

Answer: (b) rag-picker

21.What change did Anees Jung see in Saheb when she saw him standing by the gate of the neighbourhood club?

- (a) As if lost his freedom
- (b) Lost ownership
- (c) Lost joy
- (d) All of these

Answer: (d) All of these



22.What is the metaphorical symbol of Seemapuri in the lesson?

- (a) Poverty
- (b) Exploitation
- (c) Enjoyment
- (d) A little hell

Answer: (d) A little hell

23.How is Mukesh's attitude different from that of his family?

- (a) Being daring, firm and clear
- (b) Being a fighter
- (c) Being a coward
- (d) Not clear

Answer: (a) Being daring, firm and clear

24.The city of Firozabad is famous for what?

- (a) For casteism
- (b) For ragpickers
- (c) For poverty
- (d) For bangles

Answer: (d) For bangles

25.What are the reasons for the migration of people from villages to city in the lesson?

- (a) Sweeping of houses and fields by storms
- (b) No money
- (c) Education and unemployment
- (d) Safety

Answer: (a) Sweeping of houses and fields by storms

26.What excuse do the rag pickers give for not wearing chappals?

- (a) Mothers don't give
- (b) No interest
- (c) A tradition
- (d) All these

Answer: (d) All these

27.What is the function of glass blowing industry?

- (a) To make windows
- (b) To make doors
- (c) To mould glass
- (d) To mould glass and make colorful bangles

Answer: (d) To mould glass and make colorful bangles

28.What are the hazards of working in the glass bangles industry?

- (a) Poor health
- (b) Impaired vision
- (c) Miserable life
- (d) All of these

Answer: (d) All of these

29.Who are responsible for the poor condition of bangle makers in Firozabad?

- (a) Parents
- (b) Society
- (c) Bureaucrats
- (d) All of these

Answer: (d) All of these

30.Where is Seemapuri?

- (a) In Noida
- (b) South Delhi
- (c) North Delhi
- (d) East Delhi

Answer: (d) East Delhi

31.Why did Saheb leave his house?

- (a) Because the storm swept away his house and field
- (b) To enjoy a life of leisure
- (c) To find friends
- (d) To go to college

Answer: (a) Because the storm swept away his house and field

32.Saheb hailed from which place?

- (a) Delhi
- (b) Seemapuri
- (c) Greenfields of Dhaka
- (d) None

Answer: (c) Greenfields of Dhaka

33.Name the birthplace of the author.

- (a) U.S.A
- (b) California
- (c) Koch
- (d) Rourkela

Answer: (d) Rourkela

34.Why is the author calling garbage as 'gold' in the story?

- (a) Because of jewels in it
- (b) Because of gems in it
- (c) Because of gold in it
- (d) Because of its encashment value

Answer: (d) Because of its encashment value

35.What is the meaning of Saheb -e- Alam?

- (a) Owner
- (b) Rich man
- (c) Poor man
- (d) Lord of the Universe

Answer: (d) Lord of the Universe

36.Is Saheb happy working at the tea stall?

- (a) Yes
- (b) Yes, he earns money
- (c) No earning
- (d) No, earning but no freedom

Answer: (d) No, earning but no freedom

37.Who was Saheb?

- (a) A shopkeeper
- (b) A servant
- (c) A ragpicker
- (d) All

Answer: (c) A ragpicker

38. According to the author what was garbage for the parents?

- (a) Means of entertainment
- (b) Means of joy
- (c) Means of sorrow
- (d) Means of survival

Answer: (d) Means of survival

39. What is the central theme of the story Lost Spring?

- (a) Pitiable Poor children and their lost childhood
- (b) Garbage
- (c) Saheb and Mukesh
- (d) Spring Season

Answer: (a) Pitiable Poor children and their lost childhood

40. This story is an excerpt from which book of the author?

- (a) Lost Spring – Stories of Stolen Childhood
- (b) Unveiling India
- (c) Breaking the Silence
- (d) The Song of India

Answer: (a) Lost Spring – Stories of Stolen Childhood

### **EXTRACT BASED QUESTIONS**

**A. Read the extract given below and choose the correct option.**

My acquaintance with the barefoot rag pickers leads me to Seemapuri, a place on periphery of Delhi yet miles away from it, metaphorically. Those who live here are squatters who came from Bangladesh back in 1971. Saheb's family is among them. Seemapuri was then a wilderness. It still is, but it is no longer empty. In structures of mud, with roofs of tin and tarpaulin, devoid of sewage, drainage or running water, live 10,000 rag pickers.

(i) Who was the acquaintance talked about in the above lines?

- (a) Mukesh
- (b) Saheb
- (c) The narrators gardener's son
- (d) Children of Seemapuri

Ans - (b) Saheb

(ii) Why is Seemapuri miles away from Delhi?

- (a) It is a home to illegal immigrants.
- (b) It is a home to poverty stricken families.
- (c) It lacks even the basic facilities.
- (d) It is in the outskirts of Delhi.

Ans- (c) It lacks even the basic facilities.

(iii) As per the author, residents of Seemapuri lack

- (a) occupation
- (b) humanity
- (c) proper sanitation
- (d) values

Ans - (c) proper sanitation

(iv) Seemapuri is a home of .....

- (a) poor people of India
- (b) rag pickers
- (c) refugees from Bangladesh
- (d) All of these

Ans - (c) refugees from Bangladesh

**B. Read the extract given below and choose the correct option.**

“Go to school”, I say glibly, realising immediately how hollow the advice must sound.

“There is no school in my neighbourhood. When they build one, I will go.”

“If I start a school, will you come?” I ask, half-joking. “Yes,” he says, smiling broadly.

A few days later I see him running up to me. “Is your school ready?”

“It takes longer to build a school,” I say, embarrassed at having made a promise that was not meant. But promises like mine abound in every corner of his bleak world.

After months of knowing him, I ask him his name, “Saheb-e-Alam”, he announces. He does not know what it means. If he knew its meaning-lord of the universe-he would have a hard time believing it.

(i) How does Saheb respond to the narrator’s advice?



- (a) That he enjoys doing his work
- (b) That his parents won't allow
- (c) That he would go when one is there
- (d) That they all are beyond his reach

Ans - (c) That he would go when one is there

(ii) Why did the narrator feel embarrassed?

- (a) For making a false promise
- (b) For hurting the emotions of Saheb
- (c) For mocking the poverty of Saheb
- (d) For making Saheb run to her

Ans - (a) For making a false promise

(iii) ..... in the extract means 'thrive'.

- (a) Embarrassed
- (b) Broadly
- (c) Glibly
- (d) Abound

Ans - (d) Abound

(iv) How is the name of the poor rag-picker, Saheb-e-Alam ironic in nature?

- (a) It means the lord of cleanliness
- (b) It means the lord of the universe
- (c) It means rich end the prosperous
- (d) It means king of the kingdom

Ans - (b) It means the lord of the universe

**C. Read the extract given below and choose the correct option.**

“Why aren’t you wearing chappals?” I ask one.

“My mother did not bring them down from the shelf,” he answers simply.

“Even if she did he will throw them off,” adds another who is wearing shoes that do not match. When I comment on it, he shuffles his feet and says nothing. “I want shoes”, says a third boy who has never owned a pair all his life. Travelling across the country I have seen children walking barefoot, in cities, on village roads. It is not lack of money but a tradition to stay barefoot, is one explanation. I wonder if this is only an excuse to explain away a perpetual state of poverty.

(i) Why was the one, being asked, not wearing chappals?

- (a) Because he had none
- (b) Because one of them was broken
- (C) Because his father had asked him not to ' wear
- (d) Because his mother did not bring them down from the self

Ans - (d) Because his mother did not bring them down from the self

(ii) What does the boy do when the narrator comments on unmatching shoes?

- (a) He changes his shoes
- (b) He hides behind the other boys
- (c) He shuffles his shoes without responding
- (d) He rebukes the narrator and mocks her dress

Ans - (c) He shuffles his shoes without responding

(iii) What is an excuse to explain away a perpetual state of poverty?

- (a) Walking barefoot
- (b) To term ‘walking barefoot’ a tradition
- (c) To reuse the ‘worn out shoes’
- (d) Not to bring chappals out of shelf

Ans - (b) To term ‘walking barefoot’ a tradition

(iv) The word 'perpetual' used in the extract means.....

- (a) constant
- (b) ceasing
- (c) transient
- (d) ephemeral

Ans - (a) constant

**D. Read the extract given below and choose the correct option.**

In his hand is a steel canister. "I now work in a tea stall down the road," he says, pointing in the distance. "I am paid 800 rupees and all my meals." Does he like the job? I ask. His face, I see, has lost the carefree look. The steel canister seems heavier than the plastic bag he would carry so lightly over his shoulder. The bag was his. The canister belongs to the man who owns the tea shop. Saheb is no longer his own master!

(i) What is Saheb holding while on his way?

- (a) Rag picking bag
- (b) A pair of different colour shoes
- (c) A gold coin
- (d) A steel canister

Ans - (d) A steel canister

(ii) How has the new job impacted Saheb?

- (a) He earns more money and better food now
- (b) He has lost his carefree look now
- (c) He saves the time to go to school now
- (d) He has no time to play now.

Ans - (b) He has lost his carefree look now

(iii) Why does the steel canister seem heavier than the plastic bag he would carry so lightly?

- (a) The bag was his
- (b) The canister belongs to the shop owner
- (c) Saheb is no longer his own master
- (d) All of the above

Ans - (d) All of the above

(iv) .....means 'canister' used in the extract.

(a) Vessel

(b) Humdinger

(c) Implication

(d) Fuss

Ans - (a) Vessel

### **SHORT ANSWER TYPE QUESTIONS**

#### **1. Describe the irony in Saheb's name.**

Ans- Saheb is a poor ragpicker who lives in Seemapuri. His full name is 'Saheb-e-Alam', which means 'Lord of the Universe'.

The irony lies in the meaning of his name itself. According to his name, he should be a king and enjoy all the luxuries of life. But unfortunately, he is a barefoot ragpicker, who lacks even the basic necessities.

#### **2. Why had the ragpickers come to live in Seemapuri?**

Or

**To which country did Saheb's parents originally belong? Why did they come to India?**

Or

#### **Why did Saheb's parents leave Dhaka and migrate to India?**

Ans- Once Saheb's parents lived in Bangladesh, amidst the green fields of Dhaka. There were many storms that swept away their fields and homes. That's why they migrated to Delhi and settled down in Seemapuri looking for an occupation.

#### **3. What did garbage mean to the children of Seemapuri and to their parents?**

Or

**In what sense is garbage gold to the ragpickers?**

Or

#### **'Garbage to them is gold.' Why does the author say so about the ragpickers?**

Ans- Garbage means 'gold' to the poor ragpickers because some of it can be sold for cash, thus becoming a means of survival for the Children of Seemapuri and for their parents. It is providing them their daily bread and a roof over their heads.

**4. What kind of gold did the people of Seemapuri look for in the garbage?**

Ans- The people of Seemapuri look for items in the garbage which can be traded for money, meaning 'gold', as it helps them earn their daily bread and have a roof over their heads. For a child, garbage may mean something wrapped in wonder, whereas for the elders it is a means of survival.

**5. Describe Mukesh as an ambitious person.**

Ans- Mukesh is an ambitious person because he wants to become a motor-mechanic by breaking free from the vicious web of generations of families being involved in bangle-making. He has the courage to dream of becoming a motor mechanic, thus breaking free from destiny.

**6. What is Mukesh's dream? Do you think he will be able to fulfil his dream? Why? Why not?**

**Or**

**Who is Mukesh? What is his dream?**

**Or**

**Is it possible for Mukesh to realise his dream? Justify your answer.**

**Or**

**What was Mukesh's dream? In your opinion, did he achieve his dream?**

**Or**

**Why is Mukesh's dream of learning to drive a car a mirage?**

Ans- Mukesh belongs to the bangle-makers of Firozabad where each family is engaged in bangle-making. On asking, Mukesh says, "I will be a motor-mechanic. I will learn to drive a car." Thus, he wants to be his own master. However, because he is caught up in the vicious cycle created by others, he will not be able to realise his dream and will remain a bangle-maker.

**7. 'It is his karam, his destiny'. Explain this statement of Mukesh's grandmother.**

Ans -Mukesh's grandmother believes in destiny. She believes that they cannot escape from the God-given lineage. It is their destiny to suffer like this. They were born in the caste of bangle-makers and will always be one, for they do not have any control over their destiny.

**8. Why could the bangle-makers not organise themselves into a cooperative?**

Ans - The bangle-makers could not organise themselves into a cooperative because they were trapped in the vicious circle of saukars, middlemen, policemen, bureaucrats and politicians, who exploited them. If they tried to organise themselves, they would be beaten by the police and put in jail.

**9. In spite of despair and disease pervading lives of the slum children, they are not devoid of hope. How far do you agree?**

Ans -In spite of growing up amidst despair and disease, children who live in slums have the desire to achieve something big in life. 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 making bangles, dreams of becoming a motor mechanic against his family tradition.

**10. Whom does Anees Jung blame for the sorry plight of the bangle-makers?**

Ans -Anees Jung blames the vicious circle of the sahuikars (moneylenders), middlemen, policemen, bureaucrats and politicians for the sorry plight of the bangle-makers. They don't allow the banglemakers to organise themselves into a cooperative.

**11. What does the title 'Lost Spring' convey?**

Ans - Spring is associated with childhood. Just as spring is the season when flowers bloom similarly, childhood is the period when an individual blooms and grows.

Anees Jung here presents the horrific truth about the life of children in India who are victims of child labour and are not allowed to grow and bloom freely. Their childhood or springtime is lost.

**12. Which industry was a boon and also bane for the people of Firozabad? How?**

Ans - The bangle-making industry was a boon and also bane for the people of Firozabad. It was a boon because it gave them a livelihood so that they could survive.

However it was a bane because they were forced to work in their industry for generations, as their children had to also work in bangle-making to make ends meet, as the earnings were meagre. Additionally, their eyes and general health were ruined due to continuously working close to the furnaces used for making bangles.

**13. How are Saheb and Mukesh different from each other?**

Ans -Saheb and Mukesh are different from each other because, while Saheb is content with just managing to survive, Mukesh dares to dream of working in a better profession as a motor mechanic.

Saheb is satisfied even when working in the tea stall, as it is still better than rag picking, Mukesh wants to change his hereditary profession. Thus, Mukesh is ambitious while Saheb is not.

**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?**

Ans - The two worlds that the author refers to are those represented by Mukesh's parents and Mukesh respectively. Mukesh has the courage to dream big in spite of all adversity, whereas the other banglemakers of Firozabad have resigned to their fate, and have suppressed all their hopes and desires. Mukesh refuses to follow the 'God-given lineage' of bangle-making and wants to be a motor mechanic when he grows up.

## LONG ANSWER TYPE QUESTIONS

### 1. “Seemapuri, a place on the periphery of Delhi, yet miles away from it, metaphorically.” Explain.

Ans - Seemapuri is a place on the outskirts of Delhi where 10000 ragpickers and their families live. The people living there are squatters who migrated from Bangladesh in 1971. The ragpickers live in structures of mud, with roofs of tin and tarpaulin, devoid of sewage, drainage or running water.

No one can imagine that such a place exists on the periphery of Delhi, the capital of India. It stands in stark contrast to the metropolitan city of Delhi. The main city of Delhi, and Seemapuri at its periphery, provide an exemplary case of contradiction.

In Delhi there is luxury and affluence, there are a host of opportunities and dreams, and in Seemapuri there is squalor, hopelessness and despair. There is no chance for the inhabitants of this area to strive towards the attainment of the prospects offered by Delhi.

Thus, although Seemapuri is located at the periphery of Delhi, in the real sense, Delhi is many miles away from it.

### 2. Give a brief account of life and activities of the people like Saheb-e-Alam settled in Seemapuri.

Ans- Seemapuri is a slum area located on the periphery of Delhi. Most of the residents of Seemapuri consist of people who are refugees from Bangladesh. Saheb's family is among them. The area consists of mud structures, with roofs of tin and tarpaulin. They do not have facilities of sewage, drainage or running water. About 10000 ragpickers live here.

Their only means of livelihood is finding saleable items from rubbish. Thus, for them, the rubbish is as valuable as gold, for their survival depends on what they find in the rubbish. These rag pickers have lived here for more than thirty years without any identity. They do not have permits but have ration cards, thanks to the selfish whims and wishes of the politicians. With these, they can get their name on the voter's lists and also buy grains for themselves at a subsidised rate.

### 3. ‘Saheb is no longer his own master.’ Comment.

Ans - Grinding poverty and the necessity for a life of subsistence have involved Saheb in ragpicking. Rummaging through garbage does not provide him with a regular income but gives him freedom. He has all the liberty in the world to roam with his friends in the streets without any worries to bother him.

Also, he can hunt for 'gold' in the garbage dumps. It provides him a hope and a thrill every day in the form of a rupee or a ten-rupee note. So, he looks forward to ragpicking.

The job he takes up at a tea stall is one of his attempts to become his own master. Ironically, this further enslaves him. He is now not free to roam aimlessly in the streets. His new occupation binds him to serve somebody else.

**4. 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.**

Ans - The bangle-makers of Firozabad are exposed to multiple health hazards while working. Many of them are children who work near hot furnaces during daylight, often losing their eyesight before adulthood. Years of mind-numbing toil have killed all initiative and the ability to even think of taking up another profession. They are not able to organise themselves into a cooperative due to bullying and exploitation by the politicians, authorities, moneylenders and middlemen.

They live in stinking lanes choked with garbage, having homes with crumbling walls, wobbly doors, no windows, overcrowded with families of humans and animals coexisting in a primeval state. They have not even enjoyed even one full meal in their entire lifetime because of their poverty.

**5. “It is his karam, his destiny” that made Mukesh’s grandfather go blind. How did Mukesh disprove this belief by choosing a new vocation and making his own destiny?**

Ans - Mukesh disproved this belief that bangle-making was his destiny by choosing a new vocation and making his own destiny. He decided to become a motor-mechanic and learn to drive a car. As he had seen his parents and others suffer because of the vicious circle of poverty and exploitation by the sahu-kars, middlemen, politicians and the police, he did not want to remain in the bangle-making profession. He had the courage to break free from the family lineage of bangle-making and was ready to walk a long distance to reach a motor garage to learn the vocation of car mechanic. He had even thought that he would request the garage owner to hire him initially as a helper and learn the trade. Finally, he also wanted to learn to drive a car. Thus, Mukesh was ready to make his destiny by choosing a new vocation and break the age old belief.

\*\*\*\*\*



## Question Bank - Deep Water (William Douglas)

### Multiple choice questions.

Q1- Y.M.C.A stands for?

- A) Young Men's Christian Authority
- B) Young Men's Christopher Association
- C) Young Men's Christian Army

**D) Young Men's Christian Association**

Q2- Where is Yakima located?

- A) US City New Zealand
- B) US City in California

**C) US City in Washington**

D) None

Q3- Where did the writer go when he was 3 or 4 years old in the story?

- A) Washington
- B) New Zealand

**C) California**

D) Canada

Q4- Why did he develop a fear of water?

A) Because of knocking down by waves at a beach

**B) Because of a push by a bully**

C) Because of instructor

D) Because of his mother

Q5- What is haunting the author?

**A) Terrible experience in the pool**

B) ghosts

C) his mother's words

D) a push by a bully

Q6- How did the author learn swimming?

- A) with the help of a rope
- B) with the help of instructor
- C) with the help of his mother
- D) with the help of swimming instructor**

### **Questions with answers**

**Q. 1 What did Douglas feel and do when he was pushed into the swimming pool?**

**Ans.** When he was pushed into the swimming pool, he was scared but planned to hit the bottom as soon as he touched the ground and come up to the surface like a cork. Then he lay flat on the surface of water and paddled to the edge of the pool. his fear.

**Q. 2 Why did William Douglas use the YMCA pool and not Yakima river to learn swimming?**

**Ans.** Douglas preferred to go to the YMCA pool because it was safe as it was only two to three feet deep at its shallow end and nine feet deep at the other end and the drop was gradual. Whereas Yakima river was treacherous and many cases of drowning had been reported.

**Q. 3. How did William Douglas' aversion to water begin?**

**Ans.** William Douglas' aversion to water started when he was three or four years old and his father took him to the beach in California. They stood together in the surf. He hung onto his father, yet the waves knocked him down and swept over him. He was buried in water. His breath was gone and he was frightened. His father laughed, but there was terror in his heart at the overpowering force of the waves.

## Question Bank - The Rattrap (Selma Lagerlof)

### MULTIPLE CHOICE QUESTIONS :-

1. When did the peddler make the rattraps?
  - a.) Distractive moments
  - b.) Odd moments
  - c.) Difficult moments
  - d.) Happy moments
2. After following the sound of the regular thumping, where did the peddler finally land?
  - a.) Manor house
  - b.) Forest
  - c.) Ramjso Iron mills
  - d.) Mjolis
3. Why did the crofter show his money to the peddler?
  - a.) Because the peddler looked at him ridiculously.
  - b.) Because he was rich
  - c.) Because the peddler seemed incredulous
  - d.) Because he wanted to flaunt
4. What game did the peddler and the crofter play?
  - a.) Mehfilms
  - b.) Majlis
  - c.) Mjolis
  - d.) Mossacs
5. Where did the crofter hang his pouch?
  - a.) Loft
  - b.) Door
  - c.) Frame
  - d.) Window pane
- b What gift did Edla receive from the peddler?
  - a.) A silver spoon
  - b.) A tiny rat
  - c.) A tiny rat tap
  - d.) A tiny rattrap
6. According to the peddler, the world is a .....
  - a.) A place to live in
  - b.) A big rattrap
  - c.) A big rat
  - d.) A big bait
7. What is the message of the story?
  - a.) Love and kindness are powerful reformers
  - b.) Kindness encourages thieves
  - c.) Thieves need reprimand
  - d.) Kindness is powerless

8. What made the peddler finally change his ways?
  - a.) Edla's beauty
  - b.) His mistaken identity
  - c.) His greed
  - d.) Kindness and care
9. From where did the peddler get the idea of the world being a Rattrap?
  - a.) From crofter's behavior
  - b.) From his friend's situation
  - c.) From Edla's words
  - d.) From his circumstances and miserable life condition
10. Why did Edla bring the peddler to her house for Christmas cheer?
  - a.) Because he was funny
  - b.) Because she knew him
  - c.) Because of his resemblance to her father's friend
  - d.) He was goodlooking
11. How much money had the peddler stolen from Crofter?
 

a.) 20 kronors	c.) 30 kronors
b.) 10 kronors	d.) 40 kronors

**ANSWER KEY-**

1. B. 2. C 3. C 4. C 5. D. 6. B 7. A 8. D 9. D 10. C

**SHORT ANSWER QUESTIONS**

1. Why did the peddler think that the world was a rattrap?  
 Answer:- The peddler was an extremely poor man who earned his living by selling rattraps. His mind thus was always preoccupied with rattraps. He felt that the shelter, food, clothes, riches and joys that the world provided were all baits set to entrap man just as a rattrap offered cheese or meat to entrap rats.
2. Why did the peddler derive pleasure from his idea of the world as a rattrap?  
 Answer:- The world had never been kind to the poor peddler. Wherever he went, he was greeted with sour faces and was turned or chase away. Therefore, he derived pleasure from thinking ill of the world in this way. Moreover, he perhaps was jealous of those whose fate was better than his and was rather amuse to think that someday they too would be tempted by the bait and be caught in the rattrap.
3. Who was the owner of Ramjso iron mills? Why did he visit the mills at night?  
 Answer:- The owner of Ramjso Iron Mill was an ex – army man. He was very particular about the quality of his products. That is why he visited the mills even at night to make sure that good iron was shipped out from his mills.
4. Why did the peddler decline the invitation of the ironmaster?  
 Answer:- The ironmaster has mistaken the peddler for an old regimental comrade and invited him home. The peddler declined the invitation because he was carrying the money he had stolen. He knew that if the ironmaster discovered his identity, he would hand him over to the police.

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

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

6. What did the peddler sell? How did he make those rattraps?

Answer:- The peddler sold small rattraps made of wire. He made them himself. He got the material by begging in the stores or at the big farms.

7. How did the peddler react when he saw that the ironmaster had recognized him as Nils Olof, an old regimental comrade?

Answer:- 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. 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 recognized.

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

Answer:- The crofter lived alone in his cottage. He was without wife and child. He welcomed the peddler to overcome his loneliness.

9. The peddler was given to thievery and begging. Why?

Answer:- The peddler made small rattraps and sold them. But his business was not profitable. So he had to resort to both begging and petty thievery to keep his body and soul together.

10. Describe the peddler.

Answer:- The peddler was poor and wore shabby ragged clothes. His cheeks were sunken and hunger shone in his eyes. He was tall, with a long grey beard and a bunch of rattraps dangling on his chest.

### **LONG ANSWER QUESTIONS:-**

1. The story, "The Rattrap" is both entertaining and philosophical. Do you agree with this statement? Why/Why not?

Answer:- The story, "The Rattrap" is indeed, both entertaining and philosophical. The fast-paced narrative in the person, generous use of dialogue by the author and different characters belonging to different mindsets and locales make the story interesting and entertaining. Besides, the author has managed to keep up the suspense till the end.

The incidents in the Forge, with the ironmaster coming at midnight, hold our attention. The peddler's constant refusals to the ironmaster to accompany him, but his accepting Edla's invitation in one go, the ironmaster's realization of his mistake, and Edla's sympathy and generosity, all make the story quite gripping. While all the above events make the story interesting, there is also an element of philosophy in the story.

Somewhere, the peddler's theory of the world being a rattrap is true. One feels caught up like a rat in the entrappings of the world. Some people fall into this trap never to come out of it again. The story teaches us that, as human beings, we are not above temptations.

2. Do you think the title, "The Rattrap" is appropriate? Give examples from the text in support of your view.

Answer:- Selma Lagerlof gives a very apt and logical title to the story. The metaphor not correct 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 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. How did the peddler feel after robbing the crofter? What course of life did he adopt and how did he react to the new situation?

Answer:- The peddler did not respect the confidence that the crofter had shown in him. As soon as the crofter went to milk his cow, the peddler smashed the window pane and took away the crofter's thirty kronors. He was quite happy at his smartness. The peddler did not feel any prick in his conscience due to his act of thievery. But he realized that he must not walk on the public highway. Therefore, he turned to the woods. Initially he did not have any problem. Later in the day it became very bad.

It was a big and confusing forest. He tried to walk in a definite direction, but the paths twisted back and forth strangely. He walked and walked without coming to the end of the forest. Finally he realized that he had been walking around in the same part of the forest. All at once he recalled his thoughts about the world and the rattrap. He thought now his turn had come. He thought, he had let himself befooled by a bait and had been caught.

## Question Bank - Indigo (Louis Fischer)

### Multiple choice questions.

Q.1. Read the extract given below and answer the questions that follow: 4 M

Gandhi told Shukla he had an appointment in Cawnpore and was also committed to go to other parts of India. Shukla accompanied him everywhere. Then Gandhi returned to his ashram near Ahmedabad. Shukla followed him to the ashram. For weeks he never left Gandhi's side. "Fix a date," he begged.

- (i) Why was Gandhiji going to Cawnpore?
  - (a) To attend his relatives
  - (b) To attend some family functions.
  - (c) Due to some appointment.
  - (d) To his ancestral house.
- (ii) What does Shukla's following Gandhiji everywhere reflect about his nature?
  - (a) Sheer determination
  - (b) Obstinate nature
  - (c) Obsequiousness
  - (d) Shamelessness
- (iii) Where was Gandhiji's ashram?
  - (a) Near Cawnpore
  - (b) In Lucknow
  - (c) In Champaran
  - (d) Near Ahmedabad
- (iv) For how long did Shukla remain with Gandhiji?
  - (a) For several weeks
  - (b) For few months
  - (c) For a year
  - (d) For few days.

**Ans: (i) (c) (ii) (a) (iii) (d) (iv) (a)**

**Q.2. Answer the following questions in 30-40 words each. 5x2=10 m**

- (i) Why is Raj Kumar Shukla described as being resolute?
- (ii) Why did Gandhi chide the lawyers?
- (iii) Instead of going to Champaran, Gandhi went to Muzzafarpur. Give a valid reason.
- (iv) "The battle of Champaran is won". When and why did Gandhiji exclaim this?
- (v) How did Gandhiji show that he cared for the cultural and social backwardness of Champaran villages?

Ans –(i) Raj Kumar Shukla was a poor, illiterate peasant from Champaran. When he came to know that Gandhi was in Lucknow, he decided to meet 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.

(ii) Ans- Gandhiji came to know about the plight of poor peasants of Champaran. He was told that Muzzaffarpur lawyers frequently represented peasant groups in court. Gandhiji chided them for collecting big fee from the sharecroppers. After his chiding the lawyers realised that it was shameful for them not to help peasants as Gandhi being a stranger was ready even to go to jail for the peasants.

(iii) Ans-Shukla had already poured information about the troubles of the poor peasants. But Gandhi wanted to obtain more information about conditions than Shukla was capable of imparting. So, he sent a telegram to Prof. J.B. Kripalani. He came at the station with his students. Gandhi stayed for two days at the house of Prof. Malkani. Muzzafarpur lawyers too called on Gandhi to brief him.

(iv) Ans-Gandhiji said that the battle of Champaran is won when the prominent people agreed to go to jail for the course of Champaran. Gandhiji knew that now he would be able to pressurize the government.

(v) Ans- The peasants of Champaran's villages were culturally and socially backward, besides being crushed and fear-stricken by the British due to the sharecropper agreement. Gandhiji freed them from exploitation by teaching them that they have rights and also supporters of their cause. The backwardness was tackled by opening primary schools, improving the healthcare facilities and teaching the villagers personal cleanliness and community sanitation.

### **Q.3. Answer the following questions in about 120-150 words. 5m**

(i) Why did Raj Kumar Shukla invite Gandhiji to Champaran? How did Gandhiji solve the problem of the indigo farmers?

Ans- Raj Kumar Shukla invited Gandhiji to Champaran to fight against the injustice meted out to the peasants in Champaran.

Gandhiji scolded the lawyers for collecting big fees from the sharecroppers. He telegraphed Dr. Rajendra Prasad to come from Bihar with his friends who conferred with Gandhiji who asked them what they would do if he was sentenced to prison. The senior lawyers replied that they had come to advise and help him. Being a stranger Gandhiji was prepared to go to prison for the sake of the peasants. They also agreed to follow Gandhiji to jail.

Gandhiji and the lawyers had written down dispositions by about ten thousand peasants and notes made on other evidences. He was served summons but remained firm. Then he received a written communication from the magistrate that the Lt. Governor of the province had ordered the case to be dropped. Gandhiji agreed to a settlement of 25% refund to the farmers.



## Question Bank - My Mother at Sixty – Six (Kamala Das)

### Extract Based Questions:

#### Extrat: 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.....

**Choose the most appropriate option and answer any FOUR (04) of the following:1x4=4**

- (a) Who is 'I' in the given extract?
- (i) Kamala Das
  - (ii) An elderly lady
  - (iii) Kamala Das's mother
  - (iv) None of the above
- (b) Where was the poet coming from?
- (i) from Cochin
  - (ii) from abroad
  - (iii) from her parent's home
  - (iv) from hospital
- (c) Whose house was the poet leaving?
- (i) her friend's house
  - (ii) in-law's house
  - (iii) her husband's house
  - (iv) her parents' house
- (d) What does 'ashen face' signify?
- (i) poet's fears.
  - (ii) to tell that ageing is painful.
  - (iii) pale and lifeless face of the poet's mother.
  - (iv) to show illness.
- (e) What did the poet realize with pain?
- (i) her mother's appearance like a corpse with growing age
  - (ii) she is helpless
  - (iii) old age is painful
  - (iv) she has duties

#### **Answer Key:**

- (a) (i) Kamala Das  
(b) (iii) from her parent's home  
(c) (iv) her parent's house  
(d) (iii) Pale and lifeless face of the poet's mother.  
(e) (i) her mother's appearance like a corpse with growing age

## Extrat: 2

-----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
- (i) My Mother at Sixty- Six, Kamala Das
  - (ii) A Thing of Beauty, John Keats
  - (iii) My Mother at Fifty Six, Kamala Dass
  - (iv) My Only Mother, Chetan Bhagat
- (b) Which thought did the poet put away?
- (i) The thought of her home coming
  - (ii) The thought of her death
  - (iii) The thought of her mother's decaying health and approaching death
  - (iv) The thought of going back home
- (c) Why did the poet put that thought away?
- (i) She could no longer see her ageing mother.
  - (ii) She wanted to make plans for her journey.
  - (iii) She wanted a break from her daily life
  - (iv) She was in search of enjoyment.
- (d) What did the poet see from the window of the car?
- (i) Trees
  - (ii) Children
  - (iii) Houses
  - (iv) Both (i) & (ii)
- (e) What do the 'sprinting trees' signify?
- (i) Childhood and youth
  - (ii) Running trees
  - (iii) Powerful trees
  - (iv) Fading trees

Answer Key:

- (a) (i) My Mother at Sixty- Six, Kamala Das  
(b) (iii) The thought of her mother's decaying health and approaching death  
(c) (i) She could no longer see her ageing mother.  
(d) (iv) Both (i) & (ii)  
(e) (i) Childhood and youth

### Extract: 3

-----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-----

- (a) Where was the poet standing?
- (i) Cochin airport
  - (ii) Mumbai airport
  - (iii) Delhi airport
  - (iv) Kolkata airport
- (b) Who does 'her' refer to here?
- (i) Poet's friend
  - (ii) A co-passenger
  - (iii) Poet's mother
  - (iv) Poet's aunt
- (c) What did the poet do after the security check?
- (i) She boarded the flight
  - (ii) She decided to cancel her flight
  - (iii) She looked at her mother's face
  - (iv) She resolved her issues with the authorities.
- (d) Why does the poet compare her mother to a late winter's moon?
- (i) The poet's mother looked very beautiful
  - (ii) Her mother had lost her radiance, looked weak and dull.
  - (iii) The poet's mother glowed like a late winter's moon
  - (iv) Her mother showed signs of recovery
- (e) Why did the poet look at her mother again after the security check?
- (i) She wanted to wish her mother good bye before leaving
  - (ii) She waited for some instruction from her mother.
  - (iii) She wanted to reassure herself of her mother's wellbeing.
  - (iv) Both (i) &(iii)

Answer Key:

- (a) (i) My Mother at Sixty- Six, Kamala Das
- (b) (iii) Poet's mother
- (c) (iii) She looked at her mother's face
- (d) (ii) Her mother had lost her radiance, looked weak and dull.
- (e) (iv) Both (i) &(iii)

## **2 Markers (To be answered in 30-40 words each)**

1. Where was the poet driving to? Who was sitting beside her?

Ans: The poet was driving from her parent's home to the Cochin airport. Her mother was sitting beside her.

2. What did the poet notice about her mother?

Ans: The poet looked at her mother and saw that her mother was dozing with her mouth open.. She noticed that her mother was looking pale and lifeless like a dead body.

3. What is the kind of pain and ache that the poet feels?

Ans: When the poet sees the pale face of her mother, her old familiar childhood fear returns. Ageing is a natural process. The poet's mother is old and will die soon. This thought makes the poet feel miserable.

4. Why has the mother been compared to the 'late winter's moon'?

Ans: The poet's mother is sixty-six years old. She has lost her shine and strength of youth. Similarly the late winter's moon looks hazy and dull. It too lacks shine and strength.

5. What do the parting words of the poet and her smile signify?

Ans: The poet's parting words and her smiles are intentional attempt to hide her real feelings. The parting words give an assurance to the old lady. Similarly, her repeated smiles are an attempt to overcome the pain and fear inside her heart.

## **ONE MARKER QUESTIONS (MCQ)**

1. In which languages has Kamla Das written stories and novels? (HOTS)

- (i) English and Malayalm
- (ii) English and Hindi
- (iii) English and Urdu
- (iv) English and Tamil

Ans: (i) English and Malayalm

2. Kamala Das's work is known for (HOTS)

- (i) for their originality, versatility and flavour of the soil
- (ii) for their popularity
- (iii) for their style
- (iv) for the expressions used

Ans: (i) for their originality, versatility and flavour of the soil

3. What is the kind of pain and ache that the poet feels?

- (i) Fear of losing her mother
- (ii) Heart attack
- (iii) Children screaming at her
- (iv) Motion sickness

Ans: (i) Fear of losing her mother

4. The distinctive feature of the poem "My Mother at Sixty Six" is

- (i) The entire poem is a Metaphor
- (ii) Simile used
- (iii) Alliteration used
- (iv) narrative style using a single sentence in a set of 14 lines

Ans: (iv) narrative style using a single sentence in a set of 14 lines

5. Name the poetic devices used in the poem.

- (i) Metaphor
- (ii) Simile
- (iii) Alliteration
- (iv) All of these

Ans: All of these

6. The title "My Mother at Sixty Six" suggests

- (i) Poet's fear of losing her old mother
- (ii) Poet's fear of moving fast
- (iii) Poet's inability to express her feelings
- (iv) All of these

Ans: (i) Poet's fear of losing her old mother

7. What does the narrative style of the poem signify? (HOTs)

- (i) A single thread of thought mixed with harsh realities
- (ii) Many thoughts
- (iii) Contrasting thoughts
- (iv) Differing thoughts

Ans: (i) A single thread of thought mixed with harsh realities

8. The mother's old age and lack of energy is a depiction of

- (i) helplessness in old age
- (ii) joy and fun of old age
- (iii) bonding of mother with family members
- (iv) sickness and ill-health

Ans: (i) helplessness in old age

9. What is the 'familiar ache'?

- (i) Her childhood fear of losing her mother
- (ii) Her mother's weak health
- (iii) Her duties
- (iv) Her helplessness

Ans: Her childhood fear of losing her mother

10. The image of merry children has been brought out by the narrator in order to

- (i) show energy and exuberance of young children
- (ii) to show the children playing
- (iii) to show the children playing pranks
- (iv) to compare with herself

Ans: (i) show energy and exuberance of young children

11. The poet smiles repeatedly to

- (i) cover up her pain
- (ii) make herself happy
- (iii) to make her mother happy
- (iv) to make her father happy

Ans: (i) cover up her pain

12. Smile and smile and smile is an example of

- (i) Alliteration
- (ii) Repetition
- (iii) Simile
- (iv) Metaphor

Ans: Repetition

13. Trees are described as “sprinting” because

- (i) Their running appearance shows fast moving change of human life
- (ii) They are running
- (iii) trees look running backward from a speeding running car
- (iv) Trees are far away from the car

Ans: (iii) trees look running backward from a speeding running car

14. The parting words of Kamala Das are

- (i) See you soon amma
- (ii) See you soon maa
- (iii) See you soon mata ji
- (iv) See you soon, baa

Ans: (i) See you soon amma

15. What does the poem “My Mother at Sixty Six” revolve around?

- (i) Theme of advancing age and fears associated with it
- (ii) poet's love for her mother
- (iii) poet's journey
- (iv) poet's fears

Ans: (i) Theme of advancing age and fears associated with it

16. The narrator compared her mother to

- (i) summer's sun
- (ii) rain clouds
- (iii) late winter's moon
- (iv) trees and plants

Ans: (iii) late winter's moon

17. ‘Children spilling out’ is an

- (i) simile
- (ii) metaphor
- (iii) personification
- (iv) transferred epithet

Ans: (ii) metaphor

18. The poet says her mother looked pale like a

- (i) corpse
- (ii) ghost
- (iii) malnourished child
- (iv) anaemic person

Ans: (i) corpse

19. The lady in the car, beside the poet, was,

- (i) her aunt
- (ii) her niece
- (iii) her uncle
- (iv) her mother

Ans: (iv) her mother

20. Which airport was Kamala Das going?

- (i) Goa
- (ii) Mumbai
- (iii) Cochin
- (iv) Kolkata

Ans: (iii) Cochin



## Question Bank - An Elementary School Classroom in a Slum (Stephen Spender)

(i) Extract based questions and answers for 1x4 = 4 marks

(ii) Multiple choice question and answers 1x8=8 marks

(iii) Short Answer type questions 2x5=10 marks.

### POETIC DEVICES:

<b>Simile</b>	<ul style="list-style-type: none"> <li>• Like rootless weeds,</li> <li>• like bottle bits on stones,</li> <li>• their lives like catacombs</li> </ul>
<b>Metaphor</b>	<ul style="list-style-type: none"> <li>• The paper-seeming boy</li> <li>• civilized dome riding all cities</li> <li>• their future's painted with a fog</li> <li>• A narrow street sealed in with a lead sky</li> <li>• lives that slyly turn in their cramped holes</li> <li>• On their slag heap</li> <li>• History is theirs whose language is the sun</li> <li>• So blot their maps with slums as big as doom."</li> </ul>
<b>Alliteration</b>	<ul style="list-style-type: none"> <li>• far far from',</li> <li>• than this</li> <li>• street sealed</li> <li>• far far from</li> <li>• Surely, Shakespeare</li> </ul>
<b>Imagery</b>	– weighed down: burdened with the weight of poverty and hopelessness
<b>Pun</b>	<p>– reciting:</p> <p>a) literal- the boy is reciting the lesson. Figurative – he is more prominently reciting his father's disease i.e. repeating his father's disease of twisted bones and deformity which has been passed down through generations</p> <p>b) sour cream: literal - the neglected walls have turned a dirty yellow .Figurative - a dismal place where all dreams turn sour</p> <p>lead sky- literal- sky polluted with industrial fumes. Figurative: A sky that does not open opportunities but weighs down heavily blocking all escape from the slums.</p>
<b>Symbol-</b>	<p>a) Squirrel's game - fun outdoors to escape the dull classroom</p> <p>b) civilized dome riding all cities-</p> <p><b>ALSO PERSONIFICATION – riding all cities)</b></p>

	<p>c) Open-handed map- (a map drawn arbitrarily by the people in power and the privileged)</p> <p>c.1) map with slums as big as doom- the grim reality of the lives of slum children</p> <p>d) fog- bleak and unclear</p> <p>e) ships and sun- adventure and beautiful lands offering opportunity</p> <p>f) slag heaps- industrial waste, toxic filth and squalor</p> <p>g) Windows –windows of the slum classroom do not open out to opportunities and the wide world. They show only fog covered slums where they are confined.</p> <p>misery, hopelessness and doom them to a death-like existence.</p> <p>h) Green fields, gold sand - nature and golden opportunities; white and green leaves - first- hand knowledge from pages of books and nature</p> <p>run azure- experience the rich colours of nature</p> <p>i) sun – symbol of enlightenment ; of equal blessing/ equality</p>
--	---

#### EXTRACT BASED QUESTIONS FROM THE POEM :

This question has been designed to test the students' understanding of the text and their ability to interpret, evaluate and respond to the questions based on the given extract. In other words, it attempts to test their reading comprehension only.

**Read the extracts given below and answer any one of the two extracts given below (1x4=4)**

#### EXTRACT 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. Which children are referred to in the above lines ?

- (i) Street children (ii) Children of an orphanage  
(iii) Slum children (iv) Children of an asylum

Ans : (iii) slum children

2. How are the children ?

- (i) Happy (ii) Sad and disappointed (iii) smart and active (iv) miserable and depressed

Ans ; (iv) miserable and depressed

3. Who are they like ?

- (i) rootless weeds (ii) flying birds (iii) floating boats (iv) budding flowers

Ans (i) rootless weeds

4. What are they away from ?

(i) nature/gusty waves (ii) towns and cities (iii) oceans (iv) hills and mountains

Ans : (i) nature/gusty waves

OR

1. Who is speaking the above lines ?

(i) The poet (ii) the administrator (iii) the governor (iv) the masters

Ans : (i) The poet

2. Who is the poet ?

(i) Pablo Neruda (ii) Stephen Spender (iii) Kamala Das (iv) Adrienne Rich

Ans (ii) Stephen Spender

3. How is the girl ?

(i) Her head is down (ii) Her eyes are watchful (iii) Her dress is beautiful

Ans: (i) Her head is down

4. How is the boy described above ?

(i) as thin as a paper. (ii) rat's eyes. (iii) stunted (iv) All the above

Ans : (iv) All the above

## **EXTRACT 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.**

1. Who is the 'unlucky heir' above ?

(i) A young boy (ii) A young girl (iii) A rabbit (iv) An old master

Ans : (i) A young boy

2. Who is sitting ' unnoted' ?

(i) A young boy (ii) A soldier (iii) A master (iv) A shepherd

Ans : (i) A young boy

3. Which game is referred to in the last line ?

(i) The squirrel's game (ii) The rabbit's game (iii) Hide and seek (iv) Snakes and ladders

4. What is a tree room here ?

(i) The squirrel's hole (ii) the branch of a tree (iii) nest of a pigeon (iii) tree leaves

Ans : (i) The squirrel's hole

### **EXTRACT 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.**

1. Name the poem and the poet.

(i) An Elementary School Classroom in A Slum by Stephen Spender

(ii) My Mother At Sixty six by Kamala Das

(iii) Keeping quiet by Pablo Neruda

(iv) A thing of Beauty by John Keats

Ans (i) An Elementary School Classroom In A Slum by Stephen Spender

2. What are 'donations' above ?

(i) Pictures on the walls of the classroom (ii) colour of the walls (iii) Roof of the school

(iv) Black board in the classroom

Ans : (i) Pictures on the walls of the classroom

3. What is meant by 'sour cream walls' ?

(i) The walls are damp and discoloured. (ii) The walls smell of cream (iii) The walls are Muggy (iv) All the above

4. What is not described above ?

(i) Shakespeare's head (ii) cloudless dawn (iii) Hawaiian islands (iv) Tyrolese valley

Ans (iii) Hawaiian islands

### **EXTRACT 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.**

1. The lives of the children are confined in

(i) elementary school (ii) Shakespeare's world (iii) Narrow streets of the slum

(iv) Tyrolese valley

Ans: (iii) Narrow streets of the slum

2. What is the future of the children ?

(i) happy and secure (ii) poor and satisfied (iii) uncertain and bleak (iv) unhappy but secure

Ans (iii) uncertain and bleak

3. Which of the following words imply a bleak future ?

- (i) sour cream walls      (ii) awarding the world its world      (iii) future's painted with fog  
(iv) Shakespeare's head

Ans ; (iii) future's painted with fog

4. What do the words 'future's painted with fog' imply ?

- (i) No love and care      (ii) no warmth      (iii) no hardwork      (iv) no scope for improvement

Ans ; (iv) no scope for improvement

#### **EXTRACT 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 ?**

1. Who is wicked above ? What is the figure of speech used in

- (i) Shakespeare      (ii) the poet      (iii) the administrators      (iv) The teachers

Ans (i) Shakespeare

2. What kind of future does the slum children have ?

- (i) very hopeful      (ii) bright      (iii) clear like water      (iv) hopeless and uncertain

Ans (iv) hopeless and uncertain

3. Which map is a bad example ?

- (i) The map of the world hung on the wall of the classroom.      (ii) the map in the Geography book  
(iii) the map of world war      (iv) the map of transportation and communication

Ans : (i) The map of the world hung on the wall of the classroom

4. What are the images of ships and sun signify in the above lines ?

- (i) nature      (ii) travel      (iii) adventure      (iv) development

Ans : (i) nature

OR

1. What does 'cramped holes' mean ?

- (i) They mean small uncomfortable dwellings of slum children      (ii) dark shelters  
(iii) congested dwellings      (iv) All the above

Ans : (iv) All the above

2. What tempts the children in the classroom to steal ?

- (i) The dream of achieving a better life for themselves      (ii) desire to travel  
(iii) dream to work      (iv) dream to visit places

Ans: (i) The dream of achieving a better life for themselves.

3. What does the poem describe ?

- (i) an elementary school classroom in a slum (ii) a social set up  
(iii) a cinema hall (iv) beautiful scenery

Ans: (i) An elementary school classroom in a slum

4. What is the figure of speech used in 'Far far from rivers....'?

- (i) Assonance (ii) Alliteration (iii) Simile (iv) Metaphor

Ans: (ii) Alliteration

**Attempt any 8 questions from the 10 given below : (1x8=8)**

1. Why is the boy called 'the stunted unlucky heir' ?

- (i) He has not inherited the property (ii) He has not received education  
(iii) He has received disability from his father (iv) None of the above

Ans: (iii) He has received disability from his father

2. 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 (ii) mentally ill (iii) distracted from the lesson (iv) None

Ans : (iii) distracted from the lesson

3. The paper seeming boy with rat's eyes means :

- (i) secretive (ii) thin, hungry, weak (iii) Unpleasant looking (iv) uncomfortable

Ans (ii) thin, hungry, weak

4. Who spells hope for the slum children ?

- (i) school (ii) Shakespeare (iii) governor, inspector (iv) none

Ans : (iv) None

5. The night is endless as there is no ..... for them.

- (i) support (ii) future (iii) education (iv) wealth

Ans : (ii) future

6. What are the classrooms like ?

- (i) temples of learning (ii) dim and pathetic (iii) means of escape (iv) a happy place

Ans: (ii) dim and pathetic

7. One of the following phrases imply unhealthy children. It is

- (i) one unnoted (ii) eyes live on a dream (iii) a paper seeming boy  
(iv) far from gusty waves

8. What are children like in the slums ?

- (i) underfed and sickly (ii) poor but happy (iii) underfed but energetic  
(iv) happy and playful

Ans : (i) underfed and sickly

**SHORT ANSWER TYPE QUESTIONS : Attempt any 5 of the 6 questions given below (2x5=10)**

**Distribution of marks : Content 1 mark**

**Expression 1 mark**

1. 'At the back of the dim class ...' Why is the classroom dim ?

Ans: It is dim as it is poorly lit and in a miserable condition.

2.What is the theme of the poem ?

Ans: The poem focuses on the theme of social injustice and inequalities. The poet presents it by talking of the two different worlds – the rich and the civilized and the world of the poor and the deprived.

3.What does the poet tries to depict in the poem?

Ans: The poet tries to depict the pathetic and miserable picture of the elementary classroom in a slum. It is poorly lit and needs repair. The children attending it are in a pitiable and miserable condition.

4.Do these children have dreams ?

Ans: Yes, some of them do have dreams. A sweet young boy is sitting at the back of the dim classroom dreaming of a squirrel's game.

5.What has been said about their future ?

Ans: Their future is painted with fog. Their future is not clear. There is no one to guide them.

6.Why is the map a bad example ?

Ans: The children have never gone out of the slum. Their life is in the slum. Therefore, the map on the wall of the classroom is a bad example since they cannot understand it.

**LONG ANSWER TYPE QUESTIONS**

**One Long Answer type question from Prose/Poetry (Flamingo) to be answered in 120-150 words to assess global comprehension and extrapolation beyond the text Questions to provide evaluative and analytical responses using incidents, events, themes as reference points. Any 1 out of 2 questions to be done. (1x5=5)**

**Mark Distribution 5 marks : Content 2 ½ marks**

**Expression 2 ½ marks**

Q1.What is the message that Stephen Spender wants to give through the poem. 'An Elementary School Classroom In a Slum'?

In 'An Elementary School Classroom In a Slum' the poet Stephen Spender deals with the themes of social injustice and class inequalities. There are two different worlds. The world of so called

‘civilized’ men has nothing to do with the children living in slums. Nor have the art, culture and literature any relevance to them. They live in dark, narrow cramped, holes and lanes. Unless the wide gap between the two worlds is abridged there can’t be any real progress or development. The barriers that bind them will have to be made mentally and physically free to lead happy lives.

Q2. Write in brief the summary of the poem.

Answer:

The poet describes some children sitting in an elementary school in a slum. The children sitting here present a very miserable view. Their hair are like weeds and scattered on their pale face. A tall girl is sitting with her head bent. There is a small and thin looking boy. His eyes are like that of a rat’s eyes. Then there is an another boy who has disease of swollen and twisted bones and joints. He has got his disease from his father.

The poet notices a young and sweet boy sitting at the back of the class. He is perhaps dreaming about the squirrel’s game in a tree-room for him–self also. The poet says that the walls of the classroom are cream. They smell like sour cream. There is a bust of Shakespeare in the classroom. There are pictures of big church and the Tyrolese valley having bell-shaped flowers. There is an open-handed map, which shows all the places of the world. But ironically for the children living in the slum their world is not that map but only the scene that can be seen outside the window of their classroom.

He says that Shakespeare is wicked for the children. The big map with all its places, ships and so on tempts the children to steal. These children have to spend their lives in small homes. Their lives are nothing but an endless night. The children have grown so weak that their bones could be seen from their skin. Many of these wear spectacles, and these spectacles have mended glass.

The poet appeals to the governor, inspector and the visitors to do something for the poor children. The children should be shown green fields; they should be allowed to live a free and carefree life. Without any worry they can concentrate well on their studies. The poet says only those people create history who are carefree.

.....



## Question Bank - Keeping Quiet (Pablo Neruda)

### MCQs

#### **1. What does the poem speak about?**

- A) the necessity to be happy
  - B) the necessity to introspect, understand and have feelings of brotherhood
  - C) the necessity to work quietly
  - D) none
- Ans (B)

#### **2. What is the original language of the poem?**

- A) English B) French C) Pali D) Spanish
- Ans ( D )

#### **3. According to the poet what creates barriers?**

- A) interactions B) reactions C) fighting D) languages
- Ans (D)

#### **4. Why does the poet ask people not to speak?**

- A) because it creates noise
  - B) he doesn't like noise
  - C) it makes things unpleasant
  - D) because it creates barriers or obstacles in the form of misunderstanding amongst people
- Ans (D)

#### **5. How will keeping quiet protect our environment?**

- A) by creating peace and brotherhood feelings
  - B) no noise will be there
  - C) people will not fight
  - D) none
- Ans (A)

#### **6. What is destroying the environment?**

- A) unthoughtful actions
  - B) violent actions
  - C) speaking without thinking
  - D) All
- Ans ( D )

#### **7. What does number 12 represent?**

- A) hours of the day and months of a year
  - B) earth
  - C) clock
  - D) cricket players
- Ans( A)

**8.What does the poem Keeping Quiet teach us?**

- A) how to maintain silence
  - B) not to make noise
  - C) speaking creates noise
  - D) To be peaceful, thoughtful and have feelings of brotherhood
- Ans (D)

**9.Not move our arms' what does this expression refer to?**

- A) sit quietly
  - B) stand quietly
  - C) to be inactive
  - D) sitting still without any movement
- Ans(D)

**10.Why is silence treated as a big issue?**

- A) it helps to search our soul
  - B) helps us to analyze our actions
  - C)helps us to be thoughtful and find our true self
  - D)All these
- Ans(D)

**11.What should not be confused with total inactivity or death?**

- A) no movement
  - B) a statue
  - C) talking people
  - D) Stillness and silence
- Ans (D)

**12.What is the sadness in the poem that the poet speaks about?**

- A) violence because of unthoughtful action of the people
  - B) unnecessary movements
  - C) speaking aloud
  - D) fighting
- Ans (A)

**13.What does the earth symbolize?**

- A) perseverance and new beginning from seemingly stillness
  - B) stillness
  - C) greenery
  - D) prosperity
- Ans (A)

**14.What is always alive even when everything seems to be dead or still?**

- A) mountains
  - B) rivers
  - C) Sun
  - D) Earth and nature are always alive
- Ans (D)

**15. Why does the poet request people to keep quiet?**

- A) to maintain silence
- B) to avoid noise
- C) to be friendly
- D) in the hope of becoming more thoughtful and peaceful

Ans(D)

**16. What does the poet want people to do for one second?**

- A) to sing
- B) to close eyes
- C) to stand quietly
- D) to be silent and motionless

Ans (D)

**17. Why is the moment of silence called Exotic?**

- A) because of the beautiful scenery around
- B) because of the gathering
- C) because of large gathering
- D) because of perfect peace and harmony

Ans (D)

**18. What would everyone feel at that exotic moment?**

- A) happy
- B) content
- C) dancing
- D) strange blissful oneness

Ans (D)

**19. How long is the poet expecting everyone to stay still?**

- A) for 10 minutes
- B) for 12 minutes
- C) for 15 minutes
- D) for 1 second till we count 12

Ans(D)

**20. Why is the poet asking everyone not to speak any language?**

- A) to avoid noise
- B) to avoid loud voices
- C) to avoid people
- D) to avoid conflicts and misunderstandings

Ans (D)

**21. While gathering salt, what will happen to the man if he keeps silent for a moment?**

- A) he will stop dropping it
- B) he will look at the ground
- C) he will walk carefully
- D) he will think of the harm the salt is doing to his hands

Ans(D)

**22. Which images in the poem show that the poet condemns or hate violence?**

- A) fishermen not harming whales
- B) wars leaving behind no survivors to celebrate
- C) poet's refusal to deal with death
- D) All these

Ans(D)

**23. What are the different kinds of wars mentioned in the poem?**

- A) War against humanity
- B) War against nature
- C) War with gases and fire
- D) All these

Ans(D)

**24. What is the poet's pen name?**

- A) Pablo Neruda
- B) Pable
- C) Pablo
- D) Neruda

Ans(A)

**25. What is the poet expecting from fishermen?**

- A) to find more fish
- B) to go deeper into the sea
- C) to think and stop harming the fish
- D) none

Ans(C)

**Poetic devices:**

**ALLITERATION:** We will, we would, hurt hands, sudden strangeness, Clean clothes, wars with

**Repetition:** without rush, without engines

**Antithesis:** count to twelve and we will all keep still

**Personification:** Perhaps the earth can teach us

**1. Read the extract given and answer the questions that follow ( 4 marks)**

**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.**

- a. **Name the poet .** Pablo Neruda
- b. **Name the Poem.** Keeping Quiet
- c. **Why does the poet want us to keep quiet?**
  - A) to maintain silence
  - B) to avoid noise
  - C) tranquil moment will help find solutions to our problem
  - D) in the hope of becoming more thoughtful

Ans(c)

**d. What does he want us to do for one second?**

- A) to be still for one second
- B) To keep quiet and not speak
- C) stop all activities
- D) All the above

Ans (D)

**e. What does Neruda mean when he says 'not move our arms'?**

- A) Means we should be in a state of total inactivity
- B) We should not harm others
- C) There should not be any wars and no violence.
- D) all the above

Ans (D)

**2. It would be an exotic moment**

**Without rush, without engines,  
We would all be together  
In a sudden strangeness.**

- a. **Name the poet .** Pablo Neruda
- b. **Name the Poem.** Keeping Quiet
- c. **What would be an exotic moment?**
  - A) making noise
  - B) Keeping quiet
  - C) singing together
  - D) dancing together

Ans (B)

**d. Why would it be called an exotic moment?**

- A) because it will be pollution free environment
- B) there will be heavenly flow of wind
- C) the whole world will be enveloped in quietness
- D) flora and fauna will grow

Ans ( C )

e) **How would we feel at that moment?**

- A) There will be strange togetherness
- B) there will be no discrimination
- C) There will be harmony and brotherhood
- D) All the above

Ans (D)

f) **What is the poetic device used in the phrase “we would”?**

- A) Imagery B) antithesis C) alliteration D) repetition

Ans (C)

**3. Fishermen in the cold sea,  
Would not harm whales  
And the men gathering salt  
Would look at his hurt hands.**

a) **What does the poet want the fishermen to do?**

- A) Not harm the whales
- B) To introspect
- C) Not to indiscriminately harm nature
- D) All the above

Ans (D)

b) **What would the man gathering salt do?**

- A) He would also introspect
- B) He would look at his hurt hands
- C) He would get a moment to realize his folly.
- D) All the above.

Ans (D)

c) **What message does the poet give in these lines?**

- A) The desire of man for progress and advancement has done more destruction than development.
- B) Human beings are Oblivious of the pain they are causing to themselves.
- C) They have no care and concern for his fellowmen.
- D) All of the above.

Ans (D)

d) **What is the poetic device used in ‘hurt hands’ ?**

- A) Simile B) metaphor C) alliteration D) Onomatopoeia

Ans (C)

**Answer in 30-40 words (2 marks each)**

**1. What will counting to twelve and keeping quiet help us achieve?**

The poet asks each one of us to count twelve and then be quiet, silent and motionless so that at least for once on the surface of the earth no language will be spoken. We will be able to meditate, reflect and introspect in silence. It will help us to achieve a sense of togetherness among all, a condition which is important for the survival of humanity.

**2.What is the sadness that the poet ,Pablo Neruda, refers to in the poem, ‘Keeping Quiet’?**

The poet refers to the sadness, which surround man due to not having any time for himself, of not understanding what he and his fellowmen want. He has no time for introspection, as a result, he is not able to analyze his own actions and understand its consequences.

**3.Do you think the poet advocates total inactivity and death? Why?**

No, the poet does not advocate total inactivity or death. He clearly states that his asking for stillness should not be confused with inactivity. He only wants to stop inhuman and destructive activities particularly those involved in war. He wants to live in peace.

**4. What are the different types of wars mentioned in the poem? What is Neruda’s attitude towards these wars?**

The poet mentions war against humanity and nature. Green wars, wars with poisonous gases and wars with fire do no good to any one.

Neruda feels that such wars may bring victory but there are no survivors. It is a hollow victory. It means there is heavy loss on both sides.

## Question Bank - A Thing of Beauty (John Keats)

### Objective type Questions:

1. In spite of despondence, of the inhuman dearth  
Of noble natures, of the gloomy days,  
Of all the unhealthy and o'er-darkened ways  
Made for our searching: 'yes, in spite of all,  
Some shape of beauty moves away the pall  
From our dark spirits.
  - (i) From which poem the lines have been taken?
    - (a) Keeping quiet
    - (b) A Thing of Beauty
    - (c) Aunt Jennifer's Tiger
    - (d) My Mother at Sixty-six
  - (ii) Who is the poet of the poem?
    - (a) Kamala Das
    - (b) Robert Frost
    - (c) Pablo Neruda
    - (d) John Keats
  - (iii) Why are we "despondent"?
    - (a) Unhealthy desires
    - (b) Lack of nobility
    - (c) Both a and b
    - (d) None of these
  - (iv) What does "inhuman dearth of noble natures" mean?
    - (a) Surrounded by beautiful people
    - (b) Lack of noble people
    - (c) Lack of beautiful objects
    - (d) Surrounded by beautiful objects
2. And such too is the grandeur of the dooms  
We have imagined for the mighty dead;  
All lovely tales that we have heard or read;  
An endless fountain of immortal drink,  
Pouring unto us from the heaven's brink.
  - (i) Who are the 'mighty dead'?
    - (a) People who fought for the independence of the country
    - (b) Persons who have died fighting for the country
    - (c) Martyrs who have died bravely for a cause
    - (d) None of these



- (ii) Why is 'grandeur' associated with the 'mighty dead'?
  - (a) They will always be remembered for their sacrifice
  - (b) They will be buried with great pomp and show
  - (c) They will be buried in castle grounds
  - (d) There are chances of their returning back to life
- (iii) Which word in these lines means "stories"?
  - (a) Dooms
  - (b) Tales
  - (c) Immortal
  - (d) Brink
- (iv) Which word in these lines means "edge"?
  - (a) Grandeur
  - (b) Dooms
  - (c) Brink
  - (d) Fountain

**Short Answer Type Questions (within 30-40 words)**

1. Why does a thing of beauty never pass into nothingness?
2. Mention any two things which cause pain and suffering.
3. Mention any four things of beauty that add joy to your life.
4. How do beautiful things help us to live a happy life?
5. How can 'mighty dead' be things of beauty?

**Long Answer Type Questions (within 120-150 words)**

1. What is the message of the poem "A Thing of Beauty"?
2. Name the beauties of nature that are constant source of joy and happiness to man.

**ANSWER KEY TO QUESTION BANK**

**Objective type Questions:**

Answer 1. (i) (b) A Thing of Beauty

(ii) (d) John Keats

(iii) (c) Both a and b

(iv) (b) Lack of noble people

Answer 2. (i) (c) Martyrs who have died bravely for a cause

(ii) (a) They will always be remembered for their sacrifice

(iii) (b) Tales

(iv) (c) Brink

### **Short Answer Type Questions (within 30-40 words)**

**Answer 1:** A thing of beauty never passes into nothingness because it creates a lasting impression in our minds. It would give us joy which would last with us forever and would never end.

**Answer 2:** There are many things cause us pain and suffering. Malice and disappointment are the biggest source of our suffering. Another one is the lack of noble qualities in many people which also makes us sad and despondent.

**Answer 3:** Everything in the nature is a thing of beauty and a source of happiness. Some of them are the sun, the moon, old and young trees, daffodil flowers. All of these are things of beauty and a constant source of joy and happiness for us.

**Answer 4:** Beautiful things help us to lead a happy life because a thing of beauty is like a bower. It brings us endless pleasure, provides respite from our sorrows and gives us peaceful sleep and a calm mind.

**Answer 5:** The 'mighty dead' refers to the glorious tales of our forefathers which fill us with a sense of pride and are also things of beauty as they fill us with pleasure and motivation.

### **Long Answer Type Questions (within 120-150 words)**

**Answer 1:** The very first line contains the message that John Keats wants to convey. Keats was a worshipper of beauty. For him beauty was truth and truth, beauty. Hence, for him a thing of beauty is a joy forever. Beauty never fades. Nor is it ever devalued. It never passes into nothingness. When we are full of sorrows and sufferings, some form of beauty comes to our rescue. It removes the pall of sadness and sorrows and gives us joy and happiness. Thus, beauty is a boon for human beings.

**Answer 2:** Nature is a store-house of beauty. The beauties of nature are endless. The sun, the moon, old and young trees, beautiful daffodil flowers and green surroundings are some of such beautiful things. Small streams with clear water, thick mass of ferns, thickets of forests and musk-rose are some other things of beauty. All such things of beauty are a constant source of joy and happiness to man.

## Question Bank - Aunt Jennifer's Tigers (Adrienne Rich)

Q1- Who is the poet of the poem Aunt Jennifer's Tigers?

- A) **Adrienne Rich**
- B) Jonathan Aaron
- C) J. H. M. Abbott
- D) Mark Abley

Q2- What do you understand by the words 'denizens' and 'chivalric' in the poem?

- A) **The dominant and highly arrogant attitude of the wild animal-tiger**
- B) tiger is a wild animal
- C) tiger is hungry
- D) beauty of the tiger

Q3- What is Aunt doing in the poem?

- A) Cooking
- B) **Embroidery**
- C) Reading
- D) Sleeping

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

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) Who is the aunt mentioned here?

Ans: The aunt mentioned in the extract is a lady named Jennifer.

(b) Why is she "ringed with ordeals"?

Ans.: As she is married with a typical dominant male, her life is full of ordeals of marital sufferings. The wedding ring has become a burden for her.

(c) What is the difference between her and the tigers?

Ans. Aunt Jennifer is weak and timid, whereas the tigers she has crafted with embroidery are fearless and dominant.

(d) Why has Aunt Jennifer created the tigers so different from her own character?

Ans.: The tigers she depicts are the embodiment of her desired self that is suppressed in her mind. She wants to be free like them but she seems unable to free herself.

### Short Answer Type Questions

1. Describe the tigers created by Aunt Jennifer.

Answer: The poet describes Aunt Jennifer's tigers as 'bright topaz denizens' of the forest. They are fearless and ferocious in sharp contrast to their creator, Aunt Jennifer's nervousness and timidity. Gallant and confident, they are sure of their purpose and move ahead undeterred by any kind of hindrance or obstruction.

2. How has Aunt Jennifer created her tigers? What traits of tigers do they reveal?

Answer: Aunt Jennifer has created shining topaz yellow- coloured tigers who are denizens of a dense, green forest. They are fierce, unafraid and fearless and pace in 'sleek' and 'chivalric' certainty.

3. Why are Aunt Jennifer's hands fluttering through her wool?

Answer: Aunt Jennifer is a victim of gender oppression at the hands of her husband. She lives a life of total domination and constant fear. So she feels nervous and terrified that the hands shake and flutter through her wool as she sits down to knit.

## **Question Bank - The Third Level (Jack Finney)**

**Read the extracts given below and attempt by answering the questions that follow.  
(4x1=4 marks)**

### **Extract 1**

The presidents of the New York Central and the New York, New Haven and Hartford railroads will swear on a stack of timetables that there are only two. But I say there are three, because I've been on the third level of the Grand Central Station. Yes, I've taken the obvious step: I talked to a psychiatrist friend of mine, among others. I told him about the third level at Grand Central Station, and he said it was a waking dream wish fulfilment. He said I was unhappy. That made my wife kind of mad, but he explained that he meant the modern world is full of insecurity, fear, war, worry and all the rest of it, and that I just want to escape. Well, who doesn't? Everybody I know wants to escape, but they don't wander down into any third level at Grand Central Station.

**i. How many levels are there in the Grand Central?**

- a. Two**
- b. Three
- c. One
- d. Four

**ii. Why did the author say that there are three levels?**

- a. He heard from others
- b. There are three levels
- c. Timetables say so
- d. He has been to level three**

**iii. What is 'waking dream wish fulfilment'?**

- a. A pleasant wish that one wants to happen**
- b. A pleasant wish that takes one to the future
- c. A pleasant wish which inspire to work
- d. A pleasant wish that makes one forget the past

**iv. According to Sam why did Charley wish to escape?**

- a. His wife was mad
- b. He wanted to go to third level
- c. He wanted to get away from insecurities**
- d. He wanted to meet his grandfather

## **Extract 2**

I turned into Grand Central from Vanderbilt Avenue, and went down the steps to the first level, where you take trains like the Twentieth Century. Then I walked down another flight to the second level, where the suburban trains leave from, ducked into an arched doorway heading for the subway — and got lost. That's easy to do. I've been in and out of Grand Central hundreds of times, but I'm always bumping into new doorways and stairs and corridors. Once I got into a tunnel about a mile long and came out in the lobby of the Roosevelt Hotel. Another time I came up in an office building on Forty-sixth Street, three blocks away.

### **i. Where did the author get lost?**

a. Vanderbilt Avenue

b. Second Level

**c. Going for subway**

d. None of the above

### **ii. How can you say that author knew Grand Central?**

**a. He has visited Grand Central many times**

b. He has visited Grand Central not many times

c. He didn't board trains from Grand Central

d. He had studied well the map of Grand Central

### **iii. Why did the author say that it was easy to get lost in Grand Central?**

a. Grand Central has three levels

b. Grand Central has two levels

c. Grand Central was huge

**d. Grand Central was like a maze**

### **iv. How can you say that the author didn't come out of expected exits?**

a. Once he came out near Roosevelt Hotel

b. Once he came out on Forty-sixth Street

c. Twice the underground tunnels led him far away

**d. All the above**

### **Extract 3**

To make sure, I walked over to a newsboy and glanced at the stack of papers at his feet. It was *The World*; and *The World* hasn't been published for years. The lead story said something about President Cleveland. I've found that front page since, in the Public Library files, and it was printed June 11, 1894. I turned toward the ticket windows knowing that here — on the third level at Grand Central — I could buy tickets that would take Louisa and me anywhere in the United States we wanted to go. In the year 1894. And I wanted two tickets to Galesburg, Illinois.

#### **i. What was the name of the newspaper?**

- a. Grand Central
- b. President Cleveland
- c. Galesburg
- d. The World**

#### **ii. How can we say that the newsboy was selling newspapers from the past?**

- a. The newspaper talked about President Cleveland
- b. The newspaper carried a news of 11.06.1894
- c. The news in the newspaper was of a past time**
- d. The newspaper could be found in a public library

#### **iii. Why tickets bought at third level of Grand Central could take Charley and Louisa to anywhere in USA?**

- a. Because in the past for more money you could get less
- b. Because in the past for less money you could get not much
- c. Because inflation results in bringing down the value of currency**
- d. Because inflation results in increasing the value of currency

#### **iv. Where did Charley want to take his wife?**

- a. Galesburg, Illinois**
- b. The Third Level
- c. The Grand Central
- d. Into the past

**Attempt the questions given below in 30-40 words each. (2 marks )**

**Q1. What does the third level refer to?**

A. The third level refers to a railway station in the Grand Central Terminal at New York, USA. In reality there is no third level as there are only two levels but, in the story, the third level serves as a portal leading to the past. There's no logic behind that except the fact that it helps in some sort of time travel which is theoretically possible.

**Q2. Would Charley ever go back to the ticket-counter on the third level to buy tickets to Galesburg for himself and his wife?**

A. It entirely depends on chance. If he could locate the third level then he will surely go for he is fascinated by the idea of settling in the past as money taken from the present to the past can have a reverse impact on devaluation of currency and make him rich in the past. Till the end of the story he is not able to achieve that.

**Q3. What is a first day cover?**

A. A first day cover is a new stamp with the post mark pasted on an envelope containing a blank paper. When a new stamp is issued, on the first day, people mail a blank paper to themselves and then retain that unopened letter with the date on the postmark. Such an envelope is known as a 'first day cover'.

**Attempt the following questions in 120-150 words (1x5=5)**

**Q1. "The modern world is full of insecurity, fear, war, worry and stress.' What are the ways in which we attempt to overcome them?**

A. The different ways by which we attempt to overcome them are by hallucinating, taking psychedelic drugs (LSD), making virtual friends online, taking part in death defying adventure sports, watching movies, taking part in various cultural activities, taking up a hobby and perusing it, taking a break in the form of a holiday or a journey to a destination, pampering us in spas and health resorts, going on a spending spree, dabbling in technological gizmos, flaunting our sexuality and breaking gender stereotypes etc. We try to indulge in some activity which is neither routine nor necessitated by our livelihood. We prefer to take controlled risks to get an adrenaline rush. We try to do things which results in an adventure and which adds thrill and excitement to our life.

**Q2. Do you see an intersection of time and space in the story?**

A. Yes, the dimensions of time and space overlap each other and creates a bridge between individual fantasy and public reality. Public time encroaches into personal space. A doorway through time that expands the boundaries of space is created in the story by means of Charley's narrative and Sam's letter from the past. Space and time come together to mould a new reality – the third level. Third level is a defined space but that belongs to the past. However, in the story that space from the past is accessible in the present time. So, the past becomes present in the story by means of a common and shared space. Third level is the



common space which is from the past but also accessible in the present. The boundaries between past time and present time is merged in a common space called the third level.

**Q2. How does Jack Finney describe Galesburg, Illinois as it was in 1984?**

**A.** The author using words paints a beautiful picture of Galesburg, Illinois as it was in 1894. The author presents that through the mouth of the central character named Charley. Charley describes the place as quiet and peaceful. It is far removed from the rush hour of a modern city. The lifestyle is relaxed, and the residents have enough time for socialising and leisure. The strong presence of nature adds beauty to the landscape. The community living there lived a peaceful life among trees, fireflies and picturesque landscape. He refers to the huge trees and lawns. He also talks about the rural nature of the community contrasted to the fast-moving life of an urban settlement. Then he also talks about the World Wars emphasizes how that community was unaware of the death and destruction, fear and trauma, enmity and hatred of the wars and still lived happily believing in human friendship and sharing.

## **Question Bank - The Enemy Pearl (S. Buck)**

### **1. Who was Dr. Sadao?**

- A) An Iranian Doctor
- B) An American doctor
- C) A Japanese doctor
- D) None

### **2. Why did the General not pass orders to arrest Dr. Sadao for giving space to a whiteman?**

- A) because he trusted him
- B) because he needed him
- C) General was not in good health and needed his services
- D) None

### **3. Why did Hana wash the wounded man herself?**

- A) Because of her servants
- B) because her servants ran away
- C) because her servants refused to help an American enemy soldier
- D) none

### **4. Why did the servants refuse to help ?**

- A) out of fears
- B) because of superstitions
- C) because he was an American Soldier
- D) All these

### **5. How did Doctor get rid of the American Soldier?**

- A) by giving him instructions
- B) by giving him flashlight to use in times of distress
- C) by asking him to row to the island
- D) All these

**6. What was General's plan for American soldier?**

- A) he wanted him to reach safely
- B) will inform his country
- C) will get him assassinated by some private assassins
- D) none

**7. Why did the servants leave Dr.'s House?**

- A) Because he was wounded
- B) because he was dirty
- C) Because he was an American Soldier and they didn't like him
- D) All

**8. Where did Dr find American soldier?**

- A) in the park
- B) in the battlefield
- C) outside his house
- D) none

**9. Why did Dr. help an enemy soldier?**

- A) because he was an ethical and sincere doctor
- B) because he was his friend
- C) because he knew him
- D) none

**10. What kind of person Dr Sadao was?**

- A) an excellent doctor
- B) a compassionate human being
- C) Sincere and responsible citizen
- D) All these

**11. Why did Dr. Sadao go to America?**

- A) to meet the soldiers
- B) to meet his friends
- C) to travel
- D) to study surgery and medicine which was his father's wish

**12. What did Doctor give to the soldier?**

- A) his boat
- B) food to eat
- C) flashlight to use in distress
- D) All these

**13. Where did Dr. meet Hana?**

- A) in Japan
- B) in his neighbour
- C) in the battlefield
- D) at professor Harley's house in America

**14. Now Sadao remembered the wound and with his expert fingers he began to search for it.** Blood flowed freshly at his touch. On the right side of his lower back Sadao saw that a gun wound had been reopened.

The flesh was blackened with powder. Sometime, not many days ago, the man had been shot and had

not been tended. It was bad chance that the rock had struck the wound.

(a) Who was wounded?

- (i) Sadao      (ii) Hana      (iii) soldier      (iv) Yumi

(b) Which word best suits 'trained' in the extract?

- (i) touch      (ii) tended      (iii) expat      (iv) expert

(c) What kind of wound the man had?

- (i) it was a knife stab      (ii) it was an injury      (iii) it was a gun shot      (iv) it was due to spikes on rocks

(d) How old was the wound?

- (i) few days old      (ii) a month old      (iii) a week old      (iv) many days old

## SHORT ANSWER TYPE QUESTIONS

### 1. Who was Dr Sadao? Where was his house?

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. What did Dr Sadao and his wife do with the man?

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.

### 3. What did Dr Sadao do to help Tom escape to freedom?

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.

### 4. Why did the messenger come to Dr Sadao? What did Hana think about it? [CBSE (AI) 2010]

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.

### 5. Why did Hana wash the wounded soldier herself? [CBSE Delhi 2011, 2012]

Hana helped the wounded man and washed 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.

### 6. Why did the General overlook the matter of the enemy soldier?

The General had an attack and according to Dr. Sadao he could not survive the second attack. So if Dr. Sadao was arrested, no other doctor was capable of performing the operation. So for furthering his selfish needs he overlooked the matter and promises to send his assassins. But he was so self-absorbed, he forgot about it.

**7. How was the plan of the prisoner's escape executed in the story?**

The prisoner was successful in his escape only because of the right guidance and help from Dr. Sadao. He provided him his boat, gave him food, made him wear Japanese clothes and also helped him in comfortable sail to a nearby island.

**8. Why did the servants leave Dr. Sadao's house?**

They were not in favour of keeping the American prisoner hidden in the house. They also did not want Dr. Sadao to save his life as he was the enemy. Also, if the police come to know of it, all their lives would be in danger. So they left the house.

**9. Who was the white man whom Dr. Sadao and Hana found?**

The white man was an American soldier as evident from his clothes. They guess that he was a prisoner of war from his cap that said 'Navy Seals'

**10. Who was Sadao's wife? Where had he met her? Why did he wait to fall in love with her?**

Ans. Hana was Sadao's wife. He had met her by chance at an American professor's house. Professor Harley and his wife had been kind people. They held a party at their home for their few foreign students. Hana was a new student. He waited to fall in love with her until he was sure she was Japanese. It was because his father would never have received her unless she had been pure in her race.

**11. What dilemma did Sadao face about the young white man?**

Ans. The white man was wounded. He needed immediate medical care. Dr Sadao could do so. But if they sheltered a white man in their house, they would be arrested. On the other hand, if they turned him over as a prisoner, he would certainly die. Dr Sadao was in a fix. It was difficult for him to come to any decision.

**12. What was the attitude of Sadao and Hana towards the white man?**

Ans. They stared upon the inert figure of the white man with a curious repulsion. Both talked of putting him back into the sea, but neither of them was able to do so alone. They hesitated. Sadao said that being American, the man was his enemy. He would have handed him over to the police if he had not been wounded. But since he was wounded... He left the sentence incomplete, implying that he couldn't do so.

**13. What solution did Hana offer to resolve Sadao's predicament?**

Ans. Hana found that neither of them could throw the white man back into the sea. There was only one thing to do. They must carry the man into their house. They must tell the servants that they intended to hand him over to the police. She reminded her husband of his position and children. It would endanger all of them if they did not give that man over as a prisoner of war.

**14. How did the servants react when their master told them about the wounded white man?**

Ans. The servants were frightened and puzzled. The old gardener told Hana that the master ought not to heal the wound of that white man. He said that the white man ought to die. First he was shot. Then the sea caught him and wounded him with her rocks. If the master healed what the gun and the sea had done, they would take revenge on them.

**15. Why had Hana to wash the wounded man herself ?**

Ans. Hana told Yumi to fetch hot water and bring it to the room where the white man was. Yumi put down the wooden bucket, but refused to wash the dirty white man. Hana cried at her severely. She told her to do what her master commanded her to do. The fierce look of resistance upon Yumi's dull face made Hana afraid. Under these circumstances, Hana had no option but to wash the white man herself.

**16. How did Hana look after the white man? How did he react?**

Ans. Hana had to serve him herself, for none of the servants would enter the room. She did not like him and yet she was moved to comfort him. She found the man quite weak and terrified. She knelt and fed him gently from the porcelain spoon. He ate unwillingly but still he ate.

**17. How did Hana react when she saw a messenger at the door in official uniform?**

Ans. Hana was working hard on unaccustomed labour. When she saw the uniformed messenger, her hands went weak and she could not draw her breath. She feared that the servants must have told everything already. She thought that they had come to arrest Dr Sadao.

**18. Why, do you think, had the messenger come to Dr Sadao's house? How did Hana react to the message and what did the messenger take exception to?**

Ans. The messenger had arrived there to ask Dr Sadao to come to the palace as the old General was in pain again. In her anxiety for her husband's safety, Hana asked if that was all. The messenger took exception to the word 'all' and enquired if that was not enough. Hana apologised for the error.

**19. What plan did the old General suggest for getting rid of the 'man'?**

Ans. He thought that it would be best if the white man could be quietly killed—not by the doctor, but by someone who did not know him. He offered to send two of his private assassins any night to his home. These capable assassins would make no noise. They knew the trick of inward bleeding. They could even remove the body. Dr Sadao had to leave the outer partition of the room open and this made restless.

**20. What plan did Dr Sadao devise to get rid of the man?**

Ans. Dr Sadao devised the plan of letting the man escape to the nearest uninhabited island. He told the man everything. He put his boat on the shore with food and extra clothing. He advised

the man to row to the little island not far from the coast. He could live there till he saw a Korean fishing boat pass by.

### **21. How was the plan of the prisoner's escape executed?**

Ans. Dr Sadao had put food and bottled water in his stout boat. He also put two quilts. After supper, he checked the American again. He gave him his flashlight and told him to signal two flashes if he needed more food. One signal would mean he was OK. He had to signal at sunset and not in the darkness. The man was dressed in Japanese clothes and his blond head was covered with a black cloth.

## **LONG ANSWER TYPE QUESTIONS**

### **1. Why did Sadao Hoki go to America? What do you learn about his experiences there?**

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 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 to 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.

### **2. Do you think the doctor's final solution to the problem was the best possible one in the circumstances?**

#### Suggested Answer / Value Points

It is the best possible option-general had promised him that he would get the soldier quietly killed through his private assassins-but he forgot to get rid of- Dr. Sadao could do nothing-he wanted to get rid of the wounded soldier-as the servants had left the house-and news could be spread-so he devised his own plan to get the soldier off to the nearby island-managed his boat for the soldier and instructed him. The white soldier took leave of him and followed his instruction and managed to escape safely. Thus all this proves that that was the only way out for Dr. Sadao to the problem.

### **3. What will Dr Sadao and his wife do with the man?**

Ans. Dr Sadao and his wife, Hana, had told the servants that they only wanted to bring the man to his senses so that they could turn him over as a prisoner. They knew that the best possible



course under the circumstances was to put him back into the sea. However, Dr Sadao was against handing over a wounded man to the police. He decided to carry him into his house. He operated upon him and extracted the bullet from his body. He kept the white man in his house. He and his wife looked after him and fed him till he was strong enough to walk on his legs. .

#### **4. What will Dr Sadao do to get rid of the man?**

Ans. Dr Sadao had told the old General that he had operated upon a white man. The General promised to send his private assassins to kill the man silently and secretly at night and remove his body. Dr Sadao left the outer partition of white man's room open. He waited anxiously for three nights. The servants had left their house. His wife Hana had to cook, clean the house and serve the wounded man. She was unaccustomed to this labour. She was anxious that they should get rid of the man.

Dr Sadao told Tom, the white man, that he was quite well then. He offered to put his boat on the shore that night. It would have food and extra clothing in it. Tom might be able to row to the little island which was not far from the coast. It had not been fortified. The water was quite deep. Nobody lived there, as it was submerged in storm. Since it was not the season of storm, he could live there till he saw a Korean fishing boat pass by. He gave the man his flashlight. He was to signal twice with his flashlight at sunset in case his food ran out. In case, he was still there and all right, he was to signal only once.

Dr Sadao gave the man Japanese clothes and covered his blond head with a black cloth. In short, Dr Sadao helped the man to escape from Japan. At the same time he also got rid of the man.

#### **5. 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 his wife, Hana, together lifted the wounded man and carried him to an empty bedroom in their house. The man was very dirty. Sadao suggested that he had better be washed. He offered to do so if she would fetch water. Hana was against it. She suggested that the maid, Yumi, could wash the man. They would have to tell the servants. Dr Sadao examined the man again and remarked that the man would die unless he was operated upon at once. He left the room to bring his surgical instruments.

The servants did not approve of their master's decision to heal the wound of a white man. Even Yumi refused to wash the white man. There was so fierce a look of resistance upon Yumi's round dull face that Hana felt unreasonably afraid. Then she said with dignity that they only wanted to bring him to his senses so that they would turn him over as a prisoner. However, Yumi refused to have anything to do with him. Hana asked Yumi gently to return to her work.

The open defiance from the domestic staff hurt Hana's feelings. She had told the servants to do what their master commanded them. She was convinced of her own superiority. She now became sympathetic to her husband and helped him in his efforts to heal the wounded man.

Though the sight of the white man was repulsive to her, she washed his face and his upper body. She prepared herself to give him the anaesthetic according to her husband's instructions. She had never seen an operation. She choked and her face turned pale like sulphur. She felt like vomiting and left for a while. She returned after retching and administered anaesthetic to the man. Thus she co-operated with her husband fully to save the wounded man there and this situation was full of risk for himself as well as for the doctor and his family. Thus it is quite clear that the reluctance of the soldier was caused by the single motive of self-preservation. He knew from the treatment he had received from the couple that they would save him.

#### **6. What will Dr Sadao do to get rid of the man?**

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.

#### **7. Why did Sadao Hoki go to America? What do you learn about his experiences there?**

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 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 to 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.

**8. What was the dilemma that Sadao faced when he saw a wounded, young white man washed to his doorstep? What solution did his wife, Hana, offer to resolve his (Sadao's) predicament?**

Ans. The young white man was bleeding. He had a bullet wound on his lower back. He needed immediate medical attention. Dr Sadao, an eminent surgeon, could do so. But if they sheltered a white man in their house, they would be arrested. On the other hand, if they turned him over as a prisoner, he would certainly die. Neither of them could put him back into the sea and get rid of him. They were true humanists. So, they hesitated.

Sadao declared that being an American, the man was his enemy. He would have handed him over to the police if he had been hale and hearty. But since he was wounded... He left the sentence unfinished implying that he could not do so as he had been trained not to let a man die if he could help him.

Hana suggested that they must carry the man inside the house. They must tell the servants that they intended to hand him over to the police. She reminded her husband of his position and the children. It would endanger all of them if they did not hand that man over as a prisoner of war. His doubts were removed and they decided to carry the man into their house.

**9. How did the servants initially react to the presence of a white man in their masters house?**

Ans. When Dr Sadao told the cook and the gardener about the wounded young white man, they had brought inside the house, the two servants were frightened and puzzled. The \*

superstitious old gardener looked so annoyed that he pulled the few hairs on his upper lip.

He bluntly told Hana that the master ought not to heal the wound of that white man. He said that the white man ought to die. First he was shot. Then the sea caught him and wounded him with her rocks. If the master healed what the gun and the sea had done, they would take revenge on them.

Even the maid, Yumi, refused to wash the man though Hana cried at her severely and told her to do what the master had commanded her to do. The servants seemed to be in a defiant mood. The fierce look of resistance upon Yumi's dull face frightened Hana. She thought that the servants might report something that was not as it happened. She maintained her dignity and told the maid that they wanted to bring him to his senses so that they could turn him over as a prisoner. Even this explanation failed to convince Yumi and she refused to do anything for the white man.

Since the white man was not handed over to the police, even after a week, all the servants left on the seventh day after that.

**10. Under what circumstances did Dr Sadao let the wounded white man escape? Was it lack of national loyalty, professional ego and sentimentality, human consideration or just an attempt to save his skin?**

Ans. Dr Sadao had no love for the repulsive Americans and he considered them his enemies. Unfortunately, the sea-waves pushed a wounded white man to his doorstep. He knew that the best possible thing was to throw him back into the sea. He could not handover a wounded 'enemy' to police because he would certainly die. Being a doctor, he could save him and not kill him. His efforts to get him removed with the help of the old General's private assassins did not bear fruit.

He was under a severe strain. His domestic servants had left him. His wife had to do unaccustomed labour and run the household. Moreover, his wife was anxious about his safety. They might be arrested for harbouring an enemy prisoner of war and condemned as traitors.

Dr Sadao let the man escape in the larger interest of professional ethics and human consideration. He rose above narrow national loyalty and sentimentality. He did not think of himself as the General had already assured him that no harm would be caused to him. The matter remained unreported and closed from public eyes and ears. The servants returned after the white man had "left". Everything became normal again.

**11. What was the General's plan to get rid of the American prisoner ? Was it executed ? What traits of the General's character are highlighted in the lesson 'The Enemy'? [All India 2014]**

Ans. The General made a plan to get rid of the American prisoner by sending his personal assassins to kill the prisoner. He also wanted to remove the body of American prisoner from Sadao's house. But, unfortunately he could not succeed in his attempt. The plan was not executed. The General could not send the assassins.

The General had an unusual sense of humour as well as frankness and ability to admit his mistake. Dr. Sadao keeps on waiting for three nights for the assassins who fail to turn up. He loses his rest and sleep. Finally he lets the white man escape. When Dr. Sadao tells the General that the man has escaped, the General admits that he forgot his promise. It was carelessness of him but not the lack of patriotism. It is his self-absorption and instinct of preserving himself that saves Dr. Sadao and his family being arrested.

---

## Question Bank - Should Wizard hit Mommy (John Updike)

### Questions -Answers with details.

#### 1. Read the extract and answer the question that follow

“Roger.....” Jo squeezed her eyes shut and smiled to be thinking she was thinking. Her eyes opened, her mother’s blue. “Skunk,” she said firmly.

A new animal; they must talk about skunks at nursery school. Having a fresh hero momentarily stirred Jack to creative enthusiasm.

**a.** Name the chapter and its author.

Ans. The name of the chapter is ‘Should Wizard Hit Mommy?’ and its author is John Updike.

**b.** How old was Jo?

Ans. Jo was four years old.

**c.** What does the phrase ‘her mother’s blue’ mean?

Ans. This phrase means that Jo’s eyes were blue, just like her mother.

**d.** What creative enthusiasm is being talked about in these lines?

Ans Jack’s enthusiasm to create creative stories for Jo is being talked about in these lines.

**e.** Find from the passage words which mean the same as;

(a) Powerfully (b) instantly

Ans. (a) firmly (b) momentarily.

#### 2. What was the basic tale or plot of stories told by Jack

Ans. Every story told by Jack had a small creature usually named Roger. He had some problem and went with it to the wise old owl. The owl would tell him to go to the wizard. The wizard solved the problem with some magic spell. However, he charged some pennies for it.

#### 3. Why did Roger Skunk go to the owl? What advice did he get?

Ans. Roger Skunk smelled very bad. Whenever he went out to play, all other little animals would run away from him. He would then feel very sad and humiliated. In order to find a way out of his problem, he decided to go to the wise old owl. The owl advised Roger Skunk to go to the wizard.

#### 4. When would Jack tell her daughter, Jo, a story? When had this custom begun?

Ans. Jo’s father Jack used to tell her a story in the evenings and for Saturday naps. This custom began when Jo was two but now she was four years old. Thus, he had been telling her the stories for the last two years.

**5. How did the wizard solve the skunk's problem?**

Ans. The wizard asked the skunk what he wanted to smell like. At this the skunk told her that he wanted to smell like roses. The wizard took his magic wand and chanted a spell. Soon, the whole inside of the wizard's house was filled with the fragrance of roses.

**6. What impression do you form of Jack as a father in the story, 'Should Wizard Hit Mommy?'**

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.

### Question Bank - On the face of It (Susan Hill)

- For 2 marks questions: 30-40 words
- For 5 marks questions: 120-150 words

1. Who is Derry? 2 marks

Ans. Derry is a fourteen years old boy. One side of his face is burnt due to spilling of acid. He avoids people. He thinks people talk about him, feel pity for him, some are scarred of him.

2. Who is Mr. Lamb? 2 marks

Ans. Mr. Lamb is an old man. One of his legs was blown off in war. So, He has a tin leg. He lives all alone in his house. He has a garden where he remains busy the whole day. People have spread many stories about him.

3. What physical impairment is Mr. Lamb suffering from? 2 marks

Ans. Mr. Lamb is retired from the army. In a war, he lost one of his legs. In its place, there is a tin leg now. Because of it, kids call him 'Lamey Lamb'. But it doesn't trouble him.

4. Why does Derry come to Mr. Lamb's garden? 2 marks

Ans. Derry has a burnt face. So, he avoids people and wants to stay alone. In order to find a secluded place, he jumps a wall to enter Mr. Lamb's garden. He thinks the garden is empty.

5. What surprised Derry when he entered the garden? 2 marks

Ans. Derry thought that the garden he entered was empty. When Mr. Lamb spoke to him, he became surprised. Mr. Lamb was friendly in approach. He only told Derry to mind the crab apples.

6. How does Mr. Lamb react when Derry enters his garden? 2marks

Ans. Mr. Lamb welcomes him. He only asks him to mind the crab apples, otherwise he may slip. When Derry wants to run away from there, Mr. Lamb says that he doesn't have to go. Everyone is welcomed to his garden.

7. Why is Mr. Lamb sitting in the garden outside his house? 2marks

Ans. Mr. Lamb is an old man who lives all alone in his house. He likes anything and everything. He remains busy in his garden. His garden gate is always open for everyone.

8. How does Mr. Lamb keep himself busy when it is a bit cool? 2 marks

Ans. Mr. Lamb takes a ladder and a stick and pulls down the crab apples to make jelly.

9. Why did Mr. Lamb help Derry? 2 marks

Ans. Mr. Lamb himself was physically impaired. So, He could understand the difficulties of Derry. He was an optimist who was also kind hearted. He wanted to change Derry's perspective of life.

10. What kind of a garden does Mr. Lamb have? 2 marks

Ans. Mr. Lamb has a garden where he plants flower plants and weeds alike. He has beehives in the garden. He has an orchard full of fruit trees. He likes his garden because he remains busy there and children come there to play.

11. What is Derry's attitude towards Mr. Lamb? 2 marks

Ans. Initially, considering Mr. Lamb to be like other people, Derry wants to go from the garden. But hearing Mr. Lamb and his inspiring words, Derry is influenced. He starts respecting and liking Mr. Lamb. He feels that unlike other people, this man does not pity him and welcomes him in his garden. Mr. Lamb helps Derry love his life in spite of the odds in his life.

12. How does Mr. Lamb try to remove the baseless fears of Derry? 2M

Ans. Mr. Lamb tells Derry that like others, he has two eyes, two ears, two legs, two arms, the brain and the tongue. He can achieve whatever he likes, like all the rest. He can even get better than the rest.

13. Why does Derry's mother not want him to go back to visit Mr. Lamb? 2 marks

Ans. Derry's mother has heard many things about Mr. Lamb. She thinks that he is not a good person. So, she asks Derry not to go back to visit Mr. Lamb.

14. What happens at the end? 2 marks

Ans. While picking apples with the help of a stick, suddenly the ladder falls back and Mr. Lamb dies falling on the ground. Derry comes and finds him dead. He weeps.

15. Will Derry go back to his old loneliness again? 2 marks

Ans. The short meeting of Derry with Mr. Lamb boosted self confidence in Derry. He realized that life is beautiful; whatever God has created is beautiful. His whole perspective of life changed. So, definitely, Derry will not go back to his old loneliness again.

16. What benefits did Derry reap from his association with Mr. Lamb? 5 Marks

Ans. Derek(Derry), the fourteen years old boy was conscious of his ugly face and so he wanted to remain alone. He felt that people either ridiculed or pitied him. So, he developed a negative attitude towards life. But his brief association with Mr. Lamb inspired him to live life as it came. Mr. Lamb said that he had two ears, two eyes, two arms, two legs, a tongue and a brain like all the rest and if he chose, he could do better than all the rest.

17. Both Derry and Mr. Lamb suffer from handicaps, yet their attitude to life is totally different.

Discuss. 5 marks

Ans. Mr. Lamb and Derry both are handicapped. Mr. Lamb has a tin leg and Derry has a deformed face due to spilling of acid. But they differ in their attitude to life. Derry does not like people's reactions and so withdraws and keeps himself isolated. On the other hand, Mr. Lamb is not much affected by his handicap. He enjoys reading and gardening. He accepts everything as it comes. Though both Derry and Mr. Lamb are in contrast to each other, Mr. Lamb inspires Derry and changes his attitude towards life.



### QUIZ(MCQs):

1. Derry's problem was
  - i) He was deaf
  - ii) He was dumb
  - iii) His face was acid burnt
  - iv) He was lame
2. Derry entered the garden
  - i) Climbing over the wall
  - ii) Climbing through the window
  - iii) Walking through the gate
  - iv) Walking in stealthily\
3. Derry entered the garden
  - i) To see it
  - ii) To steal crab apples
  - iii) To see who is in it
  - iv) in search of seclusion
4. No one liked to look at Derry. This made Derry suffer from
  - i) Lack of self-esteem
  - ii) Hatred for the world
  - iii) A callous attitude
  - iv) A wish to die
5. Derry didn't like to be with people because
  - i) He was shy
  - ii) He was deformed
  - iii) People avoided him
  - iv) People reminded him of his deformity
6. Mr. Lamb felt that the name 'Lamey Lamb'
  - i) Suited him
  - ii) Didn't suit him
  - iii) Was outrageous
  - iv) Was insulting
7. Derry feels that Mr. Lamb can hide his handicap by
  - i) Not going out
  - ii) Wearing trousers
  - iii) Not meeting people
  - iv) Keeping an assistant for his help

8. "Why is one green growing plant called a \_\_\_\_\_ and another a flower?"
- i) Grass
  - ii) Weed
  - iii) Shrub
  - iv) Herb
9. Mr. Lamb says, "It's all \_\_\_\_\_, Beauty and the Beast".
- i) Relative
  - ii) Irrelevant
  - iii) Destiny
  - iv) God's grace
10. Which fruit was Derry going to step on when he jumped over Mr. Lamb's garden?
- i) Strawberry
  - ii) Plum
  - iii) Crabapple
  - iv) Mango
11. How far is Derry's house from Mr. Lamb's?
- i) 1 mile
  - ii) 2 miles
  - iii) 3 miles
  - iv) 4 miles
12. The boy's name is \_\_\_\_\_
- i) Dennis
  - ii) Derek
  - iii) Danish
  - iv) Derham
13. Derry felt that Mr. Lamb said \_\_\_\_\_ things.
- i) Peculiar
  - ii) Gloomy
  - iii) Funny
  - iv) New
14. Derry did not like people
- i) Being friendly
  - ii) Being afraid of him
  - iii) Being sympathetic
  - iv) Being affectionate
15. One woman said about Derry that it was a face \_\_\_\_\_
- i) No one could love
  - ii) No one could see
  - iii) Only a mother could love
  - iv) Kids would be scarred of

16. What did Derry learn from the fairy tale?

- i) To be happy
- ii) To face challenges
- iii) To accept life as it is
- iv) To love and appreciate himself

17. Why did Mr. Lamb call Derry blessed?

- i) Because he was a young boy
- ii) Because he had his mother
- iii) Because he had people to talk to
- iv) Because except a burnt face he had a perfectly healthy body

18. Why did Derry go to Mr. Lamb again?

- i) He wanted crabapples
- ii) He wanted to sit in the garden
- iii) Mr. Lamb was waiting for him
- iv) He wished to live a free life

19. What unites Mr. Lamb and Derry?

- i) Their age
- ii) Their fears
- iii) Their life stories
- iv) Their impairment

20. What happens at the end of the play?

- i) Mr. Lamb and Derry talk happily.
- ii) Derry does not come because his mother does not allow him.
- iii) Both of them together make jelly.
- iv) Mr. Lamb dies falling from the ladder and Derry weeps kneeling down.

Answers: 1. iii) 2. i) 3. iv) 4. i) 5. iv) 6. i) 7. ii) 8. ii) 9.i) 10. iii) 11.iii) 12. ii) 13. i) 14. ii) 15.iii) 16.iv) 17. iv) 18.iv) 19.iv) 20.iv)
--

.....X.....

## Question Bank - Evans Tries an O-level (Colin Dexter)

### A. MCQs

1. The police laid their hands on Evans in a hotel named \_\_\_\_
  - (a) the Lion's Den
  - (b) Lion's Cage
  - (c) the Golden Lion
  - (d) the Golden Web
2. McLeery directed the superintendent to lead him towards \_\_\_\_
  - (a) Radcliff Hospital
  - (b) Elsfield Way
  - (c) Broad Street
  - (d) Oxford Lane
3. Carter tells Governor that he had left Evans at \_\_\_\_
  - (a) Radcliff Hospital
  - (b) Broad Street
  - (c) St. Mary's Mag
  - (d) Elsfield Way
4. The wounded man in the cell was \_\_\_\_
  - (a) McLeery
  - (b) Jackson
  - (c) Stephens
  - (d) Evans
5. McLeery said he was suffering from \_\_\_\_
  - (a) diabetes
  - (b) cough
  - (c) piles
  - (d) cold
6. The examination started at ----
  - (a) 9:15 am
  - (b) 9:25 am
  - (c) 9:35 am
  - (d) 9:45 am
7. The Governor had got Evans cell \_\_\_\_ because he did not want to take chances with Evans, the master planner.
  - (a) bugged
  - (b) guarded
  - (c) watched
  - (d) locked

8. Jackson instructs Stephen to take away \_\_\_\_  
(a) the bag  
(b) the razor  
(c) the scissors  
(d) the knife
9. The names of the officers who visited Evans before the examination were \_\_\_\_  
(a) Jackson and Stephens  
(b) Jackson and Bell  
(c) Jackson and Carter  
(d) Carter and Bell
10. The Secretary agreed to make an arrangement of a person from \_\_\_\_ to act as an invigilator  
(a) St. Agnes Mags  
(b) St. Francis Mags  
(c) St. Mary Mags  
(d) St. Xavier Mags

**B. Read the text given below and based on your understanding of the passage answer the questions that follow**

1. Jackson put in a brief final appearance. "Behave yourself, laddy!"  
Evans turned and nodded.  
"And these" — (Jackson pointed to the pin-ups) — "off!" Evans turned and nodded again. "I was goin' to take 'em down anyway. A minister, isn't 'e? The chap comin' to sit in, I mean."  
"And how did you know that?" asked Jackson quietly.  
"Well, I 'ad to sign some forms, didn't I? And I couldn't 'elp — "  
Evans drew the razor carefully down his left cheek, and left a neat swath in the white lather. "Can I ask you something, Mr. Jackson? Why did they 'ave to bug me in this cell?" He nodded his head vaguely to a point above the door.  
"Not a very neat job," conceded Jackson.  
"They're not — they don't honestly think I'm goin' to try to — " "They're taking no chances, Evans. Nobody in his senses would take any chance with you."  
"Who's goin' to listen in?"  
"I'll tell you who's going to listen in, laddy. It's the Governor himself, see? He don't trust you a bloody inch — and nor do I. I'll be watching you like a hawk, Evans, so keep your nose clean. Clear?" He walked towards the door.
1. Who has accompanied Jackson to Evans' cell?  
a. The governor  
b. Carter  
c. Stephen  
d. Bell

2. Who was the minister Evans referred to?
  - a. McLeery
  - b. Jackson
  - c. Stephens
  - d. Evans' friend
3. Who's going to listen to the hearing device?
  - a. The inspector
  - b. The detective
  - c. Prison in charge
  - d. The governor

**C. Know the story through 2 marks questions-**

**1. Why did the Governor ring up the Secretary of Examination Board and what was his request?**

**Ans.** Early March, the Governor of Oxford Prison rang up the Secretary of Examinations Board that one of their prisoners, Evans, wanted to take an O-Level examination in German. Evans had been taking night classes since September and eager to get some academic qualification.

**2. What enquiry did the Secretary of the Examination Board make about Evans? What did the Governor tell him about Evans?**

**Ans.** The Secretary wanted to know if Evans was a violent sort of person. The Governor told him that there was no record of violence. He was informed that Evans was quite a pleasant fellow—an amusing person. He was good at imitation and hence he star at the Christmas concert. He suffered from the desire to steal. He had this disease from birth.

**3. What facts about Evans did the Governor of Oxford Prison not reveal to the Secretary of the Examination Board?**

**Ans.** Evans was called 'Evans the Break' by the prison officers. He had escaped from prison three times already. He would have done so from Oxford Prison as well if there had not been unrest in the maximum security establishments up north.

**4. What issue regarding conducting the examination did the Secretary of Examination Board raise? What was he told?**

**Ans.** The Secretary wanted to know whether a room could be arranged for holding examination. The Governor told him that Evans had a cell on his own. He could sit the exam in there. Secondly, they could easily get one of the parsons from St. Mary Mags to invigilate. The Secretary hoped that they would not have much trouble in keeping Evans without communicating with others.

**5. Who met Evans on the eve of the examination? What does this brief interview reveal?**

**Ans.** It was Evans' German teacher who shook him by the hand at 8.30 p.m. on Monday, 7 June. They met in the heavily guarded Recreational Block, just across from D Wing. The teacher wished him good luck in German, which Evans failed to understand. The teacher observed that he had a remote chance of getting through. Evans remarked that he might surprise everybody. These remarks prove quite meaningful and prophetic.

**6. Who visited Evans on the morning of the Examination? What did they visit him for?**

**Ans.** Mr Jackson and Mr Stephens visited Evans. Jackson was the senior prison officer on D Wing and Stephens was a burly, surly-looking, new recruit. They visited him to ensure that he did not retain any potential weapon with him. Mr Stephens was asked to take away the razor after Evans had shaved himself.

**7. Why did Evans not take off his hat when Jackson ordered him to do so? What was the actual reason?**

**Ans.** Jackson disapproved of Evans dirty “bobble hat” and asked him to remove it. Evans immediately thought of a ploy to avoid recognition by telling Jackson that the hat had always brought him good luck. So the police officer agreed to his request.

The actual reason was that Evans was determined to make his escape-plan a success and so he had clipped his hair short to pass off as McLeery later. So, he needed to keep his hat on to avoid being detected.

**8. What evidence do you get from the text to show that Mr Jackson and Evans “had already become warm enemies”?**

**Ans.** Jackson nodded curtly. He addressed Evans as “little Einstein” and mockingly enquired about him. He felt annoyed as Evans pointed out his ignorance about Einstein. Jackson genuinely loathed about the long, wavy hair of Evans. He had taken away the nail-scissors and nail-file of Evans. He used the word ‘bloody’ too often while addressing Evans.

**9. How was the Reverend Stuart McLeery dressed and why?**

**Ans.** He had put on a long black overcoat and a shallow-crowned clerical hat. His spectacles had thick lenses. It was a chilly day for early June and the steady drizzle, which had set in half an hour earlier still continued. In his right hand he was carrying a small brown suitcase.

**10. What were the contents of the small brown suitcase that McLeery carried?**

**Ans.** It had a sealed question paper envelope, a yellow invigilation form, a special ‘authentication’ card from the Examination Board, a paper knife, a Bible, and a current copy of ‘The Church Times’. Except the last two articles, the rest were related to his morning duties as invigilator.

**11. What was the object found in McLeery’s suitcase that puzzled Mr Jackson? How did McLeery react to Mr Jackson’s query?**

**Ans.** There was a smallish semi-inflated rubber ring. Even a young child with a waist of about twelve inches might have to struggle into it. Jackson asked McLeery if he was thinking of going for a swim. McLeery’s amiable demeanour was slightly ruffled by this tasteless pleasantry. He answered Jackson somewhat sourly and told him he suffered from piles.

**12. What instructions did the invigilator issue to the examiner before the examination?**

**Ans.** He asked the examinee if he had got a watch. He would tell him when to start and again when he had five minutes left. He asked him to write the name of the paper, 021-1, in the . top left-hand corner, and his index number-313 in the top right-hand corner. Just below that he was to write his centre number-271.

**13. How do we know that Evans had no chance of getting through the O-level German examination? Why did he take the test?**

Evans did not have any chance of getting through the O-level German examination as he was not capable of understanding even a simple German expression of “Guten Gluck” (Good Luck). He was taking the test in an attempt to plan his escape from prison.

**14. How did the Governor, who was listening-in, react to these numbers at that time and later on after the escape of Evans?**

**Ans.** Initially, the Governor took them as innocuous, routine information and did not pay much attention. Later on, when Evans had escaped, he consulted the Ordnance Survey Map for Oxfordshire. He found that the six-figure reference 313/271 pointed to the middle of Chipping Norton—the place of hiding for run away Evans.

**15. What was the import of the two phone calls the Governor received after a quarter of an hour of the start of the examination?**

**Ans.** The first phone call was from the Assistant Secretary of the Examination Board. It was about a correction slip in the O-Level German paper. The word ‘Golden Lion’ was to replace ‘Golden Lowe’. The second call was from the Magistrate’s Court. They needed a prison van and a couple of prison officers for a remand case.

**16. How did the Governor react to the two phone calls he received in quick succession?**

**Ans.** The first call that the Governor received from the Assistant Secretary was a hoax. It misled the gullible Governor by demanding a prison van in connection with a remand case whereas the van was needed for Evans’ escape. The underlying idea behind the second call was to take Stephens away for some time so that Evans could give finishing touches to his makeup to look like McLeery.

**17. What did Stephens notice on looking through the peep-hole of Evans’ cell?**

**Ans.** He found Evans sitting with his pen between his lips. He was staring straight in front of him towards the door. Opposite him sat McLeery. His hair was amateurishly clipped pretty closely to the scalp. His eyes were fixed at ‘The Church Times’. His right index finger was hooked beneath the narrow clerical collar. The fingers of the left hand were slowly stroking the short black beard.

**18. What request did Evans make about half an hour before the end of the examination? How did McLeery and Stephens react to it?**

**Ans.** Evans made a polite request if he could put a blanket round his shoulders as it was a bit chilly there. McLeery told Evans to be quick about it. A minute later, Stephens was surprised to see a grey blanket draped round Evans shoulders.

**19. Who was the phone call three minutes before the end of the examination meant for? How important did it prove?**

**Ans.** The phone call was meant for Stephens. Jackson told him that the Governor wanted to speak to him. Stephens listened to the rapidly spoken orders. The phone call was important. Stephens had to accompany McLeery to the main prison gates. He was to see the door locked on Evans after McLeery had left the cell. It was also important for Evans. He could make swift changes and adjustments, in his dress and make-up.



**20. What did Stephens notice on coming back to the cell of Evans? What did he assume?**

**Ans.** Stephens saw a man sprawling in Evans' chair. The front of his closely cropped, irregularly tufted hair was covered with red blood. It had dripped already through the small black beard. It was now spreading over the white clerical collar and down into the black clerical front. He assumed that Evans had hit McLeery and left the prison impersonating McLeery.

**21. How did the Prison machinery swing to action? What point was overlooked?**

**Ans.** Sirens were sounded. Prison officers shouted orders. Puzzled prisoners pushed their way along the corridors. Doors were banged and bolted. Phones were ringing everywhere. Jackson and Stephens supported McLeery on either side and brought him to the prison yard. The identity of the injured "McLeery" remained unchecked. Thus, hasty conjectures prevented them from seeing the obvious.

**22. How did the injured "McLeery" behave? What, do you think, did he achieve by this sort of behaviour?**

**Ans.** The injured "McLeery" claimed to know where Evans was. He showed more interest in arrival of police than of ambulance. He drew the Governor's attention to the German question paper. The photocopied sheet in German contained the route of escape. He diverted the attention of the prison officers and the police to the person (Evans) who had already left the prison.

**23. Who was Carter? What did the Governor ask him to do?**

Carter was the Detective Superintendent whom the Governor summoned after Evans' supposed escape. The Governor wanted him to accompany the injured McLeery as he was the only one who seemed to know what was actually happening and might be in a position to help in locating Evans who had escaped.

**24. What clues did the answer sheet of Evans provide to the Governor?**

**Ans.,** McLeery showed a photocopied sheet to the Governor which had been cleverly superimposed on the last page of the German question paper. The Governor decoded it for Newsbury and by putting together the six figure reference, the index and centre number 313/271 and with the help of the 'Ordnance Survey Map of Oxfordshire' he was able to locate Evans in the middle of Chipping Norton. The correction slip provided him with the name of the hotel, 'The Golden Lion' where Evans was staying. So Evans was beaten in his own game as he left clues which aided in his arrest. He made things easier as he left the question paper behind in the cell. The clues the Governor got from it were sufficient to help him locate Evans.

**25. What did the Governor's questioning of Stephens reveal?**

**Ans.** It was Stephens who had taken "Evans" to the main gates. Stephens claimed that he had acted as he had been told by the Governor on phone at about twenty past eleven just before the paper was over. The Governor said that he had not rung him. He had used the telephone at that time, unsuccessfully, to get through to the Examinations Board.

**26. Why was the Governor angry with Jackson?**

**Ans.** Jackson had spent two hours in Evans's cell the previous evening. He had confidently reported that there was nothing hidden away there. Yet Evans had concealed a false beard, a pair

of spectacles, a dogcollar and other material of a priest. He also had a weapon with which he hit McLeery across the head.

**27. What did the Governor think of Evans and his plan after ringing up Detective Chief Inspector Bell?**

**Ans.** The Governor admired clever Evans and his beautifully laid plan. He called it careless of him to leave the question paper behind. He observed that all criminals made mistakes somewhere. That is why they were nabbed. He hoped that very shortly Mr clever-clever Evans would be back inside the prison.

**28. What did Detective Superintendent Carter inform the Governor about Evans?**

**Ans.** Superintendent Carter informed the Governor that McLeery had spotted Evans driving off along Elsfield Way. They had got the number of the car all right. They had given chase immediately, but they had lost him at the Headington roundabout. He assumed that Evans must have doubled back into the city.

**29. Where, according to the Governor, was Evans likely to be found and why? What did he think about himself after this episode?**

**Ans.** The Governor said that Evans was on his way to Newbury. He explained his reasons for believing so. The clues in the German text pointed to this. It was now a police job to arrest him. He thought he was merely a laughing stock, a credulous governor.

**30. How did the Governor find out where Evans was?**

When the Governor finally realised that it was Evans who had gone out with Carter and that he was impersonating McLeery, he thought about the six digit reference number and after putting the two numbers, the index and the centre number together and with the help of the 'Ordinance Survey Map for Oxfordshire' the Governor reached the hotel to find Evans.

**31. What truth did the enquiries about injured "McLeery" from (i) Carter and (ii) the Radcliffe reveal?**

**Ans.** Carter said that he was in the Radcliffe. He was really groggy near the Examination offices. They rang for the ambulance from there. The accident department of the Radcliffe informed him that there was no parson named McLeery there. They had sent an ambulance to Elsfield Way, but the fellow had vanished from there by then.

**32. Where did they find the Reverend S. McLeery and in what condition? What can you deduce from it?**

**Ans.** A quarter of an hour later they found the Reverend S. McLeery in his study in Broad Street. He was bound and gagged securely. He said that he had been there since 8.15 a.m. when two men had called and... It is obvious that the two men were helpers of Evans and one of them acted as the Reverend S. McLeery during the Exam.

**33. What did the inmates of the prison come to know by tea-time?**

**Ans.** They came to know what had really happened. Earlier, it was presumed that Evans had impersonated McLeery and walked out of the prison. The truth was that Evans, impersonating McLeery, had stayed in.

**34. What sort of hair did Evans have? How then did he personate McLeery?**

**Ans.** Evans had long, wavy hair, whereas the hair of McLeery had been amateurishly clipped pretty closely to the scalp. Jackson had pinched Evans's scissors. So, he had to remove his hair off his head with his only razor. Then he kept his head covered with a bobble hat to prevent detection.

**35. Jackson had thoroughly searched Evans's cell for two hours the previous evening. How then was Evans able to disguise himself as a parson?**

**Ans.** Evans had really nothing hidden in the cell. It was McLeery who had worn two black fronts and two collars. Evidently, Evans put on one set of these. He used the blanket to cover his act. The parson suddenly seemed to have grown slimmer when he left the Oxford Prison.

**36. "It was that bloody correction slip, I s'pose". Who said this, when and why?**

**Ans.** Evans said this when he found the Governor of Oxford Prison in his room in Hotel Golden Lion in Chipping Norton. He knew he was beaten. The details of the escape plan were there on the correction slip and he had left it there on the table.

**37. What two purposes did the correction slip serve? Which of them did Evans consider more important?**

**Ans.** The correction slip provided Evans the name of the hotel and its location. Secondly, it contained the exact time the exam started. The really important thing for Evans was that the phone rang just before the exam finished. Thus, he was able to get the prison officers out of the way for a couple of minutes.

**38. "How did you know which Golden Lion it was? There's imdreds of 'em," said Evans. How did the Governor of Oxford Prison locate the hiding place of Evans?**

**Ans.** The Governor told Evans that he used the same method as Evans had done. The six-figure reference 313/271 was formed by two hints—Index number 313 and Centre number 271. If one takes an Ordnance Survey Map for Oxfordshire, this number lands one bang in the middle of Chipping Norton.

**39. "Tell me one thing before we go. How on earth did you get all that blood to pour over your head?" asks the Governor. How does Evans react to this question?**

**Ans.** Evans looked a little happier. He said it was very clever to get a couple of pints of blood into a cell. There was none there to start off with. The "invigilator" got searched before he came in. Evans refused to disclose it as he might use that trick again. Governor then enquired if it was anything to do with a little rubber ring for piles. Evans grinned and asked if it wasn't clever.

**40. "Must have been a tricky job sticking a couple of pints." "Nah! you've got it wrong, sir. No problem about that." In the light of the above remarks, explain what problem regarding blood Evans faced and how it was solved?**

**Ans.** Storing blood in the rubber ring was not the problem. It was clotting that was the big problem. They got pig's blood from slaughter house in Kidlington. But to stop it clotting actual blood has to be mixed with one-tenth of its volume of 3.8 per cent trisodium citrate.

**41. How did Evans manage to plan the escape from, prison?**

**Ans.** The Governor had taken enough precautions. Evans had no visitors. He had no letters. Evans told the Governor that he had got lots of friends. He gave the example of his German teacher. The

Governor said he was from the Technical College. Evans seemed to enjoy all this and asked if he had checked it. Reluctantly, the Governor had to admit that far more was going on than he thought or imagined.

**42. What suggestion did the handcuffed Evans make while clambering to van?**

**Ans.** Evans observed that the Governor's German was pretty good and asked if he knew any more of the modern languages. When the Governor said, "Not very well," Evans grinned happily. He said that he had noticed that they had got some O-Level Italian classes coming up next September. The Governor said that perhaps he wouldn't be with them next September. Evans pondered over these words and said that he wouldn't.

**43. Who, do you think, has the last laugh—the Governor or Evans? How?**

**Ans.** The Governor is complacent that he has nabbed the run-away prisoner and soon the police van will land him in prison. However, facts prove otherwise. As the van turns to the Oxford road, the silent prison officer unlocks the handcuffs and asks the driver to move on fast. The driver enquires in broad Scots accent where they should make for. Evans suggests Newbury. It is crystal clear that the two persons are accomplices of Evans. He has escaped from prison once again. Hence, it is Evans who has the last laugh.

**D. QUESTIONS based on themes**

**1. Should criminals in prison be given the opportunity of learning and education? Give reasons in support of your answer.**

**Ans.** Modern prisons are no longer the dark dungeons of the middle ages where even the rays of the sun could not penetrate. Human rights are observed scrupulously in all civilised countries even in jails. These prisons are gradually becoming reform houses. Under the prevailing conditions criminals are given the opportunity of self-improvement. Provision is made for learning and education. The light of knowledge, it is hoped, will reform the criminals, change their thoughts and make them responsible citizens. They will join the mainstream, give up crime and contribute to the well-being of society and nation. Instead of physical torture and mental agony, love and sympathy be used to transform the bitterness, cruelty and evil bent of mind. Let us hate sin and crime, not the sinner and criminals. Hence, the criminals should be given opportunity of learning and education in prison.

**2. Using examples from the play "Evans Tries An O-Level" show how the criminals like Evans turn the tables on the Governor of Oxford Prison and the local police.**

**Ans.** Evans is familiar with the methods of the prison authorities and he anticipates all their moves. Hence, in the battle of wits between himself and the official machinery he employs tricks unknown to them. The new German teacher and the replaced invigilator are merely stooges of Evans. Carrying blood in a rubber ring for piles is a novelty. The device of the correction slip to fix the hide out and the route to it is another piece of ingenuity. The master-stroke is when Evans impersonating wounded "McLeery" stays in prison and misguides the police to trace the parson. The use of modern devices such as prison-van, car, telephone, Ordnance Survey Map for Oxfordshire etc. shows how the criminals can misuse these facilities for their own ends. The whole operation is run by someone in the Examination Board who remains unknown till the end. It is well-planned and skilfully executed escape using the prison-van and prison staff.

#### **E. QUESTIONS based on Plot**

##### **3. What precautions were taken for the smooth conduct of the O-Level German examination in prison and why? Or**

**Describe the precautions taken by the prison officers to prevent Evans from escaping.**

**Ans.** James Roderick Evans was a smart fellow. He was known as 'Evans the Break' among the prison officers. He had escaped from prison three times. Now he was taking O-Level German Examination in prison. His solitary cell was located in D-Wing, which had two heavy gates—outer and inner. Both were locked securely. Evans's cell was kept under strict observation. Prison officer Mr Stephens watched his activities every minute through the peep-hole. Mr Jackson, the incharge of D-Wing, was in constant touch with the Governor on phone. The Governor himself listened in to the conversation in the cell. During his stay in prison, Evans was not allowed to have any visitor or letters.

All potential weapons such as knife, scissors, nail-file and razor had been removed from the cell of Evans. The contents of the suitcase of the invigilator, Reverend S. McLeery were also thoroughly searched. Even the paper-knife was taken away. In short, all precautions had been taken to see that Evans did not get a means to escape.

##### **4. How did the negligence of the prison officers prove to be helpful for Evans? (5m)**

**Ans:** The prison authorities had taken multi-step, detailed precautions for the safe conduct of the examination. However, some lapses on their part at critical moments proved to be a boon for Evans.

Firstly, no one tried to verify the identity of the German teacher. Nor did they verify the identity of the invigilator, McLeery and that amounted to letting in an accomplice of Evans into his prison cell. Secondly, the Governor ignored the possibility that the calls from Evans' accomplices could be hoax. Detective Superintendent also acted hastily and did not drive the injured McLeery to the hospital. Finally, the identities of the van driver and the two officers escorting Evans were also not verified. All of them later turned out to be Evans' accomplices. Thus, Evans escaped yet again only because of the negligence of the prison officers.

##### **5. Comment on the ending of the play 'Evans Tries An O-Level'.**

**Ans.** The ending of the play is quite surprising and unexpected. Only a couple of minutes ago the Governor of Oxford Prison had nabbed Evans from his hide-out at the 'Golden Lion'. A silent prison officer handcuffed the recaptured Evans. Then the two men clambered awkwardly into the back seat of the prison-van.

The Governor bade him farewell but wished to see him soon in his jail. Evans too behaved as if he would remain there for a long time and wanted to know about the O-Level Italian classes coming up next September. The Governor remarked that perhaps Evans might not be with them then. Evans pondered over it and said that he wouldn't. After a couple of minutes Evans implemented what he had predicted. Not only were the handcuffs unlocked, but the van moved on fast towards Newbury.

Evans is once again free. The broad Scots accent leaves us in no doubt who the driver was. Once again Evans scores over the prison authorities.

**6. How was Evans able to devise full proof plan for escape from prison as well as items for disguise in spite of severe restrictions and strict observation?**

**Ans.** First, Evans joined the O-Level German night classes in last September. He was the only student. The Governor had appointed a teacher from the Technical College. Since Governor did not check on the person, a friend of Evans joined as German teacher. He was in contact with him everyday and visited him even on the eve of the examination to say good luck. The plan was devised slowly—from September to June.

Reverend S. McLeery, who was to invigilate, was bound and gagged in his flat. A friend of Evans replaced him as invigilator. McLeery put on double clerical collar, two black clerical fronts. He carried a pair of reading glasses and the semi-inflated rubber ring for piles in his suitcase. Evans had friends in the Examination Board as well. The correction slip fixed the hotel and provided exact time of start of paper. Two more telephone calls proved handy—One asking for prison-van for court and the other for giving instructions to Stephens. It was near the Examination Board that Evans as “injured McLeery” got a car to change his make-up and clothes and escape to Golden Lion. Here, it is worth-mentioning that the silent prison officer and the driver, who drove the prison van from the Golden Lion and helped Evans escape, were his friends.

**7. What could the Governor have done to securely bring Evans back to the prison from the ‘Golden Lion’?**

**Ans.** The Governor should not have let Evans go with the driver of the prison van because the moment they are away from the Governor, the so-called prison officer, a friend of Evans, unlocked Evans’ handcuffs and tells the driver to move fast thus making Evans have the last laugh. The Governor should have travelled himself in the van with Evans and also had the credentials of the guards escorting Evans to the prison checked properly.

**F. QUESTIONS based on Title**

**1. Comment on the aptness of the title ‘Evans Tries An O-Level’**

**OR**

**Do you think the title ‘Evans Tries An O-Level’ is appropriate. Give reasons in support of your answer.**

**Ans.** The title ‘Evans Tries an O-Level’ is quite apt and suggestive. The action of the play begins with a conversation between the Secretary of the Examination Board and the Governor of the Oxford Prison about holding the O-Level examination in German at the prison. The play ends with the mention of O-Level Italian classes and Evans’s interest in them. The middle portion of the play is devoted to the holding of the O-Level Examination and its consequences—escape of Evans impersonating McLeery, the Invigilator. In short, the title dominates the play and is interwoven in the whole action.

The title indicates how criminals may exploit a facility for their selfish purpose of escaping from prison. It, thus, throws a comment on crime and punishment. The complacent Governor and methodical prison officers are outwitted again by a smart criminal and his friends who help in his adventure. It makes us laugh at the discomfiture of the efficient prison authorities.

## **G. QUESTIONS based on characters**

1. What impression do you form of 'Evans the Break'?

OR

Attempt a brief character sketch of James Roderick Evans.

**Ans.** "Evans the Break" as he was known among the prison officers was a jail-bird. He was a congenital kleptomaniac, but he was non-violent. He was quite a pleasant sort of person— an amusing chap; a star at the Christmas concert good at imitations.

Evans had long wavy hair. When we meet him for the first time his face was unshaven and he wore a filthy looking red and white bobble hat upon his head. He had tucked a grubby string-vest into equally grubby trousers. He smiled cheerfully at the prison officers. "Evans is smart, cunning and resourceful. He makes a request to Mr Jackson to allow him to put on his bobble hat. But he complains to the invigilator against Stephens. Stephens' presence disturbs Evans' concentration. He makes a very polite request to cover himself with blanket as it is chilly. He uses it to put on the clerical collar and black front. He employs the brief absence of prison officers to disguise himself as parson McLeery and spill blood on himself to look injured. He acts the part of injured parson well. He offers to help police and wins their confidence. He becomes groggy and is left there to wait for ambulance.

Evans enjoys the faith, support and active cooperation of his dedicated friends. They plan carefully, working out the minute details and execute it skilfully. He never loses his calm or presence of mind even in the worst circumstances.

2. What estimate do you form of the Governor of Oxford Prison ?

OR

**How far do you agree with the observation: "He was just another good-for-a-giggle, gullible governor, that was all" ?**

**Ans.** The Governor was a fussy sort of person. He would carry things to the extreme and in his enthusiasm, sometimes overdid them and ignored the obvious. His imagination seemed to run riot. He was apprehensive that Evans might try to take advantage of the examination and escape. He was filled with doubts. Evans might take advantage of the invigilator and hi-jack-knife him.

The Governor was duty-conscious. He did not run away from responsibility. He listened- in to the conversation in the cell himself. In spite of all his virtues, the Governor had a serious flaw. He was too credulous. He had full faith in his officers and the law-enforcing machinery. He believed the injured "McLeery" and let him accompany Superintendent Carter to help him trace Evans. Actually, he let Evans leave the prison.

The final act of foolishness was when he let Evans be carried in a prison-van, without sufficient police escort. He had used his intelligence to locate the hide-out of Evans and nab him. His gullible nature deprived him of all credit. In the end, he appeared as "another good-for-a-giggle, gullible governor."

## READING SECTION

### PART A ( OBJECTIVE) – 40 MARKS

#### READING SECTION ( 20 MARKS )

##### 1. Read the passage given below :- 10X1= 10

Once upon a time there was a royal elephant which used to reside in the premises of the king's palace. Elephant was very dear to the king, so he was well-fed and well-treated. There was also a dog who lived near the elephant's shed. He was very weak and skinny. He was always fascinated by the smell of rich sweet rice being fed to the royal elephant.

One day, the dog could no longer **resist** the aroma of the rice and somehow managed to sneak into the elephant's mouth. He liked the rice so much, that he started going there daily to eat the rice. For days, the huge elephant didn't notice the small dog as he was busy enjoying the delicious food. Gradually, the dog grew bigger and stronger eating such rich food. Finally the elephant noticed him and allowed him access to the food.

The elephant enjoyed the company of the dog and started sharing his food with him. They also started spending time with each other and soon became good friends. They ate together, slept together and played together. While playing, the elephant would hold the dog in his trunk and swing him back and forth. Soon neither of them was happy without the other. They became great friends and didn't want to be **separated** from each other.

Then one day, a man saw the dog and asked the elephant-keeper, "I want to buy this dog. What price do you want for it?" The elephant-keeper didn't own the dog but sold it and **extracted** a sum of money from this deal. The man took the dog to his home village, which was far away. The king's elephant became very sad after this incident. He missed his friend a lot and started neglecting everything. He didn't want to do anything without his dear friend, so he stopped eating, drinking and even bathing.

Finally, the elephant-keeper reported this to the king; however he didn't mention anything about the dog. The king had a wise minister, who was known for his **keen** understanding of animals. The king ordered the minister, "Go to the elephant's shed and find out the reason for the elephant's condition". The intelligent minister went to the elephant's shed and found the elephant very sad. He examined the elephant and asked the elephant-keeper, "there is nothing wrong with this elephant's body, then why does he look so sad? I think this elephant is grief stricken, possibly due to the loss of a dear friend. Do you know if this elephant shared a close friendship with anyone?"

The elephant-keeper said, "There was a dog who used to eat, sleep and play with the elephant. He was taken by a stranger three days ago". The minister went back to the king and said, "Your majesty, in my opinion, the royal elephant is not sick, but he is lonesome without his dear friend, the dog". The king said, "You're right, friendship is one of the most wonderful things of life. Do you know where that dog is?"



The Minister replied, "elephant-keeper has informed me that a stranger took him away and he doesn't know his whereabouts". The king asked, "How can we bring back my elephant's friend and make him happy again?" The minister suggested, "Your Majesty, make a **declaration**, that whoever has the dog that used to live at the royal elephant's shed will be penalized". The king did the same and the man who had taken the dog, instantly turned him loose when he heard the proclamation.

As soon as he was freed, the dog ran back as fast as he could to the elephant's shed. The elephant was so delighted to see the dog that he picked his friend up with his trunk and swung him back and forth. The dog wagged his tail, while the elephant sparkled with happiness. The king was content to see the elephant happy once again and rewarded the minister for his wise judgment.

**On the basis of your understanding of the above passage, answer ANY TEN of the questions given below by choosing the most appropriate option:**

**1.1 What was the minister's diagnosis of the elephant's condition?**

- ☐ A The elephant hated his keeper
- ☐ B The elephant was lonely
- ☐ C The elephant was starving
- ☐ D The elephant had hurt his leg and was in pain
- ☐ E None of these

**1. What method did the Minister suggest to king to get back the dog?**

**2**

- ☐ A To declare that whoever had that particular dog would be punished
- ☐ B To keep a bowl of rice for the dog in the elephant's shed so that he could be lured back to the place
- ☐ C To command the elephant-keeper to look for the dog in the village
- ☐ D To persuade the elephant to call out to the dog
- ☐ E None of these

**1. Why had the elephant become very sad?**

**3**

- ☐ A He no longer got his daily bowl of rice
- ☐ B He was unhappy with the king for having sold the dog
- ☐ C He missed his friend, the dog
- ☐ D He was sold to an unknown man by his keeper
- ☐ E None of these

**1. What did the elephant-keeper do to the dog?**

**4**

- ☐ A He sold the dog to an unknown man for a price
- ☐ B He hit the dog as the dog was eating the elephant's food
- ☐ C He killed the dog
- ☐ D He complained to the king about the dog
- ☐ E None of these

**1. Which of the following would be the most appropriate title for the passage?**

5

- |                             |                        |
|-----------------------------|------------------------|
| A Friends and enemies       | B The playful Dog      |
| C The king and the minister | D The elephant-        |
| E keeper                    | The bond of Friendship |

1. Why was the elephant taken care of ?

6

- A He was a very special elephant as he could talk to dogs  
B He was a very loyal elephant

- C He was the strongest elephant in the kingdom  
D He was weak and the king had a lot of sympathy for him  
E The elephant was very dear to the king

1. Why did the dog start going to the elephant's shed everyday?

- A He liked the elephant a lot and wanted to become friend with him  
B He was being fed by the king everyday  
C He was fond of the elephant's shed  
D He liked the taste of the rice being fed to the elephant  
E None of these

1. What did the dog do as soon as he was set free?

- A He ate rice to his heart's content  
B He thanked the king for his kindness.  
C He ran away from the kingdom to a place far away.  
D He ran back to his friend, the elephant.  
E None of these

1.9 Choose the most SIMILAR word in meaning : EXTRACTED

- |         |           |        |          |           |
|---------|-----------|--------|----------|-----------|
| APulled | BInserted | CWring | DDug out | EReceived |
|---------|-----------|--------|----------|-----------|

1.10 Choose the most SIMILAR word in meaning: DECLARATION

- |       |        |               |       |          |
|-------|--------|---------------|-------|----------|
| APact | BPrise | CAnnouncement | DWrit | EResolve |
|-------|--------|---------------|-------|----------|

1.11 Choose the most SIMILAR word in meaning: KEEN

- |          |         |               |       |        |
|----------|---------|---------------|-------|--------|
| AShallow | BURGent | CConcentrated | DDeep | EEager |
|----------|---------|---------------|-------|--------|

## MARKING SCHEME

PART A ( OBJECTIVE) – 40 MARKS		
1	1.1	B
	1.2	A
	1.3	C
	1.4	A
	1.5	E
	1.6	E
	1.7	D
	1.8	D
	1.9	E
	1.10	C
	1.11	D
		10x1= 10

## READING SECTION

### 1. Read the passage given below.

[1x10 = 10]

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

(which are apt to change over time), and that one should teach first about people, not machines or techniques. It was originally religious in nature, and it was only much later that a theory of secular perennialism developed.

1. During the Renaissance, the French skeptic Michel de Montaigne (1533 - 1592) was one of the first to critically look at education. Unusually for his time, Montaigne was willing to question the conventional wisdom of the period, calling into question the whole edifice of the educational system, and the implicit assumption that university-educated philosophers were necessarily wiser than uneducated farm workers, for example.

**On the basis of your understanding of the above passage, answer ANY TEN questions from the eleven given below. [1X10=10]**

**i** Philosophy of Education is a branch of both –

- a. Psychology and Education
- b. Philosophy and Education
- c. Psychology and Teaching
- d. None of the above

**ii** What is the difference between the approaches of Socrates and Aristotle?

- a. Aristotle felt the need for repetition to develop good habits in students; Socrates felt that students need to be constantly questioned
- b. Aristotle felt the need for rote-learning; Socrates emphasized on dialogic learning
- c. There was no difference
- d. Aristotle emphasized on the importance of paying attention to human nature; Socrates emphasized upon science

**iii** Why do educationists consider philosophy a 'weak and woolly' field?

- a. It is not practically applicable
- b. Its theoretical concepts are easily understood
- c. It is irrelevant for education
- d. None of the above

**iv** What do you understand by the term 'Perennialism', in the context of the given comprehension passage?

- a. It refers to something which is of ceaseless importance
- b. It refers to something which is quite unnecessary
- c. It refers to something which is abstract and theoretical
- d. It refers to something which existed in the past and no longer exists now

**v** 'The Republic' is an important work on

- a. Philosophy
- b. Political Theory
- c. Education
- d. both a and b above

**vi** Were Plato's beliefs about education democratic?

- a. He believed that only the rich have the right to acquire education
- b. Yes, Plato's beliefs were democratic but not his suggested practices
- c. He believed that only a select few are meant to attend schools
- d. He believed that all pupils are not talented

**vii** According to Aristotle ultimate aim of education is

- a. Produce virtuous citizens
- b. Produce intelligent citizens
- c. Produce good citizens
- d. both a and c above

**viii** Why did Aquinas propose a model of education which did not lay much emphasis on facts?

- a. Facts are not important
- b. Facts do not lead to holistic education
- c. Facts change with the changing times
- d. Facts are frozen in time

**ix** Who questioned the assumption that university-educated philosophers were necessarily wiser than uneducated farm workers?

- a. Plato
- b. Aristotle
- c. Montaigne
- d. Socrates

**x** Choose the word which is most nearly the same in meaning as the word given in bold.

**'Skeptic'** (Para 6)

- a. believer
- b. doubter
- c. optimist
- d. disciple

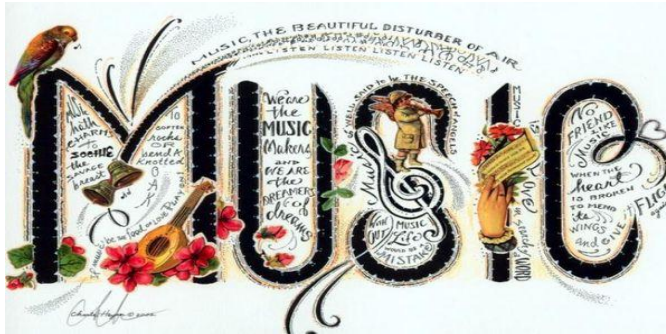
**xi** Choose the word which is most nearly the same in meaning as the word given in bold.

**'Explicitly'** (Para 4)

- a. uncertain
- b. precisely and clearly
- c. indefinitely
- d. questionable

## READING SECTION

Q1. Read the passage given below :



1. Music is perhaps the most popular and widely practised form of Fine Arts , transcending all kinds of cultural and linguistic barriers . Any form of fine art is difficult to master and almost impossible to perfect and music is no exception .
- 2 .Nature ,it is learnt ,has blessed almost two-thirds of the human race with musical ability of some sort .Music has the power to bring out the deepest emotions .It can make one cry or bring a smile on one's face .In fact it is a magic medicine and many seek refuge in it when they are depressed or stressed .It is this intimacy that makes us listen to music or even hum or sing sometimes .This singing ,or realistically speaking ,expressing one's emotion musically sometimes takes a serious turn .This desire to show musical expression in public then becomes a serious business profession . And from here the musical journey begins .



- 3.This desire to sing before an audience is innocent and beautiful

and indeed it is perfectly alright to have such a genuine desire . But it is also important to understand that singing is an intricate art -----a highly refined one at that ,which requires systematic , prolonged and strict training ,to be acceptable .This is an aspect we forget in our keen desire to reach the stage and perform .It is almost like preparing a formal meal for some specially invited guests ,without even having learnt and trained in the basics of cooking .This is why we have more noise and less music nowadays



4. These days almost everyone sings and it does not stop here .Most of us want to become professional singers .Result :a complete disregard for and ignorance of the training part ,as the need is never felt to go through one and the urge to get to the stage and performance overcomes even a little desire to learn ,if any .If at all, somewhere along the way one feels the need to gain some knowledge and training,it leads to hurried shortcuts and half-hearted attempts ,best described as 'Crash Courses ' .

5. It is observed that those who attained the so called partial success , suddenly feel that they lack the required knowledge and are not learned enough .But it is too late by then .It should be understood here that the stage or a performance brings in a different mindset within the artist .It is always recommended and rightly said,that while on stage ,cover the mistakes and weaknesses if any,and get along .But the contrary is true when it comes to acquiring knowledge and during the learning process .While under training ,the student is expected to make mistakes but then rectify those mistakes under the supervision and guidance of the teacher . Therefore ,it is good to make mistakes and then be corrected during the process of learning as this subsequently makes one flawless



and educated .This is a different mindset .And these two mindsets discussed above,(those of a performer and that of a student )cannot co-exist.

**On the basis of your reading of the passage ,answer any ten of the following questions:. (10×1=10)**

1.One can become perfect in the art of :

- (a)music (b)literature (c)drawing pictures (d)none of these

2.Music can make one :

- (a) cry. (b)smile. (c)both (a) and (b). (d)neither (a) nor (b)

3.People seek refuge in music when they are :

- (a)very happy (b) depressed (c) angry (d) all of these

4.The mindset of a student of music should be to :

- (a)never make mistakes (b)make mistakes and rectify them  
(c)make mistakes and never rectify them (d)none of these

5.Most of us:

- (a)avoid becoming professional singers  
(b)want to become professional singers  
(c) are ignorant of training of music  
(d) all of these

6.'Crash Courses ' provide training :

- (a) in a hurried shortcut way (b) with half-hearted attempts  
(c) both (a) and (b). (d)neither (a) nor (b)

7.When one is performing on stage ,one should always :

- (a)cover one's mistakes and feel comfortable  
(b)cover one's weaknesses and feel nervous  
(c)show one's weaknesses  
(d) None of these

8.It's often seen that people with partial success in the profession of music ☐, suddenly feel that they :

- (a) have completely gained the required knowledge  
(b)lack the required knowledge  
(c)both (a) and (b)  
(d)neither (a) nor (b)

9.'Transcending ' in para 1 means -----

- (a)drown under (b)rise above (c) surrender (d)fail

10.'Partial ' in para 5 means -----

- (a)good. (b)complete. (c) incomplete (d)required

11.In para 2 ,the antonym of 'cursed ' is -----

(a)blessed. (b) depressed. (c)stressed (d)deepest

12.In para 5,the word opposite of 'full of mistakes 'is -----

(a)partial. (b) weaknesses (c)flawless (d)educated

**WRITING SECTION**  
**CLASSIFIED ADVERTISEMENT**

**WHAT IS AN ADVERTISEMENT?**

An advertisement is a public announcement made through a popular medium like newspapers, magazines, television, radio and the cinema. An advertisement may be displayed on a placard as well. It is non-personal, oral or visual message regarding a product, a service or an idea.

**Purpose:** An advertisement attracts immediate attention of the public. It is a very potent tool for promoting sales or services. It is used to influence the minds, tastes and even motives of the masses. Remember, an advertisement is a play of words. It must be very attractive to catch the eye of the reader.

**Types of advertisement:-**      **(i) Classified**                      **(ii) Non-Classified**

Classified advertisements covers class-XII syllabus. So, let's discuss about the rules of classified Advertisements:-

**FORMAT**

Format: (Heading)	01 mark
Content:	01 marks
Expression:	01 mark
<b>Total:</b>	<b>03 marks</b>

TYPE OF ADVERTISEMENT		PURPOSE
1.	<b>Situation Vacant/ Situation Wanted</b>	This advertisement is written by an employer who is looking for the services of a person in his organisation. This is written by a job-seeker.
2.	<b>For Sale &amp; Purchase</b>	This is written in an attempt to sell property, assets, office goods, etc.
3.	<b>TO LET/ Accommodations</b>	This is written by a person looking for tenants for his/her property.
4.	<b>Educational Institutions/Consultancy</b>	This is written to attract students for taking admissions, consultations etc.
5.	<b>Missing &amp; Found</b>	This is written in case any object/person/pet goes missing giving descriptive details for the same.
6.	<b>Matrimonial</b>	This is written while looking for prospective marriage candidates
7.	<b>Travels and Tours:</b>	This is written for attracting travellers covering destination and duration
8.	<b>Miscellaneous Column</b>	This category will be applied for those, which can't be categorized by any one of the earlier columns

### **1. Situation Vacant:**

- Begin with 'Wanted' or 'Required'
- Name of the company
- Post and No. of vacancies
- Age and sex of the candidate
- Qualifications and experiences
- Pay scale & facilities offered
  - Mode of applying & address (to be sent)

### **2. Sale and Purchase of Property/ Vehicle/ household goods...**

**Begin with "For Sale", Purchase/ Available or Wanted**

- Property: Size, Floor, No. of rooms, locations, price etc.
- Vehicle: Model, make, year of manufacture, condition, price
- Household goods: Brand, model,
- Year of manufacture, price offered/ expected etc.

### **3. To Let/ House on Rent or Space on Rent**

**Begin with "Available" or "Wanted"**

- Type of accommodation, brief description
- Rent expected,
- Contact address and phone number

### **4. Educational Institutions/Consultancy**

- Name of the Institution/Consultancy
- Brief description of students, past history
- Courses offered & duration, affiliation, if any
- Eligibility condition, fees, facilities
- Last date of admission, registration

### **5. Missing persons/ Pet Animals (Lost & Found column)**

**Begin with "Missing"**

- A brief physical Description
- Person: Name, age, height, complexion & built
- Cloth and other identifying features
- For animals:** Name, breed, height, colour of fur etc.
- Since when missing, assure reward etc.

### **6. Matrimonial:**

**Begins with Bride/ Groom wanted/required**

- Description: Height, age, family status, monthly income etc.
- Urgency of marriage
- Proceedings: How to contact, send horoscope, image etc.
- Mention early marriage, caste no bar etc.

## 7. Travels and Tours:

Begins with, "Package Available" etc.

- Name of Travel Agency/ Tour Operator.
- Covering destination and duration
- Details of package: Food/ beverage/ boarding/ lodging etc.
- Cost and Special discount.

## 8. Miscellaneous Column:

This category will be applied for those, which can't be categorized by any one of the earlier columns.

- Foreign Exchange/ Expression of Interest
  - Exchange of Goods/ 'We pay your Bills'
  - Home delivery of household items/ Exhibition of ancient relics etc.
- 

## Sample Solved exercises -

### Situation vacant

This advertisement is written by an employer who is looking for the services of a person in his organisation

1. You are the General Manager of the Regal hotel, Jamnagar looking for a female receptionist in your hotel. Frame a classified advertisement giving required details of the job, contact details.

REQUIRED FEMALE receptionist at the Regal hotel, Jamnagar. English speaking. pleasing personality. computer literate, experience preferred Must be willing to work in shifts. Age 25 - 35 yrs, Salary 20.000 p.m. contact 00087-00000

### Situation wanted

This is written by a job seeker.

2. You are Rohan/ Rima chartered accountant having experience of 2 years. Draft an advertisement giving the desired job positions and salary expected.

WANTED Job for chartered accountant. Experience 2 years as assistant C. A. Salary expected 30,000 p.m. willing to work overtime with extra pay. Contact Rohan006750000

### TO-LET

This advertisement is given by a landlord who wants to let out his residential or commercial property on rent.

3. You want to let out your 2-bedroom flat. Frame an advertisement for it in not more than 50 words.

TO LET 2 BHK independent flat in banker's society, sector 13, Chandigarh Newly built, wooden flooring, Semi- furnished. Gymnasium, swimming pool, park, swings, library available in society. Rent negotiable. Bank/ MNC preferred. Contact 0000897622

### **Accommodation wanted**

This is written by a tenant who is looking for a residential / commercial property on rent.

4. You are the General Manager of Dena bank, Dungarpur, looking for an independent house for the bank guest house. Draft an advertisement for it in not more than 50 words

WANTED 3-4 bedroom independent house on rent in Gandhi Nagar area by bank for employees of the bank as guesthouse. Rent negotiable , 10% increase p.a. contact GM, Dena bank , Dungarpur or 9414xxxxxx

### **For sale**

This is written by the owner of a property desirous of selling it.

5. You are an NRI, Owner of a farmhouse in Assam, India. You want to sell it. Draft an advertisement for it.

FOR SALE farmhouse in Assam, 5 acres, well-irrigated, tube well, electricity supply, farm house constructed in good condition. Owner settled abroad. Price negotiable. Early settlement. Contact 9928xxxxxx

### **For purchase**

This advertisement is written by a person or organisation who wants to buy a property

6. You are interested in purchasing a flat. Write an advertisement for it giving your requirements.

WANTED 3 BHK flat with servant quarter 1000- 1500 Sq. Ft. Sarojini Nagar area. New construction with marble for preferred, Price negotiable. Contact immediately. 00000915000

### **Vehicle for sell**

Any person who owns a vehicle can give this advertisement for its sale

7. You own a car which you want to sell. Write an advertisement for it , giving important details.

FOR SALE Tata safari 2009 make, black colour turbo diesel engine excellent condition, new tyres, seat covers, alloy wheels, music system installed. single driven, price 100000, contact Rajiv 0002200011

### **Vehicle wanted**

Any person desirous of purchasing a second hand vehicle will give this advertisement.

8. You want to purchase a second hand motorcycle for your son Frame an advertisement for it in not more than 50 words.

WANTED motorcycle Royal Enfield 350 cc any colour, model 2016 or later preferred. Good price assured. Contact immediately 0006543211

### **Found**

A person who has found an unclaimed article can write this advertisement.

9. You found a document at the railway station Write an advertisement informing this.

FOUND Marks sheet of CBSE class X name Agrima Singh on 28/10/2020 at railway station, Ajmeri gate, owner will contact 0000123411 with identity proof.

### **Lost**

A person who lost any article can write this advertisement

10. Your pet dog is missing since yesterday Write an advertisement for it.

LOST black colour Labrador dog in Vasant Vihar on 27/10/20 reacts to name Muko, wearing brown colour coat and a leather leash. If found contact 0000098000, reward 1000/-

### **Bride wanted**

This is written by a boy/ relatives of the boy seeking a matrimonial match for him

11. You are Tanishk, an advocate looking for bride. Draft an advertisement giving details of yourself and the desired bride in short ,word limit 50.

BRIDE WANTED for Hindu, advocate, 180cms, 25 years. Delhi High court earning six figures p.m Teetotaller, vegetarian. Girl fair, minimum 160 cms. tall, advocate preferred. Boy settled in Delhi Caste no bar, Decent marriage, contact 0000876540

### **Bride groom wanted**

This advertisement is written by a girl or her relatives, looking for a matrimonial alliance

12. You are mother of Janvi, 22, B.tech. Working IT professional in Gurugram, Draft a matrimonial advertisement, looking for a suitable boy for her. Give the desired qualities wanted by you.

BRIDEGROOM WANTED for Brahmin, beautiful, fair, 22 years, 165 cm., convent educated B-tech., IT, professional girl in Gurgaon. I.T. professional, teetotaller preferred. Caste no bar. early marriage. contact 123\_abc@gmail.com or 9914xxxxxx with bio-data.

### **Tour and travel**

This advertisement is written to promote business/ attract more numbers of customers

13. You own a travel agency and organize group tours. Write an advertisement to promote your business.

TOURS available for groups Agra/ Mathura/ Jaipur /Chandigarh/ Amritsar/ Shimla. Bus, Car available, guide on request, charge extra. Manoj travels contact:7028xxxxxx
--

**Unsolved exercises of advertisement for practice:-**

1. You are Personnel Manager of Green Bio-Products Ltd., Sector 18, Industrial Area, Noida. You need an efficient PA. / Stenographer for your office. Write an advertisement for the 'Situation Vacant'.
2. Hotel Lake View, Udaipur, needs young & smart lady receptionists. Write an advertisement to be published in the 'Situation Vacant' column of a local newspaper.
3. You need two lady checkers for Global Exports, Malviya Nagar, Jaipur 342025. Write an advertisement to be published in the 'Situation Vacant' column of The Morning Star, Jaipur.
4. You are d. Sharma of Kanpur. You want a Mathematics tutor for year daughter. Write an advertisement to be published in the classified columns of a local newspaper
5. You are the Managing Director of Arun Enterprises, a leading garments export house. You need accountants for your Jodhpur office. Write an advertisement for the 'Situation Vacant' column of a local daily.
6. You are the Manager, Herbal India Ltd. Draft an advertisement for your company for the post of two Sales Executives. Specify your requirements, qualifications, experience and personality of the candidates.
7. You are the Manager of Sunrise Industries, Delhi Road, Gurugram. You need two typists for your office. Write an advertisement for the 'Situation Vacant' column of a local newspaper
8. A reputed sugar factory in Muzzafarnagar, U.P. requires a Deputy General Manager for handling commercial and administrative functions. Draft an advertisement in not more than 50 words for publication in 'Situation Vacant' column of The Pioneer, Lucknow.
9. You are the president of Apex Education Foundation, Rohini Nagar, New Delhi. You need Education officers to inspect and monitor the working of the chain of public schools run by your society. Draft an advertisement to be published in the classified columns of a local daily.
10. You are Personal Assistant to G.M., ABC Metal Tools Company. Your General Manager has asked you to draft an advertisement for a local daily in the classified column for the post of two engineers. Draft the advertisement in not more than 50 words
11. You are Suman/Sourav running a telephone booth in the Central Market, Bhangarh. Give a suitable advertisement for a telephone operator in 'Situation Vacant' column of Alwar Times offering attractive remuneration.
12. You are the Personnel Manager of a leading industrial group. You need a lady receptionist capable of handling the large rush. Computer literate graduates, fluency in English, pleasing personality preferable. Write out an advertisement for publication in a newspaper.
13. SDK Financial Services Ltd, 91 Nehru Place, New Delhi requires a Company Secretary for its corporate office urgently. Write an advertisement for a walk-in-interview to be published in the classified columns of a local newspaper.
14. You are Abhilasha of Dimapur. You want a teacher of 'Kathak' for your younger sister. Write out an advertisement to be published in the classified columns of a local newspaper.
15. You are the Medical Superintendent of Jeevan Jyoti Hospital, Jorhat, Assam. Give a suitable advertisement for two staff nurses in the 'Situation Vacant' column of The Assam Tribune, Assam (Word limit: 50 words).

\*\*\*\*\*



## Article writing

**Q.1. Education is in crisis at the moment. Transition from teacher-class based teaching to digital-education will need multi-pronged efforts over time. For parents, students, teachers and institutions, investment and infrastructure are needed. Collect your thoughts on it and write an article on 'Is Digital India prepared for Digital Education' in 120-150 words.**

**Ans. Is Digital India prepared for Digital Education**

Education is empowering and redefining. For hundreds of millions of the young in India, education is also about discipline, development, curiosity, creativity and a path to breaking the cycle of ignorance and poverty leading to employment and prosperity.

As the government announced the New Education Policy 2020, I was heartened to see education at the forefront of the national agenda. Today, the growing aspirations of children and parents in India are reflected in an increasing demand for education, which has far exceeded the supply. The National Knowledge Commission (NKC) (2004-2009) brought the idea of educational transformation for 21st-century needs into the mainstream thinking of the government, with an emphasis on expansion, excellence, and equity.

The COVID crisis has shown that hoping for the best does not help. We must plan for the worst and hope for the best. Our answer to the education crisis during the pandemic has been to offer online education. Digital education is not about videos of lectures on blackboards by teachers on the internet. It is about appropriate platforms, technology, tools, interactivity, curation, content and a lot more. At the end of the day, education is about motivation, time and content. If you are motivated and willing to spend the required time to learn, there is enough content by global experts on the internet. The challenge is curation and mentoring. As opposed to listening to lectures by teachers in classes, you listen to lectures at home. Similarly, as opposed to doing homework at home you do homework with others in the classrooms. All of this requires a new mindset and framework.

In the past, we took two bold initiatives to help digital education in the future: NOFN — National Optical Fibre Network (Now called Bharat Network) to connect all 2,50,000 panchayats at the cost of over Rs 40,000 crore and the National Knowledge Network (NKN). It is time to use NOFN and NKN to connect all our schools and improve the digital education ecosystem. The transition from teacher-class based teaching to digital-education will need multipronged efforts over time.

**Q.2. "If you look at all the successful people in the world, whether they know it or not, they have that paradigm of service. When you shift the paradigm of whatever it is you choose to do to service and you bring significance to that, success will, I promise you, follow you"- Oprah Winfrey. Write an article on 'The importance of service in life' in 120-150 words. You can use the following cues-**

- A. You must find a way to serve
- B. Greatness is determined by service
- C. People remember you for what you did
- D. Surround yourself with people who share your vision

**Q.3. Travel is an important part of a man's education. It enables a person to learn manners, customs, languages and history of different people and places and also widens the circle of one's acquaintances. Write an article in 150-200 words on "Travel, an Important Source of Education". You can use the cues enlisted below-**

- A. To travel is to discover.
- B. Each time we travel, we see the world with new eyes.
- C. Travel opens our minds and heart and makes us better people.
- D. It opens us to new possibilities and changes our lives.

## Invitation and Replies Class 12 CBSE Format.

An Invitation is a short composition. It is used to extend invitations for various occasions such as weddings, birthdays, anniversaries, farewells, promotions, death, public functions etc. Invitations can be both formal as well as informal.

Invitations can be printed on cards or can be drafted in the form of letters.

..TOTAL MARKS-3 (Format-1,Content-1,Expression-1)

### FORMAL INVITATIONS

#### Main Characteristics:

A formal invitation is normally a single sentence presentation in third person.

Formal invitations are generally printed invitation cards. We use them to invite guests on some auspicious occasion like birthdays, weddings, inauguration of shops, houses, etc.

The invitation answers the questions who, whom, when, where, what time and for what, i.e.,

- the occasion
- name(s) of the invitee
- name(s) of the host
- date, time and venue

The other details include name, designation and address of the organiser, sponsor or host or the name(s) of the chief guest or special invitees, in case of an official invitation.

Printed formal invitations don't include the name of the addressee.

Invitations to VIP to preside over a function do carry the name of VIP prominently.

Standard expression:(select any one of the following expression)

Solicit your gracious presence

Cordially invite you to

Cordially request the honour of your presence

Request your benign presence

Seek the pleasure of your company

Length as per CBSE guidelines is limited to 50 words.

### I. PRINTED FORMAL INVITATIONSSOLVED QUESTIONS

#### Question 1:

M/s Shyam Lai & Sons are opening a new general store 'Galaxy Novelties' in Geetanjali Enclave, Dwarka, Delhi. The inauguration ceremony is fixed for Sunday, the 19th of October 20XX at 11 a.m. Prepare a draft of formal invitation letter for the purpose.

**Answer:**

**M/S SHYAM LAL & SONS**  
announce the opening of  
**GALAXY NOVELTIES**  
a general store  
in Geetanjali Enclave, Dwarika, Delhi

**INAUGURATION**

on  
**SUNDAY, THE 19TH OF OCTOBER, 20XX**  
At 11 a.m.

All are cordially invited  
Visit for all kinds of Grocery & Domestic items

**AVAIL INAUGURAL DISCOUNT OF 10% ON ALL GOODS**

**R.S.V.P**  
**Galaxy Novelties**  
**Phone: 011-27543201**

**Question 2:**

Draft an invitation on behalf of Mr & Mrs Raj Karan of 38, Kamal Kunj, Varanasi, which they may use to invite their friends and relatives on the 5th birth anniversary of their son Nikhil at their residence on 28 December 20XX.

**Answer:**

**MR & MRS RAJ KARAN**  
request the pleasure of your benign presence  
on the auspicious occasion of the  
**FIFTH BIRTH ANNIVERSARY**  
of  
their son

**NIKHIL**

at their residence  
38, Kamal Kunj, Varanasi  
at 4.30 p.m.  
on  
**28TH DECEMBER, 20XX**

**R.S.V.P.**  
**Mr & Mrs Raj Karan**  
**Phone: 25234761**

**Question 3:**

Your sister Nivedita is going to marry Akhilesh (S/o Mr & Mrs SM. Joshi, Nainital) Your father Mr K.S. Bhardwaj has planned to hold the wedding at Hotel Kunal, New Delhi on 25 May 20XX at 8 p.m. Write a formal invitation on behalf of Mr & Mrs K.S.Bhardwaj inviting guests to the auspicious occasion. Give other details. Do not exceed 50 words.

**Answer:**

<p><b>Mr &amp; Mrs K.S. Bhardwaj</b> <b>request the pleasure of your company</b> <b>on the auspicious occasion of the</b></p> <p><b>MARRIAGE</b></p> <p><b>of</b> <b>their daughter</b></p> <p><b>NIVEDITA</b></p> <p><b>with</b></p> <p><b>AKHILESH</b></p> <p><b>(S/o Mr &amp; Mrs S.M. Joshi of Nainital)</b> <b>on</b> <b>FRIDAY, THE 25TH MAY, 20XX</b> <b>at</b> <b>HOTEL KUNAL, NEW DELHI</b> <b>PROGRAMME</b></p> <p><b><i>Friday, the 25th May, 20XX</i></b></p> <table><tr><td>Reception of Barat</td><td>8.00 p.m.</td></tr><tr><td>Dinner</td><td>9.00 p.m.</td></tr><tr><td>Wedding Ceremony</td><td>11.00 p.m.</td></tr></table> <p><b><i>Saturday, 26th May, 20XX</i></b></p> <table><tr><td>Doli</td><td>5.00 a.m.</td></tr></table>		Reception of Barat	8.00 p.m.	Dinner	9.00 p.m.	Wedding Ceremony	11.00 p.m.	Doli	5.00 a.m.
Reception of Barat	8.00 p.m.								
Dinner	9.00 p.m.								
Wedding Ceremony	11.00 p.m.								
Doli	5.00 a.m.								
<p><b>RSVP</b> Bhardwaj Chemicals, Faridabad Nive Cosmetics, New Delhi Phones: 25126457, 24752485</p>	<p><b><i>With best compliments from</i></b> <b>All Relatives</b> <b>&amp;</b> <b>Friends</b></p>								

**Question 4:**

You are a student of Newton Public School, Nagpur. The school is holding its annual function on Saturday, the 15th November, 20XX at 11 a.m. The HRD Minister Dr M.M.

Joshi has consented to be the chief guest. Design an invitation card to be sent to the parents and other invitees. Do not exceed 50 words.

**Answer:**

**The Principal, Staff and Students**  
**of**  
**NEWTON PUBLIC SCHOOL, NAGPUR**  
**solicit the pleasure of your company**  
**on**  
**the auspicious occasion**  
**of**  
**THE ANNUAL FUNCTION**  
**of their school**  
**at**  
**11 a.m. on Saturday, the 15th November, 20XX**  
**Dr M.M. Joshi, HRD Minister, Govt. of India**  
**will be the chief guest and give away the prizes to the students.**

*RSVP*  
Principal  
Newton Public School, Nagpur  
Phone: 325468

**Question 5**

You are Anupama Joshi, the Secretary of the Old Students' Association, Maria Public School, Jorhat. The 25th Alumni Meet will be held on Sunday, the 28th Sept. 20XX at 8.00 p.m. at Hotel Kanishka, Jorhat. Write invitation letters to invite the old students of the school to attend the meet.

**Answer:**

Old Students' Association  
Maria Public School, Jorhat  
Assam

18 Sep, 20XX

**Sub:** The 25th Alumni Meet

Dear Alumnus,

With immense pleasure, we would like to inform and invite you to the 25<sup>th</sup> Alumni Meet to be held at the Hotel Kanishka, Jorhat on 28<sup>th</sup> Sep, 20XX. Let's get together to reminisce old times and talk about the future.

Kindly assemble at 8.00 p.m. in the banquet hall for a get-together, dance and dinner party when we shall relive the golden moments.

Please confirm your seats by sending ₹ 500 to the undersigned.

Anupama Joshi

Secretary

**Question 6:**

You are Saroj Gogoi, the Head Boy of Lotus Public School, Gurgaon. Your school is holding an inter-school T-20 cricket championship from 2 Oct. to 8 Oct., 20XX. Write a formal invitation to Sh. M.S. Bedi, the legendary cricketer, to inaugurate the championship on 2 Oct. 20XX at 10 a.m. at your school grounds.

**Answer:**

Lotus Public School Gurgaon

25 Sept. 20XX

Sh. M.S. Bedi

2/27 Jorbagh

New Delhi

**Sub:** Inauguration of Cricket Championship

Sir,

we are pleased to inform you that Our school is holding an inter-school T-20 cricket championship from 2 Oct. to 8 Oct. 20XX. All the schools of the area are likely to participate.

Your presence in our midst will act as a stimulant and inspire us. You are requested to inaugurate the championship on 2 Oct. 20XX at 10 a.m. in our school premises.

Kindly confirm your availability by 30 Sept.

Yours faithfully,

Saroj Gogoi

Head Boy

## **A. INFORMAL INVITATIONS**

**Main Characteristics:**

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

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

## SOLVED QUESTIONS

### Question 7:

Rohan has got success in CBSE-PMT. He wants to celebrate his admission to Shivaji Medical College, Nagpur by throwing a party to his friends. Write an informal invitation giving details of venue, time and date. Do not exceed 50 words.

#### Answer:

33/427 Priya Vihar New

Delhi

15 July 20XX Dear

Varun

You will be glad to learn that I have secured 80th rank in the CBSE-PMT competition. I have got admission in a prestigious institution — Shivaji College, Nagpur. I want to share a few happy moments of my life in the company of my old friends at a dinner in the Hotel Kanishka at 9.00 p.m. on 23 July, 20XX.

Please join the celebrations and merry-making.

Yours truly

Rohan

### Question 8:

Your parents have completed 25 years of happy married life. Invite your aunt, living in Joipur, to join you in the Silver Jubilee celebration of their marriage at your residence. You are Parthasarathi.

#### Answer:

245 Rose Gardens Mangalore

25 March, 20XX

Respected Aunt

I am glad to inform you that my parents, Sh. R.S. Sen and Smt. Aparajita Sen, have completed their 25 years of their happy, prosperous and eventful married life this month. It is my pleasure to invite you to the 25<sup>th</sup> Anniversary Party on 5th May, 20XX at our residence. It's a humble effort to bring the friends and family together and join in the couples' moments of happiness.

Do join us on this auspicious day.

Yours lovingly

Parthasarathi

### Question 9:

You are Atul Gupta. You are opening a new branch of your business house MOONLIGHT FURNISHINGS at C-31, Ansal Plaza, Delhi. Write an invitation to your uncle to attend the inauguration ceremony and bless you.

#### Answer:

2473D Model Town, New Delhi

28 November, 20XX Dear

Uncle,

With the grace of God and your blessings I am extending my business concern. A new branch of our MOONLIGHT FURNISHINGS will be inaugurated at C-31, Ansal Plaza, Delhi on 5 December, 20XX at 9.00 a.m.

Please come and join the ceremony and shower your blessings on us.

Yours sincerely

Atul Gupta



**WRITING REPLIES (FORMAL AND INFORMAL)  
OR  
RESPONDING TO INVITATIONS**

A formal reply is usually very short. It is brief and to the point. The quality of a good reply is that it must always be pleasant. Even while declining the invitation or expressing inability to attend one must be polite and courteous. Formal replies demand a formal tone and treatment. There is no room for unnecessary details or superfluous matter in them.

An informal reply or private letter may, however, express personal feelings or desires in an intimate style and informal tone.

**Main characteristics:**

**(a) Formal Replies**

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

**(b) Informal Replies**

- Acknowledge the invitation in first person.
- Use second person for the sender of invitation.
- Mention acceptance/regret.
- Specify the reason in case of refusal.
- Use warm and simple language.
- Do not exceed the word limit (usually 50 words).

**RESPONDING TO INVITATIONS**

**(i) FORMAL REPLIES  
SOLVED QUESTIONS**

**Question 1:**

Draft a formal reply accepting an invitation to be present on the occasion of the wedding of Ankush S/o Mr & Mrs Shankar of 24, Green Park Road, Kanpur. You are Vikram Sharma of Pnabazar, Guwahati.

5 Dec, 20XX

Mr and Mrs Vikram Sharma thank Mr and Mrs Shankar for inviting them on the occasion of the wedding of their son Ankush at 24, Green Park Road, Kanpur on 15 May, 20XX and assure them that they will be present on the occasion to wish the newly weds a very happy married life.

Vikram Sharma

**Question 2:**

You are Dr Parijat Basu. You have received an invitation from the Director, Health Services, Haryana who has invited leading medical practitioners of the state to attend a workshop on 'child care' on 20 May, 20XX at 10 a.m. in Civil Hospital Ambala. Respond to the invitation.

6 Sep, 20XX

Dr Parijat Basu has a great pleasure in receiving the invitation from the Director, Health Services, Haryana to attend a workshop on 'Child Care' on 20 May, 20XX at 10 a.m. in Civil Hospital Ambala.

He confirms his presence with thanks.

Dr. Parijat Basu

**Question 3:**

Draft a formal reply expressing your inability to attend the inauguration of the showroom 'ZENITH' on Sunday, the 20th July 20XX, at 11 a.m. at B-12, Rohini. You are Navin Jain of C-5, G.K.J, New Delhi and your friend is G.L. Bansal of 23, Sunder Nagar, New Delhi.

**Answer:**

C-5, GK-I,

New Delhi

15 July, 20XX

Mrs & Mr Navin Jain thank Mrs & Mr G.L. Bansal for the invitation to the inauguration of their showroom 'ZENITH' on Sunday, the 20th July 20XX, at 11 a.m. at B-12, Rohini, Delhi. However, they express their inability to be present on the occasion due to a prior commitments.

Jains

**Question 4:**

You are Akshya / Aakriti. You have been invited to participate in a seminar on 'Fundamental Rights of Children', organised by the Lions Club of your district. Respond to the invitation by writing a letter to the Secretary of the club.

**Answer:**

G.N.B Road

Guwahati 5

May, 20XX

The Secretary

Lions Club, Guwahati Sir

**Sub: Acceptance of Invitation**

Thanks for your invitation for a seminar on 'Fundamental Rights of Children', and your concern for the under-privileged children. I would like to utilise this opportunity to share my experiences with other like-minded enthusiasts and experts.

I hereby confirm my participation in the seminar.

Yours sincerely

Akshya / Aakriti

**Question 5:**

Draft a reply accepting an invitation to be present on the birthday celebrations of your friend's son. You are Gautam Yadav and your friend is Ajay of 42, Ashok Vihar, Delhi.

20 Sep, 20XX

Gautam Yadav wishes to thank Mrs & Mr Alok Gautam for inviting him to the birthday celebrations of his son Chiranjeev at their residence 42, Ashok Vihar, Delhi on 25 September, 20XX at 5 p.m. and assures them that he will be present on the occasion to wish the young boy many happy returns of the day.

Devesh Sarin

**(ii) INFORMAL REPLIES  
SOLVED QUESTIONS**

**Question 6:**

You are Shantanu/ Savita. You have been invited to attend the wedding of your friend's sister during summer vacation. Respond to the invitation, regretting your inability to attend it.

**Answer:**

205, Vivekananda Street Kolkata

4 March, 20XX

Dear Neha

Thank you for your cordial invitation on the occasion of your sister's wedding. I, however, regret my inability to be with you on this happy occasion as we shall be leaving for Shillong for summer holidays on 1 May, 20XX.

Please excuse my absence. Do convey my regards and best wishes to the couple.

Yours truly

Savita

**Question 7:**

You are Sulagna Shyam. Your friend Minerva has invited you to her engagement ceremony to be held at the Hallmark Resorts on 1 April 20XX at 6 p.m. Respond to the invitation.

16 Defence Colony

Jorhat

25 March, 20XX

Dear Minerva

I am really thankful to you for the invitation to join your engagement ceremony celebrations at the Hallmark Resorts on the 1st April, 20XX at 6 p.m. I could never think of missing the golden opportunity and will be positively there.

But halt! The date surprises me. Are you serious or kidding me?

Let us see who plays the fool—one for a day and the other for a whole life. With best wishes.

Yours truly

Sulagna Shyam

## TEST YOUR SKILLS

1. Your school, Modern School, Barakhamba Road, New Delhi is organising its Annual Sports Day. Draft an invitation to be sent to the parents.
2. Your school, St. Thomas Public School, Meerut, is organising an inter school one-act play competition. Draft an invitation to famous playwright Vijay Kumar to act as one of the judges.
3. You are the Principal of KM. School, Bhiwani. Write an invitation to the parents and other important persons of the city to grace the annual function of the school. Sh. K.L. Ahuja, Education Commissioner has agreed to be the chief guest.
4. Write out a suitable invitation to be sent to the parents of all students inviting them on the Parents' Day. You are Principal of ABN School, Bhopal.
5. You are the sports secretary of the Sports Club of Hindu School, Sonapat. Invite the famous cricketer Kapil Dev to inaugurate the new cricket complex recently built by the school.
6. You are Rajarshi Sen. Write a formal acceptance of an invitation to New year celebrations at your neighbour, Mr. Mukesh Kapoor's residence. Your address is 14, College Road, Kolkata.
7. Your grand parents have completed 50 years of their wedded life. Send an informal invitation to your uncle, residing at Mysore to join you in the Golden Jubilee celebrations of their marriage at your house.
8. The Literacy Club of your school is organising an inter-school caricature contest in your school. Draft an invitation inviting the famous cartoonist Sudhir Tailang to be the special guest of honour during the contest.
9. Your friend Mainak has invited you to attend his wedding anniversary. You can't attend the invitation due to some urgent work. Write a polite letter expressing your inability to attend the function. You are Indranil/Indrani of 12, Mirabai colony Patna.
10. You have been invited as a judge for an one act play competition by Menon Public school. Draft a formal refusal for the invitation extended.
11. You are Faiz/Falak Mazumdar living at 39, Udhampur Colony, Shimla. You decide to hold a dinner party to congratulate your grandparents on their wedding anniversary. Draft a formal invitation in not more than 50 words to all family members to attend a grand dinner at home.
12. You are Dr. Stanzin, a certified art therapist from Leh. You have been invited by G.D Public school, Jammu, to conduct a seminar for students on 'Art Therapy the Way Forward'. This Seminar is to introduce students to the usefulness of art in dealing with personal and social problems. Write your reply in about 50 words accepting the invitation.

## WRITING SECTION

### JOB APPLICATION

Q.1. Draft an application for the post of an Accountant in Star International School that was advertised in The Indian Times on 4 May 20XX. You are Amit/Namrata.

Sender's name and address	8, Gandhi Road Baroda
Date	13 May 20XX
Address's designation and address	The Principal Star Shine International School Chandigarh
Subject	
Salutation	
Opening	Subject: Application for the job of an Accountant.
Reason	
Suitability	Sir, This is with reference to your advertisement in the Indian Times on 4 May 20XX for the job of an Accountant.
enclosures	I am at present working with a company in Ambala. Since my family is stationed in Chandigarh, I find it rather difficult to commute daily. My parents are old and ailing, and require constant medical aid. Hence, I am looking for a job in the city.
Subscription and name	I have 4 years of experience and can assure you of my best services if given a chance.

Biodata	
Name	Namrata
Address	8, Gandhi Road, Ambala
Date of Birth	30 November 19XX
Educational Qualification	B.com (Hons.) MS University, Ambala
Job Experience	Working for the four years in Alembic chemicals, Ambala
Expected salary	20,000 p.m.
References	Mr. Sengupta, Head Accounts Division, Alembic Chemicals, Ambala

Q.2. You are Nikhil/Nikita, living at 1, Rana Pratap Marg, New Delhi. Read the advertisement given below and apply for the job that suits you giving your bio-data separately. Sunrise University requires

Lecturers in English and Demonstrators in Physics, Chemistry and Botany for their new Campus at Panipat. Candidates with a minimum of 5year experience alone can apply. Excellent command of English is a must. Excellent package and compensation for experienced persons. Those interested may e-mail to sunriseuniversityjobs@gmail.com or mail their response to: Box no 123, 'The Harbinger', New Delhi.

**Answer:**

1, Rana Pratap Marg  
New Delhi

01 March, 20XX

The Principal, Sun University  
Box no 123  
'The Harbinger'  
New Delhi

SUBJECT – APPLICATION FOR POST OF LECTURER IN ENGLISH/ DEMONSTRATOR IN PHYSICS/CHEMISTRY/BOTANY

Sir/Madam,

In response to your advertisement in The Times of India, dated February 25, 20XX for the post of English Lecturer/Demonstrators in Physics, Chemistry and Botany in your new campus, I wish to offer my candidature.

I would like to bring into notice that I possess all the aforementioned qualities required for the job. I am enclosing a copy of my bio-data for your perusal and kind consideration.

I am available for the interview on any day of your convenience. If given a chance to serve you, I assure you that I shall work with utmost sincerity and dedication up, to your satisfaction.

Thank you

Yours faithfully  
Ram/ Rajani

Encl.:

i) Bio-data

ii) Testimonials

**BIO- DATA**

NAME-	Nikhil/Nikita
FATHER's NAME-	Roshan singh
DATE OF BIRTH-	21 April, 1986
ADDRESS-	1, Rana Pratap Marg, New Delhi
PHONE-	98100XXXXX
E-MAIL-	ra123@gmail.com
MARITAL STATUS-	Married
AGE-	32 years

NATIONALITY- Indian

ACADEMIC QUALIFICATIONS-

i) BA (hons) in English

ii) MA in English

Or

i) B.Sc.

HOBBIES- Reading, travelling and net-surfing

STRENGTHS- Proficiency in English and Hindi, computer literate

EXPERIENCE- 7 years as English Lecturer OR Demonstrators in Physics, Chemistry and Botany in University of Delhi.

NAMES AND ADDRESSES OF REFERENCES-

i) Mr. Vijay Mathur, Principal

G.D. Goenka Public School, Pitampura, Delhi

ii) Mr. Satish

Head of Department: Commerce

Delhi University, Delhi

Q.3. Read the advertisement given below and then write a suitable application in response to it. Sign yourself as Abhiraj/Akansha.

***TULIP BANQUETS AND RESORTS***

We are an upcoming brand in hospitality sector. We require a young, dynamic, energetic and experienced Front Desk Manager to look after our newly opened resort in Bhimtal, Uttarakhand. Food and lodging will be providing free of charge. Salary negotiable. Apply: [tulipresort@gmail.com](mailto:tulipresort@gmail.com)

Ans. J-23/D, Uttam Vihar

Muzaffernagar -251003

26th March, 20XX

The Manager

Tulip Banquets and Resorts,

Bhimtal Uttarakhand- 263136

Subject: Application for Front desk Manager

Sir,

This refers to your advertisement in 'The Hindu' dated 24th March, 20XX for the vacancy of Front Desk Manager in your Bhimtal resort. I wish to apply for the same. I have the required qualifications and experience for the post. My detailed bio-data is enclosed with this application.

If selected, I assure you that I will prove my worth and work to your full satisfaction. I hope for a favorable response from your side.

Yours truly

Abhiraj Jindal

Encl: Bio-data

### **BIO-DATA**

NAME- Abhiraj Jindal  
FATHER's NAME- Prakash Kumar Jindal  
DATE OF BIRTH- 21 April, 1986  
CONTACT ADDRESS- j-23/D, Uttam Vihar, Muzaffernagar-231003  
CONTACT NUMBER- 94100XXXXX  
MARITAL STATUS- Married

### **EDUCATION QUALIFICATIONS-**

- i) BA (hospitality) from CCS university, Meerut. (80% Marks)
- ii) PGDM in Hotel Management from Punjab University, Chandigarh.
- iii) 6 months English language training course from BSE, Meerut.

### **INTERNSHIP AND WORK EXPERIENCE-**

3 months internship after graduation at Solitaire Inn (3\_star Property), Muzaffernagar.  
Currently working with Seven Seas Banquet, Muzaffernagar, for the last 2 years.

OTHER SKILLS: Good communication skill with proficiency in dealing with clients.

CURRENT SALARY: RS 42000 per month

### **NAMES AND ADDRESSES OF REFERENCES-**

- i) Mr.M.L. Mahta, Chief Executive, Solitaire Inn, M. no. 97125XXXXX
- ii) Mr. Pallav Sinha, Manager, Seven Seas Banquet,M.no 94353XXXXX



## **QUESTIONS FROM LETTER TO THE EDITOR**

**Question 1:** You are Mithila, H-16B, RK Puram, New Delhi. You are witnessing a number of incidents of crime against women in your city, especially eve-teasing. Write a letter to the Editor of The Times of India, expressing your concern over the issue. (120-150 words)

**Answer:**

H-16B, RK Puram

New Delhi

Date: 19/12/2020

The Editor

The Times of India

New Delhi

**Subject:** Safety of women amidst cases of eve-teasing.

Sir,

Through the columns of your esteemed newspaper, I would like to draw the attention of the readers towards the increasing incidents of eve-teasing in our society. It could be a woman of any age, from a school or college-going girl, to a working or aged woman, such incidents have managed to create an atmosphere of fear everywhere.

We all advocate women empowerment and urge every citizen to be a part of it. But unfortunately, even after repeated gender sensitization campaigns, not much change has been witnessed. We do not recognise the fact that this gender makes up half the population of the nation, and still feel unsafe in it.

The fight for women's safety is not the fight of an individual or a particular gender. It is the fight of the entire human race. If the society fails to serve half of its population, its slogans of development are futile.

I request you to give space to this letter in your newspaper so that people may become a little more aware and bring change to their way of thinking.

Thanking you

Yours truly

Mithila

**Question 2:** There is a flood of advertisements on television channels these days. Useless products are promoted through glamorous and exaggerated presentations. Write a letter to the Editor, Indian Express about the negative influence such advertisements have on the minds of the people. You are Mohit/Mohini of Sarojini Nagar, New Delhi. (120-150 words)

**Question 3:** You are Avni, H-14, Vishnupur, Shillong. Write a letter to the Editor of a Local Daily regarding long power cuts that your colony has to face every day and the resultant problems being faced by the residents. (120-150 words)

## NOTICE

3 MARKS

### (FORMAT-1, CONTENT-1 & EXPRESSION-1)

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

Answer

19 Dec 2020

ABC SCHOOL  
NOTICE  
WORKSHOP ON MENTAL HEALTH

This is hereby informed to all the students of Class XI-XII that a workshop on mental health will be organised in the School Auditorium by the school counsellor on 21 Dec 2020 at 10 a.m. All the students must be seated in the auditorium along with their Class Teachers by 9:45 a.m. on the aforesaid date. The workshop will be organised to raise awareness of the importance of mental health.

Rachael  
President of the Wellness Cell

**2. An International Book Fair is being held at Pragati Maidan, New Delhi from 7th to 14th January 2021. As Librarian, Goodwill Public School, Maurice Nagar, Delhi, write a notice informing the students about the fair. Give all other necessary details.**

Answer

19 Dec 2020

GOODWILL PUBLIC SCHOOL, MAURICE NAGAR, DELHI  
NOTICE  
INTERNATIONAL BOOK FAIR

It is to inform all the students of the school that an international book fair is going to be held at Pragati Maidan from 7 Jan 2021 to 14 Jan 2020. The fair will be open for the public from 10 a.m. to 10 p.m. The students may visit the fair along with their parents after school hours and during holidays. In the fair, books will be available at a discount.

Mr. XYZ  
Librarian

**3. You are Nitin/Nalini, Cultural Secretary, S.V.A. Public School, Jaipur. Your school is staging the play, 'Shakuntalam'. Write a notice, to be displayed on your school notice board, mentioning time, date and the city theatre where the play will be staged. Invite the students and their parents to come and watch the play. (50 words)**

Answer

19 Dec 2020

S. V. A. PUBLIC SCHOOL, JAIPUR  
NOTICE  
PLAY - SHAKUNTALAM

The Dramatics Club of the school is organising the staging of a play titled, 'Shakuntalam'. It is based on Kalidas' play Shakuntalam. The play will be staged at ABC Auditorium on 25 Dec 2020 at 5 p.m. Students along with their parents are invited to watch the play. Those interested to watch the play are instructed to register their names by 20 Dec 2020. Contact the Class Teacher for any further information.

Nalini  
Cultural Secretary

**1. You are Dhruv/ Nidhi, Student Editor of your school magazine, 'The Buds'. Write a notice in not more than 50 words to be placed on your school notice board inviting short stories, article, poems etc. from students of all classes for the school magazine. Give all the necessary details.**

3 MARKS(FORMAT-1, CONTENT-1 & EXPRESSION-1)

Format: Name of issuing organisation, the word NOTICE in capitals, date, Title/heading + sign & name of issuing authority/person with designation

Points

(a) Issuing Authority is ABC SCHOOL as name of school is not given in the question.

(b) Title can be SCHOOL MAGAZINE

(c) Body of the notice should refer to what the notice is about, whom to submit the different matter for school magazine, when to submit, where to submit.

(d) The name of the writer of the notice can be either Dhruv or Nidhi depending on the gender of the writer.

(e) Designation of the writer will be Student Editor

**2. You are the Secretary of your school Literary Association. Write a notice in not more than 50 words for your school notice board, giving details of the proposed inauguration of the Literary Association of your school. You are 'XYZ' of Jain Vidyashram, Cuddalore.**

3 MARKS(FORMAT-1, CONTENT-1 & EXPRESSION-1)

Format: Name of issuing organisation, the word NOTICE in capitals, date, Title/heading + sign & name of issuing authority/person with designation

Points

(a) Issuing Authority is JAIN VIDYASHRAM, CUDDALORE as name of school is given in the question.

(b) Title can be INAUGURATION OF THE LITERARY ASSOCIATION

(c) Body of the notice should refer to what the notice is about, date of the inauguration, time of the inauguration, venue of inauguration, whom to contact for further information, when to contact, where to contact.

(d) The name of the writer of the notice can be Mr/ Ms XYZ depending on the gender of the writer as given in the question.

(e) Designation of the writer will be Secretary

**3. As Secretary of the 'Eco Club' of St. Anne's School, Ahmedabad, draft a notice in not more than 50 words informing the club members about the screening of Al Gore's film, 'Inconvenient Truth' in the school's audio-visual room.**

3 MARKS(FORMAT-1, CONTENT-1 & EXPRESSION-1)

Format: Name of issuing organisation, the word NOTICE in capitals, date, Title/heading + sign & name of issuing authority/person with designation

Points

(a) Issuing Authority is ST. ANNE'S SCHOOL, AHMEDABAD as name of school is given in the question.

(b) Title can be SCREENING OF AL GORE'S FILM, 'INCONVENIENT TRUTH'

(c) Body of the notice should refer to what the notice is about, date of the screening, time of the screening, venue of screening, whom to contact for further information, when to contact, where to contact.

(d) The name of the writer of the notice can be Mr/Ms XYZ depending on the gender of the writer as the name of the writer is not given in the question.

(e) Designation of the writer will be Secretary

**1. As Librarian of Crescent International School, Gwalior, draft a notice in not more than 50 words asking all students and teachers to return the library books they have borrowed, two days before the commencement of the examination.**

Hints

3 MARKS(FORMAT-1, CONTENT-1 & EXPRESSION-1)

Format: Name of issuing organisation, the word NOTICE in capitals, date, Title/heading + sign & name of issuing authority/person with designation

The body of the notice should contain the following

1. What to return, 2. Whom to return, 3. Where to return, 4. When to return (Date and Time), 5. How to return

**2. 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 notice board. You are Karuna / Karan, a student of XII A.**

Hints

3 MARKS(FORMAT-1, CONTENT-1 & EXPRESSION-1)

Format: Name of issuing organisation, the word NOTICE in capitals, date, Title/heading + sign & name of issuing authority/person with designation

The body of the notice should contain the following

1. Thing lost, 2. Location of loss, 3. Date of loss, 4. Time of loss (approx.), 5. Whom to return (when and where) the thing if found, 6. Appreciation/ prize if any to the one who finds and returns

**3. Your school has planned an excursion to Lonavala near Mumbai during the autumn holidays. Write a notice in not more than 50 words for your school notice board, giving detailed information and inviting the names of those who are desirous to join. Sign as Naresh/Namita, Head Boy/Head Girl, D.V. English School, Thane, Mumbai.**

Hints

3 MARKS(FORMAT-1, CONTENT-1 & EXPRESSION-1)

Format: Name of issuing organisation, the word NOTICE in capitals, date, Title/heading + sign & name of issuing authority/person with designation

The body of the notice should contain the following

1. Event planned, 2. Location of event, 3. Date of event, 4. Time of event, 5. Duration of event, 6. How to register to take part in the event, 7. Whom to contact (when and where) to register for the event

Question:

You are Rahul Sharma . Draft a formal reply declining the invitation to dinner on 1<sup>st</sup> September 2020 at the Army Parade Grounds being hoisted by Major J.P.Dutta.

REGRET

Rahul Sharma wishes to thank Major J.P.Dutta for inviting him to dinner on 1<sup>st</sup> October at the Army Parade Grounds. He regrets that he will not be able to attend as he has a prior engagement.

Rahul Sharma

Question:

Draft a formal reply accepting an invitation to be presented on the occasion of the marriage of Rohit, son of Mrs. and Mr. Ranjit on 6<sup>th</sup> September 2020. You are Pradeep Kumar.

Ans:

Acceptance

Mrs. and Mr. Pradeep Kumar thank Mrs. And Mr. Ranjit for inviting them on the occasion of the marriage of their son Rohit on 6<sup>th</sup> September 2020 and inform them that they will be glad to attend the ceremony and bless the newly wed couple.

Pradeep Kumar.

Question:

You have been invited by Mr Venkatesh and Mrs Malathi on their 50<sup>th</sup> Wedding Anniversary through the following invitation letter. Draft a formal reply to the invitation given below.

**ANSWER:**

**FORMAL ACCEPTANCE**

7<sup>th</sup> July 2011

Mrs. and Mr. Naidu were pleased to receive the invitation for dinner on the occasion of the 50<sup>th</sup> Wedding Anniversary of Mrs. and Mr. Venkatesh, and confirm their participation in the function.

Best wishes

**Naidus**

### FORMAL REGRET

7<sup>th</sup> July 2011

Mrs. And Mr. Naidu thank Mrs. And Mr. Venkatesh for the invitation for dinner on the occasion of their 50th Wedding Anniversary on 12<sup>th</sup> July, 2011 at Hotel Leela Palace. However, they express their inability to be present on the occasion due to a prior engagement.

Best wishes,

Naidus

#### QUESTION FOR PRACTICE:

1. You are Mohan/Molly. You have been invited by Rotary Club to act as one of the judges for an Elocution Competition for students of classes XI and XII. But due to a previous engagement you cannot accept this invitation. Write a formal reply to the President of the Club regretting your inability to accept the invitation.
2. You are Aakash/Varsha. You have been invited to attend the wedding of your friend's sister during the summer vacation. Respond to the invitation informally accepting it.